



2020-2021 CATALOG
UNDERGRADUATE, GRADUATE, CERTIFICATE

Concordia University Irvine

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UNDERGRADUATE

Welcome to the CUI Online Catalog.

Concordia is a Lutheran university that develops wise, honorable and cultivated citizens through the liberal arts and professional studies. We do this by dedicating ourselves to the holistic formation of students, whether undergraduate or graduate. We educate the mind, body, heart, and soul. The formation of the mind takes place in the academic classroom, labs, and wherever our students are engaged in the academic enterprise. The cultivation of the body happens on the athletic fields, gymnasium, intramurals, or on a lone trail. The cultivation of the heart and soul is what makes us a community of faith. As a Lutheran community, we are dedicated to sharing the gospel with all in accordance with Jesus Christ's Great Commission. We encourage and equip our students to think deeply about their own spiritual lives and the cultivation of their soul by witnessing to the love of Christ. Then we ask them to turn their hearts outwards to others, whether they are classmates on campus, in an online classroom, in the local community, or throughout the world.

Our theme for this year chosen by the senior class is "Above All" from Matthew 6:33: "But seek first the kingdom of God and his righteousness, and all these things will be added to you." How does the theme "Above All" derive from this verse. It is rooted in the Greek words behind the English translation, "Seek first." While the word "first" can connote a time aspect, as in first, second, third, it can also convey a sense of quality, as in "Seek as a first priority" or "Seek above every other thing the Kingdom of God." Thus, the theme for this year emphasizes Jesus' imperative to seek the Kingdom of God "Above All"!

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 know God's love and strive to reflect that love in interactions with others.

Michael A. Thomas, PhD
President

Mission Statement

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

Vision Statement

Concordia University Irvine (CUI) will be among the finest, distinctively Lutheran liberal arts universities in America, preparing wise, honorable, cultivated citizens, informed by the Gospel of Jesus Christ, for the Church and the world.

Academic Enterprise

CUI is achieving a national reputation for academic excellence by bringing a distinctively Lutheran perspective on faith and learning to Christian higher education, offering strong liberal arts and professional programs in an environment that prizes rigorous teaching, scholarship, and service.

Accreditation

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

Institutional Identity

CUI affirms its identity as a Lutheran, Christian liberal arts university which is guided by the Great Commission of Christ Jesus and the Lutheran Confessions. The entire university community—faculty, staff, regents, trustees, students, donors—embraces and lives out this identity. External audiences will recognize this identity, as demonstrated in the university's decisions and actions.

Institutional Operations

CUI is developing and implementing a plan for growth on campus, off campus, and online that empowers it to compete in an increasingly challenging educational market while maintaining fiscal stability, sustainability, transparency, and commitment to mission and identity.

Student Experience

CUI seeks all academically qualified students who are willing to engage with its mission, supporting each student through transformative educational experiences that help them discover or solidify their vocations.

Forty-fifth Academic Year 2020 - 2021

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. Students are expected to confer with their academic advisor for precise information concerning academic programs.

Concordia University Irvine is an educational institution controlled by the Lutheran Church—Missouri Synod that takes seriously anti-discrimination provisions under federal and state law, and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility and mutual respect.

Concordia University Irvine does not discriminate on the basis of disability, age, race, color, gender, gender-identity, sexual orientation, national and ethnic origin or any other protected class in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other university-administered programs, except to the extent that religious freedom exemptions apply.

Concordia University Irvine has not applied for the regulatory exemption under Title IX, 34 C.F.R. section 106.12, but the Title IX statutory exemption provided by Congress, see 20 U.S.C. section 1681(a)(3), is self-executing. As an educational institution that is controlled by a religious organization, Concordia University Irvine is entitled to that statutory

exemption to the extent the application of Title IX is not consistent with the institution's religious tenets.

Concordia University Irvine is exempted by the state from California Education Code 66270, to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets. The exemption may apply to, but is not limited to, requirements as expressed in University policies, including policies found in the Student Code of Conduct, the Housing Handbook, the Student Handbook, the Student-Athlete Handbook, the Employee Handbook and the Employee Student Handbook. Concordia University Irvine retains all rights afforded to us under federal law and the laws of the State of California.

Correspondence regarding these policies should be addressed to:

Office of the Provost
Concordia University
1530 Concordia West
Irvine, CA 92612
(949) 854-8002

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.

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 interpret and analyze quantitative information in order to solve a wide range of problems, from those arising in research to everyday issues and questions.
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, from a disciplinary perspective, how the university's vision of preparing "wise, honorable and cultivated citizens" has influenced their understanding of and response to social, cultural, spiritual, scientific, health, economic, political, and ethical issues in their community, their country, and throughout the world.
8. **Specialized Knowledge (SK):** Students apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field

ACADEMIC CALENDAR

Academic calendars for all programs can be found on the Office of the Registrar's webpage (<https://www.cui.edu/studentlife/registrar/academic-calendars>).

2021 - 2021 Traditional Undergraduate

Academic Calendar

Fall 2020 Semester

August

14	Clearance/Orientation/Residence halls open for new students
16	Residence halls open for returning students
17	Classes begin
21	Last day to add a class without instructor approval
28	Last day to add a class with instructor approval
28	Last day to drop a class without record of enrollment

September

1	Census Report
7	Labor Day holiday (no classes – offices closed)
11	Deadline to apply for Fall 2020 graduation
28	Advising appointments (thru November 6)

October

6	Reading Day (no classes)
30	Last day to withdraw from class with "W"
30	Last day to add or drop an Internship or Practicum

November

8-11	Spring 2021 semester priority registration
20	First deadline to apply for Spring 2021 graduation
25-27	Thanksgiving Break (no classes – offices closed Nov. 26-27)
30	Final Exams Week (all final exams will be online)

December

1-4	Final Exams Week (all final exams will be online)
8	Semester grades due in MyRecords (end of Fall 2020 semester)

Spring 2021 Semester

January

8	Clearance/Orientation/Residence halls open for new students
10	Residence halls open for returning students

11	Classes begin
15	Last day to add a class without instructor approval
18	Martin Luther King, Jr. 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

15	Advising appointments (thru April 9)
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March

1-5	Mid-Semester break (no classes)
31	Last day to withdraw from class with "W"
31	Last day to add or drop an Internship or Practicum

April

1-2	Easter Break (no classes – offices closed April 2)
5	Easter Break (classes after 4:00 pm will meet - offices closed)
11-14	Fall 2021 semester priority registration

May

3-7	Final exam week
8	Commencement activities
11	Semester grades due in MyRecords (end of Spring 2021 semester)

June

11	Deadline to apply for Summer 2021 graduation
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ACADEMIC POLICIES

Academic Advising

Professional 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 and integrity. 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/en-us/studentlife/Index/id/3472>).

Academic Standing

Academic Probation: A student having a semester grade point average (GPA) below 2.00 will be placed on probation for the following semester. Students on probation may register for no more than 13 academic units. A student having a semester GPA above 2.00 but an institutional GPA below 2.00 will remain on academic probation until the institutional GPA is at least a 2.00.

Academic Disqualification: Any student whose GPA has fallen below 2.00 for 2 consecutive semesters and whose institutional GPA is below 2.00 will be academically disqualified as a degree student. Any student whose institutional GPA is less than 1.00 in a single semester will be academically disqualified as a degree student. Upon dismissal the student has the right to appeal to the academic dismissal committee. A student can only appeal once during their participation in an undergraduate program at Concordia University.

If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

Add-Drop-Withdrawal Changes: Non Q&I 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 or notify the instructor of the absence in advance of the first class session, 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 withdrawn from in week 3 through 11 with a grade of "W" and with the instructor's or dean/assistant dean/

department chair's approval. Students may not withdraw from full-semester courses after week 11.

After week 11, students may not withdraw from individual courses except by withdrawing from the University completely. Only students withdrawing from the University completely will be granted withdrawal status. No student will be permitted to withdraw from the University during final examination week.

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. It is the student's responsibility to complete and to submit the proper form on time for an add, drop, or withdrawal to be officially processed and implemented. 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-Withdrawal Changes: Q&I Core Curriculum

A Q&I Core course, which may not be dropped, may be added or changed during the first 2 weeks of the semester with the consent of the academic advisor.

Students are not permitted to withdraw from a Q&I Core course without the written approval of the instructor and Q&I Core 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 Q&I Core course because of academic performance. Add/drop/withdrawal forms and additional information may be obtained in the Office of the Registrar.

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>) and graduate learning outcomes (<http://www.cui.edu/academicPrograms/provost/institutional-research-assessment/index/id/25125>) 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 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 for all undergraduate students. Students in graduate programs will be assessed in the areas of Scholarly Research, Integrated Learning, Ethical Leadership, Effective Communication, Reflective Practice, and Community Engagement. 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 take coursework outside of Concordia University Irvine may register concurrently at other regionally accredited institutions. It is recommended that students consult with their academic advisor before taking courses to make sure the course(s) will fulfill degree requirements. If the course is being used for a major or minor requirement, approval will be required from the Department Chair for that major/minor. 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. No more than 6 units may be taken outside of Concordia during a student's last semester. Additionally, only grades of C- or better may be transferred; only transfer grades of C or better may be applied to major or minor requirements.

Consortium Agreement

Students wishing to be considered full time (12 units) by being part time at Concordia University and part time at another accredited institution may enter into a consortium agreement and receive Title IV federal financial aid. A minimum of 9 units must be taken at Concordia and all units taken must apply towards the student's degree. Additional information can be supplied by the Financial Aid Office (<http://www.cui.edu/studentlife/financial-aid>).

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 15 units per semester is required to reach 120 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 wishes to take more than 18 units, an Application for Overload must be filed 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. Specific dates are published yearly through the Office of the Registrar, and each undergraduate will be sent information explaining the procedure.

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 (p. 7), 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.

Dual Bachelor Degrees

Concordia University Irvine will award a maximum of two bachelor's degrees, one of which must be a Bachelor of Arts and the other a Bachelor of Science, under the following conditions: (1) the student has completed a minimum of 30 distinct units with 24 distinct upper division units for each degree; (2) at least 75% of the units earned in the major toward each degree are distinct; and (3) the student has completed all prerequisites, supporting courses, Q&I general education requirements, residency requirements and departmental requirements for each major.

Grade Replacement

A current student who wishes to repeat a course outside of Concordia University Irvine (CUI) and replace the CUI grade may do so under the following guidelines:

1. The process is not automatic and the student must initiate a Petition for Grade Replacement by Transfer Course form through the Office of the Registrar prior to taking the course outside of CUI. The Dean of the school for which the course is being replaced will approve/deny the petition.
2. Grade replacement by a transfer course is only available to undergraduate students and only coursework applied to an undergraduate degree may be considered for grade replacement.
3. All CUI grades will remain on a student's transcript. The CUI grade being replaced will be notated next to the grade by an "E" (excluded) on the transcript and the CUI grade will be excluded from the cumulative GPA.
4. A student may not take more than three (3) distinct courses for Grade Replacement.
5. The Petition for Grade Replacement shall be processed only if:

- a. The grade earned in the enrollment at CUI was a C-, D+, D, D- or F.
 - b. The course has not been previously repeated with a C or higher for a major course, or a C- or higher for a Q&I or elective course.
 - c. A student has not been awarded an undergraduate degree from CUI.
6. Academic standing will not be adjusted for the term of the grade replacement.

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. For the traditional undergraduate program, 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. For all graduate degree and nontraditional bachelor's degree programs, incomplete deadlines are established by the program and published in the program handbook.

IP (In Progress)

For undergraduate programs, an "IP" is 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 if the work is not completed. For graduate degrees, the "IP" grade is assigned for courses that are designed to take more than one term to complete. The

"IP" will remain on the transcript and the student will receive a grade in a subsequent term.

P (Pass) / NP (No Pass)

Assigned in selected courses and educational experiences where a letter grade is not assigned (e.g. Capstone projects, Doctoral dissertations, Master's theses, Internships, Practicums, and other courses as determined by individual programs and published in the program handbook). The P/ NP grade is not factored in for Grade Point Average (GPA) purposes.

W (Withdrawal)

For the traditional undergraduate degree program, full-semester courses may be dropped without record of enrollment during the first 2 weeks of the semester and during the first week for shorter terms. From week 3 through week 11, courses may be withdrawn from with a "W" with the approval of the instructor or Dean/Assistant Dean of the school. A "W" in a Core Course requires the approval of the Director of Core. No courses may be withdrawn from after week 11. For all graduate degree and nontraditional bachelor's degree programs, withdrawal deadlines are established by the program and published in the program handbook.

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 Program

Dr. C.J. Armstrong, Director

The university offers an 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, application essay(s), and overall academic portfolio. Admission to the program for current or transfer students may be granted by petition to the Honors Program director and with faculty recommendations.

The Honors Program makes available a variety of courses and activities that enhance learning and challenge highly motivated students under the banner of Scholarship & Service. Each semester sections of the Q&I 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, research projects, 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 and Honors Investigations. Such Honors endeavors provide close mentoring by professors and individualized, directed learning. Honors points can also be earned through approved Honors sections, study-abroad opportunities, taking foreign language courses, completing a double major, a minor outside of the major, or other approved Honors activities. To remain an Honors student in good standing, Presidential Honors Scholars must maintain a cumulative GPA of 3.5 or higher and complete a President's Academic Showcase by their junior year; Honors Scholars must maintain

a cumulative GPA of 3.3 or higher and complete an Honors Investigation, or President's Academic Showcase, by their junior year. Other students in the Honors Program must also maintain a cumulative GPA of 3.3 or higher; they are encouraged to do a Showcase or Investigation. Each Honors student's GPA is evaluated at the end of the academic year.

Students in good standing who earn the requisite number of Honors points, and do a President's Academic Showcase or Honors Investigation, receive recognition at graduation as an Honors Associate or an Honors Scholar. Honors Associates will accumulate 12-17 Honors points; Honors Scholars will accumulate 18 or more points.

Individualized Study

Students may apply for individualized study when a required course or Honors course is not offered at an appropriate time, when a student wishes to study a topic not offered in the curriculum, or when a student wishes to receive credit for a President's Academic Showcase or Honors Investigation. There are 4 categories of individualized study:

1. **Supervised Study**
2. **President's Academic Showcase**
3. **Honors Investigation**
4. **Special Topic Request**

See the Individualized Study Registration form from the Office of the Registrar for descriptions of these categories. Except for the President's Academic Showcase, the instructor fee for an individualized study is \$100/unit; the instructor may waive this fee.

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. Supervised Study and Special Topics courses follow the same add/drop/withdrawal deadlines as other courses.

Internship and Practicum

Enrollment in an internship or practicum requires the approval of the department's program director and may be added or dropped during the first 11 weeks of the semester. Appeals of this deadline may be submitted to the Dean of the school for consideration; however, they may not be added or dropped after a semester has ended. Add/Drop deadlines are posted on the Academic Calendar.

Students must complete the requirements for the internship and/or practicum within four continuous semesters including the semester of enrollment. As an example, if a student enrolls during a fall term, they have until the end of the following fall term to fulfill the course requirements.

A grade of IP (In Progress) will be issued after the first term of enrollment until work is completed. A Grade Change Form will be submitted by the instructor of record to change an IP to the final grade. Should a student fail to complete the internship or practicum requirements within four semesters, the IP grade will be automatically changed to a fail grade (F or NP, depending on the program). If the internship or practicum is a degree requirement, students who fail must re-enroll in the internship or practicum and complete all requirements prior to awarding of the degree.

Program registration and performance requirements will be provided by the Program Director for the specific subject. Refer to the Graduation Requirements section regarding unit limitations for internships and practicums. This policy does not apply to DCE internships in Christ College or any internship/practicum in the School of Education.

Latin Honors at Graduation

The following Latin honors are awarded to qualified recipients of the bachelor's degree at commencement ceremonies. These Latin 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.

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

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 30 units in residence at Concordia University.
2. They complete all Concordia University Q&I 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 (<https://www.lcms.org/cus>) (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.

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.

Statement of Completion

Students who will graduate with more than 120 units and will continue on into Concordia University's teaching credential (p. 167) or Master of Arts in Business Administration (p. 163) (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 (e.g., 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 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 Code of Conduct (<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.

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 (<http://www.cui.edu/studentlife/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).

Transcripts of Record

Students may obtain an official transcript of their academic record by filing a **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. The issuance of partial transcripts is strictly prohibited. Transcripts from other academic institutions are the property of Concordia University and, as such, are under the control of the Office of the Registrar. 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. Under federal policy, students have the right to view the documents in their file; the university will not make copies of these documents.

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).

Concordia accepts the following General Education certifications to fulfill most of the university's Q&I general education requirements:

- Intersegmental General Education Transfer Curriculum (IGETC)
- California State University (CSU) General Education Breadth requirements
- Associate Degree for Transfer (ADT)
- Oregon and Washington's Direct Transfer Associate degree (DTA). Comparable transfer certifications from other states can be considered on a case by case basis.
- Associate of Arts (AA) and the Associate of Science (AS) degrees that meet the CSU General Education Breadth requirements

Course requirements for the IGETC, CSU General Education Breadth, ADT, DTA, comparable transfer certifications, and the AA and AS degrees must be completed prior to matriculating to Concordia. Official certifications and degrees must be submitted upon completion of all required courses.

Deadlines to submit verification or a petition for verification to Concordia are October 15 for fall semester and March 15 for the spring semester of the academic year a student matriculates to Concordia. Upon verification, Concordia's general education requirements are waived except for the required Enduring Questions & Ideas core courses and theology courses. Please refer to Admission Criteria and Academic Information for more detailed information.

A total of ninety (90) semester units are allowed for transfer students, of which a maximum of seventy (70) semester units may be transferred from a regionally accredited community college. Additionally, within the 90 and 70 semester units, only 30 non-accredited, credit by exam (AP, CLEP, DSST, IB (<https://www.cui.edu/studentlife/registrar/index/id/21994>)), and/or military units may be transferred. Concordia will accept grades of C- or better towards Q&I 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.

To receive credit for AP, CLEP, DSST and IB, official scores must be submitted to the Office of the Registrar prior to the beginning of the students's final semester.

Non-Accredited Units

Non-Accredited credits are those that come from institutions that are not accredited by a regional accrediting agency. Under certain circumstances, Concordia accepts credits earned by students who transfer from these institutions.

- Non-Accredited units are only accepted if taken before a student matriculates to Concordia.
- Non-Accredited transfer courses may not be applied to major or minor requirements.
- Non-Accredited transfer courses may be applied to Q&I requirements and electives if approved by the appropriate division/department chair or dean.

Withdrawal from School

Undergraduate students who no longer wish to continue their enrollment at Concordia University must formally withdraw from the university through the Office of the Registrar (<http://www.cui.edu/studentlife/registrar/index/id/17620>) by completing a withdrawal form. 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 (<http://www.cui.edu/studentlife/financial-aid>) regarding eligibility after withdrawal. 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. If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

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. Some programs may have their 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 (<http://www.cui.edu/admissions>).

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 are recommended to 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, chemistry, physics
4. **Social Science:** 2 years
5. **Foreign Language:** 2 years recommended

Scholastic Aptitude

Entrance eligibility is determined by the cumulative academic grade point average (GPA) together with SAT (Scholastic Aptitude Test) or ACT (American College Testing) scores.

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. A maximum of 30 combined units can be earned. Concordia's standards for granting credit for these tests are available from academic advising. To receive credit, the student must submit official scores to the Office of the Registrar prior to the beginning of the students's final semester.

Falsification of Admission Documents

Any student who enters the university using false information or omits 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.

Pathway Admission

The Pathway Program helps to prepare international students for academic success by easing them into undergraduate studies while offering academic and cultural support. The CUI Pathway Program is designed for international students who meet all admission requirements except for the English level requirement of TOEFL 79/IELTS 6.5. The Pathway Program accepts students as undergraduates and provides 12-18 units of Intensive English per semester and 0-6 additional undergraduate course units for a period of one semester. Students seeking admissions via the Pathway Program must complete the normal undergraduate application process, participate in a selection interview, must meet minimum entrance requirements of TOEFL 62-78/IELTS 6.0, (an SAT or ACT score may be used if students don't have TOEFL or IELTS score) and a 2.8 high school GPA.

Wings Admission

WINGS is a bridge program for first-time freshmen and continuing sophomore students who do not meet regular admissions standards. In order to ensure student success, admission to and enrollment at Concordia University Irvine is contingent on participation in the WINGS program. Students will benefit from a series of support services which include, but are not limited to, an introductory summer bridge program, academic workshops, tutoring services and academic support through scheduled meetings with the Associate Director of Student Success.

Admission Classifications

First-time Freshman Student

The first-time freshman is an applicant who has not enrolled and earned units at a postsecondary institution in any term following the summer immediately after high school graduation.

Admission Requirements for First-time Freshmen

1. High school minimum cumulative academic GPA of 2.8 or above
2. Minimum SAT score of 980 (Evidence-Based Reading and Writing plus Math) or ACT score of 18.

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 Undergraduate Admissions to complete an application as a first-time freshman student:

1. University admission application which is available online at www.cui.edu (<http://www.cui.edu/application>).
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) or American College Test (ACT) score should be sent to the Office of Undergraduate Admissions. The university's code numbers for the tests are: SAT – 4069; ACT – 0227. Test scores on an official high school transcript are also accepted.

Admission decisions may be determined using unofficial transcripts and standardized test scores. Students must submit an official final high school transcript, equivalency certificates or diplomas through the General Educational Development Test (GED) or the California High School Proficiency Exam (CPE) before the start of the student's first semester at CUI.

Transfer Student

A transfer student is an applicant who has enrolled and earned units at a postsecondary institution prior to entering CUI following high school graduation. Students who attended college for the first time during the summer immediately prior to fall admission at CUI are **not** considered transfer students. Requirements for transfer to CUI are as follows:

- Students who were eligible for admission as freshmen may transfer at any time with no minimum number of units and a recommended minimum college GPA of 2.3.
- Students who did not meet admission requirements as freshmen must earn a minimum of 24 semester units from a regionally accredited institution with a minimum college GPA of 2.3.

The requirements expected of a transfer student:

1. University admission application which is available online at www.cui.edu (<http://www.cui.edu/application>).
2. Official final high school transcript, equivalency certificates or diplomas through the General Educational Development Test (GED) or the California High School Proficiency Exam (CPE).
3. Official transcripts from all colleges or universities attended.

Admission decisions may be determined using unofficial transcripts. Students must submit official final high school, equivalency certificates or diplomas through the General Educational Development Test (GED) or the California High School Proficiency Exam (CPE), and college transcripts before the start of the student's first semester at CUI.

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 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).

Concordia accepts the following General Education certifications to fulfill most of the university's Q&I general education requirements:

- Intersegmental General Education Transfer Curriculum (IGETC)
- California State University (CSU) General Education Breadth requirements
- Associate Degree for Transfer (ADT)
- Oregon and Washington's Direct Transfer Associate degree (DTA). Comparable transfer certifications from other states can be considered on a case by case basis.
- Associate of Arts (AA) and the Associate of Science (AS) degrees from that meet the CSU General Education Breadth requirements

Course requirements for the IGETC, CSU General Education Breadth, ADT, DTA, comparable transfer certifications, and the AA and AS degrees must be completed prior to matriculating to Concordia. Official certifications and degrees must be submitted upon completion of all required courses.

Deadlines to submit verification or a petition for verification to Concordia are October 15 for fall semester and March 15 for the spring semester of the academic year a student matriculates to Concordia. Official college transcripts must be submitted before accepted transfer students can receive an official course articulation and a timeline to graduation. Upon verification, Concordia's general education requirements are waived except for the required Enduring Questions & Ideas core courses and theology courses. Please refer to Admission Criteria and Academic Information for more detailed information.

A current list of accepted ADT's can be found at www.cui.edu/transfer (<https://www.cui.edu/en-us/admissions/undergraduate/apply/transfer>), and the transfer articulation agreements can be found at www.cui.edu/articulation (<https://www.cui.edu/en-us/admissions/undergraduate/apply/transfer/articulation-agreement>).

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.

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:

Admission Requirements for International Students

1. High school minimum cumulative academic GPA of 2.8 or above
2. Minimum SAT score of 980 (Evidence-Based Reading and Writing plus Math) or ACT score of 18** OR TOEFL score of 79 or IELTS score of 6.5**
3. Evidence of financial arrangement to meet educational costs for the designated period.
4. Compliance with provisions of the Student Visa (I-20).

**If the TOEFL/IELTS or SAT/ACT score is not met, a student can still be eligible for Pathway or conditional acceptance. Only one test score is required to complete the application process.

Admissions decisions may be determined using unofficial transcripts, standardized (SAT/ACT) and English proficiency (IELTS/TOEFL) test scores. Students must submit an official final high school transcript before the start of the student's first semester at CUI.

Admissions Requirements for the Pathway Program

The Pathway Program (<https://www.cui.edu/admissions/undergraduate/pathway>) provides eligibility for students who do not meet the minimum English proficiency requirements for undergraduate admission.

1. High school GPA of 2.8 or above
2. TOEFL score of 62-78 or IELTS score of 6.0

International Transfer Students

A transfer student is defined by the same rules and parameters as a domestic transfer student (see Transfer Student).

Admission Requirements

1. Submit an application through the Common App or paper application
2. Official final high school transcript or proof of high school graduation (diploma). A graduation date must be provided.
3. Official transcripts from every undergraduate institution attended in the United States and regionally accredited institutions abroad
4. If the student attended a non-regionally accredited college or university outside the United States, they must get their transcripts evaluated by a NACES (<https://www.naces.org>)-approved evaluation agency.
5. English proficiency test scores (TOEFL/IELTS) are required if a student is transferring from a non-English speaking college/university abroad, or if the student has not taken or passed an English composition course with a grade of C or above.

Documents Required for Form I-20 from Concordia:

1. I-20 Request Form (<https://docs.google.com/forms/d/e/1FAIpQLSeMcABci1Tz-qUH90typwyEe7rl5h6QX6o3s2L6ZS9A3bJcwQ/viewform>)
2. Copy of passport
3. Affidavit of Financial Support (<https://www.cui.edu/academicprograms/international-students/index/id/25274>)
4. Current official bank statement (minimum balance of \$53,570 for 2019-2020)

Documents required for International Transfer Students (including high school students in the United States):

1. All of the above
2. Copy of I-20 (all 3 pages)
3. Copy of F-1 Visa
4. Copy of I-94
5. I-20 Transfer Release Form (<https://www.cui.edu/academicprograms/international-students/index/id/25274>)

F-1 Visa

Assistance with obtaining or maintaining an F-1 visa is available through the International Center after the enrollment deposit is received.

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 at Concordia University. All students who are applying for readmission must go through the admission process.

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. Students must submit official transcripts from all institutions attended during the absence from Concordia. All readmission applications are reviewed by the Admission Committee. Just as new students must make an enrollment deposit, the same is required of readmitted students. Readmission to the university is not guaranteed.

Students returning to Concordia after an absence of one (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. If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

Categories of Students**Degree and/or certificate-seeking students**

These are students who are seeking a degree, certificate, or credential on either a full-time or part-time basis. These students must apply for and be accepted to Concordia through the appropriate admissions office.

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 a Guest 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 Undergraduate Admissions.

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:

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

Concordia University Awards, Grants and Aid

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

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 Office of Undergraduate Admissions 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://fafsa.gov>) (**FAFSA**): FAFSA is available on the Web at www.fafsa.gov (<http://www.fafsa.gov>). All students applying for need based aid (including federal and state aid) **must** complete a FAFSA. The FAFSA must be

received by the federal processor on or before March 2 (received, not postmarked). Concordia University's federal school code is 013885.

- California Grant Program (<http://www.csac.ca.gov>): California residents only must request their high school counselor to submit their **GPA Verification Form** (<http://www.csac.ca.gov/doc.asp?id=11177>), 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

When a student submits the FAFSA (<https://fafsa.gov>) online, they may be randomly selected by the Federal processor for a process called "verification." This means the Department of Education requires the university's financial aid office to determine the accuracy of the information the student provided on their online FAFSA application. Students who receive this notification are asked to complete the following steps in compliance with Federal guidelines.

Verification Steps

1. Complete the IRS Data Retrieval through FAFSA on the web (<https://www.cui.edu/studentlife/financial-aid/undergraduate/verification-process>).
2. Submit the appropriate verification forms to the Office of Financial Aid as requested.

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 April 1 will receive 25% less in institutional aid. Returning students who complete their financial aid files after June 1 will receive 50% less

in institutional aid. Students completing after July 1 will receive 75% less in institutional aid. August 7 is the final deadline for all financial aid documents. Documents requested to complete a financial aid file must be submitted 14 days prior to the close of the term. **For all students:** FAFSA's received after August 30 will not be eligible for any need-based institutional aid.

Students approved for readmission to the university are eligible for financial aid based on financial aid awarding policies based on initial entrance to the university as a freshman or transfer student.

Financial Aid Satisfactory Academic Progress (SAP)

Federal regulations require all schools participating in Title IV 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 Grade Point Average (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 the university. 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 Honor's Scholarship requires a cumulative GPA 3.3
- Undergraduate Presidential Honor's Scholarship requires a cumulative GPA 3.5
- 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 Time frame.

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 Time Frame

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 he/she did not receive financial aid. The maximum timeframes are listed below:

- Bachelor Degree's 180 or 192 Hours Attempted
- Graduate Degree's Hours Attempted 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 one 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 Satisfactory Academic Progress (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 time frame 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.

Audited Courses

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

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. Additional information regarding Consortium Agreements can be found here (p. 8).

Hours Attempted

Hours attempted include all hours pursued in the student's career and are counted in the maximum time frame 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.

Repeated Coursework

Undergraduate 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 college's minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for 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, F, W or GD 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.

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 (<https://www.cui.edu/studentlife/financial-aid/undergraduate/policies>) 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 over payment. 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 over payment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

Payment of Tuition and Fees

All tuition and fees are due and payable as published online at 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) or online at www.cui.edu/onlinepayments (<http://www.cui.edu/onlinepayments>). Failure to pay fees by the established deadlines will result in a financial hold, late fees and may cause the student to be dropped from **all** classes.

Financial Holds on Unpaid Balances and Registration

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

Degrees will not be conferred and diplomas will not be issued until an outstanding student account balance has been paid in full.

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

Refund Policy

Cancellation of Enrollment

A student may terminate enrollment prior to the beginning of the semester by contacting the Office of the Registrar 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 Office of the Bursar for refunds (i.e., tuition, room, board). The student is responsible to pay any outstanding charges to the university. Please visit the Office of the Bursar (<https://www.cui.edu/bursar>) website 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 (<https://www.cui.edu/studentlife/financial-aid/undergraduate/policies>) 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.
- 1.

MAJORS AND MINORS

Associate of Arts Degree for International Students

Candidates for this AA degree must be international students admitted through a dual degree program with one of Concordia's partner institutions.

Majors

Bachelor of Arts Degrees

- Art (p. 44)
- Behavioral Sciences (p. 65)
- Biology (p. 46)
- Business Administration (p. 73)
- Chemistry (p. 48)
- Communication Studies (p. 49)
- Economics (p. 73)
- English (p. 50)
- Graphic Design (p. 44)
- Healthcare Management (p. 81)
- History and Political Thought (p. 56)
- Liberal Arts (p. 50)
- Liberal Studies (p. 69) (Elementary Education)
- Mathematics (p. 59)
- Music (p. 61)
- Psychology (p. 65)
- Theatre (p. 67)
- Theological Studies: Biblical Languages (p. 34)
- Theological Studies: Christian Education Leadership (p. 34)
- Theology (p. 34)

Bachelor of Science Degrees

- Biology (p. 46)
- Computer Science (p. 59)
- Entrepreneurial Ministry Leadership (p. 34)
- Kinesiology (p. 58)
- Physics (p. 48)

Minors

- Accounting (p. 76)
- Actuarial Science (p. 60)
- American Studies (p. 57)
- Anthropology (p. 66)
- Art (p. 45)
- Behavioral Sciences (p. 66)
- Biblical Languages (p. 36)
- Biblical Studies (p. 36)
- Biology (p. 47)
- Business (p. 76)
- Business Data Analytics (p. 76)
- Chemistry (p. 49)
- Children's Ministry (p. 36)

- Christian Education Leadership (p. 36)
- Classical Education (p. 36)
- Classical Languages (p. 36)
- Coaching (p. 58)
- Communication (p. 50)
- Computer Science (p. 60)
- Creative Writing (p. 55)
- Economics (p. 76)
- English (p. 55)
- Fitness Programming (p. 58)
- Global Cultural Studies (p. 55)
- Graphic Design (p. 45)
- Healthcare Management (p. 81)
- History (p. 57)
- Law and Politics (p. 57)
- Marketing (p. 76)
- Mathematics (p. 60)
- Missiology (p. 36)
- Music (p. 64)
- Musical Theatre (p. 68)
- Philosophy (p. 36)
- Physical Education (p. 58)
- Political Thought (p. 57)
- Pre-Nursing (p. 81)
- Pre-Physical Therapy (p. 58)
- Psychology (p. 66)
- Sociology (p. 66)
- Spanish (p. 55)
- Sport Management (p. 76)
- Theatre (p. 68)
- Theatre Design and Technical Production (p. 68)
- Theology (p. 36)
- Worship Arts Leadership (p. 36)
- Youth Ministry (p. 36)

Professional Programs and Minors

Concordia University offers a variety of professional programs and professional minors designed to prepare students for either full-time church or secular vocations. Each professional program or professional minor 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 or professional minor. Students are not required to enter a professional program or professional minor and may choose to graduate with a "Liberal Arts" designation. Until they apply to a program or minor, all students are designated as liberal arts students. Students may apply to a professional program or professional minor at any time and, if they meet entry standards, will be classified as "Conditional" or "Accepted" in that program or minor, depending on their qualifications. Should students not be admitted to a program or minor, or not continue in a program or minor for whatever reason, they are returned to the liberal

arts status. The following professional programs and professional minors are available.

Christ College

Undergraduate Professional Programs and Minors (LCMS Church Vocation Certification)

- Lutheran Teaching Ministry (p. 40)
 - Elementary Education
 - Secondary Education
 - Special Education
- Director of Christian Education (p. 40)
- Director of Parish Music (p. 40)
- Pre-Deaconess (p. 40)
- Pre-Seminary (p. 40)

School of Business and Economics

Undergraduate Professional Program

- Pre-Business (p. 72)

School of Education

Undergraduate Professional Programs

- Elementary Education/Multiple Subject Credential (p. 78)
- Secondary Education/Single Subject Credential (p. 78)
- Special Education – Education Specialist: Mild-Moderate Credential (p. 78)

Post-baccalaureate Professional Programs

- Teacher Credential Program (p. 167)
 - Multiple Subject
 - Single Subject
 - Special Education

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 120 semester units for graduation. Additional courses may lead to a minor.

Enduring Questions & Ideas (General Education)

Concordia's Enduring Questions & Ideas (Q&I) general education curriculum is the foundation for all academic work at the university.

Composed of Core and Exploration courses, Q&I 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."

Q&I Core Courses

Concordia's Q&I Core Courses (<http://www.cui.edu/admissions/undergraduate/academics/core/explained>) foster common, sequential, and interdisciplinary learning, providing a broad intellectual foundation that will be drawn on and developed in students' Q&I Exploration courses, majors, minors, and professional programs. Q&I Core courses in biology, history, literature, math, philosophy, and theology are paired each semester to facilitate interdisciplinary learning. Each Q&I Core course engages students in dialogue about some of 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 Q&I Core courses in small, challenging, and encouraging learning communities. Students entering as freshmen take 6 Q&I Core courses: 2 pairs in the freshman year and 1 pair in the sophomore year. Students entering as sophomores, juniors or seniors take 2 Q&I Core courses, ordinarily in their first semester. All required Q&I Core courses must be taken at Concordia.

Q&I Exploration Courses

Q&I Exploration courses (<https://www.cui.edu/admissions/undergraduate/academics/core/explained/#exploration>) build on the habits and intellectual foundations of the Q&I Core courses and broaden students' knowledge and skills in other essential areas of life. Students take an array of liberal arts and science courses to address more big questions while developing the knowledge, habits, and skills to do so wisely and honorably. Q&I Exploration courses help students discover their multiple God-given callings in life, become eloquent communicators, evaluate how they interact with other people, understand nature and how they should live, analyze the impact of art in culture and Christianity, and answer Jesus' question: "Who do you say that I am?" These courses—along with the Q&I Core courses—enrich students' minds, bodies, and souls for intelligent, virtuous, and faithful service to society and the church.

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 Programs** page of the website.

Information about the **Teacher Credential Program** (<http://www.cui.edu/academicprograms/graduate>) is also available.

Enduring Questions & Ideas (GE)

Concordia University's Enduring Questions & Ideas (Q&I) general education curriculum is composed of Core and Exploration courses. Students must complete the requisite course(s) for each big question under the Core and Exploration sections. In answering the questions How Shall I Live? and Who Am I and Who Are They?, students must take at least 1 Social Science course (ANT, ECO, PSY, SOC, COM 216 or COM 324).

Core Courses

Level I

Students entering with 29 or fewer transferred semester units take 19 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

Sophomore

What Is Freedom?		
Choose 1 of the following course pairings:		
CENG 201	World Literature to the Renaissance	3
CHST 201	The West and the World	3
OR		
CENG 202	World Literature from the Enlightenment	3
CHST 202	America and the World	3
Total Units		19

Level II

Students entering with 30 or more transferred semester units take 6 Core units from the courses below:

What Does It Mean to Be Human?		
CPHI 200	Introduction to Philosophical Inquiry	3
CTHL 200	Introduction to Theological Thought	3

Students in this category also transfer in or take 13 additional units or their equivalents as follows:

Biology (CBIO 101, BIO 101, BIO 111)	4
Mathematics (CMTH 101, MTH 201, MTH 252, MTH 271)	3
Choose 1 of the following courses:	
English (CENG 201, CENG 202, ENG 201, ENG 341, ENG 342, ENG 361, ENG 362, ENG 380, ENG 382, ENG 383, ENG 385, ENG 386, ENG 387, ENG 391, ENG 392)	3

Choose 1 of the following courses:

History (CHST 201 or HST 201, CHST 202, HST 202, HST 226, HST 301, HST 321, HST 332, HST 334, HST 336, HST 338, HST 341, HST 361, HST 371, HST 410, HST 412, HST 416A, HST 416B, HST 431, HST 437, HST 451, HST 491)	3
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Total Units	19
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Exploration Courses

What Are My Vocations?

INT 100	Foundations: Exploring Virtue and Vocation *	2
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"Who Do You Say that I Am?"

Choose 2 of the following courses:	6
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THL 105	Life of Christ	3
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

How Shall I Live? **

Choose 1 of the following courses:	3
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DAN 145	Dance for Health	3
INT 105	Leadership Development	3
KIN 105	Christian Wellness	3
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
PHI 467	Bioethics and Healthcare Professions	3
POL 321	Political Thought I: Ancient to Early Modern	3
POL 322	Political Thought II: The Enlightenment	3
PSY 331	Marriage and the Family	3
THL 465	Christians and Ethics ***	3
or MACL 465	Christianity, Ethics, and Contemporary Culture	

Why Art?

Choose 1 of the following courses:	3
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ART 111	Experiences in Art	3
ART 311	Art History I	3
ART 312	Art History II	3
ART 315	The History of Contemporary Art	3
MUS 102	Music Fundamentals	3
MUS 111	Experiences in Music	3
MUS 112	Music in the Liberal Arts	3
MUS 331	Music History I: Antiquity through Bach	3
THR 111	Experiences in Theatre	3
THR 251	Introduction to Theatre	3
WRT 323	Introduction to Genre and Craft in Creative Writing	3

What Is Eloquence?

COM 111	Public Speaking	3
or COM 211	Introduction to Argumentation and Debate	
WRT 102	Writing and Research	3

or WRT 201	The Art of the Essay	
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How Do I Understand Nature?

Choose 1 of the following courses:	4
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CHE 101	Introduction to Chemistry	4
CHE 221	Chemistry I	4
PHY 211	Physics I	4
PHY 221	Calculus-based Physics I	4
PHY 231	Astronomy I	4
PHY 232	Astronomy II	4
SCI 115	Physical Science	4
SCI 118	Physical Oceanography	4

Who Am I and Who Are They? **

Choose 1 of the following courses:	3
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ANT 210	Cultural Anthropology	3
ANT 314	Native Peoples of North America	3
COM 216	Interpersonal Communication	3
COM 324	Intercultural Communication	3
ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
ECO 221	History of Economic Thought	3
ENG 382	Postcolonial Literature	3
PSY 101	Introduction to Psychology	3
SOC 101	Introduction to Sociology	3
REL 321	World Religions	3

Total Units	25-27
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Other Academic Requirements 74-76

Academic Major	
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Professional Program (if applicable)	
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Graduation Requirements	
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Minor and/or Electives (to reach 120 units)	
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* Only required of students entering with fewer than 24 semester units of university credit.

** In selecting courses to satisfy these two questions, students must take at least 1 Social Science course (ANT, ECO, PSY, SOC, COM 216 or COM 324).

*** Only students in the Entrepreneurial Ministry Leadership major may take MACL 465.

Graduation Requirements

Bachelor's degree students must meet the following criteria:

- Complete at least 120 units or the equivalent. The following maximum units apply:
 - 4 units of physical education activities
 - 4 units of practicum in any one subject field, unless the specific major and/or minor requires additional units
 - 4 units of THR 102 (Applied Stagecraft)
 - 8 units of internship
 - 12 units of music ensemble (MUE) and/or applied music (MU_) at the 101-201 level. Music majors will not be granted these additional ensemble/applied units.

2. Complete all Enduring Questions & Ideas (GE) (p. 23) curriculum courses or the equivalent.
3. Complete a major (p. 21).
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 (30 semester units) as a student at CUI. Furthermore, 18 of the last 24 units completed must be taken at CUI.
7. Complete 18 units in the major and 9 units in the minor (if applicable) at CUI.
8. Complete 30 units in upper-division (300-400 numbered) courses, of which at least 21 are taken at CUI.
9. Demonstrate competency in a language, including American Sign Language, other than English by:
 - Completion of 2 years of instruction in high school in a single language other than English with an average grade of "C"; no credit is awarded.
 - Completion, at the college level, of the final course of first year instruction in a single language other than English with a "C-" or better (equivalent to CUI 102 level or higher).
 - The equivalent as determined by an appropriate and available means of evaluation approved by the university.
10. Complete INT 100 if the student entered CUI with fewer than 24 semester units of university credit.
11. File an application for graduation (<https://www.cui.edu/studentlife/registrar/index/id/17651>) form with the Office of the Registrar by the dates published in the Academic Calendar (p. 7).
12. Complete payment of all **fees and tuition** (p. 30) due Concordia.

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

STUDENT LIFE

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. Professional staff advisors are available to meet with students each semester for course selection, sequencing, online enrollment and referral to campus resources.

Academic Coaching

The Academic Coaching Center (<https://www.cui.edu/studentlife/academic-coaching>) commits to empowering students as life-long learners by providing support services that will equip them with tools to achieve their academic goals. Our peer-directed academic coaching is offered free of charge.

Tutoring Services

Tutors provide the support needed to understand and explore course concepts and assignments in small group and one-one-one sessions.

The Writing Studio

Writing Consultants support students in their development as writers and critical thinkers. In one-to-one sessions they provide feedback on papers for strength of claims, quality of research, evidence integration, organization and structure, formatting, adherence to assignment, and genre conventions.

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 employer panels, seminars, skill workshops and recruiting fairs.

Cleary Act/Annual Security and Fire Safety Report

Concordia University Irvine is committed to assisting all members of its community in providing for their own safety and security. As per the Cleary Act, you are entitled to Concordia University's Annual Security and Fire Safety Report (<https://www.cui.edu/campus-safety/Index/id/12840>).

If you would like to receive a hard copy of this report, stop by the Campus Safety Office in the Administration building room 103 at 1530 Concordia West, Irvine CA 92612, or request that a copy be mailed to you by calling 949-214-3007.

The Annual Security and Fire Safety Report contains information regarding campus security and personal safety including topics such as: crime prevention, fire safety, crime reporting policies, crime statistics for the three previous calendar years concerning reported crimes that occurred on campus and/or in the area, disciplinary procedures, and other matters of importance related to security and safety of campus.

This information is required by law and is provided by Concordia University Irvine.

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 work 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 Residential Education and Services for more information.

Disability and Learning Resource Center

The Disability and Learning Resource Center (DLRC) (<http://www.cui.edu/dlrc>) is committed to ensuring that Concordia University Irvine is a campus that is inclusive and accessible for its diverse population of disabled students, faculty, staff, and visitors. The mission of the Disability and Learning Resource Center is to advance inclusion, diversity, equity, and access by addressing barriers in the learning, working, social, and physical environments of Concordia University Irvine. We address barriers by providing disability resources in diverse partnerships with instructors, campus departments, disabled students, and University leadership. Concordia University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990) and Amendment (2008) and by Section 504 of the Rehabilitation Act (1973).

Section 504 states: "No otherwise qualified individual shall, solely by his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

International Student Services

The International Center (<https://www.cui.edu/academicprograms/international-students>) team collaborates with campus departments to assist international students in their transition and continual success at the university.

Library

The Library collection totals about 70,000 print volumes and more than 210,000 online volumes through EBSCO eBooks. In addition to print and eBooks, the Library subscribes to more than 38,000 electronic and print journals as well as several major newspapers.

During the academic year, the Library is open seven days a week and provides access to research computers, group study rooms, as well as printing and copying services. The library catalog, eBook collection, research databases, and research guides 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, 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).

Office of the Registrar

The Office of the Registrar (<https://www.cui.edu/studentlife/registrar>) is responsible for maintaining the academic records of the institution. We serve all students, current and former. The office can assist you with address changes, articulation and transfer credit, course schedules, degree posting and commencement, enrollment verifications, NCAA

academic eligibility, registration of classes, transcript orders, and other record questions. The office is located on the main floor of Grimm Hall North or can be reached at registrar@cui.edu.

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.

Programs Abroad Office

Ms. Faith McKinney, Senior Director of International Center and Programs Abroad

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 Programs Abroad (<http://www.cui.edu/academicprograms/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.

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 (<http://www.cui.edu/admissions/undergraduate/community/Housing.aspx>) which promote academic, social, and spiritual growth. Students 21 years-of-age 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 unit that will accommodate 4 students. Please be aware that private bedrooms are not available in any of Concordia's residence halls through Housing Services.

Students may request a single room at extra cost if space is available. Residence halls are under the direction of the Dean of Students.

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.

Spiritual Life

At the heart of the Great Commission University is the desire to raise up the next generation of disciples. In order to facilitate the discipleship process the university established a campus ministry called abbey west (<http://www.cui.edu/studentlife/student-leadership/index/id/19507>). The goal of abbey west is to engage students in a discipleship process that is rooted in and centered on the gospel.

Gospel-centered discipleship is accomplished through events, activities, and experiences such as: chapel, Sunday evening worship, on-campus Bible studies, as well as through local and global mission, service, and witnessing opportunities.

While abbey west functions under the auspices and with the support of area Lutheran Church— Missouri Synod (<http://www.lcms.org>) congregations it is not a ministry just for Lutheran students. Rather abbey west seeks to engage all students with the gospel and invite them to participate in the discipleship journey together.

Also if you are in need of some spiritual counseling the pastoral staff in abbey west is happy to serve you.

For more information or to set up a pastoral appointment please send an e-mail to abbeywest@cui.edu or call (949) 214-3113.

Student Identification Cards

Concordia student identification (ID) cards are available at the Office of Campus Safety (<http://www.cui.edu/safety>) in the Administration Building, room 103. Students will need to provide a driver license or government issued ID. Students are required to carry Concordia ID cards on their persons while on campus and need their ID cards 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. The first ID card is free. Replacements for lost or damaged cards cost \$25.

Student Life and Leadership Development

Concordia University's Student Life provides opportunities for learning, involvement, leadership, community building, and creative expressions that extends beyond the classroom. Involvement Fairs are held at the beginning of each semester to connect students to leadership and co-curricular programs. Opportunities include the resident assistants (RAs) program coordinated by the RES Office; abbeywest coordinated by Campus Ministry; student life events coordinated through LEAD in the Center for Student Leadership and Development (CSLD); student government, clubs, and organizations through ASCUI in the CSLD office; and the Peer Advising Leaders (PAL) program coordinated by the Office of First-Year Experience.

For more information about how to get involved on campus or in student leadership, visit cui.edu/leadership (<http://cui.edu/studentlife/student-leadership>) or contact Amanda Harris (amanda.harris@cui.edu or 949-214-3048).

Title IX

Title IX (<http://www.cui.edu/title-ix>) is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. As a Christian institution, we believe that sexual intimacy is part of God's perfect and good design for our lives and should be experienced within a loving and committed union of marriage. As a university we are working to create a safe and supportive campus community free from sex-discrimination. We want to make sure that anyone who reports experiences related to such discrimination feels safe, knows his or her rights, and is aware of all available resources and options to continue to have the opportunity to be successful. We will support all students Title IX-related journey with privacy, equity, due process, and, most importantly, with Christian care and concern.

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/campus-safety/index/id/54>) and the laws of the State of California. It is the student's responsibility to abide by these regulations. Concordia's vehicle regulations can be found on Campus Safety's website (<http://www.cui.edu/safety>). The university cannot assume liability for loss or damage by theft or accident involving automobiles or motorcycles, of which the owners are advised to provide adequate insurance protection. Persons operating bicycles on university property must also comply with university policy and are encouraged to register their bicycle with the Office of Campus Safety in the Administration Building, room 103.

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 and/or tow. Parking permit applicants need to show proof of current vehicle registration, a current driver's license and possess a Concordia ID Card.

Visitor parking permits are available at the gatehouses and are issued for 2 business days. Temporary parking permits are also available at the Office of Campus Safety for individuals who need a pass for more than 2 business days.

Due to parking limitations on campus, 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/safety>) or contact the Office of Campus Safety at campussafety@cui.edu.

Veterans Resource Center

Veterans Benefits

Concordia University, Irvine has been approved to train veterans receiving benefits from the Department of Veterans Affairs in accordance with U.S. Code Title 38. Eligible veterans and their dependents seeking educational training may qualify to use Title 38, chapters 1606/1607, 30, 31, 33 Post 9/11, 35 (to include Fry Scholarship). Refer to the Department of Veteran Affairs for eligibility criteria.

CUI was designated a Military Friendly School in 2019 and was ranked 20th (tied) in the list of Best Regional Universities in the West for Veterans by US News in 2019.

The Veterans Resource Center

The Staff Sergeant Matthew Thompson Veterans Resource Center (VRC) is located in the Administration building room 100 and can be reached at (949) 214-3129 or veterans@cui.edu. All eligibility for VA benefits remains under the jurisdiction of the VA and not the School Certifying Official (SCO). The SCO abides by School Certifying Official Handbook (http://benefits.va.gov/GIBILL/docs/job_aids/SCO_Handbook.pdf) for all policies and procedures of students using the GI Bill ®.

The mission of the VRC is to assist VA beneficiaries with transitioning from the military to the classroom by creating a campus community that ensures their well-being. Our ultimate goal is to prepare student veterans, spouses, and dependents to

fully transition into the workforce and contribute to society as wise, honorable, and cultivated citizens. Aside from striving to be the most military friendly university, the VRC serves as the liaison between the student and the Department of Veterans Affairs.

The VRC office includes free services such as coffee, printing, refrigerator, microwave, envelopes, scantrons, bluebooks and we even have a Netflix account. It can also be used as a place to study, and network with other student veterans, dependents and spouses.

It is highly recommended that students utilizing VA educational benefits meet with the VRC Director during the semester to go over their remaining entitlement and student account. This can be done in person, over the phone or through Google Hangouts.

For more information, questions or concerns please contact the VRC at (949) 214-3129 or veterans@cui.edu. Other ways to connect with us are on our website (<http://www.cui.edu/veterans>), Facebook (<http://www.facebook.com/VeteransCUI>), Instagram (https://www.instagram.com/cui_veterans) or our Veteran LinkedIn (<https://www.linkedin.com/groups/13533362>) group.

Honor Cords at graduation

United States Armed Forces Designation: The red, white and blue cords are worn by students who have honorably served or are currently serving in the United States Armed Forces. Please submit your DD-214 to the VRC.

Institutional Aid

Undergraduate students are highly recommended to work with the VRC and Financial Aid to create a maximum financial aid award each year. It may be beneficial to apply for FAFSA.

Study Abroad Programs

Chapter 33 benefits that pay tuition and fees directly to CUI

VA will pay:

- CUI's tuition and fees for your approved degree plan
- Book stipend
- Monthly housing allowance based on CUI's zip code

In order for VA to pay any additional fees specific to the study abroad program, the study abroad option must be required for graduation.

VA will not pay:

- Costs related to travel (airfare, passport, lodging and meals)
- Third party charges

Submit VA Form 22-1995 to the VA for any school that hosts the study abroad program to make sure that they are an approved VA certifying institution. Additional information about study abroad can be found on the GI Bill website.

VA Work Study

This program provides students using the GI Bill ® that are at least 3/4 time with a job working in the VRC serving the veteran community up to 25 hours per week based upon the number of students working and their schedules. The VRC's Director is the Work Site supervisor, however the VA pays the student's stipend

at either the California or Federal minimum wage (whichever is highest). More information can be found on our website (<http://www.cui.edu/en-us/studentlife/veterans/va-work-study>).

Veterans Club

The Veterans Club is headquartered in the VRC and is open to all veterans, dependents and anyone who wishes to be a part of the veteran community. This club is a way to stay connected and involved with Concordia and other veterans/dependents who attend Concordia.

Veteran and Dependent Responsibilities

- All forms are located at on our website (<http://www.cui.edu/studentlife/veterans/forms>).
- Change of major/minor/emphasis requires either a VA Form 22-1995 or VA Form 22-5495 submitted to the VRC. We cannot certify your attendance if your major/minor/emphasis does not reflect what we have on file in the VRC.
 - VA Form 22-1995: For students using the GI Bill Chapter 30, 1606, and 33 Post 9/11
 - VA Form 22-5495: For students using the GI Bill Chapter 35 and the Fry Scholarship
- Before you drop or withdraw from a class, please contact the VRC, so that we can explain how your VA benefits may be impacted.
- Please notify the VRC immediately if you are called or will be called to active duty.
- Prior to the start of each new term that you wish to have your attendance certified to the VA, you must submit the Request to Certify form.
- Meet with Academic Advising each semester to go over your graduation plan.
- Chapter 33 Post 9/11 students utilizing a Concordia room and/or board plan: you must make payment or set up payment arrangements through the Office of the Bursar.

Veteran Tuition Discount

CUI offers a 10% tuition discount on all graduate programs and in the Online Bachelor's Degree for veterans, active duty, reserve and national guard and their spouses who are not receiving the Yellow Ribbon Scholarship. For spouses, marriage certificate and their spouse's DD-214/current orders must be submitted to the VRC.

students pay \$25/visit. Students must log in to their electronic medical records @ <https://cui.medicatconnect.com/> by August 1 for the Fall semester and by December 1 for the Spring semester in order to complete the following requirements, obtain final clearance, and receive services. Hard copies will not be accepted. In light of the challenges brought on by COVID-19, the deadline for submission of immunization records for Fall 2020 has been extended to October 1, 2020. Health History Form still needs to be completed by August 1, 2020.

- Complete Health History Form
- Enter dates for the following requirements:
 - MMR #1 (Measles, Mumps & Rubella) vaccine or positive titers
 - MMR #2 (Measles, Mumps & Rubella) vaccine or positive titers
 - Tdap (Tetanus, diphtheria & pertussis) vaccine
 - Meningitis (ACYW) vaccine administered at age 16 or older
 - A screening test for Tuberculosis (completed within the last 12 months): TB skin test, lab test, or chest x-ray
- Upload proof of above requirements, such as:
 - Immunization records
 - TB Result Form (<http://www.cui.edu/TBtest>): use this form if your clinic does not provide one

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 2 days later.

• Immunizations

MMR, 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

Note: Although CUI does not require nor provide health insurance for students, it is highly encouraged that all students carry health insurance suitable for their needs.

Wellness Center

The Wellness Center (<http://www.cui.edu/wellness>) 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. Students currently registered in at least six (6) units are eligible to receive services.

Counseling and Psychological Services (CAPS)

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

Student Health Services

Primary health care services are available for full-time undergraduate students on campus for free. All other eligible

TUITION

2020–2021

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

Fees (All Students)

Fee	Summer '20	Fall '20/Spring '21
Application Fee (non-refundable)	\$50	\$50
Graduation Application Fee (non-refundable)	\$185*	\$185*
International Application Processing Fee (non-refundable)	\$150	\$150
Last Registration Fee	\$50	\$50
Study Abroad Fee	\$200 thru CUI/\$500 third party	\$200 thru CUI/\$500 third party

* Priority fee if application is submitted by the first deadline. There is an additional charge for late applications.

Housing

Fee	Summer '20	Fall '20/Spring '21
Reservation Fee (returning, traditional undergraduates)		\$300 (non-refundable)
Off-Campus Housing Appeals Form Late Fee		\$250
Quads		\$3,620/semester
Sigma/Rho		\$3,385/semester
Summer:		
Student	\$32/night	
Non-student Employee	\$210/week	

Meals

Fee	Summer '20	Fall '20/Spring '21
5/week (commuters only)		\$1,470/semester
5/week flex (commuters only)		\$1,570/semester
10/week		\$2,240/semester
10/week flex		\$2,340/semester
14/week		\$2,430/semester
14/week flex		\$2,530/semester
19/week		\$2,515/semester
19/week flex		\$2,615/semester
20 Meals + 50 flex dollars (commuters only)	\$220	\$220
30 Meals + 50 flex dollars (commuters only)	\$289	\$289

40 Meals + 50 flex dollars (commuters only) \$347 \$347

Undergraduates

Fee	Summer '20	Fall '20/Spring '21
Deposit (required)		\$500
Student Service Fee		\$375/semester
Freshman Seminar Fee		\$110 (one-time fee)
New Student Orientation Fee		\$165 (one-time fee)
International Undergraduate Orientation Fee		\$100 (one-time fee)
Full-time Tuition (12-18 units)		\$18,625/semester
Tuition Overload (18.5+ units)		\$610/unit
Part-time Tuition		\$1063/unit
Online Tuition (Degree and Non-degree Courses)	\$350/unit	
May Intensive-term Courses	\$420/unit	
Applied Music Tuition		\$608/unit
Audit Tuition		25% of per unit cost for the program
Study Tour Courses	\$430/unit	\$430/unit

Graduate and Non-Traditional Undergraduate Audit Fees

*Cost per unit for an audited course is 25% of the per-unit tuition rate for that program. If the program has a tuition cost of \$545 per unit, the audited cost would be \$136.25 per unit. Please click on a program below to see their per-unit tuition costs.

Christ College: Director of Christian Education (DCE)

Fee	Summer '20	Fall '20/Spring '21
Stateside Internship Fee (flat rate)		\$7,019
International Internship Fee (flat rate)		\$10,595

Doctor of Education (EdD)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$995/unit	\$995/unit
Student Service Fee	\$200/semester	\$200/semester
Washington, D.C. trip (required)		\$1,900 plus airfare **
People's Republic of China Trip (optional)		\$3,200 including airfare **

** Preliminary estimate; subject to change

Doctor of Philosophy (PhD)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$995/unit	\$995/unit

Master of Arts in Coaching and Athletics Administration (MCAA)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$555/unit	\$555/unit
Student Service Fee		\$50 (one-time fee)

Master of Arts in Education (MAED)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$595/unit	\$595/unit
Regional Cohorts - Program Fee		\$150 (one time-fee)

Master of Arts in International Studies

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$525/unit	\$525/unit

(MAIG 515 will require additional costs for travel)

Master of Arts in Theology

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$630/unit	\$630/unit
Cross-Cultural Ministry Center	\$620/unit	\$620/unit
KINDLE Articulation Fee	\$60/unit	\$60/unit

Master of Business Administration

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$950/unit	\$950/unit

Master of Education (MEd) and Teacher Credential Program

Fee	Summer '20	Fall '20/Spring '21
Tuition: Credential Students	\$595/unit	\$595/unit
Tuition: MEd Students	\$595/unit	\$595/unit
Clear Credential/ Induction		\$600
Student Teaching Fee II (SB 2042 Program)		\$400
TPA Program and Field Experience Fee		\$275

Master of Healthcare Administration (MHA)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$615/unit	\$615/unit

Master of Public Health (MPH)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$625/unit	\$625/unit

Master of Science in Coaching and Exercise Sciences (MSCE)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$555/unit	\$555/unit
Student Service Fee		\$50 (one-time fee)

Nursing Programs

Bachelor of Science (ABSN)

Fee	Summer '20	Fall '20/Spring '21
Accelerated 2nd Degree (ABSN) Tuition	\$825/unit	\$825/unit
Assessment Technologies Institute Fee		\$575.50/semester (increase yearly beginning 7/1)
Health Assessment Fee		\$100 (one-time fee)
Skills Lab Fee		\$450 (one-time fee)
Software Subscription		\$160 (one-time fee)
Student Service Fee	\$110/semester	\$110/semester

Online Bachelor's Degree (OBD)

Business Administration and Leadership, Christian Education Leadership, Healthcare Administration, Leadership Studies, Organizational Psychology

Fee	Summer '20	Fall '20/Spring '21
Bachelor of Arts Degree	\$495/unit	\$495/unit
Bachelor of Science Degree	\$495/unit	\$495/unit

Townsend Institute (Master of Arts and Certificates)

Fee	Summer '20	Fall '20/Spring '21
Competence & Character Growth Model (Certificate)	\$615/unit	\$615/unit
Counseling (MA)	\$615/unit	\$615/unit
Executive Coaching & Consultation (Certificate)	\$575/unit	\$575/unit
Executive Coaching & Consultation (MA)	\$575/unit	\$575/unit
Organizational Leadership (Certificate)	\$575/unit	\$575/unit
Organizational Leadership (MA)	\$575/unit	\$575/unit

Payment of Tuition and Fees

All tuition and fees are due and payable as stated on the Bursar's webpage (<http://www.cui.edu/studentlife/bursar>). Tuition and fees may be paid at the Office of the Bursar located on the first floor of Grimm Hall North (Rooms 103/104) or online through MyRecords (https://myrecords.cui.edu/pls/cui/twbkwbis.P_WWWLogin?ret_code=q). Failure to pay fees by the established deadlines will result in a Bursar hold and late fees.

Bursar Holds (Financial) on Unpaid Balances and Registration

Students who are past due in any debt to the university will have a Bursar hold on their account. This type of hold prevents:

1. Registering for future semesters or classes
2. Making changes to a current class schedule
3. Checking into campus housing
4. Picking up cap and gown and participating in commencement
5. Receiving diploma

In addition, the student's meal plan may be deactivated.

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

CHRIST COLLEGE

Dean: Dr. Steven P. Mueller
Associate Dean: Dr. David W. Loy

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

- Theological Studies: Biblical Languages
- Theological Studies: Christian Education Leadership
- Theology

Bachelor of Science Degree

- Entrepreneurial Ministry Leadership

Undergraduate Minors

- Biblical Languages
- Biblical Studies
- Children's Ministry
- Christian Education Leadership
- Classical Education
- Classical Languages
- Director of Christian Education*
- Director of Parish Music*
- Lutheran Teaching*
- Missiology
- Philosophy
- Pre-Deaconess Studies*
- Pre-Seminary*
- Theology
- Worship Arts Leadership
- Youth Ministry

*Prerequisite: Acceptance into LCMS Certification program.

The Great Commission Certificate

Director, Rev. Mark Siebert

Ministry Programs

Director of Ministerial Formation, Dr. David Rueter

Undergraduate Certification for The Lutheran Church—Missouri Synod

- Director of Christian Education
Director, Prof. Rebecca Duport
Assistant Director, Dr. David Rueter
- Director of Parish Music
Director, Dr. Carol McDaniel
- Pre-Deaconess Studies

Director, Rev. Scott Stiegemeier

- Pre-Seminary Studies
Director, Rev. Scott Stiegemeier
- Lutheran Teaching Programs
Director, Dr. Cari Chittick

Undergraduate Preparation for Christian Ministry

- Center for Church Leadership
Director, Rev. Jonathan Ruehs
- 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, Dr. Glenn Fluegge
- Director of Christian Education
Director, Prof. Rebecca Duport
Assistant Director, Dr. David Rueter
- Director of Parish Music
Director, Dr. Carol McDaniel
- Lutheran Teaching Programs
Director, Dr. Cari Chittick

Graduate and Post-Baccalaureate Preparation for Christian Ministry

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

Placement Assistance

Concordia University provides placement assistance to Lutheran Church—Missouri Synod (<http://www.lcms.org>) (LCMS) church career candidates in conjunction with the Concordia University System (<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>) (housed in Christ College) prior to deadlines set forth by that office.

Graduate Degrees (p. 159)

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

Colloquy

Director, Dr. Cari Chittick

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.

Bachelor of Arts Degrees

- Theological Studies: Biblical Languages (p. 34)
- Theological Studies: Christian Education Leadership (p. 34)
- Theology (p. 35)

Bachelor of Science Degree

- Entrepreneurial Ministry Leadership (p. 35)

Theological Studies: Biblical Languages

Theological Foundations

Exegetical Theology

THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	

THL 429	Biblical Theology and Exegesis	3
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Systematic Theology (Doctrine)

THL 371	Christian Doctrine and Confessions I	3
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THL 372	Christian Doctrine and Confessions II	3
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Historical Theology

THL 304	History of the Christian Church	3
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Missions

THL 430	Christian Apologetics	3
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or THL 481	The Mission of Christ's Church	
Other Theological Thought		
REL 321	World Religions	3
or REL 375	Contemporary Religious Bodies	
Biblical Languages		
GRE 101	Greek I	4
GRE 102	Greek II	4
HEB 101	Hebrew I	4
HEB 102	Hebrew II	4
Choose 1 of the following courses:		3
GRE 301	Greek Readings	3
HEB 301	Hebrew Readings	3
Elective		6
Choose any 300 or 400 level Christ College courses not taken in the major (prefixes ARA, CED, GRE, HEB, PHI, REL, THL. Aramaic, Greek or Hebrew electives are highly encouraged.)		
Total Units		46

Theological Studies: Christian Education Leadership

Theological Foundations

Exegetical Theology

THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	

THL 429	Biblical Theology and Exegesis	3
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Systematic Theology (Doctrine)

THL 371	Christian Doctrine and Confessions I	3
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THL 372	Christian Doctrine and Confessions II	3
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Historical Theology

THL 304	History of the Christian Church	3
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Missions

THL 430	Christian Apologetics	3
or THL 481	The Mission of Christ's Church	

Other Theological Thought

REL 321	World Religions	3
or REL 375	Contemporary Religious Bodies	

Christian Education Leadership

CED 201	Introduction to Christian Education: Theory and Practice	3
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CED 202	Church Leadership and Administration	3
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CED 350	Learning Across the Life Span	3
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Choose 2 of the following courses:

CED 370	Children's and Family Ministry	3
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CED 380	Youth Ministry and Culture	3
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CED 455	Catechesis: Theory and Practice	3
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CED 460	Adult Ministry	3
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CED 401	Senior Fieldwork Seminar I	3
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CED 402	Senior Fieldwork Seminar II	3
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CED 470	Family Systems	3
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PSY 466	Principles of Counseling	3
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THL 222	Christian Witness and Evangelism	1
Total Units		49

Theology

Theological Foundations

Exegetical Theology		
THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	

THL 429	Biblical Theology and Exegesis	3
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Systematic Theology (Doctrine)

THL 371	Christian Doctrine and Confessions I	3
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THL 372	Christian Doctrine and Confessions II	3
---------	---------------------------------------	---

Historical Theology

THL 304	History of the Christian Church	3
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Missions

THL 430	Christian Apologetics	3
or THL 481	The Mission of Christ's Church	

Other Theological Thought

REL 321	World Religions	3
or REL 375	Contemporary Religious Bodies	

Philosophy

Choose 1 of the following Philosophy courses: 3

PHI 211	Philosophical Ethics	3
PHI 433	Philosophy of Religion	3
PHI 439	Analytic Philosophy	3
PHI 467	Bioethics and Healthcare Professions	3
PHI 491	Special Topics	3

Choose 1 of the following Exegetical Theology courses not taken above: 3-4

GRE 101	Greek I	4
GRE 102	Greek II	4
GRE 301	Greek Readings	3
HEB 101	Hebrew I	4
HEB 102	Hebrew II	4
HEB 301	Hebrew Readings	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3
THL 399A	Special Topics in Exegetical Theology	3

Choose 1 of the following Systematic Theology courses not taken above: 3

THL 465	Christians and Ethics	3
THL 399B	Special Topics in Systematic Theology	3

Choose 1 of the following Church History courses not taken above: 3

THL 351	Patristic and Medieval Christianity	3
THL 355	The Reformation	3
THL 358	Contemporary Church History	3

THL 463	Readings in Classical Christian Thought	3
THL 399C	Special Topics in Historical Theology	3

Elective 3

Choose any 300 or 400 level Christ College course not taken in the major (prefixes ARA, CED, GRE, HEB, LAT, PHI, REL, THL)

Total Units 36-37

Entrepreneurial Ministry Leadership: Bachelor of Science Degree

Program application and acceptance are required to complete this major.

Theological Foundations

Research		
THL 401	Introduction to Theological Research *	2

Exegetical Theology		
THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	

MACL 428	Seminar in Biblical Theology and Exegesis *	3
or MACL 429	Biblical Theology and Exegesis	

Systematic Theology (Doctrine)

MACL 473	Systematic Doctrinal Theology *	3
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MACL 410	Lutheran Confessions *	3
or MACL 411	Creeds and Confessions	

Historical Theology		
MACL 404	Survey of Historical Theology *	3

Missions		
THL 430	Christian Apologetics	3
or THL 481	The Mission of Christ's Church	

Other Theological Thought		
REL 321	World Religions **	3

Entrepreneurial Ministry Specialization

CED 201	Introduction to Christian Education: Theory and Practice	3
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CED 202	Church Leadership and Administration	3
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CED 350	Learning Across the Life Span	3
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CED 470	Family Systems	3
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FIN 211	Personal Finance	3
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GRE 101	Greek I	4
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GRE 102	Greek II	4
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MACL 103	Church Leadership	1
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MACL 119	Seminar in Ministry Leadership	1-2
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MACL 340	Conflict Resolution	3
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MACL 350	Legal Aspects of Managing a Nonprofit	3
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MACL 360	Fundraising and Resource Development	3
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MACL 370	Financial Management of a Nonprofit	3
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MACL 401	Senior Fieldwork Seminar I	3
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MACL 402	Senior Fieldwork Seminar I	3
MACL 465	Christianity, Ethics, and Contemporary Culture * & ****	3
PSY 466	Principles of Counseling	3
THL 222	Christian Witness and Evangelism	1
Choose 2 of the following courses:		6
CED 370	Children's and Family Ministry	3
CED 380	Youth Ministry and Culture	3
CED 455	Catechesis: Theory and Practice	3
CED 460	Adult Ministry	3
Total Units		79-80

Recommended Courses

Up to 6 units from this list may, with the permission of the Director of the Center for Church Leadership, be taken in the senior year toward a bachelor's degree and, if a grade of B or better is achieved, applied to the Master of Arts in Church Leadership.

MACL 413	Old Testament Book	3
MACL 414	The Synoptic Gospels and Acts	3
MACL 420	Romans/Pauline Literature	3
MACL 421	Theology and Practice of Mission	3
MACL 422	Spiritual Care	3
MACL 430	Communicating the Gospel I	3
MACL 431	Communicating the Gospel II	3
MACL 432	Johannine Corpus	3
MACL 440	Entrepreneurial Mission Planting	3
MACL 442	Christian Worship in Cultural Context	3
MACL 444	Pastoral Epistles	3

* Course must be completed with a grade of B or better in order to be used in the Master of Arts in Church Leadership.

** Fulfills "Who am I, who are they?" in Q&I.

*** Taken once a year.

**** Fulfills "How shall I live?" in Q&I.

Students MUST also take the following courses to fulfill Q&I:

THL 201	History and Literature of the Old Testament (fulfills "Who do you say that I am?")	3
THL 202	History and Literature of the New Testament (fulfills "Who do you say that I am?")	3
COM 111	Public Speaking (fulfills "What is Eloquence?")	3

Minors

- Biblical Languages (p. 36)
- Biblical Studies (p. 36)
- Children's Ministry (p. 36)
- Christian Education Leadership (p. 37)
- Classical Education (p. 37)
- Classical Languages (p. 37)
- Director of Christian Education (p. 37)***

- Director of Parish Music (p. 37)***
- Lutheran Teaching (p. 38)***
- Missiology (p. 38)
- Philosophy (p. 38)
- Pre-Deaconess Studies (p. 38)***
- Pre-Seminary (p. 38)***
- Theology (p. 39)
- Worship Arts Leadership (p. 39)
- Youth Ministry (p. 39)

Biblical Languages Minor

GRE 101	Greek I	4
GRE 102	Greek II	4
HEB 101	Hebrew I	4
HEB 102	Hebrew II	4
Choose 2 of the following courses:		6
ARA 301	Aramaic	3
GRE 301	Greek Readings	3
HEB 301	Hebrew Readings	3
Total Units		22

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:		6-8
GRE 101 & GRE 102	Greek I and Greek II	8
HEB 101 & HEB 102	Hebrew I and Hebrew II	8
THL 311 & THL 312	Old Testament Book of the Bible and New Testament Book of the Bible*	6
Total Units		21-23

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

Children's Ministry Minor

Choose 2 of the following courses:		6
CED 370	Children's and Family Ministry	3
CED 350	Learning Across the Life Span	3
CED 470	Family Systems	3
Choose 3 of the following courses:		9
PSY 202	Human Sexuality	3
PSY 313	Developmental Psychology: Childhood	3
PSY 331	Marriage and the Family	3
SOC 332	Child, Family and Community	3

THL 465	Christians and Ethics	3
Total Units		18

Christian Education Leadership Minor

CED 202	Church Leadership and Administration	3
CED 350	Learning Across the Life Span	3
THL 371	Christian Doctrine and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
Choose 2 of the following courses:		6
CED 370	Children's and Family Ministry	3
CED 380	Youth Ministry and Culture	3
CED 455	Catechesis: Theory and Practice	3
Choose 1 of the following courses:		3
CED 460	Adult Ministry	3
CED 470	Family Systems	3
Choose 1 of the following courses:		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		24

Classical Education Minor

CCI 390	Practicum: Classical Academy *	1
HST 491	Advanced Topics in History	3
Choose 1 of the following pairs:		11
GRE 101 & GRE 102 & GRE 301	Greek I and Greek II and Greek Readings	11
LAT 101 & LAT 102 & LAT 301	Fundamentals of Latin I and Fundamentals of Latin II and Latin Readings	11
Choose 1 of the following courses:		3
CED 455	Catechesis: Theory and Practice	3
THL 311	Old Testament Book of the Bible	3
THL 312	New Testament Book of the Bible	3
Choose 1 of the following courses:		3
HST 332	Ancient Greece and Rome	3
HST 334	Medieval History	3
HST 336	The Renaissance and the Reformation	3
HST/POL 412	The U.S. Constitution	3
HST 451	The Enlightenment	3
POL 413	Religion and Politics in America	3
Choose 1 of the following courses:		3
ART 311	Art History I	3
COM 485	Rhetorical Criticism	3
ENG 466	Shakespeare	3
HST 410	Mythology, Theology and Philosophy	3

MUS 331	Music History I: Antiquity through Bach	3
THR 441	Theatre and Culture I	3
Total Units		24

* A minimum of 40 hours is required to complete the practicum.

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 6 units from the following:		6
GRE 301	Greek Readings *	3
LAT 301	Latin Readings *	3
Total Units		22

* May choose the same subject prefix if the topic is different for each offering.

Director of Christian Education Minor***

CCI 103	Introduction to Ministry	1
CCI 112	Seminar in DCE Ministry *	0-2
CCI 305	Called to Teach the Faith	3
CED 390	Practicum: DCE Ministry (3 units; 1 at a time)	3
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 and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
THL 382	Corporate Worship	3
Choose 2 or the following courses not already taken in the major:		6
CED 370	Children's and Family Ministry	3
CED 380	Youth Ministry and Culture	3
CED 455	Catechesis: Theory and Practice	3
CED 460	Adult Ministry	3
Total Units		31-33

* Taken once a year.

Students must take the following course after graduation in order to be certified:

CED 490	Internship: DCE	12
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Director of Parish Music Minor***

Students in this minor must also declare a music major with a church music concentration.

CCI 103	Introduction to Ministry	1
CCI 117	Seminar in Parish Music *	0-2
CCI 305	Called to Teach the Faith	3
CCI 391	Practicum: Church Music (2 semesters @ .5 units)	1
CCI 491	Senior Fieldwork in Church Music I	3
CCI 492	Senior Fieldwork in Church Music II	3
MUKP 201 or MUKO 100	Private Lessons: Piano II Organ Class	1-2
MUVO 100 or MUVO 101	Voice Class Private Lessons: Voice I	1-2
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 and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
Total Units		28-32

* Taken once a year.

Lutheran Teaching Minor***

CCI 103	Introduction to Ministry	1
CCI 113	Seminar in Teaching Ministry *	0-2
CCI 305	Called to Teach the Faith	3
CCI 392	Practicum: Lutheran Teaching	2
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 and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
Total Units		21-23

* Taken once each year.

Missiology Minor

ANT 210	Cultural Anthropology	3
ANT 435	Religion in Society	3
REL 321	World Religions	3
THL 222	Christian Witness and Evangelism	1
THL 430	Christian Apologetics	3
THL 481	The Mission of Christ's Church	3
HST 338 or HST 371	Modern European History Islamic Civilization	3
Choose 1 of the following courses:		3
COM 324	Intercultural Communication	3

MUS 451	Music Cultures of the World: Emerging Nations	3
MUS 452	Music Cultures of the World: The Silk Road	3
PHI 433	Philosophy of Religion	3
SOC 316	Ethnic and Minority Relations	3

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 467	Bioethics and Healthcare Professions	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

Pre-Deaconess Studies Minor***

CCI 103	Introduction to Ministry	1
CCI 118	Seminar in Deaconess Ministry *	0-2
CCI 305	Called to Teach the Faith	3
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 and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
THL 465	Christians and Ethics	3
Choose 1 of the following course pairings:		8

GRE 101 & GRE 102	Greek I and Greek II	8
HEB 101 & HEB 102	Hebrew I and Hebrew II	8

Total Units 30-32

* Taken once each year.

Pre-Seminary Minor***

CCI 103	Introduction to Ministry	1
CCI 111	Seminar in Pastoral Ministry *	0-2
CCI 305	Called to Teach the Faith	3
GRE 101	Greek I	4
GRE 102	Greek II	4
HEB 101	Hebrew I	4

HEB 102	Hebrew II	4
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 and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
THL 465	Christians and Ethics	3
Total Units		38-40

* Taken once each year.

Theology Minor

Exegetical Theology

THL 311	Old Testament Book of the Bible	3
or THL 312	New Testament Book of the Bible	
THL 429	Biblical Theology and Exegesis	3

Systematic Theology (Doctrine)

THL 371	Christian Doctrine and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3

Historical Theology

THL 304	History of the Christian Church	3
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Missions

THL 430	Christian Apologetics	3
or THL 481	The Mission of Christ's Church	

Other Theological Thought

REL 321	World Religions	3
or REL 375	Contemporary Religious Bodies	

Elective

Choose any course not already taken for the minor with a prefix of CED, GRE, HEB, REL or THL		3
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Total Units		24
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Worship Arts Leadership Minor

For all students **except** music majors with a church music concentration.

MU__ 101-401	Applied Music Instruction	1
MUS 482	Music Cultures: Musical Expression in Christianity	3
MUS 483	A Survey of Christian Hymnody	3
MUS 484	Planning Music in Christian Worship	2
MUS 485	Contemporary Christian Song	2
THL 281	Introduction to Worship Arts	1
THL 371	Christian Doctrine and Confessions I	3
THL 372	Christian Doctrine and Confessions 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

For music majors with a church music concentration.

MUS 484	Planning Music in Christian Worship	2
MUS 485	Contemporary Christian Song	2
THL 281	Introduction to Worship Arts	1
THL 371	Christian Doctrine and Confessions I	3
THL 372	Christian Doctrine and Confessions 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

CED 380	Youth Ministry and Culture	3
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Choose 2 of the following courses: 6

PSY 202	Human Sexuality	3
PSY 261	Chemical Dependency and Addiction	3
PSY 314	Developmental Psychology: Adolescence	3
CED 455	Catechesis: Theory and Practice	3
CED 470	Family Systems	3

Choose 1 of the following courses: 3

THL 430	Christian Apologetics	3
THL 465	Christians and Ethics	3

THL 481	The Mission of Christ's Church	3
Total Units		18

***Prerequisite: Acceptance into LCMS Certification program (p. 40).

Ministry Programs

Director of Ministerial Formation: Dr. David Rueter

Director of Christian Education (p. 40)

Director of Parish Music (p. 40)

Lutheran Teaching Ministry (p. 41)

- Elementary
- Secondary Education
- Special Education

Pre-Deaconess Studies (p. 41)

Pre-Seminary Studies (p. 41)

Colloquy Program (p. 41)

Cross-cultural Ministry Center (p. 42) (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 minor and complete the academic preparation in that minor; maintain a 2.5 cumulative grade point average (GPA) in all course work and a 2.8 cumulative GPA in required certification courses. Students must receive at least a C- in courses required for LCMS certification (including professional minor 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.

Director of Christian Education (DCE) Program

Director, Prof. Rebecca Duport

Assistant Director, Dr. David Rueter

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. Enduring Questions & Ideas (GE) (p. 23) (44-46 Units)

Normally completed during the first 2 years of attendance.

B. Major Requirements (p. 34) (40 Units)

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

C. Minor Requirements (p. 36) (31-33 Units)

Note: The Director of Christian Education minor is required for all DCE students.

D. 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) Office of 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 Office of 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.

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 DCE ministry.

F. DCE Post-Baccalaureate Certification

Concordia University Irvine also offers two tracks towards DCE certification for students already having a bachelor's degree. Details are found in the Graduate Catalog (p. 159).

Director of Parish Music (DPM) Program

Director, Dr. Carol 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. Enduring Questions & Ideas (GE) (p. 23) (44-46 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** Why Art? option in the Q&I general education.

B. Major Requirements (p. 61) (Music Major) (54-72 Units)

C. Minor Requirements (p. 36) (28-32 Units)

Note: The Director of Parish Music minor is required for all DPM students.

D. 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 DPM ministry.

Lutheran Teaching Ministry: Elementary and Secondary Education

Director, Dr. Cari Chittick

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. 78)) along with the Lutheran Teaching minor. 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. 78) section.

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

Pre-Deaconess Studies Program

Director, Rev. Scott Stiegemeyer

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 one biblical language and through other courses that will prepare them for graduate theological education. Pre-deaconess students are part of Christ College and are engaged in spiritual and ministerial formation with other future church workers.

Program Requirements

A. Enduring Questions and Ideas (GE) (p. 23) (44-46 Units)

Normally completed during the first 2 years of attendance.

B. Major Requirements

Completion of any approved major. Majors in behavioral sciences (p. 65), theological studies (p. 34), or Christian education leadership (p. 34) are particularly recommended.

C. Minor Requirements (p. 36) (30-32 Units)

Note: The Pre-Deaconess Studies minor is required for all pre-deaconess students.

D. 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 deaconess ministry.

Pre-Seminary Studies Program

Director, Rev. Scott Stiegemeyer

The **Pre-Seminary Studies Program** furnishes students with the academic training essential not only for successful entrance into a seminary but also for a successful ministry. The program is structured to encourage personal and spiritual growth in pastoral attitudes, habits, and skills. Upon successful completion of the program, students are prepared to enter a seminary to continue their study that normally includes three additional years of academic work and one 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. Enduring Questions & Ideas (GE) (p. 23) (44-46 Units)

Normally completed during the first 2 years of attendance.

B. Major Requirements

Completion of any approved major.

C. Minor Requirements (p. 36) (38-40 Units)

Note: The Pre-Seminary minor is required for all pre-seminary students.

D. 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. Cari Chittick

Concordia University Irvine 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, 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.

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

The Great Commission Certificate

Director: Rev. Mark Siegert

The **Great Commission Certificate** is awarded to deserving CUI bachelor-degree graduates who intentionally develop their missionary skills while attending Concordia. It 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 who are creedal Christians compelled by the Gospel to carry out the Mission of God, regardless of their vocations, are encouraged to work toward 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:

REL 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 THL 395; 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. Terry Olson

Assistant Deans: Dr. Jeff Held, Dr. Kerri Tom

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 Q&I general education offerings of the university and monitors the courses, majors, minors and professional programs through its different departments.

Art Department

Chair: Prof. Rachel Hayes

Undergraduate Majors Bachelor of Arts Degree

- Art
- Graphic Design

Undergraduate Minors

- Art
- Graphic Design

Biology Department

Chair: Dr. Sean Bignami

Undergraduate Majors Bachelor of Arts Degree

- Biology

Bachelor of Science Degree

- Biology

Undergraduate Minor

- Biology

Chemistry, Physics and General Science Department

Chair: Dr. Lindsay Kane-Barnese

Undergraduate Majors Bachelor of Arts Degree

- Chemistry

Bachelor of Science Degree

- Physics

Undergraduate Minor

- Chemistry

Communication Studies Department

Chair: Dr. David Schulz

Undergraduate Major Bachelor of Arts Degree

- Communication Studies

Undergraduate Minor

- Communication

English, Writing and Modern Languages Department

Chair: Dr. John Norton

Undergraduate Majors Bachelor of Arts Degree

- English
- Liberal Arts

Undergraduate Minors

- Creative Writing
- English
- Global Cultural Studies
- Spanish

History and Political Thought Department

Chair: Dr. Jeffrey Mallinson

Undergraduate Major Bachelor of Arts Degree

- History and Political Thought

Undergraduate Minors

- American Studies
- History
- Law and Politics
- Political Thought

Kinesiology Department

Chair: Dr. Vance Tammen

Undergraduate Major Bachelor of Science Degree

- Kinesiology

Undergraduate Minors

- Coaching
- Fitness Programming
- Physical Education
- Pre-Physical Therapy

Mathematics Department

Chair: Prof. Julie Melberg

Undergraduate Majors Bachelor of Arts Degree

- Mathematics

Bachelor of Science Degree

- Computer Science

Undergraduate Minors

- Actuarial Science
- Computer Science
- Mathematics

Music Department

Chair: Dr. Marin Jacobson

Undergraduate Major Bachelor of Arts Degree

- Music

Undergraduate Minor

- Music

Psychology, Sociology and Anthropology Department

Chair: Dr. John Lu

**Undergraduate Majors
Bachelor of Arts Degree**

- Behavioral Sciences
- Psychology

Undergraduate Minors

- Anthropology
- Behavioral Sciences
- Psychology
- Sociology

Theatre Department

Chair: Prof. Lori Siekmann

**Undergraduate Major
Bachelor of Arts Degree**

- Theatre

Undergraduate Minors

- Musical Theatre
- Theatre
- Theatre Design and Technical Production

Honors Program (<http://www.cui.edu/admissions/undergraduate/academics/honors/explained>)

Dr. C. J. Armstrong

Liberal Studies (p. 69)

Co-Directors: Dr. Michael Schulteis and Dr. Rebecca Stanton

Pathway Program (p. 68)

Ms. Faith McKinney, Senior Director of International Center and Programs Abroad

Art Department

Chair: Prof. Rachel Hayes

The **Art Department** offers majors and minors in art and graphic design with emphases in art 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.

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.

Bachelor of Arts Degrees

Art (p. 44)

Emphases:

- Graphic Design
- Studio Art

Graphic Design (p. 45)

Art

Note: Students who select the Art major are highly encouraged to take ART 111 in the Enduring Questions & Ideas (GE) (p. 23).

Core

ART 200	Elements of Art	3
ART 201	Drawing I	3
ART 202	3D Design and Visualization	3
ART 251	Design	3
ART 301	Drawing II	3
ART 315	The History of Contemporary Art	3
ART 321	Painting I	3
ART 498	Senior Art Seminar	3
Choose 2 of the following courses:		6
ART 331	Sculpture I	3
ART 341	Ceramics I	3
ART 351	Printmaking I	3

Emphasis

Choose 1 of the following emphases 24

Total Units 54

Emphases**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 300	History of Graphic Design	3
ARTG 360	Typography I	3
ARTG 361	Graphic Design II	3
ARTG 461	Graphic Design III	3

Total Units 24

Studio Art

ART 311	Art History I	3
ART 312	Art History II	3
ART 401	Figure Drawing	3
ART 421	Painting II	3
Choose 4 of the following courses:		12
ART 431	Sculpture II	3
ART 441	Ceramics II	3
ART 451	Printmaking II	3
ARTG 471	Video Art	3
ARTG 481	Digital Photography	3

Total Units 24

Graphic Design

Note: Students who select the Graphic Design major are highly encouraged to take ART 111 in the Enduring Questions & Ideas (GE) (p. 23).

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 I	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

Minors

Art (p. 45)

Graphic Design (p. 45)

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	Ceramics I	3

Total Units 18

Graphic Design Minor

ARTG 261	Graphic Design I	3
ARTG 360	Typography I	3
ARTG 361	Graphic Design II	3
Choose 1 of the following courses:		3
ARTG 270	Digital Publishing	3
ARTG 271	Digital Image Manipulation	3
ARTG 272	Digital Illustration	3
Choose 2 of the following courses:		6
ARTG 300	History of Graphic Design	3
ARTG 390	Practicum: Graphic Design	3
ARTG 460	Typography II	3
ARTG 461	Graphic Design III	3
ARTG 471	Video Art	3
ARTG 472	Web Design I	3
ARTG 473	Motion Graphics	3
ARTG 481	Digital Photography	3

Total Units 18

Biology Department

Chair: Dr. Sean Bignami

The **Biology Department** strives to develop wise and honorable citizens capable of excelling as witnesses of Christ and in their vocations within the biological sciences or elsewhere. Graduates with a Bachelor of Arts or Science in biology will be able to articulate their understanding of the natural world, address pressing social and scientific challenges from a Christian perspective, and continue to recognize their world views in order to gain the ability to confidently approach, analyze, and solve academic, social, and theological challenges with which students improve their understanding of the natural world, their own faith, and their role in society.

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.

Bachelor of Arts Degree

Biology (p. 46)

Bachelor of Science Degree

Biology (p. 46)

Biology: Bachelor of Arts Degree

Students who choose BIO 246, BIO 247, BIO 351 and BIO 355 in the Bachelor of Arts in Biology degree may also complete the Pre-Nursing (p. 81) minor and will have met all of the prerequisite requirements for Concordia's Accelerated Bachelor of Science in Nursing (p. 184) degree.

Note: Students who select the Bachelor of Arts degree in Biology must take CHE 221 in Enduring Questions & Ideas (GE) (p. 23).

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 308	Molecular Genetics	4
BIO 309	Population Genetics	4
Choose 1 of the following courses:		4
BIO 345	Evolutionary Zoology	4
BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4

Electives

Choose a minimum of 23 units from the following courses (* if not taken above): 23

BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 308	Molecular Genetics *	4
BIO 309	Population Genetics *	4
BIO 317	Ecology	4
BIO 331	Marine Biology	4
BIO 341	Plant Biology	4
BIO 345	Evolutionary Zoology *	4
BIO 350	Molecular and Cellular Biology *	4
BIO 351	General Microbiology *	4

BIO 355	Biostatistics	3
BIO 361	Field Biology Techniques	3
BIO 371	Neuroscience	4
BIO 390	Practicum: Biology	1-4
BIO 401	Biology Seminar	2
CHE 321	Organic Chemistry I	4
CHE 322	Organic Chemistry II	4
CHE 421	Introduction to Biochemistry	4
PHI 467	Bioethics and Healthcare Professions	3
SCI 118	Physical Oceanography	4
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 Enduring Questions & Ideas (GE) (p. 23).

Core

BIO 111	General Biology I	4
BIO 112	General Biology II	4
BIO 355	Biostatistics	3
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	4
SCI 455	History and Philosophy of Science	3
SCI 495	Research Methods	1
Choose 1 of the following courses:		4
BIO 308	Molecular Genetics	4
BIO 309	Population Genetics	4
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 (* if not taken above): 20

BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 308	Molecular Genetics *	4
BIO 309	Population Genetics *	4
BIO 317	Ecology	4

BIO 331	Marine Biology	4
BIO 341	Plant Biology	4
BIO 345	Evolutionary Zoology *	4
BIO 350	Molecular and Cellular Biology *	4
BIO 351	General Microbiology *	4
BIO 361	Field Biology Techniques	3
BIO 371	Neuroscience	4
BIO 390	Practicum: Biology	1-4
BIO 401	Biology Seminar	2
CHE 421	Introduction to Biochemistry	4
PHI 467	Bioethics and Healthcare Professions	3
SCI 118	Physical Oceanography	4
SCI 301	Earth Science	3
SCI 318	Ocean Science	4
Total Units		70

Minor

Biology (p. 47)

Biology Minor

BIO 111	General Biology I	4
BIO 112	General Biology II	4
Choose a minimum of 13 units from the following (at least 11 units must be 300-400 level 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 309	Population Genetics	4
BIO 317	Ecology	4
BIO 331	Marine Biology	4
BIO 341	Plant Biology	4
BIO 345	Evolutionary Zoology	4
BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4
BIO 355	Biostatistics	3
BIO 361	Field Biology Techniques	3
BIO 371	Neuroscience	4
BIO 390	Practicum: Biology	1-4
BIO 401	Biology Seminar	2
BIO 496	Research in Biology	2
BIO 499	Senior Thesis	1
SCI 118	Physical Oceanography	4
SCI 301	Earth Science	3
SCI 318	Ocean Science	4
SCI 455	History and Philosophy of Science	3
SCI 495	Research Methods	1
Total Units		21-24

Biology Programs

Information for students interested in pursuing a career in the medical professions:

Prerequisites for graduate studies in the medical professions differ by the discipline (e.g. M.D., D.O., D.D.S., R.N., D.P.T., etc.) as well as by the school. The Biology Department at Concordia University Irvine can direct students to the proper coursework needed to help them achieve their professional goals. Students interested in a medical profession should make an appointment with Medical Science Program Director, Prof. Scott Gaines (NOTE: A Biology degree is NOT required to apply to medical science professional schools and students from other majors are encouraged to meet with Prof. Gaines to discuss graduate opportunities in the medical sciences).

Chemistry, Physics and General Science Department

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.

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.

Bachelor of Arts Degree

Chemistry (p. 48)

Emphases:

- Chemical Research
- Pre-Medical
- Secondary Teacher Education

Bachelor of Science Degree

Physics (p. 48)

Chemistry: Bachelor of Arts Degree

Note: Students who select the Chemistry major must take CHE 221 in Enduring Questions & Ideas (GE) (p. 23).

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	13-15
Total Units	50-52

Emphases

Chemical Research

CHE 418	Molecular Spectroscopy	4
CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2
CHE 499	Senior Thesis	1
SCI 455	History and Philosophy of Science	3
SCI 495	Research Methods	1
Total Units		15

Pre-Medical

BIO 350	Molecular and Cellular Biology	4
CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2
CHE 499	Senior Thesis	1

KIN 306	Nutritional Sciences	3
SCI 495	Research Methods	1
Total Units		15

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	4
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
PHY 499	Senior Thesis	1
SCI 495	Research Methods	1
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		72-74

* 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

Chemistry (p. 48)

Chemistry Minor

So that students are compliant with the policy pertaining to unique units between a major and minor, there are 3 options for the Chemistry minor.

Please see the policy in the Special Requirements for Majors, Minors and Emphases (p. 8) section of the catalog.

Option 1: For students not seeking a BS in Biology or a BA in Biology

CHE 222	Chemistry II	4
CHE 321	Organic Chemistry I	4
CHE 421	Introduction to Biochemistry	4
CHE 424	Analytical Chemistry	4
Choose 8 units from the following courses:		8
CHE 322	Organic Chemistry II	4
CHE 354	Inorganic Chemistry	4
CHE 402	Chemistry Seminar	2
CHE 418	Molecular Spectroscopy	4
CHE 431	Physical Chemistry I	4
CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2
CHE 499	Senior Thesis	1
SCI 495	Research Methods	1
Total Units		24

Option 2: For students seeking a BA in Biology

CHE 424	Analytical Chemistry	4
Choose 7 of the following courses:		20-23
CHE 322	Organic Chemistry II	4
CHE 354	Inorganic Chemistry	4
CHE 402	Chemistry Seminar	2
CHE 418	Molecular Spectroscopy	4
CHE 431	Physical Chemistry I	4
CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2
CHE 499	Senior Thesis	1
SCI 495	Research Methods	1
Total Units		24-27

Option 3: For students seeking a BS in Biology

Choose 23 units from the following:		23
CHE 354	Inorganic Chemistry	4
CHE 402	Chemistry Seminar	2
CHE 418	Molecular Spectroscopy	4
CHE 424	Analytical Chemistry	4
CHE 431	Physical Chemistry I	4

CHE 432	Physical Chemistry II	4
CHE 496	Research in Chemistry	2
CHE 499	Senior Thesis	1
Total Units		23

Communication Studies Department

Chair: Dr. David Schulz

The **Communication Studies** department equips students for leadership roles in communication-related careers. Students 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.

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.

Bachelor of Arts Degree

Communication Studies (p. 49)

Communication Studies

Core

COM 216	Interpersonal Communication	3
COM 280	Theories of Human Communication	3
COM 321	Digital Media Communication	3
COM 324	Intercultural Communication	3
COM 340	Rhetorical and Persuasive Theories	3
COM 400	Communication Capstone	2
COM 488	Communication Research Methods	3

Interpersonal & Organizational

Choose 2 of the following courses:		6
COM 313	Health Communication	3
COM 328	Small Group Communication	3
COM 335	Nonverbal Communication	3
COM 344	Theory and Practice of Interviewing	3
COM 451	Organizational Communication	3

Digital Media Communication

Choose 2 of the following courses:		6
COM 222	Theory and Practice of Journalism	3
COM 371	Introduction to Social Media	3

COM 412	Media and Script Writing	3
COM 422	Studies in Public Relations	3
COM 471	Advanced Strategies in Social Media	3
Rhetoric & Public Address		
Choose 2 of the following courses:		6
COM 211	Introduction to Argumentation and Debate	3
COM 311	Advanced Public Speaking	3
COM 485	Rhetorical Criticism	3
COM 499	Special Topics: Rhetoric and Public Address	3
Breadth Area		
Choose any 2 COM courses not already used in the major.		6
Total Units		44

Minor

Communication (p. 50)

Communication Minor

COM 280	Theories of Human Communication	3
COM 311	Advanced Public Speaking	3
COM 321	Digital Media 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	Rhetorical and Persuasive Theories	3
COM 344	Theory and Practice of Interviewing	3
COM 371	Introduction to Social Media	3
COM 412	Media and Script Writing	3
COM 422	Studies in Public Relations	3
COM 451	Organizational Communication	3
COM 471	Advanced Strategies in Social Media	3
COM 485	Rhetorical Criticism	3
COM 488	Communication Research Methods	3
Total Units		18

English, Writing and Modern Languages Department

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.

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.

Liberal 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 Liberal Arts.

Bachelor of Arts Degrees

English (p. 51)

Liberal Arts (p. 51)

Emphases:

- Anthropology
- Art
- Behavioral Sciences
- Biblical Languages
- Biblical Studies
- Biology
- Chemistry
- Classical Languages

- Communication Studies
- Creative Writing
- Economics
- Exercise Science
- History
- Law and Politics
- Literature
- Mathematics
- Missiology
- Music
- Philosophy
- Political Thought
- Psychology
- Sociology
- Spanish
- Theatre
- Theology

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
or BSC 318	Linguistics	
WRT 333	Topics in 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

Liberal Arts

The **Liberal 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	
CENG 201	World Literature to the Renaissance	3

COM 324	Intercultural Communication	3
HST 410	Mythology, Theology and Philosophy	3
HUM 495	Senior Project	1-3
MUS 451	Music Cultures of the World: Emerging Nations	3
or MUS 452	Music Cultures of the World: The Silk Road	
or MUS 482	Music Cultures: Musical Expression in Christianity	
REL 321	World Religions	3
THR 251	Introduction to Theatre	3
Emphasis		
Choose 1 of the following emphases		18-20
Total Units		40-44

Emphases

Anthropology

Note: Students who select the Anthropology emphasis are recommended to take ANT 210 in Enduring Questions & Ideas (GE) (p. 23).

ANT 364	Culture and Self	3
ANT 435	Religion in Society	3
Choose 4 of the following courses:		12
ANT 241	Anthropology Field Methods for Travelers	3
ANT 314	Native Peoples of North America	3
BSC 318	Linguistics	3
HST 371	Islamic Civilization	3
MUS 451	Music Cultures of the World: Emerging Nations *	3
or MUS 452	Music Cultures of the World: The Silk Road	
Total Units		18

* MUS 451 or MUS 452 may be completed in the Anthropology emphasis if not completed in the core.

Art

ART 200	Elements of Art	3
ART 201	Drawing I	3
Choose 1 of the following courses: *		3
ART 311	Art History I	3
or ART 312	Art History II	
or ART 315	The History of Contemporary Art	
ART 321	Painting I	3
ART 331	Sculpture I	3
or ART 341	Ceramics I	
or ART 488	Children's Art	
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.

Behavioral Sciences

Note: Students who select the Behavioral Sciences emphasis are recommended to take ANT 210, PSY 101 or SOC 101 in Enduring Questions & Ideas (GE) (p. 23).

Choose 2 of the following courses: 6

ANT 364	Culture and Self	3
ANT 435	Religion in Society	3
BSC 318	Linguistics	3

Choose 2 of the following courses: 6

PSY 345	Social Psychology	3
PSY 371	Cognition	3
PSY 403	Health Psychology	3

Choose 2 of the following courses: 6

SOC 321	Social Problems	3
SOC 320	Social Stratification	3
SOC 461	Social Theory	3

Total Units 18

Biblical Languages

GRE 101 Greek I 4

GRE 102 Greek II 4

HEB 101 Hebrew I 4

HEB 102 Hebrew II 4

Choose 1 of the following courses: 3

GRE 301	Greek Readings	3
HEB 301	Hebrew Readings	3

Total Units 19

Biblical Studies

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 courses (with a different book than above): 3

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

Total Units 18

Biology

BIO 111 General Biology I 4

BIO 112 General Biology II 4

Choose a minimum of 10 units from the following courses: 10-12

BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
BIO 308	Molecular Genetics	4
BIO 309	Population Genetics	4
BIO 317	Ecology	4
BIO 331	Marine Biology	4
BIO 341	Plant Biology	4
BIO 345	Evolutionary Zoology	4

BIO 350	Molecular and Cellular Biology	4
BIO 351	General Microbiology	4
BIO 355	Biostatistics	3
BIO 361	Field Biology Techniques	3
BIO 371	Neuroscience	4
SCI 301	Earth Science	3
SCI 318	Ocean Science	4
SCI 455	History and Philosophy of Science	3
Total Units		18-20

Chemistry

CHE 222 Chemistry II 4

CHE 321 Organic Chemistry I 4

CHE 424 Analytical Chemistry 4

Choose 2 of the following courses: 6-8

CHE 322	Organic Chemistry II	4
CHE 354	Inorganic Chemistry	4
KIN 306	Nutritional Sciences	3
PHY 325	Scientific Equipment Design and Fabrication	3
SCI 455	History and Philosophy of Science	3

Total Units 18-20

Classical Languages

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 1 of the following courses: 3

GRE 301	Greek Readings	3
LAT 301	Latin Readings	3

Total Units 19

Communication Studies

COM 216 Interpersonal Communication 3

COM 280 Theories of Human Communication 3

Choose 3 of the following courses: 9

COM 311	Advanced Public Speaking	3
COM 321	Digital Media Communication	3
COM 340	Rhetorical and Persuasive Theories	3
COM 485	Rhetorical Criticism	3
COM 488	Communication Research Methods	3

Choose 1 of the following courses: 3

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	Media and Script Writing	3
COM 422	Studies in Public Relations	3
COM 451	Organizational Communication	3

COM 471	Advanced Strategies in Social Media	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 Creative Writing	3
Total Units		18

Economics

ECO 201	Macroeconomics	3
ECO 202	Microeconomics	3
ECO 221	History of Economic Thought	3
Choose 3 of the following courses:		9
ECO 321	Econometrics	3
ECO 323	Money and Financial Markets	3
ECO 421	Intermediate Microeconomics	3
ECO 428	Intermediate Macroeconomics and Public Policy	3
ECO 429	Environment, Climate and Sustainability	3
Total Units		18

Exercise Science

KIN 225	Principles of Weight Training and Cross Training	3
KIN 304	Motor Learning and Control	3
KIN 325	Exercise Testing and Prescription	3
Choose 3 of the following courses:		9
KIN 305	Motor Development	3
KIN 306	Nutritional Sciences	3
KIN 307	Exercise and Gerontology	3
KIN 330	Lifestyle Medicine and Wellness	3
KIN 344	Health and Wellness Programming	3
KIN 364	Exercise Psychology	3
KIN 393	Practicum: Kinesiology	1-4
Total Units		18

History

HST 301	Eastern Civilization	3
HST 321	A History of Popular Culture	3
HST 371	Islamic Civilization	3
Choose 3 of the following courses:		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
HST 478	History of California	3
Total Units		18

Law and Politics

HST/POL 412	The U.S. Constitution	3
ECO 201	Macroeconomics	3
Choose 1 of the following courses:		3
POL 321	Political Thought I: Ancient to Early Modern	3
POL 322	Political Thought II: The Enlightenment	3
Choose 1 of the following courses:		3
HST 371	Islamic Civilization	3
POL 304	International Relations	3
POL 413	Religion and Politics in America	3
HST/POL 414	The Courts and the Constitution	3
Choose 1 of the following courses:		3
PHI 211	Philosophical Ethics	3
THL 465	Christians and Ethics	3
Choose 1 of the following courses:		3
COM 211	Introduction to Argumentation and Debate	3
COM 340	Rhetorical and Persuasive Theories	3
COM 344	Theory and Practice of Interviewing	3
Total Units		18

Literature

Note: Students taking the Literature emphasis in the Liberal 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 courses:		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
ENG 391	Children's Literature	3
Total Units		18

Mathematics

MTH 271	Calculus I	5
MTH 272	Calculus II	4
Choose 3 of the following courses:		9-10
MTH 313	Mathematics Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 373	Calculus III	4
MTH 379	Numerical Analysis	3
MTH 380	Modern Geometry	3

MTH 384	Ordinary Differential Equations	3
MTH 387	Probability and Statistics I	3
MTH 388	Probability and Statistics II	3
Total Units		18-19

Missiology

ANT 210	Cultural Anthropology	3
ANT 435	Religion in Society	3
THL 222	Christian Witness and Evangelism	1
THL 430	Christian Apologetics	3
THL 481	The Mission of Christ's Church	3
HST 338	Modern European History	3
or HST 371	Islamic Civilization	
Any 3-unit upper division (300 or 400 level) course in THL not already required in the emphasis.		3
Total Units		19

Music

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 216	Music Technology I	2
MUS 331	Music History I: Antiquity through Bach	3
or MUS 332	Music History II: Classical Period through Modernity	
MUS____	Elective (Choose 1 additional 200 level or above music course not used in this major)	3
MUS____	Elective (Choose 1 additional 300 level or above music course not used in this major)	3
Total Units		19

Philosophy

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

Political Thought

HST/POL 412	The U.S. Constitution	3
HST/POL 414	The Courts and the Constitution	3
POL 304	International Relations	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

Psychology

Note: Students who select the Psychology emphasis are recommended to take PSY 101 in Enduring Questions & Ideas (GE) (p. 23).

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
KIN 365	Sport Psychology	3
PSY 202	Human Sexuality	3
PSY 261	Chemical Dependency and Addiction	3
PSY 331	Marriage and the Family	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

Note: Students who select the Sociology emphasis are recommended to take SOC 101 in Enduring Questions & Ideas (GE) (p. 23).

SOC 320	Social Stratification	3
SOC 321	Social Problems	3
Choose 4 of the following courses:		12
SOC 229	Crime, Deviance and Social Control	3
SOC 316	Ethnic and Minority Relations	3
SOC 325	Women and Gender Issues	3
SOC 365	Sociology of Globalization	3
SOC 461	Social Theory	3
SOC 322	Social Movements and Collective Action	3
SOC 332	Child, Family and Community	3

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 200	Stagecraft	3
or THR 210	Introduction to Theatrical Design	

THR 261	Acting I	3
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THR 262	Acting II	4
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THR 351	Play Direction I	3
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THR 441	Theatre and Culture I	3
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or THR 442	Theatre and Culture II	
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Choose 1 of the following courses: 3

ENG 387	Modern and Contemporary Drama	3
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ENG 466	Shakespeare	3
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THR 441	Theatre and Culture I *	3
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or THR 442	Theatre and Culture II	
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or THR 461	Creative Dramatics	
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Total Units 19

* Choose the course (THR 441 or THR 442) not taken in the core requirements of this emphasis.

Theology

REL 375	Contemporary Religious Bodies	3
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THL 371	Christian Doctrine and Confessions I	3
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THL 372	Christian Doctrine and Confessions II	3
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THL 429	Biblical Theology and Exegesis	3
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THL 430	Christian Apologetics	3
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Any 3-unit upper division (300 or 400 level) course in THL not already required in the emphasis. 3

Total Units 18

Minors

Creative Writing (p. 55)

English (p. 55)

Global Cultural Studies (p. 55)

Spanish (p. 54)

Creative Writing Minor

WRT 323	Introduction to Genre and Craft in Creative Writing	3
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WRT 427	Advanced Creative Writing	3
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Choose 1 of the following courses: 3

WRT 324	Writing for Children and Teenagers	3
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WRT 333	Topics in Creative Writing	3
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WRT 337	Writing for the Stage and Screen	3
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Choose 2 of the following courses: 6

WRT 327	Creative Writing: Fiction	3
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WRT 328	Creative Writing: Poetry	3
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WRT 329	Creative Nonfiction	3
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Choose 1 of the following courses: 3

ENG 342	American Literature II	3
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ENG 383	Modern and Contemporary Poetry	3
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ENG 385	Modern and Contemporary Novel	3
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ENG 387	Modern and Contemporary Drama	3
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Total Units 18

English Minor

ENG 271	Literary Criticism	3
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ENG 341	American Literature I	3
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or ENG 342	American Literature II	
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ENG 477	History and Development of the English Language	3
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or BSC 318	Linguistics	
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WRT 333	Topics in Creative Writing	3
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Choose 1 of the following courses: 3

ENG 361	English Literature I	3
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ENG 362	English Literature II	3
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ENG 382	Postcolonial Literature	3
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Choose 1 of the following courses not completed above: 3

ENG 341	American Literature I	3
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ENG 342	American Literature II	3
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ENG 361	English Literature I	3
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ENG 362	English Literature II	3
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ENG 380	Women's Literature	3
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ENG 382	Postcolonial Literature	3
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ENG 383	Modern and Contemporary Poetry	3
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ENG 385	Modern and Contemporary Novel	3
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ENG 387	Modern and Contemporary Drama	3
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ENG 389	Film as Literature	3
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ENG 391	Children's Literature	3
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ENG 441	Major American Writers	3
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ENG 461	Major English Writers	3
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ENG 466	Shakespeare	3
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Total Units 18

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
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ENG 392	Epic Literature	3
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GCS 201	Global Cultural Studies	1
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GCS 202	Understanding Other Cultures Anthropologically	1
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GCS 203	Cross-Cultural Communication Awareness	1
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GCS 301	Foundations of Language	4
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GCS 399	Service Learning Practicum	2
WRT 330	Travel Writing	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

History and Political Thought Department

Chair: Dr. Jeffrey Mallinson

The **History and Political Thought department** endeavors to equip students to “see life steadily and see it whole.” The courses required for both the major and minors look at the human experience over the course of the ages. They are approached from the liberal arts tradition of learning for the sake of learning and cover a broad range of topics. Students can expect a rigorous approach to learning through reading, research, and writing. The result for graduates in this program will be a mind that is not only well filled but also well trained.

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.

Bachelor of Arts Degree

History and Political Thought (p. 56)

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	The U.S. Constitution	3
HST/POL 414	The Courts and the Constitution	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 History	3
POL 304	International Relations	3
POL 413	Religion and Politics in America	3
POL 490	Internship: Political Thought	3

Total Units

38

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

Minors

American Studies (p. 57)

History (p. 57)

Law and Politics (p. 57)

Political Thought (p. 57)

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	The U.S. Constitution	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 History	3
HST/POL 412	The U.S. Constitution	3
Total Units		18

Law and Politics Minor

The Minor in Law and Politics is an interdisciplinary program designed to help equip students for graduate study in law, as well as for careers in law, politics, political consulting, political reporting and commentary, and allied disciplines. The program covers a variety of necessary practical and theoretical fields in order to maximize student preparedness.

HST/POL 412	The U.S. Constitution	3
ECO 201	Macroeconomics	3
Choose 1 of the following courses:		3

POL 321	Political Thought I: Ancient to Early Modern	3
POL 322	Political Thought II: The Enlightenment	3
Choose 1 of the following courses:		3
HST 371	Islamic Civilization	3
POL 304	International Relations	3
POL 413	Religion and Politics in America	3
HST/POL 414	The Courts and the Constitution	3
Choose 1 of the following courses:		3
PHI 211	Philosophical Ethics	3
THL 465	Christians and Ethics	3
Choose 1 of the following courses:		3
COM 211	Introduction to Argumentation and Debate	3
COM 340	Rhetorical and Persuasive Theories	3
COM 344	Theory and Practice of Interviewing	3
Total Units		18

Political Thought Minor

HST/POL 412	The U.S. Constitution	3
HST/POL 414	The Courts and the Constitution	3
POL 304	International Relations	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

Kinesiology Department

Chair: Dr. Vance Tammen

The goal of the **Kinesiology 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 kinesiology, exercise science, allied health, wellness, sport science, and physical education.

Kinesiology Program Learning Outcomes

Students will:

- Demonstrate effective written communication skills in the discipline of Kinesiology
- Demonstrate effective oral communication skills in the discipline of Kinesiology
- Articulate, apply, and analyze scholarly resources to integrate best practices in the discipline of Kinesiology
- Recognize and evaluate current conditions and practices in the discipline to formulate, create and implement an appropriate response
- Model Christian leadership principles
- Seek opportunity to serve the community through their vocation

- Demonstrate respect for peoples of diverse background, experiences, and needs and articulate and develop healthy lifestyle choices and practices
- Use the most current and effective evidence based practices in the discipline of Kinesiology

Bachelor of Science Degree

Kinesiology

Emphases:

- Fitness and Wellness
- Health and Human Performance
- Lifespan and Allied Health

Kinesiology

Core

BIO 246	Human Anatomy and Physiology I	4
BIO 247	Human Anatomy and Physiology II	4
KIN 220	Foundations of Human Movement Studies	3
KIN 304	Motor Learning and Control	3
KIN 305	Motor Development	3
KIN 317	Kinesiology	4
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
KIN 365	Sport Psychology	3
KIN 403	Biomechanics	4
KIN 406	Exercise Physiology	4
KIN 410	Statistics and Measurement	4

Emphasis

Choose 1 of the following emphases:	19-23
Total Units	58-62

Emphases

Fitness and Wellness

KIN 344	Health and Wellness Programming	3
KIN 393	Practicum: Kinesiology	3
Choose 5 of the following courses:	15	
KIN 105	Christian Wellness	3
KIN 225	Principles of Weight Training and Cross Training	3
KIN 306	Nutritional Sciences	3
KIN 307	Exercise and Gerontology	3
KIN 325	Exercise Testing and Prescription	3
KIN 330	Lifestyle Medicine and Wellness	3
KIN 335	Physical Activity and Epidemiology	3
Total Units	21	

Health and Human Performance

KIN 409	Research in Kinesiology	1
KIN 420	Research Methods in Kinesiology	3
Choose 5 of the following courses:	15-17	
BIO 371	Neuroscience	4

KIN 306	Nutritional Sciences	3
KIN 307	Exercise and Gerontology	3
KIN 330	Lifestyle Medicine and Wellness	3
KIN 335	Physical Activity and Epidemiology	3
KIN 364	Exercise Psychology	3
KIN 416	Advanced Exercise Physiology	4
Total Units		19-21

Lifespan and Allied Health

KIN 330	Lifestyle Medicine and Wellness	3
KIN 395	Practicum: Allied Health	3
Choose 5 of the following courses:	15-17	
BIO 371	Neuroscience	4
KIN 208	Athletic Injuries	3
KIN 245	Medical Terminology	3
KIN 306	Nutritional Sciences	3
KIN 307	Exercise and Gerontology	3
KIN 310	General Medicine and Pharmacology	3
KIN 348	Evaluation of Injuries	4
KIN 358	Therapeutic Exercise	3
KIN 364	Exercise Psychology	3
KIN 368	Therapeutic Modalities	3
Total Units		21-23

Prerequisite courses for professional degrees (pre-physical therapy, pre-occupational therapy, cardiac rehabilitation, gerontology, pre-nursing, etc.) vary by institution.

Minors

Coaching (p. 58)

Fitness Programming (p. 59)

Physical Education (p. 59)

Pre-Physical Therapy (p. 59)

Coaching Minor

KIN 304	Motor Learning and Control	3
KIN 360	Principles of Coaching	3
Choose 4 of the following courses:	12	
KIN 208	Athletic Injuries	3
KIN 225	Principles of Weight Training and Cross Training	3
KIN 305	Motor Development	3
KIN 306	Nutritional Sciences	3
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
KIN 365	Sport Psychology	3
KIN 394	Practicum: Coaching	3
Total Units		18

Fitness Programming Minor

KIN 225	Principles of Weight Training and Cross Training	3
KIN 304	Motor Learning and Control	3
Choose 4 of the following courses:		12
KIN 306	Nutritional Sciences	3
KIN 307	Exercise and Gerontology	3
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
KIN 325	Exercise Testing and Prescription	3
KIN 330	Lifestyle Medicine and Wellness	3
KIN 344	Health and Wellness Programming	3
KIN 364	Exercise Psychology	3
KIN 393	Practicum: Kinesiology	3
Total Units		18

Physical Education Minor

KIN 304	Motor Learning and Control	3
KIN 376	Physical Education Management	3
Choose 4 of the following courses:		12
KIN 303	Health Education	3
KIN 305	Motor Development	3
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
KIN 340	Elementary Physical Education	3
KIN 370	Adaptive Physical Education	3
KIN 392	Practicum: Teacher Education	3
Total Units		18

Pre-Physical Therapy Minor

BIO 112	General Biology II	4
CHE 222	Chemistry II	4
MTH 265	Introduction to Statistics	3
PHY 211	Physics I	4
PHY 212	Physics II	4
Total Units		19

The following courses are needed by some Doctorate of Physical Therapy (DPT) programs. These courses are not required but are highly recommended.

KIN 245	Medical Terminology	3
Choose at least 1 of the following courses:		
PSY 314	Developmental Psychology: Adolescence	3
PSY 320	Developmental Psychology: Lifespan	3
PSY 361	Abnormal Psychology	3

Mathematics Department

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.

The **Computer Science** Bachelor of Science major endeavors to develop student analytic and algorithmic abilities to investigate, formulate, analyze and articulate solutions to problems in the design, development and analysis of computer hardware and software in both theoretical and practical contexts while seeking to further their knowledge of God's world.

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.

Computer Science Program Learning Outcomes

Students will:

- Demonstrate effective written and oral communication skills in computer science.
- Apply algorithmic, mathematical, and scientific reasoning to a variety of computational problems.
- Articulate, apply, and analyze scholarly resources to integrate best practices in the discipline of computer science.
- Create and implement software systems that meet specific design and performance requirements.
- Apply the Christian teaching of vocations to practice ethical decision making within computer science.

Bachelor of Arts Degree

Mathematics (p. 59)

Bachelor of Science Degree

Computer Science (p. 60)

Mathematics

CSC 104	Fundamentals of Programming	3
MTH 271	Calculus I	5
MTH 272	Calculus II	4
MTH 313	Mathematics Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 373	Calculus III	4
MTH 384	Ordinary Differential Equations	3
MTH 387	Probability and Statistics I	3
MTH 473	Modern Algebra I	3
MTH 489	Real Analysis	3
MTH 495	Topics in Mathematics - Review	1.5
MTH 496	Topics in Mathematics - Final	1.5

Choose 3 of the following courses: 9

MTH 379	Numerical Analysis	3
MTH 380	Modern Geometry	3
MTH 388	Probability and Statistics II	3
MTH 474	Modern Algebra II	3
Total Units		46

Computer Science

CSC 104	Fundamentals of Programming	3
CSC 105	Web Design	3
CSC 210	Introduction to Operating Systems	3
CSC 212	Data Structures	3
CSC 222	Software Engineering	3
CSC 314	Programming Languages	3
CSC 316	Introduction to Networking	3
CSC 318	Object-Oriented Programming	3
CSC 320	Server Side Development	3
CSC 324	Computer Architecture and Assembly	3
CSC 426	Database Management Systems	3
CSC 428	Information Security	3
CSC 430	Development and Operations	3
CSC 490	Internship: Computer Science	3
or CSC 495	Software Project	
MTH 265	Introduction to Statistics	3
MTH 271	Calculus I	5
MTH 272	Calculus II	4
MTH 376	Discrete Mathematics	3
MTH 379	Numerical Analysis	3
Total Units		60

Minors

Actuarial Science (p. 60)

Computer Science (p. 60)

Mathematics (p. 60)

Actuarial Science Minor

MTH 271	Calculus I	5
MTH 272	Calculus II	4
MTH 373	Calculus III	4
MTH 387	Probability and Statistics I	3
MTH 388	Probability and Statistics II	3
Total Units		19

Computer Science Minor

CSC 104	Fundamentals of Programming	3
CSC 210	Introduction to Operating Systems	3
CSC 212	Data Structures	3
Choose 3 of the following courses:		9
CSC 314	Programming Languages	3
CSC 316	Introduction to Networking	3

CSC 318	Object-Oriented Programming	3
CSC 320	Server Side Development	3
CSC 324	Computer Architecture and Assembly	3
CSC 428	Information Security	3
CSC 430	Development and Operations	3
Included in the choice of 3, students may opt to use at most 2 of the following:		
MTH 376	Discrete Mathematics	3
MTH 379	Numerical Analysis	3
PHY 315	Electronics I: Analog Electronics	3
PHY 316	Electronics II: Digital Electronics	3
Total Units		18

Mathematics Minor

MTH 271	Calculus I	5
MTH 272	Calculus II	4
Choose 3 of the following courses:		9-10
MTH 313	Mathematics Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 373	Calculus III	4
MTH 379	Numerical Analysis	3
MTH 380	Modern Geometry	3
MTH 384	Ordinary Differential Equations	3
MTH 387	Probability and Statistics I	3
MTH 388	Probability and Statistics II	3
MTH 473	Modern Algebra I	3
MTH 474	Modern Algebra II	3
MTH 489	Real Analysis	3
Total Units		18-19

Music Department

Chair: Dr. Marin Jacobson

PURPOSE:

The **Music Department** trains students to improve their communities with meaningful, beautiful, and edifying musical activity. This is accomplished through coursework designed to develop broadly-skilled musicians and frequent public performances in different contexts, especially where our music can help to share the Christian faith.

FUNCTION:

Students from across the university are engaged in music-making through ensembles, lessons, and music classes. Some choose a music minor. For those who want to develop music as a primary vocation, the Music Department offers a 54-unit major, with add-on concentrations in church music, music education, performance (piano, voice, instrumental), composition, and commercial music. Concentrations require additional units (13-18) beyond the 54-unit major.

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 that are technically adept and artistic.

Leadership and Collaboration

- Utilize the techniques, philosophies, and best practices of musical leadership and collaboration in order to enhance a community.

Critical Listening

- Interpret, analyze and evaluate musical works and performances.

Contextualization

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

Bachelor of Arts Degree

Music (p. 61)

Concentrations:

- Church Music
- Commercial Music
- Composition
- Instrumental Performance
- Piano Performance
- Pre-Teacher Certification
- Vocal Performance

Music

Musicianship

The musicianship core develops Practical Musicianship, Performance Musicianship, and Critical Listening through voice and piano competency, music theory, aural skills (2 years), applied music (4 years), ensemble involvement (4 years), and concert attendance (4 years).

Concert Attendance

MUS 100	Concert Attendance	0
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Students must attend 40 concerts/recitals (5 per semester) during their time at Concordia (transfers must accrue 5 times the number of semesters they attend). An updated list will be published at the end of each semester detailing concert attendance. In the semester when students expect to pass 40, they should enroll in MUS 100 for pass/fail certification. Students who fail to complete this requirement will not be approved for graduation with a major in music. Attendance credit is not allowed for recitals/concerts in which the student is a performer for the majority of the repertoire.

Music Major Review

MUS 290	Music Major Review (Students must register for the Music Major Review for the semester in which the review will take place. See Music Major Review policy.)	0
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Piano Competency

MUKP 211	Piano Competency	0
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Students register for MUKP 211 (Piano Competency) in the spring of the sophomore year. A course fee is assessed. If students fail the competency exam in the sophomore year, they will register for Piano Competency each subsequent semester until they pass the exam. For transfer students, piano skills will be assessed in the first semester and a piano competency timeline will be created.

Voice Competency

Note: A full year's commitment is required (2 units) if students choose to participate in a choral ensemble (MUE 234, MUE 238, MUE 239) to fulfill this requirement; however, only 1 unit will apply towards degree requirements.

Choose 1 of the following courses:		1
MUE 234	The Concordia Choir	1
MUE 238	Concordia Donne Di Canto	1
MUE 239	Concordia Men's Chorus	1
MUVO 100	Voice Class	1
MUVO 101	Private Lessons: Voice I	1

Music Theory and Aural Skills

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 303	Music Theory III	3
MUS 304	Music Theory IV	3
MUS 323	Aural Skills III	1
MUS 324	Aural Skills IV	1

Ensemble

MUE__	Ensemble	8
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Students must enroll in an ensemble each semester they are in residence. A minimum of 6 units in 1-unit ensembles; up to 2 units may be in .5-unit ensembles. Note: Church Music concentration students must select 6 units of choir and/or handbells.

Applied Study on Primary Instrument

MU_ 101-301	Private Lessons	7
MU_ 401	Private Lessons	1

Applied study (private lessons) is required each semester students are in residence. Music majors may enroll in one private lesson for up to 2 units per semester, and may also enroll in a secondary private lesson for no more than 1 unit per semester (3 total applied units per semester maximum). Each unit of study represents at least 3 hours of deliberate, self-regulated practice per week. Students must progress on a primary instrument from level 101 through successful completion of at least 1 semester at level 401. Students entering with 60 or more semester units may petition to begin applied study at the 301 level by completing an entrance jury in which students must demonstrate competence in performance of repertoire at the 201 level. Approval must be granted by the studio teacher and the director of the performance area before census date of the first semester of study.

Contextualization of Music

MUS 331	Music History I: Antiquity through Bach	3
MUS 332	Music History II: Classical Period through Modernity	3
MUS 430	History and Analysis of Modern Music	2
Choose 1 of the following courses:		3
MUS 451	Music Cultures of the World: Emerging Nations *	3
MUS 452	Music Cultures of the World: The Silk Road *	3
MUS 482	Music Cultures: Musical Expression in Christianity **	3

Leadership and Collaboration

MUS 221	Beginning Conducting	2
MUS 222	Intermediate Conducting	2
Choose 4 units from the following:		4
MUS 412	Instrumental Methods and Repertoire ***	2
MUS 413	Music Production	2
MUS 441	Handbell Methods and Repertoire	1-3
MUS 461	Music for Children ****	2,3
MUS 471	Choral Methods and Repertoire *****	3

Capstone

See Music Office for application forms and procedures.

MUS 493	Senior Thesis	1
Choose 1 of the following courses:		1
MU_498	Senior Recital	1
MUS 498	Senior Project in Music	1

Total Units 54

* Pre-Teacher Certification concentration students must choose either MUS 451 or MUS 452.

** Church Music concentration students must choose MUS 482.

*** Instrumental Performance and Pre-Teacher Certification concentration students must choose MUS 412.

**** Church Music concentration students must choose MUS 461 (2-3 units). Pre-Teacher Certification concentration students must choose MUS 461 (3 units).

*****Vocal Performance concentration students must choose MUS 471.

Concentrations

Students who complete the Bachelor of Arts in Music may choose to complete one or more optional concentrations in music. Each concentration is 13-18 units of additional music course work in a particular field of music. Concentrations are designed to complement the general music major and to help students prepare for professional work or graduate study in specific areas. Please note that a concentration is distinguished from a minor in that a concentration is only attainable if paired with the music major. Furthermore, a concentration is distinguished from an emphasis in that the coursework for a

concentration is in addition to the major, not a required portion of the major.

Church Music

Church music students must select MUS 461 (2-3 units), MUS 482 and 6 units of choir and/or handbells in the Music major. Applied and ensemble units in this concentration are in addition to the Musicianship Core of the Music major. Organ study and worship band participation are recommended. Please see Christ College (p. 40) certificate requirements for additional requirements.

MUKC 311	Church Music Keyboard Competency	0
or MUGC 211	Church Music Guitar Competency	
MUS 216	Music Technology I	2
MUS 217	Contemporary Music Styles	1
MUS 483	A Survey of Christian Hymnody	3
MUS 484	Planning Music in Christian Worship	2
THL 382	Corporate Worship	3
Choose 2 units from the following:		2
MU_101-401	Secondary Instrument	1,2
MUKO 100	Organ Class	1
MUKP 100A	Piano Class I	1
MUKP 100B	Piano Class II	1
MUKP 100C	Piano Class III	1

Recommended courses:

MUCO 101	Private Lessons: Composition I	2
or MUCO 201	Private Lessons: Composition II	
or MUCO 301	Private Lessons: Composition III	
or MUCO 401	Private Lessons: Composition IV	
MUKO 100	Organ Class	1
MUS 305	Arranging	2
MUS 393	Practicum: Contemporary Ensemble Leadership	1
MUS 404	Contemporary Music Theory	2
MUS 412	Instrumental Methods and Repertoire	2
MUS 441	Handbell Methods and Repertoire	1-3
MUS 451	Music Cultures of the World: Emerging Nations	3
MUS 452	Music Cultures of the World: The Silk Road	3
MUS 471	Choral Methods and Repertoire	3
MUS 472	Vocal Pedagogy and Literature	3
MUS 485	Contemporary Christian Song	2
THL 381	Worship Arts Ministry	3

Total Units 13

Commercial Music

Ensemble units in this concentration are in addition to the Musicianship Core of the Music major.

MUS 204	Songwriting and Analysis	2
MUS 216	Music Technology I	2
MUS 217	Contemporary Music Styles	1
MUS 218	Music Business	2

MUS 305	Arranging	2
MUS 316	Music Technology II	2
MUS 393	Practicum: Contemporary Ensemble Leadership	1
MUS 404	Contemporary Music Theory	2
MU_ 101-401	Applied Music: Secondary Instrument	2
Choose 2 units from the following:		2
MUE 255	Jazz Ensemble I	0.5
MUE 257	Jazz Ensemble II	0.5
MUE 282	Worship Band I	0.5
MUE 283	Worship Band II	0.5
MUE 285	Commercial Music Ensemble I	0.5
MUE 286	Commercial Music Ensemble II	0.5
MUE 287	Worship Band III	0.5
MUE 288	Worship Band IV	0.5
MUE 289	Worship Band V	0.5
Total Units		18

Composition

Applied units in this concentration are in addition to the Musicianship Core of the Music major.

MUCO 101 or MUCO 201	Private Lessons: Composition I	2
MUCO 301 or MUCO 401	Private Lessons: Composition III	4
MUS 216	Music Technology I	2
MUS 305	Arranging	2
MUS 403	Instrumentation and Orchestration	3
MUS 392	Practicum: Composition	2
Choose 2 units from the following:		2
MUKO 101	Private Lessons: Organ I	1
MUKO 201	Private Lessons: Organ II	1
MUKO 301	Private Lessons: Organ III	1
MUKO 401	Private Lessons: Organ IV	1
MUKP 100C	Piano Class III	1
MUKP 101	Private Lessons: Piano I	1
MUKP 201	Private Lessons: Piano II	1
MUKP 301	Private Lessons: Piano III	1
MUKP 401	Private Lessons: Piano IV	1
Total Units		17

Instrumental Performance

Instrumental Performance students must select MUS 412 in the Music major. Applied and ensemble units in this concentration are in addition to the Musicianship Core of the Music major.

MU_ 301-401	Applied Music: Primary Instrument	6
MU_ 398	Junior Recital	1
Choose 6 units from the following categories:		6
MUS 216	Music Technology I	2
MUS 305	Arranging	2
MUS 312	Brass Techniques	1
MUS 313	Percussion Techniques	1

MUS 314	Woodwind Techniques	1
MUS 315	String Techniques	1
MUS 403	Instrumentation and Orchestration	3
Choose up to 2 units from the following:		
MU_ 101-401	Applied Music: Secondary Instrument	1
MUKP 100A	Piano Class I	1
MUKP 100B	Piano Class II	1
MUKP 100C	Piano Class III	1
Choose up to 2 units from the following:		
MUE 252	String Ensemble	0.5
MUE 253	Concordia Brass	0.5
MUE 254	Woodwind Ensemble	0.5
MUE 255	Jazz Ensemble I	0.5
MUE 256	Percussion Ensemble	0.5
MUE 257	Jazz Ensemble II	0.5
MUE 258	Flute Ensemble	0.5
MUE 262	Chamber Music Ensemble	0.5
Total Units		13

Piano Performance

Applied and ensemble units in this concentration are in addition to the Musicianship Core of the Music major.

MUKP 301 or MUKP 401	Private Lessons: Piano III	6
MUKP 398	Junior Recital: Piano	1
MUS 240	Introduction to Accompanying	2
MUS 442	Piano Pedagogy	2
MUS 443	Piano Literature	2
Choose 5 units from the following 4 categories:		5
Choose up to 2 units from the following:		
MUKI 201	Private Lessons: Keyboard Improvisation II	1
MUKI 301	Private Lessons: Keyboard Improvisation III	1
MUKI 401	Private Lessons: Keyboard Improvisation IV	1
Choose up to 2 units from the following:		
MUE 255	Jazz Ensemble I	.5
MUE 257	Jazz Ensemble II	.5
MUE 260	Piano Ensemble	.5
MUE 282	Worship Band I	.5
MUS 217	Contemporary Music Styles	1
Choose up to 2 units from the following:		
MUE 262	Chamber Music Ensemble	.5
Choose up to 3 units from the following:		
MUKO 101	Private Lessons: Organ I	1
Total Units		18

Pre-Teacher Certification

Students completing the Pre-Teacher Certification concentration must select MUS 412 (2 units), MUS 461 (3 units), and either MUS 451 or

MUS 452 in the Music major. Applied units in this concentration are in addition to the Musicianship Core of the Music major.

The Pre-Teacher Certification concentration prepares students for the musical aspects of the California Subject Examination for Teachers (CSET) while education courses offered through the School of Education prepare students for other aspects of the CSET.

OPTIONAL: Lutheran Teacher Certificate (19 units); Please see Christ College Certificate Requirements (p. 40) for additional requirements. Students typically complete Christ College Certificate Requirements during eight undergraduate semesters.

OPTIONAL: California Teacher Credential (36 units); Course requirements are available from the School of Education (p. 78). The path to a Preliminary CA Single Subject Music Credential usually includes nine semesters of coursework and an additional semester of student teaching. Students must pass the California Subject Examination for Teachers (CSET) prior to student teaching.

MUS 261	Introduction to Music Teaching *	1
MUS 462	Music in Secondary Schools	2
MUS 471	Choral Methods and Repertoire	3
MUKP 100C	Piano Class III	1
or MUKP 101	Private Lessons: Piano I	
or MUKP 201	Private Lessons: Piano II	
or MUKP 301	Private Lessons: Piano III	
or MUKP 401	Private Lessons: Piano IV	
Choose 4-5 units from the following:		4-5
MUS 216	Music Technology I	2
MUS 305	Arranging	2
MUS 441	Handbell Methods and Repertoire	1-3
MUS 472	Vocal Pedagogy and Literature	3
Choose 4 of the following courses:		4
MUGU 100A	Guitar Class I	1
MUS 312	Brass Techniques	1
MUS 313	Percussion Techniques	1
MUS 314	Woodwind Techniques	1
MUS 315	String Techniques	1
Total Units		15-16

* Desirable to be taken concurrently with EDUC 101 or EDUC 204/EDSP 204.

Vocal Performance

Vocal Performance students must select MUS 471 in the Music major. Applied and ensemble units in this concentration are in addition to the Musicianship Core of the Music major.

MUVO 301	Private Lessons: Voice III	6
or MUVO 401	Private Lessons: Voice IV	
MUS 271	Diction for Singers I: English/Italian	2
MUS 272	Diction for Singers II: German/French	2
MUS 472	Vocal Pedagogy and Literature	3
MUVO 398	Junior Recital: Voice	1
Choose 4 units from the following:		4
MUE 255	Jazz Ensemble I	0.5

MUE 262	Chamber Music Ensemble	0.5
MUE 282	Worship Band I	0.5
MUKP 100A	Piano Class I	1
MUKP 100B	Piano Class II	1
MUKP 100C	Piano Class III	1
MUKP 101	Private Lessons: Piano I	1
MUKP 201	Private Lessons: Piano II	1
MUKP 301	Private Lessons: Piano III	1
MUKP 401	Private Lessons: Piano IV	1
MUS 176	Opera Workshop I	2
MUS 276	Opera Workshop II	2
MUS 376	Opera Workshop III	2
MUS 476	Opera Workshop IV	2
Total Units		18

Minor

Music (p. 64)

Music Minor

The **Music** minor is designed for non-music major students who highly value their involvement in music activities and would like formal recognition of their study in areas of performance, musicianship and music electives.

Concert Attendance

MUS 100	Concert Attendance	0
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Students must attend 10 concerts/recitals during their time at Concordia. An updated list will be published at the end of each semester detailing concert attendance. In the semester when students expect to pass 10, they should enroll in MUS 100 for pass/fail certification. Attendance credit is not allowed for recitals/concerts in which the student is a performer for the majority of the repertoire.

MUS 201	Music Theory I	3
MUS 202	Music Theory II	3
MUS 211	Aural Skills I	1
MUS 212	Aural Skills II	1

Applied Music: Primary Instrument

MU__101	Applied Music: Primary Instrument	0-2
or MU__201	Applied Music: Primary Instrument	2-4
or MU__301	Applied Music: Primary Instrument	2-4
or MU__401	Applied Music: Primary Instrument	2-4

Choose 1 of the following courses: 3

MUS 331	Music History I: Antiquity through Bach	3
MUS 332	Music History II: Classical Period through Modernity	3
MUS 451	Music Cultures of the World: Emerging Nations	3
MUS 452	Music Cultures of the World: The Silk Road	3
MUS 482	Music Cultures: Musical Expression in Christianity	3

Choose 9 units from the following: 9

MU__ 301-401	Applied Music	1-9
MUS 300-400	Any course not chosen above	1-9
Total Units		24

Psychology, Sociology and Anthropology Department

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.

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.

Bachelor of Arts Degrees

Behavioral Sciences (p. 65)

Emphases:

- Anthropology
- General
- Psychology
- Sociology

Psychology (p. 65)

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
ANT 435	Religion in Society	3
BSC 265	Statistics for the Behavioral Sciences	3
BSC 296	Introduction to Research Methods	3
BSC 318	Linguistics	3

BSC 492	Capstone: The Good Society	3
PSY 345	Social Psychology	3
PSY 371	Cognition	3
PSY 403	Health Psychology	3
SOC 320	Social Stratification	3
SOC 321	Social Problems	3
SOC 461	Social Theory	3

Emphasis

Choose 1 of the following emphases	9
Total Units	48

Emphases

Anthropology

Choose 3 of the following courses:	9	
ANT 241	Anthropology Field Methods for Travelers	3
ANT 314	Native Peoples of North America	3
HST 371	Islamic Civilization	3
MUS 451	Music Cultures of the World: Emerging Nations	3
or MUS 452	Music Cultures of the World: The Silk Road	
Total Units	9	

General

Choose 1 of the following courses:	3	
ANT 241	Anthropology Field Methods for Travelers	3
ANT 314	Native Peoples of North America	3
HST 371	Islamic Civilization	3
MUS 451	Music Cultures of the World: Emerging Nations	3
or MUS 452	Music Cultures of the World: The Silk Road	
Choose 1 of the following courses:	3	
PSY 331	Marriage and the Family	3
PSY 340	Introduction to Biopsychology	3
PSY 351	Personality Theory	3
PSY 361	Abnormal Psychology	3
PSY 313	Developmental Psychology: Childhood	3
or PSY 314	Developmental Psychology: Adolescence	
or PSY 315	Developmental Psychology: Adulthood and Aging	

Choose 1 of the following courses:	3	
SOC 229	Crime, Deviance and Social Control	3
SOC 316	Ethnic and Minority Relations	3
SOC 322	Social Movements and Collective Action	3
SOC 325	Women and Gender Issues	3
SOC 365	Sociology of Globalization	3
Total Units	9	

Psychology

Note: Students who select the Psychology emphasis are recommended to take PSY 101 in Enduring Questions & Ideas (GE) (p. 23).

Choose 3 of the following courses:	9
PSY 331 Marriage and the Family	3
PSY 340 Introduction to Biopsychology	3
PSY 351 Personality Theory	3
PSY 361 Abnormal Psychology	3
PSY 313 Developmental Psychology: Childhood	3
or PSY 314 Developmental Psychology: Adolescence	
or PSY 315 Developmental Psychology: Adulthood and Aging	
Total Units	9

Sociology

Note: Students who select the Sociology emphasis are recommended to take SOC 101 in Enduring Questions & Ideas (GE) (p. 23).

Choose 3 of the following courses:	9
SOC 229 Crime, Deviance and Social Control	3
SOC 316 Ethnic and Minority Relations	3
SOC 322 Social Movements and Collective Action	3
SOC 325 Women and Gender Issues	3
SOC 365 Sociology of Globalization	3
Total Units	9

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 are recommended to take PSY 101 in Enduring Questions & Ideas (GE) (p. 23).

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 Human Sexuality & PSY 301 and Topics in Psychology	6
PSY 331 Marriage and the Family & PSY 301 and Topics in Psychology	6
PSY 381 Advanced Research Methods I & PSY 382 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

Anthropology (p. 65)

Behavioral Sciences (p. 66)

Psychology (p. 67)

Sociology (p. 66)

Anthropology Minor

Note: Students who select the Anthropology minor are recommended to take ANT 210 in Enduring Questions & Ideas (GE) (p. 23).

ANT 364 Culture and Self	3
ANT 435 Religion in Society	3
Choose 4 of the following courses:	12
ANT 241 Anthropology Field Methods for Travelers	3
ANT 314 Native Peoples of North America	3
BSC 318 Linguistics	3
HST 371 Islamic Civilization	3
MUS 451 Music Cultures of the World: Emerging Nations	3
or MUS 452 Music Cultures of the World: The Silk Road	
Total Units	18

Behavioral Sciences Minor

Note: Students who select the Behavioral Sciences minor are recommended to take ANT 210, PSY 101 or SOC 101 in Enduring Questions & Ideas (GE) (p. 23).

Choose 2 of the following courses:	6
ANT 364 Culture and Self	3
ANT 435 Religion in Society	3
BSC 318 Linguistics	3
Choose 2 of the following courses:	6
PSY 345 Social Psychology	3
PSY 371 Cognition	3
PSY 403 Health Psychology	3
Choose 2 of the following courses:	6
SOC 321 Social Problems	3

SOC 320	Social Stratification	3
SOC 461	Social Theory	3
Total Units		18

Psychology Minor

Note: Students who select the Psychology minor are recommended to take PSY 101 in Enduring Questions & Ideas (GE) (p. 23).

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

KIN 365	Sport Psychology	3
PSY 202	Human Sexuality	3
PSY 261	Chemical Dependency and Addiction	3
PSY 331	Marriage and the Family	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 are recommended to take SOC 101 in Enduring Questions & Ideas (GE) (p. 23).

SOC 320	Social Stratification	3
SOC 321	Social Problems	3

Choose 4 of the following courses: 12

SOC 229	Crime, Deviance and Social Control	3
SOC 316	Ethnic and Minority Relations	3
SOC 325	Women and Gender Issues	3
SOC 365	Sociology of Globalization	3
SOC 461	Social Theory	3
SOC 322	Social Movements and Collective Action	3

Total Units 18

Theatre Department

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.

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.

Bachelor of Arts Degree

Theatre (p. 67)

Emphases:

- Acting and Directing
- Design and Technical Production

Theatre

Core

THR 200	Stagecraft	3
THR 210	Introduction to Theatrical Design	3
THR 251	Introduction to Theatre	3
THR 261	Acting I	3
THR 341	Advanced Script Analysis	3

THR 351	Play Direction I	3
THR 390	Practicum: Theatre (Theatre Major)	2
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
THR 489	Theatre: Professional Preparation	1
Choose 1 of the following courses:		3
ENG 387	Modern and Contemporary Drama	3
ENG 466	Shakespeare	3
Emphasis		
Choose 1 of the following emphases		20-21
Total Units		50-51

Emphases

Acting and Directing

THR 100	Audition Requirement	0
THR 241	Voice and Movement for the Actor	3
THR 262	Acting II	4
THR 371	Acting III	4
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 381	Acting in Musical Theatre	3
THR 461	Creative Dramatics	3
THR 471	Acting IV: Acting for the Camera	4
THR 490	Internship: Theatre	3
THR 498	Theatre Showcase	3
WRT 337	Writing for the Stage and Screen	3
Total Units		20-21

Design and Technical Production

THR 322	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 2 of the following courses not completed in the Core:		6
ART 201	Drawing I	3
ART 321	Painting I	3
ENG 387	Modern and Contemporary Drama	3
ENG 466	Shakespeare	3
THR 490	Internship: Theatre	3
THR 498	Theatre Showcase	3
Total Units		21

Minors

Theatre (p. 67)

Musical Theatre (p. 68)

Theatre Design and Technical Production (p. 68)

Theatre Minor

THR 251	Introduction to Theatre	3
THR 261	Acting I	3
THR 262	Acting II	4
THR 341	Advanced Script Analysis	3
THR 351	Play Direction I	3
Choose 1 of the following courses:		3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3
Total Units		19

Musical Theatre Minor

Note: Students completing the Musical Theatre Minor are strongly encouraged to take MUS 102 in Enduring Questions & Ideas (GE) (p. 23) and at least 4 semesters of MUE ensemble credit (vocal or instrumental).

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
KIN 304	Motor Learning and Control	3
MUS 102	Music Fundamentals	3
MUVO__	Applied Music Instruction: Voice	4
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		27

Theatre Design and Technical Production Minor

THR 200	Stagecraft	3
THR 210	Introduction to Theatrical Design	3
THR 251	Introduction to Theatre	3
THR 322	Computer Aided 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

Pathway Program

Pathway Program

Ms. Faith McKinney, Senior Director of International Center and Programs Abroad

The CUI Pathway Program (<http://catalog.cui.edu/undergraduate/admission-information>) is designed for international students who meet all admission requirements except for the English level requirement of TOEFL 79/IELTS 6.5.

Liberal Studies

Undergraduate Major

Complete information about all the degrees available in the School of Education can be found here (p. 78).

Bachelor of Arts Degree

Co-Directors: Dr. Michael Schulteis and Dr. Rebecca Stanton

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

Art (p. 44), English (p. 50), Foreign Language (p. 50) (case by case basis), Mathematics (p. 59), Music (p. 61), Physical Education (p. 58), Science (p. 48), and Social Science (p. 65).

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 approved to substitute for the California Subject Examination for Teachers (CSET) that **all** students pursuing an elementary/multiple subject or special education teaching credential must pass.

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

Enduring Questions & Ideas Core (GE)

Required to take at Concordia

CBIO 101	Integrated Biology	4
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
CMTH 101	The Nature of Mathematics	3
CPHI 101	Introduction to Philosophy	3
Fine Arts		
ART 111	Experiences in Art	3
MUS 461	Music for Children	3
THR 111	Experiences in Theatre	3
History/Social Science		
ANT 210	Cultural Anthropology	3
EDLS 304	History of Society and Education	1
HST 478	History of California	3
Human Development/Education		
EDUC 101	Introduction to Teaching Careers I	1
EDUC/EDSP 204	Introduction to Teaching Diverse Populations	2
EDUC/EDSP 301	Typical and Atypical Development of Diverse Learners	3
PSY 313	Developmental Psychology: Childhood	3
Language		
COM 111	Public Speaking	3
EDLS 435	Linguistic Development and Second Language Acquisition	3
ENG 391	Children's Literature	3

WRT 102 or WRT 201	Writing and Research The Art of the Essay	3
Mathematics		
MTH 301	Mathematics for Teachers	3
Physical Education/Health		
KIN 340	Elementary Physical Education	3
Science		
SCI 115	Physical Science	4
SCI 301	Earth Science	3

For students entering with 30 or more units of transferable credit:

Enduring Questions & Ideas Core (GE)

Required to take at Concordia

CPHI 200	Introduction to Philosophical Inquiry	3
Fine Arts		
ART 111	Experiences in Art	3
MUS 461	Music for Children	3
THR 111	Experiences in Theatre	3
History/Social Science		
ANT 210	Cultural Anthropology	3
CHST 201	The West and the World	3
CHST 202	America and the World	3
EDLS 304	History of Society and Education	1
HST 478	History of California	3
Human Development/Education		
EDUC 101	Introduction to Teaching Careers I	1
EDUC/EDSP 204	Introduction to Teaching Diverse Populations	2
EDUC/EDSP 301	Typical and Atypical Development of Diverse Learners	3
PSY 313	Developmental Psychology: Childhood	3
Language		
CENG 201	World Literature to the Renaissance	3
CENG 202	World Literature from the Enlightenment	3
COM 111	Public Speaking	3
EDLS 435	Linguistic Development and Second Language Acquisition	3
ENG 391	Children's Literature	3
WRT 102 or WRT 201	Writing and Research The Art of the Essay	3
Mathematics		
CMTH 101 or MTH 201	The Nature of Mathematics Principles of Mathematics	3
MTH 301	Mathematics for Teachers	3
Physical Education/Health		
KIN 340	Elementary Physical Education	3
Science		
CBIO 101 or BIO 101	Integrated Biology Principles of Biology	4
SCI 115	Physical Science	4
SCI 301	Earth Science	3

Concentrations

Students in the Liberal Studies Major select an area of concentration from one of the following content areas: Art, Child Development, Christ College, English, General Science, Global Cultural Studies, History - American Political Studies, History - European History, History - History of Ideas, History - Political History, History - Social History, Life Science, Mathematics, Music, Physical Education, Study Abroad or Theatre. Only one course in the concentration may be used to meet other Liberal Studies requirements.

Total Units 87-90

Concentrations**Art**

ART 201	Drawing I	3
ART 311	Art History I	3
ART 488	Children's Art	3
Choose 1 of the following courses:		3
ART 321	Painting I	3
ART 331	Sculpture I	3
ART 341	Ceramics I	3
ART 351	Printmaking I	3
Total Units		12

Child Development

PSY 313	Developmental Psychology: Childhood	3
Choose 3 of the following courses:		9
ART 488	Children's Art	3
PSY 314	Developmental Psychology: Adolescence	3
PSY 361	Abnormal Psychology	3
PSY 371	Cognition	3
SOC 332	Child, Family and Community	3
THR 461	Creative Dramatics	3
Total Units		12

Christ College

CCI 103	Introduction to Ministry	1
CCI 305	Called to Teach the Faith	3
THL 304	History of the Christian Church	3
THL 371	Christian Doctrine and Confessions I	3
THL 372	Christian Doctrine and Confessions II	3
Total Units		13

English

BSC 318	Linguistics	3
Choose 1 of the following courses:		3
CENG 201	World Literature to the Renaissance	3
ENG 380	Women's Literature	3
ENG 382	Postcolonial Literature	3
Choose 1 of the following courses:		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
Choose 1 of the following courses:		3
WRT 323	Introduction to Genre and Craft in Creative Writing	3
WRT 324	Writing for Children and Teenagers	3
WRT 329	Creative Nonfiction	3
WRT 333	Topics in Creative Writing	3
Total Units		12

General Science

SCI 211	Geology	3
SCI 318	Ocean Science	4
Choose 2 of the following courses:		7-8
BIO 111	General Biology I	4
CHE 221	Chemistry I	4
CHE 222	Chemistry II	4
PHY 211	Physics I	4
PHY 212	Physics II	4
PHY 231	Astronomy I	4
SCI 455	History and Philosophy of Science	3
Total Units		14-15

Global Cultural Studies (Around the World Semester)

Students who complete the Global Cultural Studies concentration are not eligible to earn the Global Cultural Studies Minor.

ENG 386	Postmodern Novel	3
ENG 392	Epic Literature	3
GCS 301	Foundations of Language	4
WRT 330	Travel Writing	3
Total Units		13

History - American Political Studies

POL 322	Political Thought II: The Enlightenment	3
POL 412	The U.S. Constitution	3
POL/HST 414	The Courts and the Constitution	3
Choose 1 of the following courses:		3
HST 341	Early Modern England	3
POL 304	International Relations	3
Total Units		12

History - European History

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
Total Units		12

History - History of Ideas

Choose 4 of the following courses:		12
ART 311	Art History I	3
ART 312	Art History II	3

HST 410	Mythology, Theology and Philosophy	3
HST 451	The Enlightenment	3
SCI 455	History and Philosophy of Science	3
Total Units		12

History - Political History

Choose 4 of the following courses: 12

POL 304	International Relations	3
POL 322	Political Thought II: The Enlightenment	3
POL 412	The U.S. Constitution	3
POL 413	Religion and Politics in America	3
HST 416A or HST 416B	Contemporary Global Issues	3
Total Units		12

History - Social History

Choose 4 of the following courses: 12

HST 321	A History of Popular Culture	3
HST 361	History of Propaganda and Persuasion	3
HST 431	Women's History	3
HST 491	Advanced Topics in History	3
SOC 316	Ethnic and Minority Relations	3
SOC 321	Social Problems	3
Total Units		12

Life Science

BIO 111	General Biology I	4
BIO 112	General Biology II	4

Choose 1 of the following courses: 4

BIO 308	Molecular Genetics	4
BIO 317	Ecology	4
BIO 341	Plant Biology	4
SCI 318	Ocean Science	4

Total Units 12

Mathematics

MTH 265	Introduction to Statistics	3
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Choose at least 9 units from the following courses: 9

MTH 271	Calculus I	5
MTH 272	Calculus II	4
MTH 313	Mathematics Notation and Proof	3
MTH 371	Linear Algebra	3
MTH 387	Probability and Statistics I	3
MTH 473	Modern Algebra I	3

Total Units 12

Music

MUS 201	Music Theory I	3
MUS 211	Aural Skills I	1
MUS 332	Music History II: Classical Period through Modernity	3
MUS 461	Music for Children	3

Choose 2 or 3 units from the following courses: 2-3

MUS 221	Beginning Conducting	2
MUS 412	Instrumental Methods and Repertoire	2
MUS 441	Handbell Methods and Repertoire	1-3
MUS 451	Music Cultures of the World: Emerging Nations	3
MUS 471	Choral Methods and Repertoire	3

Total Units 12-13

Physical Education

KIN 304	Motor Learning and Control	3
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Choose 3 of the following courses: 9

KIN 303	Health Education	3
KIN 305	Motor Development	3
KIN 320	Historical, Social, Cultural Foundations of Sport and P.E.	3
KIN 370	Adaptive Physical Education	3
KIN 376	Physical Education Management	3

Total Units 12

Study Abroad

A minimum of 12 units of college level coursework are 12

to be completed at a university outside of the USA and Canada. Individual study abroad courses to be determined in association with the selected study abroad program. Please see the office of Global Programs for details on study abroad programs. Keep in mind, only one course may apply to both the requirements necessary in the Liberal Studies major core (listed above) and the Study Abroad concentration.

Total Units 12

Theatre

THR 251	Introduction to Theatre	3
THR 261	Acting I	3
THR 461	Creative Dramatics	3

Choose 1 of the following courses: 3

THR 200	Stagecraft	3
THR 210	Introduction to Theatrical Design	3
THR 330	Performance Studies and Readers Theatre	3
THR 351	Play Direction I	3
THR 441	Theatre and Culture I	3
THR 442	Theatre and Culture II	3

Total Units 12

SCHOOL OF BUSINESS AND ECONOMICS

Dean: Prof. George W. Wright
Assistant Dean: Prof. Janet Muller

The **School of Business and Economics** 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
- Business Data Analytics
- Economics
- Marketing
- Sport Management

Graduate Degree

Master of Business Administration (p. 163)
Director of Graduate Programs: Prof. Janet Muller
Director of the Center for Global Business: Dr. Bruce Hanson

Business Administration Program Learning Outcomes

Emphasis: Accounting

Students taking the Business major will be able to:

1. Explain the technical and functional aspects of financial and tax accounting.
2. Explain the major concepts, theories, and practices of managerial accounting.
3. Critique the impact of differences in global accounting treatments.
4. Evaluate the legal, social, and economic environment of accounting.
5. Describe and explain the ethical obligations and professional responsibilities of accountants.
6. Construct and present effective oral and written forms of professional communication.
7. Collect and apply accounting data in an integrated manner for decision making.

Business Administration Program Learning Outcomes

Emphases: Business Data Analytics, Business Economics, Finance, Healthcare Management, International Business, Management, Marketing, Sport Management

Students taking the Business major will be able to:

1. Explain the major concepts in the functional areas of accounting, marketing, finance and management.
2. Evaluate the legal, social, and economic environments of business.
3. Describe the global environment of business.
4. Describe and explain the ethical obligations and responsibilities of business.
5. Apply decision-support tools to business decision making.
6. Construct and present effective oral and written forms of professional communication.
7. 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. Explain the major theoretical concepts of economics.
2. Evaluate the relationship between legal, social and economic environments.
3. Describe the global economic environment.
4. Describe and explain the ethical obligations and responsibilities of economics.
5. Apply modeling and decision-supporting tools to economic decision making.
6. Construct and present effective oral and written forms of professional communication.
7. Apply knowledge of economic concepts and functions in an integrated manner.

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 and Economics 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 and Economics' [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	Business Analysis Tools and Business Statistics	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

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 and Economics 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.

Bachelor of Arts Degrees

Business Administration (p. 73)

Emphases:

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

Economics (p. 76)

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	Business Analysis Tools and Business Statistics	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
ECO 485	Economic Major Thesis	3
HCM 475	Senior Seminar in Healthcare	3
INB 475	International Business Strategy	3
MKT 475	Marketing Strategy	3
SPMT 475	Sport Management Strategy	3

Internship Options *

Choose 1 of the following courses based on emphasis selected: 2

ACT 490A	Professional Development and Internship Emphasis	2
BDA 490A	Professional Development and Internship Emphasis	2
BUS 490A	Professional Development and Internship Emphasis	2
ECO 490A	Professional Development and Internship Emphasis	1-2
FIN 490A	Professional Development and Internship Emphasis	2
HCM 490A	Internship: Healthcare Administration Emphasis	2
INB 445	Seminar: International Business	2
MGT 490A	Professional Development and Internship Emphasis	2
MKT 490A	Professional Development and Internship Emphasis	2
SPMT 490A	Professional Development and Internship Emphasis	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 an additional 1 unit of internship; however, this additional internship unit will be considered a general elective.

Emphases

Accounting

The **Accounting** emphasis is designed to prepare students to observe, measure and report on the economic and financial aspects of corporations, partnerships, governments or individuals in an accurate, informed and ethical manner. Courses are designed to prepare

graduates with the skill set to necessary to achieve these functions and be able to participate in the establishment of strategies and the subsequent measurement of activities and results used by various levels of leadership to manage the vitality and economic status of their organization. Separate tracks are available for students targeting private accounting roles as well as those pursuing pre-licensure status in public 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	Federal and California State Personal Taxes *	3
or ACT 418	Corporate Tax Accounting	
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	Federal and California State Personal Taxes *	3
or ACT 418	Corporate Tax Accounting	
ACT 443	International Accounting (IFRS)	3
Total Units		21

* ACT 417 or ACT 418 may be taken if not taken in the business 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 436	Data Visualization	3
BDA 437	Optimization and Decision Analytics	3
ECO 321	Econometrics	3
MTH 265	Introduction to Statistics	3
Choose 1 of the following courses:		3
ECO 428	Intermediate Macroeconomics and Public Policy	3
MGT 323	Global Enterprise	3
MGT 343	Operations	3
MKT 371	Digital Marketing	3
Total Units		21

Business Economics

Business Economics is the study of the financial issues and challenges faced by corporations. Business economics is a field in economics that deals with issues such as business organization, management,

expansion and strategy. Studies might include how and why corporations expand, the impact of entrepreneurs, the interactions between corporations and the role of governments in regulation. In sum, the Business Administration Bachelor with a Business Economics emphasis at Concordia University Irvine will prepare the student for decision-making in work and life by incorporating the analytical process of modern economic thought in business operations and the pursuit of maximizing value.

ECO 201	Macroeconomics *	3
or ECO 202	Microeconomics	
ECO 221	History of Economic Thought	3
ECO 321	Econometrics	3
ECO 421	Intermediate Microeconomics	3
ECO 428	Intermediate Macroeconomics and Public Policy	3
MTH 252	Introduction to Calculus	3
Choose 1 of the following courses:		3
BDA 337	Introduction to Business Data Analytics	3
ECO 323	Money and Financial Markets	3
ECO 340	Morality, Social Policy, and Economics	3
ECO 429	Environment, Climate and Sustainability	3
FIN 445	International Finance	3
Total Units		21

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

Finance

The **Finance** emphasis 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.

ECO 323	Money and Financial Markets	3
FIN 332	Financial Statement Analysis	3
FIN 333	Investments	3
FIN 335	Real Estate Finance	3
FIN 431	Intermediate Finance	3
FIN 445	International Finance	3
Choose 1 of the following courses:		3
ACT 311	Intermediate Accounting I	3
FIN 411	Professional Financial Planning	3
Total Units		21

Healthcare Management

The **Healthcare Management** emphasis prepares business students to take advantage of the career opportunities that the changing healthcare industry provides in a wide variety of sectors including: hospitals, clinics, long-term care, information technology, nonprofit organizations, public health, mental health, insurance, marketing, finance, and public policy. This unique business emphasis in Healthcare Management focuses on professional development and advocacy with a business perspective on quality, cost and access of care while preparing students for professional positions that will enhance the operational efficiency and effectiveness

of healthcare and related organizations, while improving the delivery of healthcare services.

HCM 312	Management of Healthcare Organizations	3
HCM 414	Legal Aspects of Healthcare	3
HCM 415	Health Information Systems	3
HCM 424	Marketing and Strategic Planning for Healthcare Organizations	3
HCM 425	Financial Management of Healthcare Organizations	3
Choose 2 of the following courses:		6
BDA 337	Introduction to Business Data Analytics	3
HCM 315	Organizational Behavior, Theory and Design in Healthcare Management	3
HCM 416	Human Resource Management in Healthcare	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 a minimum of 6 units and a maximum of 12 units be taken internationally from: 1) the International Business emphasis required courses; 2) the International Business emphasis elective courses; and/or 3) the following courses in the Business core: FIN 331, MGT 321 or MKT 341. Prior approval of the overseas institution(s) and the student's course selection is required.

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
REL 321	World Religions	3
Total Units		21

Management

The **Management** emphasis prepares students to manage and lead in this essential business function in private enterprises, partnerships, international conglomerates, government agencies, non-profit organizations, entrepreneurial endeavors, etc. Managers are required

to not only be technically adept in their business and industry in diverse environments but must possess effective interpersonal skills, foster decision-making and engage entrepreneurial thinking. A manager must effectively and efficiently manage people, projects, resources and regulations in the pursuit of the organization's mission and objectives in real time. A good leader is a manager that inspires others to consistently perform optimally and harmoniously with fellow employees, supervisors, competitors, customers, financial markets/institutions and regulatory agencies by displaying, deploying and encouraging superb communication skills, creative problem solving capabilities and competent leadership style.

MGT 323	Global Enterprise	3
or MGT 324	Global Enterprise Experience	
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 courses:		6
ECO 201	Macroeconomics *	3
or ECO 202	Microeconomics	
ECO 321	Econometrics	3
ECO 429	Environment, Climate and Sustainability	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 Q&I Core.

Marketing

The **Marketing** emphasis aims to prepare students to understand and predict how consumers and competitors act and operate in emerging global markets and exploding technological advancements. Marketers attract customers by identifying potential needs, developing products and services to meet those needs, creating awareness and communicating benefits. Subsequently, marketers retain customers by ensuring customers receive great value, outstanding service and innovative products.

BDA 337	Introduction to Business Data Analytics	3
MKT 353	Professional Selling	3
MKT 371	Digital Marketing	3
MKT 442	Marketing Research	3
MKT 445	International Marketing	3
Choose 2 of the following courses:		6
COM 422	Studies in Public Relations	3
ECO 321	Econometrics	3
MGT 323	Global Enterprise	3
or MGT 324	Global Enterprise Experience	
or MGT 351	Diversity in Organizations	
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
BDA 337	Introduction to Business Data Analytics	3
BUS 201	Introduction to Management, Marketing and Information Technology	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 421	Intermediate Microeconomics	3
ECO 428	Intermediate Macroeconomics and Public Policy	3
ECO 485	Economic Major Thesis	3
FIN 331	Finance	3

MTH 252	Introduction to Calculus	3
MTH 265	Introduction to Statistics	3
Choose 3 of the following courses:		9
BDA 338	Big Data Analytical Tools	3
ECO 323	Money and Financial Markets	3
ECO 340	Morality, Social Policy, and Economics	3
ECO 429	Environment, Climate and Sustainability	3
FIN 445	International Finance	3
Total Units		51

Minors

Minors in accounting, business, business data analytics, marketing, economics and sport management are intended to supplement students' knowledge in complimentary areas both with majors in the School of Business and Economics as well as majors outside the School of Business and Economics. A minimum grade of C- is required in all courses applied to any School of Business and Economics 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. 73)

Business (p. 77)

Business Data Analytics (p. 77)

Economics (p. 76)

Marketing (p. 75)

Sport Management (p. 77)

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 courses:		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 courses:		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 courses:		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 or MGT 324	Global Enterprise Global Enterprise Experience	3
MGT 326	New Ventures and Entrepreneurship	3
MKT 341	Marketing	3
Total Units		18

Business Data Analytics Minor

BUS 201	Introduction to Management, Marketing and Information Technology	3
BDA 337	Introduction to Business Data Analytics	3
BDA 338	Big Data Analytical Tools	3
BDA 436	Data Visualization	3
BDA 437	Optimization and Decision Analytics	3
MTH 265	Introduction to Statistics	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 courses:		9
ECO 321	Econometrics	3
ECO 323	Money and Financial Markets	3
ECO 421	Intermediate Microeconomics	3
ECO 428	Intermediate Macroeconomics and Public Policy	3
ECO 429	Environment, Climate and Sustainability	3
Total Units		18

Marketing Minor

MKT 341	Marketing	3
MKT 353	Professional Selling	3
MKT 371	Digital Marketing	3

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

Sport Management Minor

SPMT 222	Introduction to Sport Management	3
SPMT 323	Sport Marketing and Sponsorship	3
SPMT 326	Sport Operations and Facility Management	3
SPMT 420	Finance and Economics of Sports	3
Choose 2 of the following courses:		6
MGT 321	Management	3
SPMT 350	Sport Law	3
SPMT 430	The Profession of Sport Management	3
SPMT 490A	Professional Development and Internship Emphasis	1-2
Total Units		18

SCHOOL OF EDUCATION

Dean: Dr. Kent Schlichtemeier
Assistant Dean: Prof. Heather Vezner

Purpose Statement

MISSION: To prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities.

VISION: To be a distinguished school of education that attracts, equips, and supports servant leaders for today's public and private schools.

CORE VALUES: The School of Education pursues excellence in:

- Christ-like Service
 - Treating students with love, dignity, and respect.
- Scholarly and Practice-Based Instruction
 - Perfecting the practice of teaching through scholarship and research.
- Innovative and Relevant Curriculum
 - Teaching practical pedagogical and leadership strategies.
- Community and Alumni Partnerships
 - Developing strategic collaborative relationships.

Undergraduate Major

Co-Directors: Dr. Michael Schulteis and Dr. Rebecca Stanton

Bachelor of Arts Degree

- Liberal Studies

Teacher Credential Programs

Director: Dr. Rebecca Stanton

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

Lutheran Teaching Certification

Director: Dr. Cari Chittick

Graduate Degrees (p. 165)

Master of Arts in Education

Director: Dr. Kellie Albrecht

- 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. Michael Schulteis

Doctor of Education

Executive Director: Dr. Dwight Doering

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.

Undergraduate Major

Bachelor of Arts Degree - Liberal Studies
Degree requirements can be found here (p. 69).

Teacher Credential Programs

Director: Dr. Rebecca Stanton

- Elementary Education/Multiple Subject (p. 79)
- Secondary Education/Single Subject (p. 79)
- Special Education: Education Specialist Mild/Moderate Credential Program (p. 79)

Certification Programs

- Lutheran Teacher Certification (p. 80)

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:

1. Cumulative GPA of 2.9 or higher with no course grade lower than C- in the major.
2. Successful completion of EDUC 101 and EDSP 204 or EDUC 204 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.

3. Two letters of recommendation (one from a CUI faculty member and one from another CUI faculty member or a professional reference from outside CUI).
4. Official college transcripts from all colleges attended.
5. California Certificate of Clearance; current Wellness Center health clearance.
6. Interview and recommendation from School of Education faculty advisor.
7. School of Education faculty approval.
8. Verification of having passed California Basic Educational Skills Test (CBEST).

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.

Note: The Liberal Studies major is designed for students who wish to earn a Multiple Subject or Special Education credential. Students who began the Liberal Studies major at Concordia in fall 2018 are part of the Elementary Subject Matter (ESM) preparation program approved by the State of California. The coursework in the major is aligned to the California Content Standards and is approved to substitute for the Multiple Subject CSET exam.

Students who transfer to Concordia University with an Associate Degree for Transfer (ADT) in Elementary Education will be able to graduate with a major in Liberal Studies. Prior to student teaching, students will be required to pass the Multiple Subject CSET exam.

Transfer students without an ADT will have their courses reviewed by admission's personnel to maximize each student's desire to complete the requirements of the Liberal Studies major in an expedited manner. Prior to student teaching, students will be required to pass the Multiple Subject CSET exam.

Elementary Education

Multiple Subject Credential Coursework

EDUC 200	The Teacher and Technology *	1
EDUC 204	Introduction to Teaching Diverse Populations	2
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: Elementary	2
EDUC 423	Integrated Curriculum Methods: Elementary	2
EDUC 451	Language and Culture	3
EDUC 460	Literacy Instruction in Diverse Classrooms	4
EDUC 480	Teacher Performance Assessment (TPA) Practicum: Field Experience	1
EDUC 482	Student Teaching: Elementary	12
Total Units		36

- * This course needs to be taken in Block I. It is recommended that it be taken concurrently with either EDUC 204 or EDUC 301.

Secondary Education

Single Subject Credential Coursework

EDUC 200	The Teacher and Technology *	1
EDUC 204	Introduction to Teaching Diverse Populations	2
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 424	Secondary Curriculum and Methods	4
EDUC 451	Language and Culture	3
EDUC 470	Content Area Literacy Instruction	4
EDUC 481	Teacher Performance Assessment (TPA) Practicum: Field Experience	1
EDUC 483	Student Teaching: Secondary	12
Total Units		36

- * This course needs to be taken in Block I. It is recommended that it be taken concurrently with either EDUC 204 or EDUC 301.

Special Education

Education Specialist Mild/Moderate Credential Coursework

EDUC 200	The Teacher and Technology *	1
EDSP 204	Introduction to Teaching Diverse Populations	2
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 Instruction in Diverse Classrooms	4
EDSP 480	Teacher Performance Assessment (TPA) Practicum: Field Experience	1
EDSP 484	Student Teaching: Special Education	12
Total Units		38

- * This course needs to be taken in Block I. It is recommended that it be taken concurrently with either EDSP 204 or EDSP 301.

Student Teaching Requirements

Prior to student teaching, the appropriate California Subject Examination for Teachers (CSET) must be passed or the Elementary Subject Matter (ESM) program must be completed. Students must also have earned

grades of B- or better in all EDUC/EDSP courses to qualify for student teaching placement.

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. Submitted Credential Application
2. Valid Certificate of Clearance on file
3. A Bachelor's degree from a regionally accredited institution.
4. A passing score on the California Basic Educational Skills Test (CBEST).
5. An approved professional preparation program with a minimum grade of B- in all course work.
6. U.S. Constitution course or approved alternative demonstration of competency.
7. Level I technology competencies (EDUC 200).
8. CPR Certification
9. Demonstration of subject matter competence (passage of California Subject Examination for Teachers [CSET or appropriate subject matter]).
10. Passage of Teaching Performance Assessment. Cumulative professional portfolio is required of EDSP candidates.
11. 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. Federal and State legislation and mandates may change program requirements at any time.

Lutheran Teacher Certification Program

Director: Dr. Cari Chittick

Please see Christ College Certificate Requirements (p. 40) 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. Mike Shurance

Undergraduate Majors

Bachelor of Arts Degree

- Healthcare Management

Director: Dr. Catherine Sinardi

Undergraduate Minors

- Healthcare Management
- Pre-Nursing

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.
- Business Skills and Knowledge: Integrate scholarly research, critical thinking, analysis, problem-solving, and business principles to proactively address opportunities and issues in the healthcare environment.

Bachelor of Arts Degree

Healthcare Management (p. 81)

Healthcare Management: Bachelor of Arts

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.

HCM 312	Management of Healthcare Organizations	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 475	Senior Seminar in Healthcare	3
HCM 490A & HCM 490B	Internship: Healthcare Administration Emphasis and Internship: Healthcare Administration Elective	3
PHI 467	Bioethics and Healthcare Professions	3
Total Units		42

Minors

Healthcare Management Minor (p. 81)

Pre-Nursing Minor (p. 81)

Healthcare Management Minor

HCM 312	Management of Healthcare Organizations	3
HCM 314	Healthcare Quality Management	3
HCM 414	Legal Aspects of Healthcare	3
HCM 416	Human Resource Management in Healthcare	3
HCM 425	Financial Management of Healthcare Organizations	3
Choose 1 of the following courses:		3
HCM 315	Organizational Behavior, Theory and Design in Healthcare Management	3
HCM 413	Leadership in Health Management	3
HCM 415	Health Information Systems	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
Total Units		18

Pre-Nursing Minor

Students who complete the Pre-Nursing minor and choose BIO 246, BIO 247, BIO 351 and BIO 355 in the Bachelor of Arts in Biology (p. 46) will have met all of the prerequisite requirements for Concordia's Accelerated Bachelor of Science in Nursing (p. 180) degree.

KIN 306	Nutritional Sciences	3
PSY 101	Introduction to Psychology	3
PSY 320	Developmental Psychology: Lifespan	3
Choose 1 of the following courses:		3

COM 111	Public Speaking	3
COM 216	Interpersonal Communication	3
Choose 1 of the following courses:		3
WRT 102	Writing and Research	3
WRT 201	The Art of the Essay	3
Choose 1 of the following courses:		3
ANT 210	Cultural Anthropology	3
SOC 101	Introduction to Sociology	3
Total Units		18

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.

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.

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.

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.

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 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

ACT 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

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 Field Methods 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 Religion in Society 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.

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

This course introduces the basics of the Arabic script, grammar, and syntax.

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. A lab fee is required. This class is offered each semester.

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-dimensional projects. A lab fee is required. This class is offered each spring semester.

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. This class is offered each semester.

ART 202 3D Design and Visualization 3 Units

This studio art course is an introduction to the study of three-dimensional (3D) design. Students will be exposed to the principles of 3D design and its similarities and departure from 2D design. By translating ideas and 2D images to 3D constructions, students will begin to master 3D design processes, solve design problems three-dimensionally and enhance their 3D visualization quotient. Lab fee is required. This class is offered every spring semester.

ART 251 Design 3 Units

This course is a continuation of Elements of Art, with emphasis on the properties and handling of color as a design tool. Students will gain an understanding of color relationships, as well as learn to identify, and analyze the principles and elements of design. Students will utilize these theories and principles in the creation of their own unique designs. Lab fee is required. This class is offered every fall semester.

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. This class is offered alternate years in the spring semester.

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. This class is offered alternate years in the spring semester.

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. This class is offered alternate years in the spring semester.

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. This class is offered every fall semester.

ART 321 Painting I 3 Units

This studio art course will introduce students to the basic approaches of oil and 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. This class is offered every fall semester.

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. This class is offered alternate years in the spring semester.

ART 341 Ceramics I 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. This class is offered every semester.

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. Lab fee is required. This class is offered alternate years in the fall semester.

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 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. 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. This class is offered every fall semester.

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 and oil paint through lectures, demonstrations, slide presentations, studio painting, out-of-class painting, sketching, and critiques. A lab fee is required. Prerequisite: ART 321. This class is offered alternate years in the spring semester.

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. This class is offered alternate years in the fall semester.

ART 441 Ceramics II 3 Units

Building on the foundation of Ceramics I, 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 and wheel throwing techniques, glazing, and kiln firing, the aesthetics of form will be investigated with a focus on design and visual thinking. A lab fee is required. Prerequisite: ART 341 or consent of instructor. This class is offered every spring semester.

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. This class is offered alternate years in the spring semester.

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. This class is offered every fall semester.

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. This class is offered every spring semester.

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 and ART 251 or consent of instructor. Lab fee is required. This course is offered every spring semester.

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. Lab fee is required. This course is offered every spring semester.

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. A lab fee is required. This course is offered every fall semester.

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. A lab fee is required. This course is offered every fall semester.

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. This course is offered every spring semester.

ARTG 360 Typography I 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. A lab fee is required. Prerequisite: ARTG 261 or consent of the instructor. This class is offered every fall semester.

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. A lab fee is required. Prerequisites: ARTG 261. This course is offered every fall semester.

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. Lab fee is required. This course is offered every spring semester.

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. Lab fee is required. This course is offered every spring semester.

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 Adobe Premiere and Adobe After Effects. Prerequisites: ARTG 271 and ART 301 or consent of instructor. Lab fee is required. Offered alternate years in spring semester.

ARTG 472 Web Design I 3 Units

Students will plan and execute a site map and design brief, create a website using industry-standard software, and publish it to a server. Emphasis is placed on the layout, color, typography, interactive elements, and user experience. Prerequisites: ARTG 361 or consent of instructor. Lab fee is required. This course is offered every fall semester.

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. A lab fee is required. Prerequisites: ARTG 361 or consent of instructor. This course is offered every spring semester.

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. A lab fee is required. This course is offered alternate years in fall semester.

ARTG 482 Web Design II 3 Units

Students will design, create, and build dynamic websites, focusing on concepts, tools, and techniques to create responsive designs for the web and digital devices such as iPads, tablets, and smart phones. Prerequisite: ARTG 472. Lab fee is required. This course is offered every spring semester.

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 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: CMT 101 and MTH 201 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 318 Linguistics 3 Units

This course will study language as a fundamental component of human beings by examining the link between experience, culture, and language through the investigation of how language communicates, changes, and is used strategically to accomplish social ends.

BSC 381 Advanced Research Methods I 1-3 Units

This course will allow students in the behavioral sciences major to participate in advanced research with a faculty member but will not be offered regularly and will only be run as Independent Study. Prerequisite: Consent of instructor.

BSC 382 Advanced Research Methods II 1-3 Units

This course will allow students in the behavioral sciences major to participate in advanced research with a faculty member, but will not be offered regularly and will only be run as Independent Study. Prerequisite: Consent of instructor.

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 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.

BSC 492 Capstone: The Good Society 3 Units

This course will examine the core liberal arts questions that the behavioral sciences attempt to address and will serve as a summative experience for the students in the major. Prerequisites: ANT 364 and BSC 265 and BSC 296 and BSC 318 and PSY 345 and SOC 321.

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. It may be offered as a hybrid course with an online lecture and in-person lab. A lab fee is required.

BIO 111 General Biology I 4 Units

This general biology course will examine major principles in biology at the molecular, cellular, and organism levels. Topics include cellular structure, metabolism processes, genetics, DNA function and genome expression, the origin of life and evolutionary principles, biotechnology, and molecular biology. The course emphasizes laboratory techniques, scientific writing, and the application of biological principles toward interpretation of case studies. Lab time is included in the schedule. A lab fee is required. Typically offered each semester.

BIO 112 General Biology II 4 Units

As a continuation of BIO 111, this general biology course examines major principles in biology at the organism, population, and ecosystem levels. Topics include the structure, function, and behavior of animals and plants, evolutionary mechanisms, population dynamics, and ecological interactions. The course emphasizes laboratory techniques, scientific writing, and the application of biological principles toward interpretation of case studies. Lab time is included in the schedule. A lab fee is required. Prerequisite: C- or better in BIO 111 or consent of instructor. Typically offered annually (spring semester).

BIO 246 Human Anatomy and Physiology I 4 Units

First of a two-semester sequence in human anatomy and physiology. Topics include the structure and function of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Introduces common human disease processes. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. Laboratory component includes anatomical studies using microscopy and dissection and the study of physiological concepts via experimentation. Lab time is included in the schedule. A lab fee is required. Prerequisite: C- or better in BIO 111 or consent of instructor. Offered annually (fall semester).

BIO 247 Human Anatomy and Physiology II 4 Units

Second of a two-semester sequence in human anatomy and physiology. Topics include the endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems. Introduces common human disease processes. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintain homeostasis. Laboratory component includes anatomical studies using microscopy and dissection and the study of physiological concepts via experimentation. Lab time is included in the schedule. A lab fee is required. Prerequisites: C- or better in BIO 111 and BIO 246 or consent of instructor. Offered annually (spring semester).

BIO 308 Molecular Genetics 4 Units

This course will introduce the basic principles of molecular genetics focused on prokaryotic and eukaryotic gene regulation, recombinant DNA technology, bioinformatics, and an introduction to Mendelian genetics. The course emphasizes classical laboratory experimentation and molecular techniques. Lab time is included in the schedule. A lab fee is required. Prerequisite: C- or better in BIO 111 and BIO 112 and BIO 350 and CHE 221 and CHE 222 or consent of the instructor. Typically offered annually (spring semester).

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: C- or better in BIO 112. Typically offered annually (fall semester).

BIO 317 Ecology 4 Units

Fundamental ecological concepts will be introduced through literature and illustrated in field investigations focusing on the relation of organisms to their environment. Field trips and lab time are included in the schedule. A lab fee is required. Prerequisites: Grade C- or better in (BIO 111 and BIO 112) and (CHE 101 or CHE 221 or SCI 115) or consent of the instructor. Typically offered alternate years (even years, spring semester).

BIO 331 Marine Biology 4 Units

This course will study a variety of marine habitats and organisms, with emphasis on ecological interactions, physiological and behavioral adaptations, and current challenges to the marine environment. Emphasis is placed on local marine ecosystems. Students will learn current marine research methods in the lab and field. 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. A lab fee is required. Completion of SCI 318 and BIO 345 is recommended but not required. Prerequisites: C- or better in (BIO 111 and BIO 112) and (CHE 101 or CHE 221 or SCI 115) or consent of instructor. Typically offered alternate years (odd years, spring semester).

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 101 or CHE 221 or SCI 115) or consent of instructor. Typically offered alternate years (odd years, spring semester).

BIO 345 Evolutionary Zoology 4 Units

This course will study the diversity of the animal kingdom while focusing on natural history, anatomy, systematics, and evolutionary principles. Studied phyla include protozoans through mammals, or a subset therein. Lab time is included in the schedule. A lab fee is required. Prerequisites: C- or better in (BIO 101 or CBIO 101 or BIO 111) and BIO 112 or consent of instructor. Typically offered alternate years (even years, fall semester).

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 and CHE 221) and (CHE 222, concurrent enrollment allowed or SCI 115, concurrent enrollment allowed) or consent of instructor. Typically offered annually (fall semester).

BIO 351 General Microbiology 4 Units

This course will introduce the morphology, physiology, and ecological and medical importance of microorganisms (focusing on viruses, bacteria, molds, and yeasts), with a strong focus on the molecular basis of physiological processes. 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: C- or better in (BIO 101 or BIO 111 or CBIO 101) and (CHE 101 or CHE 221 or SCI 115) or consent of instructor. Typically offered annually (fall semester).

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. Prerequisite: C- or better in BIO 111 or consent of instructor. Typically offered annually (fall semester).

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. A lab fee is required and additional travel costs may apply. Prerequisites: C- or better in (BIO 101 or CBIO 101 or BIO 111) and (CHE 101 or CHE 221 or SCI 115) or consent of instructor. Offered alternate years (odd years, spring semester).

BIO 371 Neuroscience 4 Units

This course is an introduction to the neurosciences, including cellular, systems, cognitive, and computational neurobiology, as well as mammalian neuroanatomy. Primary neuroscientific literature will be analyzed, and approaches to studying the nervous system will be examined. Lab time is included in the schedule. A lab fee is required. Offered annually (typically fall semester).

BIO 390 Practicum: Biology 1-4 Units

A practical experience outside the classroom that is directly related to the student's major, minor or professional program. It typically involves "hands-on" experience in the form of an internship that is a beneficial complement to the student's academic experience. Offered every semester, by arrangement.

BIO 401 Biology Seminar 2 Units

This course will take an in-depth look at current biological topics primarily through the use of primary literature. Library research using scientific journals may be required to prepare a major paper and oral presentation. Topics will vary each semester. Prerequisite: Sixteen (16) units of biology or consent of instructor; restricted to juniors and seniors. May be offered any semester as arranged by the instructor.

BIO 490 Internship: Biology 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.

BIO 496 Research in Biology 0.5-2 Units

This course will require students to apply research methods and skills in the field of biology towards the completion of original student-conducted research. This course may require library research, field and/or laboratory research, and statistical analysis to be completed under the supervision of a faculty advisor. Independent lab time is included in the schedule. A lab fee is required. A lab fee is required. Prerequisite: C- or better in SCI 495 or consent of instructor. Course may be taken for a range of units (0.5-2 units per semester), offered each semester.

BIO 499 Senior Thesis 1 Unit

A culmination of original student-conducted scientific research resulting in a formal written report, a public seminar-style oral presentation, and public poster presentation. Prerequisite: C- or better in SCI 495 and 2 units of BIO 496 or consent of instructor; restricted to seniors. Typically offered each semester.

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

This course prepares students to think factually and analytically at the areas of law that affect agreements and commerce between individuals and entities in the areas of, but not limited to, contracts, torts, entity formation, agency, real property, estate and trusts and investor protection.

BUS 261 Business Analysis Tools and Business Statistics 3 Units

This course will focus on business analysis and problem solving strategies through the application of Microsoft Excel and deployment of business statistics analytics.

BUS 390 ENACTUS 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 475 Business Strategy 3 Units

This class serves as the capstone course for a business degree and related Program Learning Outcomes (PLOs) requiring a compilation and demonstration of mastery of the tools, skill sets and knowledge introduced throughout business program core and emphasis courses. Students will create a signature assignment requiring developing strategic courses of action for a business. Business Exam Fee required. Prerequisites: Business Major with Senior Standing and FIN 331 and MGT 321 and MKT 341.

BUS 483 Business Ethics 3 Units

The purpose of this course is to develop a foundation for business ethical decision making and ethical evaluation. The focus includes global and domestic economic, social and legal environmental issues. Ideals, laws and values are evaluated with application of Business Ethics theory and philosophy. Case studies and classical literature underscore learning modalities embracing ethical decision making and analysis. A culmination of previous work is applied. Prerequisites: Business or Economics major with Senior standing.

BUS 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

BUS 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

Business Data Analytics (BDA)

BDA 337 Introduction to Business Data Analytics 3 Units

This is an introductory course explaining how "Big Data" analytics is revolutionizing the way companies plan for and conduct business. It will explore the opportunities and challenges in the data curation process resulting when working with large volumes of data from disparate sources. The course will also explain how Big Data incorporates and changes existing analytical techniques and processes. Lastly, the concepts underlying new and potential technologies and applications applicable to big data analytics will be reviewed and discussed. Prerequisite: BUS 201.

BDA 338 Big Data Analytical Tools 3 Units

This course introduces methods, tools, and applications used to extract and analyze big data in developing or responding to business opportunities. Working "hands-on" with data mining software, the class will study the fundamental principles and techniques of data mining, with real-world examples and cases to place data-mining techniques in context, to develop data-analytic thinking, learn basic programming techniques, and to illustrate that proper application is as much an art as it is a science. Prerequisite: BDA 337.

BDA 436 Data Visualization 3 Units

Learn how to transform information from a format efficient for computation into a format efficient for human perception, cognition, and communication. Explore elements of computer graphics, human-computer interaction, perceptual psychology, and design in addition to data processing and computation. Learn to present data to an observer in a way that yields insight and understanding. The first part focuses on the infrastructure for data visualization. It introduces elementary graphics programming, focusing primarily on two-dimensional vector graphics and the programming platform for graphics. This infrastructure will also include lessons on the human side of visualization, studying human perception and cognition to gain a better understanding of the target of the data visualization. The second part will utilize the knowledge of graphics programming and human perception in the design and construction of visualizations, starting with simple charts and graphics and incorporating animation and user interactivity. The third part expands the data visualization vocabulary with more sophisticated methods, including hierarchical layouts and networks. The final part focuses on visualization of database and data mining processes, with methods specifically focused on visualization of unstructured information, such as text, and systems for visual analytics that provide decision support. Prerequisite: BDA 337.

BDA 437 Optimization and Decision Analytics 3 Units

This course will introduce quantitative decision making tools. Quantitative decision making adds value to data by using it to build models that can help in the decision making process. Topics covered include property and density estimation, streaming and sampling selection, decision trees, recursive partitioning and Monte Carlo simulation. The focus will be on understanding the intuition behind the solution techniques used in analyzing big data and machine learning, as well as the application of these tools using analytic software packages. Prerequisite: BDA 337 and MTH 265.

BDA 475 Business Data Analytics Thesis 3 Units

This class serves as the capstone course for a business degree and related Program Learning Outcomes (PLOs) requiring a compilation and demonstration of mastery of the tools, skill sets and knowledge introduced throughout business program core and emphasis courses. Students will create a signature assignment requiring developing strategic courses of action for a business. Business Exam Fee required. Prerequisites: Business Major with Senior Standing and FIN 331 and MGT 321 and MKT 341.

BDA 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

BDA 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

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: C- or better in CHE 101, a passing score on the Chemistry Placement Exam, or consent of department 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: C- or better in CHE 221.

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: C- or better in 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: C- or better in 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: C- or better in CHE 222 or consent of instructor.

CHE 371 Chemistry For Healthcare and Nursing 4 Units

An introductory chemistry course organized into three parts: general chemistry, organic chemistry, and biochemistry. The topics covered are those needed to describe some of the chemical processes that occur in the human body and understand various advances in medical terminology. The topics include the metric system, atoms, molecules, bonding, reactions, heat, equilibrium, organic reactions, and biomolecules. Lab time is included in the schedule. A lab fee is required.

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 402 Chemistry Seminar 2 Units

This course will take an in-depth look at current topics in chemistry and related fields. Topics will focus on fields such as inorganic chemistry, physical chemistry, organic chemistry, and biochemistry. Emphasis will be placed on searching for, reading and evaluating the primary literature. Topics will vary each semester. Prerequisites: sixteen (16) units of chemistry; restricted to juniors and seniors.

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: C- or better in CHE 431 and CHE 432 (concurrent enrollment allowed for 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: C- or better in CHE 221 and CHE 222 and CHE 321 and CHE 322 (concurrent enrollment allowed for 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: C- or better in CHE 222 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: C- or better in (CHE 222 and MTH 272) and (PHY 211 or PHY 221) and MTH 373 (concurrent enrollment allowed for MTH 373) or consent of instructor. Offered alternate years.

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: C- or better in 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 0.5-2 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. Course may be taken for a range of units (0.5-2 units per semester). Prerequisite: C- or better in 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: C- or better in CHE 496 and SCI 495; restricted to seniors.

Christ College (CCI)

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 111 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 or CCI 305. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 112 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 DCEs. 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 or CCI 305. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 113 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 or CCI 305. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 117 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 or CCI 305. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 118 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 or CCI 305. Repeatable. Prerequisite: Program acceptance or consent of instructor.

CCI 305 Called to Teach the Faith 3 Units

All Christian ministers teach the faith in their various callings. This course will equip future ministers to properly apply Law and Gospel in a variety of educational contexts, to theologially evaluate curricula, and to participate in effective faith formation. Students are personally and professionally prepared for full-time ministry through topics such as the local and national church, the call process, Christian professionalism and ethics, and through spiritual and personal health. This class will also address income tax, social security, and financial planning for called ministers. Prerequisites: Acceptance into an LCMS church vocations program; completion of THL 371 (concurrent enrollment allowed) or consent of the instructor.

CCI 390 Practicum: Classical Academy 1-3 Units**CCI 391 Practicum: Church Music 0.5 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.

CCI 392 Practicum: Lutheran Teaching 3 Units

This course provides Lutheran Teaching students the opportunity to experience and participate in the day to day events of a Lutheran classroom and school setting with the support of an experienced mentor. Students will be equipped with valuable hands-on experiences, acquire networking potential with school professionals, practice their teaching skills, and attend a worship service of the associated church. Students will glean support and feedback from the instructor and mentor during the practicum. May be repeated for credit.

CCI 491 Senior 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.

CCI 492 Senior Fieldwork in Church Music II 3 Units

A continuation of CCI 491. Prerequisites: CCI 491 and approval of DPM director.

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.

CED 350 Learning Across the Life Span 3 Units

This course will present the major concepts, theories and applications related to both the typical and atypical spiritual, moral, cognitive, social, and emotional development across the lifespan in the context of local church ministry. Knowledge gained in this course lays a foundation for leadership of children's, family, youth, adult, and special needs ministry.

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.

CED 380 Youth Ministry and Culture 3 Units

This course examines youth ministry in the context of cultural influences on adolescents in society today through the lens of Lutheran theology. The course will include discussions on traditional adolescent issues and responses that seek to address these issues. A fieldwork component is required.

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 Senior Fieldwork Seminar 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 Senior Fieldwork Seminar II 3 Units

Continuation of CED 401. Prerequisite: CED 401.

CED 455 Catechesis: Theory and Practice 3 Units

This course will survey the history, theory, and practice of catechesis in the Lutheran Church. Students will examine a variety of catechetical models and skills needed to develop a holistic approach to the catechesis of youth, adults, and families. A fieldwork component is required. Offered in alternate years. Prerequisite: THL 371 (concurrent enrollment allowed).

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.

CED 470 Family Systems 3 Units

This course will examine the dynamics of family interaction from a systems perspective. An understanding of family systems theory will be applied to the historical, sociological, theological, and biblical contexts of family life and the church. Topics will include family formation, the process of family life, family history, non-nuclear families, and crisis assessment.

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 student, congregation, 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. Offered as a Pass/No Pass course.

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. Offered as a Pass/No Pass course. Prerequisite: Two (2) semesters of CED 490.

Church Leadership (MACL)

MACL 103 Church Leadership 1 Unit

This course explores the biblical teaching on ministry and how the Lord calls specific persons to take up the mantle of ministry leadership in His church today. The professional, personal, and spiritual growth and formation of the future ministry leader is investigated, discussed, and fostered.

MACL 119 Seminar in Ministry Leadership 0.5 Units

This seminar course is for students pursuing vocations of Christian ministry. Participants will explore areas of interest and concern that pertain specifically to ministry leaders. The role of ministry leaders 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 ministry leader will be described and fostered. Students in the Center for Church Leadership program must take one (1) seminar course per year, normally in the semester they are not taking CCI 103. Repeatable. Prerequisite: Program acceptance or consent of instructor.

MACL 340 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.

MACL 350 Legal Aspects of Managing a Nonprofit 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.

MACL 360 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.

MACL 370 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.

MACL 401 Senior Fieldwork Seminar I 3 Units

In this course students will spend time on-site with a serving minister to acquire experience and skills related to ministry, including evaluation of the practicum experience, presentation of current ministry trends, resources, and philosophies. Prerequisites: Student is in final year of and fully accepted into the Center for Church Leadership Program.

MACL 402 Senior Fieldwork Seminar I 3 Units

Continuation of MACL 401. Prerequisite: MACL 401.

MACL 404 Survey of Historical Theology 3 Units

An introduction to historical theology and a survey of the development of the theological formulations of the church. Special emphasis will be placed on "challenges to orthodoxy" laid upon the church at various times, and the role such events played in the church's confessional responses. These will be examined to enhance understanding of the church's theological and doctrinal tasks today.

MACL 410 Lutheran Confessions 3 Units

A study of the Augsburg Confession, The Apology of the Augsburg Confession, Luther's Large and Small Catechisms, The Smalcald Articles, The Treatise on the Power and Primacy of the Pope and the Formula of Concord in terms of their historical setting and their theological content. Explores the relationship of the Confessions to Scripture, and the confessional application of their teaching in the 21st century context.

MACL 411 Creeds and Confessions 3 Units

A study of major confessions of the Christian Church. This course centers on the Ecumenical Creeds and the Book of Concord. Other confessional documents are 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.

MACL 413 Old Testament Book 3 Units

A major Old Testament book is studied in detail to uncover sermonic and Bible study concepts for communication. Prerequisite: Permission of the college.

MACL 414 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. Prerequisite: GRE 102 and permission of the college.

MACL 420 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. Prerequisite: GRE 102 and permission of the college.

MACL 421 Theology and Practice of Mission 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 congregational 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. Prerequisite: Permission of the college.

MACL 422 Spiritual Care 3 Units

This course explores various areas of spiritual care offered by ministry leaders as they serve church members in their individual and corporate needs. The application of God's Word and the assurance of his grace is stressed as ministers serve in times of crisis, illness, grief and also in joyful life events. Application will be made in fieldwork or internship churches. Prerequisite: Permission of the college.

MACL 428 Seminar in Biblical Theology and Exegesis 3 Units

A seminar covering the Canon and Inspiration of Scripture, as well as major themes which run through the Old and New Testaments. Appropriate exegetical methods for interpreting various literary genres within the Bible will also be engaged.

MACL 429 Biblical Theology and Exegesis 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.

MACL 430 Communicating the Gospel I 3 Units

This course explores how ministry leaders connect the Word of God to those they serve. Students will learn and apply sound exegetical principles, including how the right distinction of Law and Gospel is essential to effective application of Scripture to people today. Students will analyze texts, prepare presentations that are appropriate to their area of service, and explore effective communication strategies. Application will be made in fieldwork or internship churches. Prerequisite: Permission of the college.

MACL 431 Communicating the Gospel II 3 Units

This course explores the purpose, function, and structure of Gospel communication in various contexts. Building on MACL 430, it will continue to explore sound exegetical principles in parables, miracles, and Old Testament texts. Students will analyze texts, prepare presentations that are appropriate to their area of service, and explore creative illustration of biblical themes. Application will be made in fieldwork or internship churches. Prerequisite: MACL 430.

MACL 432 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. Prerequisite: GRE 102 and permission of the college.

MACL 440 Entrepreneurial Mission Planting 3 Units

Explores business and entrepreneurial methods as they apply to church planters and new mission starts. Practical emphasis upon understanding entrepreneurial leadership, team ministry, learning from success, dealing with risk, reaching new people, developing marketing materials, financial planning and cash flow, and balancing a busy life will be presented by guest lecturers experienced in entrepreneurial church leadership. Prerequisite: Permission of the college.

MACL 442 Christian Worship in Cultural 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. Prerequisite: Permission of the college.

MACL 444 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: GRE 102 or equivalent, and permission of the college.

MACL 465 Christianity, Ethics, and Contemporary Culture 3 Units

An exploration of morality and ethics in the light of Scriptural teaching concerning both creation and redemption. Seminar participants will be oriented to the main approaches, both traditional and contemporary, of non-biblical philosophical ethics and will study how Christian faith interacts with these approaches. The significance for ethics of the Lutheran Confessional distinction between God's left and right hand rule will be explored in depth. Seminar participants will pursue a research project in ethics.

MACL 473 Systematic Doctrinal Theology 3 Units

Instructor and students will pursue graduate-level study of systematic doctrinal theology in biblical perspective. The course surveys the loci, i.e. the topics, of doctrinal theology. In the process we will consider the nature and task of theological reflection; the responsibilities and qualities of a theologian; and such key topics in theological reflection 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. Our exciting and demanding task is to focus in every class session on theology that will serve the Church, the Body of Christ.

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 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 222 or 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 313 Health Communication 3 Units

In this course, we will explore the dynamics of health communication theories, research, and practice to understand health problems, both globally and locally, and how we experience, manage, and communicate about and within health contexts (e.g., illness, stress, death, etc.). This course explores the various ways that individuals, organizations, and societies define illness and wellness and how individuals can use health information to bring about positive changes in their relationships, communities, and society at large.

COM 321 Digital Media 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.

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 Rhetorical and Persuasive Theories 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. Prerequisites: (WRT 102 or WRT 201) and (COM 280 or MKT 341).

COM 390 Practicum: Communication 0.5-4 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 400 Communication Capstone 2 Units

As the capstone course for Communication Studies major, this course serves as the culminating experience in the major. In conjunction with, and under the direction of the student's mentor professor, each student will develop and complete a culminating research project, comprised of a written paper and an oral presentation. Prerequisites: (COM 485 or COM 488) and senior standing.

COM 412 Media and Script Writing 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. 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 and give you the necessary tools to manage a social media account as a business representative. In this course you will gain experience creating a social media marketing strategy, such as curating actual content, creating a social media training plan, advertisements, and a crisis and metrics plan. Prerequisite: COM 371 or consent of the instructor.

COM 485 Rhetorical Criticism 3 Units

The history, nature, purpose, and methods of rhetorical criticism. Eight (8) critical approaches to the analysis of human communication events will be studied. 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. Prerequisite: COM 280.

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 credits.

COM 499 Special Topics: Rhetoric and Public Address 3 Units

This course is designed for students seeking in-depth theoretical and critical exploration related to current issues or special fields of study. Offerings are faculty designed courses in areas of faculty expertise (such as "Rhetoric of Social Movements", "Rhetoric and Public Memory", etc.).

Computer Science (CSC)

CSC 104 Fundamentals of Programming 3 Units

This course covers the basic principles of computer programming and algorithm design using the C# programming language. The class addresses basic language syntax, branching, looping, exceptions, I/O, string processing, best practices, and tools for writing quality computer programs. It also introduces the process of turning a program that was written in a high-level language into an intermediate language and how the operating system then loads and executes it. Students in the class will be able to write elementary programs that will run on the Microsoft .NET Framework and the open source equivalent, Mono.

CSC 105 Web Design 3 Units

This course introduces contemporary web design. Students will learn basic HTML and CSS for building static web pages. The course will include JavaScript, jQuery, Bootstrap, and JSON to build an interactive website. Students will also learn about responsive web design and user experience concepts.

CSC 210 Introduction to Operating Systems 3 Units

This course examines the functional components of computer systems, including their hardware implementation and management at different levels, and their interaction, characteristics, and performance. The course will include process management, I/O devices, interrupt structures, resource and memory management, and file systems. Prerequisite: C- or better in CSC 104.

CSC 212 Data Structures 3 Units

This course examines the basic concepts of data structures and related algorithms. Topics include arrays, structures, stacks, queues, linked lists, trees, graphs, and hash tables. Students will implement the data structures and their associated algorithms, and will also write complete programs that make use of these data structures. Other topics to be discussed will be recursion, searching, sorting, and design tradeoffs. Prerequisite: C- or better in CSC 104.

CSC 222 Software Engineering 3 Units

The course introduces software design, development, lifecycle and principles applied for each application development stage and managing software projects, including the phases of software development, design patterns, software architecture and Agile software development. Students will learn the processes of creating, developing, testing and deploying software and the management methods in software development projects. Offered alternate years. Prerequisite: C- or better in CSC 104.

CSC 314 Programming Languages 3 Units

This course examines disciplined programming using a high-level language with specific emphasis on program design, style, efficiency and documentation. Topics include syntax and semantics, statement and subprogram control, data types and data control, design and implementation issues and source control. Offered alternate years. Prerequisite: C- or better in CSC 212.

CSC 316 Introduction to Networking 3 Units

This course serves as an introduction to the structure and components of computer networks, functions and services. In addition, this course discusses current protocols, technologies, and performance issues. Topics include computer network application layers, data communication basics, network layer and routing, network security and other selected topics. Offered alternate years. Prerequisite: C- or better in CSC 212.

CSC 318 Object-Oriented Programming 3 Units

This course examines student problem solving with object oriented programming techniques using Java. The topics include exception handling, generics, inheritance, design patterns, and data structures. Offered alternate years. Prerequisite: C- or better in CSC 314.

CSC 320 Server Side Development 3 Units

This course provides an overview of programming and database techniques used in server-side programming. Topics include handling web form data, SQL, database design, security considerations, stored procedures, n-tier architecture, transportation and data encoding techniques. Offered alternate years. Prerequisites: C- or better in CSC 105 and CSC 316.

CSC 324 Computer Architecture and Assembly 3 Units

This course examines the functional components of computer systems, including hardware implementation and management, major hardware components, peripherals of computers and the interrelation of the devices in performing functions. Students will learn concepts of microprocessors, data transfer and control methods, program sequencing, instruction sets and memory organization theories. Offered alternate years. Prerequisite: C- or better in CSC 104.

CSC 426 Database Management Systems 3 Units

This course examines integrated database systems, logical organization, data description language (DDL), data manipulation language (DML), hierarchical networks and relational databases, and an overview of selected database management systems (DBMS). Offered alternate years. Prerequisites: C- or better in CSC 320.

CSC 428 Information Security 3 Units

This course examines the fundamentals of information and web security. Topics will include practices of computer system security, operating system security, network security, software security, web security and cryptography algorithms. Offered alternate years. Prerequisites: C- or better in CSC 210 and CSC 316.

CSC 430 Development and Operations 3 Units

Computer operating systems; topics include time sharing, process communication, memory management, storage allocation, interrelationships between the operating system and the architecture of computer systems. Offered alternate years. Prerequisites: C- or better in CSC 210 and CSC 212.

CSC 490 Internship: Computer Science 1-8 Units

This class is a supervised individual field work experience where a student is required to work in the area of computer science. A written contract between the student and the company allowing the internship needs to be submitted and approved by the department chair prior to the internship assignment. Prerequisite: Senior standing or consent of instructor.

CSC 495 Software Project 3 Units

The course provides students realistic hands-on software development experience. Students will work in teams to build a medium-size software project. Students will use agile software development and tools necessary to support teamwork. This course assumes the student has a good programming background in at least one programming language and is willing to learn new tools and technologies. Prerequisites: Senior standing or consent of instructor.

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. A lab fee is required. Co-requisite: CTHL 101; permission from Academic Advising 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; permission from Academic Advising 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; permission from Academic Advising is needed to take CENG 202 as an unlinked course.

CENG 301 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 301; permission from Academic Advising is needed to take CENG 301 as an unlinked course. Prerequisite: (CTHL 101 or CTHL 200) and (CPHI 101 or CPHI 200) and junior standing.

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; permission from Academic Advising 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; permission from Academic Advising is needed to take CHST 202 as an unlinked course.

CHST 301 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 301; permission from Academic Advising is needed to take CHST 301 as an unlinked course. Prerequisite: (CTHL 101 or CTHL 200) and (CPHI 101 or CPHI 200) and junior standing.

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; permission from Academic Advising is needed to take CMTH 101 as an unlinked course.

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; permission from Academic Advising is needed to take CPHI 101 as an unlinked course.

CPHI 200 Introduction to Philosophical Inquiry 3 Units

Examines topics related to the enduring question "What does it mean to be human?" through the lens of selected medieval and modern philosophers. Special attention will be given to argument analysis, evaluation, and construction. Topics may include the nature of body and soul, free will, personal identity, moral and intellectual virtues, and the like. Co-requisite: CTHL 200; permission from Academic Advising 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; permission from Academic Advising is needed to take CTHL 101 as an unlinked course.

CTHL 200 Introduction to Theological Thought 3 Units

This course examines the sources, methods, and doctrines of Christian theology, while giving attention to Christianity's engagement with ideas beyond the discipline of theology. Special attention is given to the question "What does it mean to be human?" before God, in our own self-understanding, and before our fellow human beings. Successful completion of this course will enable students to articulate the content and rationale of foundational Christian beliefs, and the implications of some such beliefs in the development of the western world. Co-requisite: CPHI 200; permission from Academic Advising 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. Course may be repeated once.

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. Course may be repeated once.

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. Course may be repeated once.

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 loco-motor skills, performing movement combinations, conditioning the body, and solving creative problems. Course may be repeated once.

DAN 131 Social Dance 0.5 Units

All activity courses examine techniques, rules, strategies, and skill development. Course may be repeated once.

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. Course may be repeated once.

DAN 145 Dance for Health 3 Units

Dance for health is an activity-based course that surveys physical, mental, spiritual, emotional and social aspects of health which can be achieved through dance as a healthy lifestyle habit. Students will explore published research, participate in weekly social dance class and conduct a collaborative service learning project. Learning social dance integrates physical, mental, social and emotional wellness. Students will also investigate how spiritual wellness can be addressed through dance. Creating a social community environment where the student will teach others dances they have learned will deepen the concepts students have explored throughout the course. The collaborative nature of the project will further advance the social wellness aspect of the course.

Economics (ECO)**ECO 201 Macroeconomics 3 Units**

This is a survey course of the scope and methods of the study of the principles of macroeconomics. Topics will include decision-making by households and firms, supply and demand, operation of markets and the determination of prices, the evaluation of social welfare within alternative economic systems, international trade and foreign exchange, financial markets, the role and objectives of government in economic policy.

ECO 202 Microeconomics 3 Units

This is a course covering principles of microeconomics. Topics will include decision-making by households and firms, supply and demand, operation of markets and the determination of prices, international trade, elements of industrial organization and varying degrees of competition, and the evaluation of social welfare within alternative economic systems.

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 is the study of Econometrics, providing techniques for the quantitative measurement and analysis of actual economic and business phenomena. Prerequisites: fulfillment of the general education math requirement, ECO 201 and ECO 202 and (MTH 252 or MTH 271).

ECO 323 Money and Financial Markets 3 Units

This course is an overview of financial markets and institutions, money markets, stocks, bonds, foreign currency, and derivatives. Prerequisite: ECO 201 or ECO 202.

ECO 340 Morality, Social Policy, and Economics 3 Units

This course will begin with a review of classical economic concepts and methods, and a review of the basic tenets of morality. The course will then turn to topics where "moral" social choice is often discussed, such as alleviating human misery, government assistance, pollution, crime, and poverty. The course will conclude by evaluating the methods and government programs that economics suggests can influence moral choice, and the obstacles inherent in the implementation and delivery of such programs. Recommended Prerequisite: ECO 201 or ECO 202.

ECO 421 Intermediate Microeconomics 3 Units

This course uses principles of economic and statistical analysis in management decision making and practical problem solving; demand evaluation and sales forecasting; cost and profitability analysis; pricing policy; uncertainty and risk, and use of case studies. Prerequisites: fulfillment of general education math requirement and ECO 202.

ECO 428 Intermediate Macroeconomics and Public Policy 3 Units

This course uses economic methodology to evaluate the economic methods used in, and the purposes driving, the development of economic public policies in the U.S., focusing on the role of government in shaping social policy and its impact on individuals. Students will (a) complete an essay describing a recent U.S. economic policy event, and (b) an essay describing the economic justification for recent public policy in one (1) of the following three (3) topics: Environmental and Natural Resource Economics; Economics of Health; or Economics of Education. Prerequisites: fulfillment of general education math requirement and ECO 201 and ECO 202 and (MTH 252 or MTH 271).

ECO 429 Environment, Climate and Sustainability 3 Units

This course is an overview of topics surrounding the assessment of humankind's interaction and use of the environment, the effect on climate, and assessment of long term sustainability. Using environmental and economics concepts and methods, the course will cover topics such as means to value natural resources, methods for appropriately mitigating externalities (such as pollution), and assessing development activities. The course will also evaluate the availability and use of natural resources, depletable and renewable, such as energy, water, land, and forests. Finally, the course will assess relevant topics surrounding climate change, including its measurement, causes, effects (magnitude and geographic distribution), and potential responses. Throughout the course students will learn the relevant government agencies and legal processes surrounding the environment, climate, and sustainability. Recommended Prerequisite: 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. Business Exam Fee required. Prerequisite: Senior status Economics major and ECO 221 and ECO 321.

ECO 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

ECO 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

Education: Credential (EDUC)**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 200 The Teacher and Technology 1 Unit

Students are introduced to five educational technology themes represented in the California Teaching Performance Expectations. Knowledge, skills and resources introduced in this course are applied throughout the Teacher Credential Program courses and will ultimately prepare candidates in their professional practice to facilitate learning as best enabled and supported by technology. Recommended concurrent enrollment with EDUC 204/EDSP 204. Prerequisites: Certificate of clearance; for undergraduates, must be taken before 400-level courses.

EDUC 204 Introduction to Teaching Diverse Populations 2 Units

This course will present the historical and philosophical foundations of teaching in California schools through the broad examination of the California Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs. Students are required to participate in 20 hours of fieldwork observation. Through these observations students will recognize the range of service delivery options for diverse populations of pupils. All fieldwork assignments are university assigned. Students are required to complete the observations during k-12 public school hours. 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.

EDUC 204A Practicum: Field Experience I 1 Unit

This course is for those who have met the requirements of EDUC 204/EDSP 204: Introduction to Teaching Diverse Populations, but need to complete an additional 20 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

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 400 Education Field Experience 2-3 Units

The credential student will complete a structured and focused field experience placement of either 60 or 90 hours, depending on the number of units. This will be participatory field experience that will develop specific, identified professional skills essential for the credential candidate. A student is placed in a specific classroom in a local school and will complete assignments, observations, and a journal. Field experiences in EDUC 400 must be consistent with the general grade level and subject content area in which the student will student teach and then be credentialed. Multiple subject students will have elementary field experience. EDSP students will have a special education field experience. Single subject students will have field experience in middle or high school in the same subject area in which they are cleared for student teaching. A positive recommendation from the cooperating teacher and a grade no lower than B- is a requirement for successful passage of this course.

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. Corequisite: EDUC 451. Prerequisites: Admission to the undergraduate teacher education program.

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 undergraduate teacher education program; EDUC 401 (concurrent enrollment allowed).

EDUC 422 Math and Science Methods: Elementary 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. Corequisite: EDUC 423. Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.

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 draw upon social, cultural, and historical foundations, and learning theories in this course. Corequisite: EDUC 422. Prerequisites: Admission to the teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.

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 undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.

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. Corequisite: EDUC 401. Prerequisite: Admission to the undergraduate teacher education program.

EDUC 460 Literacy Instruction 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), the California Common Core State Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Corequisite: EDUC 480. Prerequisites: Admission to the teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 422 (concurrent enrollment allowed) and EDUC 423 (concurrent enrollment allowed) and EDUC 451.

EDUC 470 Content Area Literacy Instruction 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 undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDUC 401 and EDUC 402 (concurrent enrollment allowed) and EDUC 451.

EDUC 480 Teacher Performance Assessment (TPA) Practicum: Field Experience 1 Unit

Teaching Performance Assessment (TPA) Practicum is a seminar course with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the "Plan, Teach & Assess, Reflect, Apply" teaching cycle and how to meet the needs of diverse learners. The field experience hours provide an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations. Students must arrange their own transportation to the university assigned school site. Minimum grade of B- required. TPA Program and Field Experience Fee: \$275. Corequisite: EDUC 460. Prerequisites: Admission to the undergraduate teacher education program; current certificate of clearance; CSET (California Subject Examination for Teachers) verification; current TB (tuberculosis) test; EDUC 401 and EDUC 402 and EDUC 422 (concurrent enrollment allowed) and EDUC 423 (concurrent enrollment allowed) and EDUC 451.

EDUC 480A Practicum: Field Experience II 1 Unit

This course is for those who have met the requirements for EDUC 480/ EDUC 580/EDSP 480/EDSP 580: TPA Practicum: Field Experience, but need an additional 20-40 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

EDUC 481 Teacher Performance Assessment (TPA) Practicum: Field Experience 1 Unit

This is the last course taken before EDUC 482 and consisting of forty (40) 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. TPA Fee: \$275. Prerequisites: Current certificate of clearance; current TB (tuberculosis) test; completion; CSET (California Subject Examination for Teachers) verification; EDUC 424 (concurrent enrollment allowed) and EDUC 470 (concurrent enrollment allowed).

EDUC 482 Student Teaching: Elementary 6 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. Student Teaching Fee \$200. Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current TB (tuberculosis) test.

EDUC 483 Student Teaching: Secondary 6 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. Student Teaching Fee \$200. Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current TB (tuberculosis) test.

EDUC 485 CalTPA Field Experience Extension 0 Units

The CalTPA Field Experience course consists of 40-80 hours of field experience in a university assigned placement, following student teaching. This course is only for candidates who were not able to complete the California Teaching Performance Assessment process during student teaching, and need an extended field experience placement to complete CalTPA. The placement will be in a K-12 setting that aligns with the candidate's credential area. While completing their field experience hours, the candidate will implement the plan, teach, assess, and review process, as well as collect evidence of the teaching cycle. This experience and collection of evidence are essential elements of completing CalTPA. This course has a \$100 Remediation/Placement fee. Candidates must pass the CalTPA within a semester to successfully pass this course. This course is offered as Pass/No Pass. Prerequisite: B- or better in EDUC 482 or EDUC 483.

Education: Liberal Studies (EDLS)

EDLS 304 History of Society and Education 1 Unit

This course follows the course of the political, cultural, social and economic developments in American education and the world specifically in regard to the founding of US Educational systems and how immigration has affected it. The course will focus on reading significant texts, and research-based writing alongside lecture modules and online class discussion. Prerequisite: Certificate of Clearance or Department approval.

EDLS 398 World Citizenship: Living Abroad 3 Units

The purpose of this course is to study and explore expatriate life and acquaint students with living and working abroad as opposed to pure tourism. The course instruction will include readings on expat living, guest speakers, and a two week study travel experience living in a foreign country. Topics include, but are not limited to, acclimating to a new culture, working abroad, expat living, legal issues abroad, finances, food, transitioning and historical culture. Students are accepted into the course by application. Course generally offered in the Spring semester.

EDLS 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.

Education: Specialist Credential (EDSP)

EDSP 203 Education Specialist Seminar 1,2 Unit

This is a pre-requisite seminar course for those transferring previously completed credential courses into the CUI EDSP Mild/Moderate Preliminary Credential Program.

EDSP 204 Introduction to Teaching Diverse Populations 2 Units

This course will present the historical and philosophical foundations of teaching in California schools through the broad examination of the California Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs. Students are required to participate in 20 hours of fieldwork observation. Through these observations students will recognize the range of service delivery options for diverse populations of pupils. All fieldwork assignments are university assigned. Students are required to complete the observations during k-12 public school hours. 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 204A Practicum: Field Experience I 1 Unit

This course is for those who have met the requirements of EDUC 204/EDSP 204: Introduction to Teaching Diverse Populations, but need to complete an additional 20 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

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 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. Corequisite: EDSP 451. Prerequisite: Admission to the undergraduate teacher education program.

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 undergraduate teacher education program; EDSP 401 (concurrent enrollment allowed).

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. Corequisites: EDSP 426 and EDSP 460 and EDSP 480. Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDSP 401 and EDSP 402 (concurrent enrollment allowed) and EDSP 451.

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. Corequisites: EDSP 425 and EDSP 460 and EDSP 480. Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDSP 401 and EDSP 402 (concurrent enrollment allowed) and EDSP 451.

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. Corequisite: EDSP 401. Prerequisites: Admission to the undergraduate teacher education program.

EDSP 460 Literacy Instruction in Diverse Classrooms 4 Units

As it follows the guidelines set forth by the California Commission on Teacher Credentialing (CCTC), 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. Corequisites: EDSP 425 and EDSP 426 and EDSP 480. Prerequisites: Admission to the undergraduate teacher education program; CSET (California Subject Examination for Teachers) verification; EDSP 401 and EDSP 402 (concurrent enrollment allowed) and EDSP 451.

EDSP 480 Teacher Performance Assessment (TPA) Practicum: Field Experience 1 Unit

Teaching Performance Assessment (TPA) Practicum is a seminar course with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the "Plan, Teach & Assess, Reflect, Apply" teaching cycle and how to meet the needs of diverse learners. The field experience hours provide an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations. Students must arrange their own transportation to the university assigned school site. Minimum grade of B- required. TPA Program and Field Experience Fee: \$275. Corequisites: EDSP 425 and EDSP 426 and EDSP 460. Admission to the undergraduate teacher education program; current certificate of clearance; CSET (California Subject Examination for Teachers) verification; current TB (tuberculosis) test; EDSP 401 and EDSP 402 and EDSP 451.

EDSP 480A Practicum: Field Experience II 1 Unit

This course is for those who have met the requirements for EDUC 480/ EDUC 580/EDSP 480/EDSP 580: TPA Practicum: Field Experience, but need an additional 20-40 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

EDSP 484 Student Teaching: Special Education 6 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. Student Teaching Fee: \$200. Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current certificate of clearance; current TB (tuberculosis) test.

EDSP 485 CalTPA Field Experience Extension 0 Units

The CalTPA Field Experience course consists of 40-80 hours of field experience in a university assigned placement, following student teaching. This course is only for candidates who were not able to complete the California Teaching Performance Assessment process during student teaching, and need an extended field experience placement to complete CalTPA. The placement will be in a K-12 setting that aligns with the candidate's credential area. While completing their field experience hours, the candidate will implement the plan, teach, assess, and review process, as well as collect evidence of the teaching cycle. This experience and collection of evidence are essential elements of completing CalTPA. This course has a \$100 Remediation/Placement fee. Candidates must pass the CalTPA within a semester to successfully pass this course. This course is offered as Pass/No Pass. Prerequisite: B- or better in EDSP 484.

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: Prerequisite: (ENG 201 or CENG 201 or CENG 202) and (ENG 271 or 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. Prerequisite: (ENG 201 or CENG 201 or CENG 202) and ENG 271 and senior status or permission of instructor or department 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) and (ENG 271 or 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. Prerequisite: (ENG 201 or CENG 201 or CENG 202) and 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) and 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

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.

ENG 498 Showcase: English 1-3 Units**ENG 499 Special Topics 1-5 Units**

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 211.

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 411 Professional Financial Planning 3 Units

This course equips students with a Christian perspective on retirement, estate planning, and wealth management, and prepares students to provide financial planning services to individuals, families, and companies. This practical course focuses on key issues, legal requirements, and restrictions related to effective retirement and estate planning. Topics addressed include types of retirement plans, implementing gifts, trusts, and life insurance as means of transferring assets after death, and regulatory and tax considerations within retirement and estate planning, as well as related concerns such as wealth management, family offices, and family business succession planning. Prerequisites: BUS 261 and FIN 331.

FIN 431 Intermediate Finance 3 Units

This course extends the discussion of the sources, uses and management of capital in a firm focusing on the application of investment, financing and dividend concepts used in capital budgeting, cash flow analysis, financing alternatives and capital structure, capital distribution, financial planning and firm valuation. Growth strategies and M&A valuation methods will be introduced. Prerequisite: FIN 331.

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 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

FIN 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

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

This course will provide a systematic review of grammar including readings that will provide an introduction to German culture and literature. Prerequisite: GER 102 or equivalent.

GER 202 Intermediate German IV 3 Units

A continuation of GER 201. Prerequisite: GER 201 or equivalent.

Global Cultural Studies (GCS)

GCS 201 Global Cultural Studies 1 Unit

This course is a debriefing seminar for students who participated in the Around-the-World Semester experience. The class will enable the students to synthesize the various components of the semester abroad and make meaning from the experience. Debriefing the semester abroad will enable students and program leadership to look to the future, engage in collaborative reflection, and make assessments after thoughtful deliberation.

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 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. This course is repeatable. Prerequisite: GRE 101 and GRE 102 or equivalent with a grade of C- or better.

GRE 301 Greek Readings 3 Units

Readings of selected portions of the ancient Greek biblical and classical texts with special emphasis on building translation skills through a review of morphology and syntax as well as the acquisition of new vocabulary. Prerequisites: C- or better in GRE 101 and GRE 102. May be repeated for credit.

Healthcare Management (HCM)

HCM 312 Management of Healthcare Organizations 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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

HCM 413 Leadership in Health Management 3 Units

This course will introduce students to the basic principles of leadership and direction in healthcare organizations. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

HCM 475 Senior Seminar in Healthcare 3 Units

This course is designed to provide integration and application of theory learned throughout the healthcare management program. The course is a culminating demonstration that reflects student knowledge of both course curriculum and university program outcomes. The assessment instrument includes a comprehensive analytical paper and oral presentation. Business Exam Fee required. Prerequisites: BUS 224 and [HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed)] and Senior standing.

HCM 490A Internship: Healthcare Administration Emphasis 1-2 Units

This course will provide a structured, supervised internship in the healthcare industry consisting of community and project-based component. Offered as a Pass/No Pass course. Prerequisite: Senior standing.

HCM 490B Internship: Healthcare Administration Elective 1-6 Units

This course will provide a structured, supervised internship in the healthcare industry consisting of community and project-based component. Offered as a Pass/No Pass course. 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: C- or better in HEB 101 or equivalent.

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. This course is repeatable. Prerequisite: C- or better in HEB 101 and HEB 102 or equivalent.

HEB 301 Hebrew Readings 3 Units

Through the reading of selective 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: C- or better in HEB 101 and HEB 102. May be repeated for credit.

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 320 Strategic Thought 3 Units

This course is a reading-intensive overview of military thought from the ancient world to the present. The readings will cover major thinkers in strategy such as Sun Tzu, Machiavelli, Clausewitz, A.T. Mahan, and B. H. Liddell Hart. Students will explore the theoretical and applicable dimensions of the concept of strategy, while understanding ideas in their historical context.

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 Reformations, 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 The U.S. Constitution 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 414 The Courts and the Constitution 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.

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 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.

Honors Investigation (HON)

HON 197 Honors Investigation: Freshman 1-3 Units

This course is for Honors freshmen who wish to earn credit for their Honors Investigation project. The course can be taken for 1-3 units. Students will receive a Pass/No Pass grade for their project.

HON 297 Honors Investigation: Sophomores 1-3 Units

This course is for Honors sophomores who wish to earn credit for their Honors Investigation project. The course can be taken for 1-3 units. Students will receive a Pass/No Pass grade for their project.

HON 397 Honors Investigation: Juniors 1-3 Units

This course is for Honors juniors who wish to earn credit for their Honors Investigation project. The course can be taken for 1-3 units. Students will receive a Pass/No Pass grade for their project.

HON 497 Honors Investigation: Seniors 1-3 Units

This course is for Honors seniors who wish to earn credit for their Honors Investigation project. The course can be taken for 1-3 units. Students will receive a Pass/No Pass grade for their project.

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: Liberal Arts major 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 Foundations: Exploring Virtue and Vocation 2 Units**

This course is designed to help students successfully prepare for the rigors of Concordia University Irvine. Students will learn skills to promote academic, social, and emotional success during their time in college. Students will analyze virtuous living and learn how to step in and appropriately take care of the needs of their neighbor. Students will explore their numerous vocations as they increase their critical thinking, sharpen their academic skills, and identify resources that will help them develop into wise, honorable, and cultivated citizens. A class fee is required. Requirement: Students entering with fewer than twenty-four (24) semester units of college credit are required to take this course.

INT 105 Leadership Development 3 Units

This class is designed to be an interactive exploration of personal and team leadership development. Throughout this course, students will be challenged to look at their leadership and followership style and skill set to serve at Concordia University and in their future. This course equips students with the fundamental leadership skills - intellectual, vocational, ethical, social, and spiritual - they need to foster wellness within themselves, others, and the groups and communities that they serve.

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 class serves as the capstone course for a business degree and related Program Learning Outcomes (PLOs) requiring a compilation and demonstration of mastery of the tools, skill sets and knowledge introduced throughout business program core and emphasis courses. Students will create a signature assignment requiring developing strategic courses of action for a business. Business Exam Fee required. Prerequisites: Business Major with Senior Standing and FIN 331 and MGT 321 and MKT 341.

Kinesiology (KIN)**KIN 105 Christian Wellness 3 Units**

A foundational exploration into Christ-centered wellness and how to construct a comprehensive strategy to develop and maintain personal wellness in relationship with God.

KIN 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.

KIN 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.

KIN 122 Lifetime Fitness: Weight Training 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

KIN 125 Lifetime Fitness: Zumba 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

KIN 126 Lifetime Fitness: Aerobics 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

KIN 127 Lifetime Fitness: Cross Training 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

KIN 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.

KIN 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.

KIN 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.

KIN 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.

KIN 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.

KIN 144 Lifetime Fitness: Rock Climbing 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity. A required fee will be paid directly to the rock climbing facility.

KIN 145 Lifetime Fitness: Fitness Walking 0.5 Units

This course will provide an exercise program for those striving for a healthy lifetime activity.

KIN 208 Athletic Injuries 3 Units

This course provides instruction in the prevention, recognition, care of athletic injuries. How the body can be injured, and how to prevent and treat basic injuries will be presented in this course. A lab fee is required. Prerequisite: BIO 246 (concurrent enrollment allowed).

KIN 220 Foundations of Human Movement Studies 3 Units

This course will introduce and explore the broad field of human movement, exercise and physical activity. This course will introduce students to the domains and disciplines of study used to understand human movement, exercise and physical activity. Students will learn how to read, understand, critique, and write research articles the discipline of Kinesiology.

KIN 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: KIN majors and minors only; non-KIN majors and minors must have consent of department chair.

KIN 245 Medical Terminology 3 Units

Medical/healthcare terminology course introduces the student to the medical abbreviations, prefixes, suffixes and root word terminology as it relates to the human body systems and the provision of health care. This course serves as a prerequisite for most post graduate allied healthcare programs.

KIN 303 Health Education 3 Units

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.

KIN 304 Motor Learning and Control 3 Units

This course will give an overview of significant behavioral theories which influence and determine the learning and production of motor skills. Included will be learning theories and motor control theories as well as application of theory to motor performance.

KIN 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.

KIN 306 Nutritional Sciences 3 Units

This course will explore issues pertinent to the study of health and nutrition for the active individual. This course will analyze concepts and controversies and will emphasize 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.

KIN 307 Exercise and Gerontology 3 Units

This course is will explore the latest evidence-based research on the effects of aging and will familiarize students with the physiological impacts of aging as it relates to the decline in physical development, cardiovascular and pulmonary functioning, and muscular strength and power. This course will also introduce the effects of declining motor skills as well as other physical-psychosocial relationships associated with aging.

KIN 310 General Medicine and Pharmacology 3 Units

This course will incorporate the knowledge, skills, and values that health professionals must possess to recognize, treat, and refer general medical conditions and disabilities. Students will also look at the skills and knowledge of pharmacologic applications for those involved in sport and physical activity. Prerequisites: BIO 246 and KIN 208 or consent of department chair.

KIN 317 Kinesiology 4 Units

This course will study human movement with an emphasis on the structure and function of the skeletal, muscular, and nervous systems. A lab fee is required. Prerequisite: BIO 246.

KIN 320 Historical, Social, Cultural Foundations of Sport and P.E. 3 Units

This course will present and discuss the philosophical, historical, and sociological constructs relevant to sport and physical education. Philosophy of sport will explore ways to understand sport involvement. History of sport will be explored from Ancient Greece to modern times. Sociology of sport will be explored regarding current challenges, relevant issues, and controversies in sport and physical education.

KIN 325 Exercise Testing and Prescription 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 may be required. Prerequisite: KIN 225 or consent of department chair.

KIN 330 Lifestyle Medicine and Wellness 3 Units

This course will explore the research evidence for lifestyle effects on health and wellness including; nutrition, fluids, physical activity, stress, depression, happiness, sleep, pain management, and addiction; issues in health literacy; lifestyle effects on behavior change and motivation; and the role of lifestyle on chronic disease. Students will learn an alternative way of understanding health and health care compared to the typical pay-for-service or caring for the sick health care model.

KIN 335 Physical Activity and Epidemiology 3 Units

This course will explore the effects of physical activity on chronic disease prevention and health promotion throughout the life span, from clinical and public health perspectives. Discussion and application of real-life physical activity assessment, research, guidelines, and promotion in population levels. Emphasis will be placed on the ability to understand and utilize epidemiology statistics.

KIN 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.

KIN 344 Health and Wellness Programming 3 Units

This course covers the design and implementation of worksite health promotion programs and the benefits these programs have for both employees and employers. Students will review various health risk appraisals and plan theory-based incentive programs designed to promote positive lifestyles. Opportunities for learning behavior change models and methods will be provided through wellness coaching sessions.

KIN 348 Evaluation of Injuries 4 Units

This course provides a theoretical and practical approach to injury assessment of the upper and lower body. A systematic evaluation process is utilized to assess injuries and conditions that involve the head/face, cervical/thoracic spine, shoulder, elbow, forearm, wrist, hand, abdominal viscera, lumbar spine, hip, thigh, knee, lower leg, ankle, foot, and gait analysis. Lab time is included in the schedule. Prerequisites: BIO 246 and KIN 208 or consent of department chair.

KIN 358 Therapeutic Exercise 3 Units

A theoretical and practical approach to therapeutic exercise will be introduced, discussed and explored in this course. Lab time is included in the schedule. Prerequisite: BIO 246 and KIN 208, or consent of department chair.

KIN 360 Principles of Coaching 3 Units

An analysis of theoretical and practical factors in coaching such as motivation; attitude formation, leadership, character development and techniques of coaching will be covered in this course.

KIN 364 Exercise Psychology 3 Units

This course will focus on the psychological understanding of exercise behavior through the examination of psychological, psycho-physiological, 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 psychology.

KIN 365 Sport Psychology 3 Units

The role of psychomotor and cognitive factors in human movement and sport settings are discussed and explored in this course along with selected topics of such as personality theory, arousal, attribution theory, achievement motivation, anxiety, sport performance interventions, goal setting, attention styles, aggression, social facilitation, social reinforcement, and imagery.

KIN 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. Prerequisites: BIO 246 and KIN 208 or consent of department chair.

KIN 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.

KIN 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.

KIN 390 Practicum: General 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.

KIN 392 Practicum: 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.

KIN 393 Practicum: Kinesiology 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.

KIN 394 Practicum: 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.

KIN 395 Practicum: Allied Health 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.

KIN 399 Special Topics In 1-5 Units**KIN 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. Prerequisite: KIN 317.

KIN 406 Exercise Physiology 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.

KIN 409 Research in Kinesiology 1 Unit

This course will require students to apply research methods and skills towards the completion of original student-conducted research. This course may require library research, field and/or laboratory research, and statistical analysis to be completed under the supervision of a faculty advisor.

KIN 410 Statistics and Measurement 4 Units

The development, evaluation, and administration of measurement techniques and tests in exercise science will be explored through lecture and practical applications. Basic statistical analyses and applications in interpreting tests and measurements are taught. A lab fee is required.

KIN 416 Advanced Exercise Physiology 4 Units

As a continuation of KIN 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: KIN 406.

KIN 420 Research Methods in Kinesiology 3 Units

This course will prepare students to read, critique, and conduct scientific research. Through practical experience and understanding of research methods students will develop the skills and knowledge needed to conduct research using a variety of assessments and data collection methods in the discipline of human movement.

KIN 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.

KIN 492 Internship: 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-two (42) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

KIN 493 Internship: Kinesiology 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-two (42) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

KIN 494 Internship: Coaching 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-two (42) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

KIN 495 Internship: Allied Health 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-two (42) contact hours are required for each unit of credit. Each department may limit the maximum number of internship credit.

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.

LAT 102 Fundamentals of Latin II 4 Units

A continuation of LAT 101. Prerequisite: LAT 101 or equivalent.

LAT 301 Latin Readings 3 Units

Rapid readings and translation of classical and medieval Latin texts. Topics may include prose authors (Cicero, Caesar, Livy, Tacitus), poets (Catullus, Virgil, Horace, Ovid), medieval literature (Augustine through the Reformation), and prose composition. Prerequisites: C- or better in LAT 101 and LAT 102. May be repeated for credit.

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

This purpose of this course is to develop a broad intellectual foundation of organizational behavior and leadership by studying the major theories of and approaches to organizational behavior and leadership such as trait, skills, behavioral, situational, transformational, authentic, servant, contingency, ethical, and the psychodynamic approach. The focus will be on surveying the landscape of organizational behavior and leadership thinking and the delineation of successful leadership attitudes, behaviors, and communication styles that may be adopted or developed to achieve success. Participants will be asked to apply the concepts to their own experience, perspective, and values to more deeply understand their unique role as a leader. Case studies, skill development, and self-evaluative tools will be used throughout this course to bring deeper understanding to the concepts presented. Prerequisite: MGT 321.

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 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

MGT 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

Marketing (MKT)

MKT 341 Marketing 3 Units

This is a survey course of marketing principles and theory. The course supports a practical applied approach to the marketing mix, consumer and industrial markets, market research, plus the challenges of the competitive marketplace. The course also includes an introduction to the issues of globalization. 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 (concurrent enrollment allowed).

MKT 353 Professional Selling 3 Units

This course focuses on the study of the principles of selling and basic sales concepts. Topics will include: Competitive advantage, researching company and competitor information, value proposition, customer needs, listening; communication skills, presenting information, negotiation, and closing skills. Prerequisite: MKT 341 (concurrent enrollment allowed).

MKT 355 Services Marketing 3 Units

This course focuses on the study of the principles of selling and basic sales concepts. Topics will include: competitive advantage, researching company and competitor information, value propositions, customer needs, listening; communication skills, presenting information, negotiation, and closing skills. 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 Digital 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 seeks to provide an applied approach to the techniques and concepts of marketing research and its critical relevance to effective management decisions. Students will develop competency in survey methods and statistical analysis techniques. The course supports classic marketing approaches and the role of research in assisting corporate strategies in optimizing financial performance. Prerequisites: General education math requirements and MKT 341.

MKT 445 International Marketing 3 Units

A broad survey course of international marketing principals and trade theory. The course supports a practical approach to global marketing with a focus on competition, market analysis and entry strategies, trade finance, cultural dynamics, and the challenges of the global marketplace. Student teams will prepare market-entry plans for a specific country. Prerequisite: MKT 341.

MKT 475 Marketing Strategy 3 Units

This class serves as the capstone course for a business degree and related Program Learning Outcomes (PLOs) requiring a compilation and demonstration of mastery of the tools, skill sets and knowledge introduced throughout business program core and emphasis courses. Students will create a signature assignment requiring developing strategic courses of action for a business. Business Exam Fee required. Prerequisites: Marketing emphasis with senior standing and FIN 331 and MGT 321 and MKT 371 and MKT 442.

MKT 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

MKT 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

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: C- or better in AMTH 101 or CMTH 101 or MTH 201 or equivalent.

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. Prerequisite: C- or better in AMTH 101 or CMTH 101 or MTH 201 or MTH 252 or MTH 271 or equivalent.

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. Prerequisite: PreCalculus or Trigonometry (or equivalent).

MTH 272 Calculus II 4 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: C- or better in MTH 271 or acceptable AP examination credit.

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 313 Mathematics 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. Prerequisite: C- or better in MTH 272.

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: C- or better in MTH 272.

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: C- or better in MTH 272.

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. Prerequisite: C- or better in MTH 271. Offered alternate years.

MTH 379 Numerical Analysis 3 Units

This course serves as an introduction to the basic algorithms of numerical analysis. Topics may include numerical solutions of algebraic equations, interpolation and approximation methods, approximate numerical solutions to systems of linear and non-linear equations, and numerical differentiation and integration. Prerequisite: C- or better in CSC 104 and MTH 272. 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. Prerequisite: C- or better in AMTH 101 or CMTH 101 or MTH 201 or MTH 252 or MTH 271 or equivalent.

MTH 384 Ordinary 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: C- or better in MTH 272. Offered alternate years.

MTH 387 Probability and Statistics I 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. Prerequisite: C- or better in MTH 373 (concurrent enrollment allowed). Offered alternate years.

MTH 388 Probability and Statistics II 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: C- or better in MTH 387. Offered alternate years.

MTH 473 Modern Algebra I 3 Units

This course will study the properties and operations within groups, rings, integral domains, fields, normal subgroups, quotient groups, homomorphisms, and isomorphisms. Prerequisite: C- or better in MTH 313. Offered alternate years.

MTH 474 Modern Algebra II 3 Units

This course is a continuation of the study of the properties and operations within rings, integral domains, fields, quotient rings, groups, subgroups, homomorphisms and isomorphisms. Prerequisite: C- or better in MTH 473 or consent of instructor. Offered alternate years.

MTH 489 Real Analysis 3 Units

This course will provide an introduction to the advanced study of the real number system, and the ideas and proof techniques specific to mathematical analysis. Topics include properties of the real numbers, sequences, series, limits, continuity, and differentiation. Prerequisite: C- or better in MTH 313 and MTH 373. Offered alternate years.

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: Applied

An applied music course consists of private lessons on a specific instrument or voice and occasional collaborative sessions with a staff accompanist. It will focus on the development of musical skills such as (but not limited to) daily maintenance, tone production, flexibility, articulation, range, technique, phrasing, musicianship, pacing, memorization, performance collaboration (w/accompanist), and stage presence. All of these will be integrated into the study of etudes, solos and standard repertoire. Students will demonstrate their performance skills in juries, studio classes, and/or noon recital performances.

All private lessons require a tuition surcharge. See www.cui.edu/musiclessons (<https://www.cui.edu/en-us/arts/music/applied-music-program>) for details.

MUBB 101 Private Lessons: Trombone I 1,2 Unit

MUBB 201 Private Lessons: Trombone II 1,2 Unit

MUBB 301 Private Lessons: Trombone III 1,2 Unit

MUBB 398 Junior Recital: Trombone 1 Unit

MUBB 401 Private Lessons: Trombone IV 1,2 Unit

MUBB 498 Senior Recital: Trombone 1 Unit

Prerequisite: MUS 290.

MUBF 101 Private Lessons: French Horn I 1,2 Unit

MUBF 201 Private Lessons: French Horn II 1,2 Unit

MUBF 301 Private Lessons: French Horn III 1,2 Unit

MUBF 398 Junior Recital: French Horn 1 Unit

MUBF 401 Private Lessons: French Horn IV 1,2 Unit

MUBF 498 Senior Recital: French Horn 1 Unit

Prerequisite: MUS 290.

MUBT 101 Private Lessons: Trumpet I 1,2 Unit

MUBT 201 Private Lessons: Trumpet II 1,2 Unit

MUBT 301 Private Lessons: Trumpet III 1,2 Unit

MUBT 398 Junior Recital: Trumpet 1 Unit

MUBT 401 Private Lessons: Trumpet IV 1,2 Unit

MUBT 498 Senior Recital: Trumpet 1 Unit

Prerequisite: MUS 290.

MUBU 101 Private Lessons: Tuba/Euphonium I 1,2 Unit

MUBU 201 Private Lessons: Tuba/Euphonium II 1,2 Unit

MUBU 301 Private Lessons: Tuba/Euphonium III 1,2 Unit

MUBU 398 Junior Recital: Tuba/Euphonium 1 Unit

MUBU 401 Private Lessons: Tuba/Euphonium IV 1,2 Unit

MUBU 498 Senior Recital: Tuba/Euphonium 1 Unit

Prerequisite: MUS 290.

MUCO 101 Private Lessons: Composition I 1,2 Unit

MUCO 201 Private Lessons: Composition II 1,2 Unit

MUCO 301 Private Lessons: Composition III 1,2 Unit

MUCO 398 Junior Recital: Composition 1 Unit

MUCO 401 Private Lessons: Composition IV 1,2 Unit

MUCO 498 Senior Recital: Composition 1 Unit

Prerequisite: MUS 290.

MUGB 101 Private Lessons: Bass Guitar I 1,2 Unit

MUGB 201 Private Lessons: Bass Guitar II 1,2 Unit

MUGB 301 Private Lessons: Bass Guitar III 1,2 Unit

MUGB 398 Junior Recital: Bass Guitar 1 Unit

MUGB 401 Private Lessons: Bass Guitar IV 1,2 Unit

MUGB 498 Senior Recital: Bass Guitar 1 Unit

Prerequisite: MUS 290.

MUGC 211 Church Music Guitar Competency 0 Units

This zero credit competency course/exam will assess a student's ability to lead worship from the guitar. The exam may be repeated until the student obtains a passing grade. Private lessons are available for students who want to receive specialized instruction in techniques to help a student prepare for this exam. This particular competency exam is typically taken in the junior and senior year of study. Course Fee: \$25. Prerequisite: MUE 282 and MUS 281.

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: Guitar I 1,2 Unit

MUGU 201 Private Lessons: Guitar II 1,2 Unit

MUGU 301 Private Lessons: Guitar III 1,2 Unit

MUGU 398 Junior Recital: Guitar 1 Unit

MUGU 401 Private Lessons: Guitar IV 1,2 Unit

MUGU 498 Senior Recital: Guitar 1 Unit

Prerequisite: MUS 290.

MUHA 101 Private Lessons: Handbells I 1,2 Unit

MUHA 201 Private Lessons: Handbells II 1,2 Unit

MUHA 301 Private Lessons: Handbells III 1,2 Unit

MUHA 398 Junior Recital: Handbells 1 Unit

MUHA 401 Private Lessons: Handbells IV 1,2 Unit

MUHA 498 Senior Recital: Handbells 1 Unit

Prerequisite: MUS 290.

MUKC 311 Church Music Keyboard Competency 0 Units

This zero credit competency course/exam will assess a student's ability to lead worship from a piano and or organ in a congregation which uses hymnal (e.g. LSB) as its main resource for congregational song material. The exam may be repeated until the student obtains a passing grade. Private lessons are available for students who want to receive specialized instruction in order to prepare for this exam. This particular competency exam is typically taken in the junior or senior year of study, after completion of the music major piano competency exam. Course Fee: \$25. Prerequisite: MUKP 211.

MUKI 101 Private Lessons: Keyboard Improvisation I 1,2 Unit

MUKI 201 Private Lessons: Keyboard Improvisation II 1,2 Unit

MUKI 301 Private Lessons: Keyboard Improvisation III 1,2 Unit

MUKI 398 Junior Recital: Keyboard Improvisation 1 Unit

MUKI 401 Private Lessons: Keyboard Improvisation IV 1,2 Unit

MUKI 498 Senior Recital: Keyboard Improvisation 1 Unit

Prerequisite: MUS 290.

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 time is required and the student will need to obtain organ shoes and purchase a textbook. The course may be repeated.

MUKO 101 Private Lessons: Organ I 1,2 Unit

MUKO 201 Private Lessons: Organ II 1,2 Unit

MUKO 301 Private Lessons: Organ III 1,2 Unit

MUKO 398 Junior Recital: Organ 1 Unit

MUKO 401 Private Lessons: Organ IV 1,2 Unit

MUKO 498 Senior Recital: Organ 1 Unit

Prerequisite: MUS 290.

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 100C Piano Class III 1 Unit

This course will build upon the skills gained in MUKP 100B as students continue to develop basic keyboard skills. Pre-requisite: MUKP 100B or instructor's permission.

MUKP 101 Private Lessons: Piano I 1,2 Unit

MUKP 201 Private Lessons: Piano II 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 Private Lessons: Piano III 1,2 Unit

MUKP 398 Junior Recital: Piano 1 Unit

MUKP 401 Private Lessons: Piano IV 1,2 Unit

MUKP 498 Senior Recital: Piano 1 Unit

Prerequisite: MUS 290.

MUPD 101 Private Lessons: Drum Set I 1,2 Unit

MUPD 201 Private Lessons: Drum Set II 1,2 Unit

MUPD 301 Private Lessons: Drum Set III 1,2 Unit

MUPD 398 Junior Recital: Drum Set 1 Unit

MUPD 401 Private Lessons: Drum Set IV 1,2 Unit

MUPD 498 Senior Recital: Drum Set 1 Unit

Prerequisite: MUS 290.

MUPE 101 Private Lessons: Percussion-Concert I 1,2 Unit

MUPE 201 Private Lessons: Percussion-Concert II 1,2 Unit

MUPE 301 Private Lessons: Percussion-Concert III 1,2 Unit

MUPE 398 Junior Recital: Percussion-Concert 1 Unit

MUPE 401 Private Lessons: Percussion-Concert IV 1,2 Unit

MUPE 498 Senior Recital: Percussion-Concert 1 Unit
Prerequisite: MUS 290.

MUVA 101 Private Lessons: Viola I 1,2 Unit

MUVA 201 Private Lessons: Viola II 1,2 Unit

MUVA 301 Private Lessons: Viola III 1,2 Unit

MUVA 398 Junior Recital: Viola 1 Unit

MUVA 401 Private Lessons: Viola IV 1,2 Unit

MUVA 498 Senior Recital: Viola 1 Unit
Prerequisite: MUS 290.

MUVB 101 Private Lessons: Double Bass I 1,2 Unit

MUVB 201 Private Lessons: Double Bass II 1,2 Unit

MUVB 301 Private Lessons: Double Bass III 1,2 Unit

MUVB 398 Junior Recital: Double Bass 1 Unit

MUVB 401 Private Lessons: Double Bass IV 1,2 Unit

MUVB 498 Senior Recital: Double Bass 1 Unit
Prerequisite: MUS 290.

MUVC 101 Private Lessons: Cello I 1,2 Unit

MUVC 201 Private Lessons: Cello II 1,2 Unit

MUVC 301 Private Lessons: Cello III 1,2 Unit

MUVC 398 Junior Recital: Cello 1 Unit

MUVC 401 Private Lessons: Cello IV 1,2 Unit

MUVC 498 Senior Recital: Cello 1 Unit
Prerequisite: MUS 290.

MUVH 101 Private Lessons: Harp I 1,2 Unit

MUVH 201 Private Lessons: Harp II 1,2 Unit

MUVH 301 Private Lessons: Harp III 1,2 Unit

MUVH 398 Junior Recital: Harp 1 Unit

MUVH 401 Private Lessons: Harp IV 1,2 Unit

MUVH 498 Senior Recital: Harp 1 Unit
Prerequisite: MUS 290.

MUVN 101 Private Lessons: Violin I 1,2 Unit

MUVN 201 Private Lessons: Violin II 1,2 Unit

MUVN 301 Private Lessons: Violin III 1,2 Unit

MUVN 398 Junior Recital: Violin 1 Unit

MUVN 401 Private Lessons: Violin IV 1,2 Unit

MUVN 498 Senior Recital: Violin 1 Unit
Prerequisite: MUS 290.

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 101 Private Lessons: Voice I 1,2 Unit

MUVO 201 Private Lessons: Voice I 1,2 Unit

MUVO 301 Private Lessons: Voice III 1,2 Unit

MUVO 398 Junior Recital: Voice 1 Unit

MUVO 401 Private Lessons: Voice IV 1,2 Unit

MUVO 498 Senior Recital: Voice 1 Unit
Prerequisite: MUS 290.

MUWB 101 Private Lessons: Bassoon I 1,2 Unit

MUWB 201 Private Lessons: Bassoon II 1,2 Unit

MUWB 301 Private Lessons: Bassoon III 1,2 Unit

MUWB 398 Junior Recital: Bassoon 1 Unit

MUWB 401 Private Lessons: Bassoon IV 1,2 Unit

MUWB 498 Senior Recital: Bassoon 1 Unit
Prerequisite: MUS 290.

MUWC 101 Private Lessons: Clarinet I 1,2 Unit

MUWC 201 Private Lessons: Clarinet II 1,2 Unit

MUWC 301 Private Lessons: Clarinet III 1,2 Unit

MUWC 398 Junior Recital: Clarinet 1 Unit

MUWC 401 Private Lessons: Clarinet IV 1,2 Unit

MUWC 498 Senior Recital: Clarinet 1 Unit
Prerequisite: MUS 290.

MUWF 101 Private Lessons: Flute I 1,2 Unit

MUWF 201 Private Lessons: Flute II 1,2 Unit

MUWF 301 Private Lessons: Flute III 1,2 Unit

MUWF 398 Junior Recital: Flute 1 Unit

MUWF 401 Private Lessons: Flute IV 1,2 Unit

MUWF 498 Senior Recital: Flute 1 Unit
Prerequisite: MUS 290.

MUWO 101 Private Lessons: Oboe I 1,2 Unit

MUWO 201 Private Lessons: Oboe II 1,2 Unit

MUWO 301 Private Lessons: Oboe III 1,2 Unit

MUWO 398 Junior Recital: Oboe 1 Unit

MUWO 401 Private Lessons: Oboe IV 1,2 Unit

MUWO 498 Senior Recital: Oboe 1 Unit
Prerequisite: MUS 290.

MUWS 101 Private Lessons: Saxophone I 1,2 Unit

MUWS 201 Private Lessons: Saxophone II 1,2 Unit

MUWS 301 Private Lessons: Saxophone III 1,2 Unit

MUWS 398 Junior Recital: Saxophone 1 Unit

MUWS 401 Private Lessons: Saxophone IV 1,2 Unit

MUWS 498 Senior Recital: Saxophone 1 Unit
Prerequisite: MUS 290.

Music: Ensemble (MUE)

Note: Students taking more than 18 units in a semester may elect to take music ensembles for zero (0) units. This option will allow students to fully participate without incurring applicable overload tuition charges. In this case, ensemble enrollment will be registered on student transcripts but no graduation units or letter grade will be in effect, as the class will be graded on a pass/no pass basis. Regardless of enrollment units, all ensemble students must exhibit the same level of commitment, including music preparation and prompt attendance at all rehearsals, performances, and scheduled activities.

MUE 234 The Concordia Choir 1 Unit

The Concordia Choir performs significant musical works of all eras for major concerts and tours as well as campus chapel and area church services and works on the development of advanced vocal techniques and musical skills. There may be an additional charge for required field trips or tours. Membership is by audition. A participation fee is required.

MUE 236 Concordia Master Chorale 1 Unit

The Concordia Master Chorale is an adult group of singers from both the community and university, performing major choral works from all eras, often with instrumental accompaniment. The Chorale normally presents three programs per year. Membership is by audition.

MUE 238 Concordia Donne Di Canto 1 Unit

This select women's choir performs choral music of all eras in concerts and church services 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. Membership is by audition. A participation fee is required.

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. Membership is by audition. A participation fee is required.

MUE 240 Carillon Ringers (Elementary) 1 Unit

This is an introductory experience in handbell technique, note-reading, and performance of elementary literature. Open to all students as space permits; no handbell experience required.

MUE 241 Chapel Bells (Intermediate) 1 Unit

This course will provide experience in handbells for students with some musical background and will include elementary to intermediate repertoire leading to chapel performance and other special events along with small- and full-ensemble ringing and instrument maintenance. Prerequisite: Music performance experience.

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. There may be an additional charge for required field trips or tour. Membership is by audition; previous handbell experience is expected. A participation fee is required.

MUE 243 Concert Handbells 1 Unit

This course will focus on significant five and six-octave, level four to six, handbell literature in concerts, on tours, and at campus events; mastery of advanced techniques will be included. There may be an additional charge for required field trips or tour. Membership is by invitation only. A participation fee is required.

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 251 Concordia Wind Orchestra 1 Unit

An orchestra of 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. There may be an additional charge for required field trips or tour. Membership is by audition/selection. A participation fee is required.

MUE 252 String Ensemble 0.5 Units

A chamber music outreach ensemble that performs music for recitals and worship services, or pedagogical ensemble to assist with musician development. Membership is by appointment.

MUE 253 Concordia Brass 0.5 Units

A chamber music outreach ensemble that performs music for recitals and worship services, or pedagogical ensemble to assist with musician development. Membership is by appointment.

MUE 254 Woodwind Ensemble 0.5 Units

A chamber music outreach ensemble that performs music for recitals and worship services, or pedagogical ensemble to assist with musician development. Membership is by appointment.

MUE 255 Jazz Ensemble I 0.5 Units

This course will provide improvisation, performance, skills, and repertoire. Students will have the opportunity to arrange and compose new works for the ensemble. Membership is by approval of instructor.

MUE 256 Percussion Ensemble 0.5 Units

This concert ensemble will prepare a recital each semester as well as special performances. Membership is by appointment.

MUE 257 Jazz Ensemble II 0.5 Units

This ensemble will perform significant jazz literature for saxophones, trumpets, trombones and rhythm instruments in concerts and events on and off campus emphasizing the development of advanced playing techniques, musical perception, and improvisation. There may be an additional charge for required field trips or tours. Membership is by audition.

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. Membership is by appointment.

MUE 259 Concordia Sinfonietta 1 Unit

A full orchestra of woodwind, brass, string, and percussion instruments that performs the great works composed for symphony orchestra, new music, and church music. This advanced ensemble of students from many different majors performs major public concerts, striving for the highest level of artistry. Fees for field trips and tours may be required. Membership is by audition/selection. A participation fee is required.

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 271 Americana Ensemble 0.5 Units

Americana Ensemble students learn and perform musical repertoire from the American folk and roots traditions. Topics of instruction include the use of chord and lead sheet notations, basic arranging concepts, improvisation, stylistically-appropriate soloing and accompaniment, and ensemble performance techniques.

MUE 282 Worship Band I 0.5 Units

CUI Worship Bands lead the music in their assigned chapel or worship service as supervised by the Campus Pastor. The Worship Band will execute a variety of repertoire ranging from new arrangements of traditional hymns to current worship songs. Strong rehearsal and preparation practices are emphasized as well as effective collaboration.

MUE 283 Worship Band II 0.5 Units

CUI Worship Bands lead the music in their assigned chapel or worship service as supervised by the Campus Pastor. The Worship Band will execute a variety of repertoire ranging from new arrangements of traditional hymns to current worship songs. Strong rehearsal and preparation practices are emphasized as well as effective collaboration.

MUE 284 Guitar Ensemble 0.5 Units

This ensemble is made up of select guitar students for special performances on and off campus. There may be an additional charge for required field trips or tours. Membership is by invitation from the guitar studio.

MUE 285 Commercial Music Ensemble I 0.5 Units

The commercial music ensemble is a lab ensemble designed to familiarize the student with idiomatic characteristics and repertoire common to commercial music styles such as pop, rock, country, folk and gospel. Audition required.

MUE 286 Commercial Music Ensemble II 0.5 Units

The Commercial Music Ensemble explores definitive popular music repertoire from the 1960's through present day. This performing ensemble rehearses in a lab setting where students learn key genre-specific melodic, harmonic, and rhythmic concepts.

MUE 287 Worship Band III 0.5 Units

CUI Worship Bands lead the music in their assigned chapel or worship service as supervised by the Campus Pastor. The Worship Band will execute a variety of repertoire ranging from new arrangements of traditional hymns to current worship songs. Strong rehearsal and preparation practices are emphasized as well as effective collaboration.

MUE 288 Worship Band IV 0.5 Units

CUI Worship Bands lead the music in their assigned chapel or worship service as supervised by the Campus Pastor. The Worship Band will execute a variety of repertoire ranging from new arrangements of traditional hymns to current worship songs. Strong rehearsal and preparation practices are emphasized as well as effective collaboration.

MUE 289 Worship Band V 0.5 Units

CUI Worship Bands lead the music in their assigned chapel or worship service as supervised by the Campus Pastor. The Worship Band will execute a variety of repertoire ranging from new arrangements of traditional hymns to current worship songs. Strong rehearsal and preparation practices are emphasized as well as effective collaboration.

Music (MUS)

MUS 100 Concert Attendance 0 Units

Students majoring in music must attend 40 concerts/recitals (5 per semester) during their time at Concordia (transfers must accrue 5 times the number of semesters the attend). An updated list will be published at the end of each semester detailing concert attendance. In the semester when students expect to pass 40, they should enroll in MUS 100 for pass/fail certification. Students who fail to complete this requirement will not be approved for graduation with a major in music. Attendance credit is not allowed for concerts/recitals in which the student is a performer for the majority of the repertoire.

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. A class fee is required to cover the cost of concert attendance.

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 204 Songwriting and Analysis 2 Units

The practical application and technique of songwriting, including lyrics, melody, harmony, form and stylistic content.

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 solfege 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 216 Music Technology I 2 Units

An introduction to music technology hardware and software, focusing on the tools and methods used to create, prepare and perform music. Topics include MIDI, digital audio workstations, score preparation, live performance systems, and methods of music production. Students will participate in hands-on projects in which they will apply their understanding of basic music technology principles. Students should be able to read musical notation.

MUS 217 Contemporary Music Styles 1 Unit

Contemporary Music Styles compares and contrasts various popular music genres from historical, technological and musical perspectives. Students explore the unique role of each member of a modern ensemble through listening, analysis and performance. Emphasis on the historical, musical and technical development of popular music styles including rock and roll, R&B, pop, country and contemporary worship music.

MUS 218 Music Business 2 Units

An overview of the recorded music business including market structure, distribution, publishing, income streams, marketing, copyright, licensing and contracts.

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 240 Introduction to Accompanying 2 Units

Keyboard accompanying is a course designed to give keyboard players an introduction to accompanying and topics related to collaborative playing. It is an interactive course that will include class meetings to discuss topics related to the field of accompanying, individual coaching sessions, and a final project or performance. The keyboardist will have readings and assignments to complete outside of class and will be assigned musical partners (singers and instrumentalists) to work with throughout the semester. Prerequisite: Concurrent registration in MUKP 201 or MUKP 301 or MUKP 401.

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 or MUS 111 or MUS 112 or MUS 201 (concurrent enrollment allowed for all), or permission of instructor.

MUS 271 Diction for Singers I: English/Italian 2 Units

Study of basic phonetics in English and Italian as applied to singer's diction with an introduction to International Phonetic Alphabet.

MUS 272 Diction for Singers II: German/French 2 Units

Study of basic phonetics in German and French as applied to singer's diction. Continued study of the International Phonetic Alphabet. Prerequisite: MUS 271.

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 290 Music Major Review 0 Units

Students must register for the Music Major Review for the semester in which the review will take place. See Music Major Review policy. Offered as a Pass/No Pass course. Prerequisite: MUKP 211 (concurrent enrollment allowed).

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. A class fee is required to cover the cost of concert attendance. 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. A class fee is required to cover the cost of concert attendance. Prerequisite: MUS 303.

MUS 305 Arranging 2 Units

This course introduces students to the basic principles of arranging pre-existing musical material for the small ensembles commonly encountered in church, educational, and commercial settings. Aspects of reharmonization, voicing, scoring, part generation, and idiomatic instrumental and choral writing will be studied. Prerequisite: MUS 202.

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 316 Music Technology II 2 Units

Building on the skills attained in Music Technology I, this course is focused on the creation of music, utilizing state of the art music technology with an emphasis on preparing the student for vocation in the classroom, studio or stage. Prerequisite: MUS 216 or permission of instructor.

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 I: Antiquity through Bach 3 Units

Survey the development of art music in Western history from antiquity through the baroque period, including the social functions of music and the relationship between secular and ecclesiastical, and vocal and instrumental music. This course addresses the question, "Why Art?" in the general education curriculum.

MUS 332 Music History II: Classical Period through 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 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 392 Practicum: Composition 1-2 Units

Projects in music composition guided by a faculty mentor.

MUS 393 Practicum: Contemporary Ensemble Leadership 1 Unit

Contemporary Ensemble Leadership is a practicum designed to prepare the student for the effective leadership of jazz, pop, rock and worship ensembles. The class includes ensemble lab experience and individual coaching and instruction between the instructor and the student. The student may function as a member of the ensemble or as a non-playing ensemble leader. Requires consent of instructor.

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 403 Instrumentation and Orchestration 3 Units

The course focuses on the practical and artistic aspects of scoring for large instrumental and choral ensembles. A significant portion of the class will be devoted to a study of the tonal and technical characteristics of band and orchestral instruments. Through class readings, score study, and composition-oriented projects, students will build competence in arranging and composing for large ensembles. Prerequisite: MUS 303.

MUS 404 Contemporary Music Theory 2 Units

An introduction to modern harmonic relationships found in jazz, contemporary pop and worship music, focusing on chord structure, spelling, inversions, plural interior chords, scalar relationships, and jazz and pop notation. Students will learn to create genre-specific improvised melodic and harmonic accompaniment from a lead sheet or rhythm section chart. Prerequisite: MUS 304.

MUS 412 Instrumental Methods and Repertoire 2 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 413 Music Production 2 Units

Explores the leadership, collaborative and technical aspects of studio recording sessions.

MUS 430 History and Analysis of Modern Music 2 Units

Through reading, and discussion, students will understand the historical development of music in the twentieth and twenty-first centuries, and will apply theoretical and historical analysis to notated and improvised music in the popular, classical and sacred traditions. Prerequisites: MUS 304 and MUS 331 and MUS 332.

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 222.

MUS 442 Piano Pedagogy 2 Units

This course explores aspects of piano pedagogy, teaching techniques, and instructional materials appropriate for beginning and intermediate students through research, discussion, observation of private teaching studio, and reading. The course will also provide opportunities to apply these principles in practical piano teaching. Prerequisite: MUKP 201 or MUKP 301 or MUKP 401 or permission of instructor.

MUS 443 Piano Literature 2 Units

This course will inform students about the range and scope of piano repertoire. The course will study the pianist's standard repertoire from the Baroque to the present day, including elements of style, form, historical context, and stylistic characteristics of major composers. Prerequisite: MUKP 201 or MUKP 301 or MUKP 401.

MUS 451 Music Cultures of the World: Emerging Nations 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 or MUS 111 or MUS 112 or MUS 201 or equivalent knowledge and experience in music strongly encouraged. Offered alternate years.

MUS 452 Music Cultures of the World: The Silk Road 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 or MUS 111 or MUS 112 or MUS 201, or equivalent knowledge; experience in music encouraged. Offered alternate years.

MUS 461 Music for Children 2,3 Units

This course will enable students to identify, understand, and work with the music capabilities of children. 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. 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 (concurrent enrollment allowed) and MUS 461 (concurrent enrollment allowed). 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 472 Vocal Pedagogy and Literature 3 Units

A survey of voice anatomy, acoustics, physiology, hygiene and vocal development. The course will explore teaching singers of various ages and selection of age-appropriate repertoire. Prerequisite: MUVO 201 or MUVO 301 or MUVO 401.

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 482 Music Cultures: Musical Expression in Christianity 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. Prerequisite: THL 382.

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. Suggested Prerequisites: MUS 482 and MUS 483. Prerequisite: THL 382.

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 493 Senior Thesis 1 Unit

The senior thesis is an opportunity for music students to engage in close reading, research, and writing on a musical topic of their choosing. This is an independent study, offered by arrangement with any full-time music faculty member. The senior thesis consists of a structured process leading to a finished academic paper of at least 10 pages.

MUS 498 Senior Project in Music 1-3 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: MUS 290 and Approval of senior project application. See also Senior Project Guidelines available in the Music Office.

Pathway Classes (IEP)

IEP 161 Reading and Vocabulary VI 6 Units

Students will practice reading intensively and show understanding of the text and vocabulary through various exercises. Students will read advanced and authentic texts focusing on critical thinking and application of content with augmented reading strategies. Students will also research and present on academic sources in preparation for university level research writing.

IEP 162 Writing and Grammar VI 6 Units

The focus of this course is to help students develop a consistently high degree of grammatical accuracy in both written and spoken English. Students will work to eliminate errors in the use of these grammatical structures. Students will follow the steps of the writing process as they draft different types of essays. Students will write a research argument essay accurately gathering information from different sources with correct citation in both APA and MLA. Students will create a PowerPoint that is equivalent for a university level class.

Philosophy (PHI)

PHI 211 Philosophical Ethics 3 Units

An 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.

PHI 433 Philosophy of Religion 3 Units

An 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) and (CPHI 101 or CPHI 200) or consent of instructor.

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 or CPHI 200 or PHI 211.

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. Attention will be given to the language of bioethics, important philosophical and theological approaches, and socio-cultural implications. Special foci may include clinical nursing ethics, business ethics in a healthcare context, or other topics as appropriate. Prerequisite: CTHL 101 or CTHL 200 or THL 202 or NTHL 101 or NTHL 202.

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: C- or better in 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. Prerequisite: MTH 271 (concurrent enrollment allowed) 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: C- or better in PHY 221 and MTH 272 (concurrent enrollment allowed) 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: C- or better in 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: C- or better in 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: C- or better in 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: C- or better in 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: C- or better in 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: C- or better in PHY 311 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: C- or better in PHY 311 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: C- or better in 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: C- or better in 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: C- or better in PHY 311 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: C- or better in CHE 222 and PHY 311 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: C- or better in PHY 221 and (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: C- or better in CHE 222 and PHY 311 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. Course may be taken for a range of units (0.5-2 units per semester). Prerequisite: SCI 495.

PHY 499 Senior Thesis 1 Unit

This course will be a culmination of original student-conducted scientific research resulting in a paper and presentation. Prerequisites: C- or better in PHY 496 and SCI 495; restricted to seniors.

Political Science (POL)

POL 211 American Government 3 Units

The theories of government basic to an understanding of the American Constitution; political parties in the American system; history, character and functions of government in the United States.

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 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

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.

POL 412 The U.S. Constitution 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 414 The Courts and the Constitution 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 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 limited the maximum number of internship credit. Offered alternate years.

President's Academic Showcase (PAS)

PAS 398 Tier II President's Academic Showcase 1-3 Units

This course is for students who wish to earn credit for their Tier II President's Academic Showcase project. The course can be taken for 1-3 units. Students will receive a Pass/No Pass grade for their project.

PAS 498 Tier I President's Academic Showcase 1-3 Units

This course is for students who wish to earn credit for their Tier I President's Academic Showcase project. The course can be taken for 1-3 units. Students will receive a Pass/No Pass grade for their project.

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 paraphilias.

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 301 Topics in Psychology 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 and (BSC 265 or MTH 265) and BSC 296.

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 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.

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 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 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.

Religion (REL)

REL 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, social patterns, origin and development, and sacred writings.

REL 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 or CTHL 200 or equivalent.

Science (SCI)

SCI 115 Physical Science 4 Units

Integrated, interdisciplinary introduction to chemistry, central science, and physics, the fundamental science, emphasizing key concepts, significant chemical and physical phenomena and practical applications together with a brief introduction to the historical, philosophical, epistemological and theological underpinnings of chemistry and physics in current Christian apologetic context. Prerequisite: CMTH 101 or MTH 201 or higher (concurrent enrollment allowed). A lab fee is required.

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. This course fulfills Q&I general education. Offered alternate years (odd years, fall semester).

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 makes the earth's surface so dynamic will be included. Prerequisites: (BIO 101 or C BIO 101) and SCI 115.

SCI 318 Ocean Science 4 Units

This course will provide an interdisciplinary introduction to biological, physical, and chemical ocean processes, as well as the human activities that influence the presence, distribution, form, and function of marine life across a variety of marine habitats. Traditional lectures, peer-led and problem-based learning, and lab time will be included. Field trips during lab time should be expected, as well as up to two (2) weekend field trips. A lab fee is required. Prerequisites: (BIO 101 or BIO 111 or C BIO 101) and (CHE 101 or SCI 115) or consent of instructor. Typically offered alternate years (even years, spring semester).

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 course will introduce the philosophic nature of science with a literary review of philosophic issues associated with the epistemological and historical development of science starting with ancient Greece through today. Prerequisite: C BIO 101 or consent of instructor. Typically offered every spring semester.

SCI 490 Internship: Science 1-6 Units

SCI 495 Research Methods 1 Unit

This course will introduce basic techniques in laboratory research, experimental design, library databases, review of peer-reviewed literature, and quantitative and qualitative analyses. Students will compose a research proposal intended to guide future original student-conducted research. Interdisciplinary topics are included. Prerequisite: Sixteen (16) units of major courses or consent of instructor. Typically offered each semester.

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 Crime, Deviance and Social Control 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 322 Social Movements and Collective Action 3 Units

This course will analyze the role of social movements and collective action in society by examining each as a key component in understanding how, why, and when change takes place in society, as well as who participates in this change and with what effectiveness.

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 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

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 a beneficial complement to the student's academic experience.

SOC 397 Sociology: Honors Investigation 1-3 Units**SOC 399 Special Topics 1-5 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.

SPA 390 Practicum: Spanish 1-4 Units

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 sport settings. Insight into strategies for professional preparation and career opportunities will also be discussed. Special topics to be covered in the course 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 aspects of marketing principles in the sport industry. Topics to be covered will study the multiple facets that need to be considered in sport marketing, such as; marketing mix, branding, licensing agreements, use of social media, event promotion, segmentation, endorsements, and corporate partnerships. These marketing skills will be combined as the student develops a comprehensive marketing campaign. Prerequisite: SPMT 222.

SPMT 326 Sport Operations and Facility Management 3 Units

This course will focus on sport facility and event management. Topics will include new arenas and stadiums, health clubs, collegiate athletic facilities, and city outdoor and indoor recreation centers. This class will cover numerous aspects of facilities that include construction sites, hosting events, facility marketing, naming rights, concession concerns, ADA requirements, heating, AC, green facilities, and economic impact studies. Students will be required to develop their own plans for specific sport facilities and events. Prerequisite: SPMT 222.

SPMT 350 Sport Law 3 Units

This course provides an in-depth study and analysis of legal principles specifically related to sport business. It will include aspects of ethical issues, salary cap, antitrust exemption, labor laws, free agency, sport gambling, athlete/agent representation, collective bargaining, broadcast rights, risk management, areas of negligence, intellectual property rights, discrimination, Title IX, ADA, and collegiate sport laws. A key instruction tool in the class will be recent Sport Law Case Studies.

SPMT 420 Finance and Economics of Sports 3 Units

This course will examine the factors and ramifications of financial issues on sport organizations and events. This will include the analysis of financial statements, financial resource management, short and long term budgeting and forecasting, investment strategies, stadium/arena financing, and grant acquisition. Additional focus will be applied to analyzing and evaluating the impact different sport industries have on local, regional and global economies. Prerequisites: FIN 331 and SPMT 222.

SPMT 430 The Profession of Sport Management 3 Units

This course will provide the students the opportunity to demonstrate the knowledge and skills they have attained throughout the Sport Management Program. There will be an emphasis placed on Christian ethical leadership needed in the sport industry. Activities in the class will provide opportunities for each student to investigate what influence their sport management leadership skills will have on sport organizations at any level. Prerequisite: SPMT 222.

SPMT 475 Sport Management Strategy 3 Units

This class serves as the capstone course for a business degree and related Program Learning Outcomes (PLOs) requiring a compilation and demonstration of mastery of the tools, skill sets and knowledge introduced throughout business program core and emphasis courses. Students will create a signature assignment requiring developing strategic courses of action for a business. Business Exam Fee required. Prerequisites: Business Major with Senior Standing and FIN 331 and MGT 321 and MKT 341.

SPMT 490A Professional Development and Internship Emphasis 1-2 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. Students must take a minimum cumulative total of two (2) units earned in one (1) unit credit hours. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

SPMT 490B Professional Development and Internship Elective 1-6 Units

The CUI School of Business and Economics Internship facilitates a student's transition from academic theory to real-life business practices and builds professional networks. An internship related to a student's academic emphasis helps clarify goals, adds value to the CUI academic experience and opens doors to future employment. The course provides practice in the development of a personal brand as well as skills needed in the pursuit of an internship and eventual employment followed by an off-site internship. Students meet with their internship director before beginning the off-site internship for advice and placement approval. Periodic student reports and written feedback from the sponsoring business are required and must demonstrate the skill acquired during the internship. This course provides additional experience beyond the two (2) unit program cumulative internship minimum as students may take one (1) additional unit of internship. Offered as a Pass/No Pass course. Prerequisites: Business Major with Junior or Senior standing and MGT 321 and BUS 224.

Theatre (THR)

NOTE: *Students taking more than 18 units in a semester may elect to take THR 102 for zero (0) units. This option will allow students to fully participate without incurring applicable overload tuition charges. In this case, THR 102 enrollment will be registered on student transcripts but no graduation units or letter grade will be in effect, as the class will be graded on a pass/no pass basis. Regardless of enrollment units, all THR 102 students must exhibit the same level of commitment to attending all scheduled shop hours and to accomplishing all course learning outcomes.*

THR 100 Audition Requirement 0 Units

Students in the acting and directing emphasis must audition at least once per academic year, and be willing/available to do the show if cast. (Auditioning does not guarantee casting). After each audition students are required to meet with full time theatre faculty present at the audition to get feedback. Students must complete the audition process and feedback session to get credit for that audition. An updated list will be published at the end of each semester detailing auditions and feedback sessions completed. In the semester when students expect to graduate, they should enroll in THR 100 for pass/fail certification. Students who fail to complete this requirement will not be approved for graduation with a theater major: acting and directing emphasis.

THR 102 Applied Stagecraft 0.5 Units

This is a hands-on course covering varying tasks in regard to theatrical scenery, lighting, audio, costuming, and paint. This course is required for all students involved in Concordia University productions (including the cast). As each production is different and provides unique, specific challenges, the content will vary based on the production associated with the course. The course is repeatable.

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 attendance of on-campus productions.

THR 200 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. A lab fee is required.

THR 210 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. A lab fee is required.

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 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 material from contemporary realism and the modern drama era such as Chekhov and Ibsen. It will include 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. There may be an additional charge for field trips. Lab time is included in the schedule. Prerequisite: THR 261 or consent of instructor.

THR 322 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. Prerequisite: THR 210 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 210 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 210 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 210 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 210 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 341 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 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 and THR 261 and THR 262 and THR 341 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 including restoration and theatre of the absurd. It will 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.

THR 391 Practicum: Theatre (Non Major) 0.5-4 Units

This course is a practical, hands-on experience where students will work on one or more theatre productions.

THR 392 Practicum: Theatre for Musical Theatre Minor 0.5-4 Units

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.

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 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 461 Creative Dramatics 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 as an instructional tool. Through individual and group movement, sound, and unscripted exercises, students learn to incorporate dramatic activities in the classroom, rehearsal hall and a variety of other settings, including an introduction to puppetry.

THR 471 Acting IV: Acting for the Camera 4 Units

This is a course covering the skills, terms, and concepts that must be understood in order to create convincing realistic acting performances in front of a camera. A practical course, students will be assigned a series of scenes and exercises which will be recorded by equipment equivalent to what one would encounter in the film and video industry.

A natural outgrowth of the skills learned in Acting I and II, this course adapts those skills to work in front of the camera. Lab time is included in the schedule. Prerequisites: THR 251 and THR 261 and THR 262 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

This is an intense, practical experience in a theatre setting that contributes significantly to the student's preparation for entrance into a theatrical profession. Specific tasks will be determined in agreement with the host of the internship. Approximately forty (40) contact hours are required for each unit of credit.

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 105 Life of Christ 3 Units

This course provides an introduction to Christianity through the life and work of Christ. It begins with the study of Jesus in the Gospels and then moves into the rest of Scripture. The theological, historical, and cultural background and significance of Christ will be examined. The unity and reliability of Scripture will also be addressed. This course is designed primarily for the student who has had little or no contact with Western culture, and no formal education or exposure to Christian doctrine and practice. Departmental approval is required to register for this course.

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.

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. Prerequisite: THL 202 or consent of instructor. This course may be repeated for credit if a different book is studied.

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.

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.

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.

THL 368 Lutheran Confessions 3 Units

A study of the Augsburg Confession, The Apology of the Augsburg Confession, Luther's Large and Small Catechisms, The Smalcald Articles, The Treatise on the Power and Primacy of the Pope and the Formula of Concord in terms of their historical setting and their theological content. Explores the relationship of the Confessions to Scripture, and the confessional application of their teaching in the 21st century context.

THL 371 Christian Doctrine and Confessions 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 and Confessions 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 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.

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 or CTHL 200 or equivalent.

THL 390 Practicum: Theology 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.

THL 395 Preparing for Mission and Service 1 Unit

This course focuses on the tasks of Christian witness and service as aspects of discipleship. It introduces students to theological and practical skills which are essential for responsible mission work, especially as that work relates to and is distinguished from service work. It is a prerequisite for all students who will be participating in Concordia-sponsored mission or service trips. It is also required for those seeking the Great Commission Certificate.

THL 399A Special Topics in Exegetical Theology 3 Units

This course will examine a special topic in exegetical, systematic, or historical theology.

THL 399B Special Topics in Systematic Theology 3 Units

This course will examine a special topic in exegetical, systematic, or historical theology.

THL 399C Special Topics in Historical Theology 3 Units

This course will examine a special topic in exegetical, systematic, or historical theology.

THL 401 Introduction 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. Students will be provided with a personal copy of Logos Bible software. Course software fee \$400.

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. Prerequisites: THL 201 and THL 202 or concurrent enrollment allowed.

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 or CTHL 200) and 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: (CTHL 101 or CTHL 200) and junior standing, or consent of instructor.

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, to develop the skills needed to share the Gospel to others.

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. A final grade of C- or higher must be achieved to pass the course. 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. Must be completed with a grade of C- or better.

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 or equivalent.

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. The course includes market analysis techniques and the submission of work for publication. Prerequisite: WRT 102 or WRT 201 or equivalent.

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. Prerequisites: (WRT 102 or WRT 201 or equivalent) and WRT 323. 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. Students will complete a number of original poems in a variety of traditional and contemporary forms and styles. This class will discuss their own creative work and a wide variety of anthologized poetry in a workshop setting. Prerequisites: (WRT 102 or WRT 201 or equivalent) and WRT 323. Offered alternate years.

WRT 329 Creative Nonfiction 3 Units

An examination and discussion of the art and craft of contemporary nonfiction, practice in a variety of genres. Course includes market analysis techniques and the submission of work for publication. Prerequisites: (WRT 102 or WRT 201 or equivalent) and WRT 323. Offered alternate years.

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 Creative Writing 3 Units

As a focused exploration of genre and subject matter in a workshop setting. Possible topics include nature writing, travel writing, and experimental writing. Course may be repeated for elective credit. Prerequisite: (WRT 102 or WRT 201 or equivalent) and (CENG 201 or CENG 301 or equivalent).

WRT 337 Writing for the Stage and Screen 3 Units

An introductory course to the art of writing dramatic works through the exploration of dramatic writing techniques through writing practice, close analysis of published works, and student workshops. Prerequisite: WRT 102 or WRT 201.

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: Junior or Senior standing; (WRT 102 or WRT 201 or equivalent) and WRT 323 and (WRT 327 or 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.

GRADUATE, ONLINE BACHELOR'S DEGREES, NURSING, CERTIFICATES

Welcome to the CUI Online Catalog.

Concordia is a Lutheran university that develops wise, honorable and cultivated citizens through the liberal arts and professional studies. We do this by dedicating ourselves to the holistic formation of students, whether undergraduate or graduate. We educate the mind, body, heart, and soul. The formation of the mind takes place in the academic classroom, labs, and wherever our students are engaged in the academic enterprise. The cultivation of the body happens on the athletic fields, gymnasium, intramurals, or on a lone trail. The cultivation of the heart and soul is what makes us a community of faith. As a Lutheran community, we are dedicated to sharing the gospel with all in accordance with Jesus Christ's Great Commission. We encourage and equip our students to think deeply about their own spiritual lives and the cultivation of their soul by witnessing to the love of Christ. Then we ask them to turn their hearts outwards to others, whether they are classmates on campus, in an online classroom, in the local community, or throughout the world.

Our theme for this year chosen by the senior class is "Above All" from Matthew 6:33: "But seek first the kingdom of God and his righteousness, and all these things will be added to you." How does the theme "Above All" derive from this verse. It is rooted in the Greek words behind the English translation, "Seek first." While the word "first" can connote a time aspect, as in first, second, third, it can also convey a sense of quality, as in "Seek as a first priority" or "Seek above every other thing the Kingdom of God." Thus, the theme for this year emphasizes Jesus' imperative to seek the Kingdom of God "Above All"!

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 know God's love and strive to reflect that love in interactions with others.

Michael A. Thomas, PhD
President

Mission Statement

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

Vision Statement

Concordia University Irvine (CUI) will be among the finest, distinctively Lutheran liberal arts universities in America, preparing wise, honorable, cultivated citizens, informed by the Gospel of Jesus Christ, for the Church and the world.

Academic Enterprise

CUI is achieving a national reputation for academic excellence by bringing a distinctively Lutheran perspective on faith and learning to Christian higher education, offering strong liberal arts and professional programs in an environment that prizes rigorous teaching, scholarship, and service.

Accreditation

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

Institutional Identity

CUI affirms its identity as a Lutheran, Christian liberal arts university which is guided by the Great Commission of Christ Jesus and the Lutheran Confessions. The entire university community—faculty, staff, regents, trustees, students, donors—embraces and lives out this identity. External audiences will recognize this identity, as demonstrated in the university's decisions and actions.

Institutional Operations

CUI is developing and implementing a plan for growth on campus, off campus, and online that empowers it to compete in an increasingly challenging educational market while maintaining fiscal stability, sustainability, transparency, and commitment to mission and identity.

Student Experience

CUI seeks all academically qualified students who are willing to engage with its mission, supporting each student through transformative educational experiences that help them discover or solidify their vocations.

Forty-fifth Academic Year 2020 - 2021

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. Students are expected to confer with their academic advisor for precise information concerning academic programs.

Concordia University Irvine is an educational institution controlled by the Lutheran Church—Missouri Synod that takes seriously anti-discrimination provisions under federal and state law, and is committed to providing a learning and living environment that promotes student safety, transparency, personal integrity, civility and mutual respect.

Concordia University Irvine does not discriminate on the basis of disability, age, race, color, gender, gender-identity, sexual orientation, national and ethnic origin or any other protected class in administration of its educational policies, admissions policies, scholarships and loan programs, and athletic and other university-administered programs, except to the extent that religious freedom exemptions apply.

Concordia University Irvine has not applied for the regulatory exemption under Title IX, 34 C.F.R. section 106.12, but the Title IX statutory exemption provided by Congress, see 20 U.S.C. section 1681(a)(3), is self-executing. As an educational institution that is controlled by a religious organization, Concordia University Irvine is entitled to that statutory

exemption to the extent the application of Title IX is not consistent with the institution's religious tenets.

Concordia University Irvine is exempted by the state from California Education Code 66270, to the extent the application of California Education Code 66270 is not consistent with the institution's religious tenets. The exemption may apply to, but is not limited to, requirements as expressed in University policies, including policies found in the Student Code of Conduct, the Housing Handbook, the Student Handbook, the Student-Athlete Handbook, the Employee Handbook and the Employee Student Handbook. Concordia University Irvine retains all rights afforded to us under federal law and the laws of the State of California.

Correspondence regarding these policies should be addressed to:

Office of the Provost
Concordia University
1530 Concordia West
Irvine, CA 92612
(949) 854-8002

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.

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 Christian perspectives, 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.

Online Bachelor Degrees

Christ College (p. 162)

Christian Education Leadership

School of Business (p. 163)

Business Administration and Leadership

School of Professional Studies (p. 176)

Healthcare Management

Leadership Studies

Organizational Psychology

Nursing Degrees (p. 180)

Accelerated Bachelor of Science in Nursing (ABSN)

Master of Science in Nursing (MSN)

Graduate Degrees

Christ College (p. 159)

Master of Arts in Church Leadership

Master of Arts in Theology

School of Business (p. 163)

Master of Arts in Business Administration (MBA)

School of Education (p. 165)

Master of Education (MED)

Master of Arts in Education (MAED)

Doctor of Education (EdD)

School of Professional Studies (p. 186)

Master of Arts in Coaching and Athletics Administration (MCAA)

Master of Arts in Counseling

Master of Arts in Executive Coaching and Consultation

Master of Arts in International Studies

Master of Arts in Organizational Leadership

Master of Healthcare Management (MHA)

Master of Public Health (MPH)

Master of Science in Coaching and Exercise Sciences (MSCE)

Master of Science in Nursing (MSN)

Doctor of Philosophy (PhD)

ACADEMIC CALENDAR

Academic calendars for all programs can be found on the Office of the Registrar's webpage (<https://www.cui.edu/studentlife/registrar/academic-calendars>).

Semester dates and office closures for 2020-21

Summer 2020 Semester

May

11	Semester begins
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July

3	Independence Day observed (offices closed)
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August

14	Semester ends
18	Semester grades due in MyRecords

Fall 2020 Semester

August

17	Semester begins
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September

1	Census Report
7	Labor Day holiday (offices closed)
11	Deadline to apply for Fall 2020 graduation

November

20	First deadline to apply for Spring 2021 graduation
26-27	Thanksgiving Break (offices closed)

December

7-11	Final exam week
15	Semester grades due in MyRecords

Winter 2020 Semester

November

16	Semester begins
26-27	Thanksgiving Break (offices closed)
12	Fall Commencement activities
24-31	Christmas Break (offices closed)

January

1	Christmas Break (offices closed)
18	Martin Luther King, Jr. Day (offices closed)
22	Deadline to apply for Winter 2020 graduation
29	Semester ends

February

2	Semester grades due in MyRecords
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Spring 2021 Semester

January

11	Semester begins
18	Martin Luther King, Jr. Day (offices closed)
26	Census Report

April

2	Easter Break (offices closed)
5	Easter Break (offices closed)

May

3-7	Final exam week
8	Commencement activities
11	Semester grades due in MyRecords

June

11	Deadline to apply for Summer 2021 graduation
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ACADEMIC POLICIES

Graduate and Certificate Policies

Academic Advising

Professional 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 and integrity. 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/en-us/studentlife/Index/id/3472>).

Academic Standing

The university is committed to providing assistance to students for academic success, while at the same time maintaining a standard of academic integrity. When a student's academic achievement falls below the standards set by the university, academic probation and disqualification are imposed.

Academic Probation: A student having a semester GPA below 3.00 will be placed on probation for the following semester. A student having a semester GPA above 3.00 but an institutional GPA below 3.00 will remain on academic probation until the institutional GPA is at least a 3.00.

Academic Disqualification: Any student whose GPA falls below 3.00 for two consecutive semesters and whose institutional GPA is below 3.00 will be academically disqualified as a degree student. Any student whose institutional GPA is less than 2.00 in a single semester will be academically disqualified as a degree student. Upon dismissal the student has the right to appeal in writing to the Dean. A student can only appeal once during their participation in a graduate program at Concordia University Irvine.

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>) and graduate learning outcomes (<http://www.cui.edu/academicPrograms/provost/institutional-research-assessment/index/id/25125>) 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 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 for all undergraduate students. Students in graduate programs will be assessed in the areas of Scholarly Research, Integrated Learning, Ethical Leadership, Effective Communication, Reflective Practice, and Community Engagement. 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

You must formally withdraw from a course; non-attendance does not constitute a withdrawal.

Coaching (MCAA & MSCE): Registered students have freely accepted personal responsibility for enrollment and class attendance. Students are expected to participate in all class activities for the online, onsite, or blended 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. All homework is to be turned in on time. Any late work will receive a reduced number of points. Each onsite or blended course meets for a maximum of (11) class sessions. If a student is absent for more than one class session, without prior approval of the instructor, the student shall be subject to receiving an "F" for the course. Extenuating circumstances will be considered at the discretion of the instructor. Failure to attend class does not constitute a "withdrawal."

Counseling (COUN): Students are expected to attend all classes or watch the class recordings, synchronous and asynchronous to have completed the readings and assignments by the due date, and to be active and involved in class discussion and discussion boards. On average, students should expect to spend approximately 13-16 hours per week (for a 7-week long course). Course absences include missing a virtual class and/or not watching the recording, missing a homework partner call, or not participating in a weekly discussion board. Unexcused absences of even one class session may incur a reduction of up to one letter grade (i.e., A to B). For an absence to be excused, a valid excuse must be cleared with the instructor prior to the scheduled class time.

Excuses that relate to emergent circumstances, illness, and work-related events will be considered for a make-up assignment/activity (one excused absence only). Two or more absences can result in a non-passing grade.

Doctor of Education (EDD): Participation in class is essential for candidate success in doctoral courses. Attendance is required for all Irvine campus class sessions and online synchronous sessions. Active participation is expected during these sessions. Excused absences for professional or health reasons must be arranged with prior approval from the instructor, with the student making up missed work as stipulated by the instructor. Because of the minimum on-campus class sessions for this course, unit credit cannot be earned if a candidate has more than one class absence. Exceptions to this policy will be allowed only with the approval of the instructor, based on an adequate plan for the student to satisfactorily complete all requirements for the course.

Doctor of Philosophy (PHD): Participation in class is essential for candidate success in doctoral courses. Attendance is required for all Irvine campus class sessions and online synchronous sessions. Active participation is expected during these sessions. Excused absences for

professional or health reasons must be arranged with prior approval from the instructor, with the student making up missed work as stipulated by the instructor. Because of the minimum on-campus class sessions for this course, unit credit cannot be earned if a candidate has more than one class absence. Exceptions to this policy will be allowed only with the approval of the instructor, based on an adequate plan for the student to satisfactorily complete all requirements for the course.

Education (MAED): Attendance at all regularly scheduled classes is mandatory. If a student misses more than one class session for any course, the student may be given an 'F' and required to repeat the course. Extenuating circumstances will be considered at the discretion of the instructor and/or Dean of the School of Education. No one may attend any class unless fully enrolled in that class. Instructors may not give permission to attend a class to anyone not enrolled in the course.

Education (MED): Attendance in professional education classes is critical. Course content is cumulative throughout the program. The Teaching Performance Assessment (TPA) which must be passed before being eligible for a teaching credential is based on teacher performance expectations which are integrated throughout the coursework. Practice TPA activities are also woven into the courses. Therefore, attendance at all regularly scheduled classes is mandatory. If a student misses more than one class session for any course, the candidate may be required to repeat the course. Extenuating circumstances will be considered at the discretion of the instructor.

Early departure may be classified as a tardy or absence. Students are expected to notify their instructor of planned absences in advance and unplanned absences, due to sickness or emergency, within a reasonable period of time. If you are enrolled in a blended class, you are required to log in and submit your online assignments by the due date. Failure to do so will be counted as an absence. On average, students should expect to spend two hours in preparation for each hour of class time.

15/16 Week Courses - Attendance at each session is expected. Two absences will adversely affect the student's final course grade. Three absences will require a student to drop the course. Students are expected to be present for the entire class period. Three tardies equal one absence.

7/8 Week or Summer Courses - Due to the compressed nature of these courses, attendance at ALL sessions is expected. One absence will adversely affect the student's final course grade. Two absences will require a student to drop the course. Students are expected to be present for the entire class period. Two tardies equal one absence.

Executive Coaching and Consultation (EXCC): Students are expected to attend all classes or watch the class recordings, synchronous and asynchronous to have completed the readings and assignments by the due date, and to be active and involved in class discussion and discussion boards. On average, students should expect to spend approximately 13-16 hours per week (for a 7-week long course). Course absences include missing a virtual class and/or not watching the recording, missing a homework partner call, or not participating in a weekly discussion board. Unexcused absences of even one class session may incur a reduction of up to one letter grade (i.e., A to B).

For an absence to be excused, a valid excuse must be cleared with the instructor prior to the scheduled class time. Excuses that relate to emergent circumstances, illness, and work-related events will be considered for a make-up assignment/activity (one excused absence only). Two or more absences can result in a non-passing grade.

Healthcare Administration (MHA): Registered students have freely accepted personal responsibility for enrollment and class attendance.

Students are expected to attend all classes and sessions for the courses in which they are enrolled. Since the online class meets via synchronous sessions, attendance is mandatory. 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 Concordia policy and procedures, to record student attendance.

Students are expected to attend all Live Virtual Meetings. However, if a student needs to miss a meeting, he/she must complete a 2-page APA style paper that explores the Main Topic for the missed meeting. Students will find the Main Topic located in the weekly schedule and Blackboard course shell. Each paper must demonstrate an understanding of the topic, and be supported by a minimum of two credible sources that are both cited in text and properly referenced. In addition, students must watch the recorded meeting and complete an outline of the session.

Papers and outlines are due no later than the Sunday following the missed scheduled meeting by 11:59pm. Failure to submit the paper and outline by the deadline may result in a failing grade in the course.

International Studies (MAIG): Due to the nature and schedule of the courses, attendance at all regularly scheduled synchronous class sessions is mandatory. Only under extenuating circumstances will absences be excused at the discretion of the instructor or/and program director. Failure to attend classes does not constitute withdrawal. If a student misses one class session for any course, the candidate may be required to repeat the course.

Master of Business Administration (MBA): Attendance at all regularly scheduled classes is expected. Excessive absences may result in the student failing the course, and the course would need to be repeated. Each course syllabus will specify attendance requirements including attending class late. Attendance at the first class is critical for the success of the student. Non-attendance at any class meeting including the first class or attending the class late, may result in a penalty of 15% or more of the student's grade, in addition to any assignments, quizzes, or exams missed. If a student misses the first night of a class and does not communicate with the instructor or Academic Advisor via Eagles email prior to the start of class, the student may be dropped from the course.

Nursing (MSN): Registered students have freely accepted personal responsibility for enrollment and class attendance and participation.

Students are expected to attend all classes, synchronous and asynchronous to have completed the readings and assignments by the due date, and to be active and involved in class discussion and discussion boards. On average, students should expect to spend two hours in preparation for each hour of class time. 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. Although an occasional absence may be unavoidable, it will not excuse a student from meeting the requirements of the course.

Students are responsible for completing all coursework missed due to absences, as well as completing all coursework that may be assigned on the days of absence in a timely manner that is deemed reasonable and prudent.

Organizational Leadership (ORGL): Students are expected to attend all classes or watch the class recordings, synchronous and asynchronous to have completed the readings and assignments by the due date, and to be active and involved in class discussion and discussion boards.

On average, students should expect to spend approximately 13-16 hours per week (for a 7-week long course). Course absences include missing a virtual class and/or not watching the recording, missing a

homework partner call, or not participating in a weekly discussion board.

Unexcused absences of even one class session may incur a reduction of up to one letter grade (i.e., A to B). For an absence to be excused, a valid excuse must be cleared with the instructor prior to the scheduled class time. Excuses that relate to emergent circumstances, illness, and work-related events will be considered for a make-up assignment/activity (one excused absence only). Two or more absences can result in a non-passing grade.

Public Health (MPH): Registered students have freely accepted personal responsibility for enrollment and class attendance. Students are expected to attend all classes and sessions for the courses in which they are enrolled. Since the online class meets via synchronous sessions, attendance is mandatory. 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 Concordia policy and procedures, to record student attendance. Students are expected to attend all Live Virtual Meetings. However, if a student needs to miss a meeting, he/she must complete a 2-page APA style paper that explores the Main Topic for the missed meeting. Students will find the Main Topic located in the weekly schedule and Blackboard course shell. Each paper must demonstrate an understanding of the topic, and be supported by a minimum of two credible sources that are both cited in text and properly referenced. In addition, students must watch the recorded meeting and complete an outline of the session. Papers and outlines are due no later than the Sunday following the missed scheduled meeting by 11:59pm. Failure to submit the paper and outline by the deadline may result in a failing grade in the course.

Theology: The university attendance policy applies to non-intensive courses. Student must attend one summer intensive over the course of degree program. Only one class period of a summer intensive may be missed, and only with permission of both instructor and program director.

CMC students will typically be required to attend four summer intensives in order to complete the required courses. Only one class period of a summer intensive may be missed, and only with permission of both instructor and program director.

Completion Time Limit

All degree coursework must be completed within the following timeframes:

- **Coaching (MCAA & MSCE):** six (6) years
- **Counseling (COUN):** six (6) years
- **Doctor of Education (EDD):** seven (7) years; minimum of 33 months (start to dissertation defense)
- **Doctor of Philosophy (PHD):** seven (7) years
- **Education (MAED):** five (5) years
- **Education (MED):** seven (7) years
- **Executive Coaching and Consultation (EXCC):** no time limit
- **Healthcare Administration (MHA):** six (6) years
- **International Studies (MAIG):** two (2) years
- **Master of Business Administration (MBA):** six (6) years
- **Nursing (MSN):** five (5) years
- **Organizational Leadership (ORGL):** no time limit
- **Public Health (MPH):** six (6) years
- **Theology:** no time limit

Course Repeats

A master's degree course may be repeated in order to improve the GPA necessary for continued enrollment in the program. Courses must be repeated at Concordia. When a course is repeated, the higher grade takes precedence and is calculated in the GPA. The lower grade is still indicated on the transcript but is not calculated in the GPA.

The following repeat limits apply:

- **Coaching (MCAA & MSCE):** one (1) course may be repeated one (1) time
- **Counseling (COUN):** one (1) course may be repeated one (1) time
- **Doctor of Education (EDD):** one (1) course may be repeated one (1) time (petition to Dean required)
- **Doctor of Philosophy (PHD):** one (1) course may be repeated one (1) time
- **Education (MAED):** one (1) course may be repeated one (1) time
- **Education (MED):** one (1) course may be repeated one (1) time (see handbook for specifics about field placement courses)
- **Executive Coaching and Consultation (EXCC):** one (1) course may be repeated one (1) time
- **Healthcare Administration (MHA):** one (1) course may be repeated one (1) time
- **International Studies (MAIG):** one (1) course may be repeated one (1) time
- **Master of Business Administration (MBA):** two (2) courses may be repeated one (1) time each
- **Nursing (MSN):** one (1) course may be repeated one (1) time
- **Organizational Leadership (ORGL):** one (1) course may be repeated one (1) time
- **Public Health (MPH):** one (1) course may be repeated one (1) time
- **Theology:** unlimited courses may be repeated one (1) time each; CMC students may appeal to repeat a third time

Full Time / Part Time

Full-time status is defined as:

Master students: 6 units or more per semester

Doctoral students: 3 units or more per semester

Part-time status is defined as:

Master students: 3 units or more per semester

Doctoral students: 1 unit or more per semester

Coaching (MCAA & MSCE): Students are limited to taking 8 units during the Fall, Winter, and Spring terms and 12 units during the Summer term.

Counseling (COUN): Students are considered on a three year track when taking one course per part of term and students taking two courses per part of term are considered on a two year track. Course tracks can be referenced in the Guide to Typical Program which outlines courses and typical progression through the program.

Executive Coaching and Consultation (EXCC): Students are considered on a three year track when taking one course per part of term and students taking two courses per part of term are considered on a two year track. Course tracks can be referenced in the Guide to Typical Program which outlines courses and typical progression through the program.

Healthcare Administration (MHA): The Fall, Spring and Summer terms each have two 7-week sessions: Session 1 and Session 2. Students are limited to taking three units during each session in the Fall, Spring, and Summer, for a total of six units a semester. However, students may take six units in a session with prior approval from the Program Director.

International Studies (MAIG): Students wishing to complete the program in the designated time frame must be enrolled as full time students by following the program's course plan for each term. Part-time status is permissible and can be discussed with the academic adviser and is subject to the approval of program director. Part-time students are responsible to find out if and how their part-time status would affect their financial aid, should it apply.

Organizational Leadership (ORGL): Student are considered three year track (Part-Time) that are taking one course per term and students taking two courses per term are considered 2 year students (Full-Time). Course tracks can be referenced in the Guide to Typical Program which outlines courses and typical progression through the program.

Public Health (MPH): The Fall, Spring and Summer terms each have two 7-week sessions: Session 1 and Session 2. Students are limited to taking three units during each session in the Fall, Spring, and Summer, for a total of six units a semester. However, students may take six units in a session with prior approval from the Program Director.

Grades

Minimum Grade Per Course

Students must earn the following minimum grades for coursework applied towards fulfillment of degree or certificate requirements:

- **Coaching (MCAA & MSCE):** B- or better
- **Counseling (COUN):** B or better
- **Doctor of Education (EDD):** B- or better
- **Doctor of Philosophy (PHD):** B or better
- **Education (MAED):** B- or better, with the exception of one C
- **Education (MED):** B- or better
- **Executive Coaching and Consultation (EXCC):** C or better
- **Healthcare Administration (MHA):** C or better
- **International Studies (MAIG):** C or better
- **Master of Business Administration (MBA):** C or better
- **Organizational Leadership (ORGL):** C or better
- **Nursing (MSN):** B or better
- **Public Health (MPH):** C or better
- **Theology:** C or better

Minimum GPA to Graduate

Students in all graduate programs must complete their degree with a minimum overall cumulative Grade Point Average (GPA) of 3.00.

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. For the traditional undergraduate program, 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. For all graduate degree and nontraditional bachelor's degree programs, incomplete deadlines are established by the program and published in the program handbook.

IP (In Progress)

For undergraduate programs, an "IP" is 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 if the work is not completed. For graduate degrees, the "IP" grade is assigned for courses that are designed to take more than one term to complete. The "IP" will remain on the transcript and the student will receive a grade in a subsequent term.

P (Pass) / NP (No Pass)

Assigned in selected courses and educational experiences where a letter grade is not assigned (e.g. Capstone projects, Doctoral dissertations, Master's theses, Internships, Practicums, and other courses as determined by individual programs and published in the program handbook). The P/ NP grade is not factored in for Grade Point Average (GPA) purposes.

W (Withdrawal)

For the traditional undergraduate degree program, full-semester courses may be dropped without record of enrollment during the first 2 weeks of the semester and during the first week for shorter terms. From week 3 through week 11, courses may be withdrawn from with a "W" with the approval of the instructor or Dean/Assistant Dean of the school. A "W" in a Core Course requires the approval of the Director of Core. No courses may be withdrawn from after week 11. For all graduate degree and nontraditional bachelor's degree programs, withdrawal deadlines are established by the program and published in the program handbook.

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.

Graduation Requirements

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.

Graduation Requirements:

1. Complete all degree requirements.
2. File a graduation application with the Office of the Registrar whether participating in commencement or not.
3. Complete payment of all fees and tuition due Concordia University Irvine.
4. Normally, students will not be allowed to take part in graduation ceremonies until **all** requirements are completed.

Handbook

More information on these and other policies can be found in the program handbook:

Coaching (MCAA & MSCE) Handbook (<https://www.cui.edu/academicprograms/graduate/coaching/ma-athletics-administration>)
 EdD Handbook (<https://www.cui.edu/academicprograms/graduate/edd/educational-leadership/handbook>) (<https://www.cui.edu/academicprograms/graduate/healthcare-administration/curriculum>)
 MAED Handbook (<https://www.cui.edu/en-us/academicprograms/graduate/maed/curriculum-instruction/index/id/25008>)
 MAIG Handbook (<https://www.cui.edu/online/degrees/masters/international-studies>)
 MBA Handbook (<https://www.cui.edu/en-us/academicprograms/graduate/mba/index/id/16871>)
 MED Handbook (<https://www.cui.edu/academicprograms/graduate/teacher-credential/handbook>)
 MHA Handbook (<https://www.cui.edu/academicprograms/graduate/healthcare-administration/curriculum>)
 MPH Handbook (<https://www.cui.edu/academicprograms/graduate/public-health>)

Independent Study

An Independent Study course is one that is normally found in the Academic Catalog but is not offered in the current semester or cannot be taken at its scheduled time in the current semester. No more than six (6) units of independent study may count towards fulfilling degree requirements.

Multiple Degrees and/or Certificates

In order for students to receive more than one (1) degree or certificate from Concordia University, fifty percent (50%) of the units counted to earn a degree and/or certificate must be distinct from units counted to earn another degree and/or certificate.

Registration

The open registration window and withdrawal deadlines for most classes will be set by the university (typically the first two weeks of class for fifteen-week classes, and the first week of class for shorter classes). Please pay close attention to the add/drop dates; they will be strictly enforced. Academic Calendars (<https://www.cui.edu/studentlife/registrar/academic-calendars>) are published with specific registration dates.

Adding Courses: A course may be added during the open registration window. Please contact your Academic Advisor or refer to the program handbook for specific instructions.

Dropping Courses: A course may be dropped during the open registration window without receiving a "W" on the academic record. Courses dropped after that will receive a grade of Withdrawal "W." For 7-8 week courses, students may withdraw ("W") until the end of week 5; for 14-16 week courses, students can withdraw ("W") until the end of week 11. MBA students may not drop after the thirteenth week of a full semester course, or after week six for a shorter class. **You must formally withdraw from a course; non-attendance does not constitute a withdrawal.** If a course is not officially dropped, the instructor will assign the grade earned. Contact the Office of the Bursar for the current refund policy for dropping or withdrawing from a course. Please contact your Academic Advisor or refer to the program handbook for specific instructions to drop a course.

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.

Stop Out

Students who have not enrolled for two or more semesters who wish to return to their program must reapply for admission, which is not guaranteed. Inactive students returning from inactive status will return at the tuition rate in effect upon their return and will follow the catalog requirements in effect for the semester they return. Inactive students returning from inactive status may be required to take additional coursework if the degree requirements have changed or they may have to repeat coursework if the stop-out period exceeds the program's time limit policy for degree completion. If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

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 Code of Conduct (<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.

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 (<http://www.cui.edu/studentlife/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).

Transcripts of Record

Students may obtain an official transcript of their academic record by filing a **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. The issuance of partial transcripts is strictly prohibited. Transcripts from other academic institutions are the property of Concordia University and, as such, are under the control of the Office of the Registrar. 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. Under federal policy, students have the right to view the documents in their file; the university will not make copies of these documents.

Transfer Credit

The following guidelines apply to graduate transfer credit:

- No more than six (6) credit hours of graduate work may be transferred from another institution. Coaching (MCAA and MSCE) students are allowed to transfer up to nine (9) units.
- Only grades of "B-" or better will be accepted for transfer credit for all programs except Master of Business Administration (MBA). A grade of B or better is required for MBA.
- Transfer courses are evaluated by the appropriate advisor in consultation with the program director. If approved, the advisor or program director will submit a substitution form to the Office of the Registrar.
- Credit must have been granted by a regionally accredited U.S. institution or foreign university. If the latter, evaluation from an approved foreign transcript evaluation service is required.
- Only graduate-level courses completed for graduate credit at the transfer institution before enrollment in the Concordia University graduate program will be accepted.
- Each program determines how old the transfer course can be. They are as follows:
 - **Coaching (MCAA & MSCE):** no time limit
 - **Counseling (COUN):** six (6) years
 - **Doctor of Education (EDD):** transfer credit not accepted
 - **Doctor of Philosophy (PHD):** five (5) years, and must be CACREP accredited
 - **Education (MAED):** five (5) years
 - **Education (MED):** transfer credit not accepted
 - **Executive Coaching and Consultation (EXCC):** no time limit
 - **Healthcare Administration (MHA):** six (6) years
 - **International Studies (MAIG):** no time limit
 - **Master of Business Administration (MBA):** six (6) years
 - **Nursing (MSN):** no time limit
 - **Organizational Leadership (ORGL):** no time limit
 - **Public Health (MPH):** six (6) years
 - **Theology:** no time limit
- All prospective students must submit official transcripts of coursework completed at other colleges and universities to the Office of the Registrar at the time of admission.

Online Bachelor Degree Policies

Academic Advising

Professional 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 and integrity. 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/en-us/studentlife/Index/id/3472>).

Academic Standing

Academic Probation: A student having a semester grade point average (GPA) below 2.00 will be placed on probation for the following semester. Students on probation may register for no more than 13 academic units. A student having a semester GPA above 2.00 but an institutional GPA below 2.00 will remain on academic probation until the institutional GPA is at least a 2.00.

Academic Disqualification: Any student whose GPA has fallen below 2.00 for 2 consecutive semesters and whose institutional GPA is below 2.00 will be academically disqualified as a degree student. Any student whose institutional GPA is less than 1.00 in a single semester will be academically disqualified as a degree student. Upon dismissal the student has the right to appeal to the academic dismissal committee. A student can only appeal once during their participation in an undergraduate program at Concordia University.

If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

Add-Drop-Withdrawal Changes

All dates for adding, dropping, and withdrawing are published in advance of the academic year. It is the student's responsibility to complete and to submit the proper form on time for an add, drop, or withdrawal to be officially processed and implemented. 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.

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>) and graduate learning outcomes (<http://www.cui.edu/academicPrograms/provost/institutional-research-assessment/index/id/25125>) 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 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 for all undergraduate students. Students in graduate programs will be assessed in the areas of Scholarly Research, Integrated Learning, Ethical Leadership, Effective Communication, Reflective Practice, and Community Engagement. 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.

Class Postponement

Concordia University reserves the right to cancel the start date of a new group of students if enrollment is insufficient. No class may be cancelled within three (3) working days of the scheduled start.

Concurrent Registration

Students who wish to take coursework outside of Concordia University Irvine may register concurrently at other regionally accredited institutions. It is recommended that students consult with their academic advisor before taking courses to make sure the course(s) will fulfill degree requirements. If the course is being used for a major or minor requirement, approval will be required from the Department Chair for that major/minor. 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. No more than 6 units may be taken outside of Concordia during a student's last semester. Additionally, only grades of C- or better may be transferred; only transfer grades of C or better may be applied to major or minor requirements.

Consortium Agreement

Students wishing to be considered full time (12 units) by being part time at Concordia University and part time at another accredited institution may enter into a consortium agreement and receive Title IV federal financial aid. A minimum of 9 units must be taken at Concordia and all units taken must apply towards the student's degree. Additional information can be supplied by the Financial Aid Office (<http://www.cui.edu/studentlife/financial-aid>).

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.

Grade Appeal Process

The grade appeal process can be found in the Student Handbook (<https://drive.google.com/file/d/1XS1t9tRNJqdZiILQHwLMV02Ob180ti5u/view>).

Grade Replacement

A current student who wishes to repeat a course outside of Concordia University Irvine (CUI) and replace the CUI grade may do so under the following guidelines:

1. The process is not automatic and the student must initiate a Petition for Grade Replacement by Transfer Course form through the Office of the Registrar prior to taking the course outside of CUI. The Dean of the school for which the course is being replaced will approve/deny the petition.
2. Grade replacement by a transfer course is only available to undergraduate students and only coursework applied to an undergraduate degree may be considered for grade replacement.
3. All CUI grades will remain on a student's transcript. The CUI grade being replaced will be notated next to the grade by an "E" (excluded) on the transcript and the CUI grade will be excluded from the cumulative GPA.
4. A student may not take more than three (3) distinct courses for Grade Replacement.
5. The Petition for Grade Replacement shall be processed only if:
 - a. The grade earned in the enrollment at CUI was a C-, D+, D, D- or F.
 - b. The course has not been previously repeated with a C or higher for a major course, or a C- or higher for a Q&I or elective course.
 - c. A student has not been awarded an undergraduate degree from CUI.
6. Academic standing will not be adjusted for the term of the grade replacement.

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. For the traditional undergraduate program, 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. For all graduate degree and nontraditional bachelor's degree programs, incomplete deadlines are established by the program and published in the program handbook.

IP (In Progress)

For undergraduate programs, an "IP" is 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 if the work is not completed. For graduate degrees, the "IP" grade is assigned for courses that are designed to take more than one term to complete. The "IP" will remain on the transcript and the student will receive a grade in a subsequent term.

P (Pass) / NP (No Pass)

Assigned in selected courses and educational experiences where a letter grade is not assigned (e.g. Capstone projects, Doctoral dissertations, Master's theses, Internships, Practicums, and other courses as determined by individual programs and published in the program handbook). The P/ NP grade is not factored in for Grade Point Average (GPA) purposes.

W (Withdrawal)

For the traditional undergraduate degree program, full-semester courses may be dropped without record of enrollment during the first 2 weeks of the semester and during the first week for shorter terms. From week 3 through week 11, courses may be withdrawn from with a "W" with the approval of the instructor or Dean/Assistant Dean of the school. A "W" in a Core Course requires the approval of the Director of Core. No courses may be withdrawn from after week 11. For all graduate degree and nontraditional bachelor's degree programs, withdrawal deadlines are established by the program and published in the program handbook.

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.

Graduation Requirements

Graduation is both the end of your immediate academic journey in the Online Bachelor's Degree (OBD), and the beginning of your journey of continued learning and professional career. Many graduates of the OBD 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 OBD major you will need to make sure you apply for graduation with the Office of the Registrar (<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.

Bachelor's degree students must meet the following criteria:

1. Complete at least 120 semester units or the equivalent.
2. Complete the required units in an approved OBD major course of study.
3. Complete 9 units of theology from the general education curriculum (6 units for students who enter with 24 or more semester units and have an approved AA degree or CSU/IGETC certification).
4. Maintain a cumulative GPA of 2.0 in all academic work (transferred or in residence).
5. File an application for graduation (<https://www.cui.edu/studentlife/registrar/index/id/17651>) form with the Office of the Registrar by the dates published in the Academic Calendar (p. 7).
6. Complete payment of all **fees and tuition** (p. 30) due Concordia.

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

Late Assignment Policy

Late work will be accepted only by prior arrangement with the instructor before the due date for the assignment. Full credit will not be given for late work. However, each faculty member has the prerogative to set their own policy for late work, and the policy for each course is clearly stated in the syllabus.

Latin Honors at Graduation

The following Latin honors are awarded to qualified recipients of the bachelor's degree at commencement ceremonies. These Latin 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.

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

Residency Requirement

A minimum of 32 units must be completed in residence at Concordia. Of those 32 units, 21 must be upper division (300/400 level) and at least 18 of these units must be in the major.

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 30 units in residence at Concordia University.
2. They complete all Concordia University Q&I 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.

Special Requirements for Majors and Minors

Students may complete a major or minor by completing the required units. The following rules apply with regard to major/minor relationships.

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.

Stop Out

Students who stop out for one semester and now desire to re-enroll at Concordia are required to be readmitted to the university. All students who are applying for readmission must go through the admission process and should contact the Concordia Admission Office for an application.

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.

- Students must submit official transcripts from all institutions attended during the absence from Concordia. All readmission applications are reviewed by the Admission Committee. Readmission to the university is not guaranteed.

Students returning to Concordia after an absence of one (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. If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

Student Classification

For various purposes on campus (e.g., 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 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 Code of Conduct (<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.

Student Rights and Privacy

Each student of Concordia University has a right to

- review their official educational records, files, documents, and other materials which contain information directly related to them, and
- 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 (<http://www.cui.edu/studentlife/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).

Transcripts of Record

Students may obtain an official transcript of their academic record by filing a **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. The issuance of partial transcripts is strictly prohibited. Transcripts from other academic institutions are the property of Concordia University and, as such, are under the control of the Office of the Registrar. 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. Under federal policy, students have the right to view the documents in their file; the university will not make copies of these documents.

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 county's ministry of education (requires transcript evaluation by a CUI-approved agency).

Concordia accepts the following General Education certifications to fulfill most of the university's general education requirements:

- Intersegmental General Education Transfer Curriculum (IGETC)
- California State University (CSU) General Education Breadth requirements
- Associate Degree for Transfer (ADT)
- Oregon and Washington's Direct Transfer Associate degree (DTA). Comparable transfer certifications from other states can be considered on a case by case basis.

- Associate of Arts (AA) and the Associate of Science (AS) degrees that meet the CSU General Education Breadth requirements

Course requirements for the IGETC, CSU General Education Breadth, ADT, DTA, comparable transfer certifications, and the AA and AS degrees must be completed prior to matriculating to Concordia. Official certifications and degrees must be submitted upon completion of all required courses.

A total of eighty-eight (88) semester units are allowed for transfer students, of which a maximum of seventy (70) semester units may be transferred from a regionally accredited community college. Additionally, within the 88 and 70 semester units, only 30 non-accredited, credit by exam (AP, CLEP, DSST), and/or military units may be transferred. 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 or minor requirements for graduation.

To receive credit for AP, CLEP, DSST and IB, official scores must be submitted to the Office of the Registrar prior to the beginning of the students's final semester.

Non-Accredited Units

Non-Accredited credits are those that come from institutions that are not accredited by a regional accrediting agency. Under certain circumstances, Concordia accepts credits earned by students who transfer from these institutions.

- Non-Accredited units are only accepted if taken before a student matriculates to Concordia.
- Non-Accredited transfer courses may not be applied to major or minor requirements.
- Non-Accredited transfer courses may be applied to Q&I requirements and electives if approved by the appropriate division/department chair or dean.

Withdrawal from School

Undergraduate students who no longer wish to continue their enrollment at Concordia University must formally withdraw from the university through the Office of the Registrar (<http://www.cui.edu/studentlife/registrar/index/id/17620>) by completing a withdrawal form. 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 (<http://www.cui.edu/studentlife/financial-aid>) regarding eligibility after withdrawal. 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. If a student leaves Concordia University on academic probation and is subsequently readmitted, or if the student is dismissed and readmitted, the student will return on academic probation, regardless of any courses the student may have taken and grades earned in the interim and transferred into Concordia University.

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:

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

Concordia University Awards, Grants and Aid

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

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 Office of Undergraduate Admissions 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://fafsa.gov>) (**FAFSA**): FAFSA is available on the Web at www.fafsa.gov (<http://www.fafsa.gov>). All students applying for need based aid (including federal and state aid) **must** complete a FAFSA. The FAFSA must be

received by the federal processor on or before March 2 (received, not postmarked). Concordia University's federal school code is 013885.

- California Grant Program (<http://www.csac.ca.gov>): 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

When a student submits the FAFSA (<https://fafsa.gov>) online, they may be randomly selected by the Federal processor for a process called "verification." This means the Department of Education requires the university's financial aid office to determine the accuracy of the information the student provided on their online FAFSA application. Students who receive this notification are asked to complete the following steps in compliance with Federal guidelines.

Verification Steps

1. Complete the IRS Data Retrieval through FAFSA on the web (<https://www.cui.edu/studentlife/financial-aid/undergraduate/verification-process>).
2. Submit the appropriate verification forms to the Office of Financial Aid as requested.

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 April 1 will receive 25% less in institutional aid. Returning students who complete their financial aid files after June 1 will receive 50% less

in institutional aid. Students completing after July 1 will receive 75% less in institutional aid. August 7 is the final deadline for all financial aid documents. Documents requested to complete a financial aid file must be submitted 14 days prior to the close of the term. **For all students:** FAFSA's received after August 30 will not be eligible for any need-based institutional aid.

Students approved for readmission to the university are eligible for financial aid based on financial aid awarding policies based on initial entrance to the university as a freshman or transfer student.

Financial Aid Satisfactory Academic Progress (SAP)

Federal regulations require all schools participating in Title IV 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 Grade Point Average (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 the university. 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 Honor's Scholarship requires a cumulative GPA 3.3
- Undergraduate Presidential Honor's Scholarship requires a cumulative GPA 3.5
- 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 Time frame.

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 Time Frame

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 he/she did not receive financial aid. The maximum timeframes are listed below:

- Bachelor Degree's 180 or 192 Hours Attempted
- Graduate Degree's Hours Attempted 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 one 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 Satisfactory Academic Progress (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 time frame 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.

Audited Courses

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

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. Additional information regarding Consortium Agreements can be found here (p. 8).

Hours Attempted

Hours attempted include all hours pursued in the student's career and are counted in the maximum time frame 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.

Repeated Coursework

Undergraduate 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 college's minimum cumulative qualitative or quantitative SAP standards, the university may immediately place the student in a probation status for 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, F, W or GD 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.

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 (<https://www.cui.edu/studentlife/financial-aid/undergraduate/policies>) 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 over payment. 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 over payment, the student will lose his/her eligibility to receive future federal financial aid at any institution.**

Payment of Tuition and Fees

All tuition and fees are due and payable as published online at 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) or online at www.cui.edu/onlinepayments (<http://www.cui.edu/onlinepayments>). Failure to pay fees by the established deadlines will result in a financial hold, late fees and may cause the student to be dropped from **all** classes.

Financial Holds on Unpaid Balances and Registration

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

Degrees will not be conferred and diplomas will not be issued until an outstanding student account balance has been paid in full.

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

Refund Policy

Cancellation of Enrollment

A student may terminate enrollment prior to the beginning of the semester by contacting the Office of the Registrar 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 Office of the Bursar for refunds (i.e., tuition, room, board). The student is responsible to pay any outstanding charges to the university. Please visit the Office of the Bursar (<https://www.cui.edu/bursar>) website 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 (<https://www.cui.edu/studentlife/financial-aid/undergraduate/policies>) 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.

STUDENT SERVICES

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 employer panels, seminars, skill workshops and recruiting fairs.

Cleary Act/Annual Security and Fire Safety Report

Concordia University Irvine is committed to assisting all members of its community in providing for their own safety and security. As per the Cleary Act, you are entitled to Concordia University's Annual Security and Fire Safety Report (<https://www.cui.edu/campus-safety/Index/id/12840>).

If you would like to receive a hard copy of this report, stop by the Campus Safety Office in the Administration building room 103 at 1530 Concordia West, Irvine CA 92612, or request that a copy be mailed to you by calling 949-214-3007.

The Annual Security and Fire Safety Report contains information regarding campus security and personal safety including topics such as: crime prevention, fire safety, crime reporting policies, crime statistics for the three previous calendar years concerning reported crimes that occurred on campus and/or in the area, disciplinary procedures, and other matters of importance related to security and safety of campus.

This information is required by law and is provided by Concordia University Irvine.

Disability and Learning Resource Center

The Disability and Learning Resource Center (DLRC) (<http://www.cui.edu/dlrc>) is committed to ensuring that Concordia University Irvine is a campus that is inclusive and accessible for its diverse population of disabled students, faculty, staff, and visitors. The mission of the Disability and Learning Resource Center is to advance inclusion, diversity, equity, and access by addressing barriers in the learning, working, social, and physical environments of Concordia University Irvine. We address barriers by providing disability resources in diverse partnerships with instructors, campus departments, disabled students, and University leadership. Concordia University is dedicated to providing students with disabilities access to the programs, services, and activities of the University as required by the Americans with Disabilities Act (1990) and Amendment (2008) and by Section 504 of the Rehabilitation Act (1973).

Section 504 states: "No otherwise qualified individual shall, solely by his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

International Student Services

The International Center (<https://www.cui.edu/academicprograms/international-students>) team collaborates with campus departments to assist international students in their transition and continual success at the university.

Library

The Library collection totals about 70,000 print volumes and more than 210,000 online volumes through EBSCO eBooks. In addition to print and eBooks, the Library subscribes to more than 38,000 electronic and print journals as well as several major newspapers.

During the academic year, the Library is open seven days a week and provides access to research computers, group study rooms, as well as printing and copying services. The library catalog, eBook collection, research databases, and research guides 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, 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).

Office of the Registrar

The Office of the Registrar (<https://www.cui.edu/studentlife/registrar>) is responsible for maintaining the academic records of the institution. We serve all students, current and former. The office can assist you with address changes, articulation and transfer credit, course schedules, degree posting and commencement, enrollment verifications, NCAA academic eligibility, registration of classes, transcript orders, and other record questions. The office is located on the main floor of Grimm Hall North or can be reached at registrar@cui.edu.

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.

Spiritual Life

At the heart of the Great Commission University is the desire to raise up the next generation of disciples. In order to facilitate the discipleship process the university established a campus ministry called abbey west (<http://www.cui.edu/studentlife/student-leadership/index/id/19507>). The goal of abbey west is to engage students in a discipleship process that is rooted in and centered on the gospel.

Gospel-centered discipleship is accomplished through events, activities, and experiences such as: chapel, Sunday evening worship, on-campus Bible studies, as well as through local and global mission, service, and witnessing opportunities.

While abbey west functions under the auspices and with the support of area Lutheran Church— Missouri Synod (<http://www.lcms.org>) congregations it is not a ministry just for Lutheran students. Rather abbey west seeks to engage all students with the gospel and invite them to participate in the discipleship journey together.

Also if you are in need of some spiritual counseling the pastoral staff in abbey west is happy to serve you.

For more information or to set up a pastoral appointment please send an e-mail to abbeywest@cui.edu or call (949) 214-3113.

Student Identification Cards

Concordia student identification (ID) cards are available at the Office of Campus Safety (<http://www.cui.edu/safety>) in the Administration

Building, room 103. Students will need to provide a driver license or government issued ID. Students are required to carry Concordia ID cards on their persons while on campus and need their ID cards 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. The first ID card is free. Replacements for lost or damaged cards cost \$25.

Title IX

Title IX (<http://www.cui.edu/title-ix>) is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity. As a Christian institution, we believe that sexual intimacy is part of God's perfect and good design for our lives and should be experienced within a loving and committed union of marriage. As a university we are working to create a safe and supportive campus community free from sex-discrimination. We want to make sure that anyone who reports experiences related to such discrimination feels safe, knows his or her rights, and is aware of all available resources and options to continue to have the opportunity to be successful. We will support all students Title IX-related journey with privacy, equity, due process, and, most importantly, with Christian care and concern.

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/campus-safety/index/id/54>) and the laws of the State of California. It is the student's responsibility to abide by these regulations. Concordia's vehicle regulations can be found on Campus Safety's website (<http://www.cui.edu/safety>). The university cannot assume liability for loss or damage by theft or accident involving automobiles or motorcycles, of which the owners are advised to provide adequate insurance protection. Persons operating bicycles on university property must also comply with university policy and are encouraged to register their bicycle with the Office of Campus Safety in the Administration Building, room 103.

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 and/or tow. Parking permit applicants need to show proof of current vehicle registration, a current driver's license and possess a Concordia ID Card. Visitor parking permits are available at the gatehouses and are issued for 2 business days. Temporary parking permits are also available at the Office of Campus Safety for individuals who need a pass for more than 2 business days.

Due to parking limitations on campus, 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/safety>) or contact the Office of Campus Safety at campussafety@cui.edu.

Veterans Resource Center

Veterans Benefits

Concordia University, Irvine has been approved to train veterans receiving benefits from the Department of Veterans Affairs in accordance with U.S. Code Title 38. Eligible veterans and their

dependents seeking educational training may qualify to use Title 38, chapters 1606/1607, 30, 31, 33 Post 9/11, 35 (to include Fry Scholarship). Refer to the Department of Veteran Affairs for eligibility criteria.

CUI was designated a Military Friendly School in 2019 and was ranked 20th (tied) in the list of Best Regional Universities in the West for Veterans by US News in 2019.

The Veterans Resource Center

The Staff Sergeant Matthew Thompson Veterans Resource Center (VRC) is located in the Administration building room 100 and can be reached at (949) 214-3129 or veterans@cui.edu. All eligibility for VA benefits remains under the jurisdiction of the VA and not the School Certifying Official (SCO). The SCO abides by School Certifying Official Handbook (http://benefits.va.gov/GIBILL/docs/job_aids/SCO_Handbook.pdf) for all policies and procedures of students using the GI Bill ®.

The mission of the VRC is to assist VA beneficiaries with transitioning from the military to the classroom by creating a campus community that ensures their well-being. Our ultimate goal is to prepare student veterans, spouses, and dependents to fully transition into the workforce and contribute to society as wise, honorable, and cultivated citizens. Aside from striving to be the most military friendly university, the VRC serves as the liaison between the student and the Department of Veterans Affairs.

The VRC office includes free services such as coffee, printing, refrigerator, microwave, envelopes, scantrons, bluebooks and we even have a Netflix account. It can also be used as a place to study, and network with other student veterans, dependents and spouses.

It is highly recommended that students utilizing VA educational benefits meet with the VRC Director during the semester to go over their remaining entitlement and student account. This can be done in person, over the phone or through Google Hangouts.

For more information, questions or concerns please contact the VRC at (949) 214-3129 or veterans@cui.edu. Other ways to connect with us are on our website (<http://www.cui.edu/veterans>), Facebook (<http://www.facebook.com/VeteransCUI>), Instagram (https://www.instagram.com/cui_veterans) or our Veteran LinkedIn (<https://www.linkedin.com/groups/13533362>) group.

Honor Cords at graduation

United States Armed Forces Designation: The red, white and blue cords are worn by students who have honorably served or are currently serving in the United States Armed Forces. Please submit your DD-214 to the VRC.

Institutional Aid

Undergraduate students are highly recommended to work with the VRC and Financial Aid to create a maximum financial aid award each year. It may be beneficial to apply for FAFSA.

Study Abroad Programs

Chapter 33 benefits that pay tuition and fees directly to CUI

VA will pay:

- CUI's tuition and fees for your approved degree plan
- Book stipend
- Monthly housing allowance based on CUI's zip code

In order for VA to pay any additional fees specific to the study abroad program, the study abroad option must be required for graduation.

VA will not pay:

- Costs related to travel (airfare, passport, lodging and meals)
- Third party charges

Submit VA Form 22-1995 to the VA for any school that hosts the study abroad program to make sure that they are an approved VA certifying institution. Additional information about study abroad can be found on the GI Bill website.

VA Work Study

This program provides students using the GI Bill ® that are at least 3/4 time with a job working in the VRC serving the veteran community up to 25 hours per week based upon the number of students working and their schedules. The VRC's Director is the Work Site supervisor, however the VA pays the student's stipend at either the California or Federal minimum wage (whichever is highest). More information can be found on our website (<http://www.cui.edu/en-us/studentlife/veterans/va-work-study>).

Veterans Club

The Veterans Club is headquartered in the VRC and is open to all veterans, dependents and anyone who wishes to be a part of the veteran community. This club is a way to stay connected and involved with Concordia and other veterans/dependents who attend Concordia.

Veteran and Dependent Responsibilities

- All forms are located at on our website (<http://www.cui.edu/studentlife/veterans/forms>).
- Change of major/minor/emphasis requires either a VA Form 22-1995 or VA Form 22-5495 submitted to the VRC. We cannot certify your attendance if your major/minor/emphasis does not reflect what we have on file in the VRC.
 - VA Form 22-1995: For students using the GI Bill Chapter 30, 1606, and 33 Post 9/11
 - VA Form 22-5495: For students using the GI Bill Chapter 35 and the Fry Scholarship
- Before you drop or withdraw from a class, please contact the VRC, so that we can explain how your VA benefits may be impacted.
- Please notify the VRC immediately if you are called or will be called to active duty.
- Prior to the start of each new term that you wish to have your attendance certified to the VA, you must submit the Request to Certify form.
- Meet with Academic Advising each semester to go over your graduation plan.
- Chapter 33 Post 9/11 students utilizing a Concordia room and/or board plan: you must make payment or set up payment arrangements through the Office of the Bursar.

Veteran Tuition Discount

CUI offers a 10% tuition discount on all graduate programs and in the Online Bachelor's Degree for veterans, active duty, reserve and national guard and their spouses who are not receiving the Yellow Ribbon Scholarship. For spouses, marriage certificate and their spouse's DD-214/current orders must be submitted to the VRC.

Wellness Center

The Wellness Center (<http://www.cui.edu/wellness>) 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. Students currently registered in at least six (6) units per semester or three (3) units per quarter are eligible to receive services for a fee.

Counseling and Psychological Services (CAPS)

CAPS provides on-campus psychological counseling services for students. Services offered include:

- Individual Therapy
- Group Therapy
- Walk-In Wednesday
- Crisis management
- Psychotropic medication evaluation and management
- Psychoeducation
- Consultation

Counseling services are confidential. Generally a student receiving individual therapy comes in once a week for a 50 minute appointment at a fee of \$10 for graduate students. Scholarships are available for financial hardship. Referrals are available for off-campus resources as needed.

Student Health Services

Student health services are available for eligible students. There is a \$25/visit fee plus cost of medications. Students must log in to their electronic medical records @ <https://cui.medicatconnect.com/> to complete a Health History Form prior to their first visit.

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. Eligible 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 2 days later.

- **Immunizations**

MMR, 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**

Note: Although CUI does not require nor provide health insurance for students, it is highly encouraged that all students carry health insurance suitable for their needs.

The Writing Studio

The Writing Studio (<https://www.cui.edu/studentlife/writing-studio>) supports students with resources designed to strengthen academic writing. One such resource is our **Online Writing Lab (OWL)**, a virtual space to submit in-progress academic writing and receive written feedback from one of our professional writing consultants. Consultants provide feedback on papers for adherence to assignment and genre conventions, strength of claims, quality of research, evidence integration, organization and structure, and APA, MLA, and CMS formatting. The website also offers free access to additional writing resources, including *Grammarly*, an online grammar and style checker.

TUITION AND FEES

2020–2021

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

Fees (All Students)

Fee	Summer '20	Fall '20/Spring '21
Application Fee (non-refundable)	\$50	\$50
Graduation Application Fee (non-refundable)	\$185*	\$185*
International Application Processing Fee (non-refundable)	\$150	\$150
Last Registration Fee	\$50	\$50
Study Abroad Fee	\$200 thru CUI/\$500 third party	\$200 thru CUI/\$500 third party

* Priority fee if application is submitted by the first deadline. There is an additional charge for late applications.

Housing

Fee	Summer '20	Fall '20/Spring '21
Reservation Fee (returning, traditional undergraduates)		\$300 (non-refundable)
Off-Campus Housing Appeals Form Late Fee		\$250
Quads		\$3,620/semester
Sigma/Rho		\$3,385/semester
Summer:		
Student	\$32/night	
Non-student Employee	\$210/week	

Meals

Fee	Summer '20	Fall '20/Spring '21
5/week (commuters only)		\$1,470/semester
5/week flex (commuters only)		\$1,570/semester
10/week		\$2,240/semester
10/week flex		\$2,340/semester
14/week		\$2,430/semester
14/week flex		\$2,530/semester
19/week		\$2,515/semester
19/week flex		\$2,615/semester
20 Meals + 50 flex dollars (commuters only)	\$220	\$220
30 Meals + 50 flex dollars (commuters only)	\$289	\$289

40 Meals + 50 flex dollars (commuters only) \$347 \$347

Undergraduates

Fee	Summer '20	Fall '20/Spring '21
Deposit (required)		\$500
Student Service Fee		\$375/semester
Freshman Seminar Fee		\$110 (one-time fee)
New Student Orientation Fee		\$165 (one-time fee)
International Undergraduate Orientation Fee		\$100 (one-time fee)
Full-time Tuition (12-18 units)		\$18,625/semester
Tuition Overload (18.5+ units)		\$610/unit
Part-time Tuition		\$1063/unit
Online Tuition (Degree and Non-degree Courses)	\$350/unit	
May Intensive-term Courses	\$420/unit	
Applied Music Tuition		\$608/unit
Audit Tuition		25% of per unit cost for the program
Study Tour Courses	\$430/unit	\$430/unit

Graduate and Non-Traditional Undergraduate Audit Fees

*Cost per unit for an audited course is 25% of the per-unit tuition rate for that program. If the program has a tuition cost of \$545 per unit, the audited cost would be \$136.25 per unit. Please click on a program below to see their per-unit tuition costs.

Christ College: Director of Christian Education (DCE)

Fee	Summer '20	Fall '20/Spring '21
Stateside Internship Fee (flat rate)		\$7,019
International Internship Fee (flat rate)		\$10,595

Doctor of Education (EdD)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$995/unit	\$995/unit
Student Service Fee	\$200/semester	\$200/semester
Washington, D.C. trip (required)		\$1,900 plus airfare **
People's Republic of China Trip (optional)		\$3,200 including airfare **

** Preliminary estimate; subject to change

Doctor of Philosophy (PhD)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$995/unit	\$995/unit

Master of Arts in Coaching and Athletics Administration (MCAA)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$555/unit	\$555/unit
Student Service Fee		\$50 (one-time fee)

Master of Arts in Education (MAED)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$595/unit	\$595/unit
Regional Cohorts - Program Fee		\$150 (one time-fee)

Master of Arts in International Studies

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$525/unit	\$525/unit

(MAIG 515 will require additional costs for travel)

Master of Arts in Theology

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$630/unit	\$630/unit
Cross-Cultural Ministry Center	\$620/unit	\$620/unit
KINDLE Articulation Fee	\$60/unit	\$60/unit

Master of Business Administration

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$950/unit	\$950/unit

Master of Education (MEd) and Teacher Credential Program

Fee	Summer '20	Fall '20/Spring '21
Tuition: Credential Students	\$595/unit	\$595/unit
Tuition: MEd Students	\$595/unit	\$595/unit
Clear Credential/ Induction		\$600
Student Teaching Fee II (SB 2042 Program)		\$400
TPA Program and Field Experience Fee		\$275

Master of Healthcare Administration (MHA)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$615/unit	\$615/unit

Master of Public Health (MPH)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$625/unit	\$625/unit

Master of Science in Coaching and Exercise Sciences (MSCE)

Fee	Summer '20	Fall '20/Spring '21
Tuition	\$555/unit	\$555/unit
Student Service Fee		\$50 (one-time fee)

Nursing Programs

Bachelor of Science (ABSN)

Fee	Summer '20	Fall '20/Spring '21
Accelerated 2nd Degree (ABSN) Tuition	\$825/unit	\$825/unit
Assessment Technologies Institute Fee		\$575.50/semester (increase yearly beginning 7/1)
Health Assessment Fee		\$100 (one-time fee)
Skills Lab Fee		\$450 (one-time fee)
Software Subscription		\$160 (one-time fee)
Student Service Fee	\$110/semester	\$110/semester

Online Bachelor's Degree (OBD)

Business Administration and Leadership, Christian Education Leadership, Healthcare Administration, Leadership Studies, Organizational Psychology

Fee	Summer '20	Fall '20/Spring '21
Bachelor of Arts Degree	\$495/unit	\$495/unit
Bachelor of Science Degree	\$495/unit	\$495/unit

Townsend Institute (Master of Arts and Certificates)

Fee	Summer '20	Fall '20/Spring '21
Competence & Character Growth Model (Certificate)	\$615/unit	\$615/unit
Counseling (MA)	\$615/unit	\$615/unit
Executive Coaching & Consultation (Certificate)	\$575/unit	\$575/unit
Executive Coaching & Consultation (MA)	\$575/unit	\$575/unit
Organizational Leadership (Certificate)	\$575/unit	\$575/unit
Organizational Leadership (MA)	\$575/unit	\$575/unit

Payment of Tuition and Fees

All tuition and fees are due and payable as stated on the Bursar's webpage (<http://www.cui.edu/studentlife/bursar>). Tuition and fees may be paid at the Office of the Bursar located on the first floor of Grimm Hall North (Rooms 103/104) or online through MyRecords (https://myrecords.cui.edu/pls/cui/twbkwbis.P_WWWLogin?ret_code=q). Failure to pay fees by the established deadlines will result in a Bursar hold and late fees.

Bursar Holds (Financial) on Unpaid Balances and Registration

Students who are past due in any debt to the university will have a Bursar hold on their account. This type of hold prevents:

1. Registering for future semesters or classes
2. Making changes to a current class schedule
3. Checking into campus housing
4. Picking up cap and gown and participating in commencement
5. Receiving diploma

In addition, the student's meal plan may be deactivated.

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

CHRIST COLLEGE

Dean: Dr. Steven P. Mueller

Associate Dean: Dr. David W. Loy

Director of Graduate Programs in Theology: Dr. Joel Oesch

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.

Bachelor of Arts in Christian Education Leadership

Online Bachelor's Degree

This program is open to students who 1) already possess a bachelor's degree or fulfill CUI's requirements to enter an Online Bachelor's Degree (OBD) program and 2) who are working in a relevant ministry position in a church or church-related context. Students will be required to complete two short residencies on campus, one of which will be associated with DCE 450. Costs associated with the residencies are the student's responsibility. Application to the program will be made to Christ College, which will make the final decision regarding admission to the program.

Students seeking certification as Directors of Christian Education in the Lutheran Church—Missouri Synod must complete additional requirements, including an internship, after completion of the degree.

Master of Arts in Church Leadership

The **Master of Arts in Church Leadership** is part of the Center for Church Leadership's curriculum that equips and forms Christian students for entrepreneurial ministry leadership in Christian congregations as pastors and other ministry leaders. Through academic course work, spiritual and ministry formation, and hands on ministry experience, students will be prepared to serve in ministry in our ever-changing world. The Center for Church Leadership accelerates ministry training by combining undergraduate and graduate education in a unified program. Up to 23 units of the BS program will satisfy MA course requirements, enabling students to complete coursework for both their BS and MA degrees in five years. An additional year of ministry residency completes their training.

Master of Arts in Theology

The **Master of Arts in Theology** offers a core curriculum in advanced theological study for students who desire to be well prepared biblically and theologically, combined with 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 abroad. The MA in Theology degree requires 32-38 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. Students seeking DCE certification within the LCMS should take the Director of Christian Education emphasis.

Master of Arts in Theology: Director of Christian Education

Director: Prof. Rebecca Duport

The **Director of Christian Education** emphasis engages students in theology, biblical education, methodology, and principles of leadership to prepare students to serve as DCEs within a variety of church-related ministries. The emphasis is open only to LCMS students seeking DCE certification. Students who successfully complete the program and a theological interview will be eligible for DCE certification in the Lutheran Church—Missouri Synod. Students not seeking DCE certification should take the Christian Education Leadership emphasis.

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 faculty who are committed to Holy Scripture, the church's creeds, to life in Christ's Church, and to academic excellence.

Master of Arts in Theology: Servant Leadership

The **Servant Leadership** emphasis is offered in cooperation with KINDLE (The Karpenko Institute for Nurturing and Developing Leadership Excellence), an institute that works to provide advanced leadership training for Directors of Christian Education. The KINDLE seminars make up this emphasis. Students must be recommended from KINDLE to be eligible for this emphasis.

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 learn alongside intercultural colleagues from Latino, African, Pacific Rim, Middle Eastern, and Anglo backgrounds. The curriculum also serves as part of the LCMS Pastoral Certification program.

Cross-cultural Ministry Center

Director: Dr. Glenn Fluegge

The **Cross-cultural Ministry Center (CMC)** (<http://www.cui.edu/academicprograms/graduate/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.

Center for Church Leadership

Director: Rev. Jonathan Ruehs

The Center for Church Leadership will equip entrepreneurial ministry leaders by working with Christian churches to identify and form young Christians for pastor leadership, forming students personally, spiritually, theologically, and ministerially, equipping students with adaptive ministry skills for effective service in a changing context, and working collaboratively with a broad range of Christian churches to have a greater impact for the kingdom of God.

The Cross-cultural Ministry Center (CMC) Program

The curriculum of the CMC seeks to form faithful missionary pastors to launch and develop culture-crossing ministries. It is comprised of three interlinked components:

1. Coursework for a Master of Arts in Theology (Theology and Culture emphasis)
2. Courses preparing students for pastoral ministry (required for certification as an ordained minister)
3. Concurrent vicarage experience. All coursework in the CMC is embedded in real life ministry and mission experience, the "CMC Missional Vicarage." It is 4+ years, part of the requirements for completing the CMC curriculum, and runs concurrently with coursework. It consists of planning activities, carrying out those activities, and then journaling your progress. In the first half of the Missional Vicarage, vicars carry out basic mission and ministry activities at a Lutheran church. In the second half, vicars plan and finally launch and develop a new culture-crossing ministry in the community. All of this is closely coordinated with district facilitators and carried out under the guidance of a local congregation, a Mentor Pastor, and a CUI Faculty Supervisor. This vicarage experience and the submission of the final Vicarage Portfolio replace the thesis for the Master of Arts in Theology (Theology and Culture emphasis)*.

Additionally, those who speak English as their native and sole language must become familiar with a modern spoken language other than English by successfully completing six semester credits (or equivalent) of undergraduate level language courses with a "C" or better before receiving certification. The modern language must be one that will help the student with his New Ministry Start during his vicarage.

Program Requirements

MA Theology (Theology and Culture emphasis) Coursework

THL 501	Introduction to Theological Research	2
THL 502	Ministry in Cultural Context	3
THL 504	Survey of Historical Theology	3
THL 510	Lutheran Confessions	3
THL 521	World Religions	3
THL 529	Lutheran Hermeneutics and the Theology of Scripture	3
THL 565	Christianity, Ethics and Contemporary Culture	3
TPRC 521	Theology and Practice of Mission	3
TPRC 540	Entrepreneurial Mission Planting	3
Choose 1 of the following courses:		3
TSYS 511	Systematics I	3
TSYS 512	Systematics II	3

TSYS 513	Systematics III	3
Pastoral Preparation Coursework		
TGRE 501	Greek I	3
TGRE 502	Greek II	3
TEXO 507	Old Testament Isagogics	3
TEXO 510	Old Testament Book	3
TEXN 510	The Synoptic Gospels and Acts	3
TEXN 520	Romans/Pauline Literature	3
TEXN 540	Pastoral Epistles	3
TEXN 532	Johannine Corpus	3
THL 505	Polity, Leadership and Team Ministry	3
THL 530	The Reformation	3
TPRC 502	Pastoral Theology **	3
TPRC 503	Pastor as Counselor	3
TPRC 530	Homiletics I **	3
TPRC 531	Homiletics II **	3
TPRC 541	Mission Planting Institute	3
TPRC 542	Christian Worship in Cultural Context	3
Choose 2 of the following courses not taken for MA:		6
TSYS 511	Systematics I	3
TSYS 512	Systematics II	3
TSYS 513	Systematics III	3
CMC Missional Vicarage		
TVIC 501	Vicarage I: Practicum I	2
TVIC 502	Vicarage I: Practicum II	3
TVIC 503	Vicarage II: Internship I	3
TVIC 504	Vicarage II: Internship II	3
TVIC 505	Vicarage III: Mission Plant I	3
TVIC 506	Vicarage III: Mission Plant II	3
TVIC 507	Vicarage IV: Church Planting I	3
TVIC 508	Vicarage IV: Church Planting II	3
Total Units		106

* A student wishing to complete the MA in Theology (Theology and Culture emphasis) without completing all of the requirements of the CMC will need to complete THL 595 and THL 596.

** For these courses, special arrangements may be made for students in the Lutheran Churches in Mission for Christ (LCMC) track.

Application Requirements

1. Completed Application (<http://app.cui.edu/application/theology>) for admission online.
2. Submit a non-refundable application fee (see Tuition and Fees (p. 30)).
3. Request and submit official, sealed transcripts from all colleges and universities attended.
4. Submit 2 letters of recommendation using the university's reference form (http://www.cui.edu/uploadedfiles/academicprograms/graduate/theology/MA_Theo_Reference.pdf).

• Recommendations must be current and should come from persons with whom the student has studied. The letter should

address the following: academic proficiency, personal character, and competence and effectiveness in professional work.

- Examples of acceptable reference sources are employers, work supervisors, principals/assistant principals, university instructors, colleagues, or pastors.

5. Complete and submit a statement of intent (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/Graduate_Adult_Statement_of_Intent.pdf).

6. Interview with Christ College's Director of Graduate Programs or his representative.

7. Apply for financial aid and/or set up a payment plan through the Office of the Bursar (non-degree students are *not* eligible for financial aid).

Admission Requirements

The applicant must submit evidence of their ability to achieve success in a graduate program, shown by the following:

1. Full Admission: a cumulative GPA of 3.0 or better on a 4.0 scale in all previous college work.
2. Conditional 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 9 units (3 courses). If a minimum GPA of 3.25 is earned in the 3 courses (9 units), candidates may be granted regular status in a graduate program.

International Applicants

Students applying from outside the United States will be required to provide other information as necessary for preparation of the Form I-20 to obtain a visa.

Cross-cultural Ministry Center

The Cross-cultural Ministry Center has additional admissions and application requirements and specific versions of certain documents listed above. Contact the Christ College Program Coordinator for information.

Graduate Degrees

Master of Arts in Church Leadership (p. 161)

Master of Arts in Theology

Emphases:

- Christian Education Leadership (p. 161)
- Director of Christian Education (p. 162)
- Research in Theology (p. 162)
- Servant Leadership (p. 162)
- Theology and Culture (p. 162)

Master of Arts in Church Leadership

Concordia students who have completed THL 401, MACL 404, MACL 410 or MACL 411, MACL 428 or MACL 429, MACL 465 and MACL 473 (17 units, all with a grade of B or better) as an undergraduate in the Bachelor of Science in Entrepreneurial Ministry Leadership major will complete the following courses in order to receive their Master of Arts in Church Leadership.

Two courses (6 units) from the following may be taken at the 400-crosslisted level (with a grade of B or better) in the senior undergraduate year with the approval of the Director of the Center for Church Leadership.

MACL 502	Spiritual Care	3
MACL 530	Communicating the Gospel I	3
MACL 531	Communicating the Gospel II	3
TPRC 521	Theology and Practice of Mission	3
TPRC 540	Entrepreneurial Mission Planting	3
TPRC 542	Christian Worship in Cultural Context	3
Choose 1 of the following courses:		3
TEXO 510	Old Testament Book	3
TEXN 510	The Synoptic Gospels and Acts	3
TEXN 520	Romans/Pauline Literature	3
TEXN 532	Johannine Corpus	3
TEXN 540	Pastoral Epistles	3
Internship & Residency		
MACL 570	Ministry Internship I	3
MACL 571	Ministry Internship II	3
MACL 580	Ministry Residency	9
Total Units		36

Master of Arts in Theology

Core Curriculum

THL 501	Introduction to Theological Research	2
THL 504	Survey of Historical Theology	3
THL 510 or THL 511	Lutheran Confessions * Creeds and Confessions	3
THL 528 or THL 529	Seminar in Biblical Theology and Exegesis ** Lutheran Hermeneutics and the Theology of Scripture	3
THL 565	Christianity, Ethics and Contemporary Culture	3
THL 573	Systematic Doctrinal Theology	3
Emphasis		
Choose 1 of the following emphases		15-45
Total Units		32-62

* Students seeking ministerial certification in the LCMS will complete THL 510.

** Students seeking ministerial certification in the LCMS will complete THL 529.

Emphases

Christian Education Leadership

CED 502	Church Leadership	3
CED 532	Methods of Christian Discipleship	3
CED 550	Counseling in Ministry	3
THL 595	Thesis I	3
THL 596	Thesis II	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
Total Units		18

Director of Christian Education

Open only to LCMS students seeking certification as a DCE.

CED 502	Church Leadership	3
CED 532	Methods of Christian Discipleship	3
CED 550	Counseling in Ministry	3
CED 560	Adult Ministry	3
CED 570	Children's and Family Ministry	3
CED 580	Youth Ministry	3
Certification Requirements		
THL 201	History and Literature of the Old Testament	3
THL 202	History and Literature of the New Testament	3
CED 501	Introduction to Christian Education: Theory and Practice	3
THL 382	Corporate Worship	3
or TPRC 542	Christian Worship in Cultural Context	
CED 593	DCE Pre-Internship Seminar	3
Internship		
CED 594	Internship I: DCE	4
CED 595	Internship II: DCE	4
CED 596	Internship III: DCE	4
Total Units		45

Research in Theology

Choose 9 units from the following: 9

THL 590	Guided Readings *	3
THL 591	Colloquium	3
Elective course chosen in consultation with the Director of Graduate Programs from the theology graduate offerings		3
THL 595	Thesis I	3
THL 596	Thesis II	3
Total Units		15

* A maximum of 6 units in THL 590 may be applied to the MA in Theology degree.

Servant Leadership

THL 591	Colloquium *	3
THL 595	Thesis I	3
THL 596	Thesis II	3

* One Colloquium in Theology each in Theologies of Youth Ministry, Missional Youth Ministry, and Global Youth Ministry.

Theology and Culture

THL 502	Ministry in Cultural Context	3
THL 521	World Religions	3
THL 595	Thesis I	3
THL 596	Thesis II	3

TPRC 521	Theology and Practice of Mission	3
TPRC 540	Entrepreneurial Mission Planting	3
TPRC 541	Mission Planting Institute	3
Total Units		21

Online Bachelor Degree**Christian Education Leadership**

General Education Requirements can be found here (p. 177).

Theological Foundations

ATHL 201	History and Literature of the Old Testament	3
or THL 201	History and Literature of the Old Testament	
ATHL 202	History and Literature of the New Testament	3
or THL 202	History and Literature of the New Testament	
MACL 404	Survey of Historical Theology	3
or THL 304	History of the Christian Church	
MACL 410	Lutheran Confessions	3
MACL 429	Biblical Theology and Exegesis	3
or THL 429	Biblical Theology and Exegesis	
MACL 473	Systematic Doctrinal Theology	3
THL 382	Corporate Worship	3

Educational Ministry and Church Administration

DCE 402	Church Leadership	3
DCE 432	Methods of Christian Discipleship	3
DCE 460	Adult Ministry	3
DCE 470	Children's and Family Ministry	3
DCE 480	Youth Ministry	3

Professional Preparation

DCE 401	Introduction to Christian Education	3
DCE 450	Counseling in Ministry	3
DCE 493	Pre-Internship DCE Ministry Fieldwork	3
Total Units		45

SCHOOL OF BUSINESS AND ECONOMICS

Dean: Prof. George Wright
Assistant Dean: Prof. Janet Muller

Mission Statement

Delivering leaders of character shaped by Christian faculty for the global economy

Undergraduate Degree

Online Bachelor's Degree (p. 164)

- Business Administration and Leadership
Director: Prof. Andrew Grimalda

Graduate Degree

Master of Business Administration (MBA) (p. 163)

Director: Prof. Janet Muller

Graduate Degree (MBA)

Purpose Statement

The MBA Program aims to develop skillful, wise and practical leaders who add value to the professional business community.

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.

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 Management	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

- * Please refer to the MBA webpage and click on Program Information (<https://www.cui.edu/en-us/academicprograms/graduate/mba>).

Application and Admission Information

Application Requirements

1. **Domestic and International Students:** Domestic students can use the online (<https://app.cui.edu/application/mba>) or paper application (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/MBA_Application.pdf). In addition to the online option, international students can also use the paper application (http://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/International_MBA_Application.pdf). Include the specified application fee (see Tuition and Fees (p. 30)).
2. Current resume or CV.
3. Two current letters of recommendation: (Online Form (<https://www.cui.edu/en-us/academicprograms/graduate/graduate-programs-reference-form>) or PDF ([https://www.cui.edu/uploadedFiles/Admissions/Graduate/New%20Grad%20reference%20form\(on%20ivory\).pdf](https://www.cui.edu/uploadedFiles/Admissions/Graduate/New%20Grad%20reference%20form(on%20ivory).pdf))).
References should comment on academic proficiency, personal character and competence and effectiveness in professional work.
4. Statement of Intent (<https://www.cui.edu/Portals/0/uploadedfiles/AcademicPrograms/Graduate/MBA/StatementofIntentForm2.pdf>).
5. Official transcript showing bachelor's degree posted.
6. 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.

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 of 2.75 or better 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.

Conditional Acceptance

An applicant may be granted conditional 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 first semester.

Upon acceptance into the program, a student will meet with their program adviser to prepare a course plan and pre-enroll in courses.

Online Bachelor's Degree

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.

Business Administration and Leadership Program Learning Outcomes

A graduate of the Business Administration and Leadership major will be able to:

1. Communicate effectively and professionally in business environments.
2. Analyze and synthesize data as it applies to business situations.
3. Demonstrate basic skills in the areas of finance, accounting, marketing, management, human resources, information technology, operations, law, and ethics.
4. Demonstrate the application of leadership skills in a diverse business environment.
5. Analyze new business and entrepreneurial opportunities in the global business environment.
6. Recognize the implications of a Christian perspective in the business environment.

Business Administration and Leadership

General Education Requirements can be found here (p. 177).

Program Prerequisite Course Requirements

AMTH 265	Statistics (or equivalent)	3
AECO 201	Economics (macroeconomics or microeconomics)	3

Degree Requirements

BAL 303	Ethical Principles of Effective Businesses	3
BAL 306	Business Law	3
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 in the Workplace	3
BAL 331	Financial Accounting	3
BAL 332	Managerial Accounting	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		45

SCHOOL OF EDUCATION

Dean: Dr. Kent Schlichtemeier
Assistant Dean: Prof. Heather Vezner

Purpose Statement

MISSION: To prepare servant leaders who transform lives through innovative and exceptional educational practices to positively impact local and global communities.

VISION: To be a distinguished school of education that attracts, equips, and supports servant leaders for today's public and private schools.

CORE VALUES: The School of Education pursues excellence in:

- Christ-like Service
 - Treating students with love, dignity, and respect.
- Scholarly and Practice-Based Instruction
 - Perfecting the practice of teaching through scholarship and research.
- Innovative and Relevant Curriculum
 - Teaching practical pedagogical and leadership strategies.
- Community and Alumni Partnerships
 - Developing strategic collaborative relationships.

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 (p. 167) 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 two levels of teaching credentials in California:

1. The initial 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. 167)
- Single Subject (p. 167)
- Education Specialist: Mild-Moderate (p. 167)
- Administrative Services (p. 167)

The **Multiple Subject Preliminary Credential** allows the candidate to teach all the subjects in a self-contained (K-12) classroom.

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-12) 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.

The **Administrative Services Credential** is for students desiring to become administrators. Completion of this 24-unit program will allow students to file through Concordia's Credential Analyst for a Preliminary Administrative Credential with CTC. Students desiring to apply to this program must have a Clear Teaching Credential and have completed two years of successful full-time teaching experience. Full-time service means service for at least a minimum day for 75% of the total days in the school year. Substitute part-time service does not apply.

2. The second credential level is the **Clear Teacher Credential**. To qualify, the teacher candidate must hold a Preliminary credential, be employed under that credential authorization, either part-time or full-time, and complete an Induction program through their hiring district, a county office of education, or an institute of higher education. Concordia University Irvine offers a Teacher Induction program. After successfully completing this program, candidates will be eligible to apply for their Clear Teacher Credential. Multiple Subject, Single Subject, and Education Specialist credentials are all served through Concordia's program.

Concordia also offers coursework leading to a **Lutheran teacher certificate**. Program and course requirements for this certificate are outlined and described in the General Undergraduate Catalog.

Additional Programs

- Lutheran Teaching Certificate (p. 40)
- Field Experience (p. 167)

Masters Degrees

Master of Education (p. 169)
(combined teaching credential/master's degree)

Master of Arts in Education (p. 169)

Accelerated path for Curriculum and Instruction plus Educational Technology

Curriculum and Instruction

Educational Administration with Preliminary Administrative Services Credential

Educational Technology

School Counseling with Pupil Personnel Services Credential

Doctoral Degree

Doctor of Education (p. 172)

Graduation Information and Policies

All graduate students are encouraged to celebrate the completion of their program by participating in a graduation ceremony in Fall (December) or Spring (May). Students need to plan ahead for this event and be in good academic standing with a cumulative GPA of 3.25 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. Applications are processed after the end of each term.

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 (M.Ed.)

The Combined Credential and M.Ed. program prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

This program of study will enable each candidate to:

- **Integrate Intentional Design (IID):** Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.
- **Apply Disciplinary Competencies (ADC):** Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.

- **Model Ethical Leadership (MEL):** Model Servant leadership by supporting, collaborating and sharing expertise within a diverse professional community.
- **Exercise Informed Reflection (EIR):** Implement a balanced approach to the analysis and development of the teaching and learning processes.
- **Promote Active Learning (PAL):** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in curriculum and instruction.

Master of Arts in Education (MAED)

The MAED 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

- **Integrate Intentional Design:** Research and develop instructional content and pedagogy in order to apply learned skills to support and assess the attainment of learning outcomes for all students.
- **Apply Disciplinary Competencies:** Demonstrate analytical skills and knowledge necessary to develop and implement effective and ethically informed content and pedagogy.
- **Model Ethical Leadership:** Model servant leadership by supporting, collaborating, and sharing expertise within a diverse professional community.
- **Exercise Informed Reflection:** Implement a balanced approach to the analysis and development of teaching and learning processes.
- **Promote Active Learning:** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in curriculum and instruction.

Educational Administration with Preliminary Administrative Services Credential

- **Integrate Intentional Design:** Facilitate the development and implementation of a vision of learning that recognizes the needs of the school community.
- **Apply Disciplinary Competencies:** Collaborate with the community to promote teaching and learning within school systems.
- **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.
- **Exercise Informed Reflection:** Implement a balanced approach to decision making in an educational environment.
- **Promote Active Learning:** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in educational administration.

Educational Technology

- **Integrate Intentional Design:** Develop an understanding of the dynamic relationship between technology, pedagogy, and content in order to creatively apply a variety of technologies to support and assess the attainment of learning outcomes for all students.
- **Apply Disciplinary Competencies:** Demonstrate and apply the requisite technical skills and knowledge necessary for effectively integrating technology into the curriculum.

- **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 professional community.
- **Exercise Informed Reflection:** Demonstrate a balanced, informed, and reflective approach to the integration of technology into the teaching and learning processes.
- **Promote Active Learning:** Identify effective strategies for lifelong learning in a global and digital world including shaping a personal learning network to support continuous professional growth in educational technology.

- Multiple Subject and Education Specialist Mild/Moderate (p. 168)
- Single Subject and Education Specialist Mild/Moderate (p. 168)

3. Professional Clear Credential (p. 169)

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 five years.

Additional Programs

- Lutheran Teaching Certificate (p. 169)
- Master of Education with Credential (p. 169)

Preliminary Teacher Credential

Multiple Subject Credential

Note: This credential allows the candidate to teach all the subjects in a self-contained classroom (K-12).

Semester 1

EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
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	Math and Science Methods: Elementary	2
EDUC 523	Integrated Curriculum Methods: Elementary	2
EDUC 560	Literacy Instruction in Diverse Classrooms	4
EDUC 580	Teacher Performance Assessment (TPA) Practicum: Field Experience	1

Semester 3 - Full-time Student Teaching

EDUC 582	Student Teaching: Elementary	12
Total Units		36

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 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
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

School Counseling with Pupil Personnel Services Credential

- **Integrate Intentional Design:** Research and create comprehensive school counseling programs that focus on student outcomes.
- **Apply Disciplinary Competencies:** Demonstrate legal, ethical, and professional knowledge and skills in pre-K-12 public and private school settings.
- **Model Ethical Leadership:** Model servant leadership to actively promote ethical school counseling practices in pre-K-12 public or private schools.
- **Exercise Informed Reflection:** Implement an impartial and balanced approach to deliver services within diverse school settings.
- **Promote Active Learning:** Identify effective strategies for lifelong learning in a global and digital world, including shaping a personal learning network to support continuous professional growth in school counseling.

Doctor of Education Program Learning Outcomes

- **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.

Teacher Credentials Offered

There are two levels of teaching credentials in California:

1. Preliminary Credential
 - Multiple Subject (p. 167)
 - Single Subject (p. 167)
 - Education Specialist: Mild-Moderate (p. 168)
 - Administrative Services (p. 169)
2. Dual Credentials

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: Field Experience	1
Semester 3 - Full-time Student Teaching		
EDUC 583	Student Teaching: Secondary	12
Total Units		36

Education Specialist: Mild-Moderate

Note: This credential authorizes candidates to teach students (K-12) 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 200	The Teacher and Technology	1
EDSP 204	Introduction to Teaching Diverse Populations	2
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	Literacy Instruction in Diverse Classrooms	4
EDSP 580	Teacher Performance Assessment (TPA) Practicum: Field Experience	1

Semester 3 - Full-time Student Teaching

EDSP 584	Student Teaching: Special Education	12
Total Units		38

Dual Credential: Multiple Subject and Education Specialist Mild/Moderate

Note: Candidates will complete coursework and fieldwork leading to two separate credentials. The Multiple Subject credential authorizes candidates to teach all the subjects in a self-contained classroom (K-12).

The Education Specialist credential authorizes candidates to teach students (K-12) 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.

Semester 1

EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2

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

EDSP 525	Advanced Curriculum Methods for Special Populations	3
EDSP 526	Case Management, Assessment and Collaboration	3
EDSP 580A	Practicum: Field Experience II	1

Semester 3

EDUC 522	Math and Science Methods: Elementary	2
EDUC 523	Integrated Curriculum Methods: Elementary	2
EDUC 560	Literacy Instruction in Diverse Classrooms	4
EDUC 580	Teacher Performance Assessment (TPA) Practicum: Field Experience	1

Semester 4 - Full-time Student Teaching

EDUC 582	Student Teaching: Elementary	6
EDSP 584	Student Teaching: Special Education	6
Total Units		43

Dual Credential: Single Subject and Education Specialist Mild/Moderate

Note: Candidates will complete coursework and fieldwork leading to two separate credentials. The Single Subject credential authorizes candidates to teach one subject to groups of students at the middle to high school level.

The Education Specialist credential authorizes candidates to teach students (K-12) 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.

Undergraduate students will need to declare the Dual Credential option by the middle of Block 1 classes: October 15, March 15 or June 15.

Semester 1

EDUC 200	The Teacher and Technology	1
EDUC 204	Introduction to Teaching Diverse Populations	2
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

EDSP 525	Advanced Curriculum Methods for Special Populations	3
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EDSP 526	Case Management, Assessment and Collaboration	3
EDSP 560	Literacy Instruction in Diverse Classrooms	4
EDSP 580A	Practicum: Field Experience II	1
Semester 3		
EDUC 524	Secondary Curriculum and Methods	4
EDUC 570	Content Area Literacy Instruction	4
EDUC 581	Teacher Performance Assessment (TPA) Practicum: Field Experience	1
Semester 4 - Full-time Student Teaching		
EDUC 583	Student Teaching: Secondary	6
EDSP 584	Student Teaching: Special Education	6
Total Units		47

Administrative Services Credential

Note: This credential is for students seeking to become administrators. Completion of this 24-unit program and CalAPA requirements will allow students to file through Concordia’s Credential Analyst for a Preliminary Administrative Credential with CTC. Students that apply to this program must have a CA Clear Teaching Credential and have completed two years of successful full-time teaching experience. Full-time service means service for at least a minimum day for 75% of the total days in the school year. Substitute part-time service does not apply.

EDUA 556	Legal and Political Aspects in Education	3
EDUA 557	Human Resources	3
EDUA 558	Financial Resources	3
EDUA 561	Analyzing Data to Inform School Improvement and Promote Equity	3
EDUA 562	Facilitating Communities of Practice	3
EDUA 563	Supporting Teacher Growth	3
EDUA 590A	Administrative Practicum (A)	0
EDUA 590B	Administrative Practicum (B)	0
EDUA 590C	Administrative Practicum (C)	3
EDUA 591A	Advanced Administrative Practicum (A)	0
EDUA 591B	Advanced Administrative Practicum (B)	0
EDUA 591C	Advanced Administrative Practicum (C)	3
Total Units		24

Additional courses required should students want to complete the Master of Arts in Education:

EDUA 516	Instructional and Transformational Leadership	3
EDUA 517	Curriculum Design and Evaluation	3

Lutheran Teaching Certificate

Candidates interested in pursuing a Lutheran teaching credential should contact Christ College (p. 41) 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.

Clear Teacher Credential

The second credential level is the Clear Teacher Credential. To qualify for this credential, preliminary credential holders participate in an Induction program through their school district, county office of education, or an institution of higher education. Concordia University Irvine offers a Teacher Induction program for Multiple Subject, Single Subject, and Education Specialist credential candidates.

The goal of the Teacher Induction program is to support new preliminary credential holders in their beginning teaching experience. Using guided mentorship, new teachers build upon the knowledge and skills acquired during their preparation programs. Multiple professional development opportunities are offered and the California Standards for the Teaching Profession (CSTPs) provide the foundation for candidate growth.

The Teacher Induction Program is typically a two-year program. An Early Completer Option (ECO) is available for those individuals meeting specific criteria. Concordia’s Induction program provides face to face and online options. Two of the required courses may be used as graduate electives for those individuals interested in pursuing a Master’s Degree in Curriculum and Instruction or M.Ed.

Multiple Subject, Single Subject, Education Specialist-Mild/Moderate or Moderate-Severe Induction Programs

EDUI 592	Assessment of Induction and Professional Development Part I	3
EDUI 593	Assessment of Induction and Professional Development Part II	3
EDUI 507	New Teacher Support Semester I	2
EDUI 508	New Teacher Support Semester II	2
EDUI 509	New Teacher Support Semester III *	1
EDUI 510	New Teacher Support Semester IV *	1

* 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).

Graduate Degree Offerings

Master of Education with Credential (p. 170)

Master of Arts in Education (MAED)

Accelerated path for Curriculum and Instruction plus Educational Technology (p. 170)

Curriculum and Instruction (p. 166)

Educational Administration with Preliminary Administrative Services Credential (p. 171)

Educational Technology (p. 171)

School Counseling with Pupil Personnel Services Credential (p. 171)

Doctor of Education (Ed.D.) (p. 172)

Changing Programs

If a student wishes to change from one program to another, a written request must be made through the graduate academic advisor. Transfers must be approved by the dean of the School of Education or their designee for graduate programs.

Transferring Courses

Out-of-state transfer of credit is rarely allowed due to California state standards embedded in most courses. Transfer courses must be approved by the program coordinator and the dean of the School of Education.

Master of Education (M.Ed.) with Teaching Credential

Concordia University offers a combined credential and master of education program that 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 credential coursework toward a master's degree in education.

The credential courses and student teaching requirements are the foundation for the M.Ed. degree. All students seeking a M.Ed. must complete the Credential Program (p. 167) and then add the advanced coursework and capstone experience. The total number of units in the M.Ed. is 45-47 (30 preliminary credential units and advanced units beyond the credential). All coursework in the M.Ed. must be completed **within 7 years** of the first post-baccalaureate credential course.

Choose 3 of the following courses (selections vary by term): 9

EDU 520	Curriculum Design and Assessment	3
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 595	Developing Character and Ethics	3
EDUI 592	Assessment of Induction and Professional Development Part I	3
EDUI 593	Assessment of Induction and Professional Development Part II	3

Capstone Experience

EDU 580	Educational Research	3
EDU 605	Capstone Project	3
Preliminary credential/advanced units beyond credential		30
Total Units		45-47

Accelerated Path for Curriculum and Instruction PLUS Educational Technology

The Accelerated Path to earn two master's degrees allows students to complete a master's degree in either Curriculum and Instruction or Educational Technology (30 units) and then earn the other master's degree by completing five additional required courses (15 units). The following conditions apply:

1. Students who earned a degree in either MAED program from May 2012 to present may apply for enrollment in the Accelerated Path program.
2. Students may not enroll in both programs simultaneously due to financial aid constraints.
3. Students have five (5) years to complete each program once accepted.
4. All stop out/readmit policies apply.

Shared Courses

EDU/EDUT 520	Curriculum Design and Assessment	3
EDU/EDUT 547	Brain-Based Teaching and Learning	3
EDU/EDUT 580	Educational Research	3
EDU/EDUT 586	Educational Technology	3
EDU/EDUT 605	Capstone Project	3

Students who completed Ed Tech take these courses for C&I: 15

EDU 515	Instructional Leadership	3
EDU 550	Educational Discourses: Change and Reform	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

Students who completed C&I take these courses for Ed Tech: 15

EDUT 501	Foundations of Educational Technology	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

Total Units 45

Master of Arts in Education (MAED) Curriculum and Instruction

Core Requirements

EDU 515	Instructional Leadership *	3
or EDUA 516	Instructional and Transformational Leadership	
EDU 520	Curriculum Design and Assessment *	3
or EDUA 517	Curriculum Design and Evaluation	
EDU 550	Educational Discourses: Change and Reform	3

Selected K-12 Curriculum

EDU 524	Coping with Stress and Violence in Today's Classroom	3
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EDU 542	School, Community and Diverse Family Structures	3
EDU 547	Brain-Based Teaching and Learning	3
EDU 586	Educational Technology	3
EDU 595	Developing Character and Ethics	3
Capstone Experience		
EDU 580	Educational Research	3
EDU 605	Capstone Project	3
Total Units		30

* Students who have completed their Master of Arts in Educational (MAED) in Curriculum and Instruction at Concordia University Irvine may use EDU 515 and EDU 520 towards completion of an additional MAED degree in Educational Administration. Conversely, students who have completed CUI's MAED in Educational Administration degree may use EDUA 516 and EDUA 517 towards completion of an additional MAED degree in Curriculum and Instruction.

Master of Arts in Education (MAED) 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.

Note: EDUA 564 is offered as a remediation opportunity for candidates in need of repeating a failed attempt for one or more of the CalAPA cycles. See course description for additional details.

Core Requirements

EDUA 516	Instructional and Transformational Leadership *	3
or EDU 515	Instructional Leadership	
EDUA 517	Curriculum Design and Evaluation *	3
or EDU 520	Curriculum Design and Assessment	
EDUA 556	Legal and Political Aspects in Education	3
EDUA 557	Human Resources	3
EDUA 558	Financial Resources	3

Fieldwork Experience

Three units from the following:		3
EDUA 590A	Administrative Practicum (A)	0
EDUA 590B	Administrative Practicum (B)	0
EDUA 590C	Administrative Practicum (C)	3
Three units from the following:		3
EDUA 591A	Advanced Administrative Practicum (A)	0
EDUA 591B	Advanced Administrative Practicum (B)	0
EDUA 591C	Advanced Administrative Practicum (C)	3

CalAPA Leadership Experience

EDUA 561	Analyzing Data to Inform School Improvement and Promote Equity	3
EDUA 562	Facilitating Communities of Practice	3

EDUA 563	Supporting Teacher Growth	3
Total Units		30

* Students who have completed their Master of Arts in Educational (MAED) in Educational Administration at Concordia University Irvine may use EDUA 516 and EDUA 517 towards completion of an additional MAED degree in Curriculum and Instruction. Conversely, students who have completed CUI's MAED in Curriculum and Instruction degree may use EDU 515 and EDU 520 towards completion of an additional MAED degree in Educational Administration.

Master of Arts in Education (MAED) Educational Technology: 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." (Januszewski & Molenda, 2008).

Note: No units may be transferred into the Educational Technology program from another institution of higher education.

Core Courses

EDUT 501	Foundations of Educational Technology	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	3

Capstone Experience

EDUT 580	Educational Research	3
EDUT 605	Capstone Project	3
Total Units		30

Master of Arts in Education (MAED) School Counseling with Pupil Personnel Services Credential

The credential program consists of coursework, field experiences and practicum hours.

*Internship Program available for some school district partnerships. Specific requirements apply.

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
Practicum and Fieldwork Experience		
EDSC 590A	Practicum: School Counseling A	0
EDSC 590B	Practicum: School Counseling B	0
EDSC 590C	Practicum: School Counseling C	0
EDSC 590D	Practicum: School Counseling D	3
EDSC 591A	Field Experience A *	0
EDSC 591B	Field Experience B *	0
EDSC 591C	Field Experience C *	0
EDSC 591D	Field Experience D *	3
EDSC 591E	Field Experience E *	0
EDSC 591F	Field Experience F *	0
EDSC 591G	Field Experience G *	0
EDSC 591H	Field Experience H *	0
EDSC 591I	Field Experience I *	3
Research and Capstone Experience		
EDSC 580	Educational Research	3
EDSC 605	Capstone Project	3
Total Units		48

* The 600 hours of fieldwork must be completed at 2 different levels (approximately 300 hours at each level): elementary, middle, and/or high school. The hours must be supervised by an on-site counselor (holding a Pupil Personnel Services credential) as well as a university fieldwork supervisor.

Doctor of Education (Ed.D.)

Purpose Statement

The purpose of the **Doctor of Education** program in 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

Note: No units may be transferred into the Doctor of Education program from another Concordia University* or higher education institution.

*An articulation agreement has been developed for Concordia University Portland students and will be honored through May 1, 2021.

Core Requirements

EDD 700	Doctoral Studies Orientation	0.5
EDD 701	Leadership for Whole System Reform	3

EDD 702	Building Capacity for Learning and Continuous Improvement	3
EDD 706	Policy, Law and Practice in Dynamic Settings	3
EDD 707	Change Forces in Diverse Settings	3
Research Courses		
EDD 751	Statistical Analysis for Leaders	3
EDD 752	Mixed Research Methods for Educational Leaders	3
or EDOC 752	Mixed Research Methods for Leaders of Organizational Change	
or EDSE 752	Mixed Research Methods for Leaders in Special Education	
EDD 753	Qualitative Design and Analysis for Educational Leaders	3
or EDOC 753	Qualitative Design and Analysis for Leaders of Organizational Change	
or EDSE 753	Qualitative Design and Analysis for Leaders in Special Education	
Dissertation		
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 Advisement I and Dissertation Advisement II and Dissertation Advisement III	.75
EDD 774 & 774A & 774B	Dissertation Advisement IV and Dissertation Advisement V and Dissertation Advisement VI	.75
EDD 775 & 775A & 775B & 775C	Dissertation Seminar V and Dissertation Seminar V (Continued) and Dissertation Seminar V (Continued)	1
EDD 781 & 781A	Dissertation and Dissertation	4
EDD 791 & 791A & 791B & 791C	Dissertation and Dissertation and Dissertation and Dissertation	8
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
Specialization		
Choose 1 of the following specializations		9
Total Units		46

Specializations

Educational Administration

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
Total Units		9

Organizational Change

EDOC 703	Innovation and Organizational Change	3
EDOC 704	Entrepreneurship	3
EDOC 705	Consultancy Project	3
Total Units		9

Special Education

EDSE 703	Leveraging Inclusive Practices and Services for All Students	3
EDSE 704	Advanced Research in Special Education: Legal, Historic, and Current Issues	3
EDSE 705	Advanced Social Emotional Skills for Counselors and Special Educators	3
Total Units		9

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. 30).

Items required to complete admission file:

1. Baccalaureate Degree
2. Official transcripts from all college/universities attended.
3. Minimum GPA of 2.7. If GPA is lower than 2.7, applicant may submit a Letter of Petition to be considered by the program director.
4. Personal Statement of Intent (on CUI form).
5. Two letters of recommendation (on CUI form).
6. Certificate of Clearance.
7. Health Clearance (negative tuberculosis [TB] test in last 6 months).
8. Official proof of CBEST (California Basic Educational Skills Test) passage.
9. 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.

Clear Teaching Credential

Core Application:

1. Submit online or paper application form (<http://www.graduateprogram.org/concordia-irvine/application-checklist>).
2. Submit application fee (p. 30).

Items required to complete admission file:

1. Baccalaureate Degree
2. Official transcripts from all college/universities attended.
3. Personal Statement of Intent (on CUI form).
4. Two letters of recommendation (on CUI form).
5. Hire letter or contract stating you are a teacher of record.
6. 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.
7. Preliminary Teaching Credential.

Master of Arts in Education (MAED)

General Requirements:

For acceptance, the applicant must:

1. Hold a valid bachelor's degree or higher from a regionally accredited institution, or an international evaluation by a NACES (<https://www.naces.org>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree or higher.
2. Submit an application for admission to the Office of Graduate Admissions along with a non-refundable application fee (see Tuition and Fees (p. 30)).
3. Forward one official transcript from a regionally accredited college/university that shows a confirmed bachelor's or master's degree. If an earned degree is from a non-U.S. institution, applicants must provide an official detailed transcript evaluation from a California Commission of Teacher Credentialing (CCTC)-approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree. All transcripts must be received in official sealed envelopes or an official electronic transcript.
4. Submit transcript evidence showing a cumulative GPA of 2.70 or higher on a 4.0 scale. *Undergraduate and/or Graduate work

Specific Program Requirements:

School Counseling:

1. Provide documentation that you have fulfilled the Basic Skills requirement.
2. Submit copy of Certificate of Clearance.

Educational Administration:

1. Provide documentation that you fulfilled the Basic Skills requirements.
2. Submit a Verification of Experience (VOE) documenting two (2) years of successful full-time teaching experience for at least a minimum day of 75% of the total days in the school year (substitute or part-time service does not apply). *Documentation of teaching experience must be on the district or employing agency letterhead and signed by the superintendent, assistant superintendent, director of personnel, or director of human services.
3. Hold a CA Clear Teaching Credential (or other CA Clear credential as defined by the CTC).

International Applicants

International students may apply to the Curriculum and Instruction and Ed Tech programs.

Combination Master of Education (M.Ed.) and Teaching Credential

Core Application:

1. Submit online or paper application form (<http://www.graduateprogram.org/concordia-irvine/application-checklist>).
2. Submit application fee (p. 30).

Items required to complete admission file:

1. Bachelor's Degree
2. Official transcripts from all college/universities attended.
3. 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.
4. Personal Statement of Intent (on CUI form).
5. Two letters of Recommendation (on CUI form).
6. Certificate of Clearance.
7. Health Clearance (negative tuberculosis [TB] test in last 6 months).
8. Official proof of CBEST (California Basic Educational Skills Test) passage.
9. 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 by a NACES (<https://www.naces.org>)-

approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree or higher).

- 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 for proof of funding is \$37,665.20.

International students must carry at least six 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 four 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. 30)); 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 typed statement of 5-7 pages, double-spaced 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 7-10 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.

Special Admission Circumstances

Candidates with a GPA below 2.7 who meet one of the following criteria may petition to be considered for conditional acceptance:

- If the candidate has 3 or more years of credible service in schools (credible service is defined as full-time teaching after completing a teacher preparation program) they may request, complete, and submit the Verification of Experience form available from the graduate admissions office.

OR

- If the candidate has submitted documentation of meeting minimum scores for the Graduate Record Exam (GRE) or Miller Analogies Test (MAT) as follows:
 - GRE minimum score of 900 combined verbal and quantitative scores OR a 450 verbal score and 3.5 analytical writing score.
 - MAT minimum raw score of 41.

To initiate the petition, the candidate must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The school's dean may accept, deny, or refer the petition to an application review committee.

Candidates admitted with conditional status must achieve full admittance by the end of the first 8-week term in order to continue in the program. If full admittance is not achieved, the candidate will be ineligible to continue as only fully admitted students may matriculate toward a degree. Full admission is defined as all admission criteria having

been met and the student receiving written confirmation regarding full admittance.

Admission Appeals on GPA

Applicants who do not meet the minimum GPA requirement for the program to which the applicant is applying may appeal the denial. In appealing the denial, the candidate must submit a letter of explanation for the low grades and why the candidate's grades in a new program would be acceptable. The Dean may sustain the denial, reverse the denial, or refer the matter to an application review committee.

The application review committee will consider the potential of the candidate for academic and teaching success by reviewing a variety of factors including the following:

- Significant life experience since completing the B.A.
- Second language issues
- Teaching experience, teacher aiding, classroom volunteering
- Undergraduate coursework

Any credential candidate approved by the application review committee must demonstrate subject competency by passing the appropriate CSET, before admission. In this case, a single subject matter preparation program cannot be submitted in lieu of the test. A candidate whose appeal is accepted will be permitted to proceed through the admission interview step, and is classified as "Candidate for Admissions." A Candidate for Admissions will not be permitted to enroll for courses until submitting passing test scores to the School of Education. Candidates accepted into the credential program on the basis of an appeal are not eligible for the M.Ed. program.

Admission with Conditional Status (MAED)

MAED 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.

SCHOOL OF PROFESSIONAL STUDIES

Dean: Dr. Mike Shurance

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** offers undergraduate and graduate programs to adult learners in face-to-face, blended and online instructional modalities.

Undergraduate Degrees

Online Bachelor's Degrees (p. 176)

- Healthcare Management
Director: Dr. Catherine Collins-Sinardi
- Healthcare Management (Traditional Undergraduate)
Director: Dr. Catherine Collins-Sinardi
(Refer to Traditional Undergraduate Catalog (p. 81) for detailed information)
- Leadership Studies
Director: Dr. Ashlie Andrew
- Organizational Psychology
Director: Dr. Ashlie Andrew

Nursing (p. 180)

Director of Nursing: Dr. Cheryl Smythe-Padgham

- Accelerated Bachelor of Science in Nursing
Assistant Director: Jennifer Dahl
- Licensed Vocation Nurse to Registered Nurse (30-unit option certificate)
- Master of Science in Nursing

Masters Degrees

Master of Arts in Coaching and Athletics Administration (p. 186)

Director: Prof. Tony Diaz

Master of Arts in Counseling (p. 186)

Director: Dr. Donna Washburn

Master of Arts in Executive Coaching and Consultation (p. 187)

Coordinator: Dr. Margaret Christmas-Thomas

Master of Arts in International Studies (p. 187)

Contact: Dr. Mike Shurance

Master of Arts in Organizational Leadership (p. 189)

Director: Dr. Ashlie Andrew

Master of Healthcare Administration (p. 189)

Director: Dr. Catherine Collins-Sinardi

Master of Public Health (p. 189)

Director: Dr. Catherine Collins-Sinardi

Master of Science in Coaching and Exercise Sciences (p. 187)

Director: Prof. Tony Diaz

Master of Science in Nursing (p. 184)

Director: Dr. Cheryl Smythe-Padgham

Doctoral Degree

Doctor of Philosophy (p. 195)

Director: Dr. Deena Shelton

Certificate Programs from the Townsend Institute (p. 197)

Professional Executive Coaching and Consultation Certificate
Advanced Executive Coaching and Consultation Certificate
Professional Organizational Leadership Certificate
Advanced Organizational Leadership Certificate
Competence and Character Growth Model - Basic Certificate
Competence and Character Growth Model - Advanced Certificate

Online Bachelor's Degrees

Online Bachelor's Degrees

The university's **Online Bachelor's Degree (OBD)** 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.

Bachelor of Arts Degrees

Healthcare Management (p. 177)

Leadership Studies (p. 177)

Bachelor of Science Degree

Organizational Psychology (p. 177)

Online Bachelor's Degree Learning Outcomes**Healthcare Management Program Learning Outcomes**

- 1. 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.
- 2. 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
- 3. 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.
- 4. Knowledge of the Healthcare Environment:** Demonstrate understanding of the healthcare system and the environment in which healthcare managers and providers function.
- 5. Business Skills and Knowledge:** Integrate business principles, including systems thinking to the healthcare environment.

Leadership Studies Program Learning Outcomes

A graduate of the Leadership Studies major will be able to:

1. Demonstrate an increased ability to think, read and communicate with confidence and knowledge.
2. Demonstrate an ability to consider ideas and opinions from various points of view.
3. Demonstrate a basic understanding of quantitative principles.
4. Develop and articulate a leadership philosophy with a distinctively Christian World View.
5. Describe how one's personal leadership perspective influences, and is influenced by, the organizations and communities we serve.
6. Learn to inspire individual and organizational excellence, create a shared vision and successfully manage change to attain the organization's strategic ends and successful performance.

Organizational Psychology Program Learning Outcomes

- 1. Research Design:** Design organizational assessment instruments for groups and/or individuals, gathering and analyzing data, reporting results, and proposing interventions.
- 2. Critical Communication:** Defend research conclusions by producing well-organized, written, and oral presentations that demonstrate critical reflection.
- 3. 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.
- 4. Theoretical Analysis:** Examine major concepts, theoretical perspectives, and current trends in Organizational Psychology.
- 5. Core Competencies:** Explain the Society for Industrial Organizational Psychology's core competencies for graduate programs.

Online Bachelor's Degrees**Bachelor of Arts Degrees**

Healthcare Management (p. 178)

Leadership Studies (p. 178)

Bachelor of Science Degree

Organizational Psychology (p. 179)

General Education Requirements

Students entering with 23 or fewer semester units take the following general education requirements:

Core Curriculum

AART 201	Integrated Arts	3
AECO 201	Economics	3
AENG 201	Literature	3
AHST 201	History	3
APHI 201	Philosophy	3
ATHL 202	History and Literature of the New Testament	3

Writing & Communication

ACOM 103	Communication	3
AWRT 104	College Composition	3

Science & Mathematics

AMTH 101 or AMTH 265	Principles of Mathematics Statistics	3
ASCI 203	Astronomy with Lab	4
ABIO 103	Biology of Animals with Lab	4

Humanities & Theology

ATHL 201	History and Literature of the Old Testament	3
ATHL 205	Christianity and Contemporary Culture	3

Choose 2 of the following courses: 6-8

AENG 202	Contemporary Literature	3
AENG 203	Modern Film	3
ASPA 101	Elementary Spanish I	4
ASPA 102	Elementary Spanish II	4

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

Choose 2 of the following courses: 6

ACCM 100	Competence and Character Model for Personal and Professional Growth	3
ADGL 102	Digital Literacy	3
AESS 103	Healthy Living	3
AFIN 211	Personal Finance	3

Total Units

59-61

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	Literature	3
ATHL 202	History and Literature of the New Testament	3

Writing & Communication

ACOM 103	Communication	3
AWRT 104	College Composition	3

Science & Mathematics

AMTH 101 or AMTH 265	Principles of Mathematics Statistics	3
ASCI 203	Astronomy with Lab	4
ABIO 103	Biology of Animals with Lab	4

Fine Arts, Humanities & Theology

AART 201	Integrated Arts	3
APHI 201	Philosophy	3
ATHL 201	History and Literature of the Old Testament	3
ATHL 205	Christianity and Contemporary Culture	3

Choose 2 of the following courses: 6-8

AENG 202	Contemporary Literature	3
AENG 203	Modern Film	3
ASPA 101	Elementary Spanish I	4
ASPA 102	Elementary Spanish II	4

History & Social Science

AECO 201	Economics	3
AHST 201 or AHST 203	History Modern World: 1840 to Present	3

Choose 2 of the following courses: 6

APSY 201	Psychology	3
ASOC 101	Sociology	3
AHST 202	Contemporary United States History 3	

Personal Wellness & Life Skills

Choose 2 of the following courses: 6

ACCM 100	Competence and Character Model for Personal and Professional Growth	3
ADGL 102	Digital Literacy	3
AESS 103	Healthy Living	3
AFIN 211	Personal Finance	3

Total Units 59-61

Students entering with 24 or more semester units and have an AA degree or CSU/IGETC certification take the following general education requirements:

Theology

ATHL 205	Christianity and Contemporary Culture	3
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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 6

Healthcare Management Degree Requirements

HLMG 311	Writing in the Workplace	3
HLMG 312	Management of Healthcare Organizations	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 467	Ethics for Healthcare Managers	3
HLMG 475	Senior Seminar in Healthcare	3
HLMG 490	Internship: Healthcare Administration	3

Total Units 45

Leadership Studies

The **Leadership Studies** major will educate students for professional positions based on Christian leadership principles. Graduates will leave this program equipped to enhance the effectiveness of the organizations and communities they serve, all while making a positive difference in people's lives.

Program Prerequisite Course Requirements

ACCM 100	Competence and Character Model for Personal and Professional Growth	3
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Degree Requirements

LDP 304	Psychology in the Workplace	3
LDP 312	Communication in the Workplace	3
LDP 316	Leadership in the Digital Age	3
LDP 324	Intercultural Communication	3
LDP 355	Organizational Leadership	3
LDP 370	Leading and Motivating Volunteers	3
LDP 375	Conflict Resolution	3

LDP 411	Employee Motivation and Attitude Theory	3
LDP 414	Self Exploration and Career Development	3
LDP 465	Financial Management	3
LDP 483	Business Ethics	3
LDP 490	Organization Development and Change Theory	3
LDP 495	Senior Seminar: Leadership Studies	3
Total Units		39

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.

Program Prerequisite Course Requirements

APSY 201	Psychology (or similar introductory general psychology course)	3
OR		
ACCM 100	Competence and Character Model for Personal and Professional Growth	3

Note: Prerequisites may be taken concurrently with program director's approval.

Degree Requirements

Organization Psychology Major

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 Consulting	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		39

Healthcare Management Minor

HLMG 312	Management of Healthcare Organizations	3
HLMG 314	Healthcare Quality Management	3
HLMG 414	Legal Aspects of Healthcare	3
HLMG 416	Human Resource Management in Healthcare	3
HLMG 425	Financial Management of Healthcare Organizations	3
Choose 1 of the following courses:		3
HLMG 315	Organizational Behavior, Theory and Design in Healthcare	3
HLMG 413	Leadership in Healthcare Management	3
HLMG 415	Healthcare Information Systems	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
Total Units		18

Application and Admission Information

Completion of the Online Bachelor's Degree (OBD) 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. 30)).
- 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 Online Bachelor's Degree (OBD).

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 OBD major and can begin taking online general education (GE) courses. Once 45

units are obtained, students can begin taking GE and major courses concurrently.

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 OBD 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.

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 county's ministry of education (requires transcript evaluation by a CUI-approved agency).

Concordia accepts the following General Education certifications to fulfill most of the university's Q&I general education requirements:

- Intersegmental General Education Transfer Curriculum (IGETC)
- California State University (CSU) General Education Breadth requirements
- Associate Degree for Transfer (ADT)
- Oregon and Washington's Direct Transfer Associate degree (DTA). Comparable transfer certifications from other states can be considered on a case by case basis.
- Associate of Arts (AA) and the Associate of Science (AS) degrees that meet the CSU General Education Breadth requirements

Course requirements for the IGETC, CSU General Education Breadth, ADT, DTA, comparable transfer certifications, and the AA and AS degrees must be completed prior to matriculating to Concordia. Official certifications and degrees must be submitted upon completion of all required courses.

Prior Learning Assessment

Prior learning credit can also help OBD 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 OBD 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 30 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 OBD admission representative or academic/career adviser for details.

Nursing Degrees

Director of Nursing: Dr. Cheryl Smythe-Padgham
Assistant Director: Jennifer Dahl, MSN

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. 184)

Master of Science in Nursing (p. 184)

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 American Association of Colleges of Nurse (AACN) Essentials of baccalaureate and master's education in nursing, e) Quality and Safety Education for Nursing Competencies (QSEN) 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 and 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 by 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 leader. 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 three avenues of study available to the nursing student:

- Accelerated BSN (ABSN)
- LVN to RN 30-unit option certificate
- Master of Science in Nursing (MSN)

Accreditation Standards

Concordia University and its Accelerated Bachelor of Science in Nursing (ABSN) program is accredited by the Western Association of Schools and Colleges Senior College and Accrediting Commission (WSCUC).

Western Association of Schools and Colleges (WSCUC)
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 the Master of Science in nursing (MSN) are 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 (Baccalaureate)

1. Liberal Education for Baccalaureate Generalist Nursing Practice: a solid base in liberal education provides the cornerstone for the practice and education of nurses. (AACN Essential 1)
2. Basic Organizational and Systems Leadership for Quality Care and Patient Safety: Knowledge and skills in leadership, quality improvements, and patient safety are necessary to provide high-quality healthcare. (AACN Essential 2)
3. Scholarship for Evidence Based Practice: Professional nursing practice is grounded in the translation of current evidence into one's practice. (AACN Essential 3)
4. 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. (AACN Essential 4)
5. 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. (AACN Essential 5)
6. 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. (AACN Essential 6)
7. 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. (AACN Essential 7)

8. 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. (AACN Essential 8)

9. 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 graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients. (AACN Essential 9)

American Association of Colleges of Nursing (AACN) Essentials (Masters)

1. Background for Practice from Sciences and Humanities: Recognizes that the master's-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings. (AACN Essential 1)

2. Organizational and Systems Leadership: Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective. (AACN Essential 2)

3. Quality Improvement and Safety: Recognizes that a master's-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization. (AACN Essential 3)

4. Translating and Integrating Scholarship into Practice: Recognizes that the master's-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results. (AACN Essential 4)

5. Informatics and Healthcare Technologies: Recognizes that the master's-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care. (AACN Essential 5)

6. Health Policy and Advocacy: Recognizes that the master's-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care. (AACN Essential 6)

7. Interprofessional Collaboration for Improving Patient and Population Health Outcomes: Recognizes that the master's-prepared nurse, as a member and leader of interprofessional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care. (AACN Essential 7)

8. Clinical Prevention and Population Health for Improving Health: Recognizes that the master's-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations. (AACN Essential 8)

9. Master's-Level Nursing Practice: Recognizes that nursing practice, at the master's level, is broadly defined as any form of nursing intervention

that influences healthcare outcomes for individuals, populations, or systems. Master's-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components. (AACN Essential 9)

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(s).
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 1)
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 2)
3. Implement quality and safety improvement measures within patient care, inter-professional teams, and organizational levels using appropriate performance measures. (AACN Essential 3)
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 4)

- Integrate health care technology and informatics processes to achieve high quality patient health care outcomes across all clinical settings. (AACN Essential 5)
- Demonstrate character and ethical leadership in a faith-based environment by participating in policy development and patient advocacy. (AACN Essential 6)
- Integrate an understanding of inter-professional collaboration, communication, disease management, and leadership to achieve population-based health care outcomes. (AACN Essential 7)
- Apply and coordinate culturally sensitive nursing care to population based health care environments to plan, implement, manage, and evaluate evidence-based practice. (AACN Essential 8)
- 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 9)

Undergraduate Nursing Degree

Accelerated Bachelor of Science in Nursing (ABSN)

Accelerated Bachelor of Science in Nursing Curriculum Plan

Semester One		12
NTHL 101	Foundations of Christian Theology	3
NTHL 202	History and Literature of the New Testament	3
or THL 201	History and Literature of the Old Testament	
NUSA 201	Foundations of Nursing	3
NUSA 401	Health Assessment	3
Semester Two		14
NUSA 203	Adult Medical/Surgical Nursing Theory	3
NUSA 205	Pathophysiology	2
NUSA 207	Pharmacotherapeutics	2
NUSA 292	Adult Medical/Surgical Nursing Clinical	4
NUSA 294	Nursing Skills Lab	2
NUSA 296	Pharmacology Lab	1
Semester Three		18
NUSA 301	Advanced Medical/Surgical Nursing Theory	3
NUSA 303	Maternal/Child Nursing Theory	3
NUSA 305	Psychiatric/Mental Health Nursing Theory	2
NUSA 307	Pediatric Nursing Theory	2
NUSA 392	Advanced Medical/Surgical Nursing Clinical	2
NUSA 394	Maternal/Child Nursing Clinical	2
NUSA 396	Psychiatric/Mental Health Nursing Clinical	2
NUSA 398	Pediatric Nursing Clinical	2
Semester Four		15
NUSA 400	Advanced Senior Preceptorship Clinical	3

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
NPHI 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 theory course may repeat the course once. If the student receives a grade of C- or lower upon retaking, or subsequently fails any other nursing course, the student will be dropped from the program. If the student receives a grade of C- or lower in a theory course that has a clinical practicum associated with it, the student must repeat both the theory and clinical practicum that is linked to that course. Students who receive a failing grade in a clinical practicum will be dropped from the program.

Graduation Requirements

- Completed all course work with a grade of 2.0 or higher.
- Successful completion of 124 semester units of instruction or the equivalent.
- File a graduation application with the Office of the Registrar whether participating in graduation or not.
- Complete payment of all fees and tuition due Concordia University Irvine.
- Receive faculty approval.

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

The Master of Science in Nursing (MSN) program at Concordia University Irvine is currently not accepting new students. The Department of Nursing is developing new nursing education opportunities to continue to meet the needs of a changing healthcare environment and create nurses of the future.

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	Ethics in Nursing *	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

Application and Admission Information

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 a NACES (<https://www.naces.org>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree.

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. 30)).
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 a NACES (<https://www.naces.org>)-approved evaluation

agency verifying the equivalent of a regionally accredited U.S. bachelor's degree.

6. Background check completed.
7. Health care insurance.

Master of Science in Nursing (MSN)

Application Requirements

Admission of nursing students is based upon consideration of the completed online 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, applicants to the blended online Master of Science in Nursing program with an emphasis on the nursing educator's role must:

1. Submit a MSN program application checklist.
2. Submit a graduate application for admission.
3. Payment of a nonrefundable application fee (see Tuition and Fees (p. 30)).
4. Provide evidence of graduation from an accredited Bachelor of Science in Nursing (BSN) degree program with a minimum GPA of 3.0 on a 4.0 scale.
5. Submit official transcript(s) reflecting completion of nursing research, statistics, health assessment, and pathophysiology with a grade of C or better.
6. Submit a copy of current unrestricted registered nursing license from state of residence.
7. Submit a letter of intent with a written 2-page essay of personal, professional, and educational goals for becoming a nurse educator and/or nurse leader.
8. Submit a resume showing recent registered nursing experience.
9. Provide a minimum of 2 professional letters of recommendation.

Entrance Requirements

Once an applicant has been admitted to the MSN program and before classes begin, they must:

1. Complete a MSN Prerequisite Support Courses and Transfer Intent worksheet.
2. Provide proof of bachelor-level courses that include nursing research, statistics, health assessment, and pathophysiology (with a minimum GPS of 3.0 or better on a 4.0 scale) that are equivalent to those offered at Concordia University's undergraduate nursing program.
3. Meet with the nursing program director and/or MSN program assistant director and the admission counselor to discuss program and research opportunities.

Transfer Units

Transfer units will be accepted from institutions that are regionally accredited for advanced statistics, advanced health and physical assessment, advanced pathophysiology, and advanced pharmacology. Additionally, these 3 advanced "P" courses must be taken from a CCNE accredited nursing program.

Theology Courses

MSN 551 Religions in the World/America and MSN 552 Advanced Healthcare Ethics must be taken at CUI.

One semester prior to starting clinical coursework, students must provide the following:

1. A current Basic Cardiac Life Support (BCLS) health care provider and Professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association.
2. Proof of individual, current malpractice insurance (\$1,000,000/\$3,000,000).
3. Copy of current state of California nursing license.
4. Proof of computer competency in Microsoft Word, spread sheets, Power Point, electronic searches, and internet resources.
5. Proof of background check.
6. Current immunization status and completion of all health care requirements (see health policy for nursing students).

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 Coaching and Athletics Administration (p. 186)

Master of Arts in Counseling (p. 186)

Master of Arts in Executive Coaching and Consultation (p. 187)

Master of Arts in International Studies (p. 187)

Master of Arts in Organizational Leadership (p. 187)

Master of Healthcare Administration (p. 187)

Master of Public Health (p. 187)

Master of Science in Coaching and Exercise Sciences (p. 187)

Master of Science in Nursing (p. 187)

Master of Arts in Coaching and Athletics Administration (MCAA)

The Master of Arts in Coaching and Athletics Administration program focuses on the practical application of knowledge in the academic disciplines of coaching and athletics administration. The program is designed for working professionals who are looking to advance their careers in educational athletics. The Master of Arts in Coaching and Athletics Administration program offers a wide variety of elective options allowing students to explore multiple areas of educational athletics including finance, leadership, sport technology, sport psychology, and many more.

Master of Arts in Counseling

Concordia University Irvine's **Master of Arts in Counseling** degree is a Christ-centered program in cooperation with the John Townsend Institute leading to the Master of Arts in Counseling. The Townsend Institute's counseling model is titled Competency-Plus-Character. Students will learn how to use the therapeutic relationship to access the transforming power of the emotions and the brain, in changing the underlying character deficits and injuries that drive painful symptoms such as depression, anxiety, substance problems, and relational struggles.

Using principles from clinical psychology, neuroscience and the Bible, this treatment approach includes, but also goes beyond symptom removal, to reshaping the individual in profound ways for the better.

The Competence-Plus-Character model is not exclusive. It is easily integrated with other treatment modalities such as family systems, cognitive behavioral, psychopharmacology or positive psychology. This program of study is uniquely structured to help the student not only master a set of counseling skills and knowledge but to grow in one's own character. Ultimately, the character of the counselor is the most powerful tool in promoting healing and growth. Graduates will be eligible to apply for licensure in order to work in counseling centers, mental health agencies, and substance abuse clinics. Graduates will also work in church ministries and other non-profits, public and private schools, college student affairs positions and many other settings. Counseling is a unique and varied profession that prepares students beyond facilitating the healing relationship, but to prepare students for lives of learning, service and leadership.

Master of Arts in Executive Coaching and Consultation

The **Master of Arts in Executive Coaching and Consultation** within the Townsend Institute at Concordia University takes a multidisciplinary approach: scriptural teachings, performance and business research, neuroscience and psychology. Graduates will develop skills and the personal character to effectively coach executives or consult with organizations. Students will have a deep understanding of human motivation and the dynamics of high performing teams and organizations. They will learn a unique and powerful coaching and consultative process leading to substantive and enduring change. Graduates will be prepared for the Professional Certified Coach level of proficiency as established by the International Coach Federation.

Master of Arts in International Studies

The **Master of Arts in International Studies (MAIS)** prepares and challenge graduate students to understand and effectively evaluate the factors underlying the issues faced by the global community in a chosen region of focus. Graduates will grow their interdisciplinary knowledge and develop the needed skill sets to proactively and competently take on the various challenges faced by any organization in an increasingly globalized world.

MAIS curriculum focuses on intercultural competencies, global politics and leadership, research skills, development, economics, finance, conflict and conflict resolution, social change and project management, international field work and more.

MAIS prepares the graduates for careers in federal government/foreign service, international business, international development, international education, consulting, lobbying, fundraising, non-profit management, peace and conflict resolution, and public and government relations.

Master of Arts in Organizational Leadership

Concordia University Irvine's **Master of Arts in Organizational Leadership** degree is a Christ-centered program in cooperation with the John Townsend Institute leading to the Master of Arts in Organizational Leadership. Dr. Townsend's Competence-Plus-Character model trains leaders to understand and operate within the DNA of organizations such as mission, vision, core values, goals, strategy, tactics and vital behaviors.

At the same time, they must develop leadership competencies such as: establishing clarity and alignment; developing teams; identifying the right people for the tasks, motivating people using social/emotional

intelligence skills, championing the culture and monitoring outcomes with feedback and adaption. Equally as important, students will understand how to grow in their own character (the set of capacities required to meet the demands of reality) and the skills to develop it in others. Character will ultimately be the leader's primary driver of performance. Graduates will be prepared to advance in their career or to begin their leadership and management careers within profit and nonprofit organizations.

Master of Healthcare Administration (MHA)

The **Master of Healthcare Administration (MHA)** is a 2-year, 40-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. 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.

Master of Public Health (MPH)

The **Master of Public Health (MPH)** degree at Concordia University Irvine provides students with theoretical knowledge and practical skills to prepare them for a wide range of careers in public health: public health agencies; hospitals; health systems; consulting firms; and nonprofit, community-based health, and/or managed care organizations. In addition to receiving a solid foundation in the fundamental areas of public health, students will gain depth through a faith-based education grounded in research and ethical principles, and coursework that emphasizes servant leadership and community health promotion. The emphasis in Community Health Education prepares students to assess the social, behavioral, and environmental determinants associated with critical health problems, and to design, implement, and evaluate appropriate health promotion programs and preventive services to improve the health outcomes of a community.

Master of Science in Coaching and Exercise Sciences (MSCE)

The **Master of Science in Coaching and Exercise Sciences** program provides a comprehensive study of the varied aspects of human movement in the context of educational athletics. Movement is studied from mechanical, physiological, psychological, sociocultural, behavioral, instructional and professional points of view. The coursework for the degree is designed to provide students with background knowledge and experience for professional careers in educational athletics including teaching, coaching, performance enhancement, or fitness and health promotion.

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.) page.

Master of Arts in Coaching and Athletics Administration Program Learning Outcomes

Graduates of the Master of Arts in Coaching and Athletics Administration (MCAA) will be able to:

1. Create an athlete-centered leadership philosophy.
2. Apply ethical values to issues encountered in sport.
3. Apply research methods to acquire and analyze pertinent data that develops excellence in coaching and administration.
4. Analyze legal principles unique to leadership in athletics.
5. Design a personalized comprehensive athletic leadership portfolio.

Master of Arts in Counseling Program Learning Outcomes

1. Scholarly Research (SR)
 - Master relevant aspects of conducting research, statistical procedures, methods, assessment, program evaluation and its utilization to improve counseling effectiveness. (GLO: SR)
2. Systems Thinking (ST)
 - Analyze and apply the concepts necessary to utilize their skills in individual/small group counseling, couples, family systems, organizational consultation/collaboration, and community partnerships. (GLOs: IL, CE)
3. Ethical Leadership (EL)
 - Assess and apply standards of ethical leadership, informed by Christian principles and values to the counseling setting in which they practice and in accordance with the ACA Code of Ethics, legal precedence, and other appropriate licensure standards. (GLO: EL)
4. Effective Communication (EC)
 - Communicate clearly through effective problem-solving, decision-making, and conflict resolution to support individuals, couples, families, groups and organizations through skilled use of applicable methods while adjusting for diverse settings and context. (GLO: EC)
5. Reflective Clinical Practice (ECP)
 - Engage in reflective clinical practice through the balancing of diagnostic decision making, appropriate assessment, informed research based best practices, and theoretical frameworks of human dynamics. (GLO: RP)
6. Clinical Judgment and Assessment (CJA)
 - Develop the clinical judgment, interpreting assessment tools used in clinical practice and mastery of clinical tools necessary for treatment planning. Work with the diversity of behaviors found in individuals, groups, couples, and families across the lifespan. (GLOs: IL, RP)
7. Global and Community Commitment (GCC)
 - Interact with local, regional, national, and international communities by contributing to the body of research, participating in professional development and working with

community agencies to provide counseling services to their local and global society.(GLO: CE)

Master of Arts in Executive Coaching and Consultation Program Learning Outcomes

1. Integrated Learning (IL)
 - Apply knowledge and skills from current research, scholarship, and/or techniques in the field of executive coaching and consultation with other disciplines. (GLO: IL)
2. Ethical, Character-Based Leadership (ECL)
 - Assess and apply standards of ethical and character-based leadership, executive coaching, and consulting informed by Christian principles and values. (GLO: EL)
3. Scholarly Research (SR)
 - Master relevant aspects of conducting research, a literature review or writing a professional article directed at a problem in the field of executive coaching, and consultation. (GLO: SR)
4. Systems Thinking (ST)
 - Analyze and apply concepts and skills necessary to be an effective executive coach or consultant to organizations or executives. (GLO: ST)
5. Effective Communication and Relationships (ECR)
 - Communicate clearly and develop meaningful relationships adjusting for diverse settings and context. (GLO: EC)
6. Reflective Practice (RP)
 - Engage in reflective practice balancing data driven decision-making, informed logical thinking, and social/emotional relating. (GLO: RP)
7. Global and Community Commitment (GC)
 - Interact with local, regional, national, and international communities by contributing to the body of research, participating in professional development and finding specific ways to make things right. (GLO: CE)

Master of Arts in International Studies Program Learning Outcomes

1. Describe and apply theoretical frameworks and skills in order to develop and manage international organizations in the global context.
2. Distinguish cultural practices and apply cultural competency skills in a global environment to be poised for cross-cultural opportunities.
3. Demonstrate a critical and global perspective on the integrated practices between business and the spheres of education, politics, economics, and society in multicultural contexts.
4. Develop an ethical leadership aptitude to communicate and serve with integrity and cultural sensitivity in a dynamic global context.
5. Design a strategy to guide and improve the development and growth of a chosen international community using critical issues identified within that community.

Master of Arts in Organizational Leadership Program Learning Outcomes

1. Scholarly Research (SR)
 - Master all aspects of carrying out a research project directed at a problem in the field of organizational leadership. (GLO: SR)
2. Systems Thinking (ST)
 - Analyze and apply concepts and skills necessary to create, lead, and manage organizations as systems. (GLO: IL, CE)

3. Ethical Leadership (EL)
 - Assess and apply standards of ethical leadership and management, informed by Christian principles and values. (GLO: EL)
4. Effective Communication (EC)
 - Communicate clearly through applicable methods adjusting for diverse settings and context. (GLO: EC)
5. Reflective Practice (RP)
 - Engage in reflective practice balancing data driven decision making, informed logical thinking, and human dynamics. (GLO: RP)
6. Global and Community Commitment (GC)
 - Interact with local, regional, national, and international communities by contributing to the body of research, participating in professional development to engage their local and global society. (GLO: CE)

Master of Healthcare Administration Program Learning Outcomes

1. **Communication:** Demonstrate the ability to communicate clearly and concisely, establish and maintain relationships, and facilitate constructive interactions with individuals and groups in the healthcare setting.
2. **Leadership:** Demonstrate the ability to inspire individual and organizational excellence, create a shared vision, and successfully manage change to attain the organization's strategic ends and successful performance.
3. **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.
4. **Knowledge of Healthcare Environment:** Demonstrate understanding of the healthcare system and the environment in which healthcare managers and providers function.
5. **Business Skills and Knowledge:** Integrate scholarly research, critical thinking, analysis, problem-solving, and business principles to proactively address opportunities and issues in the healthcare environment.

Master of Public Health Program Learning Outcomes

1. Critically analyze services, systems, policies, and associated challenges that impact the health of local and global communities.
2. Understand and interpret research methods and related qualitative and quantitative data to promote evidence-based approaches to public health.
3. Evaluate biological, behavioral, social, and environmental factors that affect individual and population health.
4. Plan, design, develop, implement, and evaluate strategies, interventions, and programs to improve individual and community health.
5. Work effectively with culturally diverse individuals, interprofessional teams, and communities in health promotion, education, and behavior.
6. Practice culturally appropriate communication and develop strategies that promote public health content to different audiences and sectors.

7. Apply management and systems thinking to public health agencies, programs, policies, and issues.
8. Model servant leadership, apply ethical principles, and demonstrate professionalism in health promotion, education, and behavior at the individual, organizational, and societal levels.

Master of Science in Coaching and Exercise Sciences Program Learning Outcomes

Graduates of the Master of Science in Coaching and Exercise Sciences (MSCE) will be able to:

1. Create an athlete-centered leadership philosophy (*Integrated Learning, Ethical Leadership, Effective Communication, Community Engagement*)
2. Apply Christian virtues and civic responsibility to situations encountered in sport. (*Integrated Learning, Ethical Leadership, Reflective Practice, Community Engagement*)
3. Apply research methods to acquire and analyze pertinent data that develops excellence in coaching and administration. (*Integrated Learning, Scholarly Research, Reflective Practice*)
4. Analyze legal principles unique to leadership in athletics. (*Integrated Learning, Ethical Leadership, Scholarly Research*)
5. Design a personalized comprehensive athletic leadership portfolio. (*Integrated Learning, Scholarly Research, Community Engagement*)

Graduate Degree Offerings

Master of Arts in Coaching and Athletics Administration (p. 189)
(for students who do not currently have a MSCE degree from CUI)

Master of Arts in Coaching and Athletics Administration (p. 190)
(for student who currently have a MSCE degree from CUI)

Master of Arts in Counseling (p. 191)

Master of Arts in Executive Coaching and Consultation (p. 191)

Master of Arts in International Studies (p. 192)

Master of Arts in Organizational Leadership (p. 192)

Master of Healthcare Administration (p. 192)

Master of Public Health (p. 192)

Master of Science in Coaching and Exercise Sciences (p. 193)
(for students who do not currently have a MCAA degree from CUI)

Master of Science in Coaching and Exercise Sciences (p. 193)
(for student who currently have a MCAA degree from CUI)

Doctor of Philosophy

Master of Arts in Coaching and Athletics Administration (MCAA)

(for students who do not currently have a MCAA or MSCE degree from CUI)

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 531	Student-Athlete Development and Leadership	4
MCAA 532	Faith-Based Coaching	4
MCAA 533	Strategic Planning and Marketing of College Athletics	4
MCAA 534	Compliance and Regulation of College Athletics	4
MCAA 540	Sport Technologies	4
MCAA 545	Sport Statistics and Analytics	4
MCAA 560	Interscholastic 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 570	Sport Medicine and Performance	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
ONLY ONE SPORT-SPECIFIC COURSE CAN BE APPLIED TOWARDS THE DEGREE:		
MCAA 564	Applied Exercise Sciences and Strategies for Coaching Cheerleading *	4
MCAA 565	Applied Exercise Sciences and Strategies for Coaching for Tennis *	4
MCAA 566	Applied Exercise Sciences and Strategies for Coaching Swimming *	4
MCAA 567	Applied Exercise Sciences and Strategies for Coaching Track and Field *	4
MCAA 568	Applied Exercise Sciences and Strategies for Coaching Soccer *	4
MCAA 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse *	4
MCAA 571	Applied Exercise Sciences and Strategies for Coaching Golf *	4
MCAA 572	Applied Exercise Sciences and Strategies for Coaching Cross Country *	4
MCAA 573	Applied Exercise Sciences and Strategies for Coaching Basketball *	4
MCAA 574	Applied Exercise Sciences and Strategies for Coaching Football *	4
MCAA 575	Applied Exercise Sciences and Strategies for Coaching Softball *	4

MCAA 576	Applied Exercise Sciences and Strategies for Coaching Volleyball *	4
MCAA 577	Applied Exercise Sciences and Strategies for Coaching Baseball *	4
MCAA 578	Applied Exercise Sciences and Strategies for Coaching Water Polo *	4
MCAA 579	Applied Exercise Sciences and Strategies for Coaching Wrestling *	4
Total Units		36

* A maximum of 1 sport-specific courses may be taken as electives. Most sport-specific courses are offered during the summer term.

Master of Arts in Coaching and Athletics Administration (MCAA)

(for students who currently have a MSAA or MSCE degree from CUI)

Core Requirements

MSCE/MSAA 510	Principles of Coaching and Leadership	4
MSCE/MSAA 530	Ethics and Sport	4
MSCE/MSAA 550	Research Methods and Analysis	4
MSCE/MSAA 580	Legal Aspect of Sport	4
MCAA 596	Culminating Project	4

Electives *

Choose 4 of the following courses:		16
MCAA 520	Psychology of Coaching	4
MCAA 531	Student-Athlete Development and Leadership *	4
MCAA 532	Faith-Based Coaching	4
MCAA 533	Strategic Planning and Marketing of College Athletics	4
MCAA 534	Compliance and Regulation of College Athletics	4
MCAA 540	Sport Technologies	4
MCAA 545	Sport Statistics and Analytics	4
MCAA 560	Interscholastic 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 570	Sport Medicine and Performance *	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

ONLY ONE SPORT-SPECIFIC COURSE CAN BE APPLIED TOWARDS THE DEGREE (MUST BE DIFFERENT THAN THE ONE USED IN THE MS DEGREE):

MCAA 564	Applied Exercise Sciences and Strategies for Coaching Cheerleading *	4
MCAA 565	Applied Exercise Sciences and Strategies for Coaching for Tennis *	4
MCAA 566	Applied Exercise Sciences and Strategies for Coaching Swimming *	4
MCAA 567	Applied Exercise Sciences and Strategies for Coaching Track and Field *	4
MCAA 568	Applied Exercise Sciences and Strategies for Coaching Soccer *	4
MCAA 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse *	4
MCAA 571	Applied Exercise Sciences and Strategies for Coaching Golf *	4
MCAA 572	Applied Exercise Sciences and Strategies for Coaching Cross Country *	4
MCAA 573	Applied Exercise Sciences and Strategies for Coaching Basketball *	4
MCAA 574	Applied Exercise Sciences and Strategies for Coaching Football *	4
MCAA 575	Applied Exercise Sciences and Strategies for Coaching Softball *	4
MCAA 576	Applied Exercise Sciences and Strategies for Coaching Volleyball *	4
MCAA 577	Applied Exercise Sciences and Strategies for Coaching Baseball *	4
MCAA 578	Applied Exercise Sciences and Strategies for Coaching Water Polo *	4
MCAA 579	Applied Exercise Sciences and Strategies for Coaching Wrestling *	4
Total Units		36

* Not an option if the equivalent was taken in the MS degree.

** Students cannot take both MCAA 560 and MCAA 563 for credit. If MSCE 560 or MSCE 563 were taken in the MS degree, neither MCAA 560 or MCAA 563 can be taken to be used in the MA degree.

Master of Arts in Counseling

COUN 600	Personal Development Skills Process Group	3
COUN 601	Human Growth and Development *	3
COUN 602	Theories of Counseling *	3
COUN 603	Clinical Psychopathology and Diagnosis *	3
COUN 604	Theory and Practice of Groups *	3
COUN 605	Legal, Ethical and Professional Issues *	3
COUN 607	Social and Cultural Foundations *	3
COUN 609	Theory and Practice of Assessment *	3
COUN 610	Advanced Counseling Skills and Techniques	3

COUN 611	Foundations of Crisis and Trauma Counseling *	3
COUN 612	Career and Lifestyle Development *	3
COUN 613	Foundations of Addiction Counseling *	3
COUN 614	Methods and Practice of Research and Evaluation *	3
COUN 633	Counseling Skills and Techniques *	3
Emphasis		18-19.5
Total Units		60-61.5

Emphasis

Clinical Mental Health Emphasis

COUN 606	Foundations and Contextual Dimensions of Mental Health Counseling *	3
COUN 640	Supervised Practicum *	3
COUN 641	Supervised Internship I *	3
COUN 642	Supervised Internship II *	3
Choose at least 6 units from the following courses:		6-7.5
COUN 608	Models and Application of Integration	3
COUN 621	Psychopharmacology *	3
COUN 622	Foundations of Spiritual Formation and Direction	3
COUN 623	Foundations of Marriage and Family Therapy	3
COUN 624	Level I Clinical Training: Gottman Method Couples Therapy	3
COUN 625	Level II Clinical Training: Gottman Method Couples Therapy	3
COUN 626	Foundations of Play Therapy	3
COUN 627	Human Sexuality *	3
COUN 643	Supervised Internship III	1.5
EXCC 612	Executive Coaching and Character Development	3
EXCC 613	Developing the Executive Coaching Relationship	3
EXCC 617	Advanced Consultation Skills	3
Any ORGL course		3
Total Units		18-19.5

* These 17 courses must be completed as a part of California LPCC Licensure.

Master of Arts in Executive Coaching and Consultation

If a Master of Arts in Organizational Leadership has been completed, 18 units in the Executive Coaching and Consultation degree must be unique.

EXCC 600	Personal Development Skills Process Group	3
EXCC 602	Building Healthy Culture and Performance	3
EXCC 604	Leading Change and Motivation	3

EXCC 612	Executive Coaching and Character Development	3
EXCC 613	Developing the Executive Coaching Relationship	3
EXCC 614	Advanced Executive Coaching	3
EXCC 615	Creative Strategy Building	3
EXCC 616	Presentation and Training Skills	1
EXCC 617	Advanced Consultation Skills	3
EXCC 618	Internship: Executive Coaching and Consultation I	1
EXCC 619	Internship: Executive Coaching and Consultation II	1
EXCC 620	Executive Coaching and Consultation Capstone	3
Choose 1 of the following courses:		3
EXCC 607	Group Coaching	3
EXCC 609	Advanced Theories in Organizational Design and Development	3
ORGL 605	Team Building, Conflict Management and Managing Difficult People	3
ORGL 606	Leadership and Transformation	3
ORGL 610	Leadership and Organizational Assessment	3
ORGL 611	Systems and Project Management	3
Total Units		33

Master of Arts in International Studies

MAIG 501	Intercultural Competency	3
MAIG 502	Global Politics and Leadership	3
MAIG 503	International Social Research Methods	3
MAIG 504	International Development Theory and Practices	3
MAIG 505	Global Economics and Finance	3
MAIG 506	Global Religious Landscape	3
MAIG 507	Global Conflicts and Conflict Resolution	3
MAIG 508	Regional Focus	3
MAIG 509	Social Change and Project Management	3
MAIG 515	International Field Trip	1
MAIG 600	Capstone Project	4
Total Units		32

Master of Arts in Organizational Leadership

ORGL 600	Personal Development Skills Process Group	3
ORGL 601	Organizational Leadership and Character Development	3
ORGL 602	Building Healthy Culture and Performance	3
ORGL 603	Leadership Styles, Neuroscience and Emotional Intelligence	3

ORGL 604	Leading Change and Motivation	3
ORGL 605	Team Building, Conflict Management and Managing Difficult People	3
ORGL 606	Leadership and Transformation	3
ORGL 607	Decision Making, Creativity and Problem Solving	3
ORGL 608	Capstone Seminar in Organizational Leadership	3
Choose 2 of the following courses:		6
EXCC 607	Group Coaching	3
EXCC 609	Advanced Theories in Organizational Design and Development	3
EXCC 613	Developing the Executive Coaching Relationship	3
EXCC 614	Advanced Executive Coaching	3
EXCC 617	Advanced Consultation Skills	3
ORGL 610	Leadership and Organizational Assessment	3
ORGL 611	Systems and Project Management	3
Total Units		33

Master of Healthcare Administration (MHA)

MHA 500	Professional Development Workshop (course taken 4 times @ .25 units)	1
MHA 501	Healthcare Organizational Management	3
MHA 502	Healthcare Communication	3
MHA 503	Healthcare Economics and Policy	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 573	Vocation and Ethics in Healthcare Management	3
MHA 588	Long-Term Care Administration	3
MHA 601	Capstone Practicum in Health Service Management	3
Total Units		40

Master of Public Health (MPH)

MPH 500	Foundations of Public Health	3
MPH 515	Principles of Health Behaviors	3
MPH 520	Concepts of Environmental Health	3
MPH 525	Health Policy and Management	3
MPH 530	Biostatistics	3

MPH 535	Applied Epidemiology	3
MPH 540	Leadership and Organizational Management in Health Services	3
MPH 545	Vocation and Ethics in Public Health	3
MPH 560	Methods of Research in Public Health	3
MPH 598	Public Health Practicum	3
Culminating Experience		
MPH 599	Applied Research in Public Health Emphasis	3
		9
Total Units		42

Emphasis

Community Health Education Emphasis

MPH 570	Community Health	3
MPH 575	Communication and Social Marketing Health Promotion and Education	3
MPH 580	Programming and Evaluation in Public Health	3
Total Units		9

Master of Science in Coaching and Exercise Sciences (MSCE)

(for students who do not currently have a MCAA degree from CUI)

Core Requirements

MSCE 510	Principles of Coaching and Leadership	4
MSCE 530	Ethics and Sport	4
MSCE 550	Research Methods and Analysis	4
MSCE 580	Legal Aspect of Sport	4
MSCE 595	Culminating Project	4

Electives*

Choose 4 of the following courses: 16

MSCE 570	Sport Medicine and Performance	4
MSCE 584	Kinesiology for Sport	4
MSCE 586	Advanced Strength, Speed and Conditioning	4
MSCE 587	Exercise Physiology for Sport	4
MSCE 588	Biomechanics for Sport	4
MSCE 589	Nutrition for Sport	4

ONLY ONE SPORT-SPECIFIC COURSE CAN BE APPLIED TOWARDS THE DEGREE:

MSCE 564	Applied Exercise Sciences and Strategies for Coaching Cheerleading *	4
MSCE 565	Applied Exercise Sciences and Strategies for Coaching for Tennis *	4
MSCE 566	Applied Exercise Sciences and Strategies for Coaching Swimming *	4
MSCE 567	Applied Exercise Sciences and Strategies for Coaching Track and Field *	4

MSCE 568	Applied Exercise Sciences and Strategies for Coaching Soccer *	4
MSCE 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse *	4
MSCE 571	Applied Exercise Sciences and Strategies for Coaching Golf *	4
MSCE 572	Applied Exercise Sciences and Strategies for Coaching Cross Country *	4
MSCE 573	Applied Exercise Sciences and Strategies for Coaching Basketball *	4
MSCE 574	Applied Exercise Sciences and Strategies for Coaching Football *	4
MSCE 575	Applied Exercise Sciences and Strategies for Coaching Softball *	4
MSCE 576	Applied Exercise Sciences and Strategies for Coaching Volleyball *	4
MSCE 577	Applied Exercise Sciences and Strategies for Coaching Baseball *	4
MSCE 578	Applied Exercise Sciences and Strategies for Coaching Water Polo *	4
MSCE 579	Applied Exercise Sciences and Strategies for Coaching Wrestling *	4

Included in the choice of 4, students may opt to use at most 1 of the following:

MSCE 531	Student-Athlete Development and Leadership	4
MSCE 533	Strategic Planning and Marketing of College Athletics	4
MSCE 534	Compliance and Regulation of College Athletics	4
MSCE 545	Sport Statistics and Analytics	4
MSCE 560	Interscholastic Leadership and Administration	4
MSCE 563	Intercollegiate Athletics in America	4
MSCE 590	Coaching Academy	4
MSCE 591	Athletic Director Institute	4
MSCE 592	MSCE: Internship	4

Total Units 36

* A maximum of 1 sport-specific course may be taken as an elective. Most sport-specific courses are offered during the summer term.

Master of Science in Coaching and Exercise Sciences (MSCE)

(for students who currently have a MCAA degree from CUI)

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
MSCE 596	Culminating Project	4

Electives*

Choose 4 of the following courses: 16

MSCE 570	Sport Medicine and Performance *	4
MSCE 584	Kinesiology for Sport	4
MSCE 586	Advanced Strength, Speed and Conditioning *	4
MSCE 587	Exercise Physiology for Sport	4
MSCE 588	Biomechanics for Sport	4
MSCE 589	Nutrition for Sport	4

ONLY ONE SPORT-SPECIFIC COURSE CAN BE APPLIED TOWARDS THE DEGREE (MUST BE DIFFERENT THAN THE ONE USED IN THE MCAA DEGREE):

MSCE 564	Applied Exercise Sciences and Strategies for Coaching Cheerleading *	4
MSCE 565	Applied Exercise Sciences and Strategies for Coaching for Tennis *	4
MSCE 566	Applied Exercise Sciences and Strategies for Coaching Swimming *	4
MSCE 567	Applied Exercise Sciences and Strategies for Coaching Track and Field *	4
MSCE 568	Applied Exercise Sciences and Strategies for Coaching Soccer *	4
MSCE 569	Applied Exercise Sciences and Strategies for Coaching Lacrosse *	4
MSCE 571	Applied Exercise Sciences and Strategies for Coaching Golf *	4
MSCE 572	Applied Exercise Sciences and Strategies for Coaching Cross Country *	4
MSCE 573	Applied Exercise Sciences and Strategies for Coaching Basketball *	4
MSCE 574	Applied Exercise Sciences and Strategies for Coaching Football *	4
MSCE 575	Applied Exercise Sciences and Strategies for Coaching Softball *	4
MSCE 576	Applied Exercise Sciences and Strategies for Coaching Volleyball *	4
MSCE 577	Applied Exercise Sciences and Strategies for Coaching Baseball *	4
MSCE 578	Applied Exercise Sciences and Strategies for Coaching Water Polo *	4
MSCE 579	Applied Exercise Sciences and Strategies for Coaching Wrestling *	4

Included in the choice of 4, students may opt to use at most 1 of the following:

MSCE 531	Student-Athlete Development and Leadership *	4
MSCE 533	Strategic Planning and Marketing of College Athletics	4
MSCE 534	Compliance and Regulation of College Athletics	4
MSCE 545	Sport Statistics and Analytics	4
MSCE 560	Interscholastic Leadership and Administration **	4

MSCE 563	Intercollegiate Athletics in America **	4
MSCE 590	Coaching Academy *	4
MSCE 591	Athletic Director Institute *	4
MSCE 592	MSCE: Internship *	4
Total Units		36

* Not an option if the MCAA equivalent of this course was taken for the MCAA degree

** If MCAA 560 or MCAA 563 were taken in the MA degree, neither MSCE 560 or MSCE 563 can be taken to be used in the MS degree.

Application and Admission Information

Master of Arts in Coaching and Athletics Administration

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. 30)) (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 by a NACES (<https://www.naces.org>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor'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. 200).

Master of Arts in International Studies 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:

1. Submit an online application (<https://app.cui.edu/application/%20grad>) with nonrefundable application fee of \$50.
2. Have a bachelor's degree from a regionally/nationally accredited institution with a minimum undergraduate cumulative GPA of 2.75 before cohort starts.
3. Submit online a statement of intent (https://www.cui.edu/Portals/0/uploadedfiles/Online/MAIS/MAIS_statement_of_intent_fillable.pdf?ver=2017-09-28-184215-240) including your short-term and long-term career objectives.
4. Submit one official transcript from the university from which you've earned your bachelor's degree. Transcripts must be received in an official sealed envelope. E-scripts are acceptable; please set gradadmissions@cui.edu as the recipient.
5. Submit two current recommendations (<https://www.cui.edu/online/degrees/masters/international-studies/reference-form>) from acceptable references source such as a professor, employer, immediate supervisor, pastor, or colleague.
6. Submit a complete and up-to-date resume to gradadmissions@cui.edu.

International Applicants

International applicants must submit an online application (<https://www.cui.edu/uploadedFiles/Admissions/Graduate/InternGradApp.pdf>) with nonrefundable application fee of \$150.

(If non-English native speaker) Demonstrate adequate English language proficiency to the satisfaction of the MAIS program for course participation and completion.

Additional forms for International Applicants (non-U.S. citizen/national): Affidavit of Financial Support (<https://www.cui.edu/uploadedFiles/AcademicPrograms/Graduate/InternationalStudies/Affidavit%20of%20Financial%20Support.pdf>), Certificate of Bank Balance (<https://www.cui.edu/uploadedFiles/AcademicPrograms/Graduate/InternationalStudies/Certificate%20of%20Bank%20Balance.pdf>).

The admission procedure for international applicants is the same as listed above. If from a non-U.S. institution, you must provide an official, detailed transcript evaluation by a NACES (<https://www.naces.org>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor's degree.

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.

Master of Public Health Application Information

Please see CUI's website (<https://www.cui.edu/academicprograms/graduate/public-health/admissions>) for more information.

Master of Science in Coaching and Exercise Sciences

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. 30)) (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 by a NACES (<https://www.naces.org>)-approved evaluation agency verifying the equivalent of a regionally accredited U.S. bachelor'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. 200).

Doctor of Philosophy

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 purpose of the Doctoral Program in Counselor Education and Supervision is to prepare highly competent counselor educators, supervisors, researchers, scholars, and advocates to carry out the work of leadership roles in the field of counseling and to impact positive change in society at large from a biblically-informed and research supported perspective.

Counselor of Education and Supervision Program Learning Outcomes

Graduates of the Counselor of Education and Supervision PhD will:

1. Develop, critically analyze, evaluate, design and disseminate research to conduct scholarly research in Counselor Education and Supervision.
2. Demonstrate clinical expertise including advanced counseling skills, knowledge, and professional dispositions for individual/small group counseling, systems of care, and organizational consultation/collaboration.

3. establish a professional identity as a scholar-practitioner in a variety of settings while applying the standards of ethical leadership and the ACA Code of Ethics, legal precedence, and other appropriate standards for practice informed by Biblical and Lutheran perspectives.
4. Employ technology, diverse teaching and learning strategies, and professional writing for instruction in a multicultural and pluralistic world.
5. Apply theory, skills, and practices to clinical supervision that are ethical, developmentally appropriate, culturally sensitive, and evidence-based.
6. Provide leadership and advocacy in counselor education and supervision, and establish community partnerships that increase the reach and relevance of the field.

Counselor Education and Supervision (CES)

Core

CES 700	Doctoral Studies Orientation in Counselor Education and Supervision	0.5
CES 701	Professional Orientation, Ethics, and Identity for Counselor Educators	3
CES 702	Instruction in Counselor Education and Supervision	3
CES 703	Advanced Counseling and Career Theories	3
CES 704	Counselor Supervision: Theories, Techniques, and Technology	3
CES 706	Consultation and Program Evaluation in Counselor Education and Supervision	3
CES 707	Advanced Multicultural Issues in Counselor Education and Supervision	3
CES 708	Leadership and Advocacy in Counselor Education and Supervision	3

Fieldwork

CES 740	Counselor Education and Supervision Practicum	3
CES 741	Counselor Education and Supervision Internship I	3
CES 742	Counselor Education and Supervision Internship II	3

Research Requirements

CES 750	Advanced Research Theory, Methods, and Design	3
CES 751	Statistical Analysis for Counselor Education	3
CES 752	Advanced Research Methods and Design for Leaders in Counselor Education	3
CES 753	Qualitative Research Design and Analysis for Leaders in Counselor Education	3

CES 754	Advanced Quantitative Research and Statistics in Counselor Education	3
or CES 755	Advanced Qualitative Research in Counselor Education	

Research Seminars

CES 771	Research Seminar I	0.25
CES 771A	Research Seminar I (Continued)	0.25
CES 772	Research Seminar II	0.25
CES 772A	Research Seminar II (Continued)	0.25
CES 773	Research Seminar III	0.25
CES 773A	Research Seminar III (Continued)	0.25
CES 774	Research Seminar IV	0.25
CES 774A	Research Seminar IV (Continued)	0.25
CES 774B	Research Seminar IV (Continued)	0.25
CES 775	Research Seminar V	0.25

Dissertation Seminars

CES 781	Dissertation	1,3
CES 781A	Dissertation	1,3
CES 791	Dissertation	1,3
CES 791A	Dissertation	1,3
CES 791B	Dissertation	1,3
CES 791C	Dissertation	1,3

Extension (as needed)

CES 792	Dissertation	1
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Optional Electives

CES 705	Advanced Social Emotional Skills for Counselors and Special Educators	3
CES 722	Advanced Group Counseling Theories and Techniques	3
CES 723	Advanced Theories of Career Counseling	3
CES 724	Spiritual Formation and Issues in Integration	3
CES 725	Models and Application of Trauma Informed Practice	3

Total Units 60

Application and Admission Information

Counselor Education and Supervision

Go to CUI's website (<http://www.cui.edu/admissions/graduate/index.aspx?id=12630>) for a list of application deadlines for each term.

Admission Requirements:

1. Masters degree in counseling from a CACREP accredited program or equivalent (applicants may be required to complete additional coursework)
2. GRE (no more than 5 years old)
3. Transcript review of ALL graduate level coursework

4. Professional experience and licensed (or license eligible) in counseling
5. Letter of Intent/Goals statement
6. Writing Sample (APA format, no more than 10 pages; may be from previous Masters level work)
7. Faculty Interview

Certificate Programs from the Townsend Institute

The Townsend Institute at Concordia University Irvine invites you to study directly with Dr. John Townsend and Townsend Institute Fellows who have decades of experience, and know how to bring healing, hope, and restoration through intentional and engaging coursework. The Townsend Institute has earned a reputation for its relational approach to begin with character growth as a building block for positive change. The Institute offers an Executive Coaching and Consultation Certificate, an Organizational Leadership Certificate and a Competence and Character Growth Model Certificate.

Through the Organizational Leadership Certificate program you will:

- Grow your leadership toolbox.
- Extend your effectiveness in your Competence - increasing your skills, strengths and expertise
- Improve your effectiveness through your Character - those internal abilities that drive your level of competence.
- Gain highly marketable skills that businesses are seeking in employees.

Through the Competence and Character Growth Model Certificate program you will:

- Understand how treatment goes beyond symptom removal to reshaping the individual, couple, or family, in profound and lasting ways that are transformative.
- Access the transforming power of relationship, emotions and cognitions by creating experiences that build new character structure.
- Discover the therapeutic skills that “crack the code” for growth and healing in clients.
- Gain diagnostic skills to determine which therapeutic approach will be most effective based on a person’s internal character structure.
- Apply the latest neurological research on the healing process through a biblical lens.
- Master treatment modalities such as depth psychology, family systems, cognitive behavioral therapy, attachment therapy, psychopharmacology, and positive psychology.

Policies can be found here (p. 137).

Professional Executive Coaching and Consultation Certificate (p. 197)

Advanced Executive Coaching and Consultation Certificate (p. 197)

Professional Organizational Leadership Certificate (p. 197)

Advanced Organizational Leadership Certificate (p. 198)

Competence and Character Growth Model - Basic Certificate (p. 198)

Competence and Character Growth Model - Advanced Certificate (p. 198)

Professional Executive Coaching and Consultation Certificate

Not available to students who have completed the Master of Arts in Executive Coaching and Consultation.

EXCC 600	Personal Development Skills Process Group	3
EXCC 612	Executive Coaching and Character Development	3
EXCC 613	Developing the Executive Coaching Relationship	3
EXCC 617	Advanced Consultation Skills	3
Total Units		12

Advanced Executive Coaching and Consultation Certificate

Not available to students who have completed the Master of Arts in Executive Coaching and Consultation.

EXCC 600	Personal Development Skills Process Group	3
EXCC 612	Executive Coaching and Character Development	3
EXCC 613	Developing the Executive Coaching Relationship	3
EXCC 614	Advanced Executive Coaching	3
EXCC 617	Advanced Consultation Skills	3
Choose 1 of the following courses:		3
ORGL 605	Team Building, Conflict Management and Managing Difficult People	3
ORGL 606	Leadership and Transformation	3
ORGL 610	Leadership and Organizational Assessment	3
ORGL 611	Systems and Project Management	3
EXCC 607	Group Coaching	3
EXCC 609	Advanced Theories in Organizational Design and Development	3
EXCC 615	Creative Strategy Building	3
Total Units		18

Professional Organizational Leadership Certificate

Not available to students who have completed the Master of Arts in Organizational Leadership.

ORGL 600	Personal Development Skills Process Group	3
ORGL 601	Organizational Leadership and Character Development	3
Choose 2 of the following courses:		6
ORGL 602	Building Healthy Culture and Performance	3

ORGL 603	Leadership Styles, Neuroscience and Emotional Intelligence	3
ORGL 604	Leading Change and Motivation	3
ORGL 605	Team Building, Conflict Management and Managing Difficult People *	3
ORGL 606	Leadership and Transformation *	3
ORGL 607	Decision Making, Creativity and Problem Solving	3
ORGL 610	Leadership and Organizational Assessment *	3
ORGL 611	Systems and Project Management *	3
Total Units		12

* Students who have completed the MA in Executive Coaching and Consultation must take six (6) unique units for the certificate: ORGL 605, ORGL 606, ORGL 610 or ORGL 611.

Advanced Organizational Leadership Certificate

Not available to students who have completed the Master of Arts in Organizational Leadership.

ORGL 600	Personal Development Skills Process Group	3
ORGL 601	Organizational Leadership and Character Development	3
Choose 4 of the following courses:		12
ORGL 602	Building Healthy Culture and Performance	3
ORGL 603	Leadership Styles, Neuroscience and Emotional Intelligence	3
ORGL 604	Leading Change and Motivation	3
ORGL 605	Team Building, Conflict Management and Managing Difficult People	3
ORGL 606	Leadership and Transformation	3
ORGL 607	Decision Making, Creativity and Problem Solving	3
ORGL 610	Leadership and Organizational Assessment	3
ORGL 611	Systems and Project Management	3
Total Units		18

Competence and Character Growth Model - Basic Certificate*

Not available to students who have completed the Master of Arts in Counseling.

COUN 600	Personal Development Skills Process Group	3
COUN 601	Human Growth and Development	3
COUN 602	Theories of Counseling	3
Choose 1 of the following courses:		3
COUN 604	Theory and Practice of Groups	3
COUN 605	Legal, Ethical and Professional Issues	3

COUN 606	Foundations and Contextual Dimensions of Mental Health Counseling	3
COUN 607	Social and Cultural Foundations	3
COUN 608	Models and Application of Integration	3
COUN 611	Foundations of Crisis and Trauma Counseling	3
COUN 612	Career and Lifestyle Development	3
COUN 613	Foundations of Addiction Counseling	3
COUN 614	Methods and Practice of Research and Evaluation	3
COUN 633	Counseling Skills and Techniques	3
COUN 621	Psychopharmacology	3
COUN 622	Foundations of Spiritual Formation and Direction	3
COUN 623	Foundations of Marriage and Family Therapy	3
COUN 624	Level I Clinical Training: Gottman Method Couples Therapy	3
COUN 625	Level II Clinical Training: Gottman Method Couples Therapy	3
COUN 626	Foundations of Play Therapy	3
COUN 627	Human Sexuality	3
Total Units		12

Competence and Character Growth Model - Advanced Certificate*

Not available to students who have completed the Master of Arts in Counseling.

COUN 600	Personal Development Skills Process Group	3
COUN 601	Human Growth and Development	3
COUN 602	Theories of Counseling	3
COUN 610	Advanced Counseling Skills and Techniques	3
Choose 2 of the following courses:		6
COUN 604	Theory and Practice of Groups	3
COUN 605	Legal, Ethical and Professional Issues	3
COUN 606	Foundations and Contextual Dimensions of Mental Health Counseling	3
COUN 607	Social and Cultural Foundations	3
COUN 608	Models and Application of Integration	3
COUN 611	Foundations of Crisis and Trauma Counseling	3
COUN 612	Career and Lifestyle Development	3
COUN 613	Foundations of Addiction Counseling	3
COUN 614	Methods and Practice of Research and Evaluation	3

COUN 621	Psychopharmacology	3
COUN 622	Foundations of Spiritual Formation and Direction	3
COUN 623	Foundations of Marriage and Family Therapy	3
COUN 624	Level I Clinical Training: Gottman Method Couples Therapy	3
COUN 625	Level II Clinical Training: Gottman Method Couples Therapy	3
COUN 626	Foundations of Play Therapy	3
COUN 627	Human Sexuality	3
COUN 633	Counseling Skills and Techniques	3
Total Units		18

* A grade of B or better in all coursework is required for the certificate.

COURSES OF INSTRUCTION

Biology (ABIO)

ABIO 103 Biology of Animals with Lab 4 Units

This course will explore the general biology of animals. Focus will be placed on the areas of animal biotechnology, production, anatomy, behavior, genetics, and use and care of mammals. Students will also engage in discussion about epistemology of science, and Christian and naturalistic worldviews.

Business Admin & Leadership (BAL)

BAL 303 Ethical Principles of Effective Businesses 3 Units

The principles of conducting ethical business practices will be discussed and explored. Students will investigate how business leaders make critical decisions and implement strategy while applying ethical principles that impact business performance.

BAL 306 Business Law 3 Units

Basics of business law and its application for business managers and leaders will be discussed extensively in this course. Students will 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

Human resources strategies are critical to all businesses. This course will provide students with valuable information that helps comprehend 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 the analysis of financial statements. The concepts of cash flow, liquidity, debt obligation, and profitability will be examined from the strategic management and operational environments. Prerequisite: BAL 331.

BAL 313 Leadership and Professional Development Seminar I 1 Unit

BAL 313, BAL 314 & BAL 315 will introduce students to innovative leadership and management topics like, but not limited to, Connective Leadership, Strengths Based Leadership, Corporate Social Responsibility, resume writing and interviewing skills.

BAL 314 Leadership and Professional Development Seminar II 1 Unit

BAL 313, BAL 314 & BAL 315 will introduce students to innovative leadership and management topics like, but not limited to, Connective Leadership, Strengths Based Leadership, Corporate Social Responsibility, resume writing and interviewing skills. Prerequisite: BAL 313.

BAL 315 Leadership and Professional Development Seminar III 1 Unit

BAL 313, BAL 314 & BAL 315 will introduce students to innovative leadership and management topics like, but not limited to, Connective Leadership, Strengths Based Leadership, Corporate Social Responsibility, resume writing and interviewing skills. Prerequisites: BAL 313 and BAL 314.

BAL 321 Writing and Communication in the Workplace 3 Units

In every profession, different forms of communication are an important aspect of effective execution. This course explores the basics of good writing, including the proper application of grammar and APA style rules. Written, oral and non-verbal communication will be covered in depth. The use of technology to access and share information is also examined.

BAL 331 Financial Accounting 3 Units

Introduces principles, concepts, and procedures of financial accounting essential to the preparation, understanding, and interpretation of accounting information. Includes the study of financial statements, journal transactions, investments in property, plant and equipment and depreciation.

BAL 332 Managerial Accounting 3 Units

Introduces the concepts of managing through the use of accounting information. Topics include the basic accounting equation, financial statement structure, the accounting cycle, costing, equity financing & asset valuation.

BAL 415 International Business 3 Units

This course explores the many dimensions of doing business in a global environment. Students will 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

Current management theories are explored 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 focuses on quantitative models for managing operations. Topics include 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 introduces the concepts of market based decisions. Students will 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 focuses on strategic business analysis. Students will develop skills to create business value through learning the topics of operational, financial, defensive and market based strategies.

BAL 450 Business Leadership Strategies 3 Units

This course introduces leadership theories and practices and provides an understanding of how these theories are used in business today. 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 explores how social media is changing the economic landscape and introduces students to channel marketing, managing company product and image, creating virtual communities and advertising in the social media space. Students will learn how companies are using social networks and blogs to generate interest in their products or service offerings.

Christian Education (CED)

CED 501 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. Students will 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 as well as determine their commitment to The Lutheran Church–Missouri Synod Director of Christian Education program.

CED 502 Church Leadership 3 Units

This course teaches planning, administration and leadership skills important to the development, management and evaluation of Christian education ministry programs.

CED 532 Methods of Christian Discipleship 3 Units

Examines theory and practice of discipleship, catechesis, and spiritual formation as conducted in the ministry of the church. Focuses on planning, managing, delivering, evaluating, and integrating Christian teaching into the life of the church.

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

This course will look at adult learning theories, faith development, and discuss andragogy as it relates to the planning of effective adult education programs in a local congregation.

CED 570 Children's and Family Ministry 3 Units

A study of the church's ministry with children from birth to twelve years of age. Emphasizes faith development theories; family and intergenerational ministry; teaching techniques related to children's and family ministries; involving children along with their families in the total life of the church; and planning, administering, implementing and evaluating a comprehensive ministry to children and families.

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 Internship: DCE 1-6 Units

A mentored, full-time, year-long experience in a congregation in 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. Twelve (12) months of internship are required for DCE certification. Prerequisites: Satisfactory completion of academic program requirements and preliminary theological approval from the LCMS Church Vocations Council. This course may be repeated in additional terms. A fee of \$2340 is charged in lieu of tuition.

CED 591 Practicum I: DCE 1 Unit

In this course students will spend time on-site in an 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 an 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 DCE Pre-Internship Seminar 3 Units

In this course students will spend time on-site in an 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.

CED 594 Internship I: DCE 4 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. Twelve (12) months of internship are required for DCE certification. Prerequisites: Satisfactory completion of academic program requirements and preliminary theological approval from the LCMS Church Vocations Council. A fee of \$2340 is charged in lieu of tuition.

CED 595 Internship II: DCE 4 Units

A continuation of CED 594. A fee of \$2340 is charged in lieu of tuition.

CED 596 Internship III: DCE 4 Units

A continuation of CED 595. A fee of \$2340 is charged in lieu of tuition.

Church Leadership (MACL)

MACL 502 Spiritual Care 3 Units

This course explores various areas of spiritual care offered by ministry leaders as they serve church members in their individual and corporate needs. The application of God's Word and the assurance of his grace is stressed as ministers serve in times of crisis, illness, grief and also in joyful life events. Application will be made in fieldwork or internship churches.

MACL 530 Communicating the Gospel I 3 Units

This course explores how ministry leaders connect the Word of God to those they serve. Students will learn and apply sound exegetical principles, including how the right distinction of Law and Gospel is essential to effective application of Scripture to people today. Students will analyze texts, prepare presentations that are appropriate to their area of service, and explore effective communication strategies. Application will be made in fieldwork or internship churches.

MACL 531 Communicating the Gospel II 3 Units

This course explores the purpose, function, and structure of Gospel communication in various contexts. Building on MACL 530, it will continue to explore sound exegetical principles in parables, miracles, and Old Testament texts. Students will analyze texts, prepare presentations that are appropriate to their area of service, and explore creative illustration of biblical themes. Application will be made in fieldwork or internship churches. Prerequisite: MACL 530.

MACL 570 Ministry Internship I 3 Units

This ministry internship is a mentored ministerial formation experience in a Christian congregation. Students will apply and enhance ministry skills appropriate to their area of study under the supervision of an experienced minister.

MACL 571 Ministry Internship II 3 Units

This ministry internship is a mentored ministerial formation experience in a Christian congregation. Students will apply and enhance ministry skills appropriate to their area of study under the supervision of an experienced minister. Prerequisite: MACL 570.

MACL 580 Ministry Residency 9 Units

Ministry Residency is a 12 month full-time ministerial formation experience in a Christian congregation. It occurs after completing all other requirements in the Center for Church Leadership. Students will be an active part of the ministry team, serving under the supervision of an experienced minister.

Coaching & Athletics 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 531 Student-Athlete Development and Leadership 4 Units

This course will provide students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of college athletes. Students will be provided with insight into various leadership styles and techniques that can be utilized within an Athletic Department to assure the success in producing competitive programs that foster personal growth of its student-athletes. Particular focus will be placed on assuring physical, mental and spiritual development is integrated into the mission, vision and goals of each program within the Athletic Department. Additional focus will be placed on the importance of fostering development of these three areas within college athletes and to overcome the external factors that can impede this development, including alcohol and drug use, depression and anxiety and lack of support from family and friends.

MCAA 532 Faith-Based Coaching 4 Units

Faith based coaching centers on the concept of Christian athletic leadership and transformation coaching. This course will enrich coach's understanding on the concepts of vocation, the calling of coaching, and servant leadership as it relates to the Great Commission of Jesus Christ (Matthew 28:19). This class will focus on not only the coach's responsibilities of skill teaching but the importance of building a legacy based on significance and not just personal success.

MCAA 533 Strategic Planning and Marketing of College Athletics 4 Units

This course examines the overall strategic planning, marketing, fundraising, and the effective fiscal operations of a collegiate athletic programs. This course will provide students with the foundation to manage a long-term strategic plan, budget, and marketing focus for a college athletic department that allows the department to grow and meet their respective vision and goals. Additional focus will be placed on the development and operational skills of decision-making for both effective marketing and fundraising in collegiate athletics and the integration of the personal sales process into that campaign.

MCAA 534 Compliance and Regulation of College Athletics 4 Units

This course will provide students with a foundation of the organizational structure and operations of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA). Students will learn how to navigate through the rules manuals for each governing body by applying the rules to issues that arise within a wide variety of areas including recruiting, financial benefits to student-athletes, eligibility of transfer students, and academic eligibility. Students will be introduced to important legal challenges they will face in leadership roles and how they should analyze relevant variables in those areas to make wise decisions. Through this study on compliance, coupled with a focus on legal aspects in collegiate athletics, students will be equipped to analyze their own philosophies and those of others in diverse collegiate athletics environments and to incorporate those philosophies in solving ethical issues in their athletic departments.

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 545 Sport Statistics and Analytics 4 Units

This course is designed to bring an understanding of basic statistical concepts in the applications of sports. Students will develop and apply sports statistical and analytical concepts, and also improve problem solving and critical thinking abilities. The class includes a review of beginning through advanced use of statistics and spreadsheet formulas, along with hands-on experience in the acquisition and analysis of data. The class will have two research projects to be used in a final presentation.

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 Interscholastic 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

This course is designed to help athletics administrators take the next step in their journey to leadership excellence. Identifying timeless principles will help both two-year and four-year collegiate athletics directors navigate a course involving studying, practicing, and developing leadership skills and competencies. Through integrating and implementing leadership concepts, applications and frameworks, leadership performance will be enhanced. To develop and improve administrative skills, students will interview a two or four-year athletics administrator covering seven key areas of administration. A focus is placed on branding and developing pillars to support an athletics program. As always, the dynamics of the MCAA program and this specific course content are created for practical application. If this course is taken, MCAA 560 may not be taken.

MCAA 564 Applied Exercise Sciences and Strategies for Coaching Cheerleading 4 Units

The course focuses on the coach's responsibilities and assists in meeting the requirements to coach cheer at the competitive level for school-based teams. The curriculum teaches strategies that will assist the athletic director and school administrator. Topics include: history/tradition, skill breakdown, strategic choreography, practice and competition organization.

MCAA 565 Applied Exercise Sciences and Strategies for Coaching for Tennis 4 Units

This course strives to assist tennis coaches with advanced training to improve coaching in tennis and developing a successful tennis program. Discussion will include coaching philosophy, difference in men's and women's game, modern tennis, end of the serve/volley era, international players in college tennis, emergence of the UTR (Universal Tennis Rating), individual versus team sport, and rackets and string technology. The class will review various skills of tennis to include singles and doubles strategy, footwork drills, and will review the technical aspects of the serve, return, forehand, backhand, volley, overhead, as well as specialty shots. *Location and Course Information Subject to Change. *Requires class attendance as well as participation.

MCAA 566 Applied Exercise Sciences and Strategies for Coaching Swimming 4 Units

A professional seminar designed to assist swim coaches, and potential swim coaches, in developing a framework for the operation of an aquatics program. This training will serve as a valuable tool for the veteran and the new aquatics coach. Topics will include rules and regulations, coaching philosophy, practice organization and best practices within training sessions, developing strength training/conditioning programs and improving relationships with game officials, parents and Booster groups. Experts currently working in the field will share and discuss their best practices in coaching successful aquatics programs. You will have a chance to observe some of the most successful current teams in action.

MCAA 567 Applied Exercise Sciences and Strategies for Coaching Track and Field 4 Units

Curriculum is broad based, covering all key aspects of managerial and technical coaching. Technical sections are illustrated with pertinent video created specifically for this course, to enhance clarity and understanding. The course MCAA 567 Advanced Theory and Strategy for Coaching Track and Field includes managerial, ethical and technical duties of the track and field coach as well as aspects of training design and event-specific training.

MCAA 568 Applied Exercise Sciences 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 Applied Exercise Sciences 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 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences 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 Applied Exercise Sciences and Strategies for Coaching Wrestling 4 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

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. This course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam. 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. Graduation Application Fee: \$185.

MCAA 596 Culminating Project 4 Units

This 4-unit experience will be an integration of new knowledge and experience gained from the science based elective courses with prior knowledge and experience from the Master of Science degree. Students must complete a professional portfolio which will be completed in their last session of attendance. A passing grade on the projects is needed to complete this course. In order to enroll in MCAA 596 a student must have completed 4 elective MCAA courses and have a cumulative GPA of 3.0 or higher in the program. Graduation Application Fee: \$185.

Coaching & Exercise Sciences (MSCE)

MSCE 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).

MSCE 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.

MSCE 531 Student-Athlete Development and Leadership 4 Units

This course will provide students with insight into the importance of using an athletic program as a vehicle to foster the physical, mental and spiritual development of college athletes. Students will be provided with insight into various leadership styles and techniques that can be utilized within an Athletic Department to assure the success in producing competitive programs that foster personal growth of its student-athletes. Particular focus will be placed on assuring physical, mental and spiritual development is integrated into the mission, vision and goals of each program within the Athletic Department. Additional focus will be placed on the importance of fostering development of these three areas within college athletes and to overcome the external factors that can impede this development, including alcohol and drug use, depression and anxiety and lack of support from family and friends.

MSCE 533 Strategic Planning and Marketing of College Athletics 4 Units

This course examines the overall strategic planning, marketing, fundraising, and the effective fiscal operations of a collegiate athletic programs. This course will provide students with the foundation to manage a long-term strategic plan, budget, and marketing focus for a college athletic department that allows the department to grow and meet their respective vision and goals. Additional focus will be placed on the development and operational skills of decision-making for both effective marketing and fundraising in collegiate athletics and the integration of the personal sales process into that campaign.

MSCE 534 Compliance and Regulation of College Athletics 4 Units

This course will provide students with a foundation of the organizational structure and operations of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA). Students will learn how to navigate through the rules manuals for each governing body by applying the rules to issues that arise within a wide variety of areas including recruiting, financial benefits to student-athletes, eligibility of transfer students, and academic eligibility. Students will be introduced to important legal challenges they will face in leadership roles and how they should analyze relevant variables in those areas to make wise decisions. Through this study on compliance, coupled with a focus on legal aspects in collegiate athletics, students will be equipped to analyze their own philosophies and those of others in diverse collegiate athletics environments and to incorporate those philosophies in solving ethical issues in their athletic departments.

MSCE 545 Sport Statistics and Analytics 4 Units

This course is designed to bring an understanding of basic statistical concepts in the applications of sports. Students will develop and apply sports statistical and analytical concepts, and also improve problem solving and critical thinking abilities. The class includes a review of beginning through advanced use of statistics and spreadsheet formulas, along with hands-on experience in the acquisition and analysis of data. The class will have two research projects to be used in a final presentation.

MSCE 550 Research Methods and Analysis 4 Units

This course will provide an introduction to action research, research techniques, and professional portfolio development.

MSCE 560 Interscholastic Leadership and Administration 4 Units

Principles of leadership, organization, and management of sport programs. Included will be leadership skills and techniques, communication, scheduling, and program reviews. This course is focused on leadership at the high school level.

MSCE 563 Intercollegiate Athletics in America 4 Units

This course is designed to help coaches take the next step in their journey to leadership excellence. Identifying timeless principles will help coaches and administrators navigate a course involving studying, practicing, and developing leadership skills and competencies. With the goal of integrating and implementing leadership concepts, applications, and frameworks, leadership performance will be enhanced. To develop and improve administrative skills, students will interview an athletic administrator or head coach covering seven key areas of administration. As always, the dynamics of the MCAA program and this specific course content are created for practical application.

MSCE 564 Applied Exercise Sciences and Strategies for Coaching Cheerleading 4 Units

The course focuses on the coach's responsibilities and assists in meeting the requirements to coach cheer at the competitive level for school-based teams. The curriculum teaches strategies that will assist the athletic director and school administrator. Topics include: history/tradition, skill breakdown, strategic choreography, practice and competition organization.

MSCE 565 Applied Exercise Sciences and Strategies for Coaching for Tennis 4 Units

This course strives to assist tennis coaches with advanced training to improve coaching in tennis and developing a successful tennis program. Discussion will include coaching philosophy, difference in men's and women's game, modern tennis, end of the serve/volley era, international players in college tennis, emergence of the UTR (Universal Tennis Rating), individual versus team sport, and rackets and string technology. The class will review various skills of tennis to include singles and doubles strategy, footwork drills, and will review the technical aspects of the serve, return, forehand, backhand, volley, overhead, as well as specialty shots. *Location and Course Information Subject to Change. *Requires class attendance as well as participation.

MSCE 566 Applied Exercise Sciences and Strategies for Coaching Swimming 4 Units

A professional seminar designed to assist swim coaches, and potential swim coaches, in developing a framework for the operation of an aquatics program. This training will serve as a valuable tool for the veteran and the new aquatics coach. Topics will include rules and regulations, coaching philosophy, practice organization and best practices within training sessions, developing strength training/conditioning programs and improving relationships with game officials, parents and Booster groups. Experts currently working in the field will share and discuss their best practices in coaching successful aquatics programs. You will have a chance to observe some of the most successful current teams in action.

MSCE 567 Applied Exercise Sciences and Strategies for Coaching Track and Field 4 Units

Curriculum is broad based, covering all key aspects of managerial and technical coaching. Technical sections are illustrated with pertinent video created specifically for this course, to enhance clarity and understanding. The course MSCE 567 Advanced Theory and Strategy for Coaching Track and Field includes managerial, ethical and technical duties of the track and field coach as well as aspects of training design and event-specific training.

MSCE 568 Applied Exercise Sciences 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.

MSCE 569 Applied Exercise Sciences 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.

MSCE 570 Sport Medicine and Performance 4 Units

This course will 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.

MSCE 571 Applied Exercise Sciences 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.

MSCE 572 Applied Exercise Sciences 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.

MSCE 573 Applied Exercise Sciences 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.

MSCE 574 Applied Exercise Sciences 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.

MSCE 575 Applied Exercise Sciences 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.

MSCE 576 Applied Exercise Sciences 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.

MSCE 577 Applied Exercise Sciences 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.

MSCE 578 Applied Exercise Sciences 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.

MSCE 579 Applied Exercise Sciences and Strategies for Coaching Wrestling 4 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.

MSCE 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.

MSCE 584 Kinesiology for Sport 4 Units

This course focuses on human movement with an emphasis on the structure and function of the skeletal, muscular and nervous systems. This curriculum also includes an analysis of basic mechanical principles required in sport specific movement skills.

MSCE 586 Advanced Strength, Speed and Conditioning 4 Units

This course provides an overview of strength and conditioning. Emphasis is placed on the exercise sciences (including anatomy, exercise physiology, and biomechanics) and nutrition, exercise technique, program design, organization and administration, and testing and evaluation. This course is designed to prepare students for the nationally accredited Certified Strength and Conditioning Specialist (CSCS) certification exam.

MSCE 587 Exercise Physiology for Sport 4 Units

This course applies physiological principles to exercise circumstances; includes critical analysis of the effect of exercise on human physiologic function with in-depth examination of current literature.

MSCE 588 Biomechanics for Sport 4 Units

This course involves the study of the mechanical principles, analytical methods and the instrumentation systems involved in the analysis of movement.

MSCE 589 Nutrition for Sport 4 Units

This course covers the essentials of human nutrition that improve and sustain optimal performance for sport and exercise. The effects of eating disorders (in both male and female athletes), weight management, and sport nutrition resources are also discussed.

MSCE 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.

MSCE 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.

MSCE 592 MSCE: 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 MSCE 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 MSCE program one of which is MSCE 510 Principles of Coaching and Leadership before they are to enroll in MSCE 592 or have ten years of experience in athletics.

MSCE 595 Culminating Project 4 Units

This 4-unit experience will be an application of knowledge and skills related to one's area of coaching. Students must complete a professional portfolio which will be completed in their last session of attendance. A passing grade on the project is needed to complete this course. In order to enroll in MSCE 595 a student must have completed 4 core and 4 elective MSCE courses and have a cumulative GPA of 3.0 or higher in the program. Graduation Application Fee: \$185.

MSCE 596 Culminating Project 4 Units

This 4-unit experience will be an integration of new knowledge and experience gained from the science based elective courses with prior knowledge and experience from the Master of Arts degree. Students must complete a professional portfolio which will be completed in their last session of attendance. A passing grade on the projects is needed to complete this course. In order to enroll in MSCE 596 a student must have completed 4 elective MSCE courses and have a cumulative GPA of 3.0 or higher in the program. Graduation Application Fee: \$185.

Communication (ACOM)

ACOM 103 Communication 3 Units

This course provides an overview of the basic concepts of communication and the skills necessary to communicate in various contexts. Emphasis is placed on communication theories and techniques used in interpersonal, small group and public communication situations.

Competence and Character Model (ACCM)

ACCM 100 Competence and Character Model for Personal and Professional Growth 3 Units

Dr. John Townsend created this model which is founded on these two core principles: your Competence - increasing your leadership skills, strengths, and expertise; and your Character - the four internal abilities that drive high performance at work and meaningful relationships. Students will discover the "secret sauce" on how to facilitate significant transformation in those they lead and themselves. As a result, they will demonstrate the ability to motivate and inspire individuals, teams, and organizations.

Counseling (COUN)

COUN 600 Personal Development Skills Process Group 3 Units

Students will participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members. Students will have a place for personal character development. This accelerated 2-week course includes 4 days on the Concordia University Irvine campus. This course is offered in the following grade mode: Pass/No Pass.

COUN 601 Human Growth and Development 3 Units

The study of individual and family development across the life span including normal and abnormal behavior with an emphasis on childhood and adolescence. An examination of neurobiological, affective, cognitive, personality, moral, psychosocial and faith development, as well as strategies for facilitating optimal development. Course also includes an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that effect development. Various theories of development are addressed with a focus on psychodynamic, attachment, self and interpersonal neurobiological theorists. Prerequisite: COUN 600 (concurrent enrollment allowed).

COUN 602 Theories of Counseling 3 Units

An investigation of counseling, psychotherapeutic theories and techniques and their application to the helping relationship and process. The course provides an orientation to wellness, prevention, and counseling theories to assist in selection of appropriate counseling interventions. The study of models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters. Prerequisite: COUN 600 (concurrent enrollment allowed).

COUN 603 Clinical Psychopathology and Diagnosis 3 Units

The study of the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual and the International Classification of Diseases. This course covers the impact of co-occurring substance use disorders or medical psychological disorders, established diagnostic criteria for mental or emotional disorders, treatment modalities and techniques, and placement criteria within the continuum of care. Emphasis is placed on the neurobiological and interpersonal conditions that create developmental deficits which underlie the mental disorders and their symptoms. Prerequisite: COUN 600 (concurrent enrollment allowed).

COUN 604 Theory and Practice of Groups 3 Units

The study of group counseling theory, techniques, dynamics, process and stages. An examination of therapeutic factors of group work, approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness. Leadership styles as well as basic and advanced group interventions will also be explored.

COUN 605 Legal, Ethical and Professional Issues 3 Units

The study of history, professional roles and responsibilities of the counseling profession, including ethical, legal and Christian standards/principles for conduct. An examination of professional organizations, preparation, credentialing and the creation of a plan for lifelong professional and personal development. Students will also investigate specific ethical and licensure standards within California and their home state.

COUN 606 Foundations and Contextual Dimensions of Mental Health Counseling 3 Units

An investigation of the history, philosophy and cultural dimensions of mental health counseling, including the roles of identity of mental health counselors, ethical considerations and the training and credentialing of mental health counselors. Includes professional issues and practice guidelines for the mental health counselor, including conducting community needs assessments and creating and overseeing community interventions to address those needs.

COUN 607 Social and Cultural Foundations 3 Units

Theories and techniques for helping in a multicultural world, including development of cultural self awareness, identity development, promoting cultural social justice, individual and systemic strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, as well as an understanding of processes of intentional and unintentional oppression and discrimination.

COUN 608 Models and Application of Integration 3 Units

The study of integration models and the application of these models to the practice of Christian counseling. Included is the basic assumptions of Christianity and psychology, the nature of the Christian experience and the direct application of the major teachings of the Bible to help relationships.

COUN 609 Theory and Practice of Assessment 3 Units

The study of assessment, appraisal, and testing of individuals, including basic concepts of standardized and nonstandardized testing and other assessment techniques, norm-referenced and criterion-referenced assessment, statistical concepts such as reliability and validity, social and cultural factors related to assessment and evaluation of individuals, families and groups, and ethical strategies for selecting, administering, and interpreting assessment instruments and techniques in counseling. \$30 assessment fee required.

COUN 610 Advanced Counseling Skills and Techniques 3 Units

This course includes advanced counseling and psychotherapeutic theories and techniques, application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics. Application of modalities such as crisis intervention, brief, intermediate and long-term approaches. Prerequisite: COUN 600 (concurrent enrollment allowed).

COUN 611 Foundations of Crisis and Trauma Counseling 3 Units

This course is designed to provide students with the foundations of crisis counseling, including crisis theory; multidisciplinary responses to crises, emergencies, or disasters; cognitive, affective, behavioral, and neurological effects associated with trauma; brief, intermediate, and long-term approaches; and assessment strategies for clients in crisis and principles of intervention for individuals with mental or emotional disorders during times of crisis, emergency, or disaster. Specialized skills, methods and interventions for working with those suffering with traumatic stress and exploration of the impact of trauma on the individual, family and community.

COUN 612 Career and Lifestyle Development 3 Units

An investigation of Career development theories and techniques, including career development decision-making models and interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development. Additional emphasis on career assessment instruments that facilitate lifelong career development.

COUN 613 Foundations of Addiction Counseling 3 Units

The study of Addictions counseling, including substance abuse, co-occurring disorders, and addiction, major approaches to identification, evaluation, treatment, and prevention of substance abuse and addiction, legal and medical aspects of substance abuse, populations at risk, the role of support persons, support systems, and community resources. The issues that contribute to various addictive behaviors, as well as various models of recovery.

COUN 614 Methods and Practice of Research and Evaluation 3 Units

An examination of basic research methods and practice, statistical methods, research reporting and evaluation, ethical considerations and use of research to inform evidence-based practice, and the value of research in advancing the profession of counseling. Additional emphasis will also be placed on needs assessment and program evaluation.

COUN 621 Psychopharmacology 3 Units

Psychopharmacology, including the biological bases of behavior, basic classifications, referral, indications, and contraindications of commonly prescribed psychopharmacological medications. The study of appropriate uses of these medications as well as identification of their effects and side effects.

COUN 622 Foundations of Spiritual Formation and Direction 3 Units

An investigation of the history, traditions and application of spiritual formation/direction. Emphasis on the knowledge and application of the spiritual disciplines such as prayer, meditation, study, solitude, fasting, etc.; as well as the practice of directing the spiritual growth of others.

COUN 623 Foundations of Marriage and Family Therapy 3 Units

The history and philosophy of the marriage and family therapy movement, including roles and identity of marriage and family therapists, marriage and family systems and practice, ethical considerations and the training and credentialing of marriage and family therapists.

COUN 624 Level I Clinical Training: Gottman Method Couples Therapy 3 Units

A thorough examination of the data generated by Dr. John Gottman's research that offers a scientifically-based glimpse into the anatomy of couple relationships. Explore the Gottman Sound Relationship House theory and how to achieve the three main goals of the Gottman Method: modify conflict, enhance friendship and create shared meaning. The acquisition of beginning therapeutic skills and tools to help couples build stronger, happier relationships. An investigation of how the Gottman Method integrates with the Christian world view. Note: Students are responsible for Gottman Institute fees for the course materials and certification.

COUN 625 Level II Clinical Training: Gottman Method Couples Therapy 3 Units

The study of advanced therapeutic interventions using the Gottman Method. Investigate the different inventories used to assess a couple's friendship, conflict and shared meaning profile. A thorough examination of strategies to help couples who might have one of the five different comorbidities that are associated with distressed couples. An investigation of how these advanced principles integrate with the Christian world view. Prerequisite: COUN 624. Note: Students are responsible for Gottman Institute fees for the course materials and certification.

COUN 626 Foundations of Play Therapy 3 Units

An introduction to the field of play therapy for both graduate students and clinical practitioners working with children, adolescents and adults. Emphasis on the history of play therapy, its primary theoretical models and general applications. This class provides credits that can be applied to instruction necessary to become a Registered Play Therapist (RPT).

COUN 627 Human Sexuality 3 Units

Increase student awareness, knowledge and skills regarding a broad range of issues in the field of counseling when addressing human sexuality issues. Students will develop competence and comfort exploring subjects and working with a diverse range of clients on topics to include the expression of human sexuality and intimacy across the lifespan, attitudes about sexuality, common problems of sexual functions and therapeutic interventions.

COUN 629 Internship Completion 1.5 Unit

This course is for students not successfully completing their hours for internship. This course may be repeated as needed. This course is offered in the following grade mode: Pass/No Pass. Prerequisite: COUN 642 (concurrent enrollment allowed).

COUN 630 Independent Study in Counseling 3 Units

An individualized study agreed upon by the student and faculty member that allow the student to focus on a specific area of knowledge or service to a particular population. Integrates research, theory and practice with the Christian faith.

COUN 633 Counseling Skills and Techniques 3 Units

The purpose of this course is to facilitate students' development of core counseling skills. It will incorporate didactic and experiential learning practices to assist students in developing the knowledge, attitudes and skills essential to effective counseling. Focus is on specific foundation counseling skills, with time for explicit practice and feedback on these counseling core skills. Students will also learn the foundational Townsend Model techniques and have an opportunity to reinforce skills introduced in COUN 600.

COUN 640 Supervised Practicum 3 Units

A supervised counseling experience providing the opportunity to practice individual, family and group counseling skills in a clinic setting. The 100-hour practicum requires a minimum of 40 direct client contact hours and includes weekly individual and group supervision from a University professor. This course is offered in the following grade mode: Pass/No Pass. Prerequisites: COUN 600 and COUN 601 and COUN 602 and COUN 603 and COUN 604 and COUN 605 and COUN 606 and COUN 607 and COUN 609 and COUN 610 and COUN 633.

COUN 641 Supervised Internship I 3 Units

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 150 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. This course is offered in the following grade mode: Pass/No Pass. Prerequisite: COUN 640 (concurrent enrollment allowed).

COUN 642 Supervised Internship II 3 Units

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. The 300-hour internship requires a minimum of 150 direct client contact hours and includes weekly individual and group supervision from a site and University supervisor. This course is offered in the following grade mode: Pass/No Pass. Graduation Application Fee \$185. Prerequisite: COUN 641 (concurrent enrollment allowed).

COUN 643 Supervised Internship III 1.5 Unit

The opportunity to practice and provide a variety of counseling related activities that would normally be expected of a regularly employed counselor. This course is for students whose state licensing board field experience hours requirements exceed that of the program and/or those students who wish to obtain additional hours. Includes weekly individual and group supervision from a site and University supervisor. This course may be repeated once. This course is offered in the following grade mode: Pass/No Pass. Prerequisite: COUN 642 (concurrent enrollment allowed).

Counselor Education and Supervision (CES)

CES 700 Doctoral Studies Orientation in Counselor Education and Supervision 0.5 Units

The Doctoral Studies Orientation provides new students with an entire overview of the program from course work to dissertation proposal and finally to successful completion of the dissertation. The orientation will cover the scope and sequences of the coursework with an overview of how the research benchmark assignments are integrated to prepare students for successful dissertation proposal and completion. The Doctoral Studies Orientation includes an overview of the library resources available within the library and through outside access. Also highlighted in this orientation will be an overview of the online teaching and learning approach in the program and expectations for student performance as outlined in the doctoral student handbook.

CES 701 Professional Orientation, Ethics, and Identity for Counselor Educators 3 Units

This course includes an examination of the professional identity of mental health counselors, counselor educators, researchers, and supervisors, while exploring professional functioning in a variety of settings. Legal, ethical, and best practice issues encountered by professional counselors and counselor educators will be studied. The ethical standards of the profession are emphasized as outlined in the American Counseling Association (ACA) code of ethics. Learners will build a professional portfolio that includes a curriculum vita, steps to publishing in peer reviewed journals, and presenting at professional conferences, in order to demonstrate proficiency with the scholar-practitioner model. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as ethics and cultural competence, advocacy, counselor development, and professional identity, among other topics.

CES 702 Instruction in Counselor Education and Supervision 3 Units

This course explores best practices of andragogy in Counselor Education. Learners will apply strategies and various platforms and models for teaching the diverse adult learner, particularly those who pursue the counseling field as a career. Learners will further their understanding, skills and competencies to ensure quality and cutting edge learning systems, including the use of technology, to foster continuous improvement, inspire a shared vision, model cultural responsiveness, and sustain inclusive learning communities. Learners will also create a personal philosophy of teaching and learning to demonstrate their own commitment to continuous learning and improvement. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as counselor education and supervision, Accreditation, pedagogy, online instruction, and leadership, among other topics. Prerequisites: CES 700 and CES 701.

CES 703 Advanced Counseling and Career Theories 3 Units

This course provides an in depth review and critical analysis of several major theories of counseling and career development for advanced counseling students. An examination of practices and research associated with each theory is also covered. Learners will increase competency in a theoretical orientation to counseling. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as theories integration, conceptualization and evidence-based practices, among other topics. Prerequisite: CES 700.

CES 704 Counselor Supervision: Theories, Techniques, and Technology 3 Units

This course includes an examination of clinical supervision theory and techniques currently used in counseling along with introducing clinical supervision as a specialty in counselor education. It also provides a critical overview of the conceptual and empirical literature on counseling supervision, including models, approaches, techniques, relationship and process issues, and ethical and legal considerations. Learners will develop knowledge, skills, and self-awareness concerning these topic areas, while studying the methods used to enhance counselor competency and issues related to supervising. Learners will examine and analyze the use of multiple supervision models and technological platforms and will apply via supervising, under their own supervision, master's level students. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as supervision, roles and relationships, and assessment, law and ethics, gatekeeping, and remediation, among other topics. Prerequisite: CES 701.

CES 705 Advanced Social Emotional Skills for Counselors and Special Educators 3 Units

This course will guide leaders in building and maintaining social emotional support for learners with special needs (gifts or disability) in education, home, and community settings. Best practices for data-based decision making, School-Wide Positive Behavior Support (SWPBS) and Multi-Tier System of Supports (MTSS) designed to enhance the Least Restrictive Environment (LRE) for all learners will be studied.

CES 706 Consultation and Program Evaluation in Counselor Education and Supervision 3 Units

This course is designed to provide an overview of the major consultation frameworks and associated techniques, in addition to the knowledge, skills, and roles associated with program evaluator. Learners will develop consultation and program evaluation skills for school, community agency, or other organizational settings. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as leadership theory, systems theory, and funding sources, among other topics.

CES 707 Advanced Multicultural Issues in Counselor Education and Supervision 3 Units

This course includes a study of the personal, social, political, affective, and behavioral considerations of diversity, while utilizing a broad view of diversity which includes factors such as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Learners will explore and develop practical skills, strategies, and techniques for use when working with students and clients from a variety of cultural backgrounds in order to promote ethical, culturally responsive, and advanced multiculturally competent counselor educators, supervisors, and researchers. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as ethics and cultural competence, among other topics. (Concurrent with Residency 2)

CES 708 Leadership and Advocacy in Counselor Education and Supervision 3 Units

This course equips learners with the skills, knowledge, and professional dispositions to practice their role as leaders in a climate of change. An emphasis will be placed on the study and application of various theories and models of professional leadership and advocacy in counselor education. Students will utilize the knowledge gained to design and implement a structured, criterion-focused advocacy plan addressing a current, topical, political issue effecting professional counselors and the clients they serve with respect to diversity. Implementation of the plan will require direct advocacy through face-to-face contact with legislative representatives on behalf of the profession and related stakeholders and/or grant writing. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as diversity and inclusion, systems thinking, organizational leadership, leadership styles, client advocacy, mentoring, school and community reform, and legislature, among other topics.

CES 722 Advanced Group Counseling Theories and Techniques 3 Units

This course covers the major group counseling theories, in addition to group dynamics and processes, and therapeutic factors. Professional and ethical issues as well as current research will be emphasized. Learners will also apply effective group work skills and interventions as a leader of a group experience.

CES 723 Advanced Theories of Career Counseling 3 Units

This course examines the major theories of career development. It provides a theoretical foundation and opportunities for practical application of career and lifestyle counseling strategies, while focusing on the knowledge and skills necessary to provide professional career counseling services to an adult population in a variety of transitional life stages and diverse contexts. Learners will examine career assessment instruments and their use, and the counseling models associated with these theories and measurements.

CES 724 Spiritual Formation and Issues in Integration 3 Units**CES 725 Models and Application of Trauma Informed Practice 3 Units**

This course addresses the impact of crises, disasters, and other trauma-causing events on individuals, systems, and communities. Attention is also given to vicarious traumatization and caring for the caregiver. Learners will increase understanding of the principles of trauma informed practice in educational and clinical settings.

CES 740 Counselor Education and Supervision Practicum 3 Units

The practicum in Counselor Education and Supervision requires 100 hours total of an advanced clinical experience. Of the total hours, 40 hours must be providing direct counseling services. Prerequisites: CES 701 and CES 703 and CES 707.

CES 741 Counselor Education and Supervision Internship I 3 Units

The Internship I experience emphasizes one or more of the following core areas: supervision, teaching, research and scholarship, leadership and advocacy. Prerequisite: CES 740 (concurrent enrollment allowed).

CES 742 Counselor Education and Supervision Internship II 3 Units

The Internship II experience emphasizes a third core area: supervision, teaching, research and scholarship, leadership and advocacy. Prerequisite: CES 741.

CES 750 Advanced Research Theory, Methods, and Design 3 Units

This course provides an in-depth analysis of the methods and procedures of research used in counselor education. It includes conceptualizing research designs, writing research proposals, constructing measurement instruments, collecting and analyzing qualitative and quantitative data, and drawing inferences. Learners will begin developing a proposal that will serve as the first three chapters of their dissertation (*pending approval from dissertation chair/program leadership).

CES 751 Statistical Analysis for Counselor Education 3 Units

This course focuses on the descriptive and inferential statistics used in counselor education. Learners will practice the application of statistical methods to research design, while studying the essential characteristics of quantitative research. Key concepts to be covered include but are not limited to measures of central tendency and variability, probability theory, estimation and significance, and correlation and regression. Learners will identify potential research designs for various problems and analyze and critique statistical information in the professional literature on a topic related to their own research interests in counselor education.

CES 752 Advanced Research Methods and Design for Leaders in Counselor Education 3 Units

This course provides students with an exposure and skill development in the use of mixed methods, both qualitative and quantitative research, for the study of counselor education and supervision. Students will learn and understand the theoretical underpinnings of mixed methods and the application of these methods for effective leadership in dynamic global settings. The course approaches conducting research and the understanding of research as a key competency for those who will successfully lead organizations in the 21st century. Special attention is given to design of research questions, problem and purpose statements, variables, constructs and sampling. This course also prepares students to craft and answer important researchable questions using mixed methods.

CES 753 Qualitative Research Design and Analysis for Leaders in Counselor Education 3 Units

This course develops students skill set in the use of qualitative methods for the study of counselor education research. Students will learn and understand the theoretical basis of qualitative methods and how these methods are applied toward the successful leadership within organizations. The course covers the collection, coding, analysis, and reporting of qualitative data. This course also prepares students to craft and answer important researchable questions using qualitative methods.

CES 754 Advanced Quantitative Research and Statistics in Counselor Education 3 Units

This course examines the relationship between research design and statistical methods, and the principles of probability theory in multivariate analysis (e.g., multiple regression analysis, factor analysis, MANOVA, discriminant analysis, and path analysis) with an emphasis on skills in the application of advanced statistical techniques to the Christian community, counseling research, interpreting the results of statistical analyses, data analyses, peer review submissions and oral presentations.

CES 755 Advanced Qualitative Research in Counselor Education 3 Units

This course explores advanced research design to facilitate a specific in depth understanding of the qualitative perspective in counselor education research. This course is specifically designed to assist students in particular methods for their own research and practice implications for in depth analysis on a specific area of research.

CES 771 Research Seminar I 0.25 Units

Dissertation Seminar I serves as an orientation to the initial stages of the dissertation seminar process. This seminar will focus on identification of a potential research topic, conducting a broad scan of the literature, reviewing, summarizing, and classifying annotated sources, and mastering the academic writing style (American Psychological Association). Students will be provided with an overview of dissertation topics and sample dissertation proposals. The seminar will also reference work done on the Annotated Bibliography Benchmark Assessments.

CES 771A Research Seminar I (Continued) 0.25 Units

A continuation of CES 771.

CES 772 Research Seminar II 0.25 Units

Dissertation Seminar II will build on the information covered in Dissertation Seminar I with the final outcomes of the seminar to be the development of a prospectus and focused review of literature (i.e., annotated bibliography) for the preliminary dissertation proposal. In this seminar students focus on annotating and evaluating sources and narrowing a researchable topic, while beginning the process of identifying a theoretical framework and preliminary research method. Attention will be given to identifying problem statements and research questions that can guide their progress toward completion of the preliminary dissertation proposal. Students build upon the Annotated Bibliography and Preliminary Literature Review Benchmark Assessments to move students toward an initial outline for the preliminary dissertation proposal.

CES 772A Research Seminar II (Continued) 0.25 Units

A continuation of CES 772.

CES 773 Research Seminar III 0.25 Units

Dissertation Seminar III serves as a time for students to focus on scholarly writing skills and specifically on the development of a problem statement and a preliminary chapter two of the dissertation proposal. Important in this seminar will be the student's identification of a theoretical framework and the kinds of references they will need to continue to gather for the literature review. This seminar builds on the Annotated Bibliography and Preliminary Literature Review Benchmarks toward developing student broader understanding of their research ideas related to the literature. Each student is assigned a dissertation committee chair to direct the student through the dissertation track process and to provide feedback on drafts of student written work. The final outcomes include the identification of a research problem completion of a preliminary chapter two literature review.

CES 773A Research Seminar III (Continued) 0.25 Units

A continuation of CES 773.

CES 774 Research Seminar IV 0.25 Units

In Dissertation Seminar IV students will focus on the development of the preliminary methodology chapter for the preliminary dissertation proposal and on the development and alignment of research questions to research methods described in the chapter. Students will be guided on the collection and analysis of data, both quantitatively and qualitatively, to lead them to the answering of their research questions, based on skills that have been developed through the Research Benchmarks: Quantitative Research Plan and Qualitative Research Plan. Each student will also receive feedback from her or his chair and research course instructor on drafts of chapter one (problem statement, purpose of the study, and research questions) and chapter three of the preliminary dissertation proposal.

CES 774A Research Seminar IV (Continued) 0.25 Units

A continuation of CES 774.

CES 774B Research Seminar IV (Continued) 0.25 Units

Dissertation Seminar 774b serves as a time to develop a mixed methods research design from previous work conducted for the Quantitative Research Plan and Qualitative Research Plan. Time is also devoted to writing, review, revision, and approval of the preliminary dissertation proposal. Moreover, students will be provided with direction in developing a detailed timeline leading them to successful completion of the next stages of the dissertation process.

CES 775 Research Seminar V 0.25 Units

Dissertation Seminar v parallels CES 791 (a-c) to provide doctoral candidates further direction and strategies in implementing the comprehensive dissertation proposal, addressing challenges that arise in the collection and analysis of data, organizing and writing chapter 4 and chapter 5 of the final dissertation document, and preparing for the dissertation oral defense as outlined in the doctoral student handbook. Candidates will also attend and participate in a professional conference to gain a complete understanding of the research process and to promote networking among professionals.

CES 781 Dissertation 1,3 Unit

During the dissertation proposal and research phases, the doctoral candidate engages in a number of activities and tasks to fulfill the requirements of the dissertation track. A doctoral student may need additional time to complete the preliminary dissertation proposal, under the guidance of the student's Dissertation Seminar IV professor. Once approved by the seminar professor and Doctoral Office, the doctoral candidate is assigned to a dissertation chair and committee. Under the direction of the dissertation chair and working with committee members, the doctoral candidate develops the final version of the comprehensive dissertation proposal including the problem statement, literature review, and research design. The candidate will also receive training and gain certification on the institutional review board (IRB) approval process at Concordia and submit proposals to the IRB. During this time the candidate also prepares for the oral defense of the dissertation proposal and work with the dissertation chair to schedule the oral defense of the proposal. Dissertation research involves implementation of the dissertation research design, collection and analysis of data, and reporting and discussion of research findings. Each doctoral candidate will execute the research design, follow the dissertation proposal timeline, collect and analyze data related to dissertation research questions, work with the dissertation chair to discuss the execution of the dissertation research plan and progress made on data collection and analysis, organize and write drafts of chapters 4 and 5 of the dissertation, and prepare for the dissertation oral defense as outlined in the doctoral student handbook. Dissertation research culminates in the successful completion of the dissertation and dissertation oral defense.

CES 781A Dissertation 1,3 Unit

A continuation of CES 781.

CES 791 Dissertation 1,3 Unit

A continuation of CES 781A.

CES 791A Dissertation 1,3 Unit

A continuation of CES 791.

CES 791B Dissertation 1,3 Unit

A continuation of CES 791A.

CES 791C Dissertation 1,3 Unit

A continuation of CES 791B.

CES 792 Dissertation 1 Unit

CES 792 Dissertation is a course extension requirement for candidates who have not completed the dissertation and the dissertation oral defense.

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.

Director of Christian Education (DCE)**DCE 401 Introduction to Christian Education 3 Units**

Students will be introduced to the biblical, theological, and historical foundations of Christian education within the church. Students will 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 as well as determine their commitment to The Lutheran Church—Missouri Synod Director of Christian Education program.

DCE 402 Church Leadership 3 Units

This course teaches planning, administration and leadership skills important to the development, management and evaluation of Christian education ministry programs.

DCE 432 Methods of Christian Discipleship 3 Units

Examines theory and practice of discipleship, catechesis, and spiritual formation as conducted in the ministry of the church. Focuses on planning, managing, delivering, evaluating, and integrating Christian teaching into the life of the church.

DCE 450 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.

DCE 460 Adult Ministry 3 Units

This course will look at adult learning theories, faith development, and discuss andragogy as it relates to the planning of effective adult education programs in a local congregation.

DCE 470 Children's and Family Ministry 3 Units

A study of the church's ministry with children from birth to twelve years of age. Emphasizes faith development theories; family and intergenerational ministry; teaching techniques related to children's and family ministries; involving children along with their families in the total life of the church; and planning, administering, implementing and evaluating a comprehensive ministry to children and families.

DCE 480 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.

DCE 493 Pre-Internship DCE Ministry Fieldwork 3 Units

In this course students will spend time on-site in an 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.

Economics (AECO)**AECO 201 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.

Ed Leadership: Educational Administration (EDD)**EDD 700 Doctoral Studies Orientation 0.5 Units**

The Doctoral Studies Orientation provides new students with an entire overview of the program from course work to dissertation proposal and finally to successful completion of the dissertation. The orientation will cover the scope and sequences of the coursework with an overview of how the research benchmark assignments are integrated to prepare students for successful dissertation proposal and completion. The Doctoral Studies Orientation includes an overview of the library resources available within the library and through outside access. Also highlighted in this orientation will be an overview of the instructional delivery system utilized in the program and expectations for student performance as outlined in the doctoral student handbook.

EDD 701 Leadership for Whole System Reform 3 Units

This course will equip students with knowledge and skills to understand and practice their role as leaders in a climate of change. An emphasis will be placed on applying leadership and organizational theory to build and sustain cultures of learning. Additional emphasis will be given to 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 assess their leadership traits and styles, evaluate their strengths and weaknesses, and identify areas in need of improvement. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as whole system reform, coherence building, systems thinking, leadership, organizational planning and learning.

EDD 702 Building Capacity for Learning and Continuous Improvement 3 Units

This course immerses students in an in-depth exploration of three leadership modes— instructional, adaptive, and transformational—to create capacity for learning and continuous improvement. Through the examination of these modes, students will further their understanding, skills and competencies to ensure quality learning systems, cultivate a high-performing organization, foster continuous improvement, inspire a shared vision, model cultural responsiveness, and sustain inclusive learning communities. Research skills will be strengthened through the evaluation and annotation of primary sources on such topics as capacity building, leadership, and learning organizations, among other topics. Students will also create a personal philosophy and leadership development plan to demonstrate their own commitment to continuous learning and improvement.

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 (ex. school climate, parent satisfaction, teacher satisfaction) in schools. Specific emphasis will be given to exploration of potential applications of technological resources in a current organizational setting for becoming 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 sustainable 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 upon promoting a learning organization through 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 in schools 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. Specific 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 organizations and practices. Specific emphasis will be given to standards, policies, and entities presently guiding decisions at national, state, and local levels. The course provides a rich history of the political aspects inherent to policy and how these policies transverse from the federal government to state and local levels. Group travel to Washington D.C. to meet with governmental officials will be incorporated into this course.

EDD 707 Change Forces in Diverse Settings 3 Units

This course will provide students insight and knowledge into the challenges and complexities of intercultural communication in the global context. The course engages students in the process of reflective, critical thinking and acting to enable them to navigate in complex and dynamic intercultural environments and educational settings. Specific emphasis is placed on knowledge and skills necessary for cross-cultural interpersonal and group communication that reflects a commitment to respect for other cultures and an ability to communicate with diverse audiences. Central to the course is the idea that understanding of cultures is essential to leading diverse learning organizations in a rapidly changing and mobile world. The course concludes with an examination of how changing culture in systemic ways can lead to successful reform. International Research Trip or Experiential Learning Practicum is embedded within this course.

EDD 751 Statistical Analysis for 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. A software fee is required.

EDD 752 Mixed Research Methods for Educational Leaders 3 Units

This course provides students with an exposure and skill development in the use of mixed methods, both qualitative and quantitative, for the study of educational research. Students will learn and understand the theoretical underpinnings of mixed methods and the application of these methods for effective leadership in dynamic global settings. The course approaches conducting research and the understanding of research as a key competency for those who will successfully lead schools and organizations in the 21st century. Special attention is given to design of research questions, problem and purpose statements, variables, constructs and sampling. This course also prepares students to craft and answer important educational questions using mixed methods.

EDD 753 Qualitative Design and Analysis for Educational Leaders 3 Units

This course develops students skill set in the use of qualitative methods for the study of educational research. Students will learn and understand the theoretical basis of qualitative methods and how these methods are applied toward the successful leadership of schools and school districts. The course covers the collection, coding, analysis, and reporting of qualitative data. This course also prepares students to craft and answer important researchable questions using qualitative methods.

EDD 771 Dissertation Seminar I 0.25 Units

Dissertation Seminar I serves as an orientation to the initial stages of the dissertation seminar process. This seminar will focus on identification of a potential research topic, conducting a broad scan of the literature, reviewing, summarizing, and classifying annotated sources, and mastering the academic writing style (American Psychological Association). Students will be provided with an overview of dissertation topics and sample dissertation proposals. The seminar will also reference work done on the Annotated Bibliography Benchmark Assessments.

EDD 771A Dissertation Seminar I (Continued) 0.25 Units

A continuation of EDD 771.

EDD 772 Dissertation Seminar II 0.25 Units

Dissertation Seminar II will build on the information covered in Dissertation Seminar I with the final outcomes of the seminar to be the development of a prospectus and focused review of literature (i.e., annotated bibliography) for the preliminary dissertation proposal. In this seminar students focus on annotating and evaluating sources and narrowing a researchable topic, while beginning the process of identifying a theoretical framework and preliminary research method. Attention will be given to identifying problem statements and research questions that can guide their progress toward completion of the preliminary dissertation proposal. Students build upon the Annotated Bibliography and Preliminary Literature Review Benchmark Assessments to move students toward an initial outline for the preliminary dissertation proposal.

EDD 772A Dissertation Seminar II (Continued) 0.25 Units

A continuation of EDD 772.

EDD 773 Dissertation Advisement I 0.25 Units

Dissertation Advisements serve as a time for students to focus on scholarly writing skills and the development of a problem statement and a preliminary chapter two and chapter 3 of the dissertation proposal. Important during these advisements will be the student's identification of a theoretical framework and the kinds of references they will need to continue to gather for the literature review. Initially students build on the Annotated Bibliography and Preliminary Literature Review Benchmarks toward developing broader understanding of their research ideas related to the literature. Each student is assigned a dissertation committee chair to direct the student through the dissertation track process and to provide feedback on drafts of student written work. Also during Dissertation Advisements, students will focus on the development of the preliminary methodology chapter for the preliminary dissertation proposal and on the development and alignment of research questions to research methods described in the chapter. Students will be guided on the collection and analysis of data, both quantitatively and qualitatively, to lead them to the answering of their research questions, based on skills that have been developed through the Research Benchmarks: Quantitative Research Plan and Qualitative Research Plan. Each student will also receive feedback from her or his chair and research course instructor on drafts of chapter one (problem statement, purpose of the study, & research questions) and chapter three of the preliminary dissertation proposal. EDD 774b Dissertation Advisement serves as a time to develop a mixed methods research design from previous work conducted for the Quantitative Research Plan and Qualitative Research Plan. Time is also devoted to writing, review, revision, and approval of the preliminary dissertation proposal. Moreover, students will be provided with direction in developing a detailed timeline leading them to successful completion of the next stages of the dissertation process.

EDD 773A Dissertation Advisement II 0.25 Units

A continuation of EDD 773.

EDD 773B Dissertation Advisement III 0.25 Units

A continuation of EDD 773A.

EDD 774 Dissertation Advisement IV 0.25 Units

Dissertation Advisements serve as a time for students to focus on scholarly writing skills and the development of a problem statement and a preliminary chapter two and chapter 3 of the dissertation proposal. Important during these advisements will be the student's identification of a theoretical framework and the kinds of references they will need to continue to gather for the literature review. Initially students build on the Annotated Bibliography and Preliminary Literature Review Benchmarks toward developing broader understanding of their research ideas related to the literature. Each student is assigned a dissertation committee chair to direct the student through the dissertation track process and to provide feedback on drafts of student written work. Also during Dissertation Advisements, students will focus on the development of the preliminary methodology chapter for the preliminary dissertation proposal and on the development and alignment of research questions to research methods described in the chapter. Students will be guided on the collection and analysis of data, both quantitatively and qualitatively, to lead them to the answering of their research questions, based on skills that have been developed through the Research Benchmarks: Quantitative Research Plan and Qualitative Research Plan. Each student will also receive feedback from her or his chair and research course instructor on drafts of chapter one (problem statement, purpose of the study, & research questions) and chapter three of the preliminary dissertation proposal. EDD 774b Dissertation Advisement serves as a time to develop a mixed methods research design from previous work conducted for the Quantitative Research Plan and Qualitative Research Plan. Time is also devoted to writing, review, revision, and approval of the preliminary dissertation proposal. Moreover, students will be provided with direction in developing a detailed timeline leading them to successful completion of the next stages of the dissertation process.

EDD 774A Dissertation Advisement V 0.25 Units

A continuation of EDD 774.

EDD 774B Dissertation Advisement VI 0.25 Units

Dissertation Advisement 774B serves as a time for writing, review, revision, and approval of the preliminary dissertation proposal. Students will also be provided with direction in developing a detailed timeline leading them to successful completion of the next stages of the dissertation process.

EDD 775 Dissertation Seminar V 0.25 Units

Dissertation Seminar V parallels EDD 791 (a-c) to provide doctoral candidates further direction and strategies in implementing the comprehensive dissertation proposal, addressing challenges that arise in the collection and analysis of data, organizing and writing chapter 4 and chapter 5 of the final dissertation document, and preparing for the dissertation oral defense as outlined in the doctoral student handbook. Candidates will also attend and participate in a professional conference to gain a complete understanding of the research process and to promote networking among professionals.

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 781 Dissertation 1-3 Units

During the dissertation proposal and research phases, the doctoral candidate engages in a number of activities and tasks to fulfill the requirements of the dissertation track. A doctoral student may need additional time to complete the preliminary dissertation proposal, under the guidance of the student's Dissertation Seminar 4 professor. Once approved by the seminar professor and Doctoral Office, the doctoral candidate is assigned to a dissertation chair and committee. Under the direction of the dissertation chair and working with committee members, the doctoral candidate develops the final version of the comprehensive dissertation proposal including the problem statement, literature review, and research design. The candidate will also receive training and gain certification on the institutional review board (IRB) approval process at Concordia and submit proposals to the IRB. During this time the candidate also prepares for the oral defense of the dissertation proposal and work with the dissertation chair to schedule the oral defense of the proposal. Dissertation research involves implementation of the dissertation research design, collection and analysis of data, and reporting and discussion of research findings. Each doctoral candidate will execute the research design, follow the dissertation proposal timeline, collect and analyze data related to dissertation research questions, work with the dissertation chair to discuss the execution of the dissertation research plan and progress made on data collection and analysis, organize and write drafts of chapters 4 and 5 of the dissertation, and prepare for the dissertation oral defense as outlined in the doctoral student handbook. Dissertation research culminates in the successful completion of the dissertation and dissertation oral defense.

EDD 781A Dissertation 1-3 Units

A continuation of EDD 781.

EDD 791 Dissertation 1-3 Units

A continuation of EDD 781A.

EDD 791A Dissertation 1-3 Units

A continuation of EDD 791.

EDD 791B Dissertation 1-3 Units

A continuation of EDD 791A.

EDD 791C Dissertation 1-3 Units

A continuation of EDD 791B. Graduation Application Fee: \$185.

EDD 792 Dissertation 1 Unit

EDD 792 Dissertation Research is a course extension requirement for candidates who have not completed the dissertation and dissertation defense. Tuition fees are waived for this extension.

EDD 792A Dissertation 1 Unit

A continuation of EDD 792. Tuition fees are waived for this extension.

EDD 792B Dissertation 1 Unit

A continuation of EDD 792A. Tuition fees are waived for this extension.

EDD 792C Dissertation 1 Unit

A continuation of EDD 792B. Tuition fees are waived for this extension.

EDD 793 Dissertation 1 Unit

EDD 793 Dissertation is a course extension continuous enrollment requirement taken in Term I for candidates who have not completed the dissertation and dissertation defense, by the end of EDD 792C.

EDD 793A Dissertation 1 Unit

EDD 793A is a course extension continuous enrollment requirement taken in Term 2 for candidates who have not completed the dissertation and dissertation defense by the end of EDD 792C.

Ed Leadership: Organizational Change (EDOC)

EDOC 703 Innovation and Organizational Change 3 Units

This course focuses on innovation and change in organizations in response to environmental and technological induced disruptions they bring to organizations or systems. Organizational change theories and models, futurist literature, and major world trends in innovation that impact sustainable change efforts in education, health care, social enterprises, for-profit and not-for-profit organizations, and related disciplines are examined. Topics include models and strategies in anticipating, creating, and managing change; collaboration; overcoming resistance to change; and creativity and innovations. Students will investigate applications and practices of organizational change relevant to their academic and professional interests.

EDOC 704 Entrepreneurship 3 Units

New venture creation, theory, strategy, and practice for organizational leaders are explored. Students will conduct a comprehensive study of the process of shepherding an entrepreneurial idea from formulation to fruition by forming new ventures in for-profit, not-for-profit, and philanthropic organizations.

EDOC 705 Consultancy Project 3 Units

Students apply their knowledge, skills, and values to a real-world problem. Students will work with an external company as their client and identify a project-based issue, concern, or problem; identify a set of strategies to meet the projected goals; seek the assistance of a mentor in achieving the goals; and begin to implement strategies to achieve a solution to the issue or problem. The consultancy course spans one semester and includes plan preparation and approval, implementation of the plan, presentation of results to clients, and an evaluation of the projects.

EDOC 752 Mixed Research Methods for Leaders of Organizational Change 3 Units

This course provides students with an exposure and skill development in the use of mixed methods, both qualitative and quantitative, for the study of organizational change research. Students will learn and understand the theoretical underpinnings of mixed methods and the application of these methods for effective leadership in dynamic global settings. The course approaches conducting research and the understanding of research as a key competency for those who will successfully lead schools and organizations in the 21st century. Special attention is given to design of research questions, problem and purpose statements, variables, constructs and sampling. This course also prepares students to craft and answer important research questions using mixed methods.

EDOC 753 Qualitative Design and Analysis for Leaders of Organizational Change 3 Units

This course develops students skill set in the use of qualitative methods for the study of organizational change research. Students will learn and understand the theoretical basis of qualitative methods and how these methods are applied toward the successful leadership of schools and other organizations. The course covers the collection, coding, analysis, and reporting of qualitative data. This course also prepares students to craft and answer important researchable questions using qualitative methods.

Ed Leadership: Special Education (EDSE)

EDSE 703 Leveraging Inclusive Practices and Services for All Students 3 Units

This course will prepare Special Education leaders to integrate a variety of inclusive and technology-based strategies into schoolwide planning, classroom instruction, assessment and data-based monitoring to meet the diverse needs of all learners. It is critical educators not only understand but model the attitude of acceptance, creating culturally responsive learning opportunities, and demonstrating flexibility in the ways that students are engaged academically and socially. Evidenced-based teaching strategies and technology that will give all learners access to successful learning opportunities. Topics will include differentiated instruction, individualized accommodations, Universal Design for Learning, and assistive technologies.

EDSE 704 Advanced Research in Special Education: Legal, Historic, and Current Issues 3 Units

Special Education administrators and leaders must know compliance obligations related to the Individuals with Disability Education Act (IDEA) and Section 504 of the Rehabilitation Act. The landmark Supreme Court Decisions in Special Education and the common mistakes that lead districts into litigation will be discussed. Current issues related to service delivery, fiscal compliance, work with parents and paraprofessionals, assessment, accountability, and inclusive education will be studied.

EDSE 705 Advanced Social Emotional Skills for Counselors and Special Educators 3 Units

This course will guide leaders in building and maintaining social emotional support for learners with special needs (gifts or disability) in education, home, and community settings. Best practices for data-based decision making, School-Wide Positive Behavior Support (SWPBS) and Multi-Tier System of Supports (MTSS) designed to enhance the Least Restrictive Environment (LRE) for all learners will be studied.

EDSE 752 Mixed Research Methods for Leaders in Special Education 3 Units

This course provides students with an exposure and skill development in the use of mixed methods, both qualitative and quantitative, for the study of educational research. Students will learn and understand the theoretical underpinnings of mixed methods and the application of these methods for effective leadership in dynamic global settings. The course approaches conducting research and the understanding of research as a key competency for those who will successfully lead school and organizations in the 21st century. Special attention is given to design of research questions, problem and purpose statements, variables, constructs and sampling. This course also prepares students to craft and answer important educational questions using mixed methods.

EDSE 753 Qualitative Design and Analysis for Leaders in Special Education 3 Units

This course develops students skill set in the use of qualitative methods for the study of special education research. Students will learn and understand the theoretical basis of qualitative methods and how these methods are applied toward the successful leadership of schools and other organizations. The course covers the collection, coding, analysis, and reporting of qualitative data. This course also prepares students to craft and answer important researchable questions using qualitative methods.

Education: Administration (EDUA)

EDUA 516 Instructional and Transformational Leadership 3 Units

This course will combine the important theories of educational leadership with the theories of transformational leadership as it examines the context of change and its impact on 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 areas: 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 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 561 Analyzing Data to Inform School Improvement and Promote Equity 3 Units

Students will analyze multiple sources of school site/district data for the purpose of identifying equity gaps to inform an initial draft plan for equitable improvement in line with the school's vision, mission, and goals. Within the cycle of investigate, plan, act, and reflect, students will collect and analyze multiple sources of longitudinal quantitative and qualitative data. Students will conduct an equity gap analysis to identify potential causal factors, all culminating in a problem statement, defining a specific educational need related to equity. Students will attend one best practices Saturday symposium that will present topics on critical issues in education for administrators.

EDUA 562 Facilitating Communities of Practice 3 Units

Students will focus on facilitating collaborative professional learning within a community of practice for the purpose of improving teaching and student learning. Within the cycle of investigate, plan, act, and reflect, students will identify and work with a small group of educators to identify a problem of practice and select an approach for working together. Additionally, students will identify an evidence-based strategy to address the problem of practice that will strengthen and increase equitable learning opportunities for all students. As part of the cycle, students will reflect on how their facilitation supports the group to address the problem of practice, and how they responded to the group's feedback on their facilitation and on their ability to support the professional learning of the community of practice. Students will attend one best practices Saturday symposium that will present topics on critical issues in education for administrators.

EDUA 563 Supporting Teacher Growth 3 Units

Students will focus on coaching an individual teacher to strengthen teaching practices and improve student learning and/or well-being. Within the cycle of investigate, plan, act, and reflect, students will become familiar with coaching and observation practices at the school; identify a volunteer teacher whom the student will coach; and conduct a full coaching cycle, including a pre-observation meeting, a focused classroom observation to collect CSTP-related evidence of practice, and conduct a post-observation meeting. Throughout this leadership cycle, students will reflect on their own strengths and areas for professional growth as a coach and an equity minded leader. Students will attend one best practices Saturday symposium that will present topics on critical issues in education for administrators.

EDUA 564 CalAPA Cycle Remediation 1 Unit

In compliance with state requirements, the preliminary administrative services credential program offers a remediation opportunity for candidates in need of repeating a failed attempt for one or more of the CalAPA cycles. Candidates will repeat the corresponding 8 week course of the CalAPA Cycle in need of remediation under instructor guidance. Candidates may repeat as many times as necessary to receive a passing score on the CalAPA cycle(s). All three CalAPA cycles are available for remediation at 1 unit per cycle per attempt at the current MAED tuition.

EDUA 590A Administrative Practicum (A) 0 Units

In the Administrative Fieldwork/Practicum (EDUA 590/591), students examine administrative and supervisory behaviors in the context of the school site based upon Narrative Reflections, Signature Assignment Activities and the CalAPA Cycles. These activities are designed to give students hands-on experiences at the school site and district levels anchored in the California Administrator Performance Expectations (CAPEs). Students must complete a minimum of 50 hours of practicum experience in EDUA 590 and a minimum of 50 hours in EDUA 591, respectively. The total hours of practicum experience is 100 hours minimum. A minimum of 20 hours of experience must be at the district level and a minimum of 20 hours must be at a site different from where the practicum student works. Finally, a minimum of 20 hours must be spent working with a diverse student population. Practicum Fee: \$100.

EDUA 590B Administrative Practicum (B) 0 Units

In the Administrative Fieldwork/Practicum (EDUA 590/591), students examine administrative and supervisory behaviors in the context of the school site based upon Narrative Reflections, Signature Assignment Activities and the CalAPA Cycles. These activities are designed to give students hands-on experiences at the school site and district levels anchored in the California Administrator Performance Expectations (CAPEs). Students must complete a minimum of 50 hours of practicum experience in EDUA 590 and a minimum of 50 hours in EDUA 591, respectively. The total hours of practicum experience is 100 hours minimum. A minimum of 20 hours of experience must be at the district level and a minimum of 20 hours must be at a site different from where the practicum student works. Finally, a minimum of 20 hours must be spent working with a diverse student population.

EDUA 590C Administrative Practicum (C) 3 Units

In the Administrative Fieldwork/Practicum (EDUA 590/591), students examine administrative and supervisory behaviors in the context of the school site based upon Narrative Reflections, Signature Assignment Activities and the CalAPA Cycles. These activities are designed to give students hands-on experiences at the school site and district levels anchored in the California Administrator Performance Expectations (CAPEs). Students must complete a minimum of 50 hours of practicum experience in EDUA 590 and a minimum of 50 hours in EDUA 591, respectively. The total hours of practicum experience is 100 hours minimum. A minimum of 20 hours of experience must be at the district level and a minimum of 20 hours must be at a site different from where the practicum student works. Finally, a minimum of 20 hours must be spent working with a diverse student population.

EDUA 591A Advanced Administrative Practicum (A) 0 Units

The second practicum (EDUA 591) is taken concurrently with the second half of the course work and builds upon the accomplishments of the first practicum. The advanced practicum is designed to continue fostering opportunities to develop and practice the California Administrator Performance Expectations (CAPEs). These practices assist in preparing candidates with the skill set necessary for effective school leadership. A minimum of 50 practicum hours must be completed in EDUA 591, adding to the 50 hours already completed in EDUA 590. Practicum Fee: \$100.

EDUA 591B Advanced Administrative Practicum (B) 0 Units

The second practicum (EDUA 591) is taken concurrently with the second half of the course work and builds upon the accomplishments of the first practicum. The advanced practicum is designed to continue fostering opportunities to develop and practice the California Administrator Performance Expectations (CAPEs). These practices assist in preparing candidates with the skill set necessary for effective school leadership. A minimum of 50 practicum hours must be completed in EDUA 591, adding to the 50 hours already completed in EDUA 590.

EDUA 591C Advanced Administrative Practicum (C) 3 Units

The second practicum (EDUA 591) is taken concurrently with the second half of the course work and builds upon the accomplishments of the first practicum. The advanced practicum is designed to continue fostering opportunities to develop and practice the California Administrator Performance Expectations (CAPEs). These practices assist in preparing candidates with the skill set necessary for effective school leadership. A minimum of 50 practicum hours must be completed in EDUA 591, adding to the 50 hours already completed in EDUA 590. Graduation Application Fee: \$185.

Education: Credential (EDUC)

EDUC 200 The Teacher and Technology 1 Unit

Students are introduced to five educational technology themes represented in the California Teaching Performance Expectations. Knowledge, skills and resources introduced in this course are applied throughout the Teacher Credential Program courses and will ultimately prepare candidates in their professional practice to facilitate learning as best enabled and supported by technology. Recommended concurrent enrollment with EDUC 204/EDSP 204. Prerequisites: Certificate of clearance; for undergraduates, must be taken before 400-level courses.

EDUC 204 Introduction to Teaching Diverse Populations 2 Units

This course will present the historical and philosophical foundations of teaching in California schools through the broad examination of the California Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs. Students are required to participate in 20 hours of fieldwork observation. Through these observations students will recognize the range of service delivery options for diverse populations of pupils. All fieldwork assignments are university assigned. Students are required to complete the observations during k-12 public school hours. 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.

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. Corequisites: EDUC 204 and EDUC 301. Prerequisite: Admission to the teacher education program.

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 204 (concurrent enrollment allowed) and EDUC 301 (concurrent enrollment allowed).

EDUC 522 Math and Science Methods: Elementary 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. Corequisite: EDUC 523. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 551.

EDUC 523 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 draw on social, cultural, historical foundations, and learning theory in planning instruction. Corequisite: EDUC 522. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 551.

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 EDUC 502 and EDUC 551.

EDUC 551 Language and Culture 3 Units

This course will address on 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 501 (concurrent enrollment allowed).

EDUC 560 Literacy Instruction in Diverse 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), the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Corequisite: EDUC 580. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 522 (concurrent enrollment allowed) and EDUC 523 (concurrent enrollment allowed) and EDUC 551.

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 EDUC 502 and EDUC 551.

EDUC 580 Teacher Performance Assessment (TPA) Practicum: Field Experience 1 Unit

Teaching Performance Assessment (TPA) Practicum is a seminar course with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the "Plan, Teach & Assess, Reflect, Apply" teaching cycle and how to meet the needs of diverse learners. The field experience hours provides an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations. TPA Program and Field Experience Fee: \$275. Corequisite: EDUC 560. Prerequisites: Admission to the teacher education program; EDUC 501 and EDUC 502 and EDUC 522 (concurrent enrollment allowed) and EDUC 523 (concurrent enrollment allowed) and EDUC 551.

EDUC 580A Practicum: Field Experience II 1 Unit

This course is for those who have met the requirements for EDUC 480/ EDUC 580/EDSP 480/ EDSP 580: TPA Practicum: Field Experience, but need an additional 20-40 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

EDUC 581 Teacher Performance Assessment (TPA) Practicum: Field Experience 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. TPA Fee: \$275. Prerequisites: CSET verification; EDUC 524 (concurrent enrollment allowed) and EDUC 570 (concurrent enrollment allowed).

EDUC 582 Student Teaching: Elementary 6 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. Student Teaching Fee: \$200. Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current certificate of clearance; current TB (tuberculosis) test.

EDUC 583 Student Teaching: Secondary 6 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. Student Teaching Fee \$200. Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current TB (tuberculosis) test.

EDUC 585 CalTPA Field Experience Extension 0 Units

The CalTPA Field Experience course consists of 40-80 hours of field experience in a university assigned placement, following student teaching. This course is only for candidates who were not able to complete the California Teaching Performance Assessment process during student teaching, and need an extended field experience placement to complete CalTPA. The placement will be in a K-12 setting that aligns with the candidate's credential area. While completing their field experience hours, the candidate will implement the plan, teach, assess, and review process, as well as collect evidence of the teaching cycle. This experience and collection of evidence are essential elements of completing CalTPA. This course has a \$100 Remediation/Placement fee. Candidates must pass the CalTPA within a semester to successfully pass this course. This course is offered as Pass/No Pass. Prerequisite: B- or better in EDUC 582 or EDUC 583.

Education: Ed Technology (EDUT)

EDUT 501 Foundations of Educational Technology 3 Units

This course will examine the role of educators in transforming teaching and learning through the integration of technology. The culture of change will be explored through interaction with various members of the school community, developing the leadership qualities necessary for making changes in education, and connecting with educational technology leaders in the local and national communities. 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 in the recognition of the value of collaborative activity in the learning process, as well as the development of technology to support such collaboration. This course will describe and demonstrate how professional learning communities and technology intersect. Students will gain insights into 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 3 Units

This course will provide students with an introduction to educational research by exploring problems or issues in education, qualitative research methods, and analyzing research articles. Students will learn the essentials needed to carry out the research process and begin their capstone project, which will be completed in 605.

EDUT 586 Educational Technology 3 Units

This course equips teachers to be knowledgeable about educational technology and current tools available to further student engagement. Course activities are heavily influenced and directed by the standards of the International Society for Technology in Education (ISTE).

EDUT 605 Capstone Project 3 Units

During this course, students work to finalize their capstone project. Students will triangulate data using critical self-reflections, credible literature, and observations as a method to respond to an educational problem. Upon completion of the written project, students will orally present their capstone in class. Graduation Application Fee: \$185. Prerequisite: EDUT 580 (concurrent enrollment allowed; must be taken in different parts of term).

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 520 Curriculum Design and Assessment 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 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

This course will provide students with skills that offer effective approaches in working with family and community members from culturally and socioeconomically diverse backgrounds within the larger political and social context of today's world. The student will explore the relationship of schools to other community agencies and investigate approaches to provide socio-educational services to children and their families. The student will examine ways to exercise leadership to initiate, develop, and implement programs and policies to foster success for all students.

EDU 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.

EDU 550 Educational Discourses: 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 will be discussed and the practice of meeting the diverse needs of the public will be explored.

EDU 580 Educational Research 3 Units

This course will provide students with an introduction to educational research by exploring problems or issues in education, qualitative research methods, and analyzing research articles. Students will learn the essentials needed to carry out the research process and begin their capstone project, which will be completed in 605.

EDU 586 Educational Technology 3 Units

This course equips teachers to be knowledgeable about educational technology and current tools available to further student engagement. Course activities are heavily influenced and directed by the standards of the International Society for Technology in Education (ISTE).

EDU 595 Developing Character and Ethics 3 Units

This course will provide students with the resources and skills necessary to help integrate ethical themes and character development into today's schools. Students will be provided the opportunity to explore and develop their moral perspectives so that they will be empowered and equipped to integrate values education into their school setting. Students will be able to apply principles demonstrated by historical leaders and current research in character learning and generalize the information into situations from their personal and professional life.

EDU 605 Capstone Project 3 Units

During this course, students work to finalize their capstone project. Students will triangulate data using critical self-reflections, credible literature, and observations as a method to respond to an educational problem. Upon completion of the written project, students will orally present their capstone in class. Graduation Application Fee: \$185. Prerequisite: EDU 580 (concurrent enrollment allowed).

Education: Induction (EDUI)

EDUI 507 New Teacher Support Semester I 2 Units

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A course fee is required.

EDUI 508 New Teacher Support Semester II 2 Units

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A course fee is required.

EDUI 509 New Teacher Support Semester III 1 Unit

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A course fee is required.

EDUI 510 New Teacher Support Semester IV 1 Unit

This is part of seminar course series- 507, 508, 509, and 510. Through on-line synchronous and asynchronous participation in the Induction Professional Learning Community, candidates are provided multiple opportunities to reflect on their current level of mastery and demonstrate growth in the California Standards for the Teaching Profession (CSTP's). Candidate development and growth in the profession will be built on the knowledge and skills gained during the Preliminary Preparation programs. Discussions are related to the candidate's concurrent teaching classroom setting, Gen Ed, M/M or M/S. With the support of the instructor, their mentor and other new teachers, candidates are provided with a contextually based formative assessment process to measure their progress toward mastery of the CSTP's. A course fee is required.

EDUI 592 Assessment of Induction and Professional Development Part I 3 Units

This 8 week seminar foundational course is designed to meet the California Teacher Commission Standards for Participating Teachers to attain a Clear Multiple Subject/Single Subject or EDSP Credential. Participating Teachers must be accepted into the Concordia University MS/SS or EDSP Induction Clear Program before enrolling in this course. This course provides PTs with a contextually based formative assessment process to develop their individualized Induction Plan and measure their extended development of inquiry and reflective practice progress in advanced demonstration of the California Standards for the Teaching Profession. EDUI 592 will always span the 16 week Fall Semester. This course may be used as CUI graduate elective units, if enrollee earns a B or better in the course.

EDUI 593 Assessment of Induction and Professional Development Part II 3 Units

This 16 week seminar foundational course is designed to meet the California Teacher Commission Standards for Participating Teachers to attain a Clear Multiple Subject/Single Subject or EDSP Credential. Participating Teachers must be accepted into the Concordia University MS/SS or EDSP Induction Clear Program before enrolling in this course. This course provides PTs with a contextually based formative assessment process to develop their Individualized Induction Plan and measure their extended development of inquiry and reflective practice progress in advanced demonstration of the California Standards for the Teaching Profession. EDUI 593 will always span the 16 week Spring Semester. This course may be used as CUI graduate elective units, if enrollee earns a B or better in the course.

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 3 Units

This course will provide students with an introduction to educational research by exploring problems or issues in education, qualitative research methods, and analyzing research articles. Students will learn the essentials needed to carry out the research process and begin their capstone project, which will be completed in 605.

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. Practicum Fee: \$100.

EDSC 590B Practicum: School Counseling B 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 590C Practicum: School Counseling C 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 590D Practicum: School Counseling D 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 591A Field Experience A 0 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. Fieldwork Fee: \$200. Prerequisite: EDSC 590.

EDSC 591B Field Experience B 0 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 591C Field Experience C 0 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 591D Field Experience D 3 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 591E Field Experience E 0 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. Fieldwork Fee: \$200. Prerequisite: EDSC 590D.

EDSC 591F Field Experience F 0 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 591G Field Experience G 0 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 591H Field Experience H 0 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 591I Field Experience I 3 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 Project 3 Units

During this course, students work to finalize their capstone project. Students will triangulate data using critical self-reflections, credible literature, and observations as a method to respond to an educational problem. Upon completion of the written project, students will orally present their capstone in class. Graduation Application Fee: \$185.

Education: Specialist Credential (EDSP)

EDUC 200 The Teacher and Technology 1 Unit

Students are introduced to five educational technology themes represented in the California Teaching Performance Expectations. Knowledge, skills and resources introduced in this course are applied throughout the Teacher Credential Program courses and will ultimately prepare candidates in their professional practice to facilitate learning as best enabled and supported by technology. Recommended concurrent enrollment with EDUC 204/EDSP 204. Prerequisites: Certificate of clearance; for undergraduates, must be taken before 400-level courses.

EDSP 204 Introduction to Teaching Diverse Populations 2 Units

This course will present the historical and philosophical foundations of teaching in California schools through the broad examination of the California Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs. Students are required to participate in 20 hours of fieldwork observation. Through these observations students will recognize the range of service delivery options for diverse populations of pupils. All fieldwork assignments are university assigned. Students are required to complete the observations during k-12 public school hours. 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 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. Corequisites: EDSP 204 and EDSP 301. Prerequisite: Admission to the teacher education program.

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 (IFST) 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: Admission to the teacher education program; EDSP 204 (concurrent enrollment allowed) and EDSP 301 (concurrent enrollment allowed).

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. Corequisites: EDSP 526 and EDSP 580. Prerequisites: EDSP 501 and EDSP 502 and EDSP 551.

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. Corequisites: EDSP 525 and EDSP 580. Prerequisites: EDSP 501 and EDSP 502 and EDSP 551.

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: Admission to the teacher education program; EDSP 501 (concurrent enrollment allowed).

EDSP 560 Literacy 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), the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Corequisite: EDSP 580. Prerequisites: Admission to the teacher education program; EDSP 501 and EDSP 502 and EDSP 525 (concurrent enrollment allowed) and EDSP 526 (concurrent enrollment allowed) and EDSP 551.

EDSP 580 Teacher Performance Assessment (TPA) Practicum: Field Experience 1 Unit

Teaching Performance Assessment (TPA) Practicum is a seminar course with 40 hours of field experience. Through field work, reflective practice and weekly seminars, candidates develop an understanding of the California TPA. Candidates will develop a deeper understanding of the "Plan, Teach & Assess, Reflect, Apply" teaching cycle and how to meet the needs of diverse learners. The field experience hours provides an opportunity to develop teaching skills in a classroom setting. This course is comprised of several components: weekly seminars, field experience, and self-evaluation of the California Teaching Performance Expectations. TPA Program and Field Experience Fee: \$275. Corequisite: EDSP 560. Prerequisites: Admission to the teacher education program; EDSP 501 and EDSP 502 and EDSP 525 (concurrent enrollment allowed) and EDSP 526 (concurrent enrollment allowed) and EDSP 551.

EDSP 580A Practicum: Field Experience II 1 Unit

This course is for those who have met the requirements for EDUC 480/ EDUC 580/EDSP 480/ EDSP 580: TPA Practicum: Field Experience, but need an additional 20-40 hours of field work and field work assignments in a different educational setting to meet credential requirements. This would apply to students who are taking courses in two credential programs or who are adding a credential.

EDSP 584 Student Teaching: Special Education 6 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. Student Teaching Fee: \$200. 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. Prerequisites: Completion of all program courses; student teaching clearance; passing scores on the CSET (California Subject Examination for Teachers) examination; current certificate of clearance; current TB (tuberculosis) test.

EDSP 585 CalTPA Field Experience Extension 0 Units

The CalTPA Field Experience course consists of 40-80 hours of field experience in a university assigned placement, following student teaching. This course is only for candidates who were not able to complete the California Teaching Performance Assessment process during student teaching, and need an extended field experience placement to complete CalTPA. The placement will be in a K-12 setting that aligns with the candidate's credential area. While completing their field experience hours, the candidate will implement the plan, teach, assess, and review process, as well as collect evidence of the teaching cycle. This experience and collection of evidence are essential elements of completing CalTPA. This course has a \$100 Remediation/Placement fee. Candidates must pass the CalTPA within a semester to successfully pass this course. This course is offered as Pass/No Pass. Prerequisite: B- or better in EDSP 584.

English (AENG)

AENG 201 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

This course offers an opportunity to become careful and critical readers of literature while learning to identify the patterns and forms writers use to construct meaning. We will sample a variety of genres in literature in English to gain a broader understanding of the art of literature, and to consider how the modes of literature inform meaning.

AENG 203 Modern Film 3 Units

This course explores a range of American movies released in the modern film era. Focusing on filmmaking techniques, analysis of major themes, and industry trends, this course asks students to engage and examine the impact of one of the most powerful cultural forces today - the motion picture industry.

Executive Coaching and Consultation (EXCC)

EXCC 600 Personal Development Skills Process Group 3 Units

Students will participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members. Students will have a place for personal character development. This accelerated 2-week course includes 4 days on the Concordia University Irvine campus. This course is offered in the following grade mode: Pass/No Pass.

EXCC 602 Building Healthy Culture and Performance 3 Units

The various aspects of organizational structure will be explored. Students will learn how leaders create a healthy culture that drives individual, team and organizational performance. Various drivers and obstacles to performance will be discussed along with strategies to enhance performance.

EXCC 604 Leading Change and Motivation 3 Units

The major drivers or inhibitors of motivation and organizational change will be explored. Students will learn the leadership competencies to provide rapid, profound and sustainable change. This course will also focus on how to assess and make structural changes in the organization's culture that make change easier.

EXCC 607 Group Coaching 3 Units

This course will enable students to effectively coach and lead groups of people. Fundamentals of group dynamics will be the foundation for the learning. In addition, students will set up and lead their own groups and obtain feedback from their peers and professor. Additionally, students will interview coaches who have successfully integrated group coaching into their practices.

EXCC 609 Advanced Theories in Organizational Design and Development 3 Units

This is an advanced course on ways organizations are designed that impact strategy, leadership talent, culture, performance, and change either positively or negatively. Students will understand the various components of organizational processes that reflect and reinforce healthy organizational design. They will develop the skills to evaluate organizational design and how to develop it to ensure governance and management processes align power effectively, engage the right people and increase the capabilities of being a "learning organization" that is optimized for peak-performance.

EXCC 612 Executive Coaching and Character Development 3 Units

The study of history, professional roles, ethics and responsibilities of the coaching profession. Students will learn the Townsend character-based model as it applies to coaching. This course includes how to establish the professional coaching agreement, the distinction from consulting and psychotherapy and making referrals to other support professionals.

EXCC 613 Developing the Executive Coaching Relationship 3 Units

Students will learn the skills to create a coaching relationship that establishes trust, understanding, acceptance and active exploration of the underlying issues driving performance. These interpersonal skills include attunement, immediacy, confrontation, powerful questioning and observation of themes. The course includes assessing the client's character structure and strengths, designing actions, planning and goal setting and managing progress and accountability. Prerequisite: EXCC 600 (concurrent enrollment allowed).

EXCC 614 Advanced Executive Coaching 3 Units

Students will develop advanced executive coaching skills by having a client experience that simulates an actual engagement. This process will begin with a proper organizational kick-off meeting, include client intake, coaching attunement and discussion, and end with evaluation of the coaching. In addition, the student will experience coaching supervision. This course will also explore many distinct psychological presentations that executive coaches experience in their work. Prerequisite: EXCC 600 (concurrent enrollment allowed).

EXCC 615 Creative Strategy Building 3 Units

Students will learn the significant role strategy plays in implementing the mission, values and vision of an organization. They will understand the various elements of an effective strategy. Students will develop skills to work with clients and organizations to build effective strategy that leads to high performance. Prerequisite: EXCC 600 (concurrent enrollment allowed).

EXCC 616 Presentation and Training Skills 1 Unit

Students will develop the ability to translate their training content into an engaging presentation that leads to high level learning. This includes the most recent presentation technology. Students will apply learning theory (with a special focus on experiential) to developing a training format which results in transformative and long lasting changes.

EXCC 617 Advanced Consultation Skills 3 Units

Students will be exposed to a suite of consulting skills broadly applicable across business functions, across industries, and valuable in corporate strategy assignments, business development and entrepreneurship. Students will have hands-on practice and real-time feedback. They will have opportunities to exercise and hone the skills they are learning. Prerequisite: EXCC 600 (concurrent enrollment allowed).

EXCC 618 Internship: Executive Coaching and Consultation I 1 Unit

Students will practice and provide a variety of executive coaching and consultative services in a business or nonprofit setting. This internship requires a minimum of 25 direct client contact hours with at least five different people. This internship includes regular individual and group coaching mentoring from a University professor and/or site supervisor. This course is offered as Pass/No Pass. Prerequisites: EXCC 613 and EXCC 614 and EXCC 617.

EXCC 618E Internship Extension: Executive Coaching and Consultation I 1 Unit

This course is for students not successfully completing EXCC 618. This course is offered as Pass/No Pass.

EXCC 619 Internship: Executive Coaching and Consultation II 1 Unit

Students will practice and provide a variety of executive coaching and consultative services in a business or nonprofit setting. This internship requires a minimum of 25 direct client contact hours with at least five different people. This internship includes regular individual and group coaching mentoring from a University professor and/or site supervisor. This course is offered as Pass/No Pass. Prerequisites: EXCC 613 and EXCC 614 and EXCC 617.

EXCC 619E Internship Extension: Executive Coaching and Consultation II 1 Unit

This course is for students not successfully completing EXCC 619. This course is offered as Pass/No Pass.

EXCC 620 Executive Coaching and Consultation Capstone 3 Units

The course is focused on student scholarship. Students will write a scholarly article or do research that could be accepted and presented at a scholarly meeting or submitted to a peer reviewed journal. Students will have multiple communication opportunities with their professor relating to their project and during the writing process. Research and scholarly writing skills will be taught. This course will also prepare students in taking next steps in their career. Graduation Application Fee: \$185. Prerequisites: EXCC 613 and EXCC 614 and EXCC 617.

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.

Finance (AFIN)

AFIN 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.

Healthcare Management (OBD) (HLMG)

HLMG 311 Writing 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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

HLMG 312 Management of Healthcare Organizations 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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

HLMG 413 Leadership in Healthcare Management 3 Units

This course will introduce students to the basic principles of leadership and direction in healthcare organizations. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

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. Prerequisite: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed).

HLMG 467 Ethics for Healthcare Managers 3 Units

This course will examine ethical issues that arise within the context of contemporary American healthcare. Attention will be given to important philosophical and theological approaches to ethical problem solving in clinical and non-clinical contexts. The course will also address ethical questions about medical care at the beginning and end of life, as well as questions related to the business of healthcare delivery. Prerequisites: HLMG 305 and [HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed)].

HLMG 475 Senior Seminar in Healthcare 3 Units

This course is designed to provide integration and application of theory learned throughout the healthcare management program. The course is a culminating demonstration that reflects student knowledge of both course curriculum and university program outcomes. The assessment instrument includes a comprehensive analytical paper and oral presentation. Business Exam Fee required. Prerequisites: HCM 312 (concurrent enrollment allowed) or HLMG 312 (concurrent enrollment allowed) and Senior standing.

HLMG 490 Internship: Healthcare Administration 3 Units

This course will provide a structured, supervised internship in the healthcare industry consisting of community and project-based component. Offered as a Pass/No Pass course.

History (AHST)

AHST 201 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

Until the end of the so-called “war to end all wars” in 1918, America was separated from the great powers of the old world by a seemingly boundless sea. America had not only shown little interest in other hemispheres (save a few attempts at colonization and annexation at the turn of the century) but had little to offer the world. It was thought that America had no distinct culture (perhaps it was a bastardized form of old European culture) and an economy based on booms and busts (there were at least 5 economic depressions in America in the 19th century). By the time the 1920’s had crested with American jazz, fashion and (above all) banking the rest of the world had no choice but to notice the colonization of an American style and way of life. Despite a few reservations, America was thrown into the middle of the world stage with her entry into World War 2. By the time Japan surrendered there was already a land grab in Europe that would divide the world into two spheres. When the USSR finally blinked, the wall in Berlin was demolished and the world was finally made “safe for democracy”, old allies, the world’s dependence on fossil fuels, nationalism and religion would come to a head with the events of September 11th, 2001 and the subsequent wars in the Middle East.

AHST 203 Modern World: 1840 to Present 3 Units

In the aftermath of the Revolutions of 1776 and 1789, as well as the Napoleonic Wars that shook Europe, the western world experienced a seismic shift in how it responded to social, political and religious ideas. The questions of “What Should I Believe”, “How Should I be Governed”, and “What is the Nature of Social Equality” became significantly more muddled. The European social revolutions of 1848, the American Civil War, Industrial Revolutions and the culminating World Wars of the 20th century shook the faiths of many in God, political structures and the nature of equality. Starting with the Revolutions of 1848 and subsequent state building through the existential crises of the World Wars and up to our present day this class looks beyond simple narrative and seeks to answer the human questions that the past century sought to answer and have caused us to reevaluate the present.

International Studies (MAIG)

MAIG 501 Intercultural Competency 3 Units

This course examines theories and issues related to intercultural communication, including principles and processes of communicating from one culture to another, how identity is negotiated in cross-cultural communication, and how communication across cultures affects behavior and attitudes. The course helps students implement strategies for effective interaction among members of different cultures.

MAIG 502 Global Politics and Leadership 3 Units

This course examines the most significant issues facing today’s global politics and leadership, including the key factors governing international relations, the techniques, instruments and common practices. The course will further facilitate students’ understanding and analysis on global politics and their subtleties so they could be prepared to dissect and develop new strategies as global politics evolve.

MAIG 503 International Social Research Methods 3 Units

This course will introduce students to fundamental social research methodologies and how they can be applied within international and multicultural contexts. Students will learn how to design experimental research, collect and analyze field data, and incorporate qualitative, quantitative and mixed method approaches. Through the course Global Research Simulation assignment, students will integrate social research methodologies to benefit international cultures, communities and organizations.

MAIG 504 International Development Theory and Practices 3 Units

This course examines the key theories, models and macro concerns in development while giving a historic overview of the practice of development in a global context. It explores topics such as poverty, gender, human rights, debt, economic development, globalization, and transformational/holistic development as well as provides a broad survey of development concepts, trends, actors, and challenges. The signature assignment moves from these macro theories to application at the community level through the creation of a group project to help a specific group of people with a specific issue.

MAIG 505 Global Economics and Finance 3 Units

This course examines and appraises the global economic and financial systems including their current practices, challenges and opportunities. In the signature assignment, students are asked to describe, interpret and compare the economical and financial practices of their region of choice in light of the global economic and financial landscapes.

MAIG 506 Global Religious Landscape 3 Units

This course explains the world's major religions and interpret their core beliefs and practices against an increasingly globalizing and multi-cultural environment. By the end of the course, students will be able to examine and critique the major world religions in a presentation or written reflection.

MAIG 507 Global Conflicts and Conflict Resolution 3 Units

Study the major conflicts faced by today's world and analyze functional strategies to resolve those conflicts in a global context. In the signature assignment, students are asked to identify, interpret and critique a major global conflict and its resolution before recommending and defending an alternate set of resolutions enlightened by this course. Insights on how the chosen global conflict impacts the student's region of focus should be included.

MAIG 508 Regional Focus 3 Units

This is a guided study course where students will gain historical and cultural understanding on the region of their choice from a more academic perspective. Students will also examine the various contemporary issues faced by students' chosen region and what the future would hold in that region. A non-refundable fee for the upcoming 3-week international field work will be assessed to this course.

MAIG 509 Social Change and Project Management 3 Units

Methodologies and strategies appropriate to a diverse global context are developed through practical and experimental implementation of project planning theories and research. Students will be asked to conduct research at an NGO/school/business in their area of concentration associated with an element of the project planning cycle.

MAIG 515 International Field Trip 1 Unit

This course is comprised of seven (7) weeks total, with pre-departure briefing and preparation led by the course professor, three (3) weeks in the field and post-trip reflection. The 3-week field trip will be coordinated by MAIG to one of the four regions of the student's choice: China, Latin America, Southeast Asia and Africa. The assignment for this course is in the format of a written report detailing the field trip and reflection in light of the relevant theoretical frameworks learned previously in the program. The field trip may include but is not limited to: experiential learning, business site visits and participatory service trips.

MAIG 600 Capstone Project 4 Units

This course will provide guidelines on how to complete the capstone project successfully within one 15-week semester. Students will be assigned a CUI-approved faculty advisor to guide through the project. The goal is for students to synthesize, integrate, apply and showcase the theories, principles and knowledge acquired through MAIG coursework and other learning experiences on one or more aspects linked to their region of focus. The completed project needs to be reviewed and approved by first the capstone adviser and then the course instructor. MAIG 600 is to be taken once all other required courses have been successfully completed. Students who do not complete the previous courses are not eligible for this course. Students who do not receive final approval in one 15-week semester must enroll in MAIG 600E in the next consecutive semester. The total length of completion for the portfolio project should not exceed four consecutive semesters. A graduation fee will be assessed upon the registration of MAIG 600. Graduation Application Fee: \$185.

MAIG 600E Capstone Project: Extension 4 Units

This is the extension course available to those who do not complete the Capstone Project in MAIG 600. Students are billed \$1,000 for this extension course. Students in the extension course will continue to receive the same level of guidance and support from the Capstone adviser and the course professor. The completed project needs to be reviewed and approved by both the Capstone adviser and the course instructor. Those who do not receive approval by the end of the semester will need to repeat the 4-unit MAIG-600 course during the following semester. The total length of completion for the Capstone should not exceed four (4) consecutive semesters.

Leadership Studies (LDP)

LDP 304 Psychology in the Workplace 3 Units

Students will survey behavioral science, performance research, neuroscience, and cutting-edge practices of what constitutes a thriving workplace. They will learn leadership skills and organizational design concepts that can implement these principles. Prerequisite: ACCM 100.

LDP 312 Communication in the Workplace 3 Units

Students will demonstrate skills for effective communication and relationship building. They will utilize clear and concise written and oral communication skills to motivate others. Students will discover the power of nonverbals and the importance of receiving and offering constructive feedback. They will learn the role audio/visual and experiential focused communication can play. Prerequisite: ACCM 100.

LDP 316 Leadership in the Digital Age 3 Units

Students will comprehend how to lead teams in a virtual environment. There will be an emphasis on digital literacy (software, apps, and other tools available), effective electronic research, and current issues related to the harnessing information and communication technology for effective leadership. Prerequisite: ACCM 100.

LDP 324 Intercultural Communication 3 Units

Students will study the impact of diversity, culture and communication variables on the work experience. Strategies for preparing students 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, and organizational philosophy may be addressed in order to create a set of rules for managing and communicating in complex organizations. Prerequisite: ACCM 100.

LDP 355 Organizational Leadership 3 Units

Students will analyze historical developments, theories, and cutting-edge practices in the field of leadership and organizational behavior. They will learn different styles and strengths of leadership and assess their style. Students will continue to build a repertoire of leadership competencies. Prerequisite: ACCM 100.

LDP 370 Leading and Motivating Volunteers 3 Units

Students will learn the critical roles volunteers can play in an organization. They will discover strategies for recruiting, retaining and developing volunteers to maximize resources. Students will analyze different approaches for motivating volunteers as they carry out the mission of their organization. Prerequisite: ACCM 100.

LDP 375 Conflict Resolution 3 Units

Students will develop leadership skills to resolve a conflict between two people, on a team and between departments. They will learn how conflict can be used to enhance relationships, make a team more cohesive and create synergy within an organization. Special attention will be given to conflict in values-and faith-based organizations. Prerequisite: ACCM 100.

LDP 411 Employee Motivation and Attitude Theory 3 Units

Students will survey the top motivation and attitude theories. They will explore best practices for enhancing employee motivation. Students will develop skills for implementing these practices. Prerequisite: ACCM 100.

LDP 414 Self Exploration and Career Development 3 Units

Emotional intelligence research demonstrates that self-understanding and self-management are essential to high performing leaders. Students will grow in these areas to enhance their own career development. They will learn how to capitalize on opportunities that will build skills and experiences to be more competitive in their careers. Prerequisite: ACCM 100.

LDP 465 Financial Management 3 Units

Students will learn and apply basic accounting principles to financial reporting and monitoring functions. The focus is placed on budget development, day-to-day fiscal management, financial controls, measures of financial performance, capital structures and calculating ROIs. Prerequisite: ACCM 100.

LDP 483 Business Ethics 3 Units

Students will explore ethical principles involving conduct, laws, and relationships utilized by the business community including employer/employee rights, the culture of the corporation, product liability, conflict of interest, and bribery. They will assess their personal level of ethical reasoning and living a life of virtue and integrity. Prerequisite: ACCM 100.

LDP 490 Organization Development and Change Theory 3 Units

Students will understand the dynamics of a healthy organization and how it is developed. They will examine theories of change and leadership skills, types of teams, and organizational culture that drive it. Prerequisite: ACCM 100.

LDP 495 Senior Seminar: Leadership Studies 3 Units

This course will be a culminating demonstration of the students' academic ability and knowledge of leadership studies through a research paper and presentation. Prerequisite: ACCM 100.

Master of Business Administration (MBA)

MBA 603 Management 4 Units

This course integrates management principles to effectively utilize resources to the firm's competitive advantage, thus creating value for shareholders. Business Exam fee required.

MBA 604 Accounting 4 Units

Accounting is the financial language of business communications and a measurement of an organization's financial health, creating the quantitative information used in decision making. This course examines financial statements, reviewing generally accepted accounting principles (GAAP) and reporting of financial transactions on both an accrual and cash basis.

MBA 605 Marketing 4 Units

This course provides a comprehensive overview of marketing activities for managers in the private and public sectors and not-for-profit organizations. The focus is on key marketing processes to identify needs and target markets, create demand through value propositions and manage the competitive landscape.

MBA 606 Finance 4 Units

Minimizing risk and increasing value requires successful acquisition of and efficient allocation of capital resources. This course examines 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. Prerequisites: MBA 604 and (MBA 632 or a B or better in an economics course in previous coursework).

MBA 607 Strategic Management 4 Units

A successful organization is able to appraise its marketing, production, research and development and resource allocation models with a critical eye. This course develops the tools to acquire data and interpret information applicable to decision making. Prerequisites: MBA 603 and MBA 604 and MBA 605 and MBA 606.

MBA 608 Business Analytics 2 Units

This course focuses on business modeling and analysis to enhance organizational effectiveness and strategic and managerial decision making in diverse industries. Students learn tools to manage complex business problems and mitigate risk. Students will model current business processes, systems, and strategies; depicting trends and effects, prescribing 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 examine how data analysis technologies can be used to improve decision-making. We will study the fundamental principles and techniques of data mining, with real-world examples and cases 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.

MBA 612 Business Franchise Solutions 2 Units

Explore all of the elements required to develop a successful franchise system. At the conclusion 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

Human resource management processes are designed to ensure human talent is used effectively and efficiently to meet organizational goals. Explore labor markets, training and development, compensation, employee relations and more.

MBA 615A Corporate Governance and Business Risk Management 2 Units

This course aims to develop an understanding of the role corporate governance has on strategic risk management. Learn how the development of a firm's internal policies, procedures and controls can minimize or eliminate undesirable areas of risk. Gain a solid understanding of current business risk issues in board structure and management, increasing cyber security risk, long term financial performance and ethical decision making.

MBA 615B Corporate Governance and Legal Risk Management 2 Units

Learn how the development of a firm's internal policies, procedures and controls can minimize or eliminate undesirable areas of risk. Learn ways to enhance existing compliance programs. Gain a solid understanding of the main legal issues as well as risk management industry best practices. Prerequisite: MBA 615A.

MBA 616 Advanced Investing 2 Units

This course is designed to provide students with a foundation in derivative analysis. The course examines derivative valuations, strategies, and their applications in managing investments and financial risk. Students will learn about the theoretical underpinnings and the practical applications of derivatives (stock options) in a simulated trading account, trading options using a simulated, professional trading platform. Proprietary analytics will be used to forecast price standard deviations. Prerequisites: MBA 674 and MBA 675.

MBA 620 Global Leadership 2 Units

This course explores the global business environment and the leadership qualities needed to be successful in today's expanding markets. This course provides a forum for the development of strategies, skills and techniques that promote successful leadership within organizations having a global strategic base where cross-cultural, social, political and economic environments differ.

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 financial markets. Basic essentials of international financial management will be explored from a macroeconomic framework, including flow of funds, balance of payments and financial markets; currency, credit and stock markets, and the variables that influence them. 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 financial markets, explored from a microeconomic framework, including the managerial aspects of exchange rate risk, foreign investment and capital budgeting, country risk and capital structure decisions. Prerequisites: MBA 606 and MBA 621.

MBA 625 Create New Ventures 2 Units

This course investigates the options available when creating a new venture including organization and structures available to the prospective new business owner.

MBA 630A Big Data Analytics Tools I: Software and Infrastructure Components 2 Units

Methods, tools and applications used to extract and analyze big data in developing or responding to business opportunities are explored through the investigation and development of the basic programming, design and critical thinking skills necessary to use industry standard applications. This course specifically focuses on the architectural patterns and concepts used for big data analytic tools including both software and infrastructure components.

MBA 630B Big Data Analytics Tools II: Programming 2 Units

Methods, tools and applications used to extract and analyze big data in developing or responding to business opportunities are explored through the investigation and development of the basic programming, design and critical thinking skills necessary to use industry standard applications. This course specifically focuses on emerging and higher level programming tools deployed in big data analysis. Prerequisite: MBA 630A.

MBA 632 Economics 2 Units

This course teaches basic concepts of Economics and the impact on business; focusing on supply and demand and resource allocation. 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 how they relate to economic principles.

MBA 633 Essential Business Law 2 Units

This course will examine the fundamentals of the law that most affect business environments. Selected topics may include contracts, business organization, the Constitution, regulatory environment, the legislative process, the court system, and ethics, as well as other current topics of interest. Knowledge of the law will enable students to identify areas of risk, plan solutions and make business decisions designed to avoid and mitigate the risk.

MBA 635 Economics of Sustainability 2 Units

This course will look at the nature of resource re-use and renewability by looking at examples and practices of various industries and initiatives.

MBA 637 Business Contracts 2 Units

This course examines the essential elements of a binding contract, the importance of individual provisions and the purpose for their existence. Students will review and analyze common agreements found in the work place, discovering provisions necessary in the execution of any agreement.

MBA 640 International Business 2 Units

This course presents an overview of the dynamics of the global marketplace and international sources of economic change. Topics include globalization; the role of technology; and the mandate of emerging markets. Comparative economic development, control and democratic regimes, and international competition and cooperation are investigated. Students will apply their knowledge to foreign market analysis and business planning, analyzing the multiple internal and external factors that must be addressed for economic success of the global expertise.

MBA 642 Effective Communication 2 Units

This course analyzes communications in formal and informal business settings, focusing on written formats, formal presentations and verbal and nonverbal modes. Conflict resolution strategies, team environments and leadership perspectives will be explored.

MBA 645 Leadership and Development 2 Units

The focus will be on developing the broad intellectual foundations of leadership. The 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 646 Project Management Leadership 2 Units

This course enhances the student's ability to function in a project leadership role, focusing on the Project Management lifecycle and best practices as outlined by the Project Management Institute (PMI), current industry focus on risk principles, and hands on experience with SW Tools. Differences in traditional Project Management and Agile Project Management are explored.

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 examines the identification of opportunity and investment decisions, 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 financing decisions that are reinforced by quantitative and analytical skills, and learn how firms are financed throughout their life cycles.

MBA 652 Basic Selling Skills 2 Units

This course provides a comprehensive overview of professional selling in today's highly competitive business environment. The course combines group study of key sales principles and development of a market perspective using elements of both traditional and experiential learning.

MBA 653 Advanced Selling Skills 2 Units

This course provides further study of advanced tactics used in selling complex product solutions or in a corporate sales environment, and explores how sales and psychology are intertwined.

MBA 664 Real Estate Development 2 Units

This course is 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 examines the current entrepreneurial environment. Students learn 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

This course will examine the process for maintaining sustainability in the business community by applying objective corporate, social and environmental measures. Explore how sustainable companies attract capital, earn the best returns, and help preserve earth's depleted resources.

MBA 668 Negotiation 2 Units

This course explores the essential elements of negotiation; equips students with the necessary tools to negotiate successfully; enhances their negotiating skills through frequent role plays, reflection, and feedback; and challenges the student to continually improve their professional negotiations.

MBA 670 Digital Marketing 2 Units

Marketing media and channel use is changing rapidly. This course looks at the underlying theory and practice of new media tools to reach and develop relationships with customers.

MBA 674 Investing Practicum 2 Units

This course gives students practical hands-on investment experience using a variety of software tools to analyze trends and execute transactions.

MBA 675 Investing 2 Units

This course examines company stocks using fundamental and technical approaches developed by industry leaders; e.g., Benjamin Graham, Warren Buffet, and William O'Neil. Students will examine equities through the review of financial statements, stock charts, and spreadsheets that calculate valuation in real time. The course furthers stock analysis by exploring business decisions that drive success or failure, and the effect and the consequence of leadership on a company's stock price. Basic investment portfolio theories, financial derivatives (options), and trading platforms for individuals will be explored.

MBA 684 Project Management 2 Units

This course introduces the basic principles of project management, including analysis, planning and monitoring, and development of knowledge areas as defined by the Project Management Institute. Students will be introduced to software technology tools for use in project applications.

MBA 686 Business Process Management 2 Units

This course introduces the principles of business process modeling, design, analysis and re-engineering, to transform an organizational process that improves performance and achieves specific goals. Current business models and software tools used to bring organizational change will be introduced.

MBA 688 Marketing Communication 2 Units

The process of effective marketing will be examined from a practical perspective. The focus of this course will be on how companies market; from branding to expenditure to ROI (return on investment) evaluation. The ethical implications of the 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 explores new product development, emphasizing the stage-gate process, examining product ideation, market research, team management, project management, marketing, financial modeling and metrics.

MBA 695 MBA Capstone: Project 4 Units

In the Capstone Project, student teams contract with business clients, identify a problem, research and analyze, and propose solutions. Typically, projects include exploration, research, development and implementation of: operations, marketing/branding, finance, accounting, or business processes. Early registration (at least two months prior to the start of the Capstone course) is required for this course. Graduation Application Fee: \$185. Business Exam Fee required. Prerequisites: MBA 603 and MBA 604 and MBA 605 and MBA 606 and MBA 607 and 4 Elective Courses.

MBA 695E Capstone Project: Extension 4 Units

Students work toward completion of the MBA 695 Capstone project under the direction of a faculty member. The Extension course requires additional fees and can be repeated once. Prerequisite: Prior approval by instructor.

MBA 696 MBA Capstone: Business Plan 4 Units

Capstone business plans are the core documents used to formulate, develop, and communicate new business opportunities. 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. Graduation Application Fee: \$185. Business Exam Fee required. Prerequisites: MBA 603 and MBA 604 and MBA 605 and MBA 606 and MBA 607 and 4 Elective Courses.

MBA 696E Capstone Business Plan: Extension 4 Units

Students work toward completion of the MBA 696 Capstone business plan under the direction of a faculty member. The Extension course requires additional fees and can be repeated once. Prerequisite: Prior approval by instructor.

Master of Healthcare Administration (MHA)

MHA 500 Professional Development Workshop 0.25 Units

This course focuses on professional development within the healthcare industry, equipping students with tools to develop professionally, including: networking, interviewing, resume building, and project management. The course may be repeated 4 times. Offered as a Pass/No Pass course.

MHA 501 Healthcare Organizational Management 3 Units

This course provides an introduction and overview of healthcare administration in the United States health service system. Governance and management of organizational structures are explored, and the functions, roles, and relationships of the various components are analyzed. Students will examine operational concepts related to delivering quality, consistent, and cost-effective services across the healthcare system.

MHA 502 Healthcare Communication 3 Units

This course examines communication theory and research in order to understand important communication processes reflected and addressed in healthcare organizations. This course prepares students with the necessary skills and behaviors required to effectively communicate with patients, co-workers, employees, society and outside organizations in the healthcare field.

MHA 503 Healthcare Economics and Policy 3 Units

Provides a framework for the economic analysis of healthcare issues, and an overview of health policy formulation, implementation, and evaluation in the United States. Examines current health policies and the key factors that impact them, including: political, social, economic, and institutional environments. Focuses on the application of economic principles to current problems in the healthcare industry.

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 examined.

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 focuses on leadership theory and project management, and their application to health service organizations. The foundation and principles of lean leadership are emphasized, and tools for improved self-understanding of personal leadership styles and their impact on organizational functionality will be introduced.

MHA 573 Vocation and Ethics in Healthcare Management 3 Units

Examines ethical issues related to professional practice and leadership through the lens of relevant Christian doctrine (such as vocation and two kingdoms), classical moral philosophy, and contemporary ethical theory. Prepares students to analyze and respond to ethical questions faced by healthcare managers at the individual, organizational, and policy levels. Relevant professional codes of ethics will be consulted and analyzed.

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 culminating course offers an integrative learning experience for MHA students. Students will complete a capstone project that requires them to integrate theoretical knowledge and conceptual skills acquired through their coursework and other related experiences, with current literature, as they demonstrate application to the field. Upon completion of the written project, students will orally present their capstone in class. In addition to the capstone project, students will be required to develop an e-portfolio that includes reflective exercises and captures volunteer work. Graduation Application Fee: \$185.

Master of Public Health (MPH)

MPH 500 Foundations of Public Health 3 Units

This course provides an introduction and overview of the scope and history of public health and the core concepts that represent the foundation of the field. Factors that impact health equity at organizational, community, and societal levels are examined.

MPH 515 Principles of Health Behaviors 3 Units

This course provides a broad overview of the field of behavioral health, examining a variety of social and behavioral models and theories in order to better understand behavior change, health risk behavior, and psychological/behavioral factors that affect physical conditions in individuals, organizations, and populations. Emphasis is placed on applying evidenced-based approaches in the development and evaluation of social and behavioral science interventions.

MPH 520 Concepts of Environmental Health 3 Units

This course examines several concepts including biological, chemical, physical, and psychosocial aspects in environmental health and applies them to the prevention of environmentally induced diseases. Additionally, the course explores issues related to biological monitoring of environmental health hazards, health surveillance, environmental monitoring, and current environmental standards governing air, water, food, and soil quality.

MPH 525 Health Policy and Management 3 Units

This course will take a broad look at how healthcare works in the United States and how public health was developed, managed and funded. Laws related to the provision of both public and private healthcare are examined, and health disparities and differences among groups are explored.

MPH 530 Biostatistics 3 Units

Biostatistics introduces the concepts of fundamental statistical data analysis. Topics include descriptive statistics, probability, standard probability distributions, sampling distributions, point and confidence interval estimation, hypothesis testing, power and sample size estimation, one and two-sample parametric and non-parametric methods for analyzing continuous or discrete data, linear regression, ANOVA, and experimental design in addressing, analyzing and solving problems in public health, health care, clinical, and population-based research. The emphasis will be on interpretation, concepts, and use of statistical software. Recommended: An undergraduate introduction to statistics course.

MPH 535 Applied Epidemiology 3 Units

Students will examine core principles of epidemiology, statistical evaluation, and the impact of microbial diseases on the health of community and clinic-based populations. The epidemiology and prevention of chronic diseases will also be emphasized.

MPH 540 Leadership and Organizational Management in Health Services 3 Units

This course explores the principles of leadership, governance, and management in public health, with a focus on creating and communicating a shared vision, empowering others, fostering collaboration, and championing solutions to organizational and community challenges.

MPH 545 Vocation and Ethics in Public Health 3 Units

Examines ethical issues related to professional practice and leadership through the lens of relevant Christian doctrines (such as vocation and two kingdoms), classical moral philosophy, and contemporary ethical theory. Prepares students to analyze and respond to ethical questions faced by public health practitioners at the individual, organizational, and policy levels. Relevant professional codes of ethics will be consulted and analyzed.

MPH 560 Methods of Research in Public Health 3 Units

This course focuses on practical issues in health research studies. Topics include an overview of public health research, ethics in research, the theory/research relationships, formulating research questions, specifying study design and objectives, defining variables, the validity and reliability of measures, scale construction, formatting questionnaires, developing analysis plans, choosing data collection methods, sampling techniques and sample size, developing and completing research studies, preparing data for analysis, and reporting findings.

MPH 570 Community Health 3 Units

This course explores the nature, extent and causes of basic community health problems. Students will understand the purpose, function, organization and administration of community health services at local, state and national levels.

MPH 575 Communication and Social Marketing Health Promotion and Education 3 Units

Coursework examines how societal, organizational, and individual factors influence and are influenced by public health communications. Students will learn how to apply theory and strategy-based communication principles, methods, and techniques across different audiences and sectors. This course offers an overview of the strategic and tactical practice of social marketing in public health.

MPH 580 Programming and Evaluation in Public Health 3 Units

This course focuses on the public health needs assessment and emphasizes program planning designs, implementation, and evaluation. It uses a multi-dimensional approach in public health strategic planning. The planning process is framed in current theory, such as logic models and analytics for evaluating effective community-based and focused public health programs.

MPH 598 Public Health Practicum 3 Units

The practicum offers practical experience to build competence in the specialization of general public health.

MPH 599 Applied Research in Public Health 3 Units

This culminating course allows students to complete an integrative learning experience (ILE). Students will complete a research project to address core MPH and concentration-specific competencies. The purpose of the ILE is to synthesize knowledge, concepts, and skills learned in coursework, practicum, and other related experiences as they demonstrate application to the field. Students will be required to develop an e-portfolio that will include reflective exercises and capture volunteer work. This course is offered as Pass/No Pass. Graduation Fee: \$185.

Mathematics (AMTH)

AMTH 101 Principles of Mathematics 3 Units

This is an overview of mathematics to meet the general education requirement. Topics include logic, number theory, algebra, functions, graphing, geometry, probability, and statistics. Problem solving and applications are integrated throughout the course.

AMTH 265 Statistics 3 Units

This course introduces fundamental concepts and procedures related to quantitative analysis in social sciences and business. Primary areas of focus are data management, descriptive statistics, visual representation of data, hypothesis testing using a variety of methods, interpretation of quantitative tests, and reporting results of analyses. Real world application is a cornerstone in the course. True-to-life examples are integrated with curriculum to enhance students' analytical competencies and research literacy. Students will plan and perform analyses, as well as report results using statistical software.

Nursing: ABSN (NUSA)

NUSA 201 Foundations of Nursing 3 Units

This course is designed to familiarize the student with the Foundation of Nursing Care. Nursing concepts such as the nursing process, scientific base for nursing practice, patient-centered care, health care environment, caring throughout the lifespan, critical thinking, clinical reasoning, basic human needs and understanding the psychosocial concepts for nursing practice. This Foundation course will also provide a contemporary approach to nursing practice, and discuss the scope of primary, acute and restorative care. It will introduce the student to evidence-based practice and will address key current practice issues including patient/family centered care with an emphasis on the care of the adult and older adult. Each student will have the opportunity to integrate this didactic information into the practice of nursing care in NUSA 294 Fundamentals Patient Care Skills Lab in the next semester. Nursing ATI Testing Fee: \$225.00. Nursing Central Fee: \$160.00 3 Units--45 hours.

NUSA 203 Adult Medical/Surgical Nursing Theory 3 Units

Nurse focuses on the medical and surgical nursing theory related to health and health disruption, nursing options, and medical management of young and older adults. This course will offer a physiologic systems approach to the exploration of medical and surgical conditions requiring medical and nursing- care. Content will include the three levels of prevention and intervention (primary, secondary and tertiary). Nursing ATI Testing Fee: \$225.00. 3 Units--45 hours.

NUSA 203E Adult Medical/Surgical Nursing Theory 3 Units

This is an extension course created to handle special circumstances due to COVID-19 and the inability of students to complete clinical assignments in hospitals. An Incomplete (IP) was entered as the grade for NUSA 203 and the grade for completion of the course was assigned to NUSA 203E.

NUSA 205 Pathophysiology 2 Units

This course is designed to provide an understanding of common physical disruptions that contribute to an imbalance in homeostasis. Common disruptions that interfere with physical systems, their manifestations, and both their medical as well as nursing management will be discussed. An exploration of the role of nurses in optimizing patients' health status will also be presented. The student will be exposed to the elements that relate to pain, its management and the nursing role in this management. 2 Units--30 hours.

NUSA 207 Pharmacotherapeutics 2 Units

This course is designed to prepare the student to become knowledgeable about medications, medication administration, appropriate use of medications that are illness and disease specific, side effects and contraindications as well as nursing responsibilities. Administration techniques will be discussed including intravenous therapy. Medication administration skills will be further discussed and developed in the NUSA 296 Pharmacology Lab. As well as in NUSA 294 Fundamental Patient Care Skills course. Nursing ATI Testing Fee: \$225.00. 2 Units--30 hours.

NUSA 292 Adult Medical/Surgical Nursing Clinical 4 Units

This course offers students opportunities to apply theoretical knowledge to the actual care of patients in clinical settings. The focus is on building skills necessary to care for patients experiencing medical and surgical health problems. The target populations will include adults and older adults. Students will have opportunities to assess the patients, arrive at nursing diagnoses, plan nursing care measures, implement physicians' orders and evaluate patient progress. Settings: acute care, skilled nursing facilities. Class fee required. 4 Units--180 hours.

NUSA 292E Adult Medical/Surgical Nursing Clinical 4 Units

This is an extension course created to handle special circumstances due to COVID-19 and the inability of students to complete clinical assignments in hospitals. An Incomplete (IP) was entered as the grade for NUSA 292 and the grade for completion of the course was assigned to NUSA 292E.

NUSA 294 Nursing Skills Lab 2 Units

This course is designed to provide both the theoretical as well as the practice dimensions of patient care. Students will have the opportunity to develop and refine selected nursing skills before applying them in the patient care agencies. Lab fee required. 2 Units--90 hours.

NUSA 294E Nursing Skills Lab 2 Units

This is an extension course created to handle special circumstances due to COVID-19 and the inability of students to complete clinical assignments in the laboratory. An Incomplete (IP) was entered as the grade for NUSA 294 and the grade for completion of the course was assigned to NUSA 294E.

NUSA 296 Pharmacology Lab 1 Unit

This course will provide opportunities for students to learn and practice the skill of medication administration. Students will utilize these lab hours to learn and demonstrate their ability to administer: inhaled, oral, ophthalmic, topical, vaginal, enteral, rectal medication. In addition, students will have opportunities to demonstrate intravenous infusion skills. 1 Unit--45 hours.

NUSA 301 Advanced Medical/Surgical Nursing Theory 3 Units

This course is designed to provide didactic information about the care of adult and older adult patients who are experiencing medical and surgical health problems. Medical and surgical issues, the medical and surgical management, and the nursing care of these patients will be presented in order to prepare the students to apply the information in the acute care settings. Nursing ATI Testing Fee: \$225.00. Corequisite: NUSA 392. 3 Units--45 hours.

NUSA 303 Maternal/Child Nursing Theory 3 Units

This course is designed to prepare the students to care for the childbearing families. This course will include the care of women, newborns and family during the laboring process, post-partum periods as well as health promotion and disease prevention in the home and community. Students will also learn about prenatal health problems and their management as well as the care of the neonate. Nursing ATI Testing Fee: \$225.00. Corequisite: NUSA 394. 3 Units--45 hours.

NUSA 305 Psychiatric/Mental Health Nursing Theory 2 Units

This course is designed to provide information and facts about psychiatric and mental health nursing. The course will present facts that emphasize mental health, personality development, prevention of mental illnesses as well as on dysfunctional behaviors, nursing and medical management of clients. Nursing ATI Testing Fee: \$225.00. Corequisite: NUSA 396. 2 Units–30 hours.

NUSA 307 Pediatric Nursing Theory 2 Units

This course is designed to provide information and facts about the pediatric nursing specialty. The course will present pathophysiologic data and information about the health and illness problems related to the nursing care of children, from infancy through adolescence. Attention will also be provided about incorporating consideration for the families in the care of these children. This course is presented concurrently with the NUSA 398 Pediatric Nursing Clinical. Nursing ATI Testing Fee: \$225.00. Corequisite: NUSA 398. 2 Units–30 hours.

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, skilled nursing facilities. This course is taken concurrently with NUSA 301 or follows the successful completion of this course. Corequisite: NUSA 301. 2 Units–90 hours.

NUSA 394 Maternal/Child Nursing Clinical 2 Units

This course is designed to provide the students with clinical experiences in maternal/child nursing practice. These experiences will prepare them to deliver nursing care to patients and their families in the prenatal, labor and delivery, post-partum and newborn nursery areas. This course is taken concurrently with NUSA 303 Maternal/Child Nursing Theory. This clinical will be completed in acute care settings. Corequisite: NUSA 303. 2 Units–90 hours.

NUSA 396 Psychiatric/Mental Health Nursing Clinical 2 Units

This course is designed to provide the nursing students with clinical experiences in caring for clients and patients who are suffering with mental illnesses and disorders. Students will have the opportunities to implement their theoretical knowledge and practice skills in both acute care and outpatient settings. Corequisite: NUSA 305. 2 Units–90 hours.

NUSA 398 Pediatric Nursing Clinical 2 Units

This course is designed to provide the nursing students with clinical experiences in caring for infants, children and adolescent patients. Incorporated in the nursing care will be considerations toward the families and their needs. Corequisite: NUSA 307. 2 Units–90 hours.

NUSA 400 Advanced Senior Preceptorship Clinical 3 Units

This senior level course is designed to provide the student with additional opportunities to refine clinical skills and clinical judgement in a variety of healthcare settings. In addition, the students will cultivate their abilities in clinical assessments, communication, leadership, professional nursing roles, application of evidence based practice, and patient education. Corequisite: NUSA 409. 3 Units–135 hours.

NUSA 401 Health Assessment 3 Units

This course is designed to provide enhanced theory and clinical skills for building a patient history and completing a physical assessment for a patient utilizing a holistic approach. Student will study the necessary assessment skills which include: a general survey, history taking, interviewing, physical examination, designing a pedigree, assessing pain, and adapting assessments to special populations across the life-span. Furthermore, cultural assessments, environmental assessments, patient abuse assessments and the homeless person assessment will be discussed. Documentation includes, but is not limited to the relationship between early detection and prevention of diseases as well as health promotion for patients. Lab fee required. 3 Units – 45 hours.

NUSA 403 Community Health Nursing Theory 2 Units

Students will be prepared to assess the health needs of individuals, families, aggregates, and communities. Application of the nursing process will be discussed related to the present and potential diseases and illnesses that present themselves in communities. The goal of this course is to prepare students to understand themselves and communities. Also, the goal of this course is to prepare students to understand the theories of communicable disease and be able to promote a community's health status. The analysis of relevant data will prepare the students to practice evidence-based nursing care. Healthy People 2020 Objectives, across the life continuum, will be threaded throughout the course. Nursing ATI Testing Fee: \$225.00. Corequisite: NUSA 494. 2 Units–30 hours.

NUSA 405 Research In Nursing 2 Units

This course introduces the basic processes of conducting research with an emphasis on nursing research needs. Students will apply a conceptual framework to a group research proposal. The course will also allow for the comparison between the research and nursing processes. Application of relevant data to health problems and disease entities will also be presented. Methods of research utilization in practice will also be discussed. ATI testing fee required. 2 Units–30 hours.

NUSA 409 Advanced Senior Preceptorship Seminar 1 Unit

This seminar is designed to provide students with opportunities to discuss and analyze issues that present themselves during the Advanced Preceptorship Clinical (NUSA 400). During the seminar time, the faculty will present various nursing care and health issues so that students can critically think through problems and potential solutions through the use of the nursing process. Nursing ATI Testing Fee: \$225.00. Corequisite: NUSA 400. 1 Unit - 15 hours.

NUSA 413 Leadership/Management Theory 2 Units

This course introduces the ethical dimensions as well as the principles of effective leadership and management in nursing. The students will build on their existing skills to supervise various categories of healthcare workers, such as, unlicensed assistive care partners, medical assistants, and other staff members. Methods used to analyze and implement various leadership styles will also be discussed and analyzed. Nursing ATI Testing Fee: \$225.00. 2 Units–30 hours.

NUSA 494 Community Health Nursing Clinical 2 Units

Students will utilize knowledge of community/public health concepts in the community. This course will provide the students with opportunities to apply community health theory to community/public health settings. The length of this clinical experience will be sufficient so that the student will be eligible to apply for a public health certificate in the state of California. Clinical experiences may be completed in public health departments, senior centers, community agencies, day care for children and older adults, and in schools. The experiences will be relevant to aggregates across the life span. Corequisite: NUSA 403. 2 Units–90 hours.

Nursing Education: MSN (MSN)**MSN 501 Health Care Context and Organizational Systems Leadership 3 Units**

Healthcare Context & Organizational Systems Leadership. This course provides the advanced practice nurse with knowledge in the integration of healthcare issues and organizational system leadership in relation to governmental, legal, fiscal, spiritual, and societal values.

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 Ethics in Nursing 3 Units

Examines ethical issues related to professional practice and leadership through the lens of relevant Christian doctrines (such as vocation and two kingdoms), classical moral philosophy, and contemporary ethical theory. Prepares students to analyze and respond to ethical questions faced by nurses at the individual, organizational, and policy levels. Relevant professional codes of ethics will be consulted and analyzed.

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. Corequisite: MSN 562.

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. Corequisite: MSN 561.

MSN 571 Nursing Leadership and Healthcare Management I 4 Units

This course will promote the significance of organizational and systems leadership in promoting quality improvement and safe patient care. The student will develop leadership skills which emphasize the importance of ethical and critical decision making with interprofessional collaboration teams that improve population based healthcare outcomes, disease management, and health economics. Corequisite: MSN 572.

MSN 572 Nursing Leadership and Healthcare Management II 4 Units

This course will provide the advancement of health care delivery in the clinical setting. The advanced practice nurse will have an experiential clinical practice in health care informatics, health economics, interprofessional collaborative practice, and health care policy and intervention outcomes. Corequisite: MSN 571.

MSN 595 Thesis/Project I 3 Units

This course will provide the student with the opportunity to develop a thesis or scholarly project for the degree of Master of Science in Nursing. The paper is culminating experience option for Concordia University Irvine program. (The thesis paper and scholarly project topic with reader approval form must be filled with the Graduate Office, the Institutional Review Board (IRB) of Concordia University Irvine and the chosen clinical research site. The student will work with the thesis/project committee and under the direction of the thesis chairperson will complete a final version of the paper).

MSN 596 Thesis/Project II 3 Units

This course is the culmination scholarly activity for the Master of Science in Nursing of Concordia University Irvine program. The planning, preparation, and completion of the thesis or scholarly project is in partial fulfillment of the graduate degree. (Credit is obtained only when the student completes the thesis or scholarly project paper with the approval of the Department of Nursing graduate thesis/project committee members and the dean of the School of Professional Studies). Graduation Application Fee: \$185. Prerequisite: MSN 595.

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. A class fee is required.

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. Corequisite: NURS 406.

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. Corequisite: NURS 494.

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. Corequisite: NURS 400.

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. Corequisite: NURS 403.

Organizational Leadership (ORGL)

ORGL 600 Personal Development Skills Process Group 3 Units

Students will participate in a process group training experience led by a trained faculty facilitator. Students will grow in the critical relational skills that are necessary to counsel effectively, have vulnerable interaction and receive targeted feedback from members. Students will have a place for personal character development. This accelerated 2-week course includes 4 days on the Concordia University Irvine campus. This course is offered in the following grade mode: Pass/No Pass.

ORGL 601 Organizational Leadership and Character Development 3 Units

Students will gain a historical overview of leadership theory development and effective leadership characteristics. The Townsend Character-Growth Model and its seven developmental character structures will be a focus for student learning. A beginning integrative framework between Christian theology and leadership research and theory will be established. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 602 Building Healthy Culture and Performance 3 Units

The various aspects of organizational structure will be explored. Students will learn how leaders create a healthy culture that drives individual, team and organizational performance. Various drivers and obstacles to performance will be discussed along with strategies to enhance performance. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 603 Leadership Styles, Neuroscience and Emotional Intelligence 3 Units

Students will gain an overview of the different styles of leading a team or organization. The latest research from neuroscience will be explored and applied to leadership. Students will understand the concept of emotional intelligence and its different relational and self-management skills. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 604 Leading Change and Motivation 3 Units

The major drivers or inhibitors of motivation and organizational change will be explored. Students will learn the leadership competencies to provide rapid, profound and sustainable change. This course will also focus on how to assess and make structural changes in the organization's culture that make change easier. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 605 Team Building, Conflict Management and Managing Difficult People 3 Units

Students will learn the key elements of a high performing team and how to build each element. An eight-step process for managing conflict will be presented. Students will develop the skills to manage team members who have a challenging character structure and contentious relationships. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 606 Leadership and Transformation 3 Units

Students will learn the different affective, cognitive and behavioral strategies that lead to transformational change in a coaching relationship. Emphasis will be placed on creative affective experiences that lead to character growth. Students will learn to design leadership programs for organizations. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 607 Decision Making, Creativity and Problem Solving 3 Units

Students will learn various decision-making strategies and the common pitfalls to good decisions. The critical role that creativity plays in leadership will be explored. Using a variety of methods, students will gain experience in creativity and problem-solving. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 608 Capstone Seminar in Organizational Leadership 3 Units

Students will write a scholarly article or do research to be presented at the Townsend Institute's annual conference. Students will have direct communication with Dr. Townsend on ideas for the project and during the writing process. Research and scholarly writing skills will be taught. The Institute's Faculty will help students in taking the next steps in their career. Graduation Application Fee: \$185. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 610 Leadership and Organizational Assessment 3 Units

This course will review the various assessment instruments for individual leaders, team and entire organizations such as: Emotional Competency Inventory; Kolb Learning Style Inventory; Inventory of Leadership Styles; Organizational Climate Survey. Students will learn how to communicate findings to leaders and empower them. Prerequisite: ORGL 600 (concurrent enrollment allowed).

ORGL 611 Systems and Project Management 3 Units

Leadership requires the capacity to get things done on a scalable level, from large projects to designing systems that integrate resources in the proper channels. This involves thinking strategically, accumulating resources, bringing the right talent into the right terms and driving the process. Prerequisite: ORGL 600 (concurrent enrollment allowed).

Organizational Psychology (IOP)

IOP 308 Human Resource Strategies and Applications 3 Units

Students will comprehend strategic management of talent into, through, and out of organizations including recruitment, selection, and employee transitions. They will learn how to coordinate layoffs, career transitions, and other workforce movements. Students will also explore current legal regulations.

IOP 311 Writing in the Workplace 3 Units

Students will explore the basics of good writing and research including the proper application of grammar and APA (American Psychological Association) style rules. They will demonstrate skills in using technology to research and share information in an engaging way.

IOP 327 Organizational Behavior 3 Units

Students will comprehend individual behavior issues such as personality, leadership, perceptions, attitudes, motivation, diversity, stress, and broader issues including teamwork, group cohesiveness, career and change management.

IOP 345 Social Psychology 3 Units

Students will examine the effect of social influence on 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

Students will examine experimental and quasi-experimental research and data analysis methods including Regression, ANOVA, and multivariate research designs and analyses. These skills will assist students in creating, disseminating and interpreting pieces for their own research study.

IOP 411 Employee Motivation and Attitude Theory 3 Units

Students will survey the top motivation and attitude theories. They will explore best practices for enhancing employee motivation. Students will develop skills for implementing these practices.

IOP 415 Organizational Consulting 3 Units

Students will analyze the components of a healthy organization that leads to a safe and high performing culture. They will examine emerging issues of third-party 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

Students will learn how to administer certain 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

Students will apply developmental and leadership training concepts that enhance organizational performance. They will learn how to design and implement 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

Students will explore ethical principles involving conduct, laws, and relationships utilized by the business community including employer/employee rights, the culture of the corporation, product liability, conflict of interest, and bribery. They will assess their personal level of ethical reasoning and living a life of virtue and integrity.

IOP 490 Organization Development and Change Theory 3 Units

Students will understand the dynamics of a healthy organization and how it is developed. They will examine theories of change and leadership skills, types of teams, and organizational culture that drive it.

IOP 491 Industrial-Organizational Professional Development Seminar I 3 Units

Students will be given 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, students will be given a practical, hands-on workshop experience equipping them to finalize their professional development project and make a presentation. Prerequisite: IOP 491.

Philosophy (APHI)

APHI 201 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.

Philosophy (NPHI)

NPHI 467 Bioethics and Healthcare Professions 3 Units

This course will examine the ethical issues raised by modern advances in health care and biological research. Attention will be given to the language of bioethics, important philosophical and theological approaches, and socio-cultural implications. Special foci may include clinical nursing ethics, business ethics in a healthcare context, or other topics as appropriate. Prerequisite: CTHL 101 or CTHL 200 or THL 202 or NTHL 101 or NTHL 202.

Psychology (APSY)

APSY 201 Psychology 3 Units

The student will learn concepts and principles pertinent to psychological processes of social behavior, development, motivation, thinking and intelligence, learning, memory, personality, psychological disorders and their treatment, and responses to stress. The student will learn the definition, goals, and current perspectives as well as the various research methodologies of psychology.

Science (ASCI)

ASCI 203 Astronomy with Lab 4 Units

This is a survey of the heavens, from stars to planets to galaxies to the universe. We look at the history of discovery as well as the past and future of the universe. The all-important scientific method is discussed. As a lab course, we will be using a simple telescope, counting sunspots and stars, observing Jupiter's moons and double stars along with a number of other exercises designed to better acquaint students with experimental astronomy. Prerequisite: AMTH 101 or equivalent.

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.

Spanish (ASPA)

ASPA 101 Elementary Spanish I 4 Units

This is an introductory course designed to build basic language skills. This course follows the communicative approach with a flipped classroom pedagogical model. It focuses on real communication in meaningful context to build the student's speaking, listening, reading and writing skills at the novice low/novice mid level.

ASPA 102 Elementary Spanish II 4 Units

This is an introductory course designed to build basic language skills. It focuses on the vocabulary, grammar, and cultural content necessary to develop communicative competence at an intermediate low-mid proficiency level. This course follows the communicative approach with a flipped classroom pedagogical model. Prerequisite: ASPA 101 or demonstration of equivalent proficiency.

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.

ATHL 205 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 death) and life choices in the Christian context as they examine their own beliefs and compare these to that which Scripture teaches.

Theology: Greek (TGRE)**TGRE 501 Greek I 3 Units**

A study of the fundamentals of New Testament Greek. Morphology, syntax and vocabulary for translation and linguistic analysis of passages of the New Testament.

TGRE 502 Greek II 3 Units

A continued study of the fundamentals of the New Testament Greek. Morphology, syntax and vocabulary for translation and linguistic analysis of passages of the New Testament. Will also overview appropriate use of Bible study software for Greek translation. Prerequisite: TGRE 501 or equivalent.

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. Prerequisite: TGRE 502.

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. Prerequisite: TGRE 502.

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. Prerequisite: TGRE 502.

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 Book 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 Theology and Practice of Mission 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. Prerequisite: TPRC 530.

TPRC 540 Entrepreneurial Mission Planting 3 Units

Explores business and entrepreneurial methods as they apply to church planters and new mission starts. Practical emphasis upon understanding entrepreneurial leadership, team ministry, learning from success, dealing with risk, reaching new people, developing marketing materials, financial planning and cash flow, and balancing a busy life will be presented by guest lecturers experienced in entrepreneurial church leadership.

TPRC 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.

TPRC 542 Christian Worship in Cultural 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.

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 (THL)**THL 501 Introduction 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 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 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 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 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. May be repeated for credit.

THL 591 Colloquium 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. May be repeated for credit.

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. Graduation Application Fee: \$185.

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. Prerequisite: TVIC 501.

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. Prerequisite: TVIC 502.

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. Prerequisite: TVIC 503.

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. Prerequisite: TVIC 504.

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. Prerequisite: TVIC 505.

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. Prerequisite: TVIC 506.

TVIC 508 Vicarage IV: Church Planting 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. Graduation Application Fee: \$185. Prerequisite: TVIC 507.

University 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.

Visual/Performance Arts (AART)

AART 201 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

† = Called to Glory

President

Thomas, Michael A.

Professor of Theology
 President, 2020-Present
 M.A., University of Washington, Seattle
 Ph.D., University of Virginia, Charlottesville

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

Krueger, Kurt J.

Professor of English
 Interim President, 2018-19
 President, 2010-18
 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

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, 1998-09
 M.Div., S.T.M., Th.D, Concordia Seminary, St. Louis MO

Professors Emeriti

Bachman, James V.

M.A., Cambridge University, United Kingdom
 M.Div., Concordia Seminary, St. Louis MO
 Ph.D., Florida State University, Tallahassee
 Trembath Professor 2004-05, 2011-12

Bachman, Susan O.

M.A., University of Florida, Gainesville
 Ph.D., Florida State University, Tallahassee
 Teacher Colloquy, Concordia University, Irvine CA

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.

M.B.A., National University, Irvine CA

Bordeaux, Joseph A.

M.Ed., Loyola University, Baltimore MD
 Ph.D., St. Louis University, MO

Brown, Jacqueline Y.

M.A., California State University, Long Beach
 Ph.D., Claremont University, Claremont CA

Burgdorf, David

M.Ed., Ph.D. C.A.S., Northern Illinois University, DeKalb

Ebel, Kenneth K.

M.S.T., University of Wisconsin, Eau Claire
 D.A., University of North Dakota, Grand Forks

Fleischli, M. Sue

M.A., Ohio University, Athens

Flores de Apodaca, Roberto

Professor of Psychology
 M.A., Ph.D., University of Rochester NY

Gavin, Thea L. '95

M.A., California State University, Fullerton
 M.F.A., Spalding University, Louisville KY

Geisler, Herbert G.

M.A.Ed., Concordia College, River Forest IL
 Ph.D., University of Michigan, Ann Arbor

Harms, Richard H.

M.S., University of Southern California, Los Angeles
 Ph.D., University of California, Riverside

Hartmann, Dale W.

M.A., University of Denver, CO

Holtmeier, Ronald G.

M.S.T., Cornell University, Ithaca NY
 Teacher Colloquy, Concordia College, Seward NE

Lampe, Cheryl D.

M.A., California State University, Long Beach
 Ed.D., Pepperdine University, Malibu CA

Ludwig, Garth D. †

Ph.D., University of Pittsburgh, PA

Mangels, Kenneth E.

Aquila Professor of Mathematics
 M.A.T, Colorado State University, Ft. Collins
 Ph.D., University of Texas, Austin

Marxhausen, Benjamin W.

M.A., University of Minnesota, Minneapolis

Massmann, Janice C.

M.A. '90, Concordia University, Irvine CA
 Ed.D., Argosy University, Orange CA

Massmann, Paul F.

M.A., California State University, Long Beach
 Ed.D., Nova Southeastern University, Miami Beach FL

Mercier, Deborah S.

Professor of Education
M.S.Ed, California State University, Fullerton
Ph.D., Claremont Graduate University, Claremont CA
Teacher Colloquy, Concordia University, Irvine CA

Moon, Shang Ik

M.Div., Concordia Seminary, St. Louis MO
M.A., Washington University, St. Louis MO
Ph.D., St. Louis University, MO

Morton, Barbara E.

M.A., St. John's University, Jamaica NY
Ph.D., University of Texas, Austin

Mueller, Roland M.

M.A., University of Northern Colorado, Greeley
Ph.D., University of Kansas, Lawrence

Nauss, Allen H.

M.Div., Concordia Seminary, St. Louis MO
M.Ed., University of Oregon, Eugene
Ph.D., University of Missouri, Columbia

Peters, Rebecca R.

M.A. '99, Concordia University, Irvine CA
Ed.D., Talbot School of Theology, La Mirada CA

Peters, Timothy C.

M.S., Ed.D., Pepperdine University, Malibu CA

Rahn, James E. †

M.S., Syracuse University, NY
M.A., St. Thomas College, St. Paul MN
Ph.D., University of Missouri, Columbia
Pastoral Colloquy, Concordia Theological Seminary, Ft. Wayne IN

Rooney, John L.

M.B.A., M.S.B.A., University of Southern California, Los Angeles
D.B.A, U.S. International University, San Diego CA

Rosenblatt, W. Rodney

M.A., Trinity Evangelical Divinity School, Columbus OH
Ph.D., University de Strasbourg, France
Pastoral Colloquy, Concordia Theological Seminary, Ft. Wayne IN

Schramm, Martin G.

Professor of Communication
M.A., Marquette University, Milwaukee, WI
Ph.D., University of Southern California, Los Angeles
Pastoral Colloquy, Concordia Seminary, St. Louis, MO

Schulz, Marlin W.

M.S.Ed., University of Wisconsin, Milwaukee
Ph.D., University of Nebraska, Lincoln
Teacher Colloquy, Concordia College, River Forest IL

Vieselmeyer, Dean M.

Professor of Theology and Coaching and Athletics Administration
M.Div., Concordia Theological Seminary, Springfield IL
M.S., Ph.D., University of Nebraska, Lincoln

Vieselmeyer, Dian K.

Assistant Professor of Education
M.Ed., Concordia Teachers College, Seward NE

Whelply, Jr., Hal H. †

M.A., California State University, Long Beach CA
Ed.D., Indiana University, Bloomington

Williams, Cheryl E.

Professor of Communication
M.S., Purdue University, IN
Ph.D., Florida State University, Tallahassee

Full-Time and Resident Faculty

A

Albrecht, Kellie L.

Associate Professor of Education
M.S., National University, La Jolla CA
Ph.D., Chapman University, Orange CA

Armstrong, Clinton J.

Professor of History and Theology
M.Div., Concordia Seminary, St. Louis MO
M.A., Washington University, St. Louis MO
Ph.D., University of California, Irvine
Trembath Professor, 2015-16

Ashmon, Scott A.

Professor of Theology
Associate Provost
M.Div., S.T.M. Concordia Seminary, St. Louis MO
M.Phil., Ph.D. Hebrew Union College, Cincinnati OH
Trembath Professor 2012-13

B

Benda, Brooke K.

Resident Faculty in Sociology
M.S., Vanguard University, Costa Mesa CA

Bignami, Sean G. T.

Associate Professor of Biology
Ph.D., University of Miami, FL

Borst, Katharine F. M. '88

Assistant Professor of English
M.A., St. Louis University, MO

Bowman, Mary T.

Assistant Professor of Nursing (Resident)
M.S.N., Walden University, Minneapolis MN

Boyle, Miki

Assistant Professor of Nursing (Resident)
M.S.N., California State University, Fullerton

Brighton, Mark A. '81

Professor of Theology
M.Div., Concordia Seminary, St. Louis MO
M.A., Ph.D., University of California, Irvine
Trembath Professor 2007-08, 2014-15

Broadbent, Philip

Resident Faculty in English
M. Phil., Oxford University
M.A., Ph.D., University College London

Buenaventura, Cara C.

Assistant Professor of Nursing (Resident)
M.S.N., Vanguard University, Costa Mesa CA

Burkhardt, Tammie L. '95
Associate Professor of Business
M.B.A., Pepperdine University, Malibu CA
Ed.D., Pepperdine University, Irvine CA

Busch, Michael L.
Professor of Music
M.A., San Jose State University, CA
D.M.A., University of Colorado, Boulder
Teacher Colloquy, Concordia University, Irvine CA

C

Cattau, Curt W.
Professor of Exercise and Sport Science
M.S., University of Wisconsin, Milwaukee
Ph.D., University of New Mexico, Albuquerque

Chatani, Kimiharu
Resident Faculty in Accounting
M.B.A., Boston University, MA

Chittick, Cari
Associate Professor of Education
M.A. '02, Concordia University, Irvine CA
Ed.D., University of Mary Hardin-Baylor, Belton TX

Christensen, Stephen D.
Assistant Professor of Business
Dean, School of Business
B.S., California State University, Fullerton
M.A. '16, Concordia University, Irvine CA

Cosgrove, Jennifer L.
Professor of Psychology
M.S., California State University, Fullerton
Ph.D., U.S. International University, San Diego CA

Cottle, Terry L.
Associate Professor of Nursing
M.S.N., C.N.S., California State University, San Bernardino

Croll, Amanda J.
Associate Professor in Mathematics
M.S., Ph.D., University of Nebraska, Lincoln

D

Dahl, Jennifer
Assistant Professor of Nursing (Resident)
M.S.N., Grand Canyon University, Phoenix AZ

Danger, Jessica L.
Resident Faculty in English
M.A., National University, La Jolla CA
M.F.A., Bennington College, Bennington VT

Deen, Daniel R. '01
Professor of Philosophy
M.A., California State University, Long Beach
Ph.D., Florida State University, Tallahassee

Diaz, Anthony J.

Assistant Professor of Coaching and Athletics Administration (Resident)
M.A. '10, Concordia University, Irvine CA

Doering, Dwight R.
Professor of Education
M.A., University of Missouri, St. Louis
Ph.D., Georgia State University, Atlanta

Doyle, Lori B. '97
Assistant Professor of Education
M.A.Ed. '06, Concordia University, Irvine CA
Teacher Colloquy, Concordia University, Irvine CA

Duport, Rebecca H. '98
Assistant Professor of Christian Education
M.S., Concordia College, Seward NE

E

Elliott, Paul
Associate Professor of Theology
M.Div., Concordia Seminary, St. Louis MO

Enriquez, Megan
Resident Faculty in Psychology
M.S.W., University of Southern California, Los Angeles

Eschelbach, Michael A.
Professor of Theology
M.Div., Concordia Theological Seminary, Ft. Wayne IN
Ph.D., Westminster Theological Seminary, Philadelphia PA

Esparza, Eugene D.
Assistant Professor of Adult Degree Programs (Resident)
M.B.A., Thunderbird School of Global Management, Glendale AZ

F

Fluegge, Glenn K.
Professor of Theology
M.Div., Concordia Seminary, St. Louis MO
M.S., Capella University, Minneapolis MN
Ph.D. candidate, University of Pretoria, South Africa

Francisco, Adam S. '00
Professor of History
M.A. '01, Concordia University, Irvine CA
M.St., D.Phil., University of Oxford, United Kingdom

G

Gaines, Scott E.
Assistant Professor of Biology (Resident)
M.S., A.T. Still University, Mesa AZ

Garton, Keith R. '07
Resident Faculty in English
M.A., California State University, Long Beach

Gordon, Lorraine
Assistant Professor of Townsend Institute (Resident)
M.S., Ph.D., Capella University, Minneapolis MN

Grimalda, Andrew
Assistant Professor of Business (Resident)

M.M.S., Massachusetts Institute of Technology Sloan School of Management, Cambridge

H

Hack, Konrad W.

Assistant Professor of Communication
M.A., San Diego State University, CA
Teacher Colloquy, Concordia University, Irvine CA

Hannah, Sheila

Assistant Professor of Coaching and Athletics Administration (Resident)
M.A., California State University, Long Beach
Ed.D. candidate, University of Phoenix AZ

Hanson, Bruce J.

Professor of Business
M.A., University of Akron, OH
Ph.D., Case Western Reserve University, Cleveland OH

Hayes, Rachel C. '02

Professor of Art
M.F.A., Southern Illinois University, Edwardsville

Held, Jeffrey M.

Professor of Music
Assistant Dean, School of Arts and Sciences
M.A., The American Band College of Southern Oregon University, Ashland
D.M.A., Boston University, MA
Teacher Colloquy, Concordia University, Irvine CA

Hess, Teresa

Associate Professor of Education
M.S., California Lutheran University, Thousand Oaks
Ed.D., Chapman University, Orange CA

Holt, Carol F.

Professor of Nursing (Resident)
M.S., Ph.D., University of California, Los Angeles

I

Ikkanda, Brian

Resident Faculty in Chemistry
Ph.D., University of Texas at Austin

J

Jackson, Angela

Associate Professor of Townsend Institute (Resident)
M.Ed., Kent State University, Kent OH
Ph.D., Virginia Tech University, Blacksburg

Jacobson, Marin R.T.

Professor of Music
M.M., University of Minnesota, Minneapolis
D.M.A., University of Iowa, Iowa City

Jaeger, Lori

Assistant Professor of Education
M.A. '95, Concordia University, Irvine CA

K

Kane-Barnese, Lindsay E. '05

Associate Professor of Biology and Chemistry

M.S., Ph.D., University of California, Los Angeles

Karam, Sarah L. '04

Associate Professor of Biology
M.S., Ph.D., University of Nevada, Reno

Karge, Belinda D.

Professor of Education
M.A., Ph.D., University of California, Riverside

Karges, Caleb W. '09

Assistant Professor of History
M.Litt., Ph.D., University of St. Andrews, United Kingdom
Teacher Colloquy, Concordia University, Irvine CA

Keck, Brenda

Assistant Professor of Townsend Institute (Resident)
Ph.D., Regent University, Virginia Beach VA

Kennedy, Kathleen M.

Associate Professor of Nursing (Resident)
M.S.N., California State University, Fullerton

Kenney, John W.

Professor Chemistry and Chemical Physics
Ph.D., University of Utah, Salt Lake City
Postdoctoral Research Associate, Chemical Physics, Washington State University, Pullman
Teacher Colloquy, Concordia University, Irvine CA

Kim, Eugene P.

Professor of International Studies
M.A., Ph.D., University of California, Los Angeles

Kinnen, Michael

Resident Faculty in Finance
M.B.A., University of California, Irvine

Koenig, Kristen R.

Professor of Sociology
M.Sc., University of Oxford, United Kingdom
D.Phil., University of York, United Kingdom

L

Loy, David W.

Professor of Philosophy, Theology and Ethics
Associate Dean, Christ College
M.Div., Concordia Seminary, St. Louis MO
Ph.D., St. Louis University, MO
Trembath Professor 2019-20

Lu, John

Professor of Psychology
M.A., Ph.D., University of California, Irvine
Teacher Colloquy, Concordia University, Irvine CA

M

Makin, Scott

Assistant Professor of Townsend Institute (Resident)
M.A., Trinity International University, IL

Mallinson, Jeffrey C. '96

Professor of Theology
D.Phil., University of Oxford, United Kingdom

Trembath Professor 2018-19

Mangum, Russell W.

Associate Professor of Business (Resident)
M.A., Ph.D., University of Southern California, Los Angeles

Mationg, Lizette

Assistant Professor of Nursing (Resident)
M.S.N., Walden University, Minneapolis MN

Matthews, Lisa J.

Assistant Professor of History
M.A., California State Polytechnic University, Pomona

McDaniel, Carol R.

Professor of Music
M.M., University of Nebraska, Lincoln
D.W.S., Institute for Worship Studies, Orange Park FL

McKellar, Ann M.

Professor of Education
M.S., University of La Verne, CA
Ph.D., Claremont Graduate University, Claremont CA

Meier, Nathan

Resident Faculty in Exercise and Sport Science
M.S., Ph.D., Iowa State University, Ames

Melberg, Julia A.

Assistant Professor of Mathematics (Resident)
M.A., California State University, Fullerton

Mendez, Edward

Professor of Psychology
M.A., Ph.D., Fuller Seminary Graduate School of Psychology, Pasadena CA
Teacher Colloquy, Concordia University, Irvine CA

Mercier, Sandra K. '99

Assistant Professor of Educational Technology
M.A.Ed. '06, Concordia University, Irvine CA

Middendorf, Michael P.

Professor of Theology
M.Div., S.T.M., Th.D., Concordia Seminary, St. Louis MO
Trembath Professor, 2003-04, 2010-11, 2013-14

Morgan, Sara C.

Assistant Professor of Education
M.A., Chapman University, Orange CA

Moscati, Tony

Associate Professor of Physics (Resident)
M.S., Ph.D., University of California, Los Angeles

Mueller, Steven P. '86

Professor of Theology
Dean, Christ College
M.Div., S.T.M., Concordia Theological Seminary, Ft. Wayne IN
Ph.D., Durham University, United Kingdom
Trembath Professor, 2002-03, 2009-10

Mueller, Thomas O.

Associate Professor of Music
M.S.M., University of Notre Dame, IN
D.M.A., Eastman School of Music, Rochester NY

Muller, Janet S.

Assistant Professor of Business
Assistant Dean, Graduate Business Programs
M.A., San Diego State University, CA

Murphy, Linda A.

Associate Professor of Nursing (Resident)
M.S.N., University of Phoenix, Tempe AZ

N

Nagel, Christopher J.

Professor of Business
M.I.M, American Graduate School of International Management, Glendale AZ

Natalini-Whitmore, Tiffany

Resident Faculty in Nursing
M.S.N., University of Phoenix, Tempe AZ

Neben, Jason K. '94

Associate Professor of Educational Technology
M.A.Ed. '08, Concordia University, Irvine CA
Ed.D., Nova Southeastern University, Ft. Lauderdale FL
Teacher Colloquy, Concordia University, Irvine CA

Neeman, Dina

Assistant Professor of Nursing (Resident)
DPN, Western University of Health Sciences, CA

Nelson, Erin

Associate Professor of Communication
M.A., San Diego State University, CA
Ph.D., University of Texas at Austin

Norton, John J.

Professor of English
M.A., California State University, Fullerton
Ph.D., Sheffield Hallam University, United Kingdom
Teacher Colloquy, Concordia University, Irvine CA

O

Oesch, Joel C. '97

Professor of Theology
M.Div., Yale Divinity School, New Haven CN
Ph.D., Concordia Seminary, St. Louis MO
Trembath Professor, 2017-18

Olave, Marcella

Assistant Professor of Biology
M.S., M.A., California State University, Fullerton

Ollry, Patricia S.

Assistant Professor of Communication
M.A., University of California, Santa Barbara

Olson, Terry D.

Professor of Exercise and Sport Science
Dean, School of Arts and Sciences
M.S., Ph.D., University of New Mexico, Albuquerque

P

Paessler-Chesterton, Heather

Associate Professor of Townsend Institute (Resident)

M.A., Ph.D., Regent University, Virginia Beach VA

Park, Tom

Assistant Professor of Theology
M.Div., Wisconsin Lutheran Seminary, WI
Ph.D. candidate, Concordia Theological Seminary, IN

Parks, Steven R. '02

Assistant Professor of Theology
M.Div., Concordia Theological Seminary, Ft. Wayne IN

Pawley, Cliff

Associate Professor of Exercise and Sport Science
M.Ed., University of Louisiana, Monroe
Ed.D., Union University, Jackson TN

Playter, Kellie L.

Assistant Professor of Communication
M.A., California State University, Long Beach
Teacher Colloquy, Concordia University, Irvine CA

Q

Quiroz, Blanca

Associate Professor of Education (Resident)
M.A., University of California Los Angeles
M.Ed., Ed.D., Harvard Graduate School of Education, Cambridge MA

R

Rae, Caroline E.

Assistant Professor of Nursing (Resident)
M.S.N., Vanguard University, Costa Mesa CA

Raghinaru, Camelia

Associate Professor of English
M.S.E., Harding University, Searcy AR
M.A., University of Central Arkansas, Conway
Ph.D., University of Florida, Gainesville

Ramirez, Alfred

Professor of Education (Resident)
M.A., Loyola Marymount University, Los Angeles CA
Ph.D., Indiana University, Bloomington

Randall, John H. '90

Associate Professor of Educational Technology
M.A., Ph.D., Pepperdine University, Malibu CA

Rodrigues, Charles '00

Assistant Professor of Education
M.A. '05, Concordia University, Irvine CA

Rojas, Elaina

Assistant Professor of Nursing (Resident)
M.S., California State University, Long Beach

Ruehs, Jonathan '95

Assistant Professor of Theology
M.A., Biola University, La Mirada CA
M.A. '15, Concordia University, Irvine CA

Rueter, David L. '96

Professor of Christian Education
M.A., Trinity International University, Deerfield IL
Ph.D., Talbot School of Theology, La Mirada CA

Trembath Professor, 2016-17

S

Santin, Bryan M.

Assistant Professor of English (Resident)
M.A., Miami University, Oxford OH
Ph.D., University of Notre Dame, Notre Dame IN

Scharlemann, Sandra F.

Professor of Education
Associate Dean, School of Education
M.S., Pepperdine University, Malibu CA
Psy.D., U.S. International University, San Diego CA
Teacher Colloquy, Concordia University, Irvine CA

Schlichtemeier, Kent A.

Professor of Education
Dean, School of Education
M.A., University of Denver, CO
Ed.D., University of California, Los Angeles

Schmidt, Kristen A.

Professor of English
M.A., University of California, Irvine
M.F.A., Chapman University, Orange CA

Schulteis, Melinda S. '95

Professor of Mathematics
M.S., Ph.D., University of California, Irvine

Schulteis, Michael W. '95

Professor of Education
M.A.Ed. '98, Concordia University, Irvine CA
Sc.Ed.D., Curtin University, Perth, Western Australia

Schultz, Jack M.

Professor of Anthropology
M.A., Ph.D., University of Oklahoma, Norman

Schulz, David

Professor of Communication
M.A., University of Las Vegas, NV
Ph.D., Pennsylvania State University, PA

Schumacher, Timothy J.

Assistant Professor of Educational Technology
M.A., Pepperdine University, Malibu CA

Seng, MaryAnn

Assistant Professor of Education (Resident)
M.A., Chapman University, Orange CA

Senkbeil, Peter L.

Professor of Theatre
Executive Vice President; Provost
M.A., Ph.D., Northwestern University, Evanston IL
Teacher Colloquy, Concordia University, Irvine CA

Shelton, Deena

Assistant Professor of Townsend Institute (Resident)
Ph.D., Walden University, Minneapolis MN

Shiery, Carolyn K.

Assistant Professor of Business

M.B.A., California State University, Fullerton

Shurance, Michael

Dean, School of Professional Studies
M.A., Biola University, La Mirada CA

Siegert, Mark W.

Assistant Professor of Theology (Resident)
M.A.Ed. '94, M.A. '11, Concordia University, Irvine CA

Siekmann, Lori C.

Associate Professor of Theatre
M.A., University of Illinois, Chicago

Sierszyn, Andrew J.

Associate Professor of Theatre (Resident)
M.F.A., Illinois State University, Normal

Sinardi, Catherine L.

Associate Professor of Healthcare Management
M.S., California State University, Long Beach
Ed.D., University of La Verne CA

Smythe-Padgham, Cheryl M.

Associate Professor of Nursing (Resident)
Assistant Dean, School of Professional Studies
M.S.N., University of California, San Francisco
D.N.P., California State University, Fullerton

Solis, Justin

Resident Faculty in History
M.A., Claremont Graduate University, CA

Soo, Rachel L.

Professor of Art
M.F.A., Iowa State University, Ames
Teacher Colloquy, Concordia University, Irvine CA

Soper, Roderick B.

Professor of Biology
M.S., Oklahoma State University, Stillwater
Ph.D., Curtin University, Perth, Western Australia
Teacher Colloquy, Concordia University, Irvine CA

Stanton, Rebecca A.

Professor of Education (Resident)
M.A., University of California, Irvine
Ed.D., Argosy University, Orange CA

Stiegemeyer, Scott E.

Assistant Professor of Theology
M.A., Trinity International University, Deerfield IL
M.Div., S.T.M., Concordia Theological Seminary, Ft. Wayne IN

T

Tallman, Joshua

Resident Faculty in Computer Science
M.S., Johns Hopkins University, Baltimore MD

Tammen, Vance V.

Professor of Exercise and Sport Science
M.S., Kansas State University, Manhattan
Ph.D., University of Illinois, Urbana
Teacher Colloquy, Concordia University, Irvine CA

Tarbutton, Tanya

Associate Professor of Education (Resident)
M.A. (Admin.), Azusa Pacific University, Azusa CA
M.A. (C and I), Azusa Pacific University, Azusa CA
Ed.D., Alliant International University, CA

Taylor, Bret A.

Professor of Mathematics
M.A.T., Webster University, St. Louis MO
Ph.D., Curtin University, Perth, Western Australia

Thomas, Margaret Christmas

Professor of Townsend Institute
Associate Dean, School of Professional Studies
M.A., University of Central Florida, Orlando
Ph.D., Barry University, Miami Shores FL

Tom, Kerri L.

Professor of English
Assistant Dean, School of Arts and Sciences
M.A., Ph.D., University of Massachusetts, Amherst

V

Vega, Elizabeth

Assistant Professor of Nursing (Resident)
M.S.N., Walden University, Minneapolis MN
D.N.P., Union University, Jackson TN

Vežner, Anthony J.

Professor of Theatre
M.F.A., Indiana University, Bloomington

Vežner, Heather L.

Assistant Professor of Education
Assistant Dean, School of Education
M.A., Concordia University Chicago, River Forest IL

von dem Bussche, Mary

Assistant Professor of Biology (Resident)
Ph.D., University of California, San Diego

W

Webb, Catherine E.

Professor of Education
M.A., University of Phoenix, Tempe AZ
Ed.D., Argosy University, Phoenix AZ
Teacher Colloquy, Concordia University, Irvine CA

Wright, George W.

Assistant Professor of Business
Administrative Dean, School of Business
M.S., M.B.A., California State University, Fullerton

Wyman, Damian

Assistant Professor of International Studies
M.A., California State University, Los Angeles

Y

Young, Steve

Associate Professor of Music
M.F.A., Vermont College of Fine Arts, Montpelier

Z

Zarubin, Tyler P.

Assistant Professor of Biology (Resident)
M.S., Colorado State University, Fort Collins

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