



CONCORDIA
UNIVERSITY

**SCHOOL OF BUSINESS
& PROFESSIONAL STUDIES**

ADULT DEGREE PROGRAM

**2012-2013
Handbook**

Bachelors Degree's / Major Fields of Study

- **Applied Liberal Arts (ALA)**
- **Business Administration & Leadership (BAL)**
- **Healthcare Management (HCM)**
- **Organizational Psychology (OP)**

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GENERAL INFORMATION

MISSION STATEMENT

Concordia University Irvine (CUI), 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.

THE PURPOSE OF THE SCHOOL OF BUSINESS & PROFESSIONAL STUDIES (SOBPS)

The School of Business and Professional Studies (SOBPS) provides learning opportunities for adult learners through credit and non-credit courses and through degree completion programs which allow adults to pursue career and personal lifelong learning goals.

THE PURPOSE OF THE ADULT DEGREE PROGRAM (ADP)

The Adult Degree Program (ADP) in the SOBPS seeks to carry out the mission of the University to the non-traditional adult student. Like the traditional degree programs, courses for adult students are founded in the Christian Liberal Arts tradition of the University.

However, the program is very much tailored to the needs and unique capabilities of the adult learner. For instance, many classes are offered in an accelerated format. Three credits can be earned in five, six or eight weeks with classes meeting once or twice per week, in the evenings and on weekends. In addition, students can earn credit in a variety of modalities from the traditional classroom setting, hybrid and online formats, as well as college level learning experiences obtained through their careers (CLEP, DSST testing as well as the Prior Learning Assessment – LearningCounts.org program).

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

The question can be asked; how can as much academic learning be accomplished in a five, six or eight week schedule when compared to a traditional semester (15 weeks). If one views the adult educational paradigm as merely an accelerated version of a traditional semester, then the format fails - it lacks academic integrity. If, however, one considers the paradigm as a “distance learning” or “independent study” format to which are added 16 to 24 hours of classroom experience, then one will have a better understanding of the adult learning process. It is expected and required that the much of the learning will occur outside the classroom through directed independent study.

A hallmark of all adult education degree programs is a strong emphasis on the direct applicability of the course material to the students’ careers. Our majors accomplish this admirably. In addition, and this is the key difference, our entire program is infused with the liberal arts conveyed in a Lutheran Christian context.

The goal in adult education is personal and professional development. The University has identified seven competencies or educational targets/goals in which this should occur: Systematic Inquiry, Clear Communication, Health and Well-being, Sociocultural Responsiveness, Aesthetic Responsiveness, Christian Values, and Servant Leadership. Growth in these areas occurs throughout the program of study and is measured and documented by the school's comprehensive assessment plan.

EDUCATIONAL TARGETS AND GOALS

Systematic Inquiry:

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

Clear Communication:

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

Health and Well-being:

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

Sociocultural Responsiveness:

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

Aesthetic Responsiveness:

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

Christian Values:

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

Servant Leadership:

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

HISTORY OF CONCORDIA UNIVERSITY AND ADULT DEGREE PROGRAMS

The story of Concordia University dates back to the mid 1950's when a group of Lutherans began plans for a Lutheran college on the West coast. By 1962 the decision was made for the Lutheran Church – Missouri Synod to build a new school. A search for land eventually led to the present site in Irvine and in 1976 the first classes were held. By 1993, the Board of Regents of Christ College Irvine, responding to a decision by the Lutheran Church to incorporate its ten colleges and universities into one system, voted to change the name of the institution to Concordia University.

This Concordia University system, along with two seminaries, 80 high schools, and 1,600 elementary schools of the Lutheran Church-Missouri Synod comprises the second largest church related schools system in the United States.

Concordia University includes the School of Arts and Sciences, the School of Business and Professional Studies, the School of Education, and School of Theology. Adult education programs that directly lead to bachelor's degrees (both BA and BS) are part of the School of Business and Professional Studies.

The adult education courses at CUI began in 2001 under the name of CU Accelerate (CUA). The CUA Program was originally designed and implemented under the leadership of Dr. Timothy Peters (Dean of the School of Adult Studies at that time). This program was designed and directed at providing adult students meaningful and useful knowledge and skills via college level courses in an accelerated format leading to attainment of a bachelor's degree.

The program originated with a singular major, called Applied Liberal Arts (ALA). This was a direct outgrowth of leveraging and utilizing CUI's liberal arts and education training emphasis areas. The ALA major was designed to be a stepping stone to entering the formal teaching profession. Several years later (2004) a second major, called Business Administration & Leadership (BAL) was added to the CUA Program. In the fall of 2011 a major in Healthcare Administration (HCM) was added and in spring 2012 an Industrial-Organizational Psychology major (later renamed Organizational Psychology [OP]) was added to provide a wider offering for adult students. Additionally the name CUA was replaced with a more general description of the programs and majors: Adult Degree Programs.

Adult students often have a need for lower level courses (general education courses) to help them fulfill and complete their liberal arts general education requirements and electives. In the fall of 2011 general education courses were made available in an online format for adult students. Additional online general education courses are being added each semester so that a menu of choices is available for adult students to choose from to complete their general education requirements.

In 2002, the School of Adult Studies was combined with the School of Business and the School of Business & Professional Studies (SOBPS) was created. Today the SOBPS contains traditional undergraduate business courses (business major, economics major), adult education courses leading to both undergraduate degrees (business administration & leadership, healthcare management, industrial-organizational psychology, and nursing) and graduate degrees (business administration, international studies).

ACCREDITATION

Concordia University is fully accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9797. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.

ADMISSION INFORMATION

ADMISSIONS ELIGIBILITY

Option 1: Students who have successfully completed any of the following four listed criteria are eligible for admission and may take courses in their chosen major field of study:

- (1) **Associate of Arts Degree**, or
- (2) **IGETC** (Intersegmental General Education Transfer Curriculum) general educational breadth requirements, or
- (3) **CSU** (California State University certification) general educational breadth requirements, or
- (4) **60 semester units** of transferable credits from regionally accredited higher education institutions.

Option 2: Students who have successfully completed a **minimum of 30 semester units of transferable credits** from regionally accredited higher education institutions may take general education courses concurrently with courses in their chosen major field of study.

Option 3: Students who have successfully completed **less than 30 semester units of transferable credits** from regionally accredited higher education institutions are eligible for candidate status in their chosen major field of study and may begin taking general education courses. Once a candidate has successfully completed 30 semester unit credits they are eligible to begin taking courses in their chosen major field of study.

APPLICATION PROCESS

1. Attend an Information Session or personal appointment with a program representative.
2. Complete and submit the Application Form and all associated requested support forms along with any required application fees. These forms are available online.
3. Request that official transcripts from all colleges or universities attended be sent directly to Concordia University, Irvine.
4. Provide proof of high school graduation (official transcript / diploma / GED). This is a federal requirement for all students who wish to apply for financial aid.

Prospective students for whom English is not their native language must submit scores from the Test of English as a Foreign Language (TOEFL). The exam is now computer based, and a score of 173 is required for admission.

TYPES OF ADMISSION

Full Admission: The student has met all requirements and the student's file is complete.

Probationary Admission: For students whose academic GPA was below the required minimum of 2.0.

Conditional Admission: For one semester only, the student's file is incomplete at the time class starts. This may be due to a delay in receipt of transcripts or financial aid. When the file is complete, the student will be given full admission and is eligible to continue with semester two. If the file is not complete by the end of the first semester, or the evaluation shows deficiencies, the student is not eligible for classes in the second semester and will automatically be dropped from the class. Subsequently, when all required documents are on file, the student may apply for re-entry.

CREDIT BY EXAMINATION

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

GENERAL EDUCATION REQUIREMENTS

A student can fulfill the general education requirements by one of the following ways:

1. IGETC certification
2. CSU certification
3. Academic AA Degree

Concordia's GE requirements for Adult Education students

- ❖ Area A. Communication (9 units)
Speech
English Composition
Critical Thinking
- ❖ Area B. Physical Universe and Life Forms (10 units)
Physical Science*
Life Science*
*Laboratory Activity with either Physical or Life Science class
College Algebra
- ❖ Area C. Humanities (9 units)

At least one course in Arts (example courses would include but are not limited to courses in: Architectural Technology, Art, Broadcasting Arts, Cinema, Dance, Digital Media Arts and Design, Electronic Media, Film/Video, Introduction to Humanities, Interior Design, Music, Photography, Theatre Arts)

At least one course in Humanities (example courses would include but are not limited to courses in: Anthropology, English, Ethnic Studies, History, Humanities, Mass Communication, Philosophy, Religious Studies, Speech Communications, Theatre Arts, Foreign Languages, etc.)

❖ Area D. Social & Behavioral Science (9 units)

At least one course from two of the following different disciplines:
Anthropology / Economics / Ethnic or Gender Studies / Geography / History /
Interdisciplinary Studies / Political Science / Psychology / Sociology

❖ Area E. Life-long Understanding and Self-Development (3 units)

Health / Self Development courses

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

Concordia accepts a total of 96 semester units for transfer, of which 78 semester units may be transferred from community colleges. Concordia will accept up to 6 semester units of “D” course work completed prior to transferring. The courses receiving “D” transfer credit may apply only towards General Education or elective credit.

Student must meet all of the graduation requirements for their Bachelor’s degree. A minimum of 120 units is required.

MAJOR AREAS OF STUDY

APPLIED LIBERAL ARTS (ALA) MAJOR

The liberal arts major builds upon the general education requirements and approaches the liberal arts from an integrated perspective. Rather than individual courses in the humanities or sciences, students look at a broader view of how a content area relates to other related areas. The perspective provides students the opportunity to experience the arts and sciences and explore how an educated individual applies this knowledge to their lives and workplace.

This major has an education emphasis and can be good preparation for students for entry into a California Teaching Credential program.

Applied Liberal Arts (ALA) Program Outcomes

Outcome 1: Demonstrate an increased ability to think, read and communicate with confidence and knowledge.

Outcome 2: Demonstrate an ability to consider ideas and opinions from various points of view.

Outcome 3: Demonstrate an appreciation and understanding of the importance of the arts as they apply to our cultural history.

Outcome 4: Demonstrate a basic understanding of scientific principles. Articulate their worldview as it relates to a distinctively Christian worldview ALA 305

Outcome 5: Demonstrate skills and knowledge specific to the Education or Business Emphasis

APPLIED LIBERAL ARTS (ALA) MAJOR REQUIREMENTS**A. GENERAL EDUCATION & ELECTIVES****78 UNITS****B. APPLIED LIBERAL ARTS PROGRAM COURSES****42 UNITS**

ALA 302	The Human Dimension	3
ALA 303	Problem Solving in Today's World	3
ALA 304	Your World in Context	3
ALA 305	Christianity and Contemporary Culture	3
ALA 306	Issues in Literary Criticism	3
ALA 307	Cultural Influences	3
ALA 309	The Physical World	3
ALA 310	The Making of Our Reality	3
ALA 311	Writing for the Workplace	3
ALA 312	Communication in the Workplace	3
ALA 401	Language and Learning	3
ALA 402	Mathematics for Teachers	3
ALA 403	Science for Teachers	3
ALA 404	Educational Psychology	3

TOTAL REQUIRED: 120 UNITS**ALA Course Descriptions**

(All 3 Unit Classes Unless Indicated Differently)

ALA 311: Writing for the Workplace

In every profession, writing is an important aspect of effective communication. This course will explore the basics of good writing, including the proper application of grammar rules and APA style rules. It will explore using technology to access and share information.

ALA 312: Communication in the Workplace

This course is an opportunity to learn about the process of effective non-verbal communication. It also provides an opportunity to explore in depth, both in written format and oral format, one aspect of non-verbal communication.

ALA 302: The Human Dimension

This course examines the human experience from the disciplines of psychology, sociology and anthropology. Students will explore how humans interact individually and within social structures. Skills will be gained in understanding human motivation and behavior.

ALA 303: Problem Solving in Today's World

This course will assist students with refining skills of thinking and processing information in a way that demonstrates a greater understanding of logical and rhetorical strategies. Application will be made to conceptual and practical experiences.

ALA 304: Your World in Context

This course examines the historical and political contexts of contemporary culture. Students will learn how events in the past influence the present and will apply this knowledge to their careers and lives.

ALA 305: Christianity & Contemporary Culture

This course assists students in evaluating sources of information for culture and theology enabling them to better answer questions concerning life issues (eg., sexuality, marriage, family, suffering, evil, death, creation, after life) and life choices in the Christian context. Students will examine their own beliefs and compare these to that which Scripture teaches.

ALA 306: Issues in Literary Criticism

This course enables students to develop skills in critically analyzing American, English and world literature considering a variety of issues in literary criticism. Students will discover how literature influences and has been influenced by culture, history and the author's experiences.

ALA 307: Cultural Influences

This course explores how the arts (music, drama and theatre) shape and reflect contemporary culture. It identifies artistic themes, examines the influence of the arts and helps students see the value of the arts in their lives.

ALA 309: The Physical World

This course examines how the physical sciences affect students' lives. It explores astronomy, geology, meteorology and oceanography so that students understand the relationship between their lives and the physical sciences.

ALA 310: The Making of Our Reality

This course examines 20th century philosophy—modernism and post-modernism—and its impact on our lives. It will enable students to demonstrate an understanding of how modern philosophy impacts the various disciplines—natural science, the arts, social science and theology/philosophy. Students will have the opportunity to explore how modern philosophy affects every aspect of their lives and the lives of others.

ALA 401: Language and Learning

This course presents an overview of language development and acquisition for language minority children. It also presents methods and materials that enhance teaching.

ALA 402: Math for Teachers

This course presents appropriate styles and models of mathematical methodology. Problem solving is emphasized throughout the course. The course content includes set theory, number theory, pre-operational skills, real numbers and their operations, geometry, measurement and statistics.

ALA 403: Science for Teachers

This course examines techniques for translating scientific theory into application. Science content as well as teaching techniques are demonstrated.

ALA 404: Educational Psychology

Students explore and learn the major concepts, principles, theories and research related to the cognitive, social, emotional, physical and moral development of children and adolescents. They also learn the major concepts, principles and research associated with human learning, achievement, motivation, conduct and attitude.

BUSINESS ADMINISTRATION AND LEADERSHIP (BAL) MAJOR

The Business Administration and Leadership degree 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 Concordia faculty and industry leading professionals serving as adjunct professors, resulting in an academically rigorous yet practical degree that is relevant to today's dynamic business world. Students benefit from both depth of knowledge and in-the-field expertise. Beyond their academic credentials, many if not all the professors are successful business practitioners, and they are passionate about sharing their real world experience. Our professors want students to succeed in the business world. Additionally, the program differentiates itself by challenging students to examine complex areas of ethics, leadership, and human resources with the aim of creating leaders that strive to make the world a better place through their business activities.

Business Administration & Leadership (BAL) Outcomes

- Outcome 1: Communicate effectively and professionally in business environments.
- Outcome 2: Analyze and synthesize business data as it applies to business situations.
- Outcome 3: Demonstrate the application of leadership skills in a diverse business environment.
- Outcome 4: Demonstrate basic skills in the areas of finance, accounting, marketing, management, human resources, information technology, operations, law and ethics.
- Outcome 5: Analyze new business and entrepreneurial opportunities in the global business environment.
- Outcome 6: Recognize the implications of a Christian perspective in the business environment.

BUSINESS ADMINISTRATION & LEADERSHIP (BAL) MAJOR REQUIREMENTS**A. GENERAL EDUCATION & ELECTIVES 72 UNITS****B. BUSINESS ADMINISTRATION & LEADERSHIP PROGRAM COURSES 48 UNITS**

BAL 303	Ethical Principles of Effective Business	3
BAL 305	Christianity and Contemporary Culture	3
BAL 306	Business Law	3
BAL 308	Human Resources Strategies & Applications	3
BAL 309	Financial Management of Businesses	3
BAL 310	Managerial Accounting	3
BAL 321	Writing and Communication for the Workplace	3
BAL 404	Marketing Research & Quantitative Analysis	3
BAL 415	International Business	3
BAL 420	Managing Today's Worker	3
BAL 425	Operations Management	3
BAL 430	Marketing for Results	3
BAL 440	Business Strategies for Success	3
BAL 450	Leadership Strategies for Business Leaders	3
BAL 460	Social Media and the New Economy	3
BAL 313 BAL 314 BAL 315	Leadership and Professional Development Seminars – 1 unit per seminar.	3

TOTAL REQUIRED: 120 UNITS

BAL Course Descriptions (All 3 Unit Classes Unless Indicated Differently)

BAL 303: Ethical Principles of Effective Businesses

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 305: Christianity & Contemporary Culture

Christianity and Contemporary Culture assists you in evaluating sources of information for culture and theology better enabling you to answer questions concerning life issues (e.g., sexuality, marriage, family, suffering, evil, death, creation, after life) and life choices in the Christian context. You will examine your own beliefs and compare these to that which Scripture teaches.

BAL 306: Business Law

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 & Applications

Human resource 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

As an introductory financial management course you will discuss and examine the principles and practices of managerial finance. Cash flow analysis, financial statements and balance sheets are examined. Prerequisite: BAL 310 Managerial Accounting

BAL 310: Managerial Accounting

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 321: Writing and Communication for the Workplace

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 404: Marketing Research & Quantitative Analysis

The purpose of this course is to introduce students to a systematic, fact based, data supported thinking process. The focus is on a study of the maximization of shareholders' value which is the key fiduciary responsibility of management. Students learn how to use statistical and financial concepts, tools and methodologies to recognize the key value drivers, rationally select winning strategies, efficiently enter the growth path, and effectively measure the progress towards creating wealth.

BAL 415: International Business

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

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

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

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

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: Businesses Leadership Strategies

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

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, blogs and Twitter to generate interest in their products or service offerings.

TECHNOLOGY REQUIREMENTS (BAL) MAJOR

- To participate in the program effectively, you must have an up-to-date laptop computer system and related software.
- Your computer must provide access to the Internet for course information, as well as interaction with faculty and other students.
- Selected course materials may be distributed on CD-ROMs. Your computer must be multimedia compatible.

Your laptop computer must meet or exceed the following standards:

MINIMUM REQUIREMENTS	RECOMMENDED REQUIREMENTS
Windows XP Desktop or Laptop	Windows 7 Computer (Laptop)
1.2 Ghz Processor	1.2 Ghz Dual-Core Processor or greater
512MB of RAM	2 GB of RAM or more
60G Hard-drive (available space)	100G Hard-drive (available space)
DVD ROM	DVD-RW Combo drive
Broadband Internet Access (1.5 Mbps downstream and 384 kbps upstream)	Broadband Internet Access (5 Mbps downstream or greater, 1 Mbps upstream or greater)
Headset with microphone	Headset with microphone
Webcam	Webcam
SOFTWARE	
Internet Explorer 7 or Mozilla Firefox 11.0	Most current Adobe Flash Player
Java 6	Most current version of Java
Media Player 9	Most current Adobe Reader
Microsoft Office Suite 2010	At least two web browsers such as Mozilla Firefox and/or Google Chrome. Microsoft Office Suite (Word, PowerPoint, Excel). Most students use free Instant

MINIMUM REQUIREMENTS**RECOMMENDED
REQUIREMENTS**

Messaging (like Skype, Google Talk, or MSN Messenger) for communicating with teams and cohort.

HEALTHCARE MANAGEMENT (HCM) MAJOR

The Concordia Healthcare Management Program educates students for professional positions based on Christian leadership principles. You'll be well equipped to enhance the effectiveness of healthcare organizations, while making a positive difference in people's lives.

Healthcare Management (HCM) Outcomes

The major provides a curriculum contemporary and relevant to evidence based healthcare management practice and which meets national standards for excellence. Graduates of the HCM major will:

- Outcome 1: Demonstrate mastery of the conceptual and technical knowledge and skills relevant to the successful healthcare management practice and which meet the national standards for certification by the Association of University Programs in Health Administration (AUPHA).
- Outcome 2: Demonstrate mastery of the analytical, written and oral communication, and interpersonal skills required for successful practice. Be able to integrate classroom knowledge with professional skills to influence and impact financial models, marketing and sales strategy, business development and project management.
- Outcome 3: Demonstrate an ability to integrate classroom knowledge and skills, and be able to bridge the gap to the professional practice of healthcare management.
- Outcome 4: Demonstrate an appreciation of the importance of professional ethics and continual professional growth from a Christian worldview and perspective.
- Outcome 5: Demonstrate an ability to assume entry-level staff and management position in health services organizations.
- Outcome 6: Demonstrate conceptual and technical knowledge and the skills relevant to successful development of healthcare business. Specifically, relevant in understanding the role regulation plays on life –sciences, biotech, HIT (health information systems) and (mobile) technology industries.

Lower Division Required Courses (can be taken concurrently with HCM courses. See Admissions Eligibility details on page 4 of this handbook)

- ❖ ACT 211: Financial Accounting (*must be taken before HCM 425: Financial Management of Healthcare Organizations*)
- ❖ BIO 101: Principles of Biology & Lab (*must be taken before HCM 488: Epidemiology: Study of Disease*)
- ❖ PSY 101: Introduction to Psychology

- ❖ SOC 101: Introduction of Sociology
- ❖ MTH 201: Principles of Mathematics

HEALTHCARE MANAGEMENT (HCM) MAJOR REQUIREMENTS

A. GENERAL EDUCATION & ELECTIVES

68 UNITS

B. HEALTHCARE MANAGEMENT REQUIRED PROGRAM COURSES

52 UNITS

HCM305	Christianity and Contemporary Culture	3
HCM 311	Writing and Communication in the Workplace	3
HCM 312	Introduction to Health Administration	3
HCM 313	Recent Trends, and Issues in Healthcare Mgm't.	3
HCM 314	Introduction to Healthcare Quality Management	3
HCM 390/L	Biostatistics & Lab	4
HCM 412	Economic, Social and Political Issues in Healthcare	3
HCM 413	Ldrshp. & Direction in the Admin. of Hlth. Services	3
HCM 414	Legal Aspects of Healthcare	3
HCM 415	Healthcare Information Management	3
HCM 416	Human Resource Management in Healthcare	3
HCM 424	Mkt. & Strategic Plng. for Healthcare Organizations	3
HCM 425	Financial Management of Healthcare Organizations	3
HCM 488	Epidemiology: Study of Disease	3
HCM 494	Internship in Health Administration	3
HCM 495	Senior Seminar	3

THL 467	Bioethics in Healthcare Professions	3
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TOTAL REQUIRED: 120 UNITS

Electives

HCM 419	Topics in Public Health Administration	3
HCM 422	Intro. to Gerontology and Mental Health Mgmt	3
HCM 438	International Health	3

HCM Course Descriptions

(All 3 Unit Classes Unless Indicated Differently)

HCM 305: Christianity & Contemporary Culture

Christianity and Contemporary Culture will make students aware of the Christian worldview and will assist students in evaluating sources of information for culture and theology enabling them to better answer questions concerning life issues (e.g., sexuality, marriage, family, creation, evil, death, and life after life) and life choices in the Christian context. Students will examine their own beliefs and compare these to that which Scripture teaches.

HCM 311: Writing and Communications in the Workplace

This course is an opportunity to learn about the process of effective verbal and non-verbal communication. It also provides an opportunity to explore in depth, both in written format and oral format, this aspect of workplace communication. Included in this course is an emphasis on writing: proper application of grammar and APA style rules. The use of technology to access and share information is also examined.

HCM 312: Introduction to Health Administration

This course serves as an introductory course that provides the necessary foundations for better understanding of the relevant theories, tools and applications to address operational issues that healthcare managers face on a daily basis. This course will identify and explore historical, theoretical, and practical issues that pertain to the fundamental managerial challenges. The course provides the framework for understanding the roles and contribution of management in the healthcare setting, while addressing the internal and external factors that affect healthcare delivery system outcomes.

HCM 313: Recent Trends, and Issues in Healthcare Management

This course will examine current issues, trends and the change necessary to improve the health system using a variety of presentations, group interactions and discussion.

HCM 314: Introduction to Healthcare Quality Management

This course introduces the basic concepts of quality management. The course provides a historical perspective that enables student to apply explored quality management models into the healthcare organization.

HCM 390/L: Biostatistics & Lab (4 Units)

Principles, theory, and practice of statistical analysis in health as they apply to health planning, epidemiological research, and experimental research. This course is designed to give students a basic understanding of the principles and methods of biostatistics. No previous experience with statistics is necessary, although you should be able to use basic algebra in solving problems.

HCM 412: Economic, Social and Political Issues in Healthcare

This course will cover problems in the administration of health services from a societal perspective. There will be a critique of national health insurance and comparison of the United States system with health systems of other nations. The course describes historical and contemporary public health policies, entitlements, organizational delivery mechanisms, impediments to service given changing demographic and economic realities and the ability of private and public payers to sustain and expand access to care.

HCM 413: Leadership and Direction in the Administration of Health Services

Introduction to the basic principles of leadership and direction for students interested in supervision and management of health programs.

HCM 414: Legal Aspects of Healthcare

Overview of the legal aspects of health care delivery and the health administrator's and health professional's responsibility in the area of patient care, consumer rights, and malpractice.

HCM 415: Healthcare Information Management

This course examines healthcare organizations from the perspective of managing the information systems. The course considers the healthcare delivery processes and how they relate to information systems. The intent of the course is to identify the key issues confronting the management of healthcare information systems today, examine their causes, analyze legal and ethical issues and develop reasonable solutions to these issues.

HCM 416: Human Resource Management in Healthcare

This course will cover the subject of human resource management in Healthcare. The course includes principles, methods and procedures used in the utilization and management of professional and allied health personnel.

HCM 419: (Elective) Topics in Public Health Administration

This course serves as an introductory and integrative course that provides the necessary foundations for better understanding about the changing public health environment. This course will identify and explore historical, theoretical, and practical issues in the field of public health.

The course enables students to identify and analyze important public health issues within various health settings. Fundamentals of health administration roles that provide integration between health administrators, health professions and allied health personnel are examined.

HCM 422: (Elective) Introduction to Gerontology and Mental Health Management

Introduction and overview of the field of gerontology and mental health, particularly current theories, ethical issues, public policy, legal issues, and careers. This course explores problems in planning, financing, delivering, and evaluating health services. Administrative structures and public and private delivery systems are compared and critiqued.

HCM 424: Marketing and Strategic Planning for Healthcare Organizations

The overall goal of this course is to study the management of the marketing process, strategy formulation, strategic planning, organizing, budgeting, implementation, and performance assessment specific for Healthcare organizations. The course will provide students with an overview of the concepts of "strategic marketing and business planning." Marketing and planning tools will be discussed and their use in assisting institutions in fulfilling their mission, vision and goals and in helping to define strategies to improve market position and financial performance. Discussion within this course will incorporate ethics, social media, regulatory compliance, privacy (HIPPA) and sensitivity to all aspects of patient service and care. This is an introductory course covering the field of marketing and planning in the health services industry.

HCM 425: Financial Management of Healthcare Organizations (Prerequisite: ACT 211: Financial Accounting)

This course covers selected topics in both financial and managerial aspects of the U.S. Healthcare industry. Issues are evaluated and presented from the perspective of all key stakeholders including the consumer, providers, provider-organizations, payers and the government. Reviews principles and applied perspectives of healthcare finance including: budgeting, revenue sources, cost analysis, and current asset management for organizations in both the profit and not-for-profit sectors

THL 467: Bioethics in Healthcare Professions

An examination of ethical issues raised by modern advances in health care and biological research. We will examine both philosophical and theological approaches to ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and to possibilities for dialog today between philosophical theories, religious voices, and biblical ethics. Study of philosophical and theological approaches will be closely tied to study of a range of concrete cases and narratives likely to be encountered by today's health care professionals.

HCM 438: (Elective) International Health

An analysis of health problems in selected countries. Study of the origin, orientation, and purposes of agencies functioning in this field. This course will provide students with an international perspective of health and cultural issues. International health explores global health issues, specific health systems in typical countries representing different approaches,

responsibilities of citizens of developed countries, professional personnel supply issues, evolution of health systems to local circumstances, the effects of terrorism on the collective consciousness of humanity and its mental health, nutritional issues of the world and a holistic perspective of health including effects of human actions on the living earth and its well-being.

HCM 488: Epidemiology: Study of Disease (Prerequisite: BIO 101: Principles of Biology and Lab.

Nature, transmission, prevention, and control of disease from a public health approach; historical background, current problems, and trends in disease control

HCM 494: Internship in Health Administration

Supervised internship of structured work experience in a Healthcare organization (industry and/or service – those which are prevalent and being incubated in Southern California), under the direct supervision of a preceptor-employee. (Credit/No Credit Only). The internship requires 80 hours of service / community activity as outlined by the program.

HCM 494E: Internship Extension *

This course is for those students requiring additional time for the completion of their internship.

HCM 495: Senior Seminar

This course is for seniors and is designed to provide integration and application of theory through the use of case study analysis. 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.

* Notes: If a student requires more time to complete HCM 494: Internship in Health Administration, they must register in HCM 494E: Internship Extension. Though the extension has been assigned 3 units, those units are not in addition to those earned in HCM 494.

Memberships & Associations

Concordia University's Healthcare Management Program takes part in the following organizations:

American College of Healthcare Executives (ACHE) as a participating member of the Health Education Network. The ACHE Higher Education Network is a collaborative effort between ACHE and healthcare administration programs to provide a valuable on-campus experience for students. Participation in the ACHE Higher Education Network entitles health administration programs to a variety of resources and tools that enhance networking opportunities, access to continuing education and exposure to current healthcare management issues.

Healthcare Executives of Southern California (HCE). The mission of Health Care Executives of Southern California (HCE) is to increase the knowledge and professional competency of its members by providing a rich variety of educational opportunities; to enhance their career growth and satisfaction by providing opportunities and stimulus for networking and sharing;

and to contribute to the health industry as a whole through the development and promotion of its future leaders. HCE is the independent, local Southern California chapter of the American College of Healthcare Executives (ACHE).

The Association of University Programs in Health Administration (AUPHA). AUPHA is a global network of colleges, universities, faculty, individuals, and organizations dedicated to improving health by promoting excellence in healthcare management education. AUPHA fosters excellence and innovation in healthcare management education, research and practice by providing opportunities for member programs to learn from each other, by influencing practice, and by promoting the value of healthcare management education. It is the only non-profit entity of its kind that works to improve the delivery of health services - and thus the health of citizens - throughout the world by educating professional managers at the entry level.

ORGANIZATIONAL PSYCHOLOGY (OP) MAJOR

Applying psychology in the workplace to enhance employee performance

The Bachelor of Science program in Organizational Psychology equips students to apply psychology in the workplace in order to enhance employee performance. As an applied psychology degree integrating scientific study from both the behavioral sciences and business, the program provides students the exposure, experience, and expertise that give them a distinct advantage in the marketplace.

This program is appropriate for anyone wanting to: (1) help employers deal with employees fairly; (2) help make jobs more interesting and satisfying; and (3) help workers be more productive (Society for Industrial-Organizational Psychology). People wanting to work in Management, Consulting, Organization Development, Human Resources, or Training and Development are particularly interested in Organizational Psychology.

In a convenient two-year format, classes meet one night a week for eight weeks, with one to two hours a week online. There are also three Saturday seminars per year and periodic contact with the student's integration project advisor.

OP Major Goals

1. Impact the student's work immediately, allowing them to apply material learned in class one night to their workplace the very next morning.
2. Increase the student's employability, preparing them for Organizational Psychology related positions requiring a Bachelor's degree.
3. Prepare the students for graduate work, particularly for Master's programs in Psychology or Business.

Organizational Psychology (OP) Student Learning Outcomes

By the end of courses in this major students achieve the following outcomes:

Outcome 1: Research Design: Design organizational assessment instruments for groups and/or individuals, gathering and analyzing data, reporting results, and proposing interventions.

- Outcome 2: Critical Communication: Defend research conclusions by producing well-organized written and oral presentations that demonstrate critical reflection.
- Outcome 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.
- Outcome 4: Theoretical Analysis: Examine major concepts, theoretical perspectives, and current trends in Organizational Psychology.
- Outcome 5: Core Competencies: Explain the Society of Industrial-Organizational Psychology's (SIOP) core competencies for graduate programs.

OP Major – Detailed Admission Requirements

- Students can begin their major once they have:
 - a. AA and/or **60 units** of transferable credits
(or)
 - b. more than **30 units** and they:
 - have successfully completed (with C or better) General Psychology.
 - are able to take general education classes concurrently with their major in order to be done with all required coursework within one term of completing their major.

OP Major Pre-Requisites

1. PSY 101: General Psychology (or similar introductory psychology course)
2. MTH 265: Introduction to Statistics (or similar quantitative course) is not required but *recommended*.

Note: Prerequisite may be taken concurrently during the first term with Director's approval.

ORGANIZATIONAL PSYCHOLOGY (IOP) MAJOR REQUIREMENTS

A. GENERAL EDUCATION & ELECTIVES

78 UNITS

B. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY PROGRAM COURSES

42 UNITS

IOP 305	Christianity and Contemporary Culture	3
IOP 308	Human Resource Strategies & Applications	3
IOP 311	Writing and Communication in the Workplace	3
IOP 327	Organizational Behavior	3
IOP 345	Social Psychology	3
IOP 381	Methods of Research and Analysis	3

IOP 415	Organizational Consulting	3
IOP 411	Employee Motivation and Attitude Theory	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	I-O Professional Development Seminar 1	1
IOP 492	I-O Professional Development Seminar 2	1
IOP 493	I-O Professional Development Seminar 3	1
IOP 494	I-O Professional Development Seminar 4	1
IOP 495	I-O Professional Development Seminar 5	1
IOP 496	I-O Professional Development Seminar 6	1

TOTAL REQUIRED: 120 UNITS

OP Course Descriptions

(All 3 Unit Classes Unless Indicated Differently)

IOP 327: Organizational Behavior

Discusses individual behavior issues such as personality, leadership, perceptions, attitudes, motivation, diversity, stress and broader issues such as team work, group cohesiveness, career management and change management.

IOP 311: Writing in the Workplace

Explores the basics of good writing, including the proper application of grammar and APA style rules. The use of technology to access and share information is also examined.

IOP 308: Human Resource Strategies and Applications

Prepares students to understand how organizations obtain, maintain and retain their human resources. Current legal regulations are also explored.

IOP 305: Christianity and Contemporary Culture

Assists students in evaluating sources of information for culture and theology better enabling them to answer questions concerning life issues (e.g., sexuality, marriage, family, suffering, evil, death, creation, after life) and life choices in the Christian context. Students will examine their own beliefs and compare them to that which Scripture teaches.

IOP 345: Social Psychology

Examines the effect of social influences upon the development of personality and behavior patterns. Topics include socialization, attitude formation and change, communication, propaganda, roles and stereotypes, leadership and collective behavior.

IOP 381: Methods of Research and Statistical Analysis

An application of descriptive and inferential statistics, this course examines experimental and quasi-experimental research methods and data analysis methods including Regression, ANOVA, and multivariate research designs and analyses.

IOP 415 Organizational Consulting

examines 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 scope and pricing of service contracts.

IOP 411: Employee Motivation and Attitude Theory

Evaluates motivation and attitude while exposing the student an understanding to pertinent research within the field. Students will learn motivational constructs that enhance employee attitudes, effectiveness, and well-being across a range of organizational contexts.

IOP 421: Measurement of Human Performance

Utilizes various psychometric instruments integrating human factors technology with job analyses, personnel selection, performance appraisal, job satisfaction, criteria analysis, and management training and development.

IOP 431: Training and Talent Development

Applies development and training concepts that enhance organizational performance. Students assess the design and implementation of effective training programs by analyzing critical areas such organizational needs analyses, specific job requirements, individual performance, and cross-cultural and diversity issues.

IOP 483: Business Ethics

Explores ethical evaluation involving ideals, laws and relationships utilized by the business community. Issues include bribery, employer/employee rights, assumption analysis, philosophy, culture of the corporation and product liability.

IOP 490: Organization Development and Change Theory

Examines theories of change and organizational development within the context of the I-O specialist role as both change-agent and consultant. Topics include types of change, individual, group and organizational interventions, integrating psychological theories of leadership, motivation, interpersonal influence, conflict management, and group decision making. I-O Professional Integration Project culminates in this final class.

IOP 491(-6): Industrial-Organizational Professional Development Seminar I-VI

Provides practical, hands-on workshop experience that equips students to pragmatically apply assessment and intervention strategies in a real-world work environment by integrating coursework throughout the program. Students develop a Professional Development project that is presented in the final class of Organization Development and Change Theory.

NOTE: All courses taken in sequential lock-step program. Major is total of 42 units.

ACADEMIC POLICIES

ATTENDANCE AND PARTICIPATION

A class may be dropped with no academic penalty on the first meeting day of the class. After the first day students may only withdraw. Note: financial aid regulations on dropping classes and reimbursement differ.

Since courses in the bachelor's degree – Adult Degree Program are accelerated (shorter than the typical semester long classes), attendance is absolutely essential.

For all ALA & BAL courses:

Students not attending Saturday and/or Sunday, or the first Friday session of the face-to-face weekend will be dropped from enrollment in this class. Missing part of either day will be considered the same as missing the entire day. Attendance at all sessions is mandatory.

Missing the Final Friday night (in part or in whole) will result in a drop of one letter grade for the course. Anything due to be done that evening in class (test in class, presentation, etc.) will be counted as an F and figured into the total grade before the final grade is dropped one letter grade. The items due that evening may not be made up at a later date.

Weekly enrollment is monitored both for financial aid reasons as well as academic. Not participating in the chat room or discussion board is seen as non-attendance. Nonattendance is a serious matter in a program such as this. Please contact the instructor if you will not be participating in chat. Two missed chats will result in failure of the course as this will constitute missing two weeks of the course. Note: Missing classes or dropping a class may have financial aid repercussions as well.

ACADEMIC PROBATION & DISQUALIFICATION

The university is committed to providing assistance to students for academic success while at the same time maintaining a standard of academic integrity for Concordia. When a student's academic achievement falls below the standards set by the university, academic probation and disqualification are imposed.

A student having a semester GPA below 2.0 will be placed on probation for the following semester. Incompletes are not permitted for students who are on probation. A student whose GPA has fallen below 2.00 for 2 consecutive semesters will be academically disqualified as a degree student. A student who earns a GPA of less than 1.0 in any given semester will be dismissed immediately. The student may appeal a dismissal to the Appeals Committee within 30 calendar days of the dismissal notice.

Academic Honesty

Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. 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 Scriptures.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review. Assignments submitted for review will be included as source documents in a restricted access database solely for the purpose of detecting plagiarism in such documents.

DEFINITIONS

Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. The responsibility for such honesty rests with the individual student. To help members of the community recognize academic dishonesty, the definitions are listed:

CHEATING

Cheating is presenting someone else's work as one's own.

Cheating is knowingly giving, receiving, acquiring or possessing information used for academic evaluation, including tests, term papers, written projects, etc., which has deception as its intent.

PLAGIARISM

Plagiarism is using the exact words, phrases or sentences of another person without documentation.

Plagiarism is paraphrasing information used by another person (facts, opinions, ideas, or language) without proper documentation.

Students agree that all assignments are subject to submission for textual similarity review. Assignments submitted for review will be included as source documents in a restricted access database solely for the purpose of detecting plagiarism in such documents.

The result of plagiarism is, at minimum, a zero on the assignment. It may result in failure of the course, or expulsion from the university. Appeals will be handled per the policy stated in the undergraduate student handbook available online.

REPORTING PROCEDURES

Informing the student

The instructor will remind the student in the course syllabus that this course follows the policy on cheating and plagiarism as found in the student handbook.

Initiating action in cases of cheating and plagiarism

The instructor, upon discovering the incident of cheating or plagiarism, should be prepared to document the case carefully with appropriate and adequate evidence.

The instructor will confront and personally discuss the alleged dishonesty with the student. This may happen via email, over the phone, or face-to-face depending on the availability of both student and instructor. If the instructor is convinced after this confrontation that the student has been academically dishonest, then the following procedure will be pursued.

Disciplinary Procedure

After the instructor has confronted the student and informed him/her of the situation, the instructor is, within 24 hours or the end of the next business day, to inform the Academic Program Director responsible for oversight of the program major.

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.

Class Postponement Policy

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 working days of the scheduled start.

Dean's List

A full-time student whose semester grade point average is 3.8 or higher is recognized as an honor student and is placed on the Dean's List. A full-time student whose semester grade 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. Please check with the Registrar's office for current minimum requirements, as they can vary from one academic year to the next.

GRADING AND THE GRADING SYSTEM

Course work is evaluated and grades are awarded as follows

A	Excellent	4.0 grade points	C	Satisfactory	2.0 grade points
A-		3.7 grade points	C-		1.7 grade points
B+		3.3 grade points	D+		1.3 grade points
B	Good	3.0 grade points	D	Barely passing	1.0 grade points
B-		2.7 grade points	D-		.07 grade points
C+		2.3 grade points	F	Failing	0.0 grade point

Incomplete

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within four weeks from the conclusion of the class unless an extension is granted by the instructor with the approval of the Dean. No more than two incompletes per semester. Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

Dropping Courses

Assigned when a student withdraws from a class. All drops must occur before the end of the second week of the class. After the second week, students will receive the grade they've earned. Students must contact the School of Business and Professional Studies to formally drop a course.

Withdrawal from School

Adult Education students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. The withdrawal date is the date we receive a formal request from the student to withdraw from the university. Any courses that have occurred prior to this date the student will receive the grade earned. Non-attendance does not constitute withdrawal from classes and will result in grades of "F." For questions please call the Adult Degree Program office.

Grade Appeal Process

The university recognizes the right of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is the final authority in determining grades that are assigned to students and that appear in their permanent academic records. Students have a right to inquire how their grade was determined. The following procedures apply to changes of grades except for changes of Incomplete (I) and withdrawal (W) grades.

In general, all course grades are final when filed by the instructor within one week after the course is completed. Students have access to their grades through Banner Web. These grades are a part of the official records.

Students have the right to formally appeal the final grade in a course. When grades are given for any course of instruction the grade given to each student shall be the grade determined by the instructor of the course.

Students who believe they have been subject to a clerical or procedural grading error or to arbitrary or discriminatory academic evaluation shall follow the recommended procedure.

A request for grade change must be initiated by the grievant within the 4 weeks, following the award of the original grade. The student must produce in writing a formal request for a review of the grade clearly stating the rationale based upon the definitions as stated in this policy. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of the Registrar. Prior to being accepted by the office of the Registrar, the change of Grade form shall be completed and signed by the instructor, noting the basis for the change.

If the instructor determines there is not a valid basis for the change and denies the grievant's request, the grievant may proceed to the appeals by submitting, in writing a rationale for this appeal within 60 days after the last day of class. The appeal should be sent to the immediate

academic supervisor. If the matter is not resolved, the grievant may choose to appeal, in writing to the Dean of the school. The Dean shall have five (5) working days while classes are in session or fifteen (15) days when classes are not in session, to schedule an appointment with the student to discuss the academic grievance.

If the matter is not resolved, the grievant may choose to appeal, in writing, to the Provost. The Provost shall have ten (10) working days while classes are in session or fifteen (15) days when classes are not in session to appoint and convene an ad hoc grievance committee. The grievance committee will be convened and render their decision as per Policy 489.2 in the University Handbook.

Definitions:

Clerical or procedural grading error: a course grade which is incorrect due to one or more mistakes in grade recording or computation, pertaining either to grades for individual assignments and examinations, or to the course grade as a whole.

Discrimination: Disparate treatment given equal performance for reasons of Race, ethnicity, religion, marital status, national origin, gender or within the limits imposed by law or university regulations because of age, disability or citizenship.

GRADUATION REQUIREMENTS

- ❖ Complete 120 semester units of instruction or the equivalent. A combination of 4 units from physical education activity (PE) and applied/ensemble music will transfer. A total of 8 units of practicum/work experience may be counted toward the 120 units.
- ❖ Complete all General Education courses or the equivalent.
- ❖ Successfully complete the Adult Education course of study.
- ❖ Maintain a cumulative GPA not less than 2.0 in all academic work both transferred and in residence at Concordia.
- ❖ Complete payments of all tuition and fees due Concordia University.
- ❖ File an application for graduation form with the Registrar in the term previous to the term the student anticipates to graduate in. Deadline dates for graduation applications must be followed and are available from the registrar’s office or on the registrar’s web page.

No student will be allowed to take part in graduation ceremonies until ALL requirements are completed

Honor at Graduation

The honors listed below are awarded to qualified recipients of the Bachelor of Arts/Sciences degree at the annual commencement ceremonies. These honors are determined on the basis of the cumulative grade point average of all coursework taken at Concordia University and at all other colleges and universities attended. Honors recognition for the graduation ceremony is based on grade point averages and credits completed through the fall semester, but the student's permanent record will designate honors based on 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 students whose cumulative GPA is 3.90 or above.

Right to Petition

Students may petition for review of certain university academic regulations when unusual circumstances exist. Petition forms are available in the registrar's office. 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.

Transcripts of Record

Students may obtain an official transcript of their academic record by filing a written request at the Office of the Registrar. A fee is charged for transcripts and must be paid in advance. Ten working days should be allowed for processing and mailing of the transcript. Official transcripts will not be released until all fees have been paid.

Transcripts from other academic institutions are the property of Concordia University and, as such, are under the control of the Registrar's Office. Under federal policy, students have the right to view the documents in their file; the university will not make copies of these documents. Transcripts submitted to Concordia University for admission or credit transfer become the property of Concordia and will not be returned to students or forwarded to other institutions.

CONCURRENT ENROLLMENT

Some students will be taking units at institutions other than Concordia University while they are completing their adult education program courses. These students need to be aware of the following University policy:

Only students with a cumulative GPA of 3.0 or higher may register for more than 18 units in one 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.

COMPLETION OF THE PROGRAM AND COURSE SUBSTITUTION

The Adult Degree Program courses are designed to be taken as a complete program. While some courses may be similar to those offered at other institutions, the hybrid model and the focus of the practical content was designed specifically for students in this program. In addition, these courses constitute the residency requirement to gain the Concordia degree. It is for these reasons that substitutions of program courses are generally not permitted.

READMITTANCE TO ADULT DEGREE PROGRAMS

Because of the differences in the nature of the program for completing general education and electives (individual schedule, taught in an online format) and the courses in the adult education major (cohort model, taught in a hybrid format) the policies related to readmittance are different for each.

While Completing General Education and Electives:

To be considered a continuing student in the adult degree program, you are expected to maintain continuous enrollment. While taking general education classes or elective classes online you are expected to take at least one course a semester. If you do not take a class for more than one consecutive semester, you will be considered inactive and will need to reapply to the program.

While Completing the Adult Degree Program Major Courses:

STOPPING OUT FOR ONE OR MORE SEMESTERS

Occasionally students will need to stop their participation in the program either because of academic dismissal or a change in personal circumstances (loss of job, etc.). In either case the student will need to apply to be readmitted to the program. The application form for readmittance is different than the original application found on the web, and can be obtained by contacting the Adult Degree Program academic advisor. Once completed, the director of the program will review the file. You may be called in for a personal interview as part of this process. The director, in consultation with the academic advisor, will decide on readmission on a case by case basis. Please note that when you are readmitted, it will be at the prevailing tuition rate for the program. Students that are academically dismissed must wait at least one calendar year from the date of dismissal to reapply.

STUDENT SERVICES

CAREER PLANNING

Concordia Universities operates a career planning center web page that provides a rich variety of online tools to assist in identifying careers, skills and employers who have available positions, please visit this web site at: <http://www.cui.edu/StudentLife/Career-Services/index.aspx?id=21201> The career center also sponsors job fairs each.

For those planning to become teachers it is recommended that you contact the School of Education no later than the last semester of your program to begin the credential program application process. The School of Education office, ext. 3350 (949-214-3350) email: education@cui.edu has information on the CBEST and CSET exams and will assist with your academic transition from the BA to the Credential and/or MA Program. The School of Business office, ext. 3365 (949-214-3365) email: debbie.harrison@cui.edu has information on Concordia's Entrepreneurial MBA degree and can assist you with transitioning from the BA to the MBA.

FOOD SERVICES

Concordia's food service, provided by Bon Appetite, serves the Concordia campus community. CU Accelerate students may purchase meals during cafeteria hours. When the main campus is on break, food service may not be available.

Hours may change in the summer or during campus holidays, but generally food service hours are:

Lunch (Mon- Fri)	11:00 - 1:30
Dinner	5:00 - 6:30
Saturday/Sunday Brunch	10:30 - 1:30

LIBRARY

The Library has computer stations with full internet access as well as a research librarian to assist you. Access to research databases from off-campus locations is available to current CUI Students, Faculty, & Staff. Library hours are posted on the web site: <http://www.cui.edu/library> and may also be obtained by calling the Library at extension 3090 (949-214-3090). Books and articles may be requested by emailing the Library at librarian@cui.edu.

INTERNET SUPPORT

An integral part of the adult education program is the online learning. All students receive training in accessing their class through Blackboard as well as accessing the online library

resources. Students receive a user name (their student ID or “E” number) and password once they are accepted. The university supports Microsoft Office products, specifically Microsoft Word, Excel, and PowerPoint. It also supports Microsoft’s Internet Explorer and Firefox as web browsers. However, it is recommended that students use the web browser Firefox with Blackboard to minimize any potential problems. Students using AOL as an internet service provider may experience some problems with connections to the university’s resources. Technical support is available by calling either our IT department directly at ext 3175 (949-214-3175) email: its@cu.edu or John Randall at ext 3358 (949-214-3358). Additional contact information on technical support can be found under Helpful Phone Numbers near the end of this document.

CAMPUS INFORMATION

For current campus information please check the university website www.cui.edu. You can access most student service offices and functions (i.e. Banner Web, Blackboard, Eagles email, etc.) via the MyCUI web page at www.cui.edu/mycui.

CAMPUS PARKING

Although Concordia does not charge a parking fee for adult education students, you must obtain a parking permit to park on campus. To obtain a permit, students must bring a copy of their driver’s license, registration and insurance to the Security Office. Permits must be renewed annually at the start of the fall semester. Please note that certain areas are reserved for different categories of permit. Please park in the student parking areas.

Campus security and parking regulations are updated throughout the course of the school year and all current information and fees for parking violations are available on the web site maintained by Campus security & Safety.

ADULT DEGREE PROGRAM FINANCIAL POLICIES

TUITION AND FEES

The tuition for Adult Degree Program courses in the major fields of study for the 2012-13 academic year terms of Summer 2012, Fall 2012 and Spring 2013, are as follows.
\$505 per credit unit.

Tuition rates are subject to annual review. When a student maintains continuous enrollment the tuition will remain the same throughout the program.

PAYMENT OF TUITION FEES

Tuition is due prior to the beginning of each class. Tuition may be paid in various ways.

- ❖ Payment may be made in cash, check, money orders, credit cards or payment plans.

Arrangement for payment through financial aid: To receive financial aid for the semester a fully completed financial aid packet must be submitted to the financial aid office. Financial Aid will then issue an award letter with information and instructions. Since financial aid rarely covers all tuition due, the remainder of the tuition is due by the student.

Note: Students must apply for financial aid each academic year. If a file is not complete by the first day of class, please contact the Bursar’s Office for payment arrangements.

PAYMENTS MADE BY YOUR EMPLOYER OR OTHER SPONSOR:

If your bill is being paid by your employer or an outside agency that requires University billing, please provide documentation indicating address and authorized amount to be billed and return this documentation with the remittance portion of your bill by the due date. In addition, you must complete and mail the Tuition Assistance Form. If your sponsor is not paying all of your charges, you are responsible for payment of the difference by the due date. Please contact The Bursar's Office for further information.

Veterans Concordia University has and maintains a policy for refunds of the unused portion of tuition and other charges in the event the veteran fails to enter the course, or withdraws, or is discontinued therefrom at any time prior to completion. It provides that the amount charged for a portion of the course does not exceed the approximate pro rata portion of the total charges for tuition, fees and other charges that the length of the completed portion of the course bears to its total length. (This policy is in compliance with the Veteran's Administration requirements.)

FINANCIAL AID

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, the university will assist in meeting the financial obligation. Concordia University helps students to discover possible sources of aid.

Concordia University participates in many excellent programs of financial aid to college students which have developed nationally and within the State of California.

Cal Grant A and B
Federal Pell Grant

Federal Stafford Student Loan
Federal Unsubsidized Stafford Loan

APPLYING FOR FINANCIAL AID

Students applying for aid must complete the "Free Application for Federal Student Aid" (FAFSA) form online by logging on to www.fafsa.ed.gov. The school code for Concordia University, Irvine is 013885.

Please read and follow the instructions on the application carefully. Fill out the on line application completely and accurately, do not leave any items blank.

California residents are encouraged to apply for the Cal Grant. This is done by completing the FAFSA and GPA verification by March 2nd. Please adhere to all deadlines as printed in the Adult Degree Program (ADP) Financial Aid Application Packet.

Complete an "Adult Degree Program (ADP) Financial Aid Application" and submit it to the Concordia University Financial Aid Office as soon as possible. These applications are available on the Concordia University Financial Aid web site. Students will not be considered for aid unless they have completed the Adult Degree Program (ADP) Financial Aid Application.

AWARDING OF FINANCIAL AID

Financial Aid is awarded to eligible applicants after the following requirements have been met.

Acceptance for admission to Concordia University:

- ❖ Completion of all application procedures including the completion of the FAFSA and Adult Degree Program (ADP) Financial Aid Application.
- ❖ Submission of all supporting or requested documents to the Concordia University Financial Aid Office.

Once all the requirements have been met, the university will begin to make financial aid offers to eligible students.

SATISFACTORY ACADEMIC PROGRESS (SAP) FOR FINANCIAL AID

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress (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, and 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 Concordia. To remain in compliance, a student must maintain the following cumulative GPA after each period of assessment:

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

Quantitative Measure of Progress

The quantitative requirement contains two components, (1) Pace of Progression and (2) Maximum Timeframe.

1. Pace of Progression/Completion Rate

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

2. Maximum Timeframe

The maximum timeframe for undergraduate students to complete their degree cannot exceed 150% of the published length of the academic program. Hours are counted starting with the semester the student entered school, even those semesters in which he/she did not receive financial aid. The maximum timeframes are listed below:

Bachelor's Degree 180 Attempted Hours
Master's Degree Attempted Hours required for program

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

Repeated Coursework: 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.

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.

Treatment of Grades:

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

Withdrawals:

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

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

Transfer Credits:

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

Consortium Credits:

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

Audited Courses:

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

REFUND POLICY

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

Three-Day Refund Period. An enrollee may cancel enrollment within three working days following registration and receive a refund of all monies paid except the tuition deposit, provided no classes have been attended.

Refund After Classes Begin. Students who withdraw from school after classes begin may apply in the Bursar's Office for tuition refunds. Concordia University's refund policy is determined by a daily percentage until the 60 percent or greater point in the class is reached. The student is responsible for paying any outstanding charges to the university.

Return of Title IV Federal Financial Aid Policy This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA98). The Federal Title IV programs covered under this policy include Federal Pell Grants, Federal SEOG, Federal Stafford Loan and Federal Plus Loan. A student who is withdrawing from Concordia University during the semester must file an Official Withdrawal Form with the Registrar's Office. If the student is not able to visit the office, he/she may contact a staff person in the Registrar's office regarding the withdrawal date. The student's 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; 3) the student's last date of attendance at an academically related activity, as documented by the university. For Adult Degree Program student weekly attendance is verified by participation in the chat session.

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

If a 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 on the formula developed by the Department of Education for credit hour programs. This policy does not affect a student's charges. The university's withdrawal policy will be used to determine the reduction, if any, in the student's tuition. 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 for returning those funds. Any grants and loans that a student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. If the student fails to repay or make arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid any institution.

Academic & Career Advising

Planning for the ADP program is in consultation with the student's ADP program advisor. This ensures that the candidate is aware of the current program requirements and has scheduled their courses to meet these requirements.

It is recommended that the student maintain consultation and communication with the ADP advisor for academic and career counseling.

While all attempts are made to ensure accuracy and timeliness of information, it is the student's responsibility to frequently review his/her graduation plan and course requirements. It is also in the students' best interest to continuously utilize the support, staff, college web site, and electronic resources available to them to best navigate their academic programs until graduation.

HELPFUL PHONE NUMBERS

Concordia University Irvine
Irvine Campus:

	949-854-8002
	949-854-6864(F)
Dr. Timothy Peters, Ed.D.	949-214-3363
Dean, School of Business & Professional Studies	tim.peters@cu.edu
Paul Marquardt, MA, Ed.	949-214-3377
Assistant Dean, Adult Education & Professional Studies	paul.marquardt@cu.edu
Eugene Esparza, MBA	949-214-3384
Academic Program Director: Business Administration & Leadership (BAL)	eugene.esparza@cu.edu
Stephen Duarte, Ed.D.	949-214-3480
Academic Program Director: Healthcare Management (HCM)	stephen.duarte@cu.edu
Andrew Stenhouse, Ed.D.	949-214-3481
Academic Program Director: Organizational Psychology (OP)	andrew.stenhouse@cu.edu
Drew Wolf, MA, Ed.	949-214-3374
Academic & Career Advisor	drew.wolf@cu.edu
Anthony Cosenza Admissions / Business & Community Liaison	949-214-3017
Admissions / Business & Community Liaison	anthony.cosenza@cu.edu
Financial Aid Counseling	949-214-3068
Ken Dillinger, Counselor	ken.dillinger@cu.edu
Bursar's Office	949-214-3072
Julia Mestas, Student Accounts Counselor	julia.mestas@cu.edu
Bursar's Office	949-214-3073
Edgar Lopez, Bursar	edgar.lopez@cu.edu
Library	949-214-3090
	librarian@cu.edu
Disability and Learning Resource Center (CLEP, DSST testing)	949-214-3039
Terilyn Colacino	terilyn.colacino@cu.edu
Registrar's Office	949-214-3079
	registrar@cu.edu
Blackboard & Online support	949-214-3378
Don Kollmorgen	don.kollmorgen@cu.edu
John Randall	john.randall@cu.edu
IT Technical support	949-214-3175
	its@cu.edu
Campus Nurse	949-214-3105
	michelle.laabs@cu.edu

TEACHING CREDENTIAL INFORMATION

Admission Requirements to the Undergraduate Teacher Credential Program for Adult Degree Program Students (ALA majors)

A student must be admitted into the Credential Program prior to registering for any education courses. To be considered for admission to the Teacher Credential Program, a student must complete and follow the steps and procedures outlined below:

- ❖ Application to Undergraduate Teacher Education Program
- ❖ Cumulative GPA of 2.7
- ❖ Must have a cumulative GPA of 2.7 (includes all coursework listed on official transcripts from all institutions attended). Any course grade lower than C- in an ALA major course must be repeated.
- ❖ 2 Official Transcripts from all institutions attended (one is for CUI registrar the other is for the candidate's credential file housed in the School of Education).
- ❖ CBEST passage – official score card must be submitted
- ❖ 2 letters of recommendation on School of Education forms (one from a faculty member)
- ❖ CSET Verification

For Adult Degree Program Applied Liberal Arts (ALA) majors:

- ❖ Submit proof of multiple subject CSET attempts for all subtests. At a minimum, proof of registration for November seating for Spring start- March for Summer start – July for Fall start
- ❖ For Adult Degree Program applicants desiring a single subject credential
Submit passing scores of the appropriate single subject CSET
- ❖ For Adult Degree Program applicants going for either a multiple subject or single subject credential
Submit passing scores of the appropriate CSET
- ❖ Certificate of Clearance granted by California Commission on Teacher Credentialing
- ❖ Health Clearance

All official application items are submitted to Mrs. Brumfield, undergraduate advisor.

All official items above must be in applicant's file by November 30 for spring semester; April 15 for summer semester; July 15 for fall semester.

Once the applicant's file is complete the following clearance and interview steps take place:

1. Interview with Concordia's Director of Undergraduate Education Programs (Dr. Schulteis)
2. Clearance from Assistant Dean, Adult Degree Programs (SOBPS)
3. Clearance from Program Director in Adult Degree Program major.

Once an applicant receives clearance from the Assistant Dean, Adult Degree Programs (SOBPS), as well as the Program Director in their ALA major, and has a successful interview with the Director of Undergraduate Education Programs, the applicant is eligible for admissions into Concordia's undergraduate teacher credential program.