



# Concordia University Irvine

2012—2013 graduate/adult studies catalog

Developing Wise, Honorable and Cultivated Citizens





*From the Office of the President:*

## **THOUGH DIFFERENT, WE ARE ONE**

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

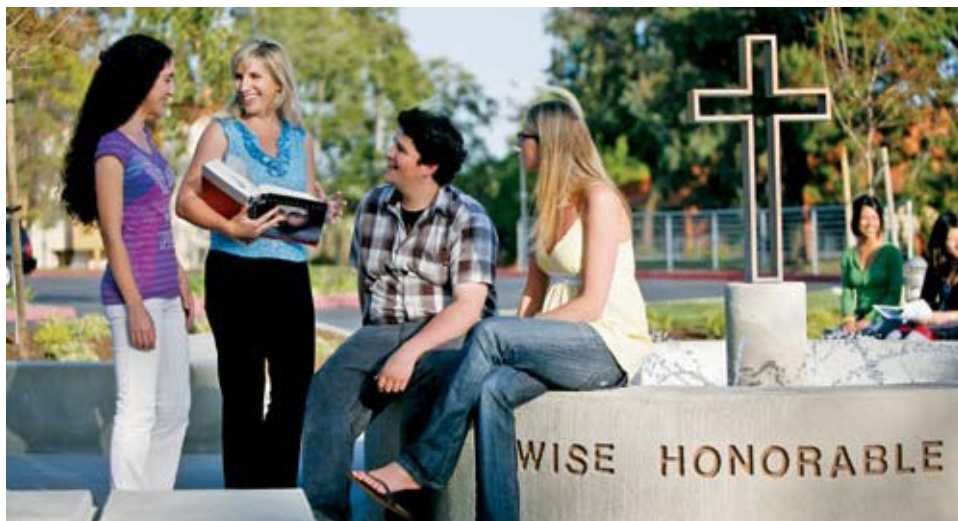
verse chosen by this year's senior class reminds us that though we may have different gifts and abilities and though we may have different roles and responsibilities on campus, we who have been claimed by Christ are united in Him: "For just as the body is one and has many members, all the members of the body, though many, are one body, so it is with Christ" (1 Corinthians 12:12). Those of us who study, teach, and serve at Concordia do so with the knowledge and conviction that though we are different, we are one.

We invite you to use this Catalog to learn more about what a Concordia education has to offer and to consider how your particular gifts and talents might contribute to the educational enterprise, to the "oneness," we experience at Concordia.

**Kurt J. Krueger**  
*President*  
Concordia University Irvine

### **OUR MISSION:**

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



# GRADUATE/ADULT CATALOG



**THIRTY-SEVENTH  
ACADEMIC YEAR  
2012-2013**

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

The statements made in this General Catalog constitute official policies of Concordia University. These policies are subject to change by the president, the Board of Regents and the faculty. Publications which reflect additional policies include the Concordia University Student Handbook, the Concordia University Handbook and the Concordia University Schedule of Classes. Students are expected to confer with their academic advisors for precise information concerning academic programs.

Correspondence regarding these policies should be addressed to:

Office of the Provost  
Concordia University  
1530 Concordia West  
Irvine, CA 92612-3203

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

Executive Vice President and Provost  
Concordia University  
1530 Concordia West  
Irvine, CA 92612-3203

The university telephone number is (949) 854-8002; FAX (949) 854-6854.  
Normal Office Hours: 8:00 a.m. to 4:30 p.m. Monday - Friday.

#### **CONCORDIA UNIVERSITY CATALOG CONTRACT DISCLAIMER**

Concordia University has established certain academic requirements which must be met before a degree is granted. This catalog summarizes the total requirements which the student must presently meet before academically qualifying for a degree from Concordia University. Advisors, program directors and deans are available to help the student understand and arrange to meet these requirements, but the advisor, program director and deans are not responsible for ensuring that the student fulfills them.

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

# GENERAL INFORMATION

## **EDUCATIONAL GOALS AND TARGETS:**

### **SYSTEMATIC INQUIRY**

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**

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**

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**

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**

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 LITERACY AND LIFE**

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**

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**

The story of Concordia University dates back to the mid-1950s when a small group of southern California Lutherans began to plan for a Lutheran college to serve the people of the Pacific Southwest. By 1962 the decision had been made by The Lutheran Church—Missouri Synod (LCMS) to build the new school.

An extensive search for the “perfect” site led to Irvine, California. Construction of the campus began in 1975 and in 1976 classes were held for the first time at Christ College Irvine, the original name of the institution. From a single building and thirty-six students, the school has grown to over twenty buildings and an annual enrollment of more than 2,300.

In February 1993 the Board of Regents of Christ College Irvine, responding to a decision by The Lutheran Church—Missouri Synod to incorporate its ten colleges and universities into the Concordia University System, voted to change the name of Christ College Irvine to Concordia University. This Concordia University System, along with the two seminaries and 108 high schools and 986 elementary schools of The Lutheran Church—Missouri Synod, comprises the second largest church-related school system in the United States.

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



## **LOCATION OF THE CAMPUS**

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

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

The city of Irvine is a planned community, primarily residential but including multi-national business and industrial complexes. It is rated one of the safest cities of its size in the United States. The surroundings of the Concordia campus offer an oasis to wildlife and are an ideal setting for the newest of the LCMS universities.

## **FACULTY, ADMINISTRATION AND STAFF**

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

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

## **PHYSICAL FACILITIES**

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

## **ACCREDITATION**

Concordia University is a fully accredited institution, having met the standards of the California State Authorizing Agency. Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges which indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Inquiries regarding the accreditation status by the Western Association should be directed to the Office of the Provost. Individuals may also contact: Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Ave, Suite 100, Alameda, CA 94501, (510) 748-9001 or [www.wascweb.org](http://www.wascweb.org).

The University is also accredited by :

Commission on Collegiate Nursing  
One Dupont Circle, NW, Suite 530  
Washington, DC 20036

Commission on Accreditation of Athletic Training Education  
2201 Double Creek Dr., Suite 5006  
Round Rock, TX 78664



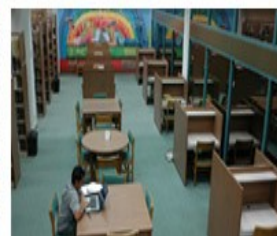
## LIBRARY

Concordia University library contains a collection of 76,000 print volumes, 3,460 online volumes through NetLibrary eBooks, 15,000 24,500 electronic and print journals and access to the holdings of 9,000 academic and public institutions through WorldCat inter-library loan (ILL). The book collection is strong in religion and theology with an emphasis on Reformation studies. The library also offers extensive collections in a wide range of academic disciplines, and supports and enhances the students' classroom learning.

The library provides access to an outstanding selection of research databases including Academic Search Premier, PsycInfo, and ATLA religion databases with ATLASerials, Business Source Elite, Newspaper Source, JSTOR, LexisNexis, Education Research Complete, Oxford English Dictionary and WorldCat.

The library building is open 70+ hours per week. The electronic catalog, online book collection and research databases are available 24 hours a day ([www.cui.edu/library](http://www.cui.edu/library)). Research computers, wireless internet access and conference rooms for group study or tutoring are also available. There are individual CD-listening and video-viewing stations as well as a convenient printer/copier room.

Each semester the library offers a series of instructional workshops designed to introduce students and faculty to the wide array of electronic resources available through the library. Reference and research help is available on a walk-in basis, by phone, e-mail or by scheduling an appointment with a librarian.





## FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

The University may disclose, without consent, "directory" information. Concordia University identifies directory information in its 2011–2012 University Catalog to include: student's name, address, telephone number, dates of attendance, class standing, academic major and degree (s) earned. Additional information that is also considered directory information includes participation in officially recognized activities and sports, the weight and height of members of an athletic team and any awards received.

CUI eligible students have the right to inspect and review their education records maintained by the school. The University is not required to provide copies of records unless, for reasons such as great distance, it is impossible for eligible students to review the records. The University may charge a fee for copies.

Eligible students have the right to request that a school correct a record that they believe to be inaccurate or misleading. If the school decides not to amend the record, the eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, the University must have written permission from the eligible student in order to release any information from a student's education record. However, FERPA allows the University to disclose those records, without consent, to the following parties or under the following conditions (34 CFR 99.31):

- University officials with legitimate educational interest;
  - University officials include but are not limited to people employed by the University in administrative, supervisory, academic, research, or support staff positions; people or companies, such as attorneys, auditors, collection agencies or the National Student Clearinghouse, with whom the University has contracted; university volunteers; students serving on an official committee or assisting another university official in performing tasks.
  - A university official has a legitimate education interest if the official needs to review an education record in order to fulfill professional responsibilities.
- Other institutions to which a student is transferring;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

## **IDENTIFICATION CARDS**

The Concordia ID card is the primary university identification card, mandatory for all students. In addition, the card provides access to residence halls, meal plans, computer lab printing, and also functions as a library card. The card also contains each student's unique eight digit university identification number.

The Concordia ID card can also function as an optional campus debit card, allowing additional privileges and services at Concordia. With use of this campus debit account, students can deposit money into an account to make purchases at various locations on campus. Students may also enjoy the convenience of purchasing from the on campus snack and soda machines, and laundry services for residents.

## **BANNER WEB**

BannerWeb offers you access to your academic records, registration, student accounts, and financial aid. You will use this tool to access your information for planning upcoming semesters with your adviser. To access your information, login to MyCUI and click on BannerWeb.

## **E-MAIL ACCOUNTS**

Graduate students at Concordia University have access to the university's student e-mail system and can access e-mails at: [www.cui.edu/mycui](http://www.cui.edu/mycui).

The system is used to disseminate important information such as registration dates, graduate information, billing, and financial aid to students. It also provides students with email, a calendar, groups, personalized announcements, and course materials. The graduate program uses e-mails as well as written correspondence as an official method of communication with graduate students. If you have a problem logging in, contact the IT Help Desk at (949) 214-3175.



## **ACADEMIC SUPPORT SERVICES**

**Academic Advising:** Program advisors can assist students in planning their degree program by developing an individual completion plan. Program advisors are available to meet with students for course selection, sequencing, online enrollment and referral to campus resources.

**International Student Services:** The Office of Global Programs works with other units on campus to assist international students in their transition into the university and local communities. International students can receive assistance with questions regarding visa, I-20's, travel, practical training and other issues dealing with I-20 compliance.

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

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

## **WELLNESS SERVICES**

The developmental needs of students are among the highest priorities of the university. Although students are free to seek guidance or counseling from any faculty member, the university provides several avenues to meet the total needs of the students.

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

## **AUTOMOBILES, MOTORCYCLES & OTHER TRANSPORTATION**

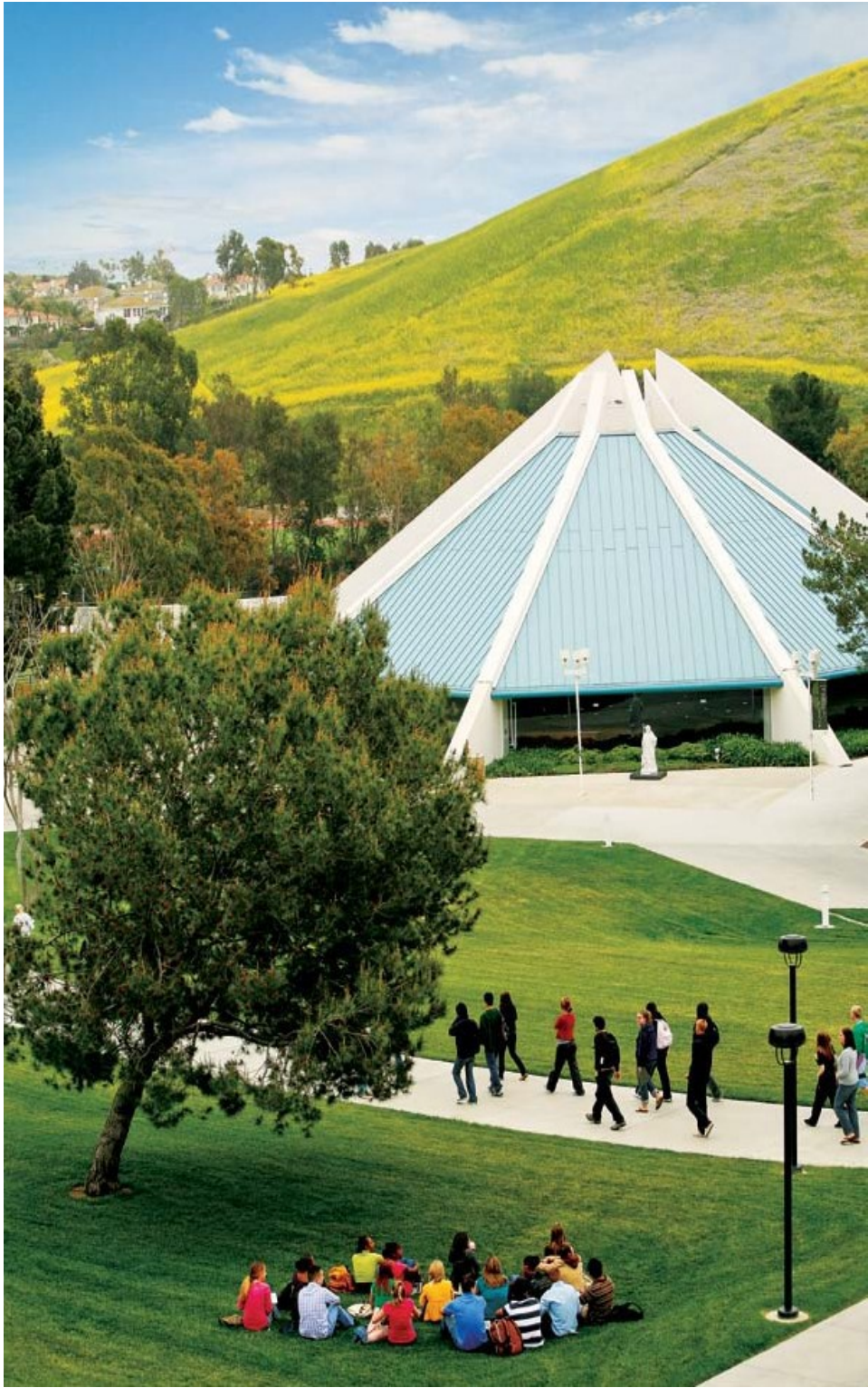
All vehicles driven on Concordia University property must be operated and/or parked in the appropriate parking spaces and in accordance with university regulations and the laws of the State of California. It is the student's responsibility to adhere to these regulations. The university cannot assume liability for loss or damage by theft or accident involving automobiles or motorcycles, the owners of which are advised to provide adequate insurance protection. Persons operating bicycles on university property must also comply with university regulations.

All vehicles parked on university property must be registered with the Office of Campus Safety showing proof of vehicle liability insurance and displaying a valid parking permit. All vehicles not displaying a valid parking permit are subject to citation. Temporary parking permits are also available at the Office of Campus Safety. Visitor parking permits are available at the gatehouses.

## **STUDENT RECORDS**

Pursuant to federal law, all student records, including evaluations, transcripts, letters and descriptions of individual students are open to review by the student to whom they pertain. Student records are the property of the university. Should any student believe records maintained in the university file to be inaccurate or unjust, that student is entitled to prepare a disclaimer or a reply to that student's record. One copy of such a disclaimer will be stapled to each copy of the student record.

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



# TUITION

## 2012-2013

<b>GRADUATE DEGREE STUDENTS</b>		
	<b>SUMMER '12</b>	<b>FALL '12/SPRING '13</b>
<b>ALA/BAL Program</b>	\$505/Unit	\$505/Unit
<b>HCM/IOP</b>	\$500/Unit	\$500/Unit
<b>RN-BSN</b>		\$525/Unit
<b>Accelerated Nursing BSN</b>	\$575/Unit	\$575/Unit
<b>Nursing Lab Fee</b>		\$360
<b>Skills Lab Fee</b>	\$80	\$210
<b>ATI Fees</b>		\$430
<b>MBA</b>	\$715/Unit	\$715/Unit
<b>MA International Studies</b>	\$590/unit	\$590/unit
<b>Virtual Private Network Fee (VPN)</b>	\$150	
<b>MA Theology/CMC Program</b>	\$570/unit	\$570/unit
<b>Cross-Cultural Ministry</b>	\$570/unit	\$570/unit
<b>DCE/Internship (Flat Rate)</b>		\$5,840
<b>MA Education MAED</b>	\$440/Unit	\$440/Unit
<b>Master of Education/Credential</b>	\$515/Unit	\$515/Unit
<b>Student Teaching 1 Fee</b>		\$210
<b>Student Teaching 2 Fee</b>		\$310
<b>MA Coaching</b>	\$440/Unit	\$440/Unit
<b>Application Fee</b>	\$50	\$50
<b>Graduation Application Fee</b>	\$130	\$130



### **PAYMENT OF TUITION AND FEES**

All tuition and fees are due and payable as stated on the bill for each semester. Tuition and fees may be paid at the Bursar's Office located on the first floor of Grimm Hall North (103/104) or online at [www.cui.edu/online](http://www.cui.edu/online) payments. Failure to pay fees by the established deadlines may cause the student to be dropped from ALL classes.

### **FINANCIAL HOLDS ON UNPAID BALANCES AND REGISTRATION**

Students who are past due in any debt to the university will have a financial hold on their account. They are not permitted to register in any school or college of the university until the hold is released. A financial hold precludes students from receiving university services, including: registration, dropping or adding classes, grades, transcript requests, diploma, graduation. No transcripts, official or unofficial, will be issued for a student who has an outstanding student account balance. Transcripts and diplomas will be released when the account is paid in full.

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



## FINANCIAL AID

### RETURN OF TITLE IV FEDERAL FINANCIAL AID POLICY.

This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy include Federal Pell Grant, ACG, SMART Grant SEOG, Federal Stafford Loan and Federal Plus and Grant Grad Plus Loans. A student withdrawing from Concordia University during a semester must file an Official Withdrawal Form with the Registrar's Office. If a 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 official withdrawal date will be determined by the university as: 1) the date the student began the university's withdrawal process; 2) the midpoint of the semester, if the student withdraws without notifying the university; or 3) the student's last date of attendance at an academically related activity, as documented by the university.

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

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

## HOW TO APPLY FOR FINANCIAL AID

- Apply for a FAFSA OIN at <http://www.pin.ed.gov> (First time applicants only or to retrieve PIN)
- Complete the FAFSA at <http://www.fafsa.ed.gov/> . For returning students complete the FAFSA Renewal
- Fill out the Post Bac Financial Aid Application (<http://www.cui.edu/uploadedFiles/Financial-Aid-Application-Post-Baccalaureate.pdf> )



## ACADEMIC POLICIES AND STANDARDS

It is the responsibility of the student to become familiar with and keep informed about the policies and regulations of the university and the Program of study as well as with the special requirements of his or her own academic program area. While the faculty and administration of Concordia will assist a student whenever possible, regulations will not be waived nor exceptions granted because a student is ignorant of regulations or claims that information was not provided by an adviser. Concordia University, through its offices and/or appropriate committees, may suspend or dismiss any student from the university for reasons of scholarship, aptitude, conduct, or health. It is also the responsibility of the student to determine requirements of state and federal government agencies for professional certifications.

### ACADEMIC HONESTY

The university expects all members of its community to act with responsibility. As an accredited institution of higher learning dedicated to the transmission of knowledge and the free inquiry after truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in the Scriptures.

The integrity of scholarship is the cornerstone of the academic and social structure of the university. It is the expressed policy of the university that every aspect of graduate academic life, related in whatever fashion to the university, shall be conducted in an absolutely and uncompromisingly honest manner. Violations of academic honesty are grounds for a failing grade and may result in dismissal from the University.

### ACADEMIC PROBATION/DISQUALIFICATION

Candidates with a GPA below 2.75 will be disqualified from their Degree Program. Program reinstatement may be approved by the Dean of the Program upon submission of a petition by the candidate.

### CLASS ATTENDANCE

Every student is expected to attend all regularly scheduled classes. Absences for participation in university activities should be cleared with the instructor in advance and appropriate work completed. Each instructor determines his/her own attendance policy for the course. **Failure to attend classes does not constitute a withdrawal**

### COURSE: ADD - DROP - CHANGES

Please refer to Student Program Handbook for Add/Drop policies as these are specific to each program. Students are responsible for following and adhering to the university's policies for adding, dropping and withdrawing from course(s).

**Failure to follow the official procedures outline in your program handbook will result in credit not being granted for courses not officially added or the assigning of the grade of "F" for courses not officially dropped. Non-attendance does not constitute withdrawal from a class. All withdraws must be made in writing through your program advisor and the Office of the Registrar**

## **ACADEMIC POLICIES AND STANDARDS**

### **TIME LIMIT**

All credit toward a Master's Degree must be completed within six calendar years after registration for the first course counted toward the degree. A petition for a time extension should be addressed to the Dean of the Program.

### **COURSE REPEATS**

All other classes may not be repeated for credit, but may be repeated for purposes of raising the grade. In such cases, both grades are entered on the transcript, but only the higher grade is used in computation of the cumulative grade point average (GPA).

# School of Arts & Sciences

## MASTER OF ARTS IN COACHING & ATHLETIC ADMINISTRATION

### SCHOOL OF ARTS AND SCIENCES PURPOSE STATEMENT

The School of Arts and Sciences strives to educate its students with the multi-faceted context of the liberal arts. Using both the riches of the past and the knowledge of today, Concordia instills in its students a disciplined and coherent worldview to prepare them to be active and effective leaders in today's world.



## APPLICATION INFORMATION

**Application deadlines for each term can be viewed at <http://www.cui.edu/admissions/graduate/index.aspx?id=12630>**

1. Submit an online application for admission to the Graduate Admission's Office with nonrefundable application fee of \$50.00 (see [www.cui.edu](http://www.cui.edu) for form).
2. Provide ONE official transcript from the college or university that shows your confirmed bachelors degree from an accredited college or university. (Transcripts must be received in an official SEALED envelope.) If degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree.
3. A student may be conditionally accepted for 1 term (2 course maximum) with unofficial transcripts. The condition of this registration is that the official transcript must be received before registration for subsequent term is permitted. A "hold" will be placed on a student's account if official transcripts are not received.
4. To be considered for full admission—a cumulative GPA of 2.75 or better (4.0 scale) in all previous college work.
5. To be considered for admission with a GPA below 2.75—a cumulative GPA of 2.75 or below in all previous college work will be considered with a petition letter. This letter of appeal may be addressed to the Admissions Committee and mailed to the Graduate Admissions Office. 1530 Concordia West Irvine, CA 92612

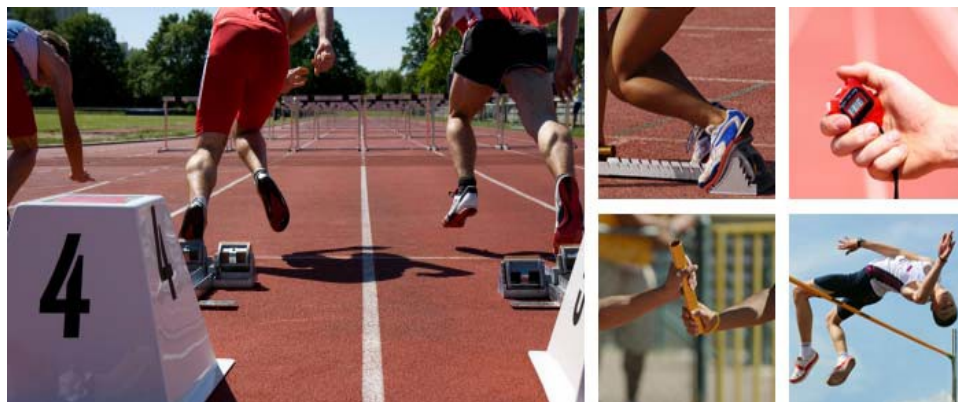
International applicants whose first language is other than English must submit a passing TOEFL score. TOEFL scores must meet the minimum university requirement which is 550 for the paper based test, 213 for the computer based test and 79-80 for IBT. Official test scores must be mailed to Concordia directly from the test company.

Upon completion of all admission requirements, you will be notified by the Graduate Admission's Office regarding your acceptance into the MCAA program.



## GRADUATION INFORMATION

All Master of Arts students are encouraged to celebrate the completion of their program by participating in the annual graduation ceremony held each May. However, students need to plan ahead for this event and be in good academic standing (cumulative GPA 3.0). All students must have completed their program or be currently enrolled in MCAA 595 or MCAA 595E with plans [verified by their academic supervisor] to have their culminating project completed by May in order to participate in the May graduation ceremony.



### GRADUATION POLICIES

Each student must register for graduation by the specified deadline. Applications for graduation are available on the Concordia University website and must be completed even if you do not plan to participate in the graduation ceremonies. Graduation application deadlines are available at <http://www.cui.edu/studentservices/registrar/index.aspx?id=1028>.

Graduation applications deadlines are posted on the Registrar's page of the website.

Concordia University holds commencement only in May. Students who complete graduation requirements during the previous year are invited to participate in the May commencement. Applications are processed at the end of each term. Please allow four to five weeks for your degree to be posted upon the completing of the term.

## **PROGRAM OVERVIEW**

### **RATIONALE**

The School of Arts and Sciences offers a master's degree program in coaching & athletic administration. This program provides a unique opportunity for programs in athletic administration or physical education. Concordia's program provides leadership as coaching and athletic administration develop as a profession, especially in the realm of infusing ethics and values into coaching.

Issues facing programs include: lack of well-qualified personnel; a need for ethics training, and a defining philosophy of sport. The MA in Coaching & Athletic Administration Program will combine the best practice in instructional methods in sport science and will include material that emphasizes ethical practices and principles in real life situations. This is consistent with the mission of Concordia University, Irvine. The program is broad in its foundation building upon the liberal arts, yet sufficiently focuses on the emerging profession and discipline of coaching.

### **ACCREDIATION STANDARDS AND/OR PROFESSIONAL ASSOCIATION GUIDELINES**

The National Standards for Athletic Coaches (37 standards organized into eight domains) as developed by the National Association for Sport and Physical Education (NASPE) as its program standards. Students will develop portfolios as a part of their culminating projects demonstrating competency in each of the eight domains. Course projects that support the eight domains will be identified in the course syllabi. The eight domains are:

1. Injury Prevention, Care and Management
2. Risk Management
3. Growth, Development and Learning
4. Training, Conditioning, and Nutrition
5. Social-Psychological Aspects of Coaching
6. Skills, Tactics and Strategies
7. Teaching and Administration
8. Professional Preparation and Development

## MCAA REQUIREMENTS

**Master of Arts: Coaching and Athletic Administration** **36 Units**

**Master of Arts: Coaching and Athletic Administration Core** **20 Units**

MCAA 510	Principles of Coaching & Leadership	4
MCAA 530	Ethics and Sport	4
MCAA 550	Research Methods & Analysis	4
MCAA 580	Legal Aspects of Sport	4
MCAA 595	Culminating Project	4

**ELECTIVES** **16 units**

**Must choose 4 classes**

MCAA 520	Psychology of Coaching	4
MCAA 540	Sport Technologies	4
MCAA 560	Leadership & Administration	4
MCAA 561	Athletic Finance	4
MCAA 562	Facility Planning and Event Management	4
MCAA 570	Sport Medicine & Performance	4
MCAA 585	Strength, Speed & Conditioning	4
MCAA 590	Coaching Academy	4
MCAA 591	Athletic Director Institute	

## MCAA COURSE DESCRIPTIONS

### ***MCAA 510 Principles of Coaching & Leadership 4***

Methods of teaching sport skills, and sport management skills. The purpose will be to promote athletes' growth, development, and learning, while teaching age-appropriate skills. Includes analysis of National Coaching Standards.

### ***MCAA 520 Psychology of Coaching 4***

Sport psychology principles applied in a coaching environment, including the concepts of motivation, confidence building, competitive anxiety, communication skills, group processes, and emotional growth.

### ***MCAA 530 Ethics and Sport 4***

Examination and analysis of the philosophy and ethics of coaching. Students will examine how values are communicated, and how to facilitate positive social and emotional growth. Students will write personal statements on their philosophy of coaching, and will work through ethical dilemmas in sport.

### ***MCAA 540 Sport Technologies 4***

Current uses and application of technology in sport. Included will be video analysis of skill, analysis of computer data printouts, and integration of technology with coaching and administration applications. Students will apply skills, strategies and tactics in applied analysis training

### ***MCAA 550 Research Methods & Analysis 4***

Review of graduate research techniques. Introduction to action research and professional portfolio development.

### ***MCAA 560 Leadership & Administration 4***

Principles of leadership, organization, and management of sport programs. Included will be leadership skills and techniques, communication, scheduling, and program reviews.

### ***MCAA 561 Athletic Finance 4***

This class will be an advanced study in the marketing and sponsorship of sport programs. It will incorporate the theories of athletic finance, current strategic planning models, and application for budgeting, grant writing, and fundraising.

### ***MCAA 562 Facility Planning and Event Management 4***

The class will be an advanced study in event management and planning of sport facilities. It will incorporate the development of new sport facilities and the management of existing sport facilities. Included in the study will be current event planning models, sport facility related finance, and facility management.

### ***MCAA 568: Advanced Theories and Strategies for Coaching Soccer***

This class will provide soccer coaches with the tools to build upon their coaching philosophy, assist with program development, and continue with professional growth. The program will include; practice planning, technical vs. tactical training, cultivating relationships with administrators, parent groups, and officials and preparing players for the next level. This will be done through classroom and practical instruction; as well as presentations by guest speakers.

\*Requires class attendance as well as participation in pre and post attendance online learning requirements

## MCAA COURSE DESCRIPTIONS

### ***MCAA 569: Advanced Theories and Strategies for Coaching Lacrosse 4***

This course will serve to further the knowledge of both the veteran and the new lacrosse coach, covering topics such as: skills development, teaching lacrosse tactics and strategy, coaching philosophy, practice organization, developing strength training/conditioning programs, improving relationships with game officials, parents and Booster groups, and more. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 570 Sport Medicine & Performance 4***

Recognizing and caring for sport injuries. Included will be basic physical evaluation and taping skills, as well as purposes and procedures for adequate care of injured athletes. An application of nutrition information and eating to win is also included.

### ***MCAA 571: Advanced Theories and Strategies for Coaching Golf 4***

Advanced training to improve the coaching of golf. Theories, strategies and course content will include: history and etiquette of the game, proper mechanics and teaching/recruiting techniques. A combination of classroom learning and practical application of driving range. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 572: Advanced Theories and Strategies for Coaching X Country 4***

A professional development training designed for high school and college cross country and distance running coaches. Topics will include: philosophy of the sport, best coaching practices, warm-up and stretching, successful training theory, cardio-training, nutrition, injury prevention, weight training theory, cardio-training, nutrition, injury prevention, weight training, mental training, and recruitment. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 573: Advanced Theories and Strategies for Coaching Basketball 4***

A professional seminar designed to assist basketball coaches in developing their coaching philosophy, team building, and coaching strategies. Topics will include rules/regulations, team defense, special situations, fundamental offensive and defensive drills, strength and conditioning, and more. Experts currently working in the field will share/discuss their best practices coaching basketball. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 574: Advanced Theories and Strategies for Coaching Football 4***

This course will offer football coaches the opportunity to increase their knowledge of operating a football program. This class will cover; position specific drills, offensive and defensive alignment and strategies, the importance of continual learning, the recruiting process, and situational coaching. Course instructors will include high school and collegiate level coaches leading in-class and on-filed sessions. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

## **MCAA COURSE DESCRIPTIONS**

### ***MCAA 575: Advanced Theory and Strategy for Coaching Softball 4***

This advanced level course will enhance the knowledge of novice and experienced softball coaches. Experts currently working in the field will discuss best practices for coaching successful softball programs. Areas covered will include: philosophies implementation of good practices, identifying common coaching mistakes, fundamentals for each position, on-field implementation drills, good hitting basics, technology to improve hitting, on-field team defense and strategy, recruiting process, identification of coaching methods and personal coaching. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 576: Advanced Theory and Strategy for Coaching Volleyball 4***

This class will provide volleyball coaches with advanced training to improve coaching in volleyball. Discussion will include coaching philosophy, difference in the men's and women's game, training techniques in practice, coaching strategy, use of technology in practice and matches, sand volleyball, and running of high school, club and collegiate programs. The class will cover the various skills of volleyball, including attacking, blocking, setting, defense, passing and serving. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 577: Advanced Theory and Strategy for Baseball 4***

This class will provide advanced training to improve the coaching in baseball. Theories, strategies and best practices will include: planning, organizing and conducting quality practices; hitting and pitching mechanics and fundamentals; offensive and defensive strategies; baseball specific strength and conditioning; college recruiting and professional scouting elements. There will be guest instructors and onfield demonstrations throughout the class. \*Requires class attendance as well as participation in pre and post attendance distance learning requirements

### ***MCAA 578: Advanced Theories and Strategies for Coaching Water Polo 4***

An educational seminar designed to assist water polo coaches in developing a framework for the operation of an aquatics program. This training will serve as a valuable tool for veteran and new aquatics coaches. Topics will include: rules/regulations, coaching philosophy, best practices within training sessions, developing strength training/conditioning programs and improving relationships among game officials, parents and Booster groups. \*Requires class attendance as well as participation in pre and post attendance online learning requirements.

### ***MCAA 579: Advanced Theory and Strategy for Coaching Wrestling 4***

This course will serve to enhance the knowledge of both the new and veteran wrestling coach. Topics to be discussed will include skills development, tactics and counter moves, promoting your program, use of technology, coaching philosophy, strength and conditioning, practice organization, and community/media relations. There will be demonstrations and distinguished guest speakers throughout the course. \*Requires class attendance as well as participation in pre and post attendance distance learning requirements.



## MCAA COURSE DESCRIPTIONS

### ***MCAA 580 Legal Aspects of Sport 4***

Legal aspects of sport administration and coaching, including analysis of liability, application of sport law, and risk management. Included will be case reviews. MCAA 585 Strength, Speed & Conditioning 4

Principles of strength, flexibility, power and cardiovascular conditioning. Students will learn to construct and apply conditioning programs.

### ***MCAA 590 Coaching Academy 4***

This seminar prepares students in the areas of coaching certification, drug testing programs, and administration of athletic programs.

### ***MCAA 591 Athletic Director Institute 4***

This seminar prepares students regarding the duties and responsibilities of becoming an Athletic Director. Topics include but not limited to: budgets, leadership, facilities management, administration of athletic programs.



### ***MCAA 595 Culminating Project 4***

This 4-unit experience will be an application of knowledge and skills related to one's area of coaching. Students must complete a professional portfolio which will be completed in their last session of attendance. A passing grade on the project is needed to complete this course.

### ***MCAA 595E Continuing of Culmination Project 4***

This class is an extension of MCAA 595 and students are to enroll in this course if they have not completed their Research Project while enrolled in MCAA 595. Students are not charged for this course. However, if students enroll in this course they are responsible for following the current MCAA 595 portfolio guidelines at the time they submit the final portfolio. Therefore, previously written chapters that were completed during any previous terms may need to be re-written in order to satisfy the current portfolio guidelines. Students are responsible for following all current guidelines. Portfolios submitted based on previous guidelines will not be approved.

# School of Business & Professional Studies

**MASTER OF BUSINESS ADMINISTRATION**

**MASTER OF INTERNATIONAL STUDIES**

**JOINT MAIS/MBA**

**BACHELOR OF ARTS IN BUSINESS ADMINISTRATION &  
LEADERSHIP**

**BACHELOR OF SCIENCE IN HEALTH CARE**

**MANAGEMENT BACHELOR OF SCIENCE IN**

**INDUSTRIAL—ORGANIZATIONAL PSYCHOLOGY**

**BACHELOR OF SCIENCE IN NURSING**

**SECOND DEGREE ACCELERATED**

**RN TO BSN**

## **SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES MISSION STATEMENT**

The mission of Concordia University's School of Business and Professional Studies is to assist men and women to develop in the profession of business demonstrated through Christian values, ethics, and personal integrity through project based learning.

## **SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES VISION STATEMENT**

The vision of the School of Business and Professional Studies is to be recognized as a leader in Business Education, serving the Orange County region. The School of Business and Professional Studies also aspires to be one of the top ten Christian Business Schools in the United States.

## **MASTER OF BUSINESS ADMINISTRATION**

### **PROGRAM PURPOSE STATEMENT**

The MBA program aims to develop the profession of business through the engagement in business practices in real world activities. The primary outcomes sought are skillful and thoughtful business practitioners.

### **MBA LEARNING OUTCOMES**

Conduct a survey of the business environment, identifying opportunities and formulating an effective and efficient means to capitalize on that opportunity creating something of value. This will be evidenced by successful case Formulation and analysis in MBA 603.

Demonstrate an understanding of financial statements and use them to make management decisions. This will be evidenced by successful testing in MBA 604.

Assess the potential market for a specific set of products and services, and formulate a marketing plan for selling those products and services to that constituency. This will be evidenced by a cogent marketing plan in MBA 605.

Demonstrate skills in managing effective funding in business to make investment decisions that increase shareholder value. This will be evidenced by a series of original financial analyses in MBA 606.

Research any aspects of business practice to produce a solid empirical basis for decision-making. This will be evidenced by an effective research project in MBA 607.

Perform skills directly used in specific business specialty practice or context developed through projects in their program. This will be evidenced successful projects in an eclectic yet cohesive set of MBA Electives.

Formulate and communicate an original business idea to the broader business public. This will be evidenced in publically tested business plans or article in MBA 695 & 696.

## APPLICATION INFORMATION

**A student must be admitted to study for the Masters of Business Administration prior to registering for any MBA core courses.** To be considered for admission a student must:

- A. Hold a bachelor's degree from a regionally accredited college or university.
- B. Submit an Application for Admission to the graduate enrollment office. **There is a non- refundable application fee of \$50.00.**
- C. \*Provide all relevant transcripts for Admission's review.
- D. Submit a one page typewritten essay on why the applicant is pursuing an MBA.
- E. Submit a current resume or vita.
- F. Submit two current letters of recommendations. References should comment on academic proficiency, personal character, and competence and effectiveness in professional work.
- G. Be currently employed, preferably with a project orientation so you can apply courses to your current work projects.
- H. Meet with the Dean of the School of Business and Professional Studies and the MBA Program Director.

The Fine Print: \* ***(Transcripts must be received in an official SEALED envelope.)*** If the degree granting institution is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved inter- national credential evaluation service that shows the equivalent of a regionally accredited U.S. degree.

***International applicants whose first language is other than English must submit a passing TOEFL score. TOEFL scores must meet the minimum university requirement. Official test scores must be mailed to Concordia directly from the test company.***

## ACCEPTANCE INFORMATION

A candidate is expected to provide evidence of their ability to achieve success in a graduate business program. Areas of measurement include, but are not limited to:

- A. Success as an undergraduate student demonstrated by continuous improvement in his or her academic performance. A cumulative GPA of 2.75 or better (4.0 scale) in all previous college work meets this requirement. Since a high undergraduate GPA is not a necessary indicator of business success, Concordia considers all applicants academic accomplishments on an individual basis.
- B. Success as a member of the business community demonstrated by continuous growth in job title and responsibility.
- C. Success as a responsible and contributing member of society.
- D. Success as demonstrated by moral and ethical leadership.

## PROVISIONAL ACCEPTANCE

A candidate may be granted Provisional Acceptance into the MBA program in two cases:

- A. Applicant's GPA is lower than 2.75. Candidate must complete a semester with a GPA of 3.0 or greater to be granted full acceptance.
- B. If applicant is not currently employed, meaningful work must be obtained within the first semester.

**Upon acceptance into the program, a student will:** Meet with their MBA program advisor to plan for classes and pre-enroll in courses.

## GRADUATION

All MBA students are encouraged to celebrate the completion of their program by participating in the annual Graduation Ceremony. Students must have completed their program in its entirety by graduation. This means that all courses, including the Business Plan or Capstone Project, must be completed.

Concordia University holds only one commencement ceremony each year in May for undergrads and graduate students combined. Students who complete the MBA program in August or December are invited to participate in the May commencement of the following year.

### **GRADUATION POLICIES**

**An application for graduation must be completed even if you do not plan to participate in the ceremonies.** Graduation applications can be found on the CUI website under Registrar, Student Forms.

## THE MBA IN BUSINESS PRACTICE

### PROGRAM CONTENT

The MBA provides the student with business skills and concepts in the areas of management, accounting, marketing, finance, and business research.

Through an extensive list of elective courses, students can learn a wide variety of special areas such as social entrepreneurship, real estate, project management, sales, or other areas as elective courses are available.

**Normal length of program 24 months\***

**DEGREE REQUIREMENTS..... = 40 units at 600 Level**

### CORE CURRICULUM

MBA 603	Managing	4 Units
MBA 604	Accounting	4 Units
MBA 605	Marketing	4 Units
MBA 606	Financing	4 Units
MBA 607	Researching	4 Units
MBA 695	Capstone Project or	4 Units
MBA 696	Capstone Business Plan	4 Units

**ELECTIVES:** The remaining 16 credit hours will be offered in a variety of courses with 2 credits each. Courses will be based on the skills and availability of the practitioner-professors and the interest and needed skills of the students. This allows a relatively full complement of courses to be continuously offered. Thus, a 'clinical or 'practitioner' professor might have one student or a class of 20 at a given time. The delivery mode would fit the number of students, the nature of the course, and academic style of the professor. This aspect of the program requires attention to the development of practitioner-professors and their courses, as well as anticipating and coordinating their availability. For a listing of current MBA elective course descriptions go to the [MBA page](#) on the CU website.



## **CORE DESCRIPTIONS (CORE)**

### ***MBA 603 Managing***

This course develops a perpetual process of integrating management principles, techniques and unique skills to recognize opportunities and create something of value.

### ***MBA 604 Accounting***

Accounting is the primary channel for communicating the economics of any business. This course provides an understanding of how accounting contributes to a business enterprise.

### ***MBA 605 Marketing***

The success of any new product, service or idea rests with successful marketing. Knowledge, theory and experience are taught in this creative course.

### ***MBA 606 Financing Ventures***

Financial organization and stability are keystones to business success. Financial management in the rapidly changing firm is explored in detail.

### ***MBA 607 Researching***

Critical appraisal in marketing, sales, production, resource allocation, research and development are vital for the on-going successful organization. This course provides the tools for acquiring, interpreting, and using information for decision making.

### ***MBA 695 Capstone Project***

The capstone course will complete the curriculum through the creation of:

1. A professional website containing: your statement of your profession, a functional resume, and an electronic portfolio of project accomplishments.
2. A published paper

A presentation of that project/paper to an assembly of their peers and the business and academic community.

### ***MBA 696 Capstone Business Plan***

A comprehensive analysis of either change or advancement in an existing environment or the design of implementation of an entirely new venture. Chaired by senior faculty with business advisors.

## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 620: Global Leadership***

This course is about being an international leader and understanding the cultural, political and social environments an international leader must operate in. The course is designed to be a nontraditional independent study class focusing on learning about personal leadership skills within the context of an organization. It assumes a personal interest in the subject. The purpose in learning about leaders and international leadership is to enable each student to become a better leader within the international realm. The objective of International leadership is to provide a forum for the development of strategies, skills and techniques that promote successful leadership within organizations when companies have strategic base in several global locations.

### ***MBA 621 & 622: International Finance 1 & 2***

These courses will focus on the globalization of the marketplace and current events taking place in the global-wide financial crisis. We will study the global efforts being made currently to stabilize the marketplace and possible scenarios for the future, learn about regulation in the global economy, foreign financial institutions, global stock markets and emerging markets. We will discuss strategies for multinational companies to; measure and mitigate risk, fulfill strategic needs through the use of a variety of forms that global partner relationships can take, improve contractual terms and conditions in global partnerships and customer models, meet foreign content requirements of country specific business models, make foreign investments and capital budgeting decisions, and manage foreign exchange.

### ***MBA 623: New Product Innovation***

Innovation is a key part of the strategic plans of almost every company, yet successful innovation is a very difficult task to execute effectively. Product innovation touches everyone in the organization. The innovation process has many steps and parts (strategy, marketing inputs, R&D development, applications testing, etc.). Bringing all of the parts to work together in a single operation requires a high level of management support, the right processes for the particular company, and getting the right people to work in a highly multidisciplinary manner. This course will provide an overview of the main elements in the product development process and will cover not only new products but also the concept of innovation in services. Students will also work on a new product development project as part of the class deliverables.

### ***MBA 624: Technology in Marketing***

This course is designed for students who are interested in learning how contemporary technological advances transform the art and science of marketing. New multimedia, wireless, internet, and other advanced technical capabilities will be examined and incorporated into interactive decision-making modeling exercises designed especially for this course. This course also provides students with an appreciation of both the strategic and tactical value of competing on analytics. During this hands-on course, students will learn how to use database of customer information to build an effective set of integrated marketing programs.

audience, at multiple touch points. This course will also seek to establish a basic understanding of how key marketing activities affect consumer behavior within the buying cycle.

## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 626: Creativity & Innovation***

This class studies the processes used in creativity and innovation. Students learn and develop personal techniques for idea generation and implementation.

### ***MBA 628: Creating a Competitive Advantage***

This course focuses on the external aspects central to securing a competitive position of a firm in the marketplace. Issues such as how to carve out unexplored profitable niches, build demand drivers, optimize entry and exit strategies, and apply game theory in selecting competitive options. Students will be introduced to the latest quantitative decision support, financial, and statistical methods. During this course, students will work on a case study and use software modules especially designed to provide a meaningful hands-on experience and further enhance their understanding of these vital topics.

### ***MBA 632: Microeconomics***

This course will focus primarily on understanding our economic system and how it works to create wealth throughout society. We will examine the economic history of the United States to appreciate and understand the current economic realities. This class will explore current economic issues that are impacting our lives and identify the role that government, citizens and institutions play in the success or failure of an economy.

### ***MBA 633: Essential Business Law***

This course will explore major areas of business conduct that create liability. Learn procedures and methods to keep you and your business out of litigation. This class will emphasize current California law affecting business practice and lead to an understanding of the role and use of attorneys in business.

### ***MBA 634: Career & Life Planning***

This course will teach you how to maximize your career, relationships, physical, economic, and spiritual life. Learn how to be a top 10% career manager. Use the principles of wisdom to lead a great life of abundance and service.

### ***MBA 636: Database Marketing***

This course will be taught by the partners of Decision Intelligence Incorporated, a data based marketing consulting firm in Minnetonka, Minnesota. Each instructor will cover a different aspect of Database Marketing.

### ***MBA 637: Business Contracts***

Learn the basics of legal analysis that is applicable not only to contracts but to virtually all areas of your life. In addition, learn what you need to know about contracts as a business person.

### ***MBA 638: Forms of Incorporation***

From an LLC, to a partnership, to a Joint Venture, this course will discuss what corporate arrangements best address the needs of today's industries. In addition, discover why certain corporate forms present advantages different than other forms depending upon the type of service or product involved. Students will be given the challenging task of beginning their own corporate entity, engaging in the same experiences and steps corporate founders face when beginning their own companies. As a result, students will receive the requisite knowledge and insight of an entrepreneur and/or business executive.

## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 640: Global Management in a Flat World***

This course presents an overview of the dynamics of the global marketplace and international sources of economic change. Topics include globalization and the flattening of the world; the role of technology in the flat world; and the mandate of emerging markets, especially China and India. Comparative economic development, control and democratic regimes, international competition and cooperation are investigated. You will apply your knowledge to foreign market analysis and business planning, analyzing the multiple internal and external factors that must be addressed for economic success of the global enterprise.

### ***MBA 641: The Art & Science of Persuasion***

This course will focus on enhancing the student's skill to deliver effective presentations and facilitate efficient meetings. Techniques will be provided, practiced and refined in order to allow students to communicate, motivate and convince individual and group audiences. Student presentations and peer evaluations will be required at each session providing the opportunity to explore applying different techniques to different situations. This course will provide a solid foundation for presentations in future courses as well as in the workplace.

### ***MBA 642: Effective Communication***

This course is for individuals at all levels in all types of businesses/ organizations who desire to polish and/or develop additional communication skills in formal and informal settings. Through interactive discussions, role plays and activities the following areas are covered: verbal and nonverbal communication; defensive/supportive communication; assertiveness, submissiveness and aggressiveness; active listening; receiving and providing criticism; team building; delegation of responsibilities; empowerment; management and sales strategies; leadership; customer service; interviewing/recruiting; conflict resolution.

### ***MBA 643: Interviewing***

This course will examine the various forms of interviews focusing primarily on the employment or recruitment interview, and the performance review. Elements of the interview process will be studied and will include: all forms of correspondence (cover letters, resumes, thank you letters), all phases of the interview process (what occurs prior, during and post interview), and verbal and nonverbal communication strategies for all forms of communication interactions within the interview context.

### ***MBA 644: Wealth Management Strategies***

This class will explore strategies and investment vehicles available to maximize return and minimize risk for both corporations and individuals. Wealth management strategies, such as investor profiles, diversification, risk management, estate planning; and investment vehicles, such as bonds, stocks, mutual funds, structure products, and hedge funds are subjects to be discussed. Class will be comprised of material discussion, on-line research and Q & A sessions and projects.

## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 645: Leadership and Development***

The objectives of the course are to promote and strengthen one's leadership abilities within the business setting. Leadership skills play a huge role in managing employees. Particularly in this turbulent environment, a strong leader can provide direction and guidance to motivate employees. This course is about being a leader. The course is designed to be a nontraditional independent study class focusing on learning about personal leadership skills within the context of an organization.

### ***MBA 647: New Product Design & Development***

In this class students will learn how to reduce risks inherent to all new product related decisions, justify an investment in new products, select the right ideas for development, create new product concepts, assemble and manage cross-functional development teams, implement the stage-gate project tracking and monitoring process, conduct market testing, prepare meaningful financials, and successfully manage roll-out phase of new products. Students taking this course will learn how to use software based simulation programs designed to "test fly" new product ideas, test viability of marketing mix options, and select optimum market launch scenarios.

### ***MBA 648: The Global Marketplace***

In this class students will discover how the international economic, political, legal, and cultural environments affect a company's international business decisions. Students will learn how to create world-wide brands, enter international markets, move operations to lower labor cost areas, address the foreign risk issues, and build global organizations.

### ***MBA 649: New Venture Finance***

This course examines identification of opportunity and investment decisions, valuation techniques and their role in entrepreneurial decision making, the life cycle of enterprises and the need for capital, and the changing focus of late stage entrepreneurial firms. Students will be able to evaluate entrepreneurial business opportunities, understand sound investment decisions reinforced by quantitative and analytical skills, and learn how firms are financed throughout their life cycles.

### ***MBA 651: International Project Management***

This class lays a solid foundation on which a successful international project management career can be built. Student will be introduced not only to the key concepts in Project Management such as; work breakdown structure, critical path, PERT, Gantt, resource planning, and project budgeting but also to the latest software and communications tools that enable outsourcing and off-shoring to become an integral part of a successful international project management strategy.

### ***MBA 652: Basics of 21st Century Successful Sales***

This is an introductory examination and explanation of the essential elements of basic salespersonship in the digital age. Topics include: Sales knowledge base such as market assessment, time management, forecasting and prospecting skills; as well as actual sales skills including getting appointments, effective presentations, sales interview skills, needs analysis, proposals, qualifying the opportunity and asking for commitment. This course is designed for those wishing a fundamental understanding of the key ingredients in professional selling.

## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 653: Advanced Sales Skills for the 21st Century***

This course is an extensive investigation into the skill set of the senior sales representative where the attendee will gain an advanced set of skills for improved effectiveness and productivity. Topics include: extraordinary sales skills, mastering the art of buy-in, consultative selling, product selling, exceptional communication skills, influencing buyer behavior, adding value to the sales process, strategic selling, financial justification and mastering a multi-call sales process. This course is designed for those sales professionals and sales managers who wish to continually improve and enhance their sales skill sets.

### ***MBA 654: Customer Relations Marketing***

This course will seek to provide an understanding of how multiple marketing disciplines integrate with each other to enhance the impact of the message to the target audience, at multiple touch points. This course will also seek to establish a basic understanding of how key marketing activities affect consumer behavior within the buying cycle.

### ***MBA 655: Strategy Implementation***

This course builds on the "Creating a Competitive Advantage" course (MBA 628) and draws on the latest industry research and real life case studies. It introduces an integrated set of tools, frameworks, and processes that address the challenges of company-wide coordination, motivation, and measurements as related to the alignment of the entire organization along strategic imperatives of the firm. The course is based on case discussions, lectures, team work, and process modeling exercises designed to enhance and challenge the strategic thinking of students.

### ***MBA 658 & 659: Financial Statement Analysis 1 & 2***

These classes will provide an analysis of financial statements for business valuation and strategic considerations. Liquidity, debt-paying ability, profitability and investor analysis concepts are used to analyze the financial conditions of a business organization. Students will learn how to read, understand and analyze and interpret financial statements of actual companies. In MBA 659 students will use technological analytic tools to perform an actual company analysis.

### ***MBA 663: Personal Finance***

The objective of this class is to provide the students with a general overview and insight into how they can plan for and implement strategies towards achieving their financial goals and dreams. In this class we will explore the areas of personal finance and facilitate a discussion on how each of these areas can be applied in your lives and your careers to achieve your financial goals and dreams.

### ***MBA 664: Real Estate Development***

This course will provide an overview of the exciting business of real estate. Students can develop expertise in one or more functions of the real estate development process. Topics to be discussed include; market planning, site selection, financing, design, procurement of entitlements and community relations, construction, and marketing.

## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 665: Entrepreneurship***

This course will teach you everything you need to know to start, operate or grow your business utilizing best business practices and time- tested business wisdom. You'll begin by discovering the techniques for picking the right opportunity, how to protect your idea and then develop proven marketing techniques to easily build sales. We'll review traditional and non-traditional funding options. You'll learn easy-to-implement employee management procedures and strategies for building the team as well as production and sales distribution options. Finally, you'll write your own business plan that helps you build your business strategically and attract investors and customers. The course is also a Certificate in Biblical Entrepreneurship (BE). It will guide you to create a sustainable business utilizing biblical principles.

### ***MBA 667: Corporate Sustainability***

### ***MBA 668: Negotiation***

### ***MBA 677: Business History***

This course is not a recounting of economic theory and historiography; it is a study of the dynamics of change as they apply to business activity and decision-making, and to the recognition, preservation, and use of the historic resources of a business enterprise. It allows the student to research, study, and analyze the history of an enterprise (or business person) of choice; and possibly to produce a publishable document. This class, which is a combination of readings, lectures, research and writing, will intrigue those who see potential in a looming corporate anniversary, those who have interest in the businesses and business people of their community, and those who, frankly, are just plain curious!

### ***MBA 678: eBay Marketing***

This course will teach you the right way to sell on eBay. Training delivered by Education Specialists uses the most up-to-date training and student materials, the same ones used by eBay University, so you know you're learning to make the most of eBay to increase your revenue.

### ***MBA 679: Integrating Faith and Work***

This class is for those interested in learning practical, biblical advice for business success and how to see God's presence and power in the "9 to 5" window of the everyday world of work. This class will help you connect the Sunday morning message at church with the Monday morning realities of the workplace. It will better prepare you to make a difference for the Kingdom of God in your workplace. It is designed to help you experience God in your work life, make Godly decisions at work and hear God's voice during your workday.

### ***MBA 680 & 681: Transformational Success Coaching 1 & 2***

These courses aim to help you answer the question "How do you define success in work and life?". You will create weekly success plans for your personal and professional development and work/life balance; create a clear vision for your life now and your future; learn skills to develop habits for "fitness" in the work place while living your purpose in life – designing a life in a balanced way, not just making a living; and finish with a presentation that builds confidence, clarity of purpose and fosters dynamic speaking skills.



## **CORE DESCRIPTIONS (ELECTIVES)**

### ***MBA 683: Environmental and Energy Sustainability***

This course introduces the fundamentals of sustainability as related to the environment and energy to both graduate and undergraduate students. Topics include definition and interpretation of sustainability, overview of global warming, and the types and trends of non-renewable and renewable energy resources and their role and impact on society. The course combines solid scientific explanations and practical applications of these topics through case studies, video presentations, class discussions and field trips.

### ***MBA 684: Project Management***

Project Management introduces basic principles of modern project management, analysis, planning and monitoring of projects and development of knowledge areas as defined by the Project Management Institute's Project Management Body of Knowledge (PMBOK). The course integrates definition of project scope, planning and sequencing of project deliverables, designing the project schedule, resource requirements planning, cost estimation and budgeting, project risk identification and analysis, tracking project progress, project communications management and developing strategies for executing of successful projects. Microsoft Project 2007 Professional will be used as the primary tool for planning, executing and managing projects. The course will also help students prepare for the PMP (Project Management Professional) certification exam.

### ***MBA 686: Business Process Management***

This course introduces the principles of business process analysis, design and re-engineering to transform an organizational process from an existing stage to a state that improves performance to achieve specific goals. Students will analyze an existing business process and develop a proposal for re-engineering the process to improve productivity, effectiveness and performance using appropriate technologies.

### ***MBA 687: B2B***

This course was designed for students who would like to prepare for vast career choices offered by this area of marketing and who want to understand how the B2B environment differs from that of B2C. This is a fact based and hands on marketing class. Students will work with real life cases, critically examine testimonials by successful B2B executives, and "test drive" selected strategies and tactics using Excel based business models. Throughout this course students will be encouraged to adopt, fit for the 21st century, socially and environmentally responsible business practices.

### ***MBA 688: Marketing Communications***

The process of effective marketing will be examined from a practical perspective. The focus of this course will be how companies market; from branding to expenditure ROI evaluation. The ethical implications of the marketers will be scrutinized, to insure students are aware of the pitfalls inherent in marketing functions.

## **MASTER OF ARTS IN INTERNATIONAL STUDIES**

### **WELCOME TO THE MASTER OF INTERNATIONAL STUDIES PROGRAM**

With a population of over 1.3 billion and one of the world's strongest economies, China has established itself as a global super-power. Within a few decades, it has created a miracle, lifting itself out of developing world status and into a modern, high-tech country that is being courted by every major nation around the world for its business and friendship. The sleeping dragon has awakened to the new millennium, ushering in an age of new opportunities, challenges and experiences. The doors to China are open only to those with the necessary China experience, China contacts, China knowledge, and China mindset.

Experience in China will prepare individuals for new opportunities in the 21st Century. The Master of Arts in International Studies will provide candidates with the chance to:

- gain an appreciation of Chinese culture first-hand and learn Mandarin;
- discover the social and economic opportunities emerging in China;
- develop relationships with Chinese leaders in business, education and other areas;
- explore academic, business and personal areas of interest as they relate to China;
- impact a generation of Chinese students and colleagues;
- earn an MA in international studies while receiving training, study, and practical experience in China.

The Master of Arts in International Studies Program will provide candidates with intensive study and experiences in a diverse cultural setting. During this international experience, candidates will teach English and other academic courses (based on their qualifications and needs of the school, university or center) and in turn will receive housing (or housing stipend), a monthly salary and other benefits.

### **PURPOSE STATEMENT**

The Master of Arts in International Studies (MAIS) program is designed to provide the maximum exposure to Chinese life as you are studying and researching it. The program allows candidates to simultaneously study, work and live in China – all culminating in a Masters Thesis that is developed out of authentic interests and lived experiences, knowledge of the relevant literature and empirical data collected first-hand.

## **MASTER OF ARTS IN INTERNATIONAL STUDIES**

### **PROGRAM DESCRIPTION**

After a foundational summer semester at the Concordia University Irvine campus, students are deployed to Shanghai and Hangzhou to engage in practical work experience – teaching English and other subjects in schools, universities and centers – providing a rich context for applying their academic knowledge, a social laboratory to conduct research, and a setting for establishing and deepening relationships with local Chinese and people from all around the world.



### **PROGRAM LEARNING OUTCOMES**

1. Develop practical knowledge, skills, aptitudes, experiences and relationships to recognize and be poised for potential multinational, strategic opportunities.
2. Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of politics, culture, economics, law and society.
3. Design, implement and document primary research in an international context.
4. Demonstrate servant leadership as an ambassador of American culture, develop confidence and overcome obstacles, and learn how to live and work in a foreign country.
5. Engage other cultures and worldviews, communicate professionally and interpersonally in a cross-cultural context; establish authentic relationships and networks

## APPLICATION INFORMATION

**A student must be admitted into the master's program prior to registering for any courses. To be considered**

**for admission to the master's program, a student must:**

1. Have a bachelor's degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. bachelor's degree.
2. Be a Native English speaker, or demonstrate adequate ability/knowledge to the satisfaction of the Dean.
3. Be physically and psychologically eligible for a Chinese Work Visa (per P.R.C. physical/mental health requirements)
4. Submit an application for admission with **nonrefundable application fee of \$50.00** (see [www.cui.edu/applyonline](http://www.cui.edu/applyonline)).
5. Submit a statement of intent including short and long term goals and career objectives (see [www.cui.edu/mais](http://www.cui.edu/mais) for form).
6. Forward to the MAIS office **ONE** official transcript FROM EACH college or university attended, showing all previous undergraduate and graduate work. (*Transcripts must be received in an official SEALED envelope.*) If degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree.
7. Submit two current recommendations, on forms provided by Concordia (see [www.cui.edu/mais](http://www.cui.edu/mais) for forms) from an acceptable reference source such as professor, employer, immediate supervisor, pastor or colleague.
  - One Letter must attest to your academic qualifications;
  - A second Letter must attest to your professional qualifications (e.g. work, ethics, attitude)
8. Submit a complete and up-to-date resume.
9. Submit a copy of college/university undergraduate diploma.
10. Submit a copy of your valid passport (with at least 18 months of remaining validity from your expected date of departure).
11. Submit one color passport photo for university records.
12. After completion of your admission file, an admission interview will be scheduled.

## **POST ACCEPTANCE INFORMATION**

**The items listed below will be sent and/or requested of the student with the acceptance letter:**

1. Once a student is accepted into the MAIS program, a signed letter of commitment along with the deposit (\$300), is required from the student.
2. A signed copy of the Risk Release and Participation Agreement is required from the student.
3. The Student Contract must be carefully read, signed and submitted.

## **PROGRAM CONTENT**

### **COURSE SEQUENCE**

#### **A. Coursework at Concordia University Irvine, California**

These courses will be taken, in residence, on the Concordia University Irvine campus during the months of June and July. They constitute an intensive summer program, where an entire semester of courses will be completed in approximately 6 weeks.

#### **Summer Semester (18 units)**

MAIS 501 Chinese Culture and History .....	3 units
MAIS 502 International/Comparative Research Methods .....	4 units
MAIS 510 Basic Chinese Language .....	3 units
MAIS 528 Foundations of TESOL .....	2 units
<i>Education Emphasis</i>	
MAIS 520 Foundations of Chinese Education .....	4 units
<i>Business Emphasis</i>	
MAIS 530 Foundations of Chinese Business .....	4 units

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### **B. Coursework in China**

While working as a teacher in a Chinese school, university or center, students will concurrently be taking online MAIS classes through Blackboard (Concordia University's online learning portal).

#### **Fall semester (9 units)**

MAIS 503 Ethnographic Research ..... 3 units

MAIS 592 Teaching Practicum I ..... 3 units

*Education Emphasis*

MAIS 525 Environmental and Instructional Design ..... 3 units

*Business Emphasis*

MAIS 531 Global Economics & Enterprise ..... 3 units

#### **Spring semester (9 units)**

MAIS 504 Data Analysis ..... 3 units

MAIS 593 Teaching Practicum II ..... 3 units

*Education Emphasis*

MAIS 527 Literacy and Language Acquisition ..... 3 units

*Business Emphasis*

MAIS 533 International Management & Leadership ..... 3 units

### **C. Thesis Research & Writing**

During the summer semester after completion of their academic coursework, students will work on writing their MAIS Thesis. Students who do not complete their thesis during the summer semester may take an incomplete and register for a Fall extension. Students failing to complete their thesis at that time will receive an F in the course, and will be required to re-register in the MAIS 600 course.

#### **Summer semester (4 units)**

MAIS 600 . Research Writing ..... 4 units

## **COURSE DESCRIPTIONS**

### ***MAIS 501 Chinese Culture & Society 3***

This interdisciplinary course will provide insight into China's contemporary culture and social issues by studying its geography, history, linguistics, socioeconomic demographics, economics and politics, social system, and philosophy/religion. Examining a broad range of topics, the course will help students better understand the Chinese people, and the economic and social transformation that China is currently undergoing.

### ***MAIS 502 International/Comparative Research Methods 4***

Students will acquire fundamental research skills that can be applied to an international context. These include case study, surveys, interviews, and other qualitative and quantitative research methodologies. Students will also learn how to create a literature review, and subsequently, to utilize that knowledge to formulate a research plan.

### ***MAIS 503 Ethnographic Research 3***

Students in pairs will conduct a research project that utilizes ethnographic methods (e.g., observations, interviews and surveys). The research project will have as its setting the business or educational organization that the student has been placed at. Components of the research project will be completed incrementally as the semester proceeds.

### ***MAIS 504 Data Analysis 3***

Students will acquire the skills of quantitative data analysis to examine and make sense of both business and educational information. The course will focus on descriptive statistics and regressions, though other forms of analysis will also be covered. Students will be required to build on their research from MAIS 507 by either utilizing data that was already gathered through the ethnography or collecting additional quantitative data sufficient to run analyses on.

### ***MAIS 510 Basic Chinese Language 3***

Students will learn the basics of written and spoken Chinese, enough to navigate their China placements during their first semester abroad. This course also addresses numerous issues surrounding first and second language acquisition, such as oral language development, listening skills, writing and reading development. [Course may be waived if placed out by testing.]



## **COURSE DESCRIPTIONS**

### ***MAIS 511 Beginning Chinese Language 3***

The course is designed to structure, support and evaluate basic Chinese language learning and communication skills needed to engage in fundamental everyday encounters in China for students and professionals who have limited Chinese (Mandarin) skills. The course will have a balanced focus on the four skills of listening, speaking, reading and writing.

### ***MAIS 513 Advanced Chinese Language 3***

During this intermediate Chinese course, students will continue to work on their listening, speaking, reading and writing skills. About 15 lessons with short texts and dialogues will be covered. Students are expected to master around 790 common vocabularies and 56 basic grammar patterns. Students will continue to refine their word processing skills. By the end of the course, students will achieve a proficiency level that is between Level 2 and Level 3 on the International Chinese Language Proficiency Guidelines newly established by the Office of Chinese Language Council International (*Hanban*). This course will include online teaching and learning activities, before and after lessons guided self-studying, e-text reading, real-life language exploring, reflecting and recording.

### ***MAIS 520 Foundations of Chinese Education 4***

This course provides the context for understanding how education has evolved in China. Students will discover the methods of instruction most prevalent in China as compared to Western teaching methods. Furthermore, the cognitive, social, moral and psychological development of students in China will be examined, particularly in comparison to that of students in the US. Topics such as human learning, achievement, motivation, conduct and attitude will also be covered. This course prepares prospective teachers for the Chinese classroom experience.

### ***MAIS 525 Environmental and Instructional Design 3***

This course focuses on the design of effective, appropriate and positive classroom environments and instructional strategies for students from diverse backgrounds and learning modalities. Students acquire skills in lesson planning, classroom management and assessment. The frameworks that are utilized include Vygotsky's Scaffolded Learning, Gardner's Multiple Intelligences and Bloom's Taxonomy.

## **COURSE DESCRIPTIONS**

### ***MAIS 527 Literacy and Language Acquisition 3***

Utilizing a framework that examines the intersection of language, culture and cognition, students will study classroom methodologies in language development and acquisition with a focus on cross-curricular and cultural diversity issues. The successful implementation of pedagogical strategies for teaching the English language learner is the primary objective of this course.

### ***MAIS 528: TESOL Certificate Class 2***

This course will include second language acquisition theories, methods and techniques for the classroom, lesson planning, language assessment, and ethical considerations. It also gives students the opportunity to engage in team teaching with peer teachers-in-training. This includes delivery of lessons, along with peer and instructor feedback on those lessons. At the end, the classroom management plan, including the individual TESOL teaching philosophy, will be drafted.

### ***MAIS 530 Foundations of Chinese Business 4***

This seminar will address China's emerging role as a major power in both the global economy and international affairs. China's unprecedented economic and social transformation will be examined along with its integration into the world community of nations. The world needs to understand how China sees herself and her role in the world. Both Chinese and Western perspectives of international relations and economics will be explored along with major aspects of Sino-American relations from 1949 to the present.

### ***MAIS 531 Global Economics & Enterprise 3***

This course presents an overview of the dynamics of the global marketplace and the international sources of economic change. Topics include emerging markets, supply and demand, comparative economic development, control and democratic regimes, competition and cooperation, international trade organizations, and globalization. Students will apply their knowledge of these theories to the company that they are interning at, analyzing the multiple internal and external factors that must be addressed for economic success.

### ***MAIS 533 International Management & Leadership 3***

In this course, students will examine the inner workings of Chinese companies by examining them through the lenses of the mechanistic/bureaucratic perspective, the human relations perspective, the political perspective, the cultural perspective and the management perspective. These multiple perspectives will provide the substance for projects in group leadership and future business planning.

## **COURSE DESCRIPTIONS**

### ***MAIS 592 Teaching Practicum I 3***

This course consists of 4-6 months of field experience and class seminars. Students will develop an understanding of environmental and instructional strategies in practice, with particular attention towards meeting the needs of diverse learners.

### ***MAIS 593 Teaching Practicum II 3***

This course consists of 4-6 months of field experience and class seminars. Students continue to practice their knowledge of curriculum, instruction and assessment in the classroom. They will pay special attention to language acquisition for the non-native English speaker.

### ***MAIS 600 Research Writing 4***

Students will select or be assigned a faculty advisor and be engaged in completing their research project by editing and publishing a final research paper that will meet the professional standards of validity, reliability and credibility. Students who do not file their Master's Thesis at the end of the Fall term may repeat the Research Writing course in the Spring Term by re-registering for 4 additional units. Students filing their theses late during the following summer will be subject to a \$500 late filing fee as well.



## **MAIS/MBA JOINT DEGREE PROGRAM**

### **PROGRAM OVERVIEW**

The Joint MAIS/MBA Degree Program enables students to receive two separate diplomas: a Master of Arts in International Studies (MAIS) degree and a Master of Business Administration (MBA) degree. However, the Joint MAIS/MBA Degree Program allows students in the joint degree program to count up to 22 units of course work completed in the MAIS program to be counted toward completion of the MBA degree. Thus, students can complete all requirements for both degrees in as little as two years of full-time study compared to 3+ years for the MBA and MAIS programs if taken separately.

The Master of Arts in International Studies (MAIS) degree has concentrations in International Business and International Education alongside a 12-month internship in the People's Republic of China (PRC). Only students in the International Business concentration are eligible for the Joint MAIS/MBA Degree Program. There are 34 units of coursework in the MAIS program.

The Master of Business Administration (MBA) is composed of approximately one year of core courses and one year of elective courses, all taken part time while working. The courses for the MBA will be offered at Concordia University's Irvine campus in California. There are 40 units of coursework in the MBA program.

This is a joint degree program which would include the coursework for the MAIS degree (International Business concentration) and the core MBA courses. As opposed to the 74 units required for both programs taken separately, the Joint MAIS/MBA Degree Program is approximately 52 units total.

Admission to the joint degree program is competitive and students must maintain a 3.0 GPA to remain in the program.

### **ADMISSION REQUIREMENT**

Prospective students interested in the Joint MAIS/MBA Degree Program must apply meet all application requirements of both the MAIS and MBA programs. Applicants must also state their interest in the joint degree program in writing, being specific about their goals and timetable.

Continuing students already enrolled in the MAIS program may also apply for admission to the Joint MAIS/MBA Degree Program. Applications from continuing students will be considered as part of the regular admissions process. Thus, applicants must fulfill all admissions requirements, meet application deadlines, and note their interest in the Joint MAIS/MBA Degree Program.

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The number of continuing students accepted into the joint degree program may be limited by the availability of space in the MAIS and MBA degree programs. In keeping with the academic standards required for the joint degree program, continuing students must have a graduate Grade Point Average (GPA) of at least 3.0 to be considered for the joint degree program. For students who have only completed one term of course work in their first degree, admission to the joint degree program may be made conditional on the satisfactory completion of a second term of course work and the maintenance of a 3.0 GPA.

### **SAMPLE ACADEMIC PLAN 1 (MAIS – MBA ROUTE)**

#### **SUMMER 1 @ CUI (18 UNITS; 8 COUNT TOWARD MBA)**

<b>MAIS 501</b>	<b>CHINESE CULTURE &amp; SOCIETY</b>	<b>4</b>
<b>MAIS 502</b>	<b>INTERNATIONAL/COMPARATIVE RESEARCH METHODS**</b>	<b>4</b>
<b>MAIS 510</b>	<b>BASIC CHINESE LANGUAGE</b>	<b>4</b>
<b>MAIS 528</b>	<b>TESOL CERTIFICATE CLASS</b>	<b>2</b>
<b>MAIS 530</b>	<b>FOUNDATIONS OF CHINESE BUSINESS**</b>	<b>4</b>

#### **FALL 1 @ CHINA (9 UNITS; 6 COUNT TOWARD MBA)**

<b>MAIS 503</b>	<b>ETHNOGRAPHIC RESEARCH**</b>	<b>3</b>
<b>MAIS 531</b>	<b>INTERNATIONAL ECONOMICS**</b>	<b>3</b>
<b>MAIS 592</b>	<b>TEACHING PRACTICUM 1</b>	<b>3</b>

#### **SPRING 1 @ CHINA (9 UNITS; 6 COUNT TOWARD MBA)**

<b>MAIS 504</b>	<b>DATA ANALYSIS**</b>	<b>3</b>
<b>MAIS 533</b>	<b>INTERNATIONAL MANAGEMENT &amp; LEADERSHIP**</b>	<b>3</b>
<b>MAIS 593</b>	<b>TEACHING PRACTICUM 2</b>	<b>3</b>

#### **SUMMER 2 @ CUI (4 UNITS; 2 COUNT TOWARD MBA)**

<b>MAIS 600</b>	<b>THESIS WRITING</b>	<b>4</b>
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#### **FALL 2 @ CUI (ALL UNITS COUNT TOWARD MBA)**

<b>MBA 603</b>	<b>MANAGEMENT</b>	<b>4</b>
<b>MBA 604</b>	<b>ACCOUNTING</b>	<b>4</b>

#### **SPRING 2 @ CUI (ALL UNITS COUNT TOWARD MBA)**

<b>MBA 605</b>	<b>MARKETING</b>	<b>4</b>
<b>MBA 606</b>	<b>FINANCE</b>	<b>4</b>
<b>MBA 695</b>	<b>MBA CAPSTONE</b>	<b>2</b>

**\*\* COUNT TOWARDS MBA**

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**SAMPLE ACADEMIC PLAN 2 (MBA – MAIS ROUTE)**

<b>FALL 1 @ CUI (ALL UNITS COUNT TOWARD MBA)</b>		
<b>MBA 603</b>	<b>MANAGEMENT</b>	<b>4</b>
<b>MBA 604</b>	<b>ACCOUNTING</b>	<b>4</b>
<b>SPRING 1 @ CUI (ALL UNITS COUNT TOWARD MBA)</b>		
<b>MBA 605</b>	<b>MARKETING</b>	<b>4</b>
<b>MBA 606</b>	<b>FINANCE</b>	<b>4</b>
<b>SUMMER 1 @ CUI (18 UNITS; 8 COUNT TOWARD MBA)</b>		
<b>MAIS 501</b>	<b>CHINESE CULTURE &amp; SOCIETY</b>	<b>4</b>
<b>MAIS 502</b>	<b>INTERNATIONAL/COMPARATIVE RESEARCH METHODS**</b>	<b>4</b>
<b>MAIS 510</b>	<b>BASIC CHINESE LANGUAGE</b>	<b>4</b>
<b>MAIS 528</b>	<b>TESOL CERTIFICATE CLASS</b>	<b>2</b>
<b>MAIS 530</b>	<b>FOUNDATIONS OF CHINESE BUSINESS**</b>	<b>4</b>
<b>FALL 2 @ CHINA (9 UNITS; 6 COUNT TOWARD MBA)</b>		
<b>MAIS 503</b>	<b>ETHNOGRAPHIC RESEARCH**</b>	<b>3</b>
<b>MAIS 531</b>	<b>INTERNATIONAL ECONOMICS**</b>	<b>3</b>
<b>MAIS 592</b>	<b>TEACHING PRACTICUM 1</b>	<b>3</b>
<b>SPRING 2 @ CHINA (9 UNITS; 6 COUNT TOWARD MBA)</b>		
<b>MAIS 504</b>	<b>DATA ANALYSIS**</b>	<b>3</b>
<b>MAIS 533</b>	<b>INTERNATIONAL MANAGEMENT &amp; LEADERSHIP**</b>	<b>3</b>
<b>MAIS 593</b>	<b>TEACHING PRACTICUM 2</b>	<b>3</b>
<b>SUMMER 2 @ CUI (6 UNITS; 4 COUNT TOWARD MBA)</b>		
<b>MAIS 600</b>	<b>THESIS WRITING** (2 UNITS)</b>	<b>4</b>
<b>MBA 695</b>	<b>MBA CAPSTONE**</b>	<b>2</b>

**\*\* COUNT TOWARDS MBA**

**COURSE DESCRIPTIONS (SEE COURSE UNDER MBA AND MAIS PROGRAM)**

## **ADULT EDUCATION PROGRAMS**

### **PURPOSE STATEMENT**

Adult Education courses in the SOBPS seek 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.



## **HISTORY OF ADULT EDUCATION PROGRAMS AT CONCORDIA**

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 (IOP) major was added to provide a wider offering for adult students. Additionally the name CUA was replaced with a more general description of the

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programs and majors: Adult Education.

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).

### **ADMISSION INFORMATION**

Attend an Information Session or personal appointment with a program representative.

Complete the Application Form and submit it along with the \$50 application fee. This form is available online.

Request that official transcripts from all colleges or universities attended be sent directly to Concordia University, Irvine. In cases where the student has less than 12 transferable credits, a high school transcript must also be requested.

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 who's academic GPA were below the required minimum of 2.0. Students ...

**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.

### **ADMISSIONS APPEAL PROCESS**

A student who has applied for admission and been denied admission has a right to appeal the decision within seven days of receiving notification of admission denial. The appeal must be made in writing to the director of the program, and include a rationale for reconsideration. Within seven days of receipt of the letter, the director will convene an appeals committee consisting of one member appointed by the Dean of the School of Business & Professional Studies and one member appointed by the Office of the Provost.

The student will be informed of the date and time of the meeting, and instructed to bring any documentation pertinent to the appeal to the meeting. At that time, the chair will cite the reason(s) for the denial of admission and the student will be given the opportunity to explain the basis of his/her appeal. After discussion, the student will be excused and the committee will render a decision. The student will be informed of the decision in writing. This decision will be considered final.



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## **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/AS Degree
4. Complete Concordia GE requirements

Concordia's GE requirements for CU Accelerate

- ◆ 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 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

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 world view as it relates to a distinctively Christian worldview ALA 305
- Outcome 5: Demonstrate skills and knowledge specific to the Education or Business Emphasis



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**APPLIED LIBERAL ARTS (ALA) MAJOR REQUIREMENTS**

- A. GENERAL EDUCATION & ELECTIVES **78 UNITS**
- B. APPLIED LIBERAL ARTS PROGRAM **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 308 or ALA 309	The Living World                            or 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
EDUC 201	Psychology and Development of Diverse Learners	3

**TOTAL REQUIRED: 120 UNITS**



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### **BUSINESS ADMINISTRATION & LEADERSHIP (BAL) MAJOR**

The business administration and leadership (BAL) degree offers strong business strategies and effective communication skills for those who aspire to grow in business leadership expertise. Building upon the base of a solid business core followed by an emphasis in general business. The emphasis builds upon the core and prepares the student for further growth.

### **BUSINESS ADMINISTRATION & LEADERSHIP (BAL) PROGRAM OUTCOMES**

- Outcome 1: Demonstrate an increased ability to think read and communicate with confidence and knowledge.
- Outcome 2: Demonstrate an ability to analyze information and make informed choices.
- Outcome 3: Demonstrate an increased ability to make ethical and values based decisions.
- Outcome 4: Demonstrate a greater ability to use problem solving skills in addressing a problem.
- Outcome 5: Articulate their worldview as it relates to a distinctively Christian worldview.





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## **BUSINESS ADMINISTRATION & LEADERSHIP (BAL)**

### **MAJOR REQUIREMENTS**

**A. GENERAL EDUCATION & ELECTIVES** **75 UNITS**

**B. BUSINESS ADMINISTRATION & LEADERSHIP PROGRAM** **45 UNITS**

BAL 303	Ethical Principles of Effective Business	3
BAL 305	Christianity and Contemporary Culture	3
BAL 306	Business Law	3
BAL 307	Capstone Project	3
BAL 308	Human Resource Strategies & Applications	3
BAL 309	Financial Management of Businesses	3
BAL 311	Writing for the Workplace	3
BAL 312	Communication in the Workplace	3
BAL 404	Marketing Research & Quantitative Analysis	3
BAL 410	Sales and Promotions	3
BAL 415	Succeeding in the Multinational Business Environment	3
BAL 420	Managing Today's Worker	3
BAL 430	Marketing for Results	3
BAL 440	Business Strategies for Success	3
BAL 450	Leadership Strategies for Business Leaders	3

**TOTAL REQUIRED: 120 UNITS**

## **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) PROGRAM OUTCOMES**

The program provides a curriculum contemporary and relevant to evidence based healthcare management practice and which meets national standards for excellence. Graduates of the undergraduate program 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.

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## **HEALTHCARE MANAGEMENT (HCM) MAJOR**

### **ADDITIONAL ADMISSION CRITERIA**

Option 1: Associates Degree, IGETC, CSU and/or 60 units of transferable credits

**(OR)**

Option 2: You have 30 transferable credits or more

You must take general education classes concurrently with your major, with the understanding that all general education courses must be completed before taking

HCM 495: Senior Seminar

**(OR)**

Option 3: If you have less than 30 units

You are eligible for a HCM – Candidate status and can begin taking online GE courses. After earning 30 credits total, you can begin taking HCM courses concurrently.

\*Note:

BIO 101: Principles of Biology & Lab must be taken before HCM 488: Epidemiology: Study of Disease

ACT 211: Financial Accounting must be taken before HCM 425: Financial Management of Healthcare Organizations

### **LOWER DIVISION REQUIRED COURSES**

(can be taken concurrently with HCM courses. See Additional Admission Criteria above for details)

- ◆ ACT 211: Financial Accounting\*
- ◆ BIO 101: Principles of Biology & Lab\*
- ◆ PSY 101: Introduction to Psychology
- ◆ SOC 101: Introduction of Sociology
- ◆ MTH 201: Principles of Mathematics

\*Note:

BIO 101: Principles of Biology & Lab must be taken before HCM 488: Epidemiology: Study of Disease

ACT 211: Financial Accounting must be taken before HCM 425: Financial Management of Healthcare Organizations

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### HEALTHCARE MANAGEMENT (HCM) MAJOR REQUIREMENTS

**A. GENERAL EDUCATION & ELECTIVES 68 UNITS**

**B. HEALTHCARE MANAGEMENT REQUIREMENTS 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 Management	3
HCM 314	Introduction to Healthcare Quality Management	3
HCM 390/L	Biostatistics & Lab	4
HCM 412	Economical, Social and Political Issues in Healthcare	3
HCM 413	Leadership and Direction in the Administration of Health 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	Marketing and Strategic Planning 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

**TOTAL REQUIRED: 120 UNITS**

#### ELECTIVES

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

## **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (IOP) MAJOR**

Applying psychology in the workplace to enhance employee performance

The Bachelor of Science program in Industrial-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, Human Resources, or Training and Development are particularly interested in Industrial-Organizational Psychology.

In a convenient two-year hybrid delivery, 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.

### **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (IOP) PROGRAM GOALS**

Impact the student's work immediately, allowing them to apply material learned in class one night to their workplace the very next morning.

Increase the student's employability, preparing them for I-O related positions requiring a Bachelor's degree. Prepare the students for graduate work, particularly for Master's programs in Psychology or Business.

### **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (IOP) PROGRAM OUTCOMES**

1. Demonstrate a basic understanding of the core competencies for graduate level programs established by the Society of Industrial-Organizational Psychology (SIOP).
2. Understand basic research methodology and analysis in Industrial-Organizational Psychology which includes research design, data analysis and interpretation of research results.
3. Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and current trends in Industrial-Organizational psychology.
4. Conduct basic organizational assessment based on theoretically sound measurement and Industrial-Organizational Psychology methodologies.

### **INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (IOP) PROGRAM OUTCOMES**

1. General Psychology (or similar introductory psychology course)
2. Introduction to Statistics (or similar quantitative course)

Note: Prerequisites may be taken concurrently with Director's approval.

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**INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY (IOP) MAJOR  
REQUIREMENTS**

- A. GENERAL EDUCATION & ELECTIVES 78 UNITS**  
**B. INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY REQUIREMENTS 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 405	Psychological Testing	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**

## **COURSE DESCRIPTIONS**

### **APPLIED LIBERAL ARTS**

#### ***ALA 302: The Human Dimension (3)***

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 (3)***

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 (3)***

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 (3)***

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 (3)***

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 (3)***

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 308: The Living World (3)***

This course examines the life sciences and assists students in understanding scientific concepts as they apply to the human dynamic in the environment. It explores biology, ecology and evolution and assists students in understanding how the biological sciences apply to their lives and careers. (This course or ALA 309 will be offered and will meet the same requirement.)

#### ***ALA 309: The Physical World (3)***

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. (This course or ALA 308 will be offered and will meet the same requirement.)



***ALA 310: The Making of Our Reality (3)***

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 311: Writing for the Workplace (3)***

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 (3)***

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 401: Language and Learning (3)***

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 (3)***

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 (3)***

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

***EDUC 301: Psychology and Development of Diverse Learners (3)***

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 & LEADERSHIP**

***BAL 303: Ethical Principles of Effective Businesses (3)***

This course explores how business leaders make critical decisions and implement strategy while applying ethical principles that affect business performance.

***BAL 305: Christianity & Contemporary Culture (3)***

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

***BAL 306: Business Law (3)***

This course presents the basics of business law and its application for business managers and leaders. It explores American law with an emphasis on applica-

tion of business law and related tort law concepts relevant to modern business practices, including the role of the courts and administrative process.

**BAL 307: Capstone Project Seminar I II III (3)**

The leadership project will be developed throughout the program as students integrate the other courses into addressing a business issue. The students will share strategies and techniques that have been used to demonstrate leadership with a business issue. Students will meet with a faculty member periodically and attend workshops throughout the program.

**BAL 308: Human Resource Strategies and Applications (3)**

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

**BAL 309: Financial Management of Businesses (3)**

This course presents an introduction to the principles and practices of managerial finance. Cash flow analysis, financial statements and balance sheets are examined.

**BAL311: Writing for the Workplace (3)**

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.

**BAL 312: Communication in the Workplace (3)**

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.

**BAL 404: Marketing Research and Quantitative Analysis (3)**

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

**BAL 410: Sales and Promotions (3)**

This course prepares students to apply the process of attracting consumers to your product. Students will explore the sales and promotion process.

**BAL 415: International Business (3)**

This course explores the many dimensions of doing business in a global environment. Students will learn the foundations of international business and apply it within an international business proposal.

**BAL 420: Managing Today's Worker (3)**

Current management and human resource theories are explored as students study the various aspects of managing today's employees.

**BAL 430: Marketing for Results (3)**

An overview of marketing research provides information for marketing decisions. Students will develop skills in preparing a marketing plan based upon a solid understanding of market variables.

**BAL 440: Business Strategies for Success (3)**

This course is a foundational educational experience in business analysis and

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writing. Students will develop skills to devise good business strategies and analyzing business documents.

***BAL 450: Leadership Strategies for Business Leaders (3)***

This course introduces students to the program and explores leadership theory and practice. It also prepares students to choose their leadership project. The project will be developed throughout the program as students integrate the other courses into addressing a business issue.

## **HEALTHCARE MANAGEMENT**

***HCM 305: Christianity & Contemporary Culture (3)***

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 (3)***

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 (3)***

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 (3)***

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 (3)***

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)***

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: *Economical, Social and Political Issues in Healthcare* (3)** 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 & Direction Administration of Health Services* (3)** 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* (3)** 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* (3)** 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* (3)** 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: *Topics in Public Health Administration* (3)** 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: *Introduction to Gerontology & Mental Health Management* (3)** 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 & Strategic Planning Healthcare Organizations (3)***

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 (3)***

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 (Prerequisite: ACT 211: Financial Accounting.)

***HCM 438: International Health (3)***

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 (3)***

Nature, transmission, prevention, and control of disease from a public health approach; historical background, current problems, and trends in disease control (Prerequisite: BIO 101: Principles of Biology and Lab.)

***HCM 494: Internship in Health Administration (3)***

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.

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(Credit/No Credit Only). The internship requires 80 hours of service / community activity as outlined by the program.

***HCM 494E: Internship Extension \* (3)***

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

***HCM 495: Senior Seminar (3)***

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.

***THL 467: Bioethics in Healthcare Professions (3)***

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.

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.

## **INDUSTRIAL - ORGANIZATIONAL PSYCHOLOGY**

***IOP 305: Christianity and Contemporary Culture (3)***

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 308: Human Resource Strategies and Applications (3)***

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

***IOP 311: Writing in the Workplace (3)***

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 327: Organizational Behavior (3)***

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 345: Social Psychology (3)***

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 Analysis (3)***

Provides an experimental learning situation in which research techniques and methodologies are studied by the developing and carrying out of a research project: selection of research problems, research design, data collection and analysis, statistical computation, hypothesis testing and theory building.

***IOP 405: Psychological Testing (3)***

Examines basic principles of construction, administration, scoring, interpretation and the use of psychological tests and measurements, including the study of problems related to reliability and validity.

***IOP 411: Employee Motivation and Attitude Theory (3)***

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 (3)***

Utilizes various psychometric instruments in the areas of job analysis, personnel selection, performance appraisal, job satisfaction, criteria analysis, and management training and development .

***IOP 431: Training and Talent Development (3)***

Applies 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 (3)***

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 (3)***

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 Development Project culminates in this final class.

***IOP 491-6: Industrial-Organizational Professional Development Seminar I-VI (1)***

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 (1 unit).



## **Second Degree Accelerated BSN Program**

### **Division of Nursing Philosophy**

Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation. The goal of nursing is to view each individual as a bio-psychosocial, cultural, and spiritual being with individual needs that are of utmost concern to the profession. The goal of this program is also to educate nurses to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Nurses must be supportive and considerate of each individual seeking care. Nurses must exhibit unconditional regard for each patient.

Nursing is a profession that encompasses professional and personal values, core knowledge and competencies in developing the role of care provider. It is also a service to humanity. Essential to this discipline is the development of attributes that encourage the holistic development of self in order to become socially responsive to the healthcare needs of a culturally diverse world.

The philosophy, objectives, and goals of the newly formed nursing division are congruent with: a) the Nurse Practice Act of California, b) Dr. Jean Watson's philosophy of caring in nursing, c) the mission and goals of Concordia University Irvine, and d) the standards identified by the Commission on Collegiate Nursing Education (CCNE).

At Concordia University Irvine, the nursing division functions within the philosophy of the University and has based its curriculum on the philosophy of Dr. Jean Watson's premise that nursing is both a philosophical and scientific approach to caring for all those who seek health care, disease prevention and management, health promotion and education. Watson's views are founded on scientific knowledge from various disciplines that allow nursing care to encompass both "curative" and "carative" dimensions in assisting clients to reach or maintain health or "die a peaceful death."

The nurse develops the skills to incorporate the nursing process while; performing simple to complex nursing care skills; teaching clients and families about self care, disease management, prevention, and health promotion; and learning and implementing the ability to appropriately delegate and supervise members of a health care team. In addition, nurses will develop the ability to evaluate patients' responses to nursing and medical care, revise a plan of care in concert with the patient while advocating for best treatment and nursing care options with members of the health care team in a variety of settings.

Nursing and its relationship to people of all cultural and ethnic backgrounds is rooted in a liberal arts education and life experiences that assist in integrating biophysical knowledge with information about human needs and behaviors in order to care for those who seek health care for illnesses,

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health restoration, and promotion. Dr. Jean Watson's belief also encompasses the promotion of each nurse's self awareness and self care. With this approach, the students have the opportunity to evaluate their own cultural beliefs and those of patients, their own learning needs and styles in building competencies at a beginner's level in a variety of practice settings. It is also the belief that the education at Concordia University Irvine will prepare graduates to communicate and interface with all members of health care teams in order to optimize patient health through best practice methods.

## Purpose and Learning Outcomes

The Second Degree Accelerated Baccalaureate in Nursing Science Program is designed for candidates who currently have an earned baccalaureate degree or higher in any discipline but wish to become registered nurses. The program consists of a three (3) semester course of study, including forty-six (46) units of nursing courses and three (3) units of Bioethics. In addition, each student must complete six (6) units of theology/philosophy on Concordia's campus prior to graduation. Students must complete 120 units that include prerequisites, general education courses (from original baccalaureate degree) and nursing coursework.

Program outcomes are based on professional standards and the needs of the communities of interest. They are:

1. Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patients. Become familiar with the principles of justice, autonomy and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice.
3. Take on additional roles, such as; registered nurse, public health nurse, parish nurse, manager, and clinical assistant instructor.
4. Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.
5. Design a research topic and proposal, collect research data, access research findings, and apply research findings to the practice setting.
6. Apply Watson's Carative Factors/Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
7. Provide culturally sensitive nursing care to a growing ethnically diverse population.
8. Discuss and analyze contemporary professional nursing issues that impact the patients, the profession, and communities.
9. Apply for the California Public Health Certificate.
10. Be eligible to take the NCLEX-RN.

## Required Pre-requisite Courses and Unit Values

**All science classes (\*) must include laboratories portion and completed within 5 years of admission deadline. Online science classes with online/virtual laboratories portion will not be accepted.**

1. Chemistry \* (4 units)
2. Human Anatomy\* (4 units)
3. Human Physiology\* (4 units)
4. Microbiology\* (4 units)
5. Human Nutrition (3 units) - **Must be completed within 7 years**
6. Math - Statistics (3 units)
7. General Psychology (3 units)
8. Psychology Lifespan Development (3 units)
9. Written Communications (3 units)
10. Oral Communication/Speech (3 units)
11. Introduction to Sociology or Anthropology (3 units)
12. Philosophy/Theology (6 units) – Students will be enrolled in these classes **after acceptance** and must be completed **prior to enrolling in nursing core classes.**
13. Bioethics (3 units) – to be completed at CUI after acceptance

## Nursing Application Requirements

### Nursing Application

- Online Application for Domestic Students (\$50.00 Application Fee)
- Domestic RN to BSN Paper Application
- Download International Application (\$125 Application Fee)
- Domestic ABSN Paper Application (for re-applicants only). New ABSN applicants should submit online application.

### Second Degree Accelerated BSN (ABSN) Required Supporting Documentations

- ABSN Application Checklist
- Letters of Recommendation (2 required)
- Statement of Intent / Personal Essay
- Background Check Waiver Form
- Pre-Requisite Plan Form
- Official College Transcript(s)

## Nursing Courses

### FIRST SEMESTER UNITS

NUSA 201 Fundamentals in Nursing and Health Assessment	3
NUSA 294 Skills Lab	2
NUSA 203 Adult Medical/Surgical Theory	3
NUSA 292 Adult Medical/Surgical Clinical	4
NUSA 205 Pathophysiology	2
NUSA 207 Pharmacotherapeutics	2
NUSA 296 Pharmacology Lab	1

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Total: 17

### SECOND SEMESTER UNITS

NUSA 301 Advanced Medical/ Surgical Nursing Theory	2
NUSA 392 Advanced Medical/ Surgical Nursing Clinical	2
NUSA 303 Maternal/Child Nursing Theory	3
NUSA 394 Maternal/Child Nursing Clinical	2
NUSA 305 Psychiatric/ Mental Health Nursing Theory	2
NUSA 396 Psychiatric/ Mental Health Nursing Clinical	2
NUSA 307 Pediatric Nursing Theory	2
NUSA 398 Pediatric Nursing Clinical	2

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Total: 17

### THIRD SEMESTER UNITS

NUSA 409 Advanced Senior Preceptorship Seminar	1
NUSA 400 Advanced Senior Preceptorship Clinical	3
NUSA 413 Leadership/ Management Theory	2
NUSA 405 Research in Nursing	2
NUSA 403 Community Health Nursing Theory	2
NUSA 494 Community Health Nursing Clinical	2
Thl 467 Bioethics	3

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Total: 15

**NUSA Course Descriptions**

**NUSA 201 FUNDAMENTALS OF NURSING CARE AND HEALTH ASSESSMENT 3**

Nurse will familiarize the student with the nursing process, steps in taking health histories conducting a health assessment, didactic information pertaining to safe nursing care skills and procedures. Nurse will begin to practice skills in skills lab and then progress to the care of patients in acute care settings. Each student will have opportunities to integrate this didactic information into the practice of nursing care skills in NUSA 294. Fundamental Patient Care Skills Lab.

**NUSA 203 ADULT MEDICAL AND SURGICAL NURSING THEORY 3**

Nurse focuses on the medical and surgical nursing theory related to health and health disruption, nursing options, and medical management of young and older adults. This course will offer a physiologic systems approach to the exploration of medical and surgical conditions requiring medical and nursing- care. Content will include the three levels of prevention and intervention (primary, secondary and tertiary).

**NUSA 205 PATHOPHYSIOLOGY THEORY 2**

This course is designed to provide an understanding of common physical disruptions that contribute to an imbalance in homeostasis. Common disruptions that interfere with physical systems, their manifestations, and both their medical as well as nursing management will be discussed. An exploration of the role of nurses in optimizing patients' health status will also be presented. The student will be exposed to the elements that relate to pain, its management and the nursing role in this management.

**NUSA 207 PHARMACOLOGY THEORY 2**

This course is designed to prepare the student to become knowledgeable about medications, medication administration, appropriate use of medications that are illness and disease specific, side effects and contraindications as well as nursing responsibilities. Administration techniques will be discussed including intravenous therapy. Medication administration skills will be further discussed and developed in the NUSA 296 Pharmacology Lab. As well as in NUSA 294 Fundamental Patient Care Skills course.

**NUSA 292 ADULT MEDICAL/SURGICAL NURSING CLINICAL 4**

This course offers students opportunities to apply theoretical knowledge to the actual care of patients in clinical settings. The focus is on building skills necessary to care for patients experiencing medical and surgical health problems. The target populations will include adults and older adults. Students will have opportunities to assess the patients, arrive at nursing diagnoses, plan nursing care measures, implement physicians' orders and evaluate patient progress. Settings: acute care, skills nursing facilities.

**NUSA 294 FUNDAMENTAL PATIENT CARE: SKILLS LAB 2**

This course is designed to provide both the theoretical as well as the practice dimensions of patient care. Students will have the opportunity to develop and refine selected nursing skills before applying them in the patient care agencies.

**NUSA 296 PHARMACOLOGY LAB**

**1**

This course will provide opportunities for students to learn and practice the skill of medication administration. Students will utilize these lab hours to learn and demonstrate their ability to administer: inhaled, oral, ophthalmic, topical, vaginal, enteral, rectal medication. In addition, students will have opportunities to demonstrate intravenous infusion skills.

**NUSA 301 ADVANCED MEDICAL/SURGICAL NURSING THEORY**

**2**

This course is designed to provide didactic information about the care of adult and older adult patients who are experiencing medical and surgical health problems. Medical and surgical issues, the medical and surgical management, and the nursing care of these patients will be presented in order to prepare the students to apply the information in the acute care settings.

**NUSA 303 MATERNAL/CHILD NURSING THEORY**

**3**

This course is designed to prepare the students to care for the childbearing families. This course will include the care of women, newborns and family during the laboring process, post partum periods as well as health promotion and disease prevention in the home and community. Students will also learn about prenatal health problems and their management as well as the care of the neonate.

**NUSA 305 PSYCHIATRIC/MENTAL HEALTH NURSING THEORY**

**2**

This course is designed to provide information and facts about psychiatric and mental health nursing. The course will present facts that emphasize mental health, personality development, prevention of mental illnesses as well as on dysfunctional behaviors, nursing and medical management of clients. This course is presented concurrently with NUSA 396.

**NUSA 307 PEDIATRIC NURSING THEORY**

**2**

This course is designed to provide information and facts about the pediatric nursing specialty. The course will present pathophysiologic data, information about the health and illness problems related to the nursing care of children, from infancy through adolescence. Attention will also be provided about incorporating consideration for the families in the care of these children. This course is presented concurrently with the NUSA 398 Pediatric Nursing Clinical.

**NUSA 392 ADVANCED MEDICAL/SURGICAL NURSING CLINICAL**

**2**

This course provides students with opportunities to apply the theoretical knowledge in NUSA 301 Advanced Medical/Surgical Nursing Theory into the practice setting. The focus is building necessary skills to care for adult and older adult patients experiencing complex medical and surgical disruptions. Students will have opportunities to assess the patients, arrive at nursing diagnoses, plan nursing care interventions, implement physicians' orders, and evaluate patient progress and recovery in acute care settings, rehabilitative settings, skills nursing facilities. This course is taken concurrently with NUSA 301 or follows the successful completion of this course.

**NUSA 394 MATERNAL/CHILD NURSING CLINICAL**

**2**

This course is designed to provide the students with clinical experiences in maternal/child nursing practice. These experiences will prepare them to deliver nursing care to patients and their families

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in the prenatal, labor and delivery, post-partum and newborn nursery areas. This course is taken concurrently with NUSA 303 Maternal/Child Nursing Theory. This clinical will be completed in acute care settings.

**NUSA 396 PSYCHIATRIC/MENTAL HEALTH NURSING CLINICAL 2**

This course is designed to provide the nursing students with clinical experiences in caring for clients and patients who are suffering with mental illnesses and disorders. Students will have the opportunities to implement their theoretical knowledge and practice skills in both acute care and outpatient settings.

**NUSA 398 PEDIATRIC NURSING CLINICAL 2**

This course is designed to provide the nursing students with clinical experiences in caring for infants, children and adolescents patients. Incorporated in the nursing care will be considerations toward the families and their needs. This course must be taken concurrently with NUSA 307 or following the successful completion of NUSA 307.

**NUSA 400 ADVANCED SENIOR PRECEPTORSHIP CLINICAL 3**

This course is designed to provide the senior student with additional opportunities to refine clinical skills within a particular specialty of the student's choosing. The student will also have the opportunity to choose a specific agency in which to complete the clinical hours if available. In addition, the students will develop such skills as clinical assessments of patients, leadership, and application of evidence based practice, and patient teaching. Each student will choose what area of specialty he/she will utilize to complete this clinical course (acute care, community health, skilled nursing facility).

**NUSA 403 COMMUNITY/PUBLIC HEALTH NURSING THEORY 2**

Students will be prepared to assess the health needs of individuals, families, aggregates, and communities. Application of the nursing process will be discussed related to the present and potential diseases and illnesses that present themselves in communities. The goal of this course is to prepare students to understand themselves and communities. Also, the goal of this course is to prepare students to understand the theories of communicable disease and be able to promote a community's health status. The analysis of relevant data will prepare the students to practice evidence-based nursing care. Healthy People 2011 Objectives, across the life continuum, will be threaded throughout the course.

**NUSA 405 NURSING RESEARCH 2**

This course introduces the basic processes of conducting research with an emphasis on nursing research needs. Students will apply a conceptual framework to a group research proposal. The course will also allow for the comparison between the research and nursing processes. Application of relevant data to health problems and disease entities will also be presented. Methods of research utilization in practice will also be discussed.

**NUSA 409 ADVANCED SENIOR PRECEPTORSHIP SEMINAR 1**

This seminar is designed to provide students with opportunities to discuss and analyze issues that



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present themselves during the Advanced Preceptorship Clinical (NUSA 400). During the seminar time, the faculty will present various nursing care and health issues so that students can critically think through problems and potential solutions through the use of the nursing process.

**NUSA 413 LEADERSHIP AND MANAGEMENT PRACTICES IN NURSING 2**

This course introduces the ethical dimensions as well as the principles of effective leadership and management in nursing. The students will build on their existing skills to supervise various categories of healthcare workers, such as, unlicensed assistive care partners, medical assistants, and other staff members. Methods used to analyze and implement various leadership styles will also be discussed and analyzed.

**NUSA 494 COMMUNITY/PUBLIC HEALTH NURSING CLINICAL 2**

Students will utilize knowledge of community/public health concepts in the community. This course will provide the students with opportunities to apply community health theory to community/public health settings. The length of this clinical experience will be sufficient so that the student will be eligible to apply for a public health certificate in the state of California. Clinical experiences will be completed in public health departments, senior centers, community agencies, day care for children and older adults, and in schools. The experiences will be relevant aggregates across the life span.

**Thi 467 BIOETHICS AND HEALTH CARE PROFESSIONALS 3**

This course will offer the opportunity for students to become familiar with philosophical perspectives and some biblical perspectives relevant to the doing of ethics. Students will study relationships between western philosophical ethics and approaches to ethics found in other cultures, both past and contemporary. Also, students will study the relationship between Ethics and relevant Christian teachings. Students will learn how to use a deepened understanding of ethics to nourish and inspire their vocational self understanding.

## **RN to BSN Program**

### **Division of Nursing Philosophy**

Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation. The goal of nursing is to view each individual as a bio-psychosocial, cultural, and spiritual being with individual needs that are of utmost concern to the profession. The goal of this program is also to educate nurses to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Nurses must be supportive and considerate of each individual seeking care. Nurses must exhibit unconditional regard for each patient.

Nursing is a profession that encompasses professional and personal values, core knowledge and competencies in developing the role of care provider. It is also a service to humanity. Essential to this discipline is the development of attributes that encourage the holistic development of self in order to become socially responsive to the healthcare needs of a culturally diverse world.

The philosophy, objectives, and goals of the newly formed nursing division are congruent with: a) the Nurse Practice Act of California, b) Dr. Jean Watson's philosophy of caring in nursing, c) the mission and goals of Concordia University Irvine, and d) the standards identified by the Commission on Collegiate Nursing Education (CCNE).

At Concordia University Irvine, the nursing division functions within the philosophy of the University and has based its curriculum on the philosophy of Dr. Jean Watson's premise that nursing is both a philosophical and scientific approach to caring for all those who seek health care, disease prevention and management, health promotion and education. Watson's views are founded on scientific knowledge from various disciplines that allow nursing care to encompass both "curative" and "carative" dimensions in assisting clients to reach or maintain health or "die a peaceful death."

The nurse develops the skills to incorporate the nursing process while; performing simple to complex nursing care skills; teaching clients and families about self care, disease management, prevention, and health promotion; and learning and implementing the ability to appropriately delegate and supervise members of a health care team. In addition, nurses will develop the ability to evaluate patients' responses to nursing and medical care, revise a plan of care in concert with the patient while advocating for best treatment and nursing care options with members of the health care team in a variety of settings.

Nursing and its relationship to people of all cultural and ethnic backgrounds is rooted in a liberal arts education and life experiences that assist in integrating biophysical knowledge with information about human needs and behaviors in order to care for those who seek health care for illnesses,

health restoration, and promotion. Dr. Jean Watson's belief also encompasses the promotion of each nurse's self awareness and self care. With this approach, the students have the opportunity to evaluate their own cultural beliefs and those of patients, their own learning needs and styles in building competencies at a beginner's level in a variety of practice settings. It is also the belief that the education at Concordia University Irvine will prepare graduates to communicate and interface with all members of health care teams in order to optimize patient health through best practice methods.

## Purpose and Learning Outcomes

At the end of the RN to BSN program, the students will be prepared to:

1. Analyze bioethical dilemmas that present themselves in the practice setting and arrive at personal and professional decisions to advocate for the patients. Become familiar the principles of justice, autonomy and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of additional proficiency in nursing practice.
3. Take on additional roles, such as public health nurse, parish nurse, manager, and clinical assistant instructor.
4. Provide healthcare education appropriate to learners of varying backgrounds, in a variety of settings.
5. Design a research topic and proposal, collect research data, access research findings and apply research findings to the practice setting.
6. Apply Watson's Clinical Carative Factors/Caritas Processes in all nursing care settings to enhance the health care encounters of all patients and clients.
7. Provide culturally-sensitive nursing care to a growing ethnically diverse population.
8. Discuss and analyze contemporary professional nursing issues that impact patients, the profession and communities.
9. Apply for the California Public Health Certificate.
10. Be accountable in nursing practice, resource management, and quality improvement by demonstrating leadership, critical thinking, organizing, delegating, implementing, and evaluating the delivery of nursing care in a variety of settings.
11. Demonstrate an awareness of health care prevention and wellness care for individuals and communities.
12. Develop a strong scientific knowledge base of content to build upon when caring for clients in the community and in preparation for graduate study.
13. Contribute to accountability in nursing practice through resource management and quality improvement and to be prepared for leadership and management roles.

## **Required Pre-requisite Courses and Unit Values**

### **Prerequisite Courses, Supportive Courses, and GE Requirements**

Undergraduate courses previously taken may apply as credit towards some of the requirements below. Courses previously taken that an applicant wishes to be evaluated for application towards Concordia University Irvine GE requirements, prerequisite courses, or supportive courses are evaluated upon application to the program. Outside of those courses already taken, your prerequisite, GE and nursing supportive courses are as follows:

Human Anatomy  
Human Physiology  
Microbiology

All prerequisites must be 4 units with laboratory. Grade of "C" or better required. Courses can be in progress at time of application, with admission pending grade in course. Exceptions may be made for applicants who have not completed one of the prerequisite courses at the time of application; contact RN to BSN Admission Counselor for details.

#### GE Requirements

The Associate Degree meets most of the general education requirements for the program. If a student does not have an Associate Degree, the university undergraduate GE requirements apply (see University Catalog).

### **Required Support Courses**

Except for the two courses noted, any or all of these courses may be transferred in and applied toward your Bachelor's degree in the RN to BSN Program. They may be completed or in progress at the time of application, or they may be completed at any accredited institution concurrent with enrollment at Concordia and transferred in for credit toward the Bachelor of Science in Nursing.

- Chemistry 4 units
- General Psychology 3 units
- Introduction to Sociology or Cultural Anthropology 3 units
- Lifespan Psychology 3 units
- NTHL 101: Foundations in Christian Theology\*† 3 units
- NTHL 202: New Testament\*† 3 units
- Nutrition 3 units
- Pharmacology 2 units
- Statistics (must take before NURS 405) 3 units

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\* Offered 100% online at CUI

† Must be completed at CUI

## **GE Requirements**

The Associate's Degree meets most of the general education requirements for the program. If a student does not have an Associate's Degree, CUI GE requirements apply (see University Catalog).

## **Admission Requirements for the RN to BSN Program**

1. Complete the application to Concordia University RN to BSN Orange County program
  - Application to Concordia University
  - Application fee - \$50.00 (non-refundable)
  - Statement of intent/background form
  - Letters of recommendation
  - Official sealed transcripts from all colleges or universities attended to date
  - Prerequisite coursework completed; can be currently in progress during application but must show proof of enrollment and achieve a C or better to start program
  - Background check form signed and returned
2. Submit a copy of your current California RN license or schedule to take NCLEX exam (must pass to continue in program)
3. Graduated from an Accredited Associate Degree Program or evaluation of diploma program for equivalency by an Accredited Associated Degree program
4. Overall GPA of 2.5 or better
5. Basic computer skills, access to a computer, online access, and email address
6. Before enrolling in clinically associated courses students must provide proof of:
  - Malpractice insurance
  - Updated copy of your current nursing license
  - Health Care provider AHA CPR card
  - Health clearance and up-to-date immunization (PPD, MMR, Hepatitis B, & Varicella titers, as well as any other documents judged by the agency as necessary for clinical placement. See Student Handbook for more information.)
  - Proof of high school completion

## **Summary of Units to Graduate**

- Total semester units required for Bachelor of Science in Nursing (BSN) = 120
- Transfer units from associate's degree nursing program - 64-80
- Core Nursing Course units - 34
- Required Support Course units - 6-22, as needed
- Electives - additional coursework if needed to complete 120 total units

## Nursing Courses

NURS 300 Professional Nursing Practice & Higher Education	3
NURS 205 Pathophysiology	2
NURS 401 Health Assessment	3
NURS 402 Theoretical & Conceptual Foundations in Nursing	3
NURS 404 Wellness Care – Alternative Therapies	3
NURS 405 Nursing Research	2
NURS 407 Cultural Care Competence	3
NURS 408 Professional Trends & Issues in Nursing	3
NURS 400 Leadership & Management - Clinical	2
NURS 406 Leadership & Management	3
NURS 403 Community Health Nursing Theory	2
NURS 494 Community Health Nursing Clinical	2
PHI 467 Bioethics & Healthcare Professionals	3

## Course Descriptions

All nursing theory courses and co-requisite practicums are to be taken concurrently.

### ***NURS 300: Professional Nursing Practice & Higher Education - 3 units (hybrid)***

This course is designed to prepare the student to successfully matriculate through higher education. The course offers content related to time management, professionalism, learning and study skills. Included as well is information related to nursing informatics.

### ***NURS 401: Health Assessment - 3 units (hybrid)***

This course is designed to provide theory and clinical skills for complete advanced patient physical assessments utilizing a holistic examination of the client. Refinement of assessment skills includes interviewing, history taking, physical examination and appropriate documentation while considering the relationship to prevention and early detection of diseases in multicultural clients across the life span.

### ***NURS 205: Pathophysiology - 2 units***

This course is designed to provide an understanding of common physiological disruptions that contribute to an imbalance in homeostasis. Common disruptions that interfere with physical systems, their manifestations, and both their medical as well as nursing management will be discussed. An exploration of the role of nurses in optimizing patients' health status will also be presented. The student will be exposed to the elements that relate to pain, its management, and the nursing role in this management.

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***NURS 207: Pharmacology - 2 units***

This course is designed to prepare the student to become knowledgeable about medications, medication administration, appropriate use of medications that are illness and disease specific, side effects and contraindications as well as nursing responsibilities. Administration techniques will be discussed including intravenous therapy.

***NURS 402: Theoretical & Conceptual Foundations in Nursing - 3 units (hybrid)***

This course provides the students with the tools necessary to synthesize theories and concepts into nursing practice. The focus includes exploration and comparison of nursing theories with particular attention placed on Watson's Philosophy and Science of Caring Model. Selected theories from nursing and related fields are also examined and evaluated with emphasis on teaching learning principles.

***NURS 407: Cultural Care Competence - 3 units (hybrid)***

This course will promote understanding about the influence of cultural values, beliefs, and practices on healthcare decision. Specific ethnic groups will be explored in terms of lifestyles, healthcare decisions, and cultural care modalities. Students will compare and contrast the beliefs that are common to various ethnic groups to the standard healthcare practices in the U.S. Students will enhance their abilities to plan nursing interventions that are culturally sensitive and incorporate each client's input.

***NURS 404: Wellness - Alternative Therapies - 3 units (hybrid)***

This course of study provides an analysis of health promotion and preventive care by preparing students to assess risk, facilitate lifestyle changes and look beyond disease management and towards the use of a holistic caring framework. This course explores avenues of holistic comprehensive nursing focusing on the mind, body and spirit. Content includes lifestyle changes related to cardiovascular risk reduction strategies, weight management, exercise, sleep and human vices. The student will also explore complementary and alternative therapies and their role in health care.

***NURS 408: Professional Trends & Issues in Nursing - 3 units (online)***

This course will assist students to explore current social trends and issues facing professional contemporary practices in nursing today. Analysis of the contemporary image of nursing and students own beliefs regarding nursing issues will be explored. Students will familiarize themselves with the requirements of the California Nurse Practice Act, ANA standards, and the JCAHO standards of practice. The course will also include factors and trends that influence health care in the U.S. and the world. Students will have the opportunity to analyze political, legislative, and regulatory policies.



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***NURS 400: Leadership & Management - Professional Practice Clinical - 2 units (lab)***

Application of management and leadership theories and skills in student-selected and faculty approved clinical settings. Focus is on interaction and socialization into a selected aspect of the professional role. Theories and concepts of professional practice are applied to improve the quality of care and enhance patient outcomes.

***NURS 406: Leadership & Management Practices - 3 units (hybrid)***

This course explores organizational strategies, leadership management theories as well as the principles of effective leadership and management in nursing. The students will build on their existing skills to supervise various categories of healthcare workers, critically think, apply research and theory to their clinical practice.

***NURS 403: Community/Public Health Nursing Theory - 2 units***

Students will be prepared to assess the health needs of individuals, families, aggregates, and communities. Application of the nursing process will be discussed related to the present and potential diseases and illnesses that present themselves in communities. The goal of this course is to prepare students to understand the theories of communicable disease and be able to promote a community's health status. The analysis of relevant data will prepare the students to practice evidence-based nursing care. Healthy People 2020 Objectives will be threaded throughout the course.

***NURS 494: Community/Public Health Clinical - 2 units (lab)***

Students will utilize knowledge of community/public health concepts in the community. This course will provide the students with opportunities to apply community health theory to community /public health settings. The length of this clinical experience will be sufficient so that the student will be eligible to apply for a public health certificate in the state of California. Clinical experiences will be completed in public health departments, senior centers, community agencies, day care for children and older adults, and in schools. The experiences will be relevant to aggregates across the life span.

***NURS 405: Nursing Research - 2 units***

This course introduces the basic processes of conducting research with an emphasis on nursing research needs. Students will apply a conceptual framework to a group research proposal. The course will also allow for the comparison between the research and nursing processes. Application of relevant data to health problems and disease entities will also be presented. Methods of research utilization in practice will also be discussed.

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***PHI 467: Bioethics and Health Care Professionals - 3 units***

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.

Christ College

# Christ College

## MASTER OF ARTS IN THEOLOGY



## SCHOOL OF ARTS AND SCIENCES PURPOSE STATEMENT

The purpose of Christ College is to enable students to understand, communicate, teach, defend and believe the Christian faith through systematic inquiry of the Bible, of the doctrines of the church and of other statements of faith

Christ College

## APPLICATION INFORMATION

All master's degree programs in theology are administered by the dean of Christ College graduate studies.

Admission may be granted for any semester of the year, including summer. Concordia University welcomes applications for admission from students who have demonstrated ability to succeed in graduate level work.

Application forms and additional information are available from Concordia University, Graduate Admissions, 1530 Concordia West, Irvine, CA 92612-3299 or call (949) 854-8002, ext. 1106

Files must be completed prior to acceptance to the program and registration for classes.

### **To be considered for admission to the Masters of Arts in Theology a student must:**

1. Have a bachelor's degree from a regionally accredited institution.
2. Submit a completed Application for Admission
3. Submit a one-page letter of intent form stating the applicant's goals in pursuing the graduate degree.
4. Show evidence of ability to achieve success in a graduate program by the following: a minimum cumulative GPA of 3.0 or better (4.0 scale) in all previous college work. However, candidates who have received a baccalaureate degree with a cumulative GPA of 2.75 or higher may be granted provisional acceptance. Students admitted with provisional status may enroll for a maximum of nine graduate units (three units/semester). If a minimum GPA of 3.0 is earned in the three graduate courses (9 units), candidates may be granted regular status in a graduate program.
5. Request official transcripts to be sent to the Graduate Admissions Office FROM EACH college or university showing all previous undergraduate and graduate work. Transcripts must be received in an official SEALED envelope.
6. Submit two current letters of recommendation, on forms provided by Concordia, from an administrator or supervisor on the following: *Academic proficiency, Personal Character, Competence and effectiveness in professional work*
7. Complete Concordia Graduate Health Form
8. Successfully complete an interview with the Dean of Christ College graduate studies or his representative.
9. Receive an acceptance letter into the program.

## MA THEOLOGY REQUIREMENTS

### CORE COURSES

Ordinarily core courses are to be taken as regular seminars during a semester. In some cases a course seminar requirement may be satisfied by a course substitute (including guided readings) or by transfer credit. Ordinarily no more than one core requirement can be satisfied in this way.

**31 Semester hours are required to graduate.**

### CORE CURRICULUM

Required: 16 Semester Hours

THL 501	Introduction to Research	1
THL 504	A Survey of Historical Theology	3
THL 510	Lutheran Confessions for the Church	3
TSY xxx	Systematic Elective	3
THL 529	Biblical Theology and Exegesis	3
THL 565	Seminar in Christianity, Ethics & Contemporary Culture	3

### RESEARCH IN THEOLOGY EMPHASIS

Required: 15 Semester Hours (6 semester hours of Thesis, 9 semester hours selected from Guided Readings, Colloquium or other courses)

THL 590	Guided Readings (may be repeated)	3
THL 504	Colloquium in Theology (may be repeated)	3
THL 595	Thesis 1	3
THL 596	Thesis 2	3

Christ College

## MA THEOLOGY REQUIREMENTS

### THEOLOGY AND CULTURE EMPHASIS

Required: 15 Semester Hours

THL 502	Ministry in Cultural Context	3
THL 503	Multicultural Ministry in an Urban Context	3
THL 505	World Religions	3
THL 521	The Reformation Era	3
THL 529	Biblical Theology and Exegesis	3
	Vicarage or Thesis	3

### CHRISTIAN LEADERSHIP EMPHASIS

Required: 15 Semester Hours

EDU 515	Educational Leadership	3
EDU 520	Curriculum Design and Assessment	3
EDU 550	Education Diversity: Change & Reform	3
EDU 580	Education Research: Statistics & Decision Making	3
THL 596	Thesis 2	3



## MA THEOLOGY COURSE DESCRIPTIONS

### ***THL 501 Introduction to Research 1***

Foundational course in Masters level theological research. Examines the essential methods and resources for the academic study of theology. Attention will also be paid to research methods for projects in programs that do not require an academic thesis. Covers procedures for identifying, proposing, researching, organizing, writing, and defending the Masters thesis or project. Students will be guided in beginning their research projects.

### ***THL 502 Ministry in Cultural Context 3***

This course utilizes a sociological/anthropological framework to examine religious systems. The students will investigate the impact of social and cultural processes on the expression of faith with the goal of increasing the students' effectiveness in ministering to people from a variety of cultures.

### ***THL 503 Multicultural Ministry in Urban Context 3***

The various methods of church planting will be examined within their biblical, cultural, denominational contexts to determine the most functional methods to use when developing a ministry in a multicultural, urban context. Factors such as urbanization, poverty, crime, education, economic stratification, etc. will be examined as they pertain to the development of an effective congregation in an urban community.

### ***THL 504 A Survey of Historical Theology 3***

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

### ***THL 505 Polity, Leadership & Team Ministry 3***

A detailed examination of the polity of the Lutheran church and its relationship to leadership development and team ministry in the congregational setting. Using lecture and case studies, this course will biblically examine the history of LCMS polity as well as the various models that are being utilized today in various parish situations.

### ***THL 510 Lutheran Confessions 3***

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

### ***THL 521 World Religions 3***

A survey of the world's major, non-Christian religions including origin and development, sacred writings, major motifs, belief patterns, ritual and worship, social patterns and ethics. Special attention will be given to the similarities and differences between these and the Christian faith, especially in the context of the multi-religious communities of 21st century America.



## MA THEOLOGY COURSE DESCRIPTIONS

### ***THL 529 Biblical Theology and Exegesis 3***

An intensive study of the major themes of the Old and New Testaments through the introduction and application of the tools and principles of exegesis and hermeneutics, with special emphasis on deriving Law and Gospel principles for use in congregational ministry.

### ***THL 530 The Reformation Era I 3***

The Reformation will be studied focusing on 16th century events in Germany, including the progress of historical events and their relationship to various theological and cultural motifs.

### ***THL 531 The Reformation Era II 3***

The Reformation will be studied outside of Germany including England, Switzerland, France and northern Europe: The effects of Calvinism, Anglicanism, Anabaptism, etc. as movements of thought will be examined.

### ***THL 536 Renaissance and Reformation 3***

The renaissance throughout Europe and the various religious movements associated with the reformation are studied in relation to the general history of the 14th to the 17th centuries, including developments in science, music, art, literature and the humanities.

### ***THL 540 Entrepreneurial Mission Planting 3***

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

### ***THL 541 Mission Planning Institute & Developing Mission Planters 3***

This course will provide the student with the resources and techniques for designing, writing and implementing a mission plan to be used for planting a new ministry. Students will have the opportunity to develop a mission statement, core values, vision, and strategies for a mission plant. Missiology, cross-cultural ministry, evangelistic preaching, and entrepreneurial leadership will also be explored. A detailed written mission plan for a specific ministry site will be required for completion of this course.

### ***THL 565 Seminar in Christianity, Ethics and Contemporary Culture 3***

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

## MA THEOLOGY COURSE DESCRIPTIONS

### ***THL 590 Guided Readings 3***

The objectives for this course are determined by the student and a faculty mentor in light of the student's overall background and particular plans for research in theology. Under the direction of the mentor the student develops a bibliography and reading list for guided independent reading in theology. The student demonstrates significant progress in acquaintance with and understanding of the literature. (May be repeated)

### ***THL 591 Colloquium in Theology 3***

Seminar course in advanced theological research. Topics addressed will vary, and may include subjects from various theological disciplines (Exegetical, Systematic, Historical, and Practical Theology) and various time periods. Students will actively participate in determining the direction of this course as they research and present theological topics under the guidance of the instructor. (May be repeated)

### ***THL 595 Thesis 1 3***

The student develops a research project or thesis under the guidance of a faculty mentor.

### ***THL 596 Thesis 2 3***

The student works toward completion of the research project or thesis under the guidance of a faculty mentor. (Can be repeated once if needed)

### ***TEXO 507 Old Testament Isagogics 3***

Introductory treatment of the Torah, the Prophets, the Historical Books and the Writings. The history of Israel is surveyed and each book studied in the light of this historical background. Emphasis is placed on the content, form and composition, theological motifs, and relevance of the materials contained in the same.

### ***TEXO 510 Old Testament Book Option 3***

A major Old Testament book is studied in detail to uncover sermonic and Bible study concepts for communication.

### ***TEXN 508 Paul's Prison Epistles, the Pastoral Epistles, General Epistles, and Hebrews 3***

The course offers a comprehensive overview of all isagogical information concerning Paul's Prison Epistles, the Pastoral Epistles, the General Epistles, and Hebrews. Individual books will also be selected for in-depth translation and application. Particular attention will be paid to the pastoral and church related issues proclaimed in the epistles towards a practical competency of leading a congregation in the ethnic, multi-cultural context of modern pastoral mission work.

### ***TEXN 510 The Synoptic Gospels and Acts 3***

The course offers a comprehensive overview of all isagogical information concerning the Synoptic Gospels and Acts. An individual Gospel will also be selected and translated in the course. Focus will be on the theological meaning and emphasis of a particular Gospel and its modern application.

## MA THEOLOGY COURSE DESCRIPTIONS

### ***TEXN 520 The Pauline Epistles 3***

The course offers a comprehensive overview of the Pauline corpus (excluding the Prison Epistles and the Pastorals) as well as an in-depth study of correspondence with one of the congregations. Inspection of the literary, cultural and structural issues of this correspondence will be a major feature of the course. Major attention will be paid to the theological content and meaning of this correspondence with suggested applications for contemporary issues.

### ***TEXN 532 The Johannine Corpus 3***

The course offers a comprehensive overview of the Johannine Corpus as well as an in-depth study of one of the books. Literary genre, exegetical and interpretational issues will be examined as to how they enhance one's understanding of the book.

### ***TPRC 502 Pastoral Theology 3***

The theology and practice of the church in her Word and Sacrament ministry, with biblical and confessional principles identified and applied for evangelical pastoral practice. A variety of pastoral care areas are considered to demonstrate the ministry of addressing and administering the Word and Sacraments to God's people, individually and corporately, in their human situation. Lectures, written projects, case studies and discussions form the core for this course, along with pertinent readings in each area.

### ***TPRC 503: Pastor as Counselor 3***

Theoretical and practical consideration of counseling foundations, techniques and practices as these pertain to parish and institutional ministries, with a view toward developing a personal methodological approach to pastoral counseling that integrates the Law/Gospel principle.

### ***TPRC 521 Pastor as Missionary 3***

The Course first roots the work of "evangelism/outreach" in a thoroughly biblical view of mission and develops practical outreach methodologies to be executed in the Lutheran congregation and/or mission setting. Secondly, this course will have the student produce an "educational" plan that will allow the identification, training and deploying of committed Christian leaders for the growth of Christ's church.

### ***TPRC 530 Homiletics 1 3***

Preaching the Gospel of Jesus Christ is a function of Christian witness, the mammoth task in the pastor's calling, and an element of the congregation's worship. The course focuses on preaching from a text, lectures, regular written assignments and several complete sermons. Study of communication theory and development of oral communication skills, with special reference to effective proclamation of the full counsel of God (Law and Gospel). Laboratory preaching experience is videotaped for critical evaluation by instructor, students and speaker.

### ***TPRC 531 Homiletics 2 3***

Purpose, function and structure of a sermon. Textual preaching especially on parables, miracles, and Old Testament texts for occasional sermons. The sermon as part of the liturgy and worship. The polarity of Law and Gospel in all preaching. Sermon theory and delivery.

## MA THEOLOGY COURSE DESCRIPTIONS

### ***TPRC 542 Lutheran Worship in Cultural Context 3***

The course will examine and assess the historical and theological understanding of worship within the Lutheran context, to observe the forms and practice of Lutheran worship within present, Lutheran ethnic/multi-cultural communities. And, guided by proper theological, historical, and contextual models, the class will promote sacramental worship in various, new ethnic/multi-cultural missional settings.

### ***TPRC 551 Ethnic-Urban Church Planting 3***

The organizational structure of the church is studied in various cultural and denominational models to determine those that are most functional in a given cultural context. Various new ways of planting Christian congregations within the integrity of a given culture and within biblical guidelines will be explained.

### ***TSYS 511 Systematics 1 3***

The course examines the nature and function of Biblical theology and its application to the questions posed in the post-modern age. Topics include the doctrine of God - His Trinitarian nature and His attributes, the doctrine of Creation and providence, and His creatures - angels and humans.

### ***TSYS 512 Systematics 2 3***

The course examines the person and work of Jesus Christ with application to the questions posed in the post-modern age. Topics include the Saving Grace of God, The Humanity and Deity of Jesus Christ, the Atonement, the Offices of Christ and the application of Salvation, the Justification, conversion, and saving faith of sinful humanity.

### ***TSYS 513 Systematics 3 3***

The course examines the person and work of the Holy Spirit with application to the questions posed in the post-modern age. Topics include Sanctification, good works The of Grace - Baptism, the Lord's Supper and Holy Absolution, Law and Gospel, The Christian Church, The office of the Public Ministry, and Eschatology.

### ***TVIC 501-508 Vicarage 3***

The student serves four years in a church or a series of churches under a mentor or supervisor while he serves in a variety of functions in preparation for full-time ordained ministry. In many cases the student will begin a new parish in an area where ethnic identification and ministry are possible for the candidate. Because the four years are concurrent with academic studies at Concordia University, they are approximately equivalent to one year of fulltime vicarage.

# School of Education

**MASTER OF ARTS IN EDUCATION  
MASTER OF EDUCATION  
TEACHER CREDENTIAL**



## **SCHOOL OF EDUCATION PURPOSE STATEMENT**

The School of Education prepares professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

## **MASTER OF ARTS IN EDUCATION**

### **PROGRAM OUTCOMES**

The following outcomes guide the Master of Arts programs in the School of Education of Concordia University.

#### **During this program of study, each student will:**

- ✧ Use research to effect school change and school improvement.
- ✧ Evaluate and apply major strands of past and current theory in their selected area(s) of specialty.
- ✧ Develop an understanding of the relationship of social, cultural, political, economic, and legal decisions, trends, and events in history and their impact on both past and present educational decisions and trends.
- ✧ Demonstrate a balanced, informed, and reflective approach to teaching and learning.
- ✧ Use multiple assessment

### **COURSES OF STUDY**

**Each student may follow one of the following courses of study toward a Master of Arts in Education at Concordia University:**

- ✧ Curriculum and Instruction
- ✧ Curriculum and Instruction Online
- ✧ Educational Administration and Preliminary Administrative Services Credential
- ✧ School Counseling and Pupil Personnel Services Credential

## **MASTER OF ARTS IN EDUCATION**

### **APPLICATION INFORMATION**

**For acceptance, the applicant must:**

1. Hold a valid Bachelor's Degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. Bachelor's degree.
2. Submit an Application for Admission to the Graduate Admissions Office and a Non-refundable application fee of \$50.00.
3. Submit a 500-750 word essay Admission Essay explaining reasons for seeking admission to the program, goals in pursuing the graduate degree, and career objectives.
4. Applicants must forward one official transcript from all institutions of higher education previously attended showing all previous undergraduate and graduate work. If an earned degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from a California Commission on Teacher Credentialing (CCTC) approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree. All transcripts must be received in an official sealed envelope.
5. Students must submit two current recommendations, on forms provided by Concordia, from an administrator or supervisor. Examples of acceptable reference sources are employers, work supervisors, principals/assistant principals, university instructors, division chairs, colleagues, and pastors.
6. Students must provide a copy of a current teaching credential from the California Commission on Teacher Credentialing. Out-of-state applicants to the Online Curriculum and Instruction Program may submit a copy a current out-of-state teaching credential.

## **MASTER OF ARTS IN EDUCATION**

### **APPLICATION INFORMATION**

7. Transcript evidence must show cumulative GPA of 2.70 or better (4.0 scale) in all previous college course work.

Candidates with a GPA below 2.70, who meet one of the following criteria, may petition to be considered for conditional acceptance:

- The individual has three or more years of credible service in schools (credible service is defined as full-time teaching after completing a teacher preparation program). Request, complete, and submit the Verification of Experience form from the Graduate Admissions Office.

*Or:*

- The individual has submitted documentation of meeting minimum scores for the GRE (Graduate Record Exam) or MAT (Miller Analogies Test).
    - GRE minimum score of 900 combined verbal and quantitative scores OR a 450 verbal score and 3.5 analytical writing score
    - MAT minimum raw score of 41
8. To initiate the petition process, the candidate must submit a letter of explanation for previous low grades including why grades in the new program will be acceptable. The Dean may accept the petition, deny the petition, or refer the matter to an Application Review Committee.
9. Students admitted with conditional status must achieve full admittance by the end of the first 8 week term in order to continue in the program. Students not achieving full admittance by the end of the first term will be removed from the program. Only a student with full admission may matriculate toward a degree. Full admission is defined as all admission criteria have been met and the student has received written confirmation that he or she has been admitted into the program with full acceptance.
10. International applicants whose first language is other than English must submit a passing TOEFL score. TOEFL scores must meet the minimum university requirement. Official test scores must be mailed to Concordia directly from the test company.



## **MASTER OF ARTS IN EDUCATION**

### **APPLICATION INFORMATION**

#### **ADDITIONAL CRITERIA SPECIFIC TO EDUCATIONAL ADMINISTRATION APPLICANTS:**

1. Copy of current California teaching credential.
2. Documentation of one (1) year of successful full-time teaching experience after completion of a teacher preparation program.
3. Verification of Basic Skills Requirement with copy of CBEST passage or basic skills test from another state (must be verified by Credential Analyst).

#### **ADDITIONAL CRITERIA SPECIFIC TO SCHOOL COUNSELING**

##### **APPLICANTS:**

1. Verification of a Certificate of Clearance
2. Verification of Basic Skills Requirement with copy of CBEST passage or basic skills test from another state (must be verified by Credential Analyst).
3. Transcript evidence must show a cumulative GPA of 3.25 or better (4.0 scale) in all previous college course work.
4. Submit a current resume or vitae.
5. Criteria for the admission essay: Candidates are required to write a 500-750 page essay. Essays are evaluated on the basis of content, organization, expression, usage and documentation. Applicants must also demonstrate college level writing ability and writing acceptable for communicating with administrators, colleagues, and parents in professional settings. Additionally, the writing sample gives insights into the pre-professional qualifications of applicants as well as insights into attitudes towards children and adolescents, counseling, working with diverse populations, and personal judgment.
6. Criteria for the references: At least one recommendation must be from someone who has experience with the candidate in an academic setting and knowledge of the candidate's academic potential. The second recommendation must be from someone who knows the candidate in a work setting, preferably one where the candidate works with children (not relatives) to complete a Concordia Program admission Reference form. Suggested references: School Counselor, Private Counselor, Administrators, Teachers, Head of Personnel (no relatives).

## MASTER OF ARTS IN EDUCATION GRADUATION INFORMATION

**All Masters in Education students must complete a Graduation Application in order to graduate.** An application fee is due and payable upon submission of the application. The graduation application, exact application amounts, and deadlines for applying are found at: <http://www.cui.edu/student-services/registrar/index.aspx?id=17651>



Graduating students are encouraged to celebrate the completion of their program by participating in the annual Commencement Ceremony held each May. You must notify the university on your Graduation Application. If you are graduating in summer or fall, you may participate in the commencement the following May.

**The Graduation Application must be completed and submitted even if you do not plan to participate in the Commencement Ceremony.** The application fee applies to all graduates as well, regardless of Commencement Ceremony participation. Students who do not complete the requirements to graduate during the semester stated on their Graduation Application must complete the Re-Apply Application.

School of Education

## **MASTER OF ARTS IN EDUCATION CURRICULUM AND INSTRUCTION STRAND**

### **REGIONAL COHORT**

**Note: Courses are *not* listed in the order in which you take them.**

**Core Curriculum: 9 units**

EDU 515	Educational Leadership	3
EDU 520	Curriculum Design and Assessment	3
EDU 550	Education Diversity: Change & Reform	3

**Selected K-12 Curriculum: 15 units**

EDU 522	Assisting Change in Education	3
EDU 524	Coping with Stress and Violence	3
EDU 534	Working with Diverse Family Structures	3
EDU 547	Brain Based Teaching and Learning	3
EDU 557	Differentiating Instruction for Special Populations	3

**Capstone Experience: 6 units**

EDU 580	Educational Research: Methods & Analysis	3
EDR 605	Curriculum Design and Assessment	3
EDU 550	Action Research	3

**Master of Arts in Education Degree 30 units**

School of Education

## **MASTER OF ARTS IN EDUCATION CURRICULUM AND INSTRUCTION STRAND**

### **ONLINE COHORT**

**Note: Courses are *not* listed in the order in which you take them.**

**Core Curriculum: 9 units**

EDOL 515	Instructional Leadership	3
EDOL 520	Curriculum Design and Assessment	3
EDOL 550	Education Diversity: Change & Reform	3

**Selected K-12 Curriculum: 15 units (select 5 courses)**

EDOL 524	Coping with Stress and Violence in Today's Classrooms	3
EDOL 545	School, Community and Family	3
EDOL 547	Brain Based Teaching and Learning	3
EDOL 584	Classroom Management	3
EDOL 586	Educational Technology: Level 2	3
EDOL 595	Developing Character and Ethics	3

**Capstone Experience: 6 units**

EDU 580	Educational Research: Methods & Analysis	3
EDR 605	Curriculum Design and Assessment	3
EDU 550	Action Research	3

**Master of Arts in Education Degree 30 units**

School of Education

## MASTER OF ARTS IN EDUCATION EDUCATIONAL ADMINISTRATION STRAND

**Note: Courses are *not* listed in the order in which you take them.**

**Core Curriculum:** 15 units

EDUA 516	Instructional and Transformational Leadership	3
EDUA 517	Curriculum Design and Evaluation	3
EDUA 553	Schools as Diverse Learning Organizations	3
EDUA 556	Legal and Political Aspects in Education	3
EDUA 559	Human and Financial Resources	3

**Fieldwork Experience:** 6 units

EDUA 590	Coping with Stress and Violence in Today's Classrooms	3
EDUA 591	School, Community and Family	3

**Best Practices Experience:** 3 units

EDUA 593A	Symposium	1
EDUA 593B	Symposium	1
EDUA 593C	Symposium	1

**Capstone Experience:** 6 units

EDUA 581	Educational Research: Methods and Analysis	3
EDR 605	Action Research	3

**Master of Arts in Education Degree 30 units**

### **Preliminary Administrative Services Credential Recommendation**

Upon successfully completing the program, receiving the institutional recommendation and submitting an application and fee, the candidate is recommended to the State of California for a *Certificate of Eligibility for the Preliminary Administrative Services Credential*. The certificate authorizes one to seek initial employment as an administrator, but does not authorize ongoing administrative service. Candidates must obtain a Clear Administrative Services Credential during the first years of employment as an administrator. For information on how to obtain a Clear Administrative Services Credential visit <http://www.ctc.ca.gov/credentials/CREDS/admin-svcs.html>.

School of Education

**MASTER OF ARTS IN EDUCATION  
SCHOOL COUNSELING & PUPIL PERSONNEL SERVICES  
CREDENTIAL STRAND**

**Note: Courses are *not* listed in the order in which you take them.**

EDSC 511	Instructional and Transformational Leadership	3
EDSC 515	Curriculum Design and Evaluation	3
EDSC 520	Schools as Diverse Learning Organizations	3
EDSC 522	Legal and Political Aspects in Education	3
EDSC 531	Human and Financial Resources	3
EDSC 535	Leadership: Intervention, Consultation, Collaboration	3
EDSC 541	Legal and Ethical Issues	3
EDSC 550	Human Communication: Group Process	3
EDSC 551	Crises Response, Intervention, Management	3
EDSC 561	Career Counseling and Development	3
EDSC 562	Curriculum Design and Educational Assessment	3
EDSC 580	Educational Research: Methods and Analysis	3
EDSC 590	Practicum/Seminars	3
EDSC 591	Fieldwork/Internship	6
EDSC 605	Action Research	3

**Master of Arts in Education Degree 48 units**

## **MASTER OF ARTS IN EDUCATION**

### **COURSE DESCRIPTIONS**

#### ***EDU 515 Instructional Leadership 3***

This course will provide students with an understanding of school organization and the management and leadership of schools. Effective techniques for instructional leaders to teach concepts, skills, and values will be presented and modeled. Theories of cognitive development and strategies implemented by instructional leadership conduct classroom observations will be explored. Specific techniques to guide, motivate, delegate, and build consensus will be examined.

#### ***EDU 520 Curriculum Design and Evaluation 3***

This course will provide students with an intensive study pedagogical approaches and materials for teaching in schools including state curriculum documents, the curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

#### ***EDU 522 Assisting Change in Education 3***

This course focuses on change, the dominant influence of the present century and its impact on education. Students will explore how all levels of education are required to make the changes needed to bring educational practice in line with the needs of 21st century learners. The course reviews models of learning that may be more appropriate for changing times, with particular emphasis placed on innovations for curriculum, instruction and assessment. Throughout the course, students will address the question, "What would learning look like if it were oriented toward the future?"

#### ***EDU 524 Coping with Stress and Violence 3***

This course will address a variety of issues regarding stress and violence in students' lives. We will discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence facing today's children from birth through adolescence. Included in discussion will be the role of schools and teachers, from preschool through high school, in providing support for students experiencing stress and/or violence. We will also discuss how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how teachers can serve as active agents of social change leading to advocacy for children.

## MASTER OF ARTS IN EDUCATION

### COURSE DESCRIPTIONS

#### ***EDU 534 Working with Diverse Family Structures 3***

This course will provide students with evaluation of current research of the family with the goal of recognizing and responding to the diversity represented in schools. Because of changing demographic patterns the focus will be mostly on racial and ethnic families. Review of theories about families, culture, history, and sociological and political issues impacting the family. Candidates will explore how they might exercise leadership in initiating, developing, and implementing policies that will foster success for all students.

#### ***EDU 547 Brain-based Teaching and Learning 3***

This course is designed to provide experienced, credentialed teachers with the latest in psychological research findings that can be directly applied to the classroom. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers.

#### ***EDU 550 Educational Diversity: Change and Reform 3***

This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine the dynamics of curriculum change and key role leaders play in creating a learning community in schools. Opportunity will be provided for students to debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on the importance of involving communities in the life of a school. Persons and groups involved in establishing and developing educational policies and practices that will meet the diverse need of the public will be explored.

#### ***EDU 557 Differentiating Instruction for Special Populations 3***

This course explores various educational research on differentiating instruction to meet the special needs of target populations, such as at-risk or under-challenged learners, students with Autism or Aspergers Syndrome, and students who require more personalized instruction. This course delineates between what differentiated instruction is and what it is not. Multiple forms of data collection and analysis are examined to provide educators with on-going assessment and instructional strategies based on the practices of differentiated instruction. This course assists educators in formulating and articulating the connection between theory and practice. There is a strong focus on providing educators with advanced methods for accommodating the needs of struggling learners and supporting them in the regular classroom.



## MASTER OF ARTS IN EDUCATION

### COURSE DESCRIPTIONS

#### ***EDU 580 Educational Research: Methods and Analysis 3***

This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and will develop and implement an action research plan for a school setting.

#### ***EDR 605 Collaborative Action Research Project 3***

During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. *Prerequisite: EDU 580.*

### C&I ONLINE

#### ***EDOL 515: Instructional Leadership 3***

The purpose of this course is to provide students with an understanding of effective leadership and its impact on schools. Effective techniques for instructional leaders to teach concepts, skills, and values will be presented and modeled. Specific techniques to guide, motivate, delegate and build consensus will be examined. *Required Core Course*

#### ***EDOL 520: Curriculum Design and Assessment 3***

This course introduces graduate students to the process of curriculum design and assessment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects their own personal philosophy of education. Various curriculum development models will be explored so students can compare models to their own personal philosophies of education. Students will develop their own model of curriculum development and assessment. *Required Core Course*

#### ***EDOL 524: Coping w/ Stress & Violence 3***

This course will address a variety of issues regarding stress and violence in students' lives. We will discuss how the nature and content of culture are reflected in the symptoms and causes of stress and violence facing today's children from birth through adolescence. Included in discussion will be the role of schools and teachers from preschool through high school in providing support for students experiencing stress and/or violence. We will also discuss how teachers can provide assistance to the larger family structure through broadened knowledge of cultural stressors, use of age appropriate and culturally sensitive coping skills, and how teachers can serve as active agents of social change leading to advocacy for children.

## MASTER OF ARTS IN EDUCATION

### COURSE DESCRIPTIONS

#### ***EDOL 545: School, Community and Family 3***

This course will focus on equipping participants with skills that provide effective approaches in working with family and community members from culturally and social-economically diverse backgrounds within the larger political and social context of today's world. The student will explore the relationship of schools to other community agencies and investigate approaches to provide socio-educational services to children and their families.

#### ***EDOL 547: Brain-based Teaching and Learning 3***

Creating a learning environment, anchoring memory, facilitating natural learning processes, celebrating the uniqueness of each learner all have biological roots that pose stunning implications for the classrooms of today. The purpose of this course is to equip teachers to gain an understanding of these body-brain principles as they examine current strategies to aid them in creating their own brain compatible learning environment.

#### ***EDOL 550: Educational Diversity, Change and Reform 3***

This course will examine the historical, legal, social, political, ethical, and economic perspectives that have impacted schools in the American society. Students will examine dynamics of curriculum changes and the key role leaders play in creating a learning community in the schools. Opportunity will be provided for students to debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on the values and concerns of the many communities that constitute a democracy and the importance of involving communities in the life of the school. Persons and groups involved in establishing and developing policies and practices that will meet the diverse needs of the public will be explored. *Required Core Course*

#### ***EDOL 580: Educational Research: Methods and Analysis 3***

This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and develop and implement an action research plan for a school setting. *Required Capstone Course*

#### ***EDOL 584: Classroom Management 3***

Provides instruction in designing a learning environment that meets the needs of students and teachers. Attention is given to routine procedures, student behavior, physical facilities, patterns of student and teacher interaction, and other factors that affect student learning.

## **MASTER OF ARTS IN EDUCATION**

### **COURSE DESCRIPTIONS**

#### ***EDOL 586: Educational Technology: Level II 3***

This course equips teachers to be knowledgeable about educational technology standards as adopted by the state. It incorporates the California Technology Standards Level II and covers skills in using technology in the classroom. Upon successful completion, the student will have met the requirements for certification of Level II technology skills. Successful completion will be considered 84% or better as a final grade.

#### ***EDOL 595: Developing Character and Ethics 3***

This course will incorporate the resources and skills necessary to integrate ethical themes and character development into a school setting. It will provide educators an arena in which to explore and develop their moral perspectives on the basis of generally accepted criteria. Focus will also be placed on putting into practice those skills and resources that integrate character themes and character development into their school setting.

#### ***EDOL 605: Action Research 3***

During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. *Required Capstone Course. Prerequisite: EDOL 580.*

### **EDUCATIONAL ADMINISTRATION**

#### ***EDUA 516 Instructional and Transformational Leadership 3***

This course combines the important theories of educational leadership with the theories of transformational leadership. This course examines the context of change as it impacts society and its schools; determines leadership qualities and skills necessary for creating successful and enduring change in schools; explores the culture and politics of change as it relates to various members of the school community including administrators, teachers, students, parents, and community leaders; and develops effective strategies for marketing, managing, implementing, and integrating change in three essential areas--teaching, learning, and leadership. This course will provide students with an understanding of school organization and the management and leadership of schools.

## **MASTER OF ARTS IN EDUCATION**

### **COURSE DESCRIPTIONS**

#### ***EDUA 517 Curriculum Design and Evaluation 3***

This course will provide students with an intensive study of pedagogical approaches and materials including state curriculum documents, the curricular recommendations of professional associates, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

#### ***EDUA 553 Schools as Diverse Learning Organizations 3***

This course connects the dynamics of strategic issues, ensuring ethical and reflective leadership; the analysis and development of public policy; and management of information systems and human and fiscal resource in the culturally diverse learning organization. Students will examine the dynamics of curriculum change and the key role leaders play in creating a learning community in the schools. Students will become more aware of and knowledgeable in identifying and using techniques for relating effectively with multiple publics and in dealing with the social, political, and cultural forces that operate within and outside the school-community complex.

#### ***EDUA 556 Legal and Political Aspects in Education 3***

This course will explore the shaping of education in America by law and the legal system. Many of today's issues of educational policy are also issues of law: desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, and school finance. Consequently, decisions regarding schools increasingly are being made by the courts. This course provides the educator a basic knowledge of the judicial branch of the government and its impact on education.

#### ***EDUA 559 Human and Financial Resources 3***

This course examines the trends, issues, scope and practices of school finance and personnel administration. Financial and personnel management strategies, techniques for developing a projected budget and strategic plan, theories of managing school personnel and addressing the evaluation protocol for classified and certificated personnel will be addressed.

## MASTER OF ARTS IN EDUCATION

### COURSE DESCRIPTIONS

#### ***EDUA 590 Administrative Practicum 3***

The first practicum is taken concurrently with the first half of the course work. The goals of the practicum experiences are to foster the development of a positive organizational culture to facilitate and enable various constituencies to contribute to develop and realization of organizational goals. The candidates are provided an opportunity to develop supervisory skills that promote improvement of instruction for all students including those from diverse cultural and linguistic backgrounds. The activities are typically conducted at the teacher's school site. The practicum students and supervisors will meet for monthly meetings to share successes and offer support to colleagues about specific issues that are perhaps creating challenges for the candidate at their school site.

#### ***EDUA 591 Advanced Administration Practicum 3***

The second practicum is taken concurrently with the second half of the course work and builds upon the accomplishments of the first practicum. During the practicum the administrative candidate completes a professional portfolio and a presentation of this portfolio is made to the instructor, school district mentor and a panel made up of other candidates. *Prerequisite: EDUA 590*

#### ***EDUA 593 Saturday Symposium (1 unit each) 3***

EDUA 593 is a series of three one-credit best practices symposia held on various Saturdays throughout the school year. Each symposium presents a new topic on critical issues in education for administrators as presented by distinguished participants in the educational administration field. Students attend three symposia throughout the administration program and complete the required assignment for each.

#### ***EDUA 581 Educational Research: Methods and Analysis 3***

This course examines the field of educational research by exploring research methods, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Students will learn the essentials needed to carry out the entire research process and will develop and implement an action research plan for a school setting.

#### ***EDR 605 Collaborative Action Research Project 3***

During this course the students enrolled work in collaborative groups and with their faculty advisor to finalize planning, implement the action plan, and write the action research report. An oral presentation upon completion of the project involves a critique of the students' action research experiences. *Prerequisite: EDUA 581.*

## **MASTER OF ARTS IN EDUCATION**

### **COURSE DESCRIPTIONS**

#### **SCHOOL COUNSELING & PPSC**

##### ***EDSC 511 Introduction to School Counseling 3***

This course provides an introduction and overview of basic counseling skills and interpersonal relations concepts. The course will orient students to theory, roles, functions, and current issues of school counseling. The course will focus on basic introductory skills needed by today's school counselors to work with diverse populations in educational and professional settings.

##### ***EDSC 515 Leadership: Intervention, Consultation, Collaboration 3***

This course is designed to provide foundations and dimensions for the school counselor in relation to principles, practices, needs assessment within the framework of a school based counseling program. An overall understanding of the school as an organization and how the school counselor works within the organization will be emphasized. Students develop skills essential to the consulting process and collaboration among professionals, parents, and students.

##### ***EDSC 520 Educational Assessment 3***

This course is designed to provide the student with skills in administering academic achievement tests and a variety of education assessments. Use of standardized academic tests, scoring, and understanding of how to use test manuals will be emphasized. Additionally, an understanding the diverse populations and settings that may be encountered in providing quality educational assessment will be incorporated.

##### ***EDSC 522 Theories of Counseling 3***

This course provides an overview of the major theories and techniques of counseling and psychotherapy. The history, prominent figures, and current application of these theories are explored. Current best practices in school counseling, diverse settings and critical examination of major theories in the guided formation of their own personal style and approach to school counseling are emphasized.

##### ***EDSC 531 Human Communication: Group Process 3***

Students in this course learn and apply principles of interpersonal communication. Emphasis is on psychological, social, cultural, and linguistic factors which affect person-to-person interaction. Group leadership, purpose, development, dynamics, and methods will be investigated.

## **MASTER OF ARTS IN EDUCATION**

### **COURSE DESCRIPTIONS**

#### ***EDSC 535 Counseling Exceptional Children 3***

This course will examine the needs of students in special education programs. Students will be introduced to the wide range of learning disorders, handicaps, and emotional needs of the school population. Health, ethical and legal issues will be considered in the counseling and intervention process. The definition, identification, education, and vocational preparation of students with disabilities are also examined.

#### ***EDSC 541 Psychopathology 3***

This course will examine the wide range of clinical disorders, social and emotional disorders, and behavioral disorders which may add to psychological problems impairing the academic success of children and adolescents. Students will review research, case studies, assessment tools, and school-base interventions to help in their development as a school counselor.

#### ***EDSC 550 Counseling Diverse Populations 3***

This course is designed to examine the influence of cultural and ethnic differences of counselor and client in counseling. General cross-cultural dynamics as well as specific target populations are studied. The course includes ethical treatment of clients, multicultural awareness, and counselor self-awareness in the context of skills needed for effective practice in increasingly diverse schools.

#### ***EDSC 551 Legal and Ethical Issues 3***

This course introduces legal and ethical practices and principles for the school counselor. Emphasis will be placed on the legal and ethical issues school counselors will encounter with their diverse populations such as Individuals with Disabilities Education Act (IDEA), Individual Education Programs (IEPs), 504 plans, mediation, consultation and collaboration, due process, confidentiality laws, family and student rights, counseling Code of Ethics, and Federal and State laws.

#### ***EDSC 561 Crises Response, Interventions, and Management 3***

This course is designed to prepare the school counselor for an effective response when faced with crisis in the school setting. Students will be introduced to a variety of response approaches to assess and address the needs of students. Focus will be given to intervention and management skills needed when working with students at-risk for academic failure due to family stress, depression, anxiety, suicidal ideation, traumatic events, natural disaster, and terrorist events.

## MASTER OF ARTS IN EDUCATION

### COURSE DESCRIPTIONS

#### ***EDSC 562 Career Counseling and Development 3***

This course provides an overview of the major career development theories. Vocational guidance and occupational/educational information sources and systems are studied. Career development program planning, resources, computerized information systems, and evaluation will be included. Emphasis will be placed on how career counseling and vocational guidance are practiced by the school counselor.

#### ***EDSC 580 Educational Research: Methods and Analysis 3***

The purpose of this course is to examine the field of educational research by exploring research methods, analyze research articles, and apply measurement and statistical techniques to problems of educational research. Students will learn essentials needed to carry out the entire research process and develop and implement an action research plan for a school setting.

#### ***EDSC 590 Practicum 3***

This course provides opportunities for school counseling students to explore the role of school counselors. The school counseling practicum connects the theory of the coursework to authentic situations in school settings. In addition to the practicum course, students will accumulate one hundred (100) clock hours of practicum experience through course assignments, seminars, diverse environments and work in schools. \*Practicum hours must be completed prior to field experience.

#### ***EDSC 591 Field Experience / Internship 3***

This course is designed to give the school counseling candidate supervised fieldwork experience leading to competencies in the following areas: educational assessment, diversity, personal and social counseling, academic and career counseling, program development and coordination, supervision and consultation, and laws and ethics as they pertain to the school counselor. In addition, students will participate in on-campus group supervision. Students are expected to gain six hundred (600) clock hours of documented field experience with satisfactory evaluations by the university and on-site supervisors.

#### ***EDSC 605 Capstone: Action Research 3***

This course will help the school counselor candidate research by exploring research models, analyzing research articles, and applying measurement and statistical techniques to problems of educational research or counseling in the schools. Each candidate, working individually or in a cooperative group, will present their action research project that will impact teaching, counseling, and learning to enhance the educational program at the school site. Majority of course work should be completed before enrollment. \*Internship students will use their school site for the research project.



## TEACHER CREDENTIAL

### PURPOSE STATEMENT

The Teacher Credential programs prepare multiple subject, single subject, and special education teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

### PROGRAM OUTCOMES

- **The teacher candidate plans and delivers instruction.** *The teacher candidate plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher candidate incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.*
- **The teacher candidate uses assessment for a variety of purposes.** *The teacher candidate designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition the teacher candidate uses reflective practice as a means of self-assessment.*
- **The teacher candidate provides a supportive learning environment.** *The teacher candidate creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher candidate uses instructional time wisely and efficiently.*
- **The teacher candidate models a servant-leadership lifestyle.** *The teacher candidate models servant-leadership, exhibits a professional attitude and communicates effectively with students, families and school personnel. The teacher candidate is aware of and carries out legal and ethical responsibilities.*

### TEACHER CREDENTIALS OFFERED

Concordia University's credential programs meet all requirements put forth by the state of California and are approved by the California Commission on Teacher Credentialing. Additionally, Concordia University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges -WASC (P.O. Box 9990, Oakland, CA 94613-0990, (510) 632-5000). Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.

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Concordia offers preliminary teacher credential programs for the following credentials: Multiple Subject; Single Subject; and Education Specialist: Mild-Moderate as described below:

**Multiple Subject Preliminary Credential**

The multiple subject credential allows you to teach all the subjects in a self-contained classroom. This is the credential to obtain if you desire to teach at the elementary (K-6) grade levels. If you plan to be a middle school teacher teaching a core curriculum, you will select the multiple subject credential.

**Single Subject Preliminary Credential**

The single subject credential is for teachers who desire to teach one subject to groups of students at the high school or middle school levels. The single subject credential areas Concordia offers are:

Art	English	Foundational Science
Science-Chemistry	Science-Geosciences	Science-Biology
Social Science	Foundational Math	Science-Physics
Physical Education	Mathematics	Music
Foreign Language (case by case basis)		

**Education Specialist: Mild-Moderate Preliminary Credential**

This special education credential authorizes the teacher candidate to teach students (K-22) with mild to moderate disabilities, including students identified with specific learning disabilities, mild-moderate intellectual disabilities, other health impairments, traumatic brain injury, emotional disturbance, and autism spectrum disorders.

*Please consult the Education Specialist: Mild-Moderate Credential Handbook for program information.*

School of Education

**California Professional Clear Credential**

Please note there are two levels of teaching credentials in California. The first level is the preliminary credential. California schools of education prepare candidates for the preliminary credential. Candidates apply for this credential through their school of education. With this credential a student is certified to teach in California schools for up to five years. The second credential level is the professional clear credential. To qualify for a professional clear credential, the teacher participates in an Induction Program through his/her school and school district. The professional clear credential is applied for through the teacher's school district after the induction period. Teachers teaching in private schools can obtain their professional clear credential through a school of education that offers such programs.

**Lutheran Teacher Certificate**

Concordia also offers coursework leading to a Lutheran Teacher Certificate. Program and course requirements for this certificate are outlined and described beginning on page 37 of this handbook.



## TEACHER CREDENTIALS PROGRAM

The credential program is comprised of coursework, field experiences, and student teaching. The coursework and course sequence is listed below. On the following page the specific sequence of the courses is presented.

### MULTIPLE SUBJECT COURSEWORK

#### SEMESTER I

EDUC 098	Technology Literacy for Teachers	0
EDUC 201	Introduction to Teaching Careers	1
EDUC 301	Typical & Atypical Development of Diverse Learners	3
EDUC 501	Planning & Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

#### SEMESTER II

EDUC 522	Math and Science Methods	2
EDUC 523	Integrated History Methods	2
EDUC 560	Reading/Language Development in Diverse Classrooms	4
EDUC 580	TPA Practicum: Student Teaching I	1

#### SEMESTER III

EDUC 582	Student Teaching	12
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**TOTAL UNITS: 34**

## TEACHER CREDENTIALS PROGRAM

The credential program is comprised of coursework, field experiences, and student teaching. The coursework and course sequence is listed below. On the following page the specific sequence of the courses is presented.

### SINGLE SUBJECT COURSEWORK

#### SEMESTER I

EDUC 098	Technology Literacy for Teachers	0
EDUC 201	Introduction to Teaching Careers	1
EDUC 301	Typical & Atypical Development of Diverse Learners	3
EDUC 501	Planning & Assessment for Inclusive Classrooms	3
EDUC 502	Creating Positive and Inclusive Learning Environments	3
EDUC 551	Language and Culture	3

#### SEMESTER II

EDUC 524	Secondary Curriculum Methods	4
EDUC 570	Content Area Reading in Middle & Secondary Classrooms	4
EDUC 581	TPA Practicum: Student Teaching I	1

#### SEMESTER III

EDUC 583	Student Teaching	12
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**TOTAL UNITS: 34**

## **MASTER OF EDUCATION - COMBINED CREDENTIAL AND MASTER DEGREE**

### **PURPOSE STATEMENT**

The Combined Credential and M.Ed. program prepares teachers who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners.

### **PROGRAM OUTCOMES**

- **The M.Ed. candidate plans and delivers instruction.** *The teacher plans and delivers engaging, developmentally appropriate instruction based on the California Content Standards. The teacher incorporates a variety of teaching strategies and resources to make the subject matter accessible and engaging to the needs of diverse students.*
- **The M.Ed. candidate uses assessment for a variety of purposes.** *The teacher designs and interprets a variety of assessments, and also uses assessment data to plan instruction, monitor instruction, design and monitor the classroom environment, learn about and place students. In addition the teacher uses reflective practice as a means of self-assessment.*
- **The M.Ed. candidate provides a supportive learning environment.** *The teacher creates a positive social environment and a safe and welcoming physical environment that supports learning for all students. The teacher uses instructional time wisely and efficiently.*
- **The M.Ed. candidate models a servant-leadership lifestyle.** *The teacher models servant-leadership, exhibits a professional attitude and communicates effectively with students, families and school personnel. The teacher is aware of and carries out legal and ethical responsibilities.*
- **The M.Ed. candidate applies research to solve problems in educational settings.** *The teacher summarizes, synthesizes, and interprets relevant literature. The teacher plans, and implements action research to solve problems in educational settings.*

## **MASTER OF EDUCATION - COMBINED CREDENTIAL AND MASTER DEGREE**

### **APPLICATION INFORMATION**

Eligibility for the Master in Education Program requires:

- Acceptance into the Teacher Credential Program fulfilling all admission requirements
- GPA of 3.0 or above

If, at the time of applying to Concordia's Credential Program, you have a GPA of 2.7 -2.9, you may apply for the M.Ed. Program any time **after completing** the introductory credential courses (Educ 201, Educ 301, Educ 501) **and prior** to beginning Student Teaching, if all of the following criteria are met:

- Provide verification of a passing score on one of the following exams:
  - Raw score of 41 on the MAT, Miller Analogy Test (All scores must be dated within the last five years)
  - GRE, Graduate Record exam with a minimum score of 900 of combined verbal and quantitative or a 450 verbal score and 3.5 analytical writing score (All scores must be dated within the last five years)
  - CSET, California Subject Examinations for Teachers in candidate's subject area
- Maintain a cumulative GPA of 3.25 in the foundation credential courses, and all other Concordia University credential courses completed, prior to admission to the M.Ed. Program
- Submit recommendations from two Concordia instructors on forms provided by Concordia
- Receive positive recommendations from all field experiences

### **APPLICATION TO THE M.ED. PROGRAM**

Candidates may apply for the M.Ed. program any time during the credential coursework. However, the decision to pursue the M.Ed. must be made **BEFORE** enrolling in Student Teaching.

**Students entering one the credential programs on an appeal are not eligible for the M.Ed. Program**

School of Education

## MASTER OF EDUCATION

### CORE COURSES

	Credential Coursework (not counting EDUC 201 & 301)	30
EDU 580	Educational Research: Methods and Analysis	1
EDOL 547	Brain-Based Teaching and Learning	3

### ELECTIVES (SELECT TWO)

EDOL 520	Curriculum Design & Evaluation	3
EDOL 524	Coping with Stress/Violence in Today's Classrooms	3
EDOL 540	Community of Learners	3
EDOL 545	School, Community and Family	3
EDOL 584	Classroom Management	3
EDOL 595	Developing Character and Ethics	3

### CAPSTONE EXPERIENCE

EDR 601	Action Research Project & Oral Presentation	3
EDR 603	Independent Research Paper and Oral Presentation	1
	<i>This option requires that the student select a third elective</i>	3





## COURSE DESCRIPTIONS

### EDUCATION (CREDENTIAL)

#### **EDUC 098      *Technology Literacy for Teachers***

This is a non-credit seminar and online course. This course, in conjunction with the credential coursework sequence, fulfills the level I technology competencies required by the California Commission on Teacher Credentialing. This course is taken currently with the candidate's first credential course. Students must complete this online course by the sixth week of their first semester.

#### **EDUC 201      *Introduction to Teaching Careers II (1)***

This course focuses on a broad picture of teaching through an emphasis on the Teaching Performance Expectations (TPEs). Through course activities students will develop awareness of the TPEs, identify elements of each, and observe evidence of these standards in their assigned field experiences. A minimum of 15 clock hours of fieldwork is required in a university assigned placement.

#### **EDUC 301      *Typical and Atypical Development of Diverse Learners (3)***

This course presents the major concepts, principles, theories, research, and applications related to the typical and atypical cognitive, social, emotional, physical, and moral development of children and adolescent students in inclusive classrooms. Candidates examine the characteristics of exceptional persons with mild to moderate disabilities.

#### **EDUC 501      *Planning and Assessment for Inclusive Classrooms (3)***

Candidates learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms. Candidates examine both formal and informal assessments of students, including curriculum-based assessment. Candidates learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse students.

*(Prerequisites: Educ 201 and 301 or concurrent enrollment)*

#### **EDUC 502      *Creating Positive & Inclusive Learning Environments (3)***

This course examines classroom management strategies for the inclusive classroom, including development of individual behavior management plans. The IEP/IPFT processes and legal requirements and responsibilities are examined. The effects of student health and safety on learning are addressed. Candidates learn skills for communicating, collaborating, and working with families, supporting professionals and school personnel. Candidates examine their professional and legal responsibilities as teacher in California schools. *(Prerequisites: Educ 201, 301 and 501 or concurrent enrollment)*

#### **EDUC 522      *Elementary Math and Science Methods (2)***

Students will learn approaches to planning, managing, delivering and assessing instruction in science and mathematics. Students will draw on social, cultural, historical foundations and learning theory as they plan instruction.

*(Prerequisites: Educ 501, 551)*

#### **EDUC 523      *Integrated History Methods (2)***

Students will learn approaches to planning, managing, delivering and assessing instruction in history, arts and physical education. Students will draw on social, cultural, historical foundations and learning theory as they plan instruction.

*(Prerequisites: Educ 501, 551)*

**EDUC 524 Secondary Curriculum and Methods (4)**

Provides students preparing to teach in secondary schools with understanding of secondary school curriculum. Students will examine recent research, use the California Frameworks and K-12 Content Standards to explore their subject areas and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of students. (*Prerequisites: Educ 501, 551*)

**EDUC 551 Language and Culture (3)**

This course addresses the impact of culture, language, socio-economic status, religion, gender, and disability on education of elementary and secondary students. Candidates examine theories of first and second language acquisition. Effective strategies for teaching English learners are presented. Candidates apply these strategies to course activities and assignments. (*Prerequisites: Educ 201, 301 and 501 or concurrent enrollment*)

**EDUC 560 Reading/Language Development in Diverse Classrooms (4)**

This course focuses on preparing the elementary school teacher to instruct reading and language arts in diverse classrooms. It follows the guidelines set forth by the California Commission of Teacher Credentialing in 2008, the *California Reading/Language Arts Frameworks and Standards*, and the RICA Content Specifications. (*Prerequisites: Educ 501, 551*)

**EDUC 570 Content Area Reading in Middle & Secondary Classrooms (4)**

Examines theory and practice in reading instruction as applied to the content areas of middle and secondary schools. Emphasizes development of reading techniques ranging from assessment of individual skills to selection of appropriate materials and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards serve as the basis for this course. (*Prerequisites: Educ 501, 551*)

**EDUC 580 TPA Practicum: Student Teaching I (Multiple Subject) (1)**

This course consists of at least 30 clock hours of field experience and class seminars to prepare students to teach in elementary schools. Students will develop an understanding of instructional planning and delivery, and how to meet the needs of diverse learners. Through the activities of this course, students will complete Teacher Performance Task 1 and Task 2. (*Prerequisites: Completion of/or concurrent enrollment in Educ 502, 522, 523 and 560*)

**EDUC 581 TPA Practicum: Student Teaching I (Single Subject) (1)**

This course consists of at least 30 clock hours of field experience and class seminars to prepare students to teach in secondary schools. Students will develop an understanding of 7-12 curriculum, strategies for planning and delivery instruction, and how to meet the needs of diverse learners. Through the activities of this course, students will complete Teacher Performance Task 1 and Task 2. (*Prerequisites: Completion of/or concurrent enrollment in Educ 502, 524, and 570*)

**EDUC 582/583 Student Teaching (12)**

Candidates are placed in two classroom settings during an entire elementary or secondary school semester under the supervision of a cooperating teacher and a university supervisor. Teaching strategies and classroom management strategies are practiced at the grade levels and in the subject matter that represent the student teachers' career choice. TPA tasks 3 and 4 are completed during

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the student teaching semester. (*Prerequisites: Completion of all credential coursework; full passage of CSET or successful completion of a state-approved Single Subject Matter Preparation Program; and submission of all student teaching application forms prior to set deadlines*)

**EDUCATION (MASTER OF EDUCATION)**

**EDOL 520 Curriculum Design and Evaluation (3)**

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, the curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and the recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. (*Prerequisite: Successful completion of Student Teaching*)

**EDOL 524 Coping with Stress/Violence in Today's Classroom (3)**

Children today are impacted by the reality of violence in aspects of their daily lives or the subjective fear of impending dangers. Developmental consequences and strategies to cope with man-made and natural disasters will be explored. Books, toys, music and media to foster communication and positive resolutions will be identified. (*Prerequisite: Successful completion of TPA Practicum*)

**EDU 534 Working with Diverse Family Structures (3)**

Evaluation of the current research of families with the goal of recognizing and responding to the diversity represented in schools. Review of family systems theory, communication within the family, and sociological and political issues impacting the family. Candidates will explore how they might exercise leadership in initiating, developing, and implementing programs and policies that will foster success for all students. (*Prerequisite: Successful completion of Student Teaching*)

**EDOL 540 Community of Learners (3)**

This course will enable students to work successfully with a variety of learning styles from diverse cultural backgrounds. Specific historical and recent definitions of multicultural education, multiculturalism, learning needs, learning styles, and special needs will be explored. Emphasis will be given to the anthropological, sociological, socio-biological, and psychological perspectives of learning, the learner, and the learning environment. Students will be able to integrate strategies into their teaching that will seamlessly incorporate multicultural perspectives, learning styles and multiple modalities into lesson planning and instructional design and implementation. (*Prerequisite: Successful completion of Student Teaching*)

**EDOL 545 School, Community and Family (3)**

This course will focus on equipping participants with skills that provide effective approaches in working with family and community members from culturally and social-economically diverse backgrounds within the larger political and social context of today's world. The student will explore the relationship of schools to other community agencies and investigate approaches to provide socio-educational services to children and their families. (*Prerequisite: Successful completion of Student Teaching*)

**EDOL 547 Brain-based Instruction (3)**

This course is designed to provide experienced, credentialed teachers with the latest in psychological research findings that can be directly applied to the classroom. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers. *(Prerequisite: Successful completion of Student Teaching)*

**EDU 580 Educational Research (3)**

This course examines the field of educational research by exploring research models, analyzing research articles and applying measurement and statistical techniques to problems of educational research. Each student will learn the essentials needed to carry out the entire research process and develop a research proposal that will guide the thesis or project. *(Prerequisite: Successful completion of Student Teaching)*

**EDOL 584 Classroom Management (3)**

Provides instruction in designing a learning environment that meets the needs of students and teacher. Attention is given to routine procedures, student behavior, physical facilities, patterns of student and teacher interaction, and other factors that affect student learning. *(Prerequisite: Successful completion of TPA Practicum)*

**EDOL 595 Developing Character and Ethics (3)**

This course will incorporate the resources and skills necessary to integrate ethical themes and character development into a school setting. It will provide educators an arena in which to explore and develop their moral perspectives on the basis of generally accepted criteria. Focus will also be placed on putting into practice those skills and resources that integrate character themes and character development into their school setting. *(Prerequisite: Successful completion of Student Teaching)*

**EDR 601 Action Research Project and Oral Presentation (3)**

To complete the action research, the student plans and implements a project that engages the student in applying research to practice at a local school site. Each student, under the supervision of his or her advisor, completes an action research paper in preparation for the oral presentation. The oral presentation involves a critique of the student's action research experience. *(Prerequisite: Successful completion of Edu 580)*

**EDR 603\* Independent Research Paper and Oral Presentation (1)**

The independent research paper engages the student in the summary, synthesis, and interpretation of relevant literature on a research topic. The paper builds upon but does not directly replicate, work from previous papers written for courses. The oral presentation involves a critique of the relevant issues and research on the topic. *(Prerequisite: Successful completion of Edu 580)*

*\*EDR 603 requires that the student enroll in additional units to fulfill the total number of semester units required for the student's program.*