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” (I 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.
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

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

The university telephone number is: (949) 854-8002; FAX: (949) 854-6854.
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.
TABLE OF CONTENTS

Mission Statement .......................................................................................................................... inside front cover
Academic Calendar (Undergraduate) ............................................................................................ 4-5
General Information .......................................................................................................................... 6
Educational Targets and Goals ............................................................................................................. 6
Admission Information ....................................................................................................................... 9
Tuition and Fees ..................................................................................................................................... 14-15
Financial Aid ........................................................................................................................................ 17
Student Life ......................................................................................................................................... 22
Academic Information ........................................................................................................................ 26
  General Education Requirements ....................................................................................................... 27-30
Academic Policies .............................................................................................................................. 33
Majors and Minors ............................................................................................................................... 41
Professional Programs ....................................................................................................................... 42-43
School of Arts and Sciences .............................................................................................................. 44
  Division of Exercise and Sport Science ............................................................................................... 45
  Athletic Training Education Program ................................................................................................. 49
  Division of Fine Arts and Performing Arts ......................................................................................... 51
  Art Department ................................................................................................................................. 51
  Music Department ............................................................................................................................ 54
  Theatre Department .......................................................................................................................... 60
  Division of Humanities ....................................................................................................................... 64
  Communication Studies Department ................................................................................................. 64
  English Department .......................................................................................................................... 66
  History Department ......................................................................................................................... 72
  Pre-Law Program .............................................................................................................................. 77
  Division of Mathematics and Natural Science .................................................................................... 78
  Natural Science Department ............................................................................................................ 78
  Biology ............................................................................................................................................... 78
  Chemistry ......................................................................................................................................... 80
  Medical Science Professions Program .............................................................................................. 82
  Pre-Physical Therapy Program ......................................................................................................... 83
  Mathematics Department ................................................................................................................ 84
  Pre-Engineering Program .................................................................................................................. 86
  Psychology and Behavioral Science Division ................................................................................... 88
School of Business and Professional Studies ................................................................................... 93
  Christ College ................................................................................................................................... 101
    Christ College Ministry Programs ..................................................................................................... 109
School of Education ........................................................................................................................ 116
    Teacher Credential Programs ......................................................................................................... 122
Courses of Instruction ..................................................................................................................... 126
Administration .................................................................................................................................... 187
Information Directory ...................................................................................................................... 190
Faculty ............................................................................................................................................... 191
Index .................................................................................................................................................. 200
Map and Directions .......................................................................................................................... 204
Concordia University Foundation ..................................................................................................... 205
EDUCATIONAL TARGETS AND GOALS

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 3,000 undergraduate and graduate students.

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.
LIBRARY
Concordia University Library contains a collection of 79,000 print volumes, more than 5,000 online volumes through NetLibrary eBooks, 25,000 electronic and print journals and access to the holdings of 9,000 academic and public institutions through WorldCat interlibrary 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, CINAHL, 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). 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 scheduling an appointment with a librarian.

ACCREDITATION
Concordia University is accredited by the 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. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.
ADMISSION CRITERIA
Concordia University admits students of any race, color, national and ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school. It does not discriminate on the basis of sex, race, color, disability, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, athletic and other school-administered programs.

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

Furthermore, general admission to the university does not constitute admission to a program of study. Each program has its own admission requirements. Consult the respective program director for specific requirements. (Note: Students desiring admission to a post baccalaureate or graduate program should consult the graduate degree information available at www.cui.edu.)

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

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

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

- **English:** 4 years
- **Mathematics:** 3 years including algebra 1, algebra 2 and geometry
- **Science:** 3 years including at least two years of laboratory science that includes at least two (2) of the following: biology, physics, chemistry
- **Social Science:** 2 years
- **Foreign Language:** 2 years recommended
Scholastic Aptitude. Entrance eligibility is determined by academic, not cumulative, grade point average (GPA) together with SAT (Scholastic Aptitude Test) or ACT (American College Testing) scores and class rank. Other tests may be specified by the university testing program.

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

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

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

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

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

ADMISSION STATUS
Regular Admission. Applicants who have fulfilled all of the basic criteria as previously described.

Commitment to Success/Close Advisement Admission. Freshmen applicants who have not met basic academic criteria for admission but who have met all other criteria and are determined to have the ability to attain the required academic standards. Twelve (12) to fifteen (15) academic units are recommended. Fifteen (15) students will be enrolled into this program per year.

ADMISSION CLASSIFICATIONS
First-Time Freshman Student. The first-time freshman student is an applicant who enters with fewer than twenty-four (24) semester or thirty-six (36) quarter units of transferable college credit following high school graduation.

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

1. Concordia University application form which is available from the Admission Office or online at www.cui.edu.
2. The most recent official high school transcript and evidence of graduation must also be presented when high school work is completed.
3. Official Scholastic Aptitude Test (SAT) (preferred) or American College Test (ACT) score should be sent to the Admission Office. The university’s code numbers for the tests are: SAT – 4069; ACT – 0227.
Transfer Student. The transfer student is an applicant who transfers from a community, state or private college with twenty-four (24) or more semester or thirty-six (36) or more quarter units completed at an accredited college or university.

The requirements expected of a transfer student:
1. Concordia University application form. The form is available from the Admission Office or online at www.cui.edu.
2. Official final high school transcript.
3. Official transcripts from all institutions attended which the student plans to transfer units.

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

Concordia accepts both the Intersegmental General Education Transfer Curriculum (IGETC) and the California State University (CSU) General Education Breadth Requirements to fulfill most of the university’s general education requirements. Upon verification of certification, general education requirements are waived. Please refer to pages 9-10 for more detailed information. Official IGETC or CSU certifications must be submitted upon completion of all certification courses. A total of ninety-six (96) semester units are allowed for transfer, of which a maximum of seventy (70) semester units may be transferred from an accredited community college. Concordia will accept up to six (6) semester units of course work graded “D” completed prior to transferring. These “D” graded courses may apply only towards general education or elective credit and may not be applied towards a major or minor or fulfillment of program requirements for graduation from Concordia.

All transferring students who have completed significantly more than three (3) years of college work are advised that Concordia University requires one (1) year of academic residence of at least thirty-two (32) semester units. Students with more than three (3) years of academic work should realize that the usual period spent in working toward the bachelor’s degree may be lengthened. Transfer students seeking to earn a California teaching credential within their bachelor’s degree program should consult with an academic advisor regarding requirements.

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

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

The specific categories and requirements are:
1. Readmission following disqualification: the student must show evidence indicating that the deficiency which led to disqualification has been removed.
2. Readmission following a leave of absence: the student must show that the situation necessitating the leave of absence has been resolved.
3. Readmission following graduation from Concordia University: application is as follows:
   a. For an additional undergraduate major, see Undergraduate Admission.
   b. To enroll in a fifth year or graduate program, see Graduate Admission.
Students must submit official transcripts from all institutions attended during the absence from Concordia. All readmission applications are reviewed by the Admission Office. Just as new students must make a tuition deposit and academic advising appointment, the same is required of readmitted students. Readmission to the university is not guaranteed.

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

1. Requirements as listed on pages 9-10 for all bachelor’s degree students including, but not limited to, an official translated transcript proving evidence of academic achievement that is equivalent to graduation from an American high school; letter of recommendation; and appropriate SAT or ACT score.

2. Knowledge of English as measured by TOEFL (Test of English as a Foreign Language) or comparable instrument. Minimum TOEFL score is 550 paper-based, 213 computer-based or 79 Internet based; or successful completion of an English language school program from a list of approved providers.

3. Evidence of financial arrangements to meet educational costs for the designated period.

4. Evidence of a valid passport.

5. Eligibility for an F-1 Student Visa.

6. International student transfer form (transfers only).

7. Final approval must be secured from the executive director of admission.

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

Assistance with obtaining an F-1 visa or maintaining F-1 visa status is available through the Student Services Office. International students are tracked through the Principal Designated School Official (PDSO) in the Office of Global Programs. F-1 visa students are not eligible to be part-time students. International transfer students must submit an in-status form signed by the Designated School Official (DSO) at their current school. In addition, students must have maintained F-1 visa status since last entry into the United States. International students are required to attend legal orientation upon arrival at Concordia. They are also required to report to the DSO at Concordia University within fifteen (15) days of arrival in this country.

**ANNUAL READMISSION**

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

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

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

Students may appeal to the president, whose action is final. A tuition deposit is required for annual readmission. For more information regarding annual readmission, refer to the Concordia University Student Handbook.
CATEGORIES OF STUDENTS

Students will be classified in the following way:

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

2. Non-degree students. These are students attending Concordia on a part-time basis who are not working toward a degree, certificate or credential from Concordia. These students must complete an application for non-degree course work through the Registrar’s Office before registering for classes. Before credit for these courses can be applied toward a degree, certificate or credential, these students must complete the application process through the Admission Office.
**TUITION 2011-2012**

**NO OTHER SOURCE SHALL BE USED TO QUOTE UNIVERSITY TUITION OR FEES**

<table>
<thead>
<tr>
<th><strong>Bachelor's Degree Students</strong></th>
<th><strong>Summer 2011</strong></th>
<th><strong>Fall 2011/Spring 2012</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Fee (non-refundable)</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Student Service Fee</td>
<td></td>
<td>$300/semester</td>
</tr>
<tr>
<td>International Application Processing Fee</td>
<td>$125</td>
<td>$125</td>
</tr>
<tr>
<td>Tuition ($500 deposit required)</td>
<td></td>
<td>$13,350/semester</td>
</tr>
<tr>
<td>Part-time Tuition</td>
<td>$490/unit</td>
<td>$815/unit</td>
</tr>
<tr>
<td>CU Accelerate</td>
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<td></td>
</tr>
<tr>
<td>• Continuing Students (w/ books)</td>
<td>$475/unit</td>
<td>$475/unit</td>
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<tr>
<td>• New Students (ALA/BAL major)</td>
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</tr>
<tr>
<td>• New Students (Health Care Management)</td>
<td></td>
<td>$500/unit</td>
</tr>
<tr>
<td>On-line BA courses (per unit)</td>
<td>$490/unit</td>
<td>$490/unit</td>
</tr>
<tr>
<td>Accelerated 2nd Degree BSN</td>
<td>$550/unit</td>
<td>$550/unit</td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Lab Fees</td>
<td></td>
<td>$350</td>
</tr>
<tr>
<td>• Skills Lab</td>
<td>$80</td>
<td>$200</td>
</tr>
<tr>
<td>• Assessment Technologies Institute Fee</td>
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<td>$421</td>
</tr>
<tr>
<td>Applied Music</td>
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<td>$525/unit</td>
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<tr>
<td>Student Teaching I Fee (TPA Practicum-SB 2042 Program)</td>
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<td>$200</td>
</tr>
<tr>
<td>Student Teaching II Fee (SB 2042 Program)</td>
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<td>$300</td>
</tr>
<tr>
<td>Audit Tuition</td>
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<td>$370/unit</td>
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<tr>
<td>Graduation Fee</td>
<td></td>
<td>$125</td>
</tr>
<tr>
<td>Study Tour Courses</td>
<td></td>
<td>$350/unit</td>
</tr>
</tbody>
</table>

| **Housing (Dormitory)** | | |
| Quads (fall and spring semesters ONLY) | | $2,650/semester |
| Sigma/Rho (fall and spring semesters ONLY) | | $2,450/semester |
| Reservation Fee (non-refundable) | | $300 |
| Summer Housing | | |
| • Non-student employee | | $30/night |
| | or $215/week |

Students staying on campus during times that do not fall within Fall and/or Spring semesters will have to pay $30/night.
TUITION 2011-2012

Meal Plan
• 5/week $1,080/semester
• 10/week $1,645/semester
• 14/week $1,775/semester
• 19/week $1,845/semester

Summer
• 75 meals $710
• 100 meals $775
• 125 meals $815

Graduate/Credential Students
DCE/Internship (flat rate) $5,675
Credential $500/unit $500/unit
Master of Education (M.Ed.) $500/unit $500/unit
Student Teaching I Fee (TPA Practicum-SB 2042 Program) $200
Student Teaching II Fee (SB 2042 Program) $300
MA Coaching $420/unit $420/unit
MA Education on-line (M.A.Ed.) $420/unit $420/unit
Regional Education Cohorts (M.A.Ed.) $1,260/class $1,260/class
MA International Studies $575/unit $575/unit
• Virtual Private Network (VPN) Fee $160
MA Theology $550/unit $550/unit
Cross-Cultural Ministry Center $695/unit $695/unit
MBA $695/unit $695/unit

Fees
Application Fee (non-refundable) $50 $50
International Application Processing Fee $125 $125
Housing (dormitory) Same as BA/BS Students
Housing Security Deposit $300 $300
Graduation Fee $125 $125

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/onlinepayments. 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.
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, SEOG, Federal Direct Stafford Loan and Federal Direct Plus and 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.

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 (Rooms 103/104) or online at www.cui.edu/onlinepayments. Failure to pay fees by the established deadline may cause the student to be dropped from ALL classes.

FINANCIAL HOLDS ON UNPAID BALANCES AND REGISTRATION
A student who is past due in any debt to the university will have a financial hold on his/her student account. The student is 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, transcripts, diploma and/or graduation. No transcripts, official or unofficial, will be issued for a student who has an outstanding student account balance. Transcripts and diplomas will be released when the account is paid in full.
Upon withdrawal from the university, accounts with outstanding balances will be transferred to the Bursar 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.

**REFUND POLICY**

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

**Instructional Materials.** Information about refund and book buy back policies is available in Founders Bookstore.

**Three-day Refund Period.** An enrollee may cancel enrollment within three (3) working days following registration and receive a refund of all monies paid except the tuition deposit, provided no classes have been attended.

**Refund After Classes Begin.** Students who withdraw from school after classes begin may apply in the Bursar’s Office for refunds (i.e., tuition, room, board). The student is responsible to pay any outstanding charges to the university. For further information, please contact the Bursar’s Office.

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

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

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

**Note:** The student becomes immediately responsible for the entire outstanding balance on his/her account that is not covered by financial assistance.

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

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

1. the beginning of the semester.
2. after loan disbursement causing a credit balance.
3. the date the school received notice from the student or parent borrower to cancel his/her authorization on a Budgetary Agreement form to have the school manage a credit balance.

**FINANCIAL AID AVAILABLE**

Obtaining a quality education today represents not only an investment of time and energy, but a substantial financial commitment as well. While the responsibility for financing university costs belongs to students and their families, the university will assist in meeting this financial obligation. Concordia University helps its students discover every possible source of aid. Every effort is made to identify the student’s needs and to create a financial aid package to meet those needs.
Concordia University participates in many excellent programs of financial aid to college students which have been developed nationally, within the state of California and within the church. Included in the various sources of aid are:

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

## CONCORDIA UNIVERSITY AWARDS, GRANTS AND AID

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

## HOW TO APPLY FOR FINANCIAL AID

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

- **Free Application for Federal Student Aid (FAFSA):** FAFSA is available on the Web at www.fafsa.ed.gov. All students applying for need based aid (including federal and state aid) MUST complete a FAFSA. The FAFSA must be received by the federal processor on or before March 2 (received, not postmarked). Concordia University’s federal school code is 013885.

- **California Grant Program:** California residents only must request their high school counselor to submit their GPA Verification Form, postmarked by March 2. Transfer students should request/submit this form to their last attended college.

- **Student Aid Report (SAR):** All FAFSA applicants will receive a Student Aid Report (SAR) summarizing the information reported on the FAFSA along with the calculated expected family contribution (EFC) toward educational costs. Check all the SAR information for accuracy. Make sure Concordia University is listed on the SAR. Make necessary corrections on the web.

- **Institutional Forms:** Students must complete and return applicable scholarship and activity award applications to the department or professor as indicated on the form (please refer to the checklist for listed forms).

**Verification:** The federal government randomly selects students to verify reported FAFSA information. The selected student will be required to submit the Verification Worksheet (provided by the Financial Aid Office) and completed and signed federal tax returns (first and second) from parents and/or student.
AWARDING OF FINANCIAL AID
Financial aid is awarded to eligible applicants after the following requirements have been fulfilled:

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

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

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

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

Students must complete their financial aid files by March 2 in order to receive maximum institutional aid to which they are entitled the following academic year. Returning students who complete their financial aid file after June 1 will receive $1000 less in institutional aid. Returning students who complete their financial aid files after July 31 will receive fifty percent (50%) less in institutional aid.

For all students: FAFSA’s received after September 2 will not be eligible for any need-based institutional aid.

Federal regulations require all schools participating in Title IV financial aid programs to have a Satisfactory Academic Progress SAP policy. Title IV financial aid programs include: Pell Grant, Supplemental Educational Opportunity Grant (SEOG), Federal Direct Subsidized Stafford Loan, Federal Direct Unsubsidized Stafford Loan, Federal Direct PLUS Loans, and Work-Study. The requirements of this policy apply to all students receiving federal, state, and institutional aid.

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

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

• Minimum Cumulative GPA for undergraduate students is 2.0
• Undergraduate academic scholarship requires a cumulative GPA 2.5
• Undergraduate Presidential Honor’s Scholarship requires a cumulative GPA 3.7
• Graduate students 3.0

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

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

2. **Maximum Timeframe**

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

- Bachelor’s Degree 180 Attempted Hours
- Master’s Degree Attempted Hours required for program

**Hours Attempted**

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

Appeals are available contact the Financial aid Office for more information.

**Repeated Coursework**

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

Institutional financial aid eligibility is dependent upon timely payment of the portion of tuition and fees due from the students. Non-payment of the balance due by the due date may result in the cancellation of the institution financial aid awarded. Please refer to the Concordia University website (www.cui.edu) for specific information about eligibility requirements for institutional aid.

Each student is encouraged to investigate other resources available for financial aid. Numerous civic clubs, congregations, organizations, employers and state and federal agencies offer assistance to university students.

Concordia University realizes that financial aid can be a very complex matter and that every family’s financial situation is different. For further information regarding Concordia’s financial aid program—the application process, submission of forms, determination of need, eligibility requirements and award process, rights and responsibilities of recipients—please go to www.cui.edu.

**Financial Aid Office**

Concordia University
1530 Concordia West
Irvine, CA 92612
(949) 214-3066

The Financial Aid Office may be contacted by e-mail at finaid@cui.edu.

**Please Note:** Concordia University considers finances and financial aid as personal matters and all related information is held in the strictest confidence by the university.
Spiri
tual Life
Recognizing that worship life is an integral part of the student’s total growth, Concordia University facilitates structured worship services, devotions and Bible studies in residence halls.

Under the auspices and with the support of area churches of The Lutheran Church–Missouri Synod (LCMS), Concordia has established a congregation on the campus of the university to minister to the spiritual needs of students and to offer them fellowship with other Christians. Students who come to Concordia without membership in a church are encouraged to become members of this congregation, called abbey west. Those LCMS students with an active membership in a congregation outside the immediate area are encouraged to become associate members of the campus congregation.

The campus pastor is available for spiritual counseling.

Student Activities and Leadership Development
Concordia University offers rich opportunities for student involvement. The Center for Student Leadership and Development (CSLD) is the home to several leadership and co-curricular programs that include the Associated Students of Concordia University Irvine (ASCUI), Leadership Education and Development (LEAD), student senate, clubs and organizations, servant leadership, peer advising and first-year experience programs and initiatives.

Academic Support Services
Academic Advising. The academic advising staff assists students in planning their degree program by developing an individualized graduation plan. Staff and/or faculty advisors are available to meet with students each semester for course selection, sequencing, online enrollment and referral to campus resources.

Career and Development Services. Career Services offers a variety of assessment instruments, research techniques and occupation information to assist students with academic major, career and graduate school decisions as well as job search strategies. In addition, students are encouraged to attend various occupational seminars, skill workshops and the annual Career Fair.

International Student Services. The Office of Student Development and Leadership works with other units on campus to assist international students in their transition into the university and local communities. Programs and events through this office and abbey west campus ministry are offered to help students get involved, meet other students and share their culture with our campus community as well.

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.

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

**Close Advisement (Int 098) and Commitment to Success (Int 099).** The DLRC provides a specialized program for students showing evidence of motivation and ability to be successful in college, but have not met the required academic admission standards. A limited number of students are admitted each year to Concordia University under this program and are enrolled in College Skills.

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

**RESIDENTIAL EDUCATION SERVICES**

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

**Residence Halls.** Because Concordia University is concerned about the total welfare of its students, it seeks to ensure that full-time students have housing accommodations which promote academic, social and spiritual growth. Unmarried students twenty-two (22) years old or younger who do not live with their parents or close relative(s) are required to live on campus. Students living on campus will be assigned to a two (2)-bedroom apartment that will accommodate four (4) or possibly five (5) students. Please be aware that private bedrooms are not available in any of Concordia’s residence halls. Residence halls are under the direction of the Associate Dean of Students, Residential Education and Services.

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

**WELLNESS 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.

Health Services. Primary health care is available for full-time undergraduate students on campus. Students must provide a completed Undergraduate Health Form which includes a health history, physical examination, immunizations, and TB clearance by August 1 for the fall semester and by December 1 for the spring semester in order to obtain final clearance and receive services. Go to http://www.cui.edu/studentlife/wellness-center for more information.

Services:
• Assessment and Treatment of Injuries and Illnesses:
  The Nurse Practitioner, utilizing policies and procedures developed collaboratively by a consulting physician and the administration, will see students for assessment of illness and injury. Treatment is provided for common health conditions. Referrals are made to community resources as necessary. The Health Center does not bill the health insurance provider, so a co-pay is not necessary.
• TB (Tuberculosis) Testing:
  TB tests (PPD-Mantoux) are given on Monday, Tuesday, and Wednesday and read two (2) days later.
• Immunizations:
  Tdap, meningitis, and flu vaccines are available in the Wellness Center. All other vaccines may be ordered by the clinic for an individual student, as needed. In those cases a fee is assessed.
• Nurse Practitioner consultation on health topics
• Referral to community resources as needed

Health Insurance
Concordia University has a continuing partnership with Kaiser Permanente. The nurse practitioners at the Wellness Center are fully credentialed affiliates of the Kaiser Permanente Medical Group. Students who do not have health insurance must purchase coverage offered through the university via an online enrollment process. Students who wish to carry their own private insurance need to complete a declination waiver which is available online. For more information such as deadlines for enrollment and waiver, please visit www.cui.edu/insurance.

AUTOMOBILES, MOTORCYCLES AND 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 CONDUCT AND PERSONAL DEVELOPMENT

The faculty and staff of Concordia University expect that all students will exhibit personal evidence of development in all aspects of their lives. Assistance in promoting such growth is provided through academic programs, co-curricular activities and individual consultation involving regular evaluation.
Students are expected to conduct themselves in a responsible manner in all aspects of their daily living. Students are present on campus by privilege accorded annually to those who contribute to the achievement of the objectives of the university and not by right. At the discretion of the administration, a student may be dismissed from school for serious misconduct. For further details on student conduct, student records and disciplinary matters, consult the Concordia University Student Handbook which can be obtained from the Office of the Dean of Student or www.cui.edu.

**STUDENT RECORDS**

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

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

**LEAVE OF ABSENCE**

Concordia University may grant a leave of absence for university purposes. However, any leave of absence longer than 180 days or where a terminated course must be retaken upon the student’s return is not official for U.S. Department of Education purposes. Federal policies relating to leave of absence do not apply at Concordia University. A leave of absence will be treated as a withdrawal. Students may request a leave of absence by requesting a withdrawal form from the Registrar’s Office and having it approved by the Office of Student Services. Students wishing to return to Concordia University after a leave of absence must go through the readmission process and should contact the Admission Office for an application.

**PLACEMENT ASSISTANCE - CHURCH VOCATION**

Concordia University provides placement assistance to Lutheran Church—Missouri Synod (LCMS) church career candidates in conjunction with the Board for University Education in St. Louis, MO. Services include maintenance of a candidate information file (sometimes called a “placement” file) which is sent to calling bodies upon request of the calling body. While these services are often referred to as “placement” services, no guarantees are expressed nor implied that Concordia University will find employment for candidates, and Concordia University does not assume responsibility for finding such employment. All candidates are responsible for providing and submitting the necessary paperwork for their information file to the Placement Office (housed in the School of Theology) prior to deadlines set forth by that office.

Students from all other programs are assisted by Career Services (p. 22).
BACHELOR’S DEGREE
All students seeking the bachelor's degree are required to complete all general education requirements, an academic major, and additional courses to fulfill a minimum of 128 semester units for graduation. Additional courses may lead to a professional program or a minor.

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

CORE CURRICULUM
The Core Curriculum component of Concordia’s General Education curriculum fosters common, sequential, and interdisciplinary learning. It provides a shared intellectual foundation that will be drawn on and developed in students’ distribution courses, majors, minors, and (pre)-professional programs. Taken over the first four (4) semesters at Concordia, Core courses in theology and biology, math and philosophy, and history and literature are paired each semester to facilitate interdisciplinary engagement. Giving attention to the close reading of great works from around the globe and across time, each Core course also emphasizes dialoguing about life’s enduring questions and ideas, thinking critically, writing effectively, the interaction of faith and academics, and the cultivation of academic character. All of this takes place within a challenging and encouraging academic community of fellow students, faculty and staff.

LEARNING OUTCOMES

Systematic Inquiry
• Students will apply systematic thought to learning and life.

Close Reading
• Student will demonstrate the ability to interpret, summarize, and analyze texts from a variety of academic disciplines.

Clear Communication
• Students will demonstrate competency in written and oral communication.

Socio-cultural Responsiveness
• Students will demonstrate knowledge from multiple perspectives of and sensitivity to social and cultural diversity.

Aesthetic Responsiveness
• Students will develop aesthetic comprehension and sensitivity through engagement with the arts and broader human experience.
Health and Wellbeing
• Students will recognize and distinguish healthy behaviors in their lives.

Christian Literacy and Life
• Students will demonstrate knowledge of and appreciation for the Christian faith and life.

Servant Leadership
• Students will identify and practice meaningful ways to serve and lead others.

BACHELOR’S DEGREE REQUIREMENTS

GENERAL EDUCATION REQUIREMENTS  55-59 UNITS
(for students enrolling with 29 or fewer transferred semester units)
* Courses required for Liberal Studies Major
△ Writing Across the Curriculum component included
[add underscore]
+ If not taken under Global Perspective

Core Courses: 25 Units

Freshman Year

Truth, Goodness and Beauty  6
CMth 101 The Nature of Mathematics *△  3
CPhi 101 Introduction to Philosophy △  3

God and Life  7
CBio 101 Integrated Biology *△  4
CThl 101 Foundations of Christian Theology △  3

Sophomore Year

Civilization to Reformation  6
CEng 201 World Literature to the Renaissance *△  3
CHst 201 The West and the World *△  3

Colonialism to Globalism  6
CEng 202 World Literature from the Enlightenment *△  3
CHst 202 America and the World *△  3

Distribution Courses: 30-34 Units

1. Interdisciplinary
   Int 100 Freshman Seminar  2

2. Theology  6
   Thl 201 History and Literature of the Old Testament   3
   Thl 202 History and Literature of the New Testament   3

3. Exercise and Sport Science  3-4
   ESS 101 Education for Healthful Living *  2
   ESS ___ Activity Courses (select two [2] different courses)  1-2
4. **Communication** (select one [1] of the following courses)  
   Com 111  Public Speaking *  
   Com 211  Introduction to Argumentation and Debate

5. **Fine Arts** (select two [2] of the following courses in different areas)  
   Art 101  Experiences in Art *  
   Art 200  Elements in Art  
   Mus 101  Experiences in Music *  
   Mus 201  Music Theory 1  
   Thr 101  Experiences in Theatre *  
   Thr 251  Introduction to Theatre

6. **Global Perspective** (select one [1] of the following courses)  
   Foreign Language (2nd semester)  
   Ant 210  Cultural Anthropology *  
   Eco 201  Macroeconomics  
   Eng 382  Postcolonial Literature  
   Mus 451  Music Cultures of the World: Emerging Nations  
   Mus 452  Music Cultures of the World: The Silk Road  
   Pol 308  Comparative Political Systems  
   Thr 321  World Religions

7. **Physical Science** (select one [1] of the following courses)  
   Che 221  Chemistry 1  
   Phy 211  Physics 1  
   Sci 115  Physical Science *

8. **Social Science** (select one [1] of the following courses)  
   Ant 210  Cultural Anthropology +  
   Psy 101  Introduction to Psychology  
   Soc 101  Introduction to Sociology *

9. **Writing** (select one [1] of the following courses)  
   Wrt 102  Writing and Research *  
   Wrt 201  The Art of the Essay

**Other Academic Requirements**  
1. Academic Major  
2. Professional Program (if applicable)  
3. Graduation Requirements  
4. Minor and/or Electives

**GENERAL EDUCATION REQUIREMENTS**  
47-50 UNITS

(for students enrolling with thirty (30) or more transferred semester units)  
* Courses required for Liberal Studies Major

**Area A: Mathematics and Science**  
11

1. **Life Science** (select one [1] of the following courses)  
   Bio 101  Principles of Biology *  
   Bio 111  General Biology 1 (required for biology majors)
2. Physical Science (select one [1] of the following courses)  4
   Che 221  Chemistry 1  4
   Phy 211  Physics 1  4
   Sci 115  Physical Science*  4

3. Mathematics (select one [1] of the following courses)  3
   Mth 201  Principles of Mathematics *  3
   Mth 211  The Nature of Mathematics  3
   Mth 221  Nature of Business Mathematics  3
   Mth 251  Pre-calculus  3
   Mth 271  Calculus 1  3

Area B: Humanities and Fine Arts  12-15
1. Communication (select one [1] of the following courses)  3
   Com 111  Public Speaking *  3
   Com 211  Introduction to Argumentation and Debate  3

2. Writing  3
   Wrt 102  Writing and Research *  3

3. Literature  3
   Eng 201  Themes in Literature*  3

4. Fine Arts (select two [2] of the following courses in different areas)  3-6
   Art 101  Experiences in Art *  1.5
   Art 200  Elements of Art  3
   Mus 101  Experiences in Music *  1.5
   Mus 201  Music Theory 1  3
   Thr 101  Experiences in Theatre *  1.5
   Thr 251  Introduction to Theatre  3

Area C: Social Sciences  9
1. Introduction to Social Sciences (select one [1] of the following courses)  3
   Ant 210  Cultural Anthropology *  3
   Psy 101  Introduction to Psychology  3
   Soc 101  Introduction to Sociology  3

2. Western Civilization (select one [1] of the following courses)  3
   Hst 201  Western Civilization 1*  3
   Hst 202  Western Civilization 2  3

3. Civilization: Non-western Perspective (select one [1] of the following courses)  3
   Ant 210  Cultural Anthropology (if not taken above)  3
   Ant 314  Native Peoples of North America  3
   Hst 301  Eastern Civilization *  3
   Hst 371  Islamic Civilization  3

Area D: Exercise and Sport Science  3
1. Health and Healthy Lifestyle  2
   ESS 101  Education for Healthful Living *  2

2. ESS Activities (select two [2] different activity courses)  1
   See courses available under Exercise Sport Science  .5
### Area E: Theology and Critical Thinking

<table>
<thead>
<tr>
<th>1. Foundations (select one [1] of the following courses)</th>
<th>3</th>
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<tbody>
<tr>
<td>Thl 101       Foundations of Christian Theology</td>
<td>3</td>
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<tr>
<td>Thl 371       Christian Doctrine 1</td>
<td>3</td>
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<tr>
<td>Thl 463       Readings in Classical Christian Thought</td>
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<th>2. Old Testament History</th>
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<td>Thl 201      History and Literature of the Old Testament</td>
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<th>3. New Testament History</th>
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<tr>
<td>Thl 202      History and Literature of the New Testament</td>
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<th>4. Critical Thinking</th>
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<tr>
<td>Phi 201      Critical Thinking</td>
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### Other Academic Requirements

- Academic Major: (see page 41)
- Professional Program (if applicable): (see pages 42-43)
- Graduation Requirements: (see below)
- Minor and/or Electives: (to reach 128 units)

**Total: 128 units**

### GRADUATION REQUIREMENTS

Bachelor’s degree students must meet the following criteria:

A. Complete at least 128 units or the equivalent. Only four (4) units of physical education and/or applied music or ensemble, and two (2) units of practicum in any one (1) subject field may be counted towards the requirement, unless the specific major or program in which the student is enrolled requires additional units in the above categories.

B. Complete all general education curriculum courses or the equivalent.

C. Complete a single subject or broad field major.

D. Complete a minimum of three (3) theology (Thl) units at Concordia University during each year of residence until the general education curriculum theology requirement (nine [9] units) is met. Transfer students must complete a minimum of six (6) of the general education curriculum theology units, nine (9) units if the student’s degree program requires more than four (4) semesters of residency for completion.

E. Maintain a grade point average (GPA) of 2.0 in all academic work, transferred or in residence and a minimum GPA of 2.0 in major, minor, and program course work unless the major, minor, or program requirement is higher than 2.0.

F. Complete a minimum of one (1) year residence (the last thirty-two [32] semester units) as a student at Concordia.

G. Complete a minimum of eighteen (18) upper-division units in the major and nine (9) upper-division units in the minor (if applicable) at Concordia.

H. Complete thirty-nine (39) units in upper-division (300-400 numbered) courses, of which at least twenty-seven (27) are taken at Concordia.
I. Demonstrate competency in a second language or successfully complete a full year of instruction in one (1) modern foreign or biblical language at the university level or have successfully completed (“C” average or better) two (2) years of foreign language instruction in the same foreign language in high school. Bilingual students are exempt from this requirement.

J. Complete Int 100 Freshman Seminar if the student entered Concordia with fewer than twenty-four (24) semester units of university credit.

K. File an Application for Graduation form with the Registrar’s Office by November 30 for the spring semester and April 30 for the following summer and fall semester graduation.

L. Complete payment of all fees and tuition due Concordia.

M. Receive faculty approval.

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

ASSOCIATE IN ARTS DEGREE FOR INTERNATIONAL STUDENTS

International students who are not seeking to complete a baccalaureate bachelor’s degree have the option of completing the associate in arts (A.A.) degree once they have demonstrated language competence and have met the other requirements for entrance to Concordia University. To receive an A.A. degree, the student must complete an academic minor and A.A. general education requirements.

The A.A. program requires students to complete at least thirty (30) units of general education and enough units in a minor and electives for a total minimum of sixty-four (64) units.

Applicants for the A.A. degree of Associate in Arts for International Students must also meet the following requirements:

1. Complete three (3) theology units each year of residence until the six (6)-unit theology requirement is met.

2. Complete a minimum of two (2) academic semesters in the associate’s degree program (at least twenty-four [24] semester units) at Concordia University.

3. Maintain a GPA (grade point average) of at least 2.00 in all academic work.

4. File an Application for Graduation with the Office of the Registrar by the published dates for the academic year in which they plan to graduate.

5. Receive faculty approval.

6. Complete payment of all fees and tuition due Concordia University.

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

GRADUATE DEGREE PROGRAMS

Information pertaining to graduate programs in the Schools of Arts and Sciences, Business and Professional Studies, Christ College, and Education is found in the Academic Programs link at www.cui.edu. The Teacher Credential Program Handbook and Master’s Degree Programs are also available online.
ACADEMIC ADVISING
Faculty and staff academic advisors will assist in course selection with attention to degree requirements, course prerequisites and other academic matters. Ultimately, however, it is the responsibility of the student to maintain normal progress, to select the proper courses and to meet all graduation requirements.

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

The university’s definition of academic honesty and disciplinary procedures may be found in the Code of Conduct.

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

ASSESSMENT PROGRAM
Student development is the focus of Concordia’s mission. Therefore, achievement of the academic goals as stated on page 6 is assessed throughout the student’s time at Concordia in ways that go far beyond the grades achieved in the classes taken. Knowledge, skills and attitudes are assessed at various points in the academic program in the areas of Systematic Inquiry, Clear Communication, Health and Well-being, Sociocultural Responsiveness, Aesthetic Responsiveness, Christian Literacy and Life, and Servant Leadership. Some assessments occur within specified courses; others occur outside regular course activity.

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

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.
CONCURRENT REGISTRATION

Students who wish to broaden their coursework beyond the courses offered at Concordia University may register concurrently at other accredited institutions (such as the University of California, Irvine or others in the area) after consulting with an academic advisor and obtaining permission. It is the policy of the university to pay the tuition for such a course if it fulfills a requirement in the student’s program that cannot reasonably be completed at Concordia University. Students must pay for the course, though, if they choose not to take it when it is offered at Concordia or if it is taken for enrichment or personal interest. Normally, students who apply for concurrent registration must maintain a minimum of nine (9) units at Concordia unless special permission is obtained from the provost. Students wishing to drop a course being taken concurrently must follow regular drop procedures and repay any costs Concordia University has paid. Application forms and additional information may be obtained in the Registrar’s Office.

ADD–DROP–CHANGES – NON- CORE CURRICULUM COURSES

A course may be added during the first (1st) week of the semester without instructor approval. During the second (2nd) week of the semester, a course may be added with instructor approval.

A course may be dropped during the first two (2) weeks of a semester without being recorded on the permanent record. A student who does not attend the first (1st) day of class may be dropped at the prerogative of the instructor. This is done only for impacted courses (closed courses with students waiting to add the course).

A student who does not attend the first (1st) day of class may be dropped at the prerogative of the instructor. A course may be dropped from week three (3) through eleven (11) with a grade of “W” with the approval of the instructor or dean/division chair.

Students may not withdraw from individual courses after week eleven (11). Only students withdrawing from the university will be granted withdrawal status. No withdrawals will be granted during finals week.

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

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

Add/drop forms and additional information may be obtained in the Registrar’s Office.

ADD–DROP–CHANGES – CORE CURRICULUM COURSES

A Core course may be added and/or changed during the first two (2) weeks of the semester with consent of the academic advisor.

A Core course may not be dropped. Students enrolling with fewer than twenty-nine (29) semester hours are required to be enrolled in one (1) pair of Core courses each semester during their first four (4) semesters at Concordia University.

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

1. An exceptional, documented personal tragedy that has prevented the student from participating in and fulfilling the requirements of the course,
2. or complete withdrawal from the university.
In accord with the academic virtues of responsibility, merit, and integrity, under normal circumstances no student will be permitted to withdraw from a Core course because of academic performance.

**COURSE REGISTRATION AND LOAD**

To be considered full-time, an undergraduate student must be registered for a minimum of twelve (12) units each semester. However, an average of sixteen (16) units per semester is required to reach 128 units within eight (8) semesters (four [4] years).

Only students with a cumulative grade point average (GPA) of 3.0 or higher may register for more than eighteen (18) units in one semester. No student may receive credit for more than twenty-one (21) units in a semester, including units from regular courses taken on campus, courses taken off campus, individualized study courses and correspondence courses. Students who wish to take more than eighteen (18) units must file an application for overload with the Registrar's Office prior to enrolling in the additional units each semester. Students taking more than eighteen (18) units per semester at Concordia University will be assessed an overload fee in most cases. Contact Student Accounts for more details.

Undergraduate students are required to pre-enroll each year for the following academic year. Pre-enrollment generally takes place during April for the following academic year. Specific dates are published yearly through the Registrar's Office, and each undergraduate will be sent a pre-enrollment packet to explain the procedure. Pre-enrollment reserves classes for the following academic year.

Fall and spring registrations occur shortly before the beginning of each semester and are required to confirm the classes selected during the pre-enrollment process. Specific registration dates are published yearly through the Registrar's Office, and each undergraduate is sent a registration packet to explain the procedure.

Registration is not complete until satisfactory financial arrangements have been made. A late charge of $100 will be assessed to those students who do not complete pre-enrollment, fall registration, or spring registration by the deadline. The deadline dates are published in the university’s academic calendar, available through the Registrar’s Office and on pages XX-XX.

**COURSE REPEATS**

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

**DEAN’S LIST**

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

The grade point average (GPA) at Concordia University is computed on a 4-point scale and determined on the basis of the scale below. Specific grading requirements for each course will vary greatly and the letter grades cannot be defined here other than in a general manner.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A–</td>
<td>Good</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>Satisfactory</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Barely Passing</td>
<td>3.0</td>
</tr>
<tr>
<td>B–</td>
<td>2.7 grade points</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3 grade points</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.0 grade points</td>
<td></td>
</tr>
<tr>
<td>C–</td>
<td>1.7 grade points</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3 grade points</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0 grade points</td>
<td></td>
</tr>
<tr>
<td>D–</td>
<td>0.7 grade points</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0.0 grade points</td>
<td></td>
</tr>
</tbody>
</table>

**Au** Audit

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

**I** Incomplete

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

**IP** In Progress

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

**P** Passing

Assigned when a course is graded on a Pass/Fail basis as opposed to a letter grade (A through D–). Since no grade points may be assigned for a “P” grade, the course will not affect the GPA but will be counted for credit. Only specific courses may be graded using this option (i.e., TVIC 501-508, CEd 490, Thl 390, Edu 400, all labs). A complete list of these courses may be obtained from the Registrar’s Office.
**W Withdrawal**
Assigned when a student officially withdraws from a class after census date and through week eleven (11). NOTE: Students are not permitted to withdraw from classes after week eleven (11) except in exceptional circumstances.

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

**HONORS AT GRADUATION**
The following honors are awarded to qualified recipients of the bachelor’s degree at the annual commencement ceremony. These honors are determined on the basis of the cumulative grade point average (GPA) of all coursework taken at Concordia University and at all other colleges and universities attended. Honors recognition for the graduation ceremony is based on GPA and credits completed through the fall semester, but the student’s permanent record will designate honors including the final semester’s GPA.

*Cum laude (with distinction):*
Awarded to students whose cumulative GPA is between 3.70 and 3.799.

*Magna cum laude (with high distinction):*
Awarded to students whose cumulative GPA is between 3.80 and 3.899.

*Summa cum laude (with highest distinction):*
Awarded to the students whose cumulative GPA is 3.90 or above.

**HONORS PROGRAM**
*Dr. Susan Bachman, Director*
The university offers a general education and electives Honors Program for students meeting the honors admission requirements. Admission to the program for freshman is offered upon acceptance to the university based on standardized test scores in combination with the high school GPA. Admission to the program for other students or transfers may be granted by petition to the Honors Program Director and with appropriate faculty recommendations.

Concordia’s Honors Program makes available a variety of courses and activities that enhance learning and challenge highly motivated students. Each semester sections of the general education curriculum, both required and elective courses, are identified in the schedule for honors credit, and some are restricted to honors students only. Honors sections provide depth as well as breadth in an academic area, thus challenging and motivating Concordia’s best student scholars. Honors courses employ primary-source readings, a seminar or other format, collaborative activities, field trips, alternative assessment techniques and/or an integrative approach to topics. Typically, honors students enjoy smaller class sizes to enhance learning.

Focused research and writing activities can earn Honors credit. Examples include the President’s Academic Showcase for Undergraduate Research (with approval of the division chair and Honors Program Director or respective dean) approved study abroad or supervised study courses. Such Honors endeavors provide close mentoring by professors and individualized, directed learning. To remain an Honors student in good standing, a student must maintain a cumulative GPA of 3.5 or higher.
Students in good standing who complete the requisite number of honors courses (which may include the program's Honors credit for a successful year of a new-to-you language) receive recognition at graduation as Honors Associate or Honors Scholar. Honors Associates will successfully complete four to six (4-6) honors courses; Honors Scholars will successfully complete seven or more (7+). Participation in the Academic Showcase competition at least one (1) year during their undergraduate career is highly recommended for student’s wishing to graduate as Honors Associates or Honors Scholars.

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

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

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

No more than two (2) courses of individualized study may be taken during the same semester. These units will be counted as part of a student’s course load and will be subject to course overload fees if the course load exceeds eighteen (18) units. No more than five (5) courses or twenty (20) units of individualized study may be counted toward graduation. Application forms and additional information may be obtained in the Registrar's Office.

SPECIAL REQUIREMENTS FOR MAJORS, MINORS AND EMPHASES
Students may complete a major, minor or emphasis at Concordia University by completing the required units. However, the following rules apply with regard to major/minor relationships and multiple majors and emphases.

1. Each major must contain a minimum of twenty-eight (28) units unique to that major.
2. Each minor may contain no more than nine (9) units or three (3) courses that are included in the student’s major or in another minor.
3. To obtain more than one (1) emphasis in any given major, each emphasis must have a minimum of nine (9) units unique to that emphasis.

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

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

1. They complete their final thirty-two (32) units in residence at Concordia University Irvine.
2. They complete all university general education graduation requirements.
3. They complete all the courses for a major, including a minimum of eighteen (18) units of the major in residence.

Students who have received a bachelor’s degree from Concordia University and return to complete the requirements for another major will not be given a second diploma, nor will their transcripts reflect a second degree. They will, however, be certified as having completed an additional major.
SIMULTANEOUS ENROLLMENT
Students who wish to broaden their educational experiences may enroll for one (1) or two (2) semesters at another Concordia University System (CUS) institution in another part of the country. The Simultaneous Enrollment Program (SEP) is made possible through a process by which students may enroll at Concordia Irvine and at another college or university in the CUS. Academic credits earned at another CUS institution are recorded as if students earned those credits at Concordia University Irvine. Because the number of participants is limited each year, interested students are encouraged to contact an academic advisor well in advance of their intended stay.

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

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

- Freshman: 0—29.99 units
- Sophomore: 30—59.99 units
- Junior: 60—89.99 units
- Senior: 90 units and above

STUDENT RIGHTS AND PRIVACY
Each student of Concordia University has a right to
1. review the official educational records, files, documents and other materials which contain information directly related to him/her, and
2. challenge such records that are inaccurate, misleading or otherwise inappropriate.

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

Any student desiring to review his/her official educational records should contact the Registrar’s Office to determine procedures for such review. Any student desiring to challenge the content of his/her official educational records should contact the Registrar’s Office.

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

Dr. Cheryl Williams, VP of International and Cultural Relations

Concordia University has international exchange student programs with École Supérieure Libre des Sciences Commerciales Appliquées in Paris, France; University of Ghana, in Accra, Ghana; Università Cattolica del Sacro Cuore (USCS), Milan, Italy; and Hannam University, Daejeon, Korea.

The university encourages study abroad by providing information to students about a variety of study abroad programs and through its disbursement of non-university financial aid to organizations sponsoring study abroad. Pre-approval of all course work and all programs must be made with the provost. Application forms and additional information may be obtained in the Registrar’s Office. Students who have their application approved will be assessed a $100 administrative fee.

Study abroad programs may have different academic and financial requirements (i.e., additional expenses may be incurred for travel, tuition, meals, housing, etc.) For information regarding requirements for the International Studies Major, please refer to page 74.

TRANSCRIPTS OF RECORD

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

WITHDRAWAL FROM SCHOOL

Undergraduate students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. Withdrawal from all courses may take place through the last day of the semester. Non-attendance does not constitute withdrawal from classes and will result in grades of “F.” Please contact Student Accounts to learn about the refund policy and Financial Aid regarding your eligibility after withdrawal. Withdrawal forms are available in the Registrar’s Office. Students who return to the university after withdrawing, regardless of the reason, must be readmitted by the admissions department before they will be allowed to register for classes.
Majors and minors are offered through the departments of the Schools of Arts and Sciences, Business and Professional Studies, Christ College and Education.

SINGLE SUBJECT MAJORS
- Art
- Christian Education Leadership
- Communication Studies
- English
- Graphic Design
- History
- Mathematics
- Music
- Political Science
- Psychology
- Theatre
- Theology

BROAD FIELD MAJORS
- Athletic Training (Bachelor of Science)
- Behavioral Sciences
- Biblical Languages
- Biology
- (Bachelor of Arts and Bachelor of Science)
- Business Administration
- Chemistry
- Economics
- Exercise and Sport Science
- Humanities and Fine Arts
- International Studies
- Liberal Studies
- Theological Studies

MINORS
- Accounting
- American Studies
- Anthropology
- Art
- Biblical Languages
- Biblical Studies
- Biology
- Business
- Chemistry
- Christian Education Leadership
- Coaching
- Communication Studies
- Creative Writing
- Cross Cultural Studies
- Early Childhood
- English
- Exercise Science
- Global Cultural Studies
- Graphic Design
- History
- Marketing
- Mathematics
- Missiology
- Music
- Musical Theatre
- Philosophy
- Physical Education
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre
- Theology
- Worship Arts Leadership
- Youth Ministry

NOTE: Completion of a major does not constitute completion of professional program requirements. See individual departments for specific program requirements.
Concordia University offers a variety of professional programs designed to prepare students for either full-time church or secular vocations. Each professional program is built upon an academic major and requires additional professional courses and experiences which serve to prepare students for entrance into a profession and/or for graduate education that will further serve to equip students for their chosen career.

General admission to the university does not constitute admission to a professional program. Students are not required to enter a professional program and may choose to graduate with a “Liberal Arts” designation. Until they apply to a program, all students are designated as liberal arts students. Students may apply to a professional program at any time and, if they meet entry standards, will be classified as “Conditional” or “Accepted” in that program, depending on their qualifications. Should students not be admitted to a program or not continue in a program for whatever reason, they are returned to the liberal arts status. The following professional programs are available:

**SCHOOL OF ARTS AND SCIENCES**

**Undergraduate Programs**
- Athletic Training
- Pre-Engineering (non-degree)
- Pre-Law
- Medical Science Professions
  - Medical Science
  - Physical Therapy

**Graduate Programs**
- Master of Arts in Coaching and Administration

**SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES**

**Adult Degree Completion**
- Bachelor of Arts in Applied Liberal Arts
- Bachelor of Arts in Business Administration
- Health Care Management (HCM)
- Registered Nurse to Bachelor of Science in Nursing
- Second Degree Accelerated Bachelor of Science in Nursing

**Graduate Programs**
- Master of Arts in International Studies
- Master of Arts in Business Administration
CHRIST COLLEGE

Undergraduate Programs (LCMS Church Vocation Certification)

Lutheran Teaching Ministry
• Elementary Education
• Secondary Education
• Special Education

Director of Christian Education
Director of Parish Music
Pre-Deaconess Studies
Pre-Seminary Studies

Graduate Programs

Cross-Cultural Ministry Center
• (LCMS Pastoral Ministry Certification)

Master of Arts in Theology
• Christian Leadership
• Theology and Culture
• Research in Theology

SCHOOL OF EDUCATION

Undergraduate Programs

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

Post Baccalaureate Programs

Teacher Credential Program (Multiple; Single Subject; and Special Education)
CREDENTIAL and Master of Education Program (M.Ed.)
Master of Arts in Education: Curriculum and Instruction (M.A.Ed.)
Master of Arts in Education: Administration (M.A.Ed.)
• Preliminary Administrative Services Credential
Master of Arts in Education: School Counseling (M.A.Ed.)
• Pupil Personnel Services Credential
The **School of Arts and Sciences** strives to educate its students within the multi-faceted context of the liberal arts. Firmly rooted in the Christian tradition of Concordia University, the School confidently and freely explores both the riches of the past and the knowledge of today. The School cultivates within all students a disciplined and coherent worldview to prepare them to be active and effective leaders in today’s world.

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

All degrees in the School of Arts and Sciences are bachelor of arts degrees unless noted as a bachelor of science degree.

**DIVISION OF EXERCISE AND SPORT SCIENCE**
*Dr. Timothy Preuss, Interim Chair*

Graduate Program
Master of Arts in Coaching and Athletic Administration
*Prof. Tom White, Chair*

**DIVISION OF FINE AND PERFORMING ARTS**
*Prof. Jeffrey Held, Chair*

Art Department
*Prof. Niclas Krueger, Co-Chair*
*Prof. Rachel Soo, Co-Chair*

Music Department
*Dr. Herbert Geisler, Chair*

**DIVISION OF HUMANITIES**
*Dr. Kerri Tom, Chair*

Communication Studies Department
*Dr. Martin Schramm, Chair*

English Department
*Dr. Kerri Tom, Chair*

**DIVISION OF MATHEMATICS AND NATURAL SCIENCES**
*Dr. Bret Taylor, Chair*

Biology Department
*Dr. Rod Soper, Contact*

Chemistry Department
*Dr. John Kenney, Chair*

Mathematics Department
*Dr. Bret Taylor, Chair*

**DIVISION OF PSYCHOLOGY AND BEHAVIORAL SCIENCES**
*Dr. Jennifer Cosgrove, Chair*

**HONORS PROGRAM**
*Dr. Susan Bachman*
DIVISION OF EXERCISE AND SPORTS
Dr. Timothy Preuss, Interim Chair

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University of Nebraska, Lincoln, 2000

Jennifer L. Rizzo
Asst. Professor of ESS
PhD Cand
United States Sports Academy, Daphne, AL 2011

Mary K. Scott
Professor of ESS
EdD
Pepperdine University, Malibu, CA, 1996

Vance V. Tammen
Professor of ESS
PhD
University of Illinois, Urbana, 1996

Thomas A. White
Resident Faculty in ESS
MA
California State University, Fullerton, 1982

The goal of the Exercise and Sport Science Division is to develop student’s cognitive, affective, and psychomotor abilities as preparation for a lifetime of learning. The division presents conceptual and applied content that includes the areas of athletic training, teacher education, exercise science, rehabilitation, wellness, coaching, and sport management.

LEARNING OUTCOMES

Systematic Inquiry

Skill in Scholarship
· Use scholarly resources and related material appropriate for the discipline to understand new and useful information in the field of Exercise and Sport Science.

Critical Thinking
· Recognize problems and through investigation and critical thinking achieve an appropriate response.

Clear Communication

Professional and Interpersonal Communication
· Communicate effectively with colleagues, parents, students, and peers using correct language skills and appropriate verbal and non-verbal techniques.

Health and Well-Being

Balanced Lifestyle
· Relate healthy life choices to spiritual development.
· Assess physical needs and develop a personal fitness and nutrition program.
· Articulate an understanding of lifestyle choices and techniques related to development of healthy practices for the individual.
Socio-cultural Responsiveness

*Concern for all People*
- Demonstrate a sensitivity and ability to adapt to special needs, populations, gender, and multicultural environments.

Aesthetic Responsiveness

*Artful Comprehension*
- Demonstrate awareness of the elements of movement as artistic expression.

*Artful Sensitivity*
- Discern emotion and feeling in movement experiences.

Christian Literacy and Life

*Ethical Decision-Making*
- Be guided by biblical principles when encountering human problems that require decisions to be made.

Servant Leadership

*Profession and Service Attitude*
- Respond to the needs of people and the profession from a spiritual perspective and seek opportunities to fulfill those needs in their private and professional lives.

**MAJORS**

**ATHLETIC TRAINING: BACHELOR OF SCIENCE DEGREE** 64 UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Bio 246</td>
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<td>Nutrition</td>
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<td>Care and Prevention of Athletic Injuries</td>
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<td>ESS 310</td>
<td>General Medicine/Pharmacology</td>
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<td>ESS 320</td>
<td>Historical, Social and Cultural Foundations</td>
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<tr>
<td>ESS 338</td>
<td>Beginning Clinical Coursework 1</td>
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<td>Recognizing and Evaluating Athletic Injuries 1</td>
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<td>Sport Law</td>
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<tr>
<td>ESS 358</td>
<td>Therapeutic Exercise</td>
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<td>ESS 365</td>
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<td>ESS 368</td>
<td>Therapeutic Modalities</td>
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<td>Physiology of Exercise</td>
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<td>ESS 407</td>
<td>Kinesiology</td>
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<td>ESS 408</td>
<td>Advanced Athletic Training</td>
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<td>ESS 428</td>
<td>Athletic Training Administration</td>
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<td>ESS 438</td>
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<td>ESS 410</td>
<td>Measurement and Evaluation of Exercise</td>
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# EXERCISE AND SPORT SCIENCE

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<tr>
<td>Bio 246 Human Anatomy and Physiology 1</td>
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<td>ESS 320 Historical, Social and Cultural Foundations</td>
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<td>ESS 350 Sport Law</td>
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<td>ESS 365 Sport Psychology</td>
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<td>ESS 406 Physiology of Exercise</td>
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<td>ESS 407 Kinesiology</td>
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<td>ESS 410 Measurement and Evaluation of Exercise</td>
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<tr>
<th>Emphasis: 18-20 Units</th>
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<tbody>
<tr>
<td>Choose one (1) of the following:</td>
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**COACHING (18 UNITS)**

| ESS 222 Organization and Management of Sport | 3 |
| ESS 225 Principles of Weight Training and Cross Training | 3 |
| ESS 306 Nutrition | 3 |
| ESS 308 Care and Prevention of Athletic Injuries | 3 |
| ESS 360 Principles of Coaching | 3 |
| ESS 394 Coaching Practicum | 3 |

**EXERCISE SCIENCE (18 UNITS)**

| ESS 222 Organization and Management of Sport | 3 |
| ESS 225 Principles of Weight Training & Cross Training | 3 |
| ESS 306 Nutrition | 3 |
| ESS 325 Advanced Personal Training | 3 |
| ESS 358 Therapeutic Exercise | 3 |
| ESS 393 Exercise Science Practicum | 3 |

**REHABILITATION (20 UNITS)**

| ESS 306 Nutrition | 3 |
| ESS 308 Care and Prevention of Athletic Injuries | 3 |
| ESS 310 General Medicine/Pharmacology | 2 |
| ESS 348 Recognizing and Evaluating Athletic Injuries 1 | 3 |
| ESS 349 Recognizing and Evaluating Athletic Injuries 2 | 3 |
| ESS 358 Therapeutic Exercise | 3 |
| ESS 368 Therapeutic Modalities | 3 |

**TEACHER EDUCATION (18 UNITS)**

| ESS 303 Health | 3 |
| ESS 340 Elementary Physical Education | 3 |
| ESS 355 Individual Activities | 3 |
| ESS 357 Team Activities | 3 |
| ESS 370 Adaptive Physical Education | 3 |
| ESS 376 Physical Education Management | 3 |
## MINORS

### COACHING (18 UNITS)

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<tr>
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<td>ESS 304</td>
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<td>Historical and Sociocultural Foundations</td>
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<td>ESS 360</td>
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Choose three (3) courses from the following:

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<td>ESS 306</td>
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<td>ESS 308</td>
<td>Care and Prevention of Athletic Injuries</td>
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<tr>
<td>ESS 350</td>
<td>Sport Law</td>
<td>3</td>
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<td>ESS 365</td>
<td>Sport Psychology</td>
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<td>ESS 394</td>
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### EXERCISE SCIENCE (18 UNITS)

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<tr>
<td>ESS 304</td>
<td>Motor Learning and Development</td>
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<td>ESS 325</td>
<td>Advanced Personal Training</td>
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Choose two (2) courses from the following:

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<tbody>
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<td>Nutrition</td>
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<td>ESS 350</td>
<td>Sport Law</td>
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<tr>
<td>ESS 365</td>
<td>Sport Psychology</td>
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</tr>
<tr>
<td>ESS 393</td>
<td>Exercise Science Practicum</td>
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### PHYSICAL EDUCATION (18 UNITS)

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<tr>
<td>ESS 303</td>
<td>Health</td>
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<td>ESS 304</td>
<td>Motor Learning and Development</td>
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<td>ESS 320</td>
<td>Historical and Sociocultural Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ESS 376</td>
<td>Physical Education Management</td>
<td>3</td>
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</table>

Choose two (2) courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>ESS 340</td>
<td>Elementary Physical Education</td>
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<tr>
<td>ESS 355</td>
<td>Individual Activities</td>
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<tr>
<td>ESS 357</td>
<td>Team Activities</td>
<td>3</td>
</tr>
<tr>
<td>ESS 370</td>
<td>Adaptive Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>ESS 392</td>
<td>Teacher Education Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>
PROFESSIONAL PROGRAMS
Athletic Training Education Program (ATEP)
Prof. Jennifer Rizzo, Director

ADMISSION CRITERIA

The Athletic Training Education Program (ATEP) is designed to educate undergraduate students who are interested in pursuing a career in the field of athletic training. The mission is to provide a didactic and clinical education program that will prepare students for professional careers as Certified Athletic Trainers (ATC).

ATEP is a selective admissions program, which culminates in a bachelor's degree. After completing the observation period, the student will have the opportunity to apply to the program. Students are admitted to the program in April and will begin the program the following fall. The application date will be set by the director of athletic training.

Admission to ATEP is competitive and based on the following:

1. Application
2. Attendance during the observation phase
3. Grade point average during the observation phase
4. Skill acquisition during the observation phase
5. First Aid and CPR certification
6. Immunization Review
7. Personal interview
8. Staff evaluations
9. Technical Standards
10. Blood Borne Pathogen Training

The application form can be obtained from the director of athletic training and must be submitted with all materials by April 1 to the director’s office.

For a student to remain in the program, the following criteria must be met:

1. Maintain a cumulative 2.75 grade point average in all coursework.
2. Attend all scheduled ATEP meetings.
3. Meet all clinical requirements.

Transfer Student Policy

Transfer students may apply and gain admission to the ATEP under the following conditions:

· Transfer students with previous experience in athletic training and a letter of recommendation from a certified athletic trainer (ATC) may be admitted to the ATEP if they can demonstrate the required basic skills and knowledge required for ESS 238 and 239 (Observational Clinical Coursework 1 and 2) for freshman. A placement exam will be administered for all transfer students to substitute the observational phase coursework.

· All prerequisite course work completed at another institution pertaining to Concordia University Irvine (CUI) ATEP must be reviewed and accepted by the ATEP director for equivalence to CUI courses, in addition to CUI admissions. Bio 101 or equivalent course must be completed before acceptance into program. A cumulative GPA of 2.75 or higher is necessary for acceptance.

· Transfer students must demonstrate they have met the educational competencies required in any course taken towards the field of Athletic Training by submitting the following to the ATEP director no later than July 31:
  · official transcripts demonstrating completion of courses with grades of B- or better
  · catalog copy of course descriptions
  · contact information for faculty who taught each of the courses
  · ATEP application.
Transfer students will be required to take an entrance exam to circumvent the Observation Period needed for all incoming students. Following successful completion, the transfer student will complete the course work and three (3) years of clinical experience.

Concordia's ATEP is accredited by the Commission on Accreditation of Athletic Training Education (CAATE).

**TECHNICAL STANDARDS**

The **Athletic Training Education Program** at Concordia University is a rigorous and intense program that places specific requirements that challenge the student intellectually, physically and psychologically. The technical standards are set forth by ATEP to establish the abilities that an athletic trainer must have to practice safely. They are described by the National Athletic Trainer's Association to meet the expectations of the program's accrediting agency (CAATE). In the event a student is unable to fulfill these technical standards, accommodations will be set forth through the Concordia University Disability and Learning Resource Center (DLRC).

**STANDARDS**

**Observation:**
The student must have the ability to use vision, hearing and somatic sensations. The student must be able to participate in lectures and laboratory demonstrations. The student must be able to observe and palpate a patient accurately.

**Communication:**
The student must have the ability to communicate effectively and sensitively with patients and colleagues. This includes members of the health care and athletic communities, as well as individuals from different cultural, social and religious backgrounds. Students must be able to convey information effectively. Students must be able to read, understand and speak the English language at a level consistent with competent professional practice.

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

**Intellectual Abilities:**
The student must be able to measure, calculate, reason, analyze and integrate information in a timely fashion. The student must be able to formulate assessment and therapeutic judgment and be able to distinguish deviations from the norm.

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

**REASONABLE ACCOMMODATIONS**

A student must demonstrate the above skills and abilities, but may do so with or without reasonable accommodations. Concordia University will provide reasonable accommodations to students to enable them to meet these technical standards.

Students seeking academic accommodations must provide medical documentation of their disability and comply with the procedures of Concordia University and the Disability and Learning Resource Center (DLRC). Failure to give notice or provide detailed information to the DLRC may result in the student's accommodations being delayed or their request being denied. DLRC policies are available at www.cui.edu/dlrc.
DIVISION OF FINE ARTS AND PERFORMING ARTS
Prof. Jeffrey Held, Chair

ART DEPARTMENT
Prof. Niclas Krüger, Co-Chair
Prof. Rachel Soo, Co-Chair

Niclas T. Krüger
Assoc. Professor of Art  MFA  California State University, Fullerton, 2002
Rachel L. Soo
Assoc. Professor of Graphic Design  MFA  Iowa State University, Ames, 2004

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

LEARNING OUTCOMES

Aesthetic Responsiveness
Development of Original Artwork
· Establish an artistic process to produce distinct projects.
· Exhibit quality artwork that explores Christianity, diversity and multicultural themes.

Learn Technical Skills
· Utilizing a variety of media, employ elements and principles of art in projects.
· Acquire skills with art and design techniques.

Clear Communication
Critique Artists’ Work
· Articulate aesthetic points of view of artists who work within a variety of media.
· Write proficient essays, discussing the artwork of professional artists.

Conduct Research
· Demonstrate how art history can serve as a valuable tool to enhance one’s own art production by conducting library and internet research.
· Engage in theoretical and philosophical discussions about art and culture.

MAJORS

ART
45 UNITS

Core: 24 Units

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<tr>
<td>Art 200</td>
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<tr>
<td>Art 201</td>
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<td>Art 251</td>
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<td>Art 312</td>
<td>Art History 2</td>
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<tr>
<td>Art 321</td>
<td>Painting 1</td>
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</table>
Choose one (1) of the following courses:

- Art 331 Sculpture 1 3
- Art 341 Hand Building Ceramics 1 3
- Art 351 Printmaking 1 3

### Emphasis: 21 Units

Choose one (1) of the following:

**Art Education**

- Art 315 The History of Contemporary Art 3
- Art 391 Art in the Schools 3
- Art 480 Secondary Art Methods 3
- Art 498 Senior Art Seminar 3

Choose three (3) of the following courses:

- Art 401 Figure Drawing 3
- Art 421 Painting 2 3
- Art 431 Sculpture 2 3
- Art 441 Hand Building Ceramics 2 3
- Art 451 Printmaking 2 3
- ArtG 471 Video Art 3
- ArtG 481 Digital Photography 3

**Graphic Design**

- ArtG 261 Graphic Design 1 3
- ArtG 270 Digital Publishing 3
- ArtG 271 Digital Image Manipulation 3
- ArtG 272 Digital Illustration 3
- ArtG 360 Typography 3
- ArtG 361 Graphic Design 2 3
- ArtG 461 Graphic Design 3 3

**Studio Art**

- Art 315 The History of Contemporary Art 3
- Art 401 Figure Drawing 3
- Art 421 Painting 2 3
- Art 498 Senior Art Seminar 3

Choose three (3) of the following courses:

- Art 392 Art Gallery Experience 3
- Art 431 Sculpture 2 3
- Art 441 Hand Building Ceramics 2 3
- Art 451 Printmaking 2 3
- ArtG 471 Video Art 3
- ArtG 481 Digital Photography 3
- Art 488 Children's Art 3

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**GRAPHIC DESIGN 54 UNITS**

**Foundation: 15 Units**

- Art 200 Elements of Art 3
- Art 201 Drawing 1 3
- Art 251 Design 3
- Art 315 The History of Contemporary Art 3
- Art 321 Painting 3
### Core: 24 Units

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<td>ArtG 300</td>
<td>History of Graphic Design**</td>
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Choose one (1) of the following courses:
- ArtG 351 Printmaking
- ArtG 390 Internship*
- ArtG 471 Video Art
- ArtG 481 Digital Photography
- ArtG 490 Practicum Experience*

* Recommended electives

### MINORS

#### ART 18 UNITS

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<td>Art 351</td>
<td>Printmaking</td>
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Choose one (1) of the following courses:
- Art 311 Art History 1
- Art 312 Art History 2

Choose one (1) of the following courses:
- Art 331 Sculpture 1
- Art 341 Hand Building Ceramics 1

#### GRAPHIC DESIGN 18 UNITS

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</tr>
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<td>ArtG 461</td>
<td>Graphic Design 3</td>
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</table>

Choose two (2) of the following courses:
- ArtG 270 Digital Publishing
- ArtG 271 Digital Image Manipulation
- ArtG 272 Digital Illustration

Choose one (1) of the following courses:
- ArtG 315 The History of Contemporary Art
- ArtG 390 Graphic Design Practicum
- ArtG 471 Video Art
MUSIC DEPARTMENT
Dr. Herbert Geisler, Chair

Michael L. Busch
Professor of Music
DMA
University of Colorado, Boulder, 1999

Herbert G. Geisler, Jr.
Professor of Music
PhD
University of Michigan, Ann Arbor, 1990

Jeffrey M. Held
Asst. Professor of Music
DMA Cand
Boston University, MA, 2010

Marin R. T. Jacobson
Asst. Professor of Music
DMA
University of Iowa, Iowa City, 2011

Carol R.S. McDaniel
Resident Faculty in Music
DWS
The Institute for Worship Studies
Orange Park, FL, 2007

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

LEARNING OUTCOMES

Aesthetic Responsiveness

Artful Comprehension
· Graduates are aware of the elements of music and are sensitive to the interaction of each as significant parts of a whole.

Artful Participation
· Graduates are skilled in active musical experience including the literary, oral, dramatic, musical, and visual.

Artful Sensitivity
· Graduates discern emotion and feeling in musical experience.

Socio-cultural Responsiveness

Heritage Consciousness
· Graduates are knowledgeable of and sympathetic to significant musical works of others past and present in more than one culture.

Thoughtful Valuing
· Graduates discern what is lasting and valuable from that which is ephemeral and trite.

Clear Communication

Articulate Imagination
· Graduates use musical media descriptively, accurately, precisely, and with imagination.

Eloquent Engagement
· Graduates interact with collegiate peers, mentors, and lay people in meaningful discussion of musical experiences.

Mastery of Form
· Graduates use conventional forms of organizing musical insights such as term papers, essays, speeches, musical compositions, dramas, and visual objects.
## Major

### Music

**Core: 35-36 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 201</td>
<td>Music Theory 1</td>
<td>3</td>
</tr>
<tr>
<td>Mus 202</td>
<td>Music Theory 2</td>
<td>3</td>
</tr>
<tr>
<td>Mus 211</td>
<td>Aural Skills 1</td>
<td>1</td>
</tr>
<tr>
<td>Mus 212</td>
<td>Aural Skills 2</td>
<td>1</td>
</tr>
<tr>
<td>Mus 221</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 303</td>
<td>Music Theory 3</td>
<td>3</td>
</tr>
<tr>
<td>Mus 304</td>
<td>Music Theory 4</td>
<td>3</td>
</tr>
<tr>
<td>Mus 323</td>
<td>Aural Skills 3</td>
<td>1</td>
</tr>
<tr>
<td>Mus 324</td>
<td>Aural Skills 4</td>
<td>1</td>
</tr>
<tr>
<td>Mus 331</td>
<td>Music History: Antiquity to Bach</td>
<td>3</td>
</tr>
<tr>
<td>Mus 332</td>
<td>Music History: Classical Period to Modernity</td>
<td>3</td>
</tr>
</tbody>
</table>

**Performance**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu_____</td>
<td>Applied Music</td>
<td>5+</td>
</tr>
</tbody>
</table>

(Every semester on a principal instrument at least to Level 401)

**Piano Competence.** All music majors who select a principal instrument other than piano or organ MUST also achieve the equivalent of MUKP 201 either by completing the course or passing the music department piano proficiency examination.

**Voice Competence.** All music majors MUST also pass either MUVO 100 or pass one semester of applied voice lessons or participate for at least one year in a department choral ensemble.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MuE_____</td>
<td>Ensemble</td>
<td>4</td>
</tr>
</tbody>
</table>

Four (4) units of ensemble are counted toward graduation within the major, but each music major MUST participate in at least one department ensemble each term of attendance; two ensembles are encouraged. Additional units may be petitioned against general electives as described in the General Catalog.

**Senior Recital or Project**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu_____</td>
<td>Senior Recital</td>
<td>2</td>
</tr>
<tr>
<td>or Mus 498</td>
<td>Senior Project in Music</td>
<td>2-3</td>
</tr>
</tbody>
</table>

Senior Recital replaces applied music for the semester leading to the recital.

Senior Project in Music: Composition, field study, or research project.
Emphasis: 19 Units
Choose one (1) of the following:

### CHURCH MUSIC
This emphasis is intended for students preparing for careers in music leadership in churches. Director of Parish Music certification is optional and requires additional units; consult Christ College.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 222</td>
<td>Intermediate Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Thl 382</td>
<td>Corporate Worship</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 482</td>
<td>Musical Heritage of the Church</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 483</td>
<td>Survey of Christian Hymnody</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 484</td>
<td>Planning Music for Christian Worship</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose a minimum of seven (7) units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thl 381</td>
<td>Worship Arts Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Mus 441</td>
<td>Handbell Methods and Repertoire</td>
<td>2-3</td>
</tr>
<tr>
<td>Mus 461</td>
<td>Music for Children</td>
<td>2-3</td>
</tr>
<tr>
<td>Mus 471</td>
<td>Choral Methods and Repertoire</td>
<td>3</td>
</tr>
</tbody>
</table>

### LIBERAL ARTS OR PERFORMANCE
This emphasis is intended for students with a strong interest in solo performance, composition, musicology, ethnomusicology or ensemble leadership but not pursuing a professional program such as church music or music education. With careful selection of courses the liberal arts or performance emphasis can prepare a student for specialized graduate studies in such sub-disciplines as music history/musicology, music theory, composition, ethnomusicology, vocal or instrumental performance. See your advisor for details.

**Performance Enrichment**
Choose a minimum of three (3) units from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mu____</td>
<td>Applied Music: primary instrument or composition up to 3 units (in addition to Performance requirements)</td>
<td>3</td>
</tr>
<tr>
<td>Mu____</td>
<td>Applied Music: secondary instrument and/or instrumental techniques courses</td>
<td>2</td>
</tr>
<tr>
<td>Mu____</td>
<td>Junior Recital</td>
<td>2</td>
</tr>
<tr>
<td>Mus 215</td>
<td>Music Technology</td>
<td>1</td>
</tr>
<tr>
<td>Mus 222</td>
<td>Intermediate Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 312</td>
<td>Brass Techniques</td>
<td>1</td>
</tr>
<tr>
<td>Mus 313</td>
<td>Percussion Techniques</td>
<td>1</td>
</tr>
<tr>
<td>Mus 314</td>
<td>Woodwind Techniques</td>
<td>1</td>
</tr>
<tr>
<td>Mus 315</td>
<td>String Techniques</td>
<td>1</td>
</tr>
<tr>
<td>Mus 452</td>
<td>Music Cultures of the World: The Silk Road</td>
<td>3</td>
</tr>
</tbody>
</table>

Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MuE ___</td>
<td>Ensemble</td>
<td>2</td>
</tr>
<tr>
<td>Mu ____</td>
<td>Applied Music (one Instrument, achieving 300 level)</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives
Choose one to seven (1-7) units from any 300-400 level music and/or conducting courses to bring total units for minor up to twenty-four (24).
History and Theory
Choose a minimum of three (3) units from the following: 3

- Mus 401 Advanced Studies in Music 3
- Mus 402 Orchestration 2
- Mus 451 Music Cultures of the World: Emerging Nations 3
- Mus 452 Music Cultures of the World: The Silk Road 3
- Mus/Thl 482 Musical Heritage of the Church 3
- Mus/Thl 483 Survey of Christian Hymnody 3

Methodology and Leadership
Choose a minimum of three (3) units from the following: 3

- Thl 381 Worship Arts Ministry 3
- Mus 412 Instrumental Methods and Repertoire 2-3
- Mus 441 Handbell Methods and Repertoire 1-3
- Mus 461 Music for Children 2-3
- Mus 471 Choral Methods and Repertoire 3
- Mus/Thl 484 Planning Music for Christian Worship 3

Electives 10
Select ten (10) additional units from Mus courses listed in the three (3) groups above.

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

- Mus 222 Intermediate Conducting 2
- Mus 261 Introduction to Music Education 1
- Mus 451 Music Cultures of the World: Emerging Nations 3
- or Mus 452 Music Cultures of the World: The Silk Road
- Mus 461 Music for Children 3
- Mus 462 Music in Secondary Schools 2

Choose a minimum of three (3) units from the following: 3
A secondary instrument may be substituted for one techniques course upon petition.

- Mus 312 Brass Techniques 1
- Mus 313 Percussion Techniques 1
- Mus 314 Woodwind Techniques 1
- Mus 315 String Techniques 1

Choose a minimum of five (5) units from the following: 5

- Mus 215 Music Technology 1
- Mus 402 Orchestration 2
- Mus 412 Instrumental Methods and Repertoire 2-3
- Mus 441 Handbell Methods and Repertoire 2-3
- Mus 471 Choral Methods and Repertoire 3
## MINORS

### MUSIC

**Core: 11-17 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 201</td>
<td>Music Theory 1</td>
<td>3</td>
</tr>
<tr>
<td>Mus 202</td>
<td>Music Theory 2</td>
<td>3</td>
</tr>
<tr>
<td>Mus 211</td>
<td>Aural Skills 1</td>
<td>1</td>
</tr>
<tr>
<td>Mus 212</td>
<td>Aural Skills 2</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one to three (1-3) of the following courses: 3–9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 331</td>
<td>Music History: Antiquity to Bach</td>
<td>3</td>
</tr>
<tr>
<td>Mus 332</td>
<td>Music History: Classical Period to Modernity</td>
<td>3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>Music Cultures of the World: Emerging Nations</td>
<td>3</td>
</tr>
</tbody>
</table>

### WORSHIP ARTS LEADERSHIP

**22-23 UNITS**

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

Students should take Thl 371 as part of general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus/Thl 482</td>
<td>Musical Heritage of the Church</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 483</td>
<td>Survey of Christian Hymnody</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 484</td>
<td>Planning Music for Christian Worship</td>
<td>2</td>
</tr>
<tr>
<td>Mus/Thl 485</td>
<td>Contemporary Christian Song</td>
<td>2</td>
</tr>
<tr>
<td>Mu__ 102-409</td>
<td>Applied Music instruction</td>
<td>1</td>
</tr>
<tr>
<td>Thl 281</td>
<td>Introduction to Worship Arts</td>
<td>1</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Doctrine II</td>
<td>3</td>
</tr>
<tr>
<td>Thl 381</td>
<td>Worship Arts Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Thl 382</td>
<td>Contemporary Worship Ensemble Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two to three (2-3) units from the following: 2-3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 270</td>
<td>Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>Art 271</td>
<td>Digital Image Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>Mus 221</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 215</td>
<td>Music Technology</td>
<td>1</td>
</tr>
<tr>
<td>Mus 382</td>
<td>Contemporary Worship Ensemble Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Mus 441</td>
<td>Handbell Methods and Repertoire</td>
<td>1-3</td>
</tr>
<tr>
<td>Mus 461</td>
<td>Music for Children</td>
<td>2-3</td>
</tr>
<tr>
<td>Mus 471</td>
<td>Choral Methods and Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>Thr 261</td>
<td>Acting 1</td>
<td>3</td>
</tr>
</tbody>
</table>

### WORSHIP ARTS LEADERSHIP

**19-20 UNITS**

With Church Music emphasis in the Music Major

Students should take Thl 371 as part of general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus/Thl 484</td>
<td>Planning Music for Christian Worship</td>
<td>2</td>
</tr>
<tr>
<td>Mus/Thl 485</td>
<td>Contemporary Christian Song</td>
<td>2</td>
</tr>
<tr>
<td>Thl 281</td>
<td>Introduction to Worship Arts</td>
<td>1</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Doctrine II</td>
<td>3</td>
</tr>
<tr>
<td>Thl 381</td>
<td>Worship Arts Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Thl 382</td>
<td>Corporate Worship</td>
<td>3</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose two to three (2-3) units not taken for Church Music emphasis in Music Major:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 170</td>
<td>Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>Art 171</td>
<td>Digital Image Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>Mus 215</td>
<td>Music Technology</td>
<td>1</td>
</tr>
<tr>
<td>Mus 221</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 382</td>
<td>Contemporary Worship Ensemble Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Mus 441</td>
<td>Handbell Methods and Repertoire</td>
<td>1-3</td>
</tr>
<tr>
<td>Mus 461</td>
<td>Music for Children</td>
<td>2-3</td>
</tr>
<tr>
<td>Mus 471</td>
<td>Choral Methods and Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>Thr 261</td>
<td>Acting 1</td>
<td>3</td>
</tr>
</tbody>
</table>
THEATRE DEPARTMENT
Prof. Lori Siekmann, Chair-Academics
Prof. Tony Vezner, Chair-Production

Peter L. Senkbeil
Professor of Theatre  PhD  Northwestern University, Evanston, IL, 1995
Lori C. Siekmann
Asst. Professor of Theatre  MA  University of Illinois, Chicago, 1996
Tony J. Vezner
Assoc. Professor of Theatre  MFA  Indiana University, Bloomington, 1992

The Theatre Department helps fulfill the university’s mission by training students to integrate artistic excellence with a Christian world view and by producing theatrically exciting plays that reflect that world view. In doing so, we seek to provide learning opportunities in the fine arts for our students to present high quality entertainment to the people of Orange County.

LEARNING OUTCOMES

Aesthetic Responsiveness

Artful Comprehension
· Awareness of the elements of the theatrical arts and are sensitive to the interaction of each as significant parts of a whole.

Artful Participation
· Become skilled in active artistic experiences selected from the dramatic, musical, kinesthetic and visual.

Artful Sensitivity
· Graduates discern emotion and feeling in artistic experience.

Socio-cultural Responsiveness

Heritage Consciousness
· Graduates are knowledgeable of and sympathetic to significant artistic works of others past and present in more than one culture.

Thoughtful Valuing
· Graduates discern what is lasting and valuable from that which is ephemeral and trite.

Clear Communication

Articulate Imagination
· Graduates use visual, dramatic and aural media descriptively, accurately, precisely, and with imagination.

Eloquent Engagement
· Graduates interact with collegiate peers, mentors and lay people in meaningful discussion of artistic experience.

Mastery of Form
· Graduates use conventional forms of organizing verbal, musical, dramatic and visual insights such as term papers, essays, speeches, dramas, visual objects and performances.

Theatre as Communication
· Graduates understand the use of theatre as a medium of communication and explore their communication through this medium as theatre artists.
Systematic Inquiry
Skill in Scholarship
· Graduates discover scholarly resources and related material appropriate to the thought, problem or question.

Thoughtful Criticism
· Graduates reduce a thought to discrete parts while recognizing their relationship to the whole using such rhetorical devices as induction, deduction, syllogism and intuition.

Rational Balance
· Graduates organize the results of such thinking in a sequential and hierarchical manner, balancing detail and generalization.

Christian Values
Artistic Integrity
· Graduates will acquire knowledge and appreciation for Christian values and Biblical principles and seek to incorporate them into their artistic pursuits.

Theatrical Artistry
· Acting and Directing Emphasis: Graduates are knowledgeable of and gain experience using tools and techniques of acting and directing theatrical art.
· Design and Technical Production Emphasis: Graduates will gain knowledge of and experience using different technical elements that contribute to the theatrical whole.
· History/Literature/Criticism Emphasis: Graduates will gain knowledge of and skill in analysis of the relationship between text and performance.

MAJOR

THEATRE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thr 251</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Thr 261</td>
<td>Acting 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 311</td>
<td>Introduction to Technical Production</td>
<td>3</td>
</tr>
<tr>
<td>Thr 321</td>
<td>Introduction to Theatrical Design</td>
<td>3</td>
</tr>
<tr>
<td>Thr 351</td>
<td>Play Direction 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 390</td>
<td>Theatre Practicum (earned in increments)</td>
<td>3</td>
</tr>
<tr>
<td>Thr 441</td>
<td>Theatre and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 442</td>
<td>Theatre and Culture 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis: 21 Units
Choose one (1) of the following:

ACTING AND DIRECTING

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thr 141</td>
<td>Voice for the Actor</td>
<td>1.5</td>
</tr>
<tr>
<td>Thr 151</td>
<td>Movement for the Actor</td>
<td>1.5</td>
</tr>
<tr>
<td>Thr 262</td>
<td>Acting 2</td>
<td>3</td>
</tr>
<tr>
<td>Thr 371</td>
<td>Acting 3</td>
<td>3</td>
</tr>
<tr>
<td>Thr 381</td>
<td>Acting in Musical Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Thr 451</td>
<td>Play Direction 2</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 387</td>
<td>Modern and Contemporary Drama</td>
<td>3</td>
</tr>
<tr>
<td>Eng 466</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Thr 330</td>
<td>Performance Studies and Readers Theatre</td>
<td>3</td>
</tr>
</tbody>
</table>
Thr 443  Contemporary Theatre and Culture 3
Thr 452  Advanced Script Analysis 3
Thr 461  Creative Drama and Improvisation 3
Thr 471  Acting 4 3
Thr 498  Theatre Showcase 3

**DESIGN AND TECHNICAL PRODUCTION**

Thr 201  Drafting and Color Media 3
Thr 211  Computer Aided Design 3
Thr 323  Period Styles of Design 3

Choose four (4) of the following courses: 12
Thr 325  Scenic Design 3
Thr 327  Lighting and Sound Design 3
Thr 329  Costume Design 3
Thr 452  Advanced Script Analysis 3
Thr 498  Theatre Showcase 3

**HISTORY, LITERATURE AND CRITICISM**

Eng 387  Modern and Contemporary Drama 3
Eng 466  Shakespeare 3
Eng 471  Literary Theory 3
Thr 330  Performance Studies and Readers Theatre 3
Thr 443  Contemporary Theatre and Culture 3
Thr 445  Dramatic Theory and Criticism 3

Choose one (1) of the following courses: 3
Thr 262  Acting 2 3
Thr 452  Advanced Script Analysis 3
Thr 461  Creative Drama and Improvisation 3
Thr 498  Theatre Showcase 3
Wrt 337  Writing for Stage and Screen 3

**MINORS**

**MUSICAL THEATRE  24 UNITS**

ESS 304  Motor Learning and Development 3
Dan 101  Ballet 1 1
Dan 102  Ballet 2 1
Dan 111  Jazz Dance 1
Dan 112  Modern Dance 1
Dan 141  Tap Dance 1
Mus 211  Aural Skills 1 1
MUVO___  Applied Music (4 semesters of voice with at least one semester at 300 level) 4
Thr 261  Acting 1 3
Thr 262  Acting 2 3
Thr 381  Acting in Musical Theatre 3
Thr 390  Practicum: Theatre 2

Notes to musical theatre minor students:
- Students are advised to take either Mus 102 or 201 and Thr 251 as general education courses.
- Students are strongly encouraged to take at least four (4) semesters of MuE ensemble credit (vocal or instrumental).
### THEATRE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thr 251</td>
<td>Introduction to Theatre</td>
<td>3</td>
</tr>
<tr>
<td>Thr 261</td>
<td>Acting 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 262</td>
<td>Acting 2</td>
<td>3</td>
</tr>
<tr>
<td>Thr 351</td>
<td>Play Direction 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 441</td>
<td>Theatre and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or Thr 442</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theatre and Culture 2</td>
<td></td>
</tr>
<tr>
<td>Choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the following courses not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>taken above:</td>
<td></td>
</tr>
<tr>
<td>Eng 387</td>
<td>Modern and Contemporary Drama</td>
<td>3</td>
</tr>
<tr>
<td>Eng 466</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Thr 321</td>
<td>Introduction to Theatrical Design</td>
<td>3</td>
</tr>
<tr>
<td>Thr 330</td>
<td>Performance Studies and Readers'</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Theatre</td>
<td></td>
</tr>
<tr>
<td>Thr 441</td>
<td>Theatre and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 442</td>
<td>Theatre and Culture 2</td>
<td>3</td>
</tr>
<tr>
<td>Thr 461</td>
<td>Creative Drama and Improvisation</td>
<td>3</td>
</tr>
</tbody>
</table>
DIVISION OF HUMANITIES
Dr. Kerri Tom, Chair

Communication Studies Department
Dr. Martin Schramm, Chair

Konrad W. Hack
Asst. Prof. of Communication  MA San Diego State University, CA, 1999
Patricia S. Ollry
Resident Faculty in Communication  MA University of California, Santa Barbara, 1982
Martin G. Schramm
Professor of Communication  PhD University of Southern California, L.A., 1993
Ashlie J. Siefkes
Resident Faculty in Communication  MA California State University, Long Beach, 2009
Cheryl E. Williams
Professor of Communication  PhD Florida State University, Tallahassee, 1997

The Communication Studies Department sees its mission as preparing students as leaders in their communities and careers by developing their understanding of communication theory and research methodologies, as well as their proficiency in oral, written and mediated communication. The department offers a varied curriculum that includes both the classical courses associated with the discipline and those that reflect contemporary developments in the field. Courses are designed to prepare students for communication-related professions in such fields as business, industry, public relations, mass media, pre-law, pre-seminary and education.

Students will demonstrate:
· Understanding of multiple theoretical perspectives and diverse intellectual underpinnings in communication as reflected in its philosophy and/or history.
· Competency in effective communication with diverse others.
· Competency in presentation, preferably in more than one form.
· Competency in analysis and interpretation of contemporary media.
· Competency in reflective construction and analysis of arguments and discourse intended to influence beliefs, attitudes, values, and practices.
· Competency in systematic inquiry.

MAJOR

COMMUNICATION 43 UNITS

Core: 25 Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com 200</td>
<td>Gateway to Communication Studies</td>
<td>1</td>
</tr>
<tr>
<td>Com 216</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 280</td>
<td>Theories of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 311</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Com 321</td>
<td>Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 324</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 340</td>
<td>Persuasion and Attitude Change</td>
<td>3</td>
</tr>
<tr>
<td>Com 485</td>
<td>Communication Criticism</td>
<td>3</td>
</tr>
<tr>
<td>Com 488</td>
<td>Communication Research Methods</td>
<td>3</td>
</tr>
</tbody>
</table>
Emphasis: 18 Units
Choose one (1) of the following:

GENERAL COMMUNICATION STUDIES
Choose six (6) of the following courses: 18

Com 211   Introduction to Argumentation and Debate 3
Com 222   Theory and Practice of Journalism 3
Com 328   Small Group Communication 3
Com 335   Nonverbal Communication 3
Com 344   Theory and Practice of Interviewing 3
Com 412   Writing for the Broadcast Media 3
Com 422   Studies in Public Relations 3
Com 451   Organizational Communication 3
Thr 330   Performance Studies and Readers Theatre 3

MASS COMMUNICATION

Com 222   Theory and Practice of Journalism 3
Com 344   Theory and Practice of Interviewing 3
Com 412   Writing for the Broadcast Media 3
Com 422   Studies in Public Relations 3
Choose two (2) of the following courses: 6

Com 211   Introduction to Argumentation and Debate 3
Com 328   Small Group Communication 3
Com 335   Nonverbal Communication 3
Com 451   Organizational Communication 3
Thr 330   Performance Studies and Readers Theatre 3

MINOR

COMMUNICATION 18 UNITS

Com 280   Theories of Human Communication 3
Com 311   Advanced Public Speaking 3
Com 321   Mass Communication 3
Choose three (3) of the following courses: 9

Com 211   Introduction to Argumentation and Debate 3
Com 216   Interpersonal Communication 3
Com 222   Theory and Practice of Journalism 3
Com 321   Mass Communication 3
Com 324   Intercultural Communication 3
Com 328   Small Group Communication 3
Com 335   Nonverbal Communication 3
Com 340   Persuasion and Attitude Change 3
Com 344   Theory and Practice of Interviewing 3
Com 412   Writing for the Broadcast Media 3
Com 422   Studies in Public Relations 3
Com 451   Organizational Communication 3
Com 485   Communication Criticism 3
Com 488   Communication Research Methods 3
ENGLISH DEPARTMENT

Dr. Kerri Tom, Chair

Susan O. Bachman
Professor of Rhetoric
PhD
Florida State University, Tallahassee, 1996

Katharine F. M. Borst
Asst. Professor of English
MA
St. Louis University, MO, 1996

Keith R. Garton
Resident Faculty in English
MA
California State University, Long Beach, 2009

Thea Gavin
Assoc. Professor of English
MFA
Spalding University, Louisville, KY, 2005

Kurt J. Krueger
Professor of English
PhD
Indiana University of Pennsylvania, 1996

Adam R. Lee
Asst. Professor of English
MA
University of St. Thomas, St. Paul, MN, 1994

John J. Norton
Asst. Professor of English
PhD
Sheffield Hallam University, UK, 2008

Kristen A. Schmidt
Professor of English
MFA
Chapman University, Orange, CA, 2007

Kerri L. Tom
Professor of English
PhD
University of MA, Amherst, 1994

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

LEARNING OUTCOMES

The successful student will cultivate and pursue the university’s targets, especially aesthetic responsiveness, clear communication, systematic inquiry and sociocultural responsiveness via the following outcomes:

Clear Communication

· Use writing as a process of discovery, exploration, articulation and testing of ideas, making judicious style and mechanics choices appropriate to the writing purpose.
· Understand, identify and evaluate linguistic features, grammatical structures, and rhetorical figures.

Socio-cultural Responsiveness

· Demonstrate familiarity with major writers (in native languages and/or in translation), distinguishing and comparing literary movements, genres, styles, and critical theories.
· Recognize characteristics of literary types and forms, elements of literature and figurative language.
· Thoughtfully question and evaluate the cultural context of a work and a work’s impact on culture.

Systematic Inquiry

· Employ a variety of research tools and methods to investigate and articulate a sustained argument using standard or appropriate English genres and conventions.
· Acquire vocabulary, grammar, syntax, and cultural milieu of a modern foreign language sufficient for the appropriate level of speaking, listening, reading, and writing.
## MAJORS

### ENGLISH 42 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 271</td>
<td>Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>Eng 281</td>
<td>World Literature*</td>
<td>3</td>
</tr>
<tr>
<td>Eng 341</td>
<td>American Literature 1</td>
<td>3</td>
</tr>
<tr>
<td>Eng 342</td>
<td>American Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Eng 361</td>
<td>English Literature 1</td>
<td>3</td>
</tr>
<tr>
<td>Eng 362</td>
<td>English Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Eng 451</td>
<td>Senior Seminar in English</td>
<td>3</td>
</tr>
<tr>
<td>Eng 466</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
<tr>
<td>Eng 471</td>
<td>Literary Theory</td>
<td>3</td>
</tr>
<tr>
<td>Eng 477</td>
<td>History and Development of the English Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two (2) of the following courses: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 383</td>
<td>Modern and Contemporary Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Eng 385</td>
<td>Modern Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 387</td>
<td>Modern and Contemporary Drama</td>
<td>3</td>
</tr>
<tr>
<td>Eng 389</td>
<td>Film as Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one (1) of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 441</td>
<td>Major American Writers</td>
<td>3</td>
</tr>
<tr>
<td>Eng 461</td>
<td>Major English Writers</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one (1) of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 380</td>
<td>Women's Literature</td>
<td>3</td>
</tr>
<tr>
<td>Eng 382</td>
<td>Postcolonial Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

* May not be taken with CEng 201 and/or 202.

### HUMANITIES AND FINE ARTS 40-42 UNITS

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

### LEARNING OUTCOMES

**Clear Communication**
- Acquire the ability to articulate a sustained argument using standard English genres and conventions.
- Acquire the ability to use and incorporate a variety of research tools and methods.

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

**Understanding of Cultural Unity**
- Formulate connections among the cultures of the world.

**Understanding of Cultural Development in the Western World**
- Recognize the hallmarks of the major eras of Western civilization.

**Cross-disciplinary Thinking**
- Formulate connections among the disciplines associated with the Humanities and Fine Arts.
**Core: 22-24 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 311</td>
<td>Art History 1</td>
<td>3</td>
</tr>
<tr>
<td>or Art 312</td>
<td>Art History 2</td>
<td>3</td>
</tr>
<tr>
<td>Com 324</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Eng 281</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>or CEng 201</td>
<td>World Literature to the Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>Hst 410</td>
<td>Mythology, Theology and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Hum 495</td>
<td>Senior Project (individualized study)</td>
<td>1-3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>Music Cultures of the World: Emerging Nations</td>
<td>3</td>
</tr>
<tr>
<td>or Mus 452</td>
<td>Music Cultures of the World: The Silk Road</td>
<td>3</td>
</tr>
<tr>
<td>Thl 321</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Thr 251</td>
<td>Introduction to Theatre</td>
<td>3</td>
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</tbody>
</table>

**Emphasis: 18 Units**

Choose one (1) of the following:

**ART**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 200</td>
<td>Elements of Art</td>
<td>3</td>
</tr>
<tr>
<td>Art 201</td>
<td>Drawing 1</td>
<td>3</td>
</tr>
<tr>
<td>Art 311</td>
<td>Art History 1*</td>
<td>3</td>
</tr>
<tr>
<td>or Art 312</td>
<td>Art History 2*</td>
<td>3</td>
</tr>
<tr>
<td>or Art 315</td>
<td>The History of Contemporary Art*</td>
<td>3</td>
</tr>
<tr>
<td>Art 321</td>
<td>Painting 1</td>
<td>3</td>
</tr>
<tr>
<td>Art 331</td>
<td>Sculpture 1</td>
<td>3</td>
</tr>
<tr>
<td>or Art 341</td>
<td>Hand Building Ceramics 1</td>
<td>3</td>
</tr>
<tr>
<td>Art 351</td>
<td>Printmaking 1</td>
<td>3</td>
</tr>
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</table>

* the one not taken in core

**COMMUNICATION**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com 216</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 311</td>
<td>Advanced Public Speaking</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose four (4) of the following courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com 321</td>
<td>Mass Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 412</td>
<td>Writing for the Broadcast Media</td>
<td>3</td>
</tr>
<tr>
<td>Com 451</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 280</td>
<td>Theories of Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 485</td>
<td>Communication Criticism</td>
<td>3</td>
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</table>

**CREATIVE WRITING**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Wrt 323</td>
<td>Introduction to Genre and Craft in Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 427</td>
<td>Advanced Creative Writing</td>
<td>3</td>
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</tbody>
</table>

Choose four (4) of the following courses: 12

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wrt 324</td>
<td>Writing for Children &amp; Teenagers</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 327</td>
<td>Creative Writing; Fiction</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 328</td>
<td>Creative Writing; Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 329</td>
<td>Creative Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 333</td>
<td>Topics in Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 337</td>
<td>Writing for the Stage and Screen</td>
<td>3</td>
</tr>
</tbody>
</table>
### HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Hst 301</td>
<td>Eastern Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hst 321</td>
<td>History of Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>Hst 371</td>
<td>Islamic Civilization</td>
<td>3</td>
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</table>

Choose three (3) non-duplicated courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 226</td>
<td>United States History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 251</td>
<td>The Enlightenment</td>
<td>3</td>
</tr>
<tr>
<td>Hst 334</td>
<td>Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 336</td>
<td>Renaissance and Reformations</td>
<td>3</td>
</tr>
<tr>
<td>Hst 338</td>
<td>Modern European History</td>
<td>3</td>
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</table>

### LITERATURE*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Eng 341</td>
<td>American Literature 1</td>
<td>3</td>
</tr>
<tr>
<td>Eng 342</td>
<td>American Literature 2</td>
<td>3</td>
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<tr>
<td>or Eng 362</td>
<td>English Literature 2</td>
<td></td>
</tr>
<tr>
<td>Eng 361</td>
<td>English Literature 1</td>
<td>3</td>
</tr>
<tr>
<td>Eng 380</td>
<td>Women's Literature</td>
<td>3</td>
</tr>
<tr>
<td>or Eng 382</td>
<td>Postcolonial Literature</td>
<td></td>
</tr>
<tr>
<td>or Eng 385</td>
<td>Modern Novel</td>
<td></td>
</tr>
<tr>
<td>or Eng 387</td>
<td>Modern &amp; Contemporary Drama</td>
<td></td>
</tr>
<tr>
<td>Eng 441</td>
<td>Major American Writers</td>
<td>3</td>
</tr>
<tr>
<td>or Eng 461</td>
<td>Major English Writers</td>
<td></td>
</tr>
<tr>
<td>Eng 466</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

* Students with an emphasis in Literature may not minor in English.

### MUSIC

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 201</td>
<td>Music Theory 1</td>
<td>3</td>
</tr>
<tr>
<td>Mus 202</td>
<td>Music Theory 2</td>
<td>3</td>
</tr>
<tr>
<td>Mus 211</td>
<td>Aural Skills 1</td>
<td>1</td>
</tr>
<tr>
<td>Mus 331</td>
<td>Music History: Antiquity to Bach</td>
<td>3</td>
</tr>
<tr>
<td>Mus 332</td>
<td>Music History: Classical Period to Modernity</td>
<td>3</td>
</tr>
<tr>
<td>Mus ___</td>
<td>Upper Division Elective</td>
<td>3</td>
</tr>
<tr>
<td>Mu ___</td>
<td>Applied Music (200 or 300 level)</td>
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</table>

### SPANISH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spa 201</td>
<td>Intermediate Spanish 1</td>
<td>3</td>
</tr>
<tr>
<td>Spa 202</td>
<td>Intermediate Spanish 2</td>
<td>3</td>
</tr>
<tr>
<td>Spa 301</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
<tr>
<td>Spa 302</td>
<td>Advanced Grammar/Reading</td>
<td>3</td>
</tr>
<tr>
<td>Spa 311</td>
<td>Survey of Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>or Spa 312</td>
<td>Survey of Spanish American Literature</td>
<td>3</td>
</tr>
<tr>
<td>Pol 304</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>or Soc 316</td>
<td>Ethnic Minorities and Relations</td>
<td></td>
</tr>
</tbody>
</table>
THEATRE

Thr 261 Acting 1 3
Thr 262 Acting 2 3
Thr 311 Stagecraft 3
or Thr 321 Introduction to Theatrical Design
Thr 351 Play Direction 1 3
Thr 441 Theatre and Culture 1 3
or Thr 442 Theatre and Culture 2
Choose one (1) of the following courses (not duplicated above):
  Eng 387 Modern and Contemporary Drama 3
  Eng 466 Shakespeare 3
  Thr 441 Theatre and Culture 1 3
  or Thr 442 Theatre and Culture 2

MINORS

CREATIVE WRITING 18 UNITS

Wrt 323 Introduction to Genre and Craft in Creative Writing 3
Wrt 427 Advanced Creative Writing 3
Choose two (2) of the following courses:
  Wrt 327 Creative Writing: Fiction 3
  Wrt 328 Creative Writing: Poetry 3
  Wrt 329 Creative Nonfiction 3
Choose one (1) of the following courses:
  Wrt 324 Writing for Children and Teens 3
  Wrt 333 Topics in Creative Writing 3
  Wrt 337 Writing for Stage and Screen 3
Choose one (1) of the following courses:
  Eng 342 American Literature 2 3
  Eng 383 Modern and Contemporary Poetry 3
  Eng 385 Modern Novel 3
  Eng 387 Modern and Contemporary Drama 3

ENGLISH 18 UNITS

Eng 271 Literary Criticism 3
Eng 281 World Literature 3
Eng 341 American Literature 1 3
or Eng 342 American Literature 2
Eng 361 English Literature 1 3
or Eng 362 English Literature 2
or Eng 382 Postcolonial Literature
Eng 477 History and Development of the English Language 3
Choose one (1) of the following courses (not taken above):
  Eng 341 American Literature 1 3
  Eng 342 American Literature 2 3
  Eng 361 English Literature 1 3
  Eng 362 English Literature 2 3
  Eng 380 Women's Literature 3
  Eng 382 Postcolonial Literature 3
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 383</td>
<td>Modern and Contemporary Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Eng 385</td>
<td>Modern Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 387</td>
<td>Modern and Contemporary Drama</td>
<td>3</td>
</tr>
<tr>
<td>Eng 389</td>
<td>Film as Literature</td>
<td>3</td>
</tr>
<tr>
<td>Eng 391</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>Eng 441</td>
<td>Major American Writers</td>
<td>3</td>
</tr>
<tr>
<td>Eng 461</td>
<td>Major English Writers</td>
<td>3</td>
</tr>
<tr>
<td>Eng 466</td>
<td>Shakespeare</td>
<td>3</td>
</tr>
</tbody>
</table>

* May not be taken with CEng 201 and/or 202.

**GLOBAL CULTURAL STUDIES**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 386</td>
<td>Postmodern Novel</td>
<td>3</td>
</tr>
<tr>
<td>Eng 392</td>
<td>Epic Literature</td>
<td>3</td>
</tr>
<tr>
<td>GCS 201</td>
<td>Global Cultural Studies</td>
<td>1</td>
</tr>
<tr>
<td>GCS 202</td>
<td>Understanding Other Cultures Anthropologically</td>
<td>1</td>
</tr>
<tr>
<td>GCS 203</td>
<td>Cross-Cultural Communication Awareness</td>
<td>1</td>
</tr>
<tr>
<td>GCS 301</td>
<td>Foundations of Language</td>
<td>4</td>
</tr>
<tr>
<td>GCS 399</td>
<td>Service Learning Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Wrt 330</td>
<td>Travel Writing</td>
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**SPANISH**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spa 201</td>
<td>Intermediate Spanish 1</td>
<td>3</td>
</tr>
<tr>
<td>Spa 202</td>
<td>Intermediate Spanish 2</td>
<td>3</td>
</tr>
<tr>
<td>Spa 301</td>
<td>Advanced Conversation</td>
<td>3</td>
</tr>
<tr>
<td>Spa 302</td>
<td>Advanced Grammar/Readings</td>
<td>3</td>
</tr>
<tr>
<td>Spa 311</td>
<td>Survey of Spanish Literature</td>
<td>3</td>
</tr>
<tr>
<td>Spa 312</td>
<td>Survey of Spanish American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>
The History Department endeavors to equip students to “see life steadily and see it whole.” The interdisciplinary nature of the courses required for these majors attempts to look at the human experience both communally and individually and in both the past and present. All three majors are approached from the liberal arts tradition of learning for the sake of learning. The courses cover a broad range of topics, generally include the works particular to the course subject, and have rigorous reading and writing expectations. The graduate of Concordia University with one of these majors will not only have a mind well filled, but well trained.

### LEARNING OUTCOMES

**Systematic Inquiry**

*Empirical Inquiry*

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

*Theoretical Cognizance*

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

**Clear Communication**

*Articulate Expression*

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

**Health and Well-Being**

*Historical and Existential Awareness*

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

**Socio-cultural Responsiveness**

*Cultural Understanding*

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

**Aesthetic Responsiveness**

*Artistic Appreciation*

- Develop and appreciation of the fine arts through an interdisciplinary approach to the social sciences.
Christian Literacy and Life

*Christian/Western Worldview*

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

Servant Leadership

*Historical and Existential Awareness*

- Apply examples from the social sciences of heroic actions, humility and grace to their own lives.

**MAJORS**

**HISTORY**

**39 UNITS**

**Core: 24 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 226</td>
<td>United States History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 241</td>
<td>Early Modern England</td>
<td>3</td>
</tr>
<tr>
<td>Hst 332</td>
<td>Ancient Greece and Rome</td>
<td>3</td>
</tr>
<tr>
<td>Hst 334</td>
<td>Medieval History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 336</td>
<td>Renaissance and Reformation</td>
<td>3</td>
</tr>
<tr>
<td>Hst 338</td>
<td>Modern European History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose two (2) of the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>Hst 301</td>
<td>Eastern Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hst 371</td>
<td>Islamic Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hst 431</td>
<td>Women’s History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 478</td>
<td>History of California</td>
<td>3</td>
</tr>
</tbody>
</table>

**Emphasis: 15 Units**

Choose one (1) of the following:

**GENERAL**

Choose five (5) of the following courses:

- Hst 251 The Enlightenment, 3
- Hst 321 History of Popular Culture, 3
- Hst 361 Propaganda and Persuasion, 3
- Hst 410 Mythology, Theology and Philosophy, 3
- Hst 412 Origins of the American Political System, 3
- Hst 416 Contemporary Global Issues, 3
- Hst 491 Advanced Topics in Social History, 3

**HISTORY OF IDEAS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Art 311</td>
<td>Art History 1</td>
<td>3</td>
</tr>
<tr>
<td>Art 312</td>
<td>Art History 2</td>
<td>3</td>
</tr>
<tr>
<td>Hst 251</td>
<td>The Enlightenment</td>
<td>3</td>
</tr>
<tr>
<td>Hst 410</td>
<td>Mythology, Theology and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Sci 455</td>
<td>The History and Philosophy of Science</td>
<td>3</td>
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</table>

**POLITICAL HISTORY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pol 412</td>
<td>Origins of the American Political System, 1763-1803</td>
<td>3</td>
</tr>
<tr>
<td>Hst 416</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>Pol 301</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>Pol 304</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Pol 413</td>
<td>Religion and Politics in America</td>
<td>3</td>
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</table>
## SOCIAL HISTORY

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Hst 321</td>
<td>Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>Hst 361</td>
<td>Propaganda and Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>Hst 491</td>
<td>Advanced Topics in Social History</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic Minorities and Relations</td>
<td>3</td>
</tr>
<tr>
<td>Soc 321</td>
<td>Social Problems</td>
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## INTERNATIONAL STUDIES

**46-49 UNITS**

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
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<tbody>
<tr>
<td>Ant 241</td>
<td>Field Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Com 324</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Hst 416</td>
<td>Contemporary Global Issues</td>
<td>3</td>
</tr>
<tr>
<td>Pol 304</td>
<td>International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Modern Foreign Language**

Greek, Hebrew, and Latin may not be used to fulfill this requirement.

**Study Abroad Courses** (see note below)

12

**Note:** Individual study abroad courses to be determined in association with selected study abroad program.

### Fine Arts

Choose two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Art 311</td>
<td>Art History 1</td>
<td>3</td>
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<tr>
<td>Art 312</td>
<td>Art History 2</td>
<td>3</td>
</tr>
<tr>
<td>Eng 281</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>or CEng 201</td>
<td>World Literature to the Renaissance</td>
<td>3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>Music Cultures of the World: Emerging Nations</td>
<td>3</td>
</tr>
<tr>
<td>or Mus 452</td>
<td>Music Cultures of the World: The Silk Road</td>
<td>3</td>
</tr>
<tr>
<td>Thr 441</td>
<td>Theatre and Culture 1</td>
<td>3</td>
</tr>
<tr>
<td>Thr 442</td>
<td>Theatre and Culture 2</td>
<td>3</td>
</tr>
</tbody>
</table>

### History

Choose two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 202</td>
<td>Western Civilization*</td>
<td>3</td>
</tr>
<tr>
<td>Hst 301</td>
<td>Eastern Civilization*</td>
<td>3</td>
</tr>
<tr>
<td>Hst 338</td>
<td>Modern European History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 371</td>
<td>Islamic Civilization*</td>
<td>3</td>
</tr>
<tr>
<td>Thl 321</td>
<td>World Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

*This course cannot have been previously taken as a general education requirement

### Social Science

Choose one (1) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ant 364</td>
<td>Culture and Self</td>
<td>3</td>
</tr>
<tr>
<td>Ant 435</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Pol 301</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>Pol 308</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
</tbody>
</table>
Note: Financial aid funds (other than loans and Pell/Cal Grants) are not available to fund the semester of study abroad that this major requires. If the student chooses an institution not part of Concordia University’s international exchange program (see page 40), additional costs for tuition and fees for the alternate institution are the responsibility of the student. Additional expenses for travel, meals, housing, etc., may be incurred.

**POLITICAL SCIENCE** 36 UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc 265</td>
<td>Statistics for the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>BSc 296</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Pol 211</td>
<td>U.S. History and Government</td>
<td>3</td>
</tr>
<tr>
<td>Pol 241</td>
<td>Early Modern England</td>
<td>3</td>
</tr>
<tr>
<td>Pol 301</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>Pol 304</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Pol 308</td>
<td>Comparative Political System</td>
<td>3</td>
</tr>
<tr>
<td>Pol 312</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>Pol 412</td>
<td>Origins of the American Political System, 1763-1803</td>
<td>3</td>
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</table>

Choose three (3) of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Com 324</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Com 422</td>
<td>Studies in Public Relations</td>
<td>3</td>
</tr>
<tr>
<td>Eco 201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Eco 202</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Pol 413</td>
<td>Religion and Politics in America</td>
<td>3</td>
</tr>
<tr>
<td>Pol 490</td>
<td>Internship in Political Science</td>
<td>3</td>
</tr>
<tr>
<td>Soc 229</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
<td>3</td>
</tr>
<tr>
<td>Soc 320</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>Soc 321</td>
<td>Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>Soc 325</td>
<td>Women and Gender Issues</td>
<td>3</td>
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</table>

**MINORS**

**AMERICAN STUDIES** 18 UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 226</td>
<td>United States History 1</td>
<td>3</td>
</tr>
<tr>
<td>Hst 321</td>
<td>A History of Popular Culture</td>
<td>3</td>
</tr>
<tr>
<td>Pol 211</td>
<td>U.S. History and Government</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
<td>3</td>
</tr>
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</table>

Choose two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Eng 341</td>
<td>American Literature 1</td>
<td>3</td>
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<tr>
<td>Eng 342</td>
<td>American Literature 2</td>
<td>3</td>
</tr>
<tr>
<td>Eng 441</td>
<td>Major American Writers</td>
<td>3</td>
</tr>
<tr>
<td>Hst 412</td>
<td>Origins of the American Political System, 1763-1803</td>
<td>3</td>
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</tbody>
</table>

**HISTORY** 18 UNITS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst ____</td>
<td>Elective</td>
<td>3</td>
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</tbody>
</table>

Choose one (1) of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hst 226</td>
<td>United States History</td>
<td>3</td>
</tr>
<tr>
<td>Hst 241</td>
<td>Early Modern England</td>
<td>3</td>
</tr>
</tbody>
</table>
Choose four (4) of the following courses:

- **Hst 251** The Enlightenment 3
- **Hst 321** A History of Popular Culture 3
- **Hst 332** Ancient Greece and Rome 3
- **Hst 334** Medieval History 3
- **Hst 336** Renaissance and Reformation 3
- **Hst 338** Modern European History 3
- **Hst 361** History of Propaganda and Persuasion 3
- **Hst 371** Islamic Civilization 3
- **Hst 410** Mythology, Philosophy and Theology 3
- **Hst 412** Origins of the American Political System, 1763-1803 3
- **Hst 431** Women's History 3
- **Hst 491** Advanced Topics in Social History 3

**POLITICAL SCIENCE**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pol 211</td>
<td>U.S. History and Government</td>
<td>3</td>
</tr>
<tr>
<td>Pol 301</td>
<td>Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>Pol 304</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>Pol 308</td>
<td>Comparative Political Systems</td>
<td>3</td>
</tr>
<tr>
<td>Pol 312</td>
<td>Constitutional Law</td>
<td>3</td>
</tr>
<tr>
<td>Pol 412</td>
<td>Origins of the American Political System, 1763-1803</td>
<td>3</td>
</tr>
</tbody>
</table>

**PRE-PROFESSIONAL PROGRAM**

**Pre-Law Program**

*Dr. Daniel van Voorhis, Director*

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

All law schools require that their applicants have a bachelor’s degree, but most do not specify a certain major, minor or program of study. These schools stress breadth of preparation rather than narrow focus on one or two areas of study and they strongly urge their applicants to have a wide range of involvement in campus activities from athletics to music to student government.

Law schools expect a high undergraduate GPA and value volunteer or apprentice work in a law office. All law school applicants are required to submit their LSAT scores when they apply. Most students take the test late in their junior year and apply and interview during their final undergraduate year.

**PROGRAM REQUIREMENTS**

A. **General Education** (p. 27-30): Normally completed during the first two years of attendance.

B. **Major Requirements**: Completion of any approved major.

C. **Program Requirements**: No specific courses required, but students should select courses from a variety of fields that will best prepare them for the LSAT toward the end of their junior year.

D. **Additional Information**: Students are advised to take additional writing and speaking courses, to possess basic computer skills, to become involved in on-campus activities, and to do volunteer/apprentice work in a law firm.
DIVISION OF MATHEMATICS AND NATURAL SCIENCE
Dr. Bret Taylor, Chair

Kenneth R. Clavir
Asst. Professor of Mathematics
MAEd Concordia University, Irvine, CA, 2004

Glenn A. Crosby
Visiting Prof. of Chem./Chem. Physics
PhD University of Washington, Seattle

Kenneth K. Ebel
Professor of Biology
DA University of North Dakota, Grand Forks, 1989

Lindsay E. Kane-Barnese
Asst. Professor of Biology
PhD cand University of California, Los Angeles, 2010

John W. Kenney
Prof. of Chemistry/Chemical Physics
PhD University of Utah, Salt Lake City, 1979

Julia A. Melberg
Resident Faculty in Mathematics
MA California State University, Fullerton, 2000

Melinda S. Schulteis
Assoc. Professor of Mathematics
PhD University of California Irvine, 2004

Roderick B. Soper
Assoc. Professor of Biology
PhD Curtin University, Perth, Western Australia, 2009

Bret A. Taylor
Professor of Mathematics
PhD Curtin University, Perth, Western Australia, 2004

Michael E. Young
Asst. Professor of Biochemistry
PhD Washington University, St. Louis, MO, 2004
The study of Biology endeavors to develop students’ numerical and analytical abilities to investigate, formulate, analyze and articulate solutions to scientific, environmental, and health problems within the disciplines of biology and other sciences.

LEARNING OUTCOMES

Clear Communication
· Demonstrate competency in written and oral communication.

Systematic Inquiry
· Demonstrate competency of content in cell biology, molecular biology, genetics, and organismal biology.
· Apply appropriate mathematical and statistical analysis to data.
· Read, analyze and critique primary scientific literature.
· Demonstrate competency in basic scientific laboratory techniques.

Christian Literacy and Life
· Articulate a Christian worldview from a Lutheran perspective on various scientific topics.

MAJORS

BIOLOGY: BACHELOR OF ARTS DEGREE 45-55 UNITS

Core: 23 Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Bio 111</td>
<td>General Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>Bio 112</td>
<td>General Biology 2</td>
<td>4</td>
</tr>
<tr>
<td>Bio 308</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bio 350</td>
<td>Molecular and Cellular Biology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 496</td>
<td>Research in Biology</td>
<td>4</td>
</tr>
<tr>
<td>Sci 455</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Emphasis: 22-32 Units
Choose one (1) of the following:

BIOLOGICAL RESEARCH (31-32 UNITS)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 222</td>
<td>Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 321</td>
<td>Organic Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>Che 322</td>
<td>Organic Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 421</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Phy 211</td>
<td>Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>Phy 212</td>
<td>Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>Choose two (2) of the following courses:</td>
<td></td>
<td>7-8</td>
</tr>
<tr>
<td>Bio 247</td>
<td>Human Anatomy and Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>Bio 317</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 341</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 345</td>
<td>Evolutionary Zoology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 351</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Che 431</td>
<td>Physical Chemistry 1</td>
<td>4</td>
</tr>
</tbody>
</table>
LIBERAL ARTS (22 UNITS)
Choose a combination of courses below to equal 22 units or more:

- Bio 247 Human Anatomy and Physiology 2 4
- Bio 317 Ecology 3
- Bio 341 Plant Biology 4
- Bio 345 Evolutionary Zoology 4
- Bio 351 General Microbiology 4
- Che 421 Introduction to Biochemistry 4
- Sci 103 Safety Seminar 1
- Sci 318 Ocean Science 3

MEDICAL SCIENCE (27-28 UNITS)

- Bio 246 Human Anatomy and Physiology 1 4
- Bio 247 Human Anatomy and Physiology 2 4
- Bio 351 General Microbiology 4
- Che 222 Chemistry 2 4
- Che 321 Organic Chemistry 1 4
- Che 421 Introduction to Biochemistry* 4
  or ESS 406 Physiology of Exercise** 3
- Phy 211 Physics 1 4

* for students intending on medical school
** for students intending on physical therapy school

BIOLOGY: BACHELOR OF SCIENCE DEGREE 71 UNITS

Students who select the Bachelor of Science biology major must take Che 221 and Mth 271 in general education.

- Bio 111 General Biology 1 4
- Bio 112 General Biology 2 4
- Bio 308 Genetics 4
- Bio 350 Molecular and Cellular Biology 4
- Bio 496 Research in Biology 4
- Sci 455 History and Philosophy of Science 3
- Bio 246 Human Anatomy and Physiology 1 4
- Bio 247 Human Anatomy and Physiology 2 4
- Bio 345 Evolutionary Zoology 4
- Bio 351 General Microbiology 4
- Che 222 Chemistry 2 4
- Che 321 Organic Chemistry 1 4
- Che 322 Organic Chemistry 2 4
- Che 421 Introduction to Biochemistry 4
- Mth 265 Introduction to Statistics 3
- Mth 272 Calculus 2 5
- Phy 211 Physics 1 4
- Phy 212 Physics 2 4
MINOR

BIOLOGY 22-24 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 111</td>
<td>General Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>Bio 112</td>
<td>General Biology 2</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose four (4) of the following courses: 14-16

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 246</td>
<td>Human Anatomy and Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>Bio 247</td>
<td>Human Anatomy and Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>Bio 308</td>
<td>Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bio 317</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>Bio 341</td>
<td>Plant Biology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 345</td>
<td>Evolutionary Zoology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 350</td>
<td>Molecular and Cellular Biology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 351</td>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Bio 496</td>
<td>Research in Biology</td>
<td>4</td>
</tr>
<tr>
<td>Sci 455</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

CHEMISTRY DEPARTMENT

Dr. John Kenney, Chair

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

LEARNING OUTCOMES

Systematic Inquiry

Data Collection and Analysis

- Learn how to acquire scientific data in the laboratory and investigate, formulate, analyze and solve scientific problems using appropriate data.

Numerical Calculations

- Learn necessary facts and information within the chemical sciences and be able to perform appropriate calculations to solve numerical problems in chemistry.

Problem Solving

- Learn the necessary strategies for effective problem solving and to synthesize chemical concepts in problem solving situations.

Analyzing Chemistry Concepts

- Learn to use multiple ways (Rule of Three) to represent chemical ideas [i.e., graphs, numerical data and mathematical/symbolic notation].

Clear Communication

Chemistry Writing

- Become acquainted with the necessary library and electronic resources and scientific style and terminology and have the necessary skills to properly prepare a written scientific argument in chemistry.
Chemistry Presentation

- Communicate effectively a thorough and succinct oral presentation on a topic in chemistry with the knowledge and use of the latest technology.

MAJOR

CHEMISTRY 50 UNITS

Core: 37 Units

Students who select the chemistry major must take Che 221 in general education.

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 222</td>
<td>Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 321</td>
<td>Organic Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>Che 322</td>
<td>Organic Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 354</td>
<td>Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Che 421</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Che 424</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Che 431</td>
<td>Physical Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>Mth 271</td>
<td>Calculus 1</td>
<td>5</td>
</tr>
<tr>
<td>Phy 211</td>
<td>Physics 1</td>
<td>4</td>
</tr>
</tbody>
</table>

Emphasis: 13 Units

Choose one (1) of the following:

CHEMICAL RESEARCH

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 418</td>
<td>Molecular Spectroscopy</td>
<td>4</td>
</tr>
<tr>
<td>Che 432</td>
<td>Physical Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 496</td>
<td>Research in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>Sci 455</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

PRE-MEDICAL

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 350</td>
<td>Molecular and Cell Biology</td>
<td>4</td>
</tr>
<tr>
<td>Che 432</td>
<td>Physical Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 496</td>
<td>Research in Chemistry</td>
<td>2</td>
</tr>
<tr>
<td>ESS 306</td>
<td>Nutrition</td>
<td>3</td>
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SECONDARY TEACHER EDUCATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 401</td>
<td>Chemistry/Lab Safety for the Secondary Teacher</td>
<td>3</td>
</tr>
<tr>
<td>Mth 265</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Phy 212</td>
<td>Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>Sci 455</td>
<td>History and Philosophy of Science</td>
<td>3</td>
</tr>
</tbody>
</table>

MINOR

CHEMISTRY 20 UNITS

Students who select the chemistry minor must take Che 221 in general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Che 222</td>
<td>Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 321</td>
<td>Organic Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>Che 322</td>
<td>Organic Chemistry 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 421</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>Che 424</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
</tbody>
</table>
PRE-PROFESSIONAL PROGRAMS

MEDICAL SCIENCE PROFESSIONS

Dr. Michael Young, Director

Medical schools do not normally require a specific undergraduate major as a prerequisite for entrance, but most do require an emphasis in the biological and physical sciences. Students need to check with the medical school to determine if additional courses and/or a specific major should be selected. Students who enter the Medical Science Professions Program at Concordia University will be assigned a faculty advisor who will work closely with them to assure they take those courses most appropriate for medical science preparation, including preparation for the Medical College Admission Test (MCAT). The MCAT, offered in April and August, should be taken at the end of the junior year. Additional courses and a major should be selected on the basis of the information received from medical schools to which the students are planning to apply.

LEARNING OUTCOMES

Students will demonstrate competency of content for appropriate pre-professional exams (MCAT, DAT, OAT, GRE, PCAT, etc.) and for admission to the respective programs.

PROGRAM REQUIREMENTS

Note: completing a specific program is not a requirement for graduation.

A. General Education: (p. 27-30)

It is recommended that students take Che 221 and Psy 101 in their general education.

B. Major Requirement: Completion of any approved major, normally biology major with a medical science emphasis. A student hoping to enter medical, dental, veterinary, chiropractic, physician’s assistant, or nursing school is not required to complete a biology major. If a major other than biology is completed, it is suggested that the student complete the Medical Science Program requirements. This will prepare the student for taking the Medical College Admissions Test (MCAT), Dental Admissions Test (DAT), or Graduate Record Exam (GRE) – Biology.

C. Additional Course Requirements:

* 17 units with Bachelor of Arts degree, biology major, medical science emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 111</td>
<td>General Biology 1*</td>
</tr>
<tr>
<td>Bio 112</td>
<td>General Biology 2*</td>
</tr>
<tr>
<td>Bio 246</td>
<td>Human Anatomy and Physiology 1*</td>
</tr>
<tr>
<td>Bio 247</td>
<td>Human Anatomy and Physiology 2*</td>
</tr>
<tr>
<td>Bio 308</td>
<td>Genetics *</td>
</tr>
<tr>
<td>Bio 350</td>
<td>Molecular and Cellular Biology*</td>
</tr>
<tr>
<td>Bio 351</td>
<td>General Microbiology *</td>
</tr>
<tr>
<td>Bio 496</td>
<td>Research in Biology*</td>
</tr>
<tr>
<td>Che 221</td>
<td>Chemistry 1*</td>
</tr>
<tr>
<td>Che 222</td>
<td>Chemistry 2*</td>
</tr>
<tr>
<td>Che 321</td>
<td>Organic Chemistry 1*</td>
</tr>
<tr>
<td>Che 322</td>
<td>Organic Chemistry 2</td>
</tr>
<tr>
<td>Che 421</td>
<td>Introduction to Biochemistry*</td>
</tr>
<tr>
<td>Mth 265</td>
<td>Introduction to Statistics</td>
</tr>
<tr>
<td>Mth 271</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>Phy 211</td>
<td>Physics 1*</td>
</tr>
<tr>
<td>Phy 212</td>
<td>Physics 2*</td>
</tr>
<tr>
<td>Psy 101</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Sci 390</td>
<td>Practicum</td>
</tr>
</tbody>
</table>
D. **Recommended Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESS 310</td>
<td>General Medicine/Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>Wrt 329</td>
<td>Creative Non-Fiction</td>
<td>3</td>
</tr>
</tbody>
</table>

E. **Additional Information:** As medical science schools look at experience in addition to grade point average (GPA) and Medical College Admission Test (MCAT) [DAT, GRE] scores, students should pursue jobs or volunteer work in the medical field prior to making medical school application.

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

**PRE-PHYSICAL THERAPY PROGRAM**

*Dr. Michael Young and Dr. Vance Tammen, Co-directors*

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**LEARNING OUTCOMES**

The Pre-Physical Therapy Program is intended to prepare students for entrance into a doctorate in physical therapy (DPT) program. Students should explore the specific requirements at the school they plan to attend as entrance requirements vary from school to school. It should be noted that completing a specific program is not a requirement for graduation.

**PROGRAM REQUIREMENTS**

It should be noted that completing a specific program is not a requirement for graduation.

A. **General Education:** (p. 27-30)

Complete the general education and graduation requirements as described in this General Catalog.

B. **Major Requirement:** Completion of any approved major, normally the biology major with the medical science emphasis or ESS major with the rehabilitation emphasis. A person hoping to enter a graduate physical therapy program (either MPT or DPT) is not required to complete the biology major. If a major other than biology is chosen, it is suggested that the student complete the pre-physical therapy program requirements. This will prepare the student for most graduate programs in physical therapy.

C. **Additional Course Requirements:**

(49 units; 14 units over a biology* major with a medical science emphasis)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio 111*</td>
<td>General Biology 1</td>
<td>4</td>
</tr>
<tr>
<td>Bio 112*</td>
<td>General Biology 2</td>
<td>4</td>
</tr>
<tr>
<td>Bio 246*</td>
<td>Human Anatomy and Physiology 1</td>
<td>4</td>
</tr>
<tr>
<td>Bio 247*</td>
<td>Human Anatomy and Physiology 2</td>
<td>4</td>
</tr>
<tr>
<td>Che 221*</td>
<td>Chemistry 1 (should be taken in general education)</td>
<td>4</td>
</tr>
<tr>
<td>Che 222*</td>
<td>Chemistry 2</td>
<td>4</td>
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<tr>
<td>ESS 406*</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>Mth 251</td>
<td>Pre-Calculus (primarily for Physics 1)</td>
<td>3</td>
</tr>
<tr>
<td>Mth 265</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Phy 211*</td>
<td>Physics 1</td>
<td>4</td>
</tr>
<tr>
<td>Phy 212*</td>
<td>Physics 2</td>
<td>4</td>
</tr>
<tr>
<td>Psy 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

*(should be taken in general education)*
Psy 314  Developmental Psychology: Adolescence  3
or Psy 315  Developmental Psychology: Adulthood/Aging
or Psy 361  Abnormal Psychology
Sci 390  Practicum  2

D.  Recommended Courses:
Bio 351*  General Microbiology  4
Che 321*  Organic Chemistry 1  4
ESS 407  Kinesiology  3
Psy 314  Developmental Psychology: Adolescence  3
or Psy 315  Developmental Psychology: Adulthood/Aging
or Psy 361  Abnormal Psychology
(taking Abnormal Psychology and one (1) developmental psychology course is recommended)
Medical Terminology  1
(not presently offered at Concordia)

E.  Additional Information: Most schools look at experience in the physical therapy field in addition to GPA (grade point average) and GRE (Graduate Record Exam) scores. For example, 50-75 observation or employment hours in two-three (2-3) different areas of clinical practice are required by some programs prior to admission. Therefore, students should actively pursue jobs or volunteer work beginning in the freshman or sophomore year. These hours can be applied toward Sci 390 Practicum. Also, additional upper division biology, chemistry, psychology, and ESS courses (such as Bio 308, 350, ESS 304, 310, 358, 368, and Psy 340) are recommended to give students an opportunity to further strengthen their application.

MATHEMATICS DEPARTMENT
Dr. Bret Taylor, Chair

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

LEARNING OUTCOMES

Systematic Inquiry
Data Collection and Analysis
· Investigate, formulate, analyze and solve scientific problems using appropriate data.

Numerical Calculations
· Learn necessary facts and information and perform appropriate calculations to solve problems in areas such as algebra, geometry, calculus and discrete mathematics.

Problem Solving
· Learn the strategies for effective problem solving and to synthesize math concepts in problem solving situations.

Analyze Math Concepts
· Learn to use multiple ways (Rule of Three) to represent mathematical ideas [i.e. graphs, numerical data and symbolic notation].

Clear Communication
Mathematical Writing
· Become acquainted with the necessary library resources and scientific style and terminology and have the necessary skills to properly prepare a written scientific argument in mathematics or mathematics education.
**Mathematics Presentation:**
· With the knowledge and use of the latest in technology, students will effectively communicate orally a thorough and succinct presentation on a topic in mathematics or mathematics education.

**Mathematical Proofs**
· Students will learn to write, interpret and critique forms of mathematical proof.

### MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mth 265</td>
<td>Introduction to Statistics</td>
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<td>Mth 271</td>
<td>Calculus 1</td>
<td>5</td>
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<tr>
<td>Mth 272</td>
<td>Calculus 2</td>
<td>5</td>
</tr>
<tr>
<td>Mth 295</td>
<td>Mathematical Notation and Proof</td>
<td>3</td>
</tr>
<tr>
<td>Mth 373</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>Mth 387</td>
<td>Theory of Probability</td>
<td>3</td>
</tr>
<tr>
<td>Mth 471</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 473</td>
<td>Modern Algebra</td>
<td>3</td>
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<tr>
<td>Mth 484</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>Mth 489</td>
<td>Real Analysis</td>
<td>3</td>
</tr>
<tr>
<td>Mth 495</td>
<td>Topics in Mathematics</td>
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Choose two (2) of the following courses: 6

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<tr>
<td>Mth 376</td>
<td>Discrete Mathematics</td>
<td>3</td>
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<tr>
<td>Mth 380</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 388</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Mth 420</td>
<td>Number Theory</td>
<td>3</td>
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### MINOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mth 265</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>Mth 271</td>
<td>Calculus 1</td>
<td>5</td>
</tr>
<tr>
<td>Mth 272</td>
<td>Calculus 2</td>
<td>5</td>
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</table>

Choose two (2) of the following courses: 5-7

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mth 295</td>
<td>Mathematical Notation and Proof</td>
<td>3</td>
</tr>
<tr>
<td>Mth 373</td>
<td>Calculus 3</td>
<td>4</td>
</tr>
<tr>
<td>Mth 376</td>
<td>Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Mth 380</td>
<td>Modern Geometry</td>
<td>3</td>
</tr>
<tr>
<td>Mth 387</td>
<td>Theory of Probability</td>
<td>3</td>
</tr>
<tr>
<td>Mth 420</td>
<td>Number Theory</td>
<td>3</td>
</tr>
<tr>
<td>Mth 425</td>
<td>History of Math</td>
<td>2</td>
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<tr>
<td>Mth 471</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 473</td>
<td>Modern Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Mth 489</td>
<td>Real Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
PRE-PROFESSIONAL PROGRAM

PRE-ENGINEERING PROGRAM
Dr. Bret Taylor, Acting Director

The Pre-Engineering Program is designed to enable students to complete their general education and foundational mathematics and science requirements prior to enrollment in a recognized school of engineering. Concordia's three-year, non-degree, Pre-Engineering Program will allow students to receive the necessary transfer units in a personalized and caring environment.

While there are many foundational courses that are appropriate for any engineering field, the student's area of specialization should be considered when registering for classes. Assistance in the selection and transfer process to a school of engineering will be offered.

PROGRAM REQUIREMENTS

A. General Education: (p. 27-30)
The following courses are recommended:

**Life Science**
- CBio 101 Integrated Biology 4

**Physical Science**
- Che 221 Chemistry 1 4

**Mathematics**
- CMth 101 Nature of Mathematics 3

B. Major Requirements: Since pre-engineering is a non-degree program and is designed for transfer to an established engineering school for conferral of degree, there are no requirements for completion of an approved major.

C. Course Requirements: 43-60

Core: 32 Units

- Che 222 Chemistry 2 4
- Mth 271 Calculus 1 5
- Mth 272 Calculus 2 5
- Mth 373 Calculus 3 4
- Mth 471 Linear Algebra 3
- Mth 484 Differential Equations 3
- Phy 211-H Physics 1: Honors (calculus-based) 4
- Phy 212-H Physics 2: Honors (calculus-based) 4

Emphasis: 16-35 Units

Choose one (1) of the following:

**BIO-MEDICAL: PRE-MEDICAL (35 UNITS)**

- Bio 112 General Biology 2 4
- Bio 308 Genetics 4
- Bio 345 Evolutionary Zoology * 4
- Bio 350 Microbiology 4
- Bio 496 Research in Biology 4
- Che 321 Organic Chemistry 1 4
- Che 322 Organic Chemistry 2 4
- Che 421 Introduction to Biochemistry 4
- Sci 455 History and Philosophy of Science * 3
### CHEMICAL (31 UNITS) OR MATERIALS SCIENCE (27 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Che 321</td>
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<td>Che 322</td>
<td>Organic Chemistry 2</td>
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<tr>
<td>Che 354</td>
<td>Inorganic Chemistry *</td>
<td>4</td>
</tr>
<tr>
<td>Che 421</td>
<td>Introduction to Biochemistry *</td>
<td>4</td>
</tr>
<tr>
<td>Che 424</td>
<td>Analytical Chemistry *</td>
<td>4</td>
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<tr>
<td>Che 431</td>
<td>Physical Chemistry 1</td>
<td>4</td>
</tr>
<tr>
<td>Che 432</td>
<td>Physical Chemistry 2 (Chemical)</td>
<td>4</td>
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<tr>
<td>Sci 455</td>
<td>History and Philosophy of Science *</td>
<td>3</td>
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### CIVIL (22 UNITS), ENVIRONMENTAL (33 UNITS), MECHANICAL (16 UNITS) OR AEROSPACE (16 UNITS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Bio 112</td>
<td>General Biology (Environmental)</td>
<td>4</td>
</tr>
<tr>
<td>Che 321</td>
<td>Organic Chemistry 1 (Environmental)</td>
<td>4</td>
</tr>
<tr>
<td>Eco 201</td>
<td>Macroeconomics (Civil &amp; Environmental)</td>
<td>3</td>
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<tr>
<td>Eco 202</td>
<td>Microeconomics (Civil &amp; Environmental)</td>
<td>3</td>
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<tr>
<td>Mth 265</td>
<td>Introduction to Statistics</td>
<td>3</td>
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<tr>
<td>Mth 295</td>
<td>Mathematical Notation and Proof *</td>
<td>3</td>
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<tr>
<td>Mth 387</td>
<td>Theory of Probability (Civil, Mechanical, Aerospace)</td>
<td>3</td>
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<tr>
<td>Mth 473</td>
<td>Modern Algebra *</td>
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<tr>
<td>Mth 489</td>
<td>Real Analysis *</td>
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<tr>
<td>Mth 495</td>
<td>Topics in Mathematics *</td>
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<tr>
<td>Sci 211</td>
<td>Geology (Environmental)</td>
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</tr>
<tr>
<td>Sci 318</td>
<td>Ocean Science (Environmental)</td>
<td>3</td>
</tr>
</tbody>
</table>

*Courses suggested to strengthen competencies in a given area

### DIVISION OF PSYCHOLOGY AND BEHAVIORAL SCIENCES

**Dr. Jennifer Cosgrove, Chair**

**Brooke Benda**  
Resident Faculty in Sociology  
MS  
Vanguard University, 2000

**Jennifer S. Cosgrove**  
Professor of Psychology  
PhD  
U.S. International University, San Diego, CA, 1991

**Roberto Flores de Apodaca**  
Professor of Psychology  
PhD  
University of Rochester, NY, 1979

**John Lu**  
Assoc. Professor of Psychology  
PhD  
University of California, Irvine, 2007

**Buddy Mendez**  
Professor of Psychology  
PhD  
Fuller Seminary Graduate School of Psychology  
Pasadena, CA, 1992

**Jack M. Schultz**  
Professor of Anthropology  
PhD  
University of Oklahoma, Norman, 1995

The study of the **Behavioral Sciences** helps students develop their capacity to explore, conceptualize, explicate and interpret human experience by means of the disciplines of anthropology, sociology and psychology.
LEARNING OUTCOMES

Systematic Inquiry
- Recognize, describe and implement a variety of research methods and skills common to the behavioral sciences.
- Articulate the key elements of content within a wide variety of areas in the behavioral sciences.

Clear Communication
- Write and speak in genres appropriate to the academic disciplines of the behavioral sciences.

Socio-cultural Responsiveness
- Recognize, understand and respect the complexity of socio-cultural and international diversity.

Christian Literacy and Life
- Recognize and articulate how a Christian world-view interrelates with and complements the scientific study of human behavior.

Servant Leadership
- Creatively and effectively apply behavioral sciences principles, knowledge and skills to promote positive change in one’s community.

MAJOR

BEHAVIORAL SCIENCES 54 UNITS

Core: 36 Units

Ant 210  Cultural Anthropology  3
Ant 364  Culture and Self  3
BSc 220  Qualitative Research Methods  3
BSc 265  Statistics for the Behavioral Sciences  3
BSc 296  Introduction to Research Methods  3
Psy 345  Social Psychology  3
Psy 351  Personality Theory  3
Soc 321  Social Problems  3
Soc 331  Marriage and the Family  3
Soc 461  Social Theory  3

Choose one (1) of the following courses:

Psy 313  Developmental Psychology: Childhood  3
Psy 314  Developmental Psychology: Adolescence  3
Psy 315  Developmental Psychology: Adulthood/Aging  3

Choose one (1) of the following courses:  3

BSc 301  Topics in Behavior Sciences  3
Psy 381  Advanced Research Methods  3
(by faculty selection only)
Emphasis: 18 Units

Choose one (1) of the following:

**ANTHROPOLOGY**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ant 241</td>
<td>Field Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Ant 314</td>
<td>Native Peoples of North America</td>
<td>3</td>
</tr>
<tr>
<td>Ant 435</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Hst 371</td>
<td>Islamic Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>Music Cultures of the World: Emerging Nations</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
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**GENERAL**

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<th>Units</th>
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<tbody>
<tr>
<td>Ant 435</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Abnormal Psychology</td>
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</tr>
<tr>
<td>Soc 320</td>
<td>Social Stratification</td>
<td>3</td>
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</table>

Choose one (1) of the following courses:

<table>
<thead>
<tr>
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<th>Title</th>
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<tbody>
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</table>

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<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Psy 202</td>
<td>Human Sexuality</td>
<td>3</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Introduction to Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 403</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one (1) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 325</td>
<td>Women and Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>Soc 355</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

**PSYCHOLOGY**

Students who select the psychology emphasis must take Psy 101 in general education.

Choose six (6) of the following courses: 18

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 202</td>
<td>Human Sexuality</td>
<td>3</td>
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<tr>
<td>Psy 340</td>
<td>Introduction to Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 371</td>
<td>Cognition</td>
<td>3</td>
</tr>
<tr>
<td>Psy 403</td>
<td>Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 441</td>
<td>Clinical and Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 466</td>
<td>Principles of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

**SOCIOLOGY**

Students who select the sociology emphasis must take Soc 101 in general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 229</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
<td>3</td>
</tr>
<tr>
<td>Soc 320</td>
<td>Social Stratification</td>
<td>3</td>
</tr>
<tr>
<td>Soc 325</td>
<td>Women and Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>Soc 332</td>
<td>Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>Soc 355</td>
<td>Social Gerontology</td>
<td>3</td>
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### MINORS

#### ANTHROPOLOGY 18 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Ant 210</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
<td>3</td>
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</tbody>
</table>

Choose four (4) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ant 241</td>
<td>Field Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Ant 314</td>
<td>Native Peoples of North America</td>
<td>3</td>
</tr>
<tr>
<td>Ant 364</td>
<td>Culture and Self</td>
<td>3</td>
</tr>
<tr>
<td>Ant 435</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Hst 371</td>
<td>Islamic Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>Music Cultures of the World: Emerging Nations</td>
<td>3</td>
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</table>

#### CROSS CULTURAL STUDIES 18 UNITS

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Ant 210</td>
<td>Cultural Anthropology</td>
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<tr>
<td>BSc 220</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
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<tr>
<td>Soc 320</td>
<td>Social Stratification</td>
<td>3</td>
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Choose two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Ant 314</td>
<td>Native Peoples of North America</td>
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<tr>
<td>Ant 364</td>
<td>Culture and Self</td>
<td>3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>Music Cultures of the World: Emerging Nations</td>
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<tr>
<td>Mus 452</td>
<td>Music Cultures of the World: The Silk Road</td>
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#### SOCIOLOGY 18 UNITS

Students who select the sociology minor must take Soc 101 in general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>Soc 229</td>
<td>Criminology</td>
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<tr>
<td>Soc 331</td>
<td>Marriage and the Family</td>
<td>3</td>
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<td>Soc 332</td>
<td>Child, Family and Community</td>
<td>3</td>
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<tr>
<td>Soc 461</td>
<td>Social Theory</td>
<td>3</td>
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Choose two (2) of the following courses:

<table>
<thead>
<tr>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Soc 320</td>
<td>Social Stratification</td>
<td>3</td>
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<tr>
<td>Soc 325</td>
<td>Women and Gender Issues</td>
<td>3</td>
</tr>
<tr>
<td>Soc 355</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
</tbody>
</table>

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

#### LEARNING OUTCOMES

**Systematic Inquiry**

- Understand basic research methods in psychology including research design, data analysis and interpretation of research results.
- Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings and historical trends in psychology.
Clear Communication
· Present ideas and conclusions in a coherent and organized fashion through writing, speaking and modern technical media.

Health and Well-being
· Develop insight into their own behavior and mental processes and apply effective strategies for self-management and self-improvement.

Socio-cultural Responsiveness
· Recognize, understand and respect the complexity of socio-cultural and international diversity.

Christian Literacy and Life
· Recognize and articulate how a Christian world-view interrelates with and complements the scientific study of human behavior.

Servant Leadership
· Creatively and effectively apply psychological knowledge and skills to promote positive change in one's community.
· Identify and describe career and vocational options in psychology.

MAJOR

PSYCHOLOGY  44 UNITS
Students who select the psychology major are encouraged to take Psy 101 in general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>BSc 265</td>
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<td>BSc 296</td>
<td>Introduction to Research Methods</td>
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<tr>
<td>Psy 261</td>
<td>Chemical Dependency and Addictions</td>
<td>3</td>
</tr>
<tr>
<td>Psy 340</td>
<td>Introduction to Biopsychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 351</td>
<td>Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Psy 371</td>
<td>Cognition</td>
<td>3</td>
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<td>Psy 390</td>
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<tr>
<td>Psy 403</td>
<td>Health Psychology</td>
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Choose one (1) of the following course pairings:

- Psy 202 Human Sexuality 3
- and BSc 301 Topics in the Behavioral Sciences 3

or

- Psy 381 Advanced Research Methods 1 3
- and Psy 382 Advanced Research Methods 2 3

Choose two (2) of the following courses:

- Psy 313 Developmental Psychology: Childhood 3
- Psy 314 Developmental Psychology: Adolescence 3
- Psy 315 Developmental Psychology: Adulthood and Aging 3

Choose one (1) of the following courses:

- Psy 441 Clinical and Forensic Psychology 3
- Psy 466 Principles of Counseling 3

Choose one (1) of the following courses:

- Ant 364 Culture and Self 3
- Psy 345 Social Psychology 3
## MINOR

**PSYCHOLOGY 18 UNITS**

Students who select the psychology minor are encouraged to take Psy 101 in general education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Psy 351</td>
<td>Personality Theory</td>
<td>3</td>
</tr>
<tr>
<td>Psy 361</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Choose one (1) of the following courses:</td>
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<td>3</td>
</tr>
<tr>
<td>Psy 313</td>
<td>Developmental Psychology: Childhood</td>
<td>3</td>
</tr>
<tr>
<td>Psy 314</td>
<td>Developmental Psychology: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Psy 315</td>
<td>Developmental Psychology: Adulthood and Aging</td>
<td>3</td>
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<td>Choose three (3) of the following courses:</td>
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<tr>
<td>ESS 365</td>
<td>Sport Psychology</td>
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<td>Psy 202</td>
<td>Human Sexuality</td>
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<tr>
<td>Psy 340</td>
<td>Introduction to Biopsychology</td>
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</tbody>
</table>
The School of Business and Professional Studies seeks opportunities to extend the Christian educational mission of the university by providing learning opportunities to traditional undergraduate, adult and international students.

Traditional undergraduate students may enroll in the business program. Graduate students may enroll in the Master’s of Arts in Business Administration (MBA) or Master’s of Arts in International Studies (MAIS) programs. Adult students may enroll in the CU Accelerate degree completion program. Nursing students may enroll in the Bachelor of Science (BSN) or Registered Nurse to Bachelor of Science (RN to BSN) programs.

Undergraduate Majors
- Business Administration
- Economics

Undergraduate Minors
- Accounting
- Business
- Marketing

Graduate Programs
- Masters of Arts in Business Administration
  Dr. Bruce Hanson, Director
- Master of Arts in International Studies
  Dr. Eugene Kim, Director

Adult Programs

Degree Completion
- Bachelor of Arts in Applied Liberal Arts (ALA)
- Bachelor of Arts in Business Administration and Leadership (BAL)
- Healthcare Management Program (HCM)
  Professor Paul Marquardt, Director

Nursing
- Second Degree Accelerated Baccalaureate in Nursing Science (BSN)
  Dr. Mary Hobus, Director
- Registered Nurse to Bachelor of Science in Nursing (BSN)
  Dr. Carol Holt, Assistant Director
Tammie L. Burkhart  
Asst. Professor of Business  
MBA  
Pepperdine University, Malibu, CA, 2001  
Central Missouri State University,  
Warrensburg, 1974

Thomas D. Busby  
Resident Faculty in Accounting  
MA/CPA  
University of Iowa, Iowa City, 1994

Catherine Caston  
Resident Faculty in Nursing  
PhD  
University of LaVerne, CA 2011

Terry L. Cottle  
Asst. Professor of Nursing  
MSN  
California State University, San Bernardino, 2004

Stephen A. Duarte  
Resident Faculty in Health Care Management  
EdD  
Pepperdine University, Malibu, CA, 2001

Eugene D. Esparza  
Resident Faculty in Adult Studies  
MBA  
Thunderbird School of Global Management,  
Glendale, AZ, 2001

Marc Fawaz  
Assoc. Professor of Business  
EdD  
Pepperdine University, Malibu, CA 2009  
Massachusetts Institute of Technology, Cambridge, 1986

Andrew M. Grimalda  
Resident Faculty in Business  
MMS  
Case Western Reserve University,  
Cleveland, Ohio, 1995

Bruce J. Hanson  
Professor of Business  
PhD  
University of California, Los Angeles, 2004

Mary E. Hobus  
Assoc. Professor of Nursing  
PhD  
Marquette University, Milwaukee, WI, 2008

Carol F. Holt  
Resident Faculty in Nursing  
PhD  
University of California, Los Angeles, 2005

Kathleen M. Kennedy  
Resident Faculty in Nursing  
MSN  
California State University, Fullerton, 2011

Eugene P. Kim  
Assoc. Professor of Education  
PhD  
University of California, Los Angeles, 2004

Paul J. Marquardt  
Asst. Professor of Adult Studies  
MA  
Concordia University, Irvine, CA, 1997  
Nova Southeastern University,  
North Miami Beach, FL, 2002

Paul F. Massmann  
Professor of Instructional Technology  
EdD  
San Diego State University, CA, 1980  
American Graduate School of International Management, Glendale, AZ, 1979

Janet S. Muller  
Asst. Professor of Business  
MA  
University of Phoenix, AZ, 2005

Christopher J. Nagel  
Associate Professor of Business  
MIM  
Pepperdine University, Malibu, CA. 1999

Mila V. Paunovic  
Resident Faculty in Nursing  
MSN  
California State University, Fullerton, 2003

Timothy C. Peters  
Professor of Education  
EdD  
California State University, Fullerton, 1983

Jacqueline C. Pinkowski  
Resident Faculty in Nursing  
MBA  
Pepperdine University, Malibu, CA, 1999

Carolyn K. Shierly  
Asst. Professor of Business  
Ed.D.  
Walden University, Minneapolis, MN, 1996

Andrew E. Stenhouse  
Resident Faculty in Industrial/Organizational Psychology  
PhD  
University of Notre Dame, Indiana, 2004

Stephen J. Tvorik  
Resident Faculty in Business  
MS  
California State University, Fullerton, 2010

Valerie J. Valles  
Resident Faculty in Nursing  
MSN  
California State University, Fullerton, 1995

Xiao-Qing Wang  
Resident Faculty in International Studies  
PhD  
California State University, Long Beach

George W. Wright  
Asst. Professor of Business  
MBA/MS  
University of Notre Dame, Indiana, 2004

Damian Wyman  
Resident Faculty in International Studies  
MA  
California State University, Long Beach
LEARNING OUTCOMES

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.

Socio-cultural 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. They will be sensitive to other cultures, ethnic groups and minorities in their contributions to the human experience and the business world in particular.

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

Christian Values
• 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.

PRE-BUSINESS PROGRAM
Prof. George Wright, Director

The pre-business program is an undergraduate program designed for students considering a Bachelor of Art’s degree in Business Administration. The intent of the program is to improve the probability of success for those students committed to pursuing this degree as well as offering exposure to students considering the business program.

The courses in the pre-business program are all core business courses. Students will take these courses first before they enter the emphasis. Upon successful completion of the following courses with an overall grade point average (GPA) of 2.0 and a School of Business and Professional Studies GPA of 2.5, the student may apply to the School of Business and Professional Studies to be classified as a business major. Business majors should take Mth 221 as part of their General Education requirements.
Transfer students may participate in the pre-business program and petition for classes taken at other accredited institutions to be considered for substitution within the guidelines of Concordia University.

**Core: 16 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act 211</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 201</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Bus 224</td>
<td>Business Writing and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>Bus 261</td>
<td>Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Eco 201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or Eco 202</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
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Choose one (1) of the following courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Act 212</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 251</td>
<td>Legal Aspects of Business</td>
<td>3</td>
</tr>
<tr>
<td>Fin 211</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>Fin 331</td>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 321</td>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>Mkt 341</td>
<td>Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

**UNDERGRADUATE BUSINESS PROGRAM**

*Prof. George Wright, Director*

The undergraduate business program operates within the university’s mission statement of preparing men and women to succeed in the business world. Students study under the direction of faculty experienced in both the educational and vocational aspects of the discipline. Each student is considered for his or her unique gifts and how these talents may be encouraged, developed and strengthened. Enrollment in the program brings with it the opportunity to participate in business activities and organizations.

**LEARNING OUTCOMES**

Students with a business major will be able to identify and use:

- concepts and theories in the areas of economics, accounting, finance, marketing law, ethics, leadership and management;
- qualitative and quantitative analytical skills appropriate in problem solving and ethical decision making;
- effective communication with supervisors, peers and associates; and
- relationship skills to be sensitive to other cultures, ethnic groups and minorities.

**MAJORS**

*Concordia University 2011-2012 Undergraduate Catalog*
### BUSINESS ADMINISTRATION 54 UNITS

**Core: 33 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act 211</td>
<td>Financial Accounting</td>
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<tr>
<td>Act 212</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 251</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>Bus 261</td>
<td>Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Bus 224</td>
<td>Business Writing and Presentation</td>
<td>1</td>
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<tr>
<td>Bus 475</td>
<td>Business Strategy</td>
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<tr>
<td>Bus 483</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Bus 490</td>
<td>Internship</td>
<td>2</td>
</tr>
<tr>
<td>or ESS 490</td>
<td>Sport Management Internship</td>
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<td>Eco 201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>or Eco 202</td>
<td>Microeconomics</td>
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<td>Fin 331</td>
<td>Finance</td>
<td>3</td>
</tr>
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<td>Mgt 321</td>
<td>Management</td>
<td>3</td>
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<tr>
<td>Mkt 341</td>
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</table>

**Emphasis: 21 Units**

Choose one (1) of the following:

#### ACCOUNTING

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<td>Act 311</td>
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</tr>
<tr>
<td>Act 312</td>
<td>Intermediate Accounting 2</td>
<td>3</td>
</tr>
<tr>
<td>Act 313</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Act 315</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Act 417</td>
<td>Federal/California State Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>or Act 418</td>
<td>Corporate Tax Accounting</td>
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</tr>
<tr>
<td>Act 419</td>
<td>Auditing</td>
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Choose one (1) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>Act 417</td>
<td>Federal/California State Income Tax *</td>
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<td>or Act 418</td>
<td>Corporate Tax Accounting *</td>
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<td>Act 332</td>
<td>Financial Statement Analysis</td>
<td>3</td>
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<tr>
<td>Fin 211</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>Fin 333</td>
<td>Investments</td>
<td>3</td>
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</table>

* one not taken in the core

#### FINANCE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
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<td>Act 311</td>
<td>Intermediate Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>Act 332</td>
<td>Financial Statement Analysis</td>
<td>3</td>
</tr>
<tr>
<td>or Fin 332</td>
<td>Financial Statement Analysis</td>
<td></td>
</tr>
<tr>
<td>Fin 211</td>
<td>Personal Finance</td>
<td>3</td>
</tr>
<tr>
<td>Fin 333</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>Fin 335</td>
<td>Real Estate Finance</td>
<td>3</td>
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Choose two (2) of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Fin 445</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 323</td>
<td>Global Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 326</td>
<td>New Ventures and Entrepreneurship</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Students with an economics major will be able to:

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

**ECONOMICS** 49 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Act 211</td>
<td>Financial Accounting</td>
<td>3</td>
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<tr>
<td>Act 212</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Bus 201</td>
<td>Introduction to Business</td>
<td>3</td>
</tr>
<tr>
<td>Bus 224</td>
<td>Business Writing and Presentation</td>
<td>1</td>
</tr>
<tr>
<td>Bus 251</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>Bus 483</td>
<td>Business Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Eco 201</td>
<td>Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Eco 202</td>
<td>Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>Eco 221</td>
<td>History of Economics Thought</td>
<td>3</td>
</tr>
<tr>
<td>Eco 321</td>
<td>Quantitative Economic Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Eco 485</td>
<td>Major Thesis</td>
<td>3</td>
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<tr>
<td>Fin 331</td>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Mth 221</td>
<td>Business Math</td>
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Choose four (4) of the following courses: 12

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<thead>
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<tbody>
<tr>
<td>Eco 323</td>
<td>Money and Financial Markets</td>
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</tr>
<tr>
<td>Eco 340</td>
<td>Economics of Sin</td>
<td>3</td>
</tr>
<tr>
<td>Eco 421</td>
<td>Managerial Economics</td>
<td>3</td>
</tr>
<tr>
<td>Eco 428</td>
<td>Economic Analysis of Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>Eco 429</td>
<td>Environmental Economic Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>Fin 445</td>
<td>International Finance</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 323</td>
<td>Global Enterprise</td>
<td>3</td>
</tr>
</tbody>
</table>

**MINORS**

**ACCOUNTING** 18 UNITS

<table>
<thead>
<tr>
<th>Course</th>
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<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act 211</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Act 212</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Act 311</td>
<td>Intermediate Accounting 1</td>
<td>3</td>
</tr>
<tr>
<td>Act 312</td>
<td>Intermediate Accounting 2</td>
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Choose one (1) of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Act 313</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>Act 315</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>Act 417</td>
<td>Federal and California State Income Taxes</td>
<td>3</td>
</tr>
<tr>
<td>Act 419</td>
<td>Auditing</td>
<td>3</td>
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Choose one (1) of the following courses: 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Bus 201</td>
<td>Introduction to Management/Marketing/Information Technology</td>
<td>3</td>
</tr>
<tr>
<td>Bus 251</td>
<td>Legal Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>Com 344</td>
<td>Theory and Practice of Interviewing</td>
<td>3</td>
</tr>
<tr>
<td>Fin 331</td>
<td>Finance</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 321</td>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 323</td>
<td>Global Enterprise</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 326</td>
<td>New Ventures and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>Mgt 424</td>
<td>Human Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>Mkt 341</td>
<td>Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Mkt 442</td>
<td>Marketing Research</td>
<td>3</td>
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</table>

**BUSINESS 18 UNITS**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Act 211</td>
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</tr>
<tr>
<td>Bus 201</td>
<td>Introduction to Management, Marketing and Information Technology</td>
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<td>Act 315</td>
<td>Accounting Information Systems</td>
<td>3</td>
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<tr>
<td>Bus 326</td>
<td>New Ventures and Entrepreneurship</td>
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</tr>
<tr>
<td>Com 344</td>
<td>Theory and Practice of Interviewing</td>
<td>3</td>
</tr>
<tr>
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<td>Finance</td>
<td>3</td>
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<td>Mgt 323</td>
<td>Global Enterprise</td>
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</tr>
<tr>
<td>Mgt 326</td>
<td>New Ventures and Entrepreneurship</td>
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<td>Mkt 341</td>
<td>Marketing</td>
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**MARKETING 18 UNITS**

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<tbody>
<tr>
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</tr>
<tr>
<td>Mkt 344</td>
<td>The Advertising Agency</td>
<td>3</td>
</tr>
<tr>
<td>Mkt 353</td>
<td>Professional Selling</td>
<td>3</td>
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<tr>
<td>Mkt 442</td>
<td>Market Research</td>
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<tr>
<td>Choose two (2) of the following courses:</td>
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<tr>
<td>Act 211</td>
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<tr>
<td>Bus 201</td>
<td>Introduction to Business</td>
<td>3</td>
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<td>Bus 251</td>
<td>Legal Environment of Business</td>
<td>3</td>
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<tr>
<td>Mkt 355</td>
<td>Business and Service Marketing</td>
<td>3</td>
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<tr>
<td>Mkt 363</td>
<td>Computer Graphics</td>
<td>3</td>
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<tr>
<td>Mkt 365</td>
<td>Computer Graphics with Motion</td>
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<tr>
<td>Mkt 371</td>
<td>Internet Marketing</td>
<td>3</td>
</tr>
<tr>
<td>Mkt 445</td>
<td>International Marketing</td>
<td>3</td>
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</tbody>
</table>
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 also equips students for professional church vocation in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church—Missouri Synod.

Academic Programs
Dr. Korey Maas, Supervisor

Undergraduate Majors
- Biblical Languages
- Christian Education Leadership
- Theological Studies
- Theology

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

Master of Arts in Theology
Dr. James Bachman, Director

Ministry Programs
Prof. Robert Rosow, Director of Ministry Formation
- Cross-Cultural Ministry Center
- Undergraduate Certification for The Lutheran Church—Missouri Synod
  - Director of Christian Education
    Dr. Christine Ross, Director
  - Director of Parish Music
    Dr. Carol McDaniel, Director
  - Pre-Deaconess Studies
    Dr. Steven Mueller, Director
• Pre-Seminary Studies
  *Rev. Quinton Anderson, Director*

• Lutheran Teaching Programs
  *Dr. Rebecca Peters, Director*

Undergraduate Preparation for Christian Ministry
• Children, Youth, and Family Ministry
• Christian Education
• Christian Teaching Programs
• Church Music
• Pre-Seminary Studies
• Worship Arts Leadership

Master of Arts in Theology and Culture with Certification for Ministries in The Lutheran Church—Missouri Synod
• Director of Christian Education
  *Dr. Christine Ross, Director*
• Director of Parish Music
  *Dr. Carol McDaniel, Director*
• Lutheran Teaching Programs
  *Dr. Rebecca Peters, Director*
• Certification for Pastoral Ministry
  *Prof. Robert Rossow, Director*

Master of Arts in Theology and Culture with Certification in Christian Ministry
*Dr. James Bachman, Director*
• Children, Youth, and Family Ministry
• Christian Education
• Christian Teaching Programs
• Church Music
• Pre-Seminary Studies
• Worship Arts Leadership

**COLLOQUIY PROGRAM**
*Dr. Rebecca Peters, Director*

**Eshetu Abate**
Professor of Theology  
ThD  
Concordia Seminary, St. Louis, MO, 1988

**Clinton J. Armstrong**
Asst. Professor of Theology  
PhD Cand  
University of California, Irvine, 2008

**Scott A. Ashmon**
Assoc. Professor of Old Testament and Hebrew  
PhD  
Hebrew Union College, Cincinnati, OH, 2010

**James V. Bachman**
Professor of Philosophy  
PhD  
Florida State University, Tallahassee, 1986

**Carolina N. Barton**
Asst. Professor of Library Science  
MLIS  
Simmons Graduate School of Library and Information Science, Boston, MA, 1999

**Mark A. Brighton**
Professor of Biblical Languages and Theology  
PhD  
University of Calif., Irvine, 2005
Comprehension of Scripture
· Students will be able to express an understanding of the language, contents, history, culture, and themes of the Bible.

Understanding of Doctrine
· Students will acquire the ability to integrate and articulate biblical doctrine in systematic constructs.

Acquaintance with Other Religious Thought and Expression
· Students will obtain an understanding of prominent religions, denominations and philosophies of the past and present.

Engagement with Western Philosophy
· Students will articulate an understanding of Western philosophical history, classic texts, argument analysis, and the interaction of philosophy with biblical faith, theology and other thought systems.

Development of Faith in Christ
· Christian students will articulate a personal faith in Christ that is well informed from a biblical perspective and the Lutheran Confessions.

Mission Orientation
· Christian students will acquire a positive attitude regarding the Great Commission and a life of service in the Kingdom of God.

Church Leadership Skill Development
· Christian students will acquire appropriate competencies and skills for their current and future responsibilities as called ministers or laypersons serving Christ’s Church.
### MAJORS

#### BIBLICAL LANGUAGES 48 UNITS

<table>
<thead>
<tr>
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<tr>
<td>Gre 102</td>
<td>Greek 2</td>
<td>4</td>
</tr>
<tr>
<td>Gre 211</td>
<td>Readings in Luke and Acts</td>
<td>3</td>
</tr>
<tr>
<td>Gre 331</td>
<td>Extra-Biblical Readings</td>
<td>3</td>
</tr>
<tr>
<td>Gre 341</td>
<td>Johannine Literature</td>
<td>3</td>
</tr>
<tr>
<td>Gre 451</td>
<td>Pauline Literature</td>
<td>3</td>
</tr>
<tr>
<td>Heb 101</td>
<td>Hebrew 1</td>
<td>5</td>
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<tr>
<td>Heb 102</td>
<td>Hebrew 2</td>
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<tr>
<td>Heb 201</td>
<td>Readings in the Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>Gre 311</td>
<td>Old Testament Book of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Thl 312</td>
<td>New Testament Book of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology and Exegesis</td>
<td>3</td>
</tr>
</tbody>
</table>

#### CHRISTIAN EDUCATION LEADERSHIP 43 UNITS

The Christian Education Leadership major is taken by the student who desires to be a Director of Christian Education (DCE) in The Lutheran Church–Missouri Synod (LCMS). Students will also complete the DCE program (pp. 112) and the Christ College requirements (p. 110). This major may also be taken by students interested in full-time Christian education ministry outside of the LCMS.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>CEd 202</td>
<td>Parish Program Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CEd 302</td>
<td>Teaching Strategies and Management</td>
<td>3</td>
</tr>
<tr>
<td>CEd 360</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>CEd 370</td>
<td>Children’s Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEd 380</td>
<td>Youth Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEd 460</td>
<td>Adult Education in the Parish</td>
<td>3</td>
</tr>
<tr>
<td>CEd 470</td>
<td>Family Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Psy 466</td>
<td>Principles of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>Thl 222</td>
<td>Christian Witness and Evangelism</td>
<td>1</td>
</tr>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>Thl 375</td>
<td>Contemporary Religious Bodies in America</td>
<td>3</td>
</tr>
<tr>
<td>Thl 382</td>
<td>Corporate Worship</td>
<td>3</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology and Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>Thl 481</td>
<td>The Mission of Christ’s Church</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one (1) of the following courses:

<table>
<thead>
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<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Thl 311</td>
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<tr>
<td>Thl 312</td>
<td>New Testament Book of the Bible</td>
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Recommended electives:

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<tbody>
<tr>
<td>CEd 201</td>
<td>Introduction to Christian Education</td>
<td>3</td>
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<tr>
<td>Com 216</td>
<td>Interpersonal Communications</td>
<td>3</td>
</tr>
<tr>
<td>Com 311</td>
<td>Advanced Public Speaking</td>
<td>3</td>
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<tr>
<td>Com 324</td>
<td>Intercultural Communication</td>
<td>3</td>
</tr>
<tr>
<td>Psy 261</td>
<td>Chemical Dependency and Addiction</td>
<td>3</td>
</tr>
<tr>
<td>Psy 314</td>
<td>Developmental Psychology: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Units</td>
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<td>-------------</td>
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</tr>
<tr>
<td>Soc 331</td>
<td>Marriage and the Family</td>
<td>3</td>
</tr>
<tr>
<td>Soc 332</td>
<td>Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>Soc 355</td>
<td>Social Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>Thl 321</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Thl 430</td>
<td>Christian Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>Thl 465</td>
<td>Christians and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>gre 101</td>
<td>Greek 1</td>
<td>5</td>
</tr>
<tr>
<td>gre 102</td>
<td>Greek 2</td>
<td>4</td>
</tr>
<tr>
<td>heb 101</td>
<td>Hebrew 1</td>
<td>5</td>
</tr>
<tr>
<td>heb 102</td>
<td>Hebrew 2</td>
<td>4</td>
</tr>
<tr>
<td>Phi 211</td>
<td>Philosophical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phi 433</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Phi 439</td>
<td>Analytic Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Thl 304</td>
<td>History of the Christian Church</td>
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<tr>
<td>Thl 311</td>
<td>Old Testament Book of the Bible *</td>
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</tr>
<tr>
<td>Thl 312</td>
<td>New Testament Book of the Bible *</td>
<td>3</td>
</tr>
<tr>
<td>Thl 355</td>
<td>The Reformation</td>
<td>3</td>
</tr>
<tr>
<td>Thl 481</td>
<td>The Mission of Christ’s Church</td>
<td>3</td>
</tr>
</tbody>
</table>

**THEOLOGICAL STUDIES: 50 UNITS**

1. Thl 222 Christian Witness and Evangelism 1
2. Thl 311 Old Testament Book of the Bible 3
3. or Thl 312 New Testament Book of the Bible 3
4. Thl 321 World Religions 3
5. Thl 371 Christian Doctrine 1 3
6. Thl 372 Christian Doctrine 2 3
7. Thl 375 Contemporary Religious Bodies in America 3
8. Thl 382 Corporate Worship 3
9. Thl 429 Biblical Theology in America 3
10. Thl 430 Christian Apologetics 3
11. Thl 463 Readings in Classical Christian Thought 3
12. Thl 465 Christians and Ethics 3
13. Thl 489 Integrated Theology 1

Choose one (1) of the following course pairings:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
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<td>Greek 1</td>
<td>5</td>
</tr>
<tr>
<td>Gre 102</td>
<td>Greek 2</td>
<td>4</td>
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</table>

Choose three (3) of the following courses:

<table>
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<tr>
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<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Phi 211</td>
<td>Philosophical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phi 433</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Phi 439</td>
<td>Analytic Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Thl 304</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>Thl 311</td>
<td>Old Testament Book of the Bible *</td>
<td>3</td>
</tr>
<tr>
<td>Thl 312</td>
<td>New Testament Book of the Bible *</td>
<td>3</td>
</tr>
<tr>
<td>Thl 355</td>
<td>The Reformation</td>
<td>3</td>
</tr>
<tr>
<td>Thl 481</td>
<td>The Mission of Christ’s Church</td>
<td>3</td>
</tr>
</tbody>
</table>

* if not taken above

**THEOLOGY: 40 UNITS**

1. Thl 304 History of the Christian Church 3
2. Thl 311 Old Testament Book of the Bible 3
3. Thl 312 New Testament Book of the Bible 3
4. Thl 321 World Religions 3
5. Thl 371 Christian Doctrine 1 3
6. Thl 372 Christian Doctrine 2 3
7. Thl 375 Contemporary Religious Bodies in America 3
8. Thl 429 Biblical Theology and Exegesis 3
9. Thl 430 Christian Apologetics 3
10. Thl 465 Christians and Ethics 3
11. Thl 489 Integrated Theology 1
Philosophy
Choose two (2) of the following courses: 6
Phi 211   Philosophical Ethics 3
Phi 433   Philosophy of Religion 3
Phi 439   Analytic Philosophy 3

Historical Theology
Choose one (1) of the following courses: 3
Thl 355   The Reformation 3
Thl 463   Readings in Classical Christian Thought 3

MINORS

BIBLICAL LANGUAGES 21 UNITS

Gre 101   Greek 1 5
Gre 102   Greek 2 4
Heb 101   Hebrew 1 5
Heb 102   Hebrew 2 4
Choose one (1) of the following courses: 3
Ara 301   Aramaic 3
Gre 211   Readings in Luke and Acts 3
Gre 341   Johannine Literature 3
Gre 451   Pauline Literature 3
Heb 201   Readings in the Hebrew Bible 3

BIBLICAL STUDIES 21-24 UNITS

Thl 201   History and Literature of the Old Testament 3
Thl 202   History and Literature of the New Testament 3
Thl 311   Old Testament Book of the Bible 3
Thl 312   New Testament Book of the Bible 3
Thl 429   Biblical Theology and Exegesis 3
Choose one (1) of the following course pairings: 6-9
Gre 101   Greek 1 5
Gre 102   Greek 2 4
or
Heb 101   Hebrew 1 5
Heb 102   Hebrew 2 4
or
Thl 311   Old Testament Book of the Bible * 3
Thl 312   New Testament Book of the Bible* 3
* different book than above

CHRISTIAN EDUCATION LEADERSHIP 24 UNITS

CEd 202   Parish Program Leadership 3
CEd 302   Teaching Strategies and Management* 3
CEd 360   Group Dynamics 3
Thl 372   Christian Doctrine 2 3
* Education students replace CEd 302 with Thl 429
Choose three (3) of the following courses:  
- CEd 370 Children's Ministry 3  
- CEd 380 Youth Ministry 3  
- CEd 460 Adult Education 3  
- CEd 470 Family Ministry 3  

Choose one (1) of the following courses:  
- Thl 429 Biblical Theological Exegesis * 3  
- Thl 311 Old Testament Book of the Bible 3  
- Thl 312 New Testament Book of the Bible 3  
* if not taken above

### MISSIOLOGY 22 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>Ant 210</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>Ant 435</td>
<td>Anthropology of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Thl 222</td>
<td>Christian Witness and Evangelism</td>
<td>1</td>
</tr>
<tr>
<td>Thl 321</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Thl 430</td>
<td>Christian Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>Thl 481</td>
<td>The Mission of Christ’s Church</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one (1) of the following courses:  
- Com 324 Intercultural Communication 3  
- Mus 451 Music Cultures of the World: Emerging Nations 3  
- Mus 452 Music Cultures of the World: The Silk Road 3  
- Phi 433 Philosophy of Religion 3  
- Soc 316 Ethnic and Minority Relations 3  

Choose one (1) of the following courses:  
- Hst 338 Modern European History 3  
- Hst 371 Islamic Civilization 3  

### PHILOSOPHY 18 UNITS

<table>
<thead>
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<th>Course</th>
<th>Title</th>
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<tr>
<td>CPhi 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or Phi 201</td>
<td>Critical Thinking</td>
<td>3</td>
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<tr>
<td>Phi 211</td>
<td>Philosophical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Phi 433</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>Phi 439</td>
<td>Analytic Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Thl 430</td>
<td>Christian Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>Thl 465</td>
<td>Christians and Ethics</td>
<td>3</td>
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### THEOLOGY 24 UNITS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Thl 321</td>
<td>World Religions</td>
<td>3</td>
</tr>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>Thl 375</td>
<td>Contemporary Religious Bodies</td>
<td>3</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology and Exegesis</td>
<td>3</td>
</tr>
<tr>
<td>Thl 430</td>
<td>Christian Apologetics</td>
<td>3</td>
</tr>
<tr>
<td>Thl 463</td>
<td>Readings in Classical Christian Thought</td>
<td>3</td>
</tr>
<tr>
<td>Thl 465</td>
<td>Christians and Ethics</td>
<td>3</td>
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</table>
### WORSHIP ARTS LEADERSHIP

**25-26 UNITS**

For students **not taking** the Church Music Emphasis of the Music Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thl 281</td>
<td>Introduction to Worship Arts</td>
<td>1</td>
</tr>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>Thl 381</td>
<td>Worship Arts Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Thl 382</td>
<td>Corporate Worship</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 482</td>
<td>Musical Heritage of the Church</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 483</td>
<td>Survey of Christian Hymnody</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 484</td>
<td>Planning Music for Christian Worship</td>
<td>2</td>
</tr>
<tr>
<td>Mus/Thl 485</td>
<td>Contemporary Christian Song</td>
<td>2</td>
</tr>
<tr>
<td>Mus 102-409</td>
<td>Applied Music instruction in voice, piano, worship piano or guitar</td>
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</table>

Choose two to three (2-3) units from the following:

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<tr>
<th>Course Code</th>
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<tr>
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<td>Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>Art 171</td>
<td>Digital Image Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>Mus 215</td>
<td>Music and Technology</td>
<td>1</td>
</tr>
<tr>
<td>Mus 221</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 382</td>
<td>Contemporary Worship Ensemble Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Mus 441</td>
<td>Handbell Methods and Repertoire</td>
<td>1-3</td>
</tr>
<tr>
<td>Mus 461</td>
<td>Music for Children</td>
<td>2-3</td>
</tr>
<tr>
<td>Mus 471</td>
<td>Choral Methods and Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>Thr 261</td>
<td>Acting 1</td>
<td>3</td>
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</table>

### WORSHIP ARTS LEADERSHIP

**22-23 UNITS**

For students **taking** the Church Music Emphasis of the Music Major

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thl 281</td>
<td>Introduction to Worship Arts</td>
<td>1</td>
</tr>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>Thl 381</td>
<td>Worship Arts Ministry</td>
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</tr>
<tr>
<td>Thl 382</td>
<td>Corporate Worship</td>
<td>3</td>
</tr>
<tr>
<td>Mus/Thl 484</td>
<td>Planning Music for Christian Worship</td>
<td>2</td>
</tr>
<tr>
<td>Mus/Thl 485</td>
<td>Contemporary Christian Song</td>
<td>2</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two to three (2-3) units not taken as part of Church Music Emphasis in the Music Major:

<table>
<thead>
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<th>Course Title</th>
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<tbody>
<tr>
<td>Art 270</td>
<td>Digital Publishing</td>
<td>3</td>
</tr>
<tr>
<td>Art 271</td>
<td>Digital Image Manipulation</td>
<td>3</td>
</tr>
<tr>
<td>Mus 215</td>
<td>Music and Technology</td>
<td>1</td>
</tr>
<tr>
<td>Mus 221</td>
<td>Beginning Conducting</td>
<td>2</td>
</tr>
<tr>
<td>Mus 382</td>
<td>Contemporary Worship Ensemble Leadership</td>
<td>3</td>
</tr>
<tr>
<td>Mus 441</td>
<td>Handbell Methods and Repertoire</td>
<td>1-3</td>
</tr>
<tr>
<td>Mus 461</td>
<td>Music for Children</td>
<td>2-3</td>
</tr>
<tr>
<td>Mus 471</td>
<td>Choral Methods and Repertoire</td>
<td>3</td>
</tr>
<tr>
<td>Thr 261</td>
<td>Acting 1</td>
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### Youth Ministry 18-21 Units

(for non-Christian Education Leadership Majors)

<table>
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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
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<td>CEd 470</td>
<td>Family Ministry</td>
<td>3</td>
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<tr>
<td>CEd 302</td>
<td>Teaching Strategies</td>
<td>3</td>
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<tr>
<td>Psy 314</td>
<td>Developmental Psychology: Adolescence</td>
<td>3</td>
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Church Vocation Majors choose two (2) of the following courses: 6

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>CEd 360</td>
<td>Group Dynamics</td>
<td>3</td>
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<tr>
<td>CEd 370</td>
<td>Children's Ministry</td>
<td>3</td>
</tr>
<tr>
<td>Thl 311</td>
<td>Old Testament Book of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Thl 312</td>
<td>New Testament Book of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology and Exegesis</td>
<td>3</td>
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</tbody>
</table>

Non-Church Vocation Majors take the following two (2) courses: 6

<table>
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<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
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</table>

and

Choose one (1) of the following courses: 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEd 360</td>
<td>Children's Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEd 370</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>Thl 311</td>
<td>Old Testament Book of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Thl 312</td>
<td>New Testament Book of the Bible</td>
<td>3</td>
</tr>
<tr>
<td>Thl 429</td>
<td>Biblical Theology and Exegesis</td>
<td>3</td>
</tr>
</tbody>
</table>

### CHRIST COLLEGE PROGRAMS

**CHRIST COLLEGE MINISTRY PROGRAMS**

*Prof. Robert Rossow, Director of Ministry Formation*

**Cross-Cultural Ministry Center**

The Cross-Cultural Ministry Center guides students seeking preparation and certification for ministerial vocations in the church. The Center welcomes Christian students from many different backgrounds and provides preparation for a diversity of ministries. The Center is prepared to cooperate with a variety of different Christian congregations in preparing people for ministerial work.

Because Concordia University is closely allied with Lutheran congregations, the Cross-Cultural Ministry Center can guide students in receiving certification for ministry in The Lutheran Church—Missouri Synod (LCMS). LCMS students pursuing such certification must apply for admission into a Christ College program and complete the academic preparation in their program. Students must maintain a 2.5 cumulative grade point average (GPA) in all course work and a 2.8 cumulative GPA in required Christ College courses. Students must receive at least a C- in courses required for LCMS certification (including professional program and/or major). Those students successfully completing all requirements will receive a certificate along with a commemorative medallion from Christ College and will be considered for recommendation by the faculty for certification by the LCMS or for admission into a LCMS seminary.

The five Christ College certificate programs are:

- Director of Christian Education
- Director of Parish Music
- Lutheran Teaching Ministry
  - Elementary Education
  - Secondary Education
- Pre-Deaconess Studies
- Pre-Seminary Studies
**LCMS CHURCH VOCATION CERTIFICATION REQUIREMENTS**
*(all programs)*

A. Completion of relevant academic and professional programs.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCI 001-008</td>
<td>Seminar in Ministry</td>
<td>4.5-2</td>
</tr>
<tr>
<td></td>
<td>Taken each year during the semester not taking CCI 103, 203, 303, 403</td>
<td></td>
</tr>
<tr>
<td>CCI 103</td>
<td>Introduction to Ministry</td>
<td>1</td>
</tr>
<tr>
<td>CCI 203</td>
<td>Church Polity and Organizational Structure</td>
<td>1</td>
</tr>
<tr>
<td>CCI 303</td>
<td>Teaching the Faith</td>
<td>1</td>
</tr>
<tr>
<td>CCI 403</td>
<td>The Role of the Christian Professional</td>
<td>1</td>
</tr>
<tr>
<td>Thl 201</td>
<td>History and Literature of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Thl 202</td>
<td>History and Literature of the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Thl 304</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
</tbody>
</table>

**DIRECTOR OF CHRISTIAN EDUCATION (DCE)**

*Dr. Christine Ross, Director*

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

The purpose of the Director of Christian Education Program is to equip leaders for ministry who are passionate about the Gospel, God’s people and Christ’s Church. Through four (4) years of coursework and one (1) year of internship, students will be prepared to serve effectively in a congregational setting in the following roles: ministry leader, Christian educator, life span minister (including youth ministry) and care minister. Upon the successful completion of the Christian education leadership major and the DCE program requirements and upon recommendation of the faculty, students will receive certification as a DCE by the LCMS and become eligible to receive a call into full-time service in the church.

**PROGRAM REQUIREMENTS**

A. **General Education** (p. 27-30): Normally completed during the first two years of attendance.

B. **Major Requirements:** 46

   The Christian education leadership major is required for all DCE students (see page 102)

C. **Christ College Certificate Requirements:** (see above) 21

D. **Suggested Minors:**

   Anthropology, art, biblical languages, business, communication, cross cultural studies, early childhood studies, music, musicology, psychology, sociology, theatre, theology, worship arts leadership and writing

E. **Additional DCE Program Requirements:** 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEd 201</td>
<td>Introduction to DCE Ministry</td>
<td>3</td>
</tr>
<tr>
<td>CEd 401</td>
<td>DCE Ministry Seminar/Field Work 1</td>
<td>3</td>
</tr>
<tr>
<td>CEd 402</td>
<td>DCE Ministry Seminar/Field Work 2</td>
<td>3</td>
</tr>
<tr>
<td>CEd 490</td>
<td>Internship</td>
<td>12</td>
</tr>
</tbody>
</table>
F. Internship: Post-Baccalaureate

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

G. DCE Post-Baccalaureate Certification

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

1. Students may complete the DCE Post-Baccalaureate Certification Program. Students will take up to fifty-five (55) units of undergraduate courses designed to prepare them for the DCE profession. For information regarding this program, contact the DCE Program office.

2. Students may complete the master of arts in theology with a Christian education emphasis. Contact Christ College for more information.

DIRECTOR OF PARISH MUSIC (DPM)
Dr. Carol. R. McDaniel, Director

The Director of Parish Music (DPM) Program grants the bachelor’s degree and the Christ College certificate, with which the candidate is eligible to receive a divine call to serve in a congregation or other agency affiliated with The Lutheran Church—Missouri Synod.

PROGRAM REQUIREMENTS

A. General Education (p. 27-30): Normally completed during the first two (2) years of attendance. The student may, if placed by examination, substitute Mus 201 in the music major for the Mus 101 Fine Arts option in general education.

B. Major Requirements: 55-56

C. Christ College Certificate Requirements: (p. 110) 21

D. Additional DPM Program Requirements: 7

Mus 391 Practicum in Church Music (.5 unit/semester) 1
Mus 491 Senior Field Work Internship in Church Music 6
Students must demonstrate the following skills before graduation:

MUKP 202 if piano is not the primary instrument
or MUKO 102 keyboard improvisation
and MUVO 100 (voice class)
or MUVO 101 (private voice) if not the primary instrument

LUTHERAN TEACHING MINISTRY: ELEMENTARY AND SECONDARY EDUCATION
Dr. Rebecca Peters, Director

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

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

For program specifics, please see School of Education section (120-123).

PRE-DEACONESS STUDIES
Dr. Steven Mueller, Director

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

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

PROGRAM REQUIREMENTS

A. General Education (p. 27-30): Normally completed during the first two years of attendance. Students should take the following courses at Concordia University as part of their general education curriculum:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thl 201</td>
<td>History and Literature of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>Thl 202</td>
<td>History and Literature of the New Testament</td>
<td>3</td>
</tr>
</tbody>
</table>

B. Major Requirements: Completion of any approved major. Majors in behavioral sciences (with an emphasis in social work or another emphasis), theological studies, or Christian education leadership are particularly recommended.
C. Christ College Certificate Requirements: (p. 110) 21

D. Additional Pre-Deaconess Program Requirements: 25-27

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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<tr>
<td>CCI 008</td>
<td>Seminar in Deaconess Ministry</td>
<td>0-2</td>
</tr>
<tr>
<td>CCI 103-403</td>
<td>Christ College Modules</td>
<td>4</td>
</tr>
<tr>
<td>Gre 101</td>
<td>Greek 1</td>
<td>5</td>
</tr>
<tr>
<td>and Gre 102</td>
<td>Greek 2</td>
<td>4</td>
</tr>
<tr>
<td>or</td>
<td>Hebrew 1</td>
<td>5</td>
</tr>
<tr>
<td>and Heb 102</td>
<td>Hebrew 2</td>
<td>4</td>
</tr>
<tr>
<td>Thl 304</td>
<td>History of the Christian Church</td>
<td>3</td>
</tr>
<tr>
<td>Thl 371</td>
<td>Christian Doctrine 1</td>
<td>3</td>
</tr>
<tr>
<td>Thl 372</td>
<td>Christian Doctrine 2</td>
<td>3</td>
</tr>
<tr>
<td>Thl 465</td>
<td>Christians and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CEd 202</td>
<td>Parish Programming Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CEd 302</td>
<td>Teaching Strategies and Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Highly Recommended:
- Second biblical language 9

PRE-SEMINARY STUDIES
Rev. Quinton Anderson, Director

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

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

PROGRAM REQUIREMENTS

A. General Education (p. 27-30): Normally completed during the first two years of attendance.

B. Major Requirements: 36-38
   - Completion of any approved major.

C. Christ College Certificate Requirements: (p. 110) 21

D. Additional Pre-Seminary Course Requirements: 24

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPhi 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>or Phi 201</td>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Gre 101</td>
<td>Greek 1</td>
<td>5</td>
</tr>
<tr>
<td>Gre 102</td>
<td>Greek 2</td>
<td>4</td>
</tr>
<tr>
<td>Heb 101</td>
<td>Hebrew 1</td>
<td>5</td>
</tr>
<tr>
<td>Heb 102</td>
<td>Hebrew 2</td>
<td>4</td>
</tr>
</tbody>
</table>
CHRIST COLLEGE

Concordia University 2011-2012 Undergraduate Catalog

Thl 465 Christians and Ethics 3

Highly Recommended:

Ara 301 Aramaic 3
CEd 388 Youth Ministry 3
CEd 487 Parish Program Leadership 3
CEd 488 Family Ministry 3
CEd 489 Adult Education in the Parish 3
Gre 211 Readings in Luke and Acts 3
Gre 341 Johannine Literature 3
Gre 451 Pauline Literature 3
Heb 201 Readings in the Hebrew Bible 3
Phi 211 Philosophical Ethics 3
Psy 466 Principles of Counseling 3
Thl 222 Christian Witness and Evangelism 1
Thl 430 Christian Apologetics 3

E. Additional Information: All students in the program are required to meet with the director of the Pre-Seminary Studies Program annually to discuss their personal, professional, intellectual and spiritual growth for the pastoral ministry.

COLLOQUY PROGRAM

Dr. Rebecca Peters, Director

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

PREPARATION FOR CHRISTIAN MINISTRY

Director Prof. Robert Rosow, Director

The Cross-Cultural Ministry Center oversees the preparation, training and formation of candidates for pastoral ministry in The Lutheran Church—Missouri Synod (LCMS).

LEARNING OUTCOMES

Spiritual Service

Graduates will develop a proper spiritual attitude through

· the study and use of theology.
· a strong scriptural base for service as a spiritual model.
· increased skill in independent preparation and study of Scripture.
· a proper hermeneutic approach to Scripture and the Lutheran Confessions and their application.
· a deepening appreciation for and commitment to the Holy Scripture and the Lutheran Confessions.
· growth in discerning Christian doctrine and its clear presentation to others.
Scriptural Vision

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

Ministerial Competencies

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

Ministry within Today’s Cultural-Linguistic Diversity

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

Commitment to the Church

Graduates will display
- a heartfelt appreciation for The Lutheran Church—Missouri Synod (LCMS).
- a commitment to receiving a call within the LCMS.
- an increased desire to encourage others to consider and apply for the Ethnic Pastor Certification Program within the Cross-Cultural Ministry Center.

PREPARATION FOR CHRISTIAN MINISTRY

In parallel with the LCMS certificate programs, Christian students not seeking LCMS certification can also pursue undergraduate and graduate preparation for Christian ministry in the following areas:
- Children, Youth, and Family Ministry
- Christian Education
- Christian Teaching Programs
- Church Music and Worship Arts Leadership
- Pastoral Ministry
The purpose of the School of Education is to prepare professional educators who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction and learning for all students.

Undergraduate Education Programs and Liberal Studies Major

Dr. Michael Schulteis, Director

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

Dr. Deborah Mercier, Director

Lutheran Teacher Certification

Dr. Rebecca Peters, Director

Graduate Education

Master of Arts in Education (M.A.Ed.) with emphases in:
· Curriculum and Instruction
· Educational Administration
· School Counseling: Pupil Personnel Services Credential
  
  Prof. Jason Neben, Director (Orange County region)
  Prof. David Burgdorf, Directors (Los Angeles region)
  Dr. Sandra Scharlemann, Director (Online region)
  Dr. Barbara Howard, Director (Temecula region)

Master of Education (M.Ed.)
(combined credential/master’s degree)

Dr. Deborah Mercier

David P. Burgdorf
Asst. Professor of Education
CAS PhD
Northern Illinois University, DeKalb, 1976

Dwight R. Doering
Professor of Education
PhD
Georgia State University, Atlanta, 1998

Cheryl D. Lampe
Professor of Education
EdD
Pepperdine University, Malibu, CA 1993

Janice C. Massmann
Professor of Education
EdD
Argosy University, Orange County, CA, 2004

Deborah S. Mercier
Professor of Education
PhD
Claremont Graduate University, Claremont, CA, 2006

Jason K. Neben
Asst. Professor of Education
MAEd
Concordia University, Irvine, CA, 2008

Janice E. Nelson
Professor of Education
EdD
Wayne State University, Detroit, MI, 1992
M. Patty O'Connor  
Resident Faculty in Education  
MA  
Azusa Pacific University, CA, 1996

Rebecca R. Peters  
Professor of Education  
EdD  
Biola University, LaMirada, CA, 2006

John H. Randall  
Asst. Professor of Education  
MA  
Pepperdine University, Malibu, CA, 2004

DeeAnn V. Ragaisis  
Professor of Education  
EdD  
Argosy University, Phoenix, AZ, 2005

Sanford F. Scharlemann  
Professor of Education  
PsyD  
U.S. Int’l University, San Diego, CA, 2000

Rebecca R. Peters  
Professor of Education  
EdD  
Biola University  
LaMirada, CA, 2006

John H. Randall  
Asst. Professor of Education  
MA  
Pepperdine University, Malibu, CA, 2004

DeeAnn V. Ragaisis  
Professor of Education  
EdD  
Argosy University, Phoenix, AZ, 2005

Sandra F. Scharlemann  
Professor of Education  
PsyD  
U.S. Int’l University, San Diego, CA, 2000

Kent A. Schlichtemeier  
Professor of Education  
EdD  
University of California, Los Angeles, 1996

Michael W. Schulteis  
Professor of Science Education  
ScEdD  
Curtin University, Perth, Western Australia, 2005

Rebecca A. Stanton  
Resident Faculty in Education  
EdD  
Argosy University, Orange County, CA, 2006

Margaret C. Thomas  
Asst. Professor of Education  
PhD  
Barry University, Miami Shores, FL, 2005

Heather L. Vezner  
Asst. Professor of Education  
MA  
Concordia University Chicago, IL 1996

Dian K. Vieselmeyer  
Asst. Professor of Education  
MEd  
Concordia University, Seward, NE, 1984

Karen Y. Wiggins  
Asst. Professor of Education  
MA  
University of North Texas, Denton, 1992

### LEARNING OUTCOMES

**Systematic Inquiry**

**Critical Thinking**

- Use analytical skills in diagnosing learning needs, designing and developing appropriate learning materials and strategies and assessing learning outcomes.

**Clear Communication**

**Professional and Interpersonal Communication**

- Communicate effectively with parents, students and colleagues using appropriate verbal and non-verbal techniques.

**Learning Environmental Design**

- Describe attributes of classrooms in which students learn effectively, plan learning spaces that incorporate such attributes, and implement their plans through appropriate coordination with administrators and support staff.

**Health and Well-Being**

**Balanced Lifestyle**

- Model healthy life choices.

**Socio-cultural Responsiveness**

**Accommodating Diverse Populations**

- Model sensitivity to diversity issues through written and spoken expression in all relationships with students, parents and colleagues.

- Model appreciation of the various qualities of diverse student populations and adapt environments, learning activities and management strategies appropriately to meet the needs of the populations served.

**Language Acquisition Awareness**

- Articulate the effects of second language acquisition on socialization and learning and plan learning experiences accordingly.
Global Awareness
· Articulate differing viewpoints on current issues as members of a world community.

Christian Literacy and Life
Ethical Decision-Making
· Seek solutions to ethical problems consistent with biblical principles.

Christian Witness
· Model Christian values.

Aesthetic Responsiveness
Creative Teaching
· See teaching not only as a skill but also as an art, responding both aesthetically as well as cognitively.
· Integrate writing, drama, music and art throughout the curriculum and model affective responses in these areas.

Servant Leadership
Leaders as Professionals
· Demonstrate leadership in such a manner as to enhance the public image of the professional educator.

Leaders as Servants
· Model servant behavior, striving to meet the needs of all students in schools.

Leaders as Visionaries
· Develop, describe and implement a vision for success in school and community.

MAJOR

LIBERAL STUDIES 85.5 UNITS

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

To qualify for admittance into the teacher education program, liberal studies majors must earn a minimum grade of B- in EduC 101 and EduC 201, maintain a grade point average (GPA) of 2.7 with no course grade below C- in the major and pass the California Basic Educational Skills Test (CBEST).

For students entering with zero to twenty-nine (0-29) units of transferrable credit:

Fine Arts 7.5

Art 101  Experiences in Art  1.5
Mus 101  Experiences in Music  1.5
Thr 101  Experiences in Theatre  1.5
Choose one (1) of the following courses:  3
Art 488  Children’s Art  3
Mus 461  Music for Children  3
Thr 461  Creative Dramatics  3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHst 201</td>
<td>The West and the World</td>
<td>3</td>
</tr>
<tr>
<td>CHst 202</td>
<td>America and the World</td>
<td>3</td>
</tr>
<tr>
<td>Hst 478</td>
<td>California History and Cultures</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives:**

**Global Perspective**

Choose one (1) of the following courses:

- Foreign Language (2nd semester) 3
- Ant 210 Cultural Anthropology 3
- Eco 201 Macroeconomics 3
- Eng 382 Postcolonial Literature 3
- Mus 451 Music Cultures of the World: Emerging Nations 3
- Mus 452 Music Cultures of the World: The Silk Road 3
- Pol 308 Comparative Political Systems 3
- Thl 321 World Religions 3

**Social Science**

Choose one (1) of the following courses:

- Ant 210 Cultural Anthropology + 3
- Psy 101 Introduction to Psychology 3
- Soc 101 Introduction to Sociology 3

* + If not taken under Global Perspective

**Human Development/Education**

EduC 101 Teaching Careers 1 1
EduC 201 Teaching Careers 2 1
or EdSP 202 Introduction to Teaching Special Populations
EduC/EdSP 301 Typical and Atypical Development of Diverse Learners 3
Psy 313 Developmental Psychology: Childhood 3

**Language**

CEng 201 World Literature to the Renaissance 3
CEng 202 World Literature from the Enlightenment 3
Edu 435 Linguistic Development & Second Language Acquisition 3
Eng 391 Children's Literature 3
Wrt 102 Writing and Research 3
or Wrt 201 Art of the Essay

(For students with a SAT writing score of 640 or above.)

Choose one (1) of the following courses:

- Com 111 Public Speaking 3
- Com 211 Introduction to Argumentation and Debate 3

**Advanced Writing**

Choose one (1) of the following courses:

- Com 222 Theory and Practice of Journalism 3
- Com 412 Writing for Broadcast Media 3
- Wrt 323 Introduction to Genre and Craft in Creative Writing 3
<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>Wrt 324</td>
<td>Writing for Children and Teens</td>
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<td>Wrt 327</td>
<td>Creative Writing: Fiction</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 328</td>
<td>Creative Writing: Poetry</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 329</td>
<td>Creative Nonfiction</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 333</td>
<td>Topics in Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>Wrt 337</td>
<td>Writing for Stage and Screen</td>
<td>3</td>
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**Mathematics**  6
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<th>Course Title</th>
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<tr>
<td>CMth 101</td>
<td>The Nature of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Mth 301</td>
<td>Mathematics for Teachers</td>
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**Physical Education/Health**  5
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ESS 101</td>
<td>Education for Healthful Living</td>
<td>2</td>
</tr>
<tr>
<td>ESS 340</td>
<td>Elementary Physical Education</td>
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**Science**  11
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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>CBio 101</td>
<td>Integrated Biology</td>
<td>4</td>
</tr>
<tr>
<td>Sci 115</td>
<td>Physical Science</td>
<td>4</td>
</tr>
<tr>
<td>Sci 301</td>
<td>Introduction to Earth Science</td>
<td>3</td>
</tr>
</tbody>
</table>

**LIBERAL STUDIES**  85.5 **UNITS**
For students entering with thirty (30) or more units of transferrable credit in 2010-11 and 2011-12:

**Fine Arts**  7.5
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 101</td>
<td>Experiences in Art</td>
<td>1.5</td>
</tr>
<tr>
<td>Mus 101</td>
<td>Experiences in Music</td>
<td>1.5</td>
</tr>
<tr>
<td>Thr 101</td>
<td>Experiences in Theatre</td>
<td>1.5</td>
</tr>
<tr>
<td>Choose one (1) of the following courses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art 488 Children's Art</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Mus 461 Music for Children</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Thr 461 Creative Dramatics</td>
<td>3</td>
</tr>
</tbody>
</table>

**History/Social Science**  15
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ant 210</td>
<td>Cultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>or Soc 101</td>
<td>Introduction to Sociology</td>
<td></td>
</tr>
<tr>
<td>Hst 201</td>
<td>Western Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hst 301</td>
<td>Eastern Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Hst 478</td>
<td>California History and Cultures</td>
<td>3</td>
</tr>
<tr>
<td>Pol 211</td>
<td>U. S. History and Government</td>
<td>3</td>
</tr>
</tbody>
</table>

**Human Development/Education**  6
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EduC 301</td>
<td>Typical and Atypical Development of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>Psy 313</td>
<td>Developmental Psychology: Childhood</td>
<td>3</td>
</tr>
</tbody>
</table>

**Interdisciplinary/Education**  2
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EduC 101</td>
<td>Introduction to Teaching Careers 1</td>
<td>1</td>
</tr>
<tr>
<td>EduC 201</td>
<td>Introduction to Teaching Careers 2</td>
<td>1</td>
</tr>
</tbody>
</table>

**Language**  15
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Com 111</td>
<td>Public Speaking</td>
<td>3</td>
</tr>
<tr>
<td>Edu 435</td>
<td>Linguistic Development and Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>Eng 201</td>
<td>Themes in Literature</td>
<td>3</td>
</tr>
<tr>
<td>Eng 391</td>
<td>Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>or Wrt 201</td>
<td>Art of the Essay</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(for students with a SAT writing score of 640 or above.)</td>
<td></td>
</tr>
</tbody>
</table>
Advanced Writing
Choose one (1) of the following courses:  
Com 222  Theory and Practice of Journalism  3  
Com 412  Writing for Broadcast Media  3  
Wrt 324  Writing for Children and Teens  3  
Wrt 327  Creative Writing: Fiction  3  
Wrt 328  Creative Writing: Poetry  3  
Wrt 329  Creative Nonfiction  3

Mathematics  9  
CMth 101  The Nature of Mathematics  3  
or Mth 201  Principles of Mathematics  3  
Mth 301  Mathematics for Teachers  3

Physical Education/Health  5  
ESS 101  Education for Healthful Living  2  
ESS 340  Elementary Physical Education  3

Science  11  
Bio 101  Principles of Biology  4  
Sci 115  Physical Science  4  
Sci 301  Introduction to Earth Science  3

Concentration  12  
Liberal studies majors may select from the following areas of concentration:  
American Political Studies  History:  Mathematics  
Art  European  Music  
Child Development  Social History  Physical Education  
Christ College  History of Ideas  Spanish  
English  Political History  Theatre  
General Science  Life Sciences

Notes: 1. With careful planning, an undergraduate who begins Concordia as a freshman with the intent to enter the Teacher Education Program may be able to complete the Liberal Studies Major and Multiple Subject Credential requirements within four (4) years.  
2. CBio 101, CEng 201, CEng 202, CHst 201, CPhi 101, CThl 101, and CMth 101 are required Core Curriculum courses. Transfer students enrolling with thirty (30) or more semester units in 2011-12 need to refer to pp. 28-31 and consult with the program director regarding requirements for the Liberal Studies major.

MINOR

EARLY CHILDHOOD  21 UNITS

The early childhood education minor is designed to meet course requirements for California’s Child Development Permit.  

There are six (6) levels of the Child Development permit. Some levels require supervised field experience (*). Detailed information on the various levels to the Child Development Permit is available in the School of Education. The Child Development Permit is issued by the California Commission on Teacher Credentialing and authorizes the holder to serve in child development programs providing care and instruction of children of all ages, birth through pre-kindergarten.
Edu 248  Principles & Curriculum of Early Childhood Education  3
Edu 466  Helping Children Cope with Stress and Violence  3
Edu 468  Observation and Assessment (Practicum)  3
Edu 490  Early Childhood Field Experience*  3
Psy 313  Developmental Psychology: Childhood  3
Soc 332  Child, Family, and Community  3
Choose one (1) of the following courses:  3
  Edu 467  Emergent Literacy  3
  Eng 391  Children’s Literature  3
  Mus 461  Music for Children  3
  Psy 314  Developmental Psychology: Adolescence  3

Note:  With careful planning the early childhood minor can be combined with a major in liberal studies leading toward a California Teaching Credential. If you are interested in this option, it is important you meet as early as possible with your advisors and the School of Education to complete a four (4) year plan, as some of the early childhood courses are not taught every semester.

TEACHER CREDENTIAL PROGRAMS
Dr. Deborah Mercier, Director

LEARNING OUTCOMES

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

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

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

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

UNDERGRADUATE TEACHER EDUCATION
The teacher credential programs prepare multiple and single subject teacher candidates who demonstrate knowledge of theory and practice by making informed decisions leading to exemplary instruction for all learners. Concordia’s programs are state-approved and lead to a preliminary California credential in both multiple (elementary) and single subject (secondary).

EduC 400 level courses are part of the California credential program. To begin taking this coursework as an undergraduate, one must be fully admitted to the undergraduate teacher education program.
Full admission to the teacher education program requires the following:

1. Cumulative grade point average (GPA) of 2.7 or higher, with no course grade lower than C- in the major.
2. Successful completion of EduC 101 and 201 (or EdSP 202). This requires a grade of B- or higher and positive evaluation of the field experience component by the director of field experience and the classroom teacher.
3. Two (2) letters of recommendation (one from a Concordia faculty member).
4. Official college transcripts from all colleges attended.
6. Concordia University’s dean of students’ approval.
7. Interview and recommendation from School of Education faculty advisor.
8. School of Education dean and faculty approval.
9. Verification of having passed California Basic Educational Skills Test (CBEST).
10. Passage of California Subject Examination for Teachers (CSET) where applicable.

The passage of CSET is different for various majors. Please refer to the Undergraduate Elementary and Secondary Education Handbook to find out when you must take this exam. These handbooks are available in the School of Education office.

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

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

**ELEMENTARY EDUCATION 34 UNITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EduC 201</td>
<td>Introduction to Teaching Careers 2</td>
<td>1</td>
</tr>
<tr>
<td>EduC 301</td>
<td>Typical and Atypical Development of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EduC 401</td>
<td>Planning and Assessment for Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EduC 402</td>
<td>Creating Positive and Inclusive Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EduC 422</td>
<td>Math and Science Methods – Elementary</td>
<td>2</td>
</tr>
<tr>
<td>EduC 423</td>
<td>Integrated Curriculum Methods – Elementary</td>
<td>2</td>
</tr>
<tr>
<td>EduC 451</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EduC 460</td>
<td>Reading Instruction in Diverse Classrooms</td>
<td>4</td>
</tr>
<tr>
<td>EduC 480</td>
<td>TPA Practicum: Student Teaching 1: Elementary</td>
<td>1</td>
</tr>
<tr>
<td>EduC 482</td>
<td>Student Teaching: Elementary</td>
<td>12</td>
</tr>
</tbody>
</table>

**SECONDARY EDUCATION 34 UNITS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EduC 201</td>
<td>Introduction to Teaching Careers 2</td>
<td>1</td>
</tr>
<tr>
<td>EduC 301</td>
<td>Typical and Atypical Development of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EduC 401</td>
<td>Planning and Assessment for Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EduC 402</td>
<td>Creating a Positive and Inclusive Learning Environment</td>
<td>3</td>
</tr>
<tr>
<td>EduC 424</td>
<td>Secondary Curriculum Methods</td>
<td>4</td>
</tr>
<tr>
<td>EduC 451</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EduC 460</td>
<td>Content Area Reading in Middle and Secondary Classrooms</td>
<td>4</td>
</tr>
<tr>
<td>EduC 481</td>
<td>TPA Practicum: Student Teaching 1: Secondary</td>
<td>1</td>
</tr>
<tr>
<td>EduC 483</td>
<td>Student Teaching: Secondary</td>
<td>12</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION  35 UNITS

Education Specialist: Mild-Moderate

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdSP 202</td>
<td>Introduction to Teaching Special Populations</td>
<td>1</td>
</tr>
<tr>
<td>EdSP 301</td>
<td>Typical and Atypical Development of Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>EdSP 401</td>
<td>Planning and Assessment for Inclusive Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>EdSP 402</td>
<td>Creating Positive and Inclusive Learning Environments</td>
<td>3</td>
</tr>
<tr>
<td>EdSP 425</td>
<td>Advanced Curriculum Methods for Special Populations</td>
<td>3</td>
</tr>
<tr>
<td>EdSP 426</td>
<td>Case Management, Assessment, and Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>EdSP 451</td>
<td>Language and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EdSP 470</td>
<td>Reading Instruction in Diverse Classrooms</td>
<td>4</td>
</tr>
<tr>
<td>EdSP 484</td>
<td>Student Teaching: Special Education</td>
<td>12</td>
</tr>
</tbody>
</table>

Prior to student teaching, the California Subject Examination for Teachers (CSET) or a Single Subject Matter Preparation Program must be completed and documented with a GPA of 2.7 or higher and no course grade lower than a C- in the major. EduC 201, 480/481, 482/483 must have grades of B- or higher.

TEACHER CREDENTIAL

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

1. A bachelor’s degree from a regionally accredited institution.
2. A passing score on the California Basic Educational Skills Test (CBEST).
3. An approved professional preparation program, including EduC 480 and 482 or 481 and 483 with a minimum grade of B-.
4. U.S. Constitution course or approved alternative demonstration of competency.
5. Level I technology competencies (Edu 098 or 586).
6. Demonstration of subject matter competence (passage of California Subject Examination for Teachers [CSET] or Single Subject Matter Preparation Programs with GPA of 2.7 and no grade below a C-).
7. Passage of the Teaching Performance Assessment (TPA).
8. Passage of Reading Instruction Competence Assessment (RICA)—for multiple subject and education specialist teacher candidates only.

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

LUTHERAN TEACHER CERTIFICATION

Dr. Rebecca Peters, Director

Please see “Christ College Certificate Requirements” on p. 110 for program requirements.

Lutheran Teaching Ministry Certification also requires:

- Completion of all professional preparation requirements for the Teacher Education Program, including successful student teaching.
- Membership in a congregation of The Lutheran Church—Missouri Synod (LCMS).
AN INTRODUCTORY REMARK
Concordia University projects the following courses. Implementation of these courses depends upon the availability of faculty and adequate student enrollment. Course titles followed by the letter “A” indicate courses offered alternate years. Course numbers indicate the academic level: 100–200 courses are lower division; 300–400 courses are upper division. 099 courses receive academic credit, but this credit does not count toward graduation. Freshmen ordinarily do not take upper division courses. For offerings during specific semesters, students should consult the current Concordia University Master Course Schedule and/or the four-year course offering plan which is available in the Office of Academic Advising.

ACCOUNTING

Act 211  Financial Accounting  3
Basic elements of accounting and methods of gathering and reporting financial data. Includes a study of financial statements; journalizing financial transactions; merchandising activities; investments in property, plant and equipment; and depreciation as it applies to corporations. Prerequisite: Bus 201.

Act 212  Managerial Accounting  3
Management decision-making based on accounting concepts. Includes equity financing, introduction to management accounting, cost terms and concepts, cost accumulation systems, product costing systems and analyzing cost behavior patterns, including cost-volume-profit relationships. Prerequisite: Act 211.

Act 311  Intermediate Accounting 1  3
Expansion of the theories and concepts of accounting treated in greater depth. Includes study of the balance sheet and owner’s interests; accrual accounting, including revenue recognition and cost allocation; the income statement and measures of performance; statement of cash flows; and cash and receivables. Prerequisite: Act 212.

Act 312  Intermediate Accounting 2  3
Continuation of Act 311 with emphasis on the following: inventories, current liabilities, long-term assets, intangible assets, long-term liabilities, accounting for leases and equity securities. Prerequisite: Act 212.

Act 313  Cost Accounting A  3
Course covers cost accounting cycle; cost elements of product/service; job order, process and standard cost systems; overhead allocation considerations; cost behavior; cost-volume-profit relationships; analysis of overhead variances. Prerequisite: Act 212.

Act 315  Accounting Information Systems  3
Concepts, controls and tools of computerized accounting information systems using spreadsheets and databases. Use of computerized accounting software packages. Prerequisite: Act 212 and Bus 261.
Act 332  Financial Statement Analysis  3
Analysis of financial statements for business valuation and strategic considerations. Ratio analysis and time value of money concepts used in order to analyze the financial conditions of a business organization. Credit analysis and corporate finance issues also covered. Prerequisite: Act 211.

Act 417  Federal and California State Personal Taxes A  3
The preparation of federal and California state income tax returns for the individual. The course will cover in detail federal forms and schedules and California adjustments to income. Prerequisite: Act 211.

Act 418  Corporate Tax Accounting A  3
Study of the theory and principles of federal income tax law as it applies to business entities. Emphasis is placed on the theoretical framework as well as practical application and planning. Study of special tax considerations pertaining to S corporations and partnerships. Prerequisite: Act 212.

Act 419  Auditing A  3
Methods and procedures used to verify the accuracy and responsible reporting of financial information within the ethical framework of the professional auditor. Specific topics will include ethics, legal liability, internal control and reporting. Prerequisite: Act 312 or consent of instructor.

ANTHROPOLOGY

Ant 210  Cultural Anthropology  3
Understanding of diverse cultures of the world, from preliterate societies to modern technological societies; mankind’s universal as well as adaptive dimensions of people. Examination of socioeconomic, political, religious and physical environmental factors related to the values and lifestyles of various peoples of the world.

Ant 241  Field Anthropology  3
Practical application of anthropological concepts designed to assist in analyzing, understanding and living within other cultural traditions. Topics include the role of culture, living with culture shock, strategies for analyzing cultures, the processes of assimilation, language issues, and cultural food ways, manners, and social expectations.

Ant 314  Native Peoples of North America A  3
An anthropological overview of native North American societies from pre-Columbian times to the present utilizing a culture area approach. Emphasis on the native people of California.

Ant 364  Culture and Self  3
An exploration of the relationship between individual experiences and the sociocultural context. Course will focus on the role sociocultural institutions play on personality, health and world view.

Ant 435  Anthropology of Religion A  3
A comparative examination of religion as an aspect of human culture. Topics will include substantive and functional approaches to religious behavior, religion as a symbol system, ritual behavior, magic, religious movements and paranormal phenomena. Prerequisite: Ant 210 or consent of instructor.

ARAMAIC

Ara 301  Aramaic  3
A study of the morphology, vocabulary, and syntax of biblical Aramaic for reading the Aramaic portions of the Hebrew Bible. Prerequisite: Heb 101 and 102 or equivalent with a grade of C- or better.
ART

NOTE: A lab fee is required for each art course except Art 311, 312 and 315.

Art 101  Experiences in Art  1.5
This course is designed to expose the student to the visual elements of art such as line, value and color. Students also develop basic drawing skills which enable them to create two-dimensional and three-dimensional art forms. Through active participation in artists' exhibitions and lectures the student is introduced to the study of art history and the role the artist plays within society.

Art 200  Elements of Art  3
Students will be given a practical introduction to the basics of art through creative studio activities involving the elements of art in a variety of media with two and three dimensional projects.

Art 201  Drawing 1  3
Students will explore a variety of subjects such as landscape, still life and natural and man-made objects through a variety of drawing media.

Art 251  Design  3
Students learn the elements and principles of design by creating two and three-dimensional works of art. Students also study the art of professional designers who work in the field. Prerequisites: Art 200 and 201 or consent of instructor.

Art 301  Drawing 2  3
Students will be helped to establish a style and technique emphasizing discipline, craftsmanship and imagination, using a variety of drawing materials. Students will investigate perspective, composition, line and tone control, along with personal point of view. Prerequisites: Art 201 or consent of instructor.

Art 311  Art History 1  3
This course is a survey of western art from the Prehistoric Period through the Renaissance, employing illustrated lectures, independent research, museum visits and discussion.

Art 312  Art History 2  3
This course is a survey of western art from the Renaissance through the present employing illustrated lectures, independent research, museum visits and discussion.

Art 315  The History of Contemporary Art  3
This course examines the art of the last half of the 20th century and the art of the 21st century. It explores the ideas that became seminal points of interest for contemporary artists during this period. Students in the course will study how art reflects history; how style communicates the concerns of the artist and his/her culture; and how symbols, techniques, materials and subjects are used to convey the issues important to contemporary artists.

Art 321  Painting 1  3
Students explore the importance of composition, color and value by painting in oil or other media such as acrylic, watercolor and tempera. An emphasis is placed on studying art history and learning from professional painters who work in the field. The students also explore the techniques of painting in relationship to specific content. Prerequisite: Art 201.

Art 331  Sculpture 1  3
This course introduces the student to the concepts, materials and methods of sculpture. Creative ideas will be developed in wood, clay, plaster, found objects and cardboard. Principles and use of equipment, material sources and safety factors will be addressed. Prerequisites: Art 200 and 201 or consent of instructor.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 341</td>
<td>Hand Building Ceramics 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course introduces clay from the process of construction through the completion of a finished piece using the following methods in pinch, coil, slab, wheel and decorative. Prerequisites: Art 101 and 201 or consent of instructor.</td>
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</tr>
<tr>
<td>Art 351</td>
<td>Printmaking 1 A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course provides an introduction to printmaking media. Emphasis is placed on experimentation of the media through techniques such as the monoprint, relief and silkscreen. Prerequisites: Art 200 and 201 or consent of the instructor.</td>
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</tr>
<tr>
<td>Art 391</td>
<td>Art in the Schools</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This is a practical experience for students who plan to teach art at the secondary level. Students assist an art teacher in a middle or high school setting and integrate what they have learned in Art 480 for the presentation of a variety of art projects in the classroom. Prerequisites: Art 480 and consent of instructor.</td>
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<tr>
<td>Art 392</td>
<td>Art Gallery Experience</td>
<td>3</td>
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<td></td>
<td>For this course, students will expand their understanding of art by assisting in an art gallery or center. The experience is designed to equip studio art students with practical skills such as curating exhibitions, working with professional artists, teachers and/or art dealers. Prerequisite: studio art emphasis with senior standing or consent of instructor.</td>
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<tr>
<td>Art 401</td>
<td>Figure Drawing A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students obtain the basic skill of drawing the human figure, including anatomy, observation of the human form and fundamental exercises in gesture, contour, outline, and tonal modeling. In-class observations of artist’s models will be complemented with studies of plaster casts and master drawings. Composition will be a consideration at all times. By concentrating on proportion, light, shape, and movement, students will acquire skills in representing the human form using a variety of materials. Prerequisites: Art 201 and 301.</td>
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</tr>
<tr>
<td>Art 421</td>
<td>Painting 2</td>
<td>3</td>
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<tr>
<td></td>
<td>Students are encouraged to paint from life in oil paint and other media. They engage in active discussion about historical methods of painting as well as view the work of professional painters. Class critiques enable the students to articulate both the techniques and subject matter they explore in the images they produce for the course. Prerequisite: Art 321.</td>
<td></td>
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<tr>
<td>Art 431</td>
<td>Sculpture 2 A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Principles, use of equipment and safety factors will be addressed with emphasis on individual development of form and craftsmanship. Creative assignments will be given involving metal, wood and other materials. Prerequisites: Art 331 and consent of instructor.</td>
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</tr>
<tr>
<td>Art 441</td>
<td>Hand Building Ceramics 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Building on the foundation of Art 341: Hand Building Ceramics I, students are challenged to pursue a more individual exploration of ceramic forms and texture. Technical understanding of surface treatments and ceramic processes are emphasized as tools toward formal and conceptual success. Students will pursue hand building techniques, glazing and kiln firing. The aesthetics of form are investigated with an emphasis on design and visual thinking. Prerequisite: Art 341.</td>
<td></td>
</tr>
<tr>
<td>Art 451</td>
<td>Printmaking 2 A</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Students expand upon their knowledge of certain printing techniques such as the monoprint, collagraph, relief and silkscreen methods. Students are expected to conduct research that combines art history and practical experience to produce prints that are rich in content. Prerequisites: Art 201, 301 and 351.</td>
<td></td>
</tr>
</tbody>
</table>
Art 480  Secondary Art Curriculum and Methods  
Students learn how to create an effective art curriculum for middle and/or high school-aged students. They design art projects that combine art history, cultural aspects about art and the theory of artistic methods and techniques in an engaging manner. Prerequisites: Art 200, 201, 311 or junior status.

Art 481  Digital Photography  
This course provides students with an introduction to visual concepts, basic image capture and camera functions with digital cameras. Software basics for photographic imaging and digital printing will be taught.

Art 488  Children's Art  
Students will explore the developmental stages of art in children at different levels. To aid in curriculum development, students will have opportunities to experiment with various art activities to develop skills needed for the effective teaching of art in the elementary school. Prerequisite: Art 101 or consent of instructor.

Art 498  Senior Art Seminar  
Art majors take this course as a means to create a group exhibition. Students choose particular media to use in order to create a body of work that explores a focused theme. They are also expected to conduct research for the work they produce for the exhibit. Prerequisites: senior standing and consent of instructor.

ART: GRAPHIC DESIGN

ArtG 261  Graphic Design 1  
This studio art course is an introduction to the study of graphic design. Students will be exposed to the history of visual communication, typography and advertising. They learn how to identify the elements and principles of design by creating image and text related projects. Students develop skills using the digital techniques of scanning, typographic adjustments, vector drawing, exporting and printing. Prerequisites: Art 201, 251 or consent of instructor.

ArtG 270  Digital Publishing  
Students will develop page layout skills, utilizing composition and typographic principles while learning to use Adobe InDesign. Students will learn to combine images created in Adobe Illustrator and Adobe Photoshop with text to produce flyers, posters, newsletters, magazines, brochures, calendars, etc.

ArtG 271  Digital Image Manipulation  
Students will become proficient using Adobe Photoshop, the industry-standard digital image manipulation program and a foundational communication tool that has applications in graphic design, advertising, web design, animation and multimedia. This course examines the ways in which complex ideas and messages can be interpreted and represented in visual form.

ArtG 272  Digital Illustration  
Students will acquire type manipulation and digital illustration skills through exercises, demonstrations and practical assignments using Adobe Illustrator, the industry-standard vector-based digital illustration program. Students will also develop an individualized artistic process to produce digital illustrations that convey specific messages.

ArtG 300  History of Graphic Design  
This survey course will examine the history of graphic design. Students will gain a broader understanding of how design affects and is affected by the culture we live in, as well as identify individual illustrators, designers, artists, and recognize specific styles and movements.
ArtG 360  Typography 1  A  3
This course is a historical overview of type and typographic technologies. Students will be introduced to the formal qualities of different typefaces and they will learn to use type as an expressive communication tool. This is an essential course for anyone wishing to communicate with the printed word. Prerequisites: ArtG 270 or 272, or consent of the instructor.

ArtG 361  Graphic Design 2  A  3
Students produce intermediate design projects that emphasize aesthetics, the theory of design, and the relationship between text and image. Students develop digital imaging and layout skills using Adobe InDesign, Photoshop and Illustrator. A portion of this course is devoted to a service learning assignment creating design projects for a nonprofit organization within the community. Prerequisites: Art 261.

ArtG 460  Typography 2  3
Continuation of ArtG 360. Typography 2 begins the exploration of personal expression and experimentation typographically. Course assignments concentrate on issues of denotation, connotation, hierarchy, context and theme, image-type relationships and interaction, and typographic history and expression. Prerequisite: ArtG 360.

ArtG 461  Graphic Design 3  A  3
The goal of this course is to allow students to complete advanced graphic design projects to fill gaps in their portfolios. An emphasis is placed on preparing students to become professional graphic designers in the field through the production of strong portfolios that can be used to gain internships or employment. Prerequisites: ArtG 361.

ArtG 471  Video Art  A  3
In this studio course, students create relationships between image and sound by using the time-based medium of video. An emphasis is placed on students developing strong concepts for their projects. They learn how to create a storyboard, film and edit video art pieces together using the program Final Cut Pro and Adobe After Effects. Prerequisites: ArtG 271 and Art 301 or consent of instructor.

ArtG 472  Web Design 1  3
Students will plan, design and produce user interfaces that incorporate interactive elements with Dreamweaver. Instruction begins with planning and designing a Web site, including page content, interactive (intuitive) site navigation, menus, buttons, and graphics. They will gain valuable experience in the research, planning, and design of interactive communication. Prerequisites: ArtG 261, 271, and 272.

ArtG 473  Motion Graphics  3
Students will go through the various stages of creating a title sequence for a film. They will create several projects including storyboards, animatics, and one full-motion sequence. Emphasis is placed on using the best technique that better serves the idea. A brief introduction to Adobe AfterEffects or Motion. Prerequisites: ArtG 261, 271, 272, and 360.

ArtG 482  Web Design 2  3
An exploration of Flash as a web design solution, focusing on the use of vector-based multimedia interactivity. This course explores the use of animation, sound, and video in website development. Prerequisite: ArtG 472.
BEHAVIORAL SCIENCES

BSc 220 Qualitative Research Methods 3
A methodological course instructing students in the skill of participant observation and ethnographic reporting. Students will read a variety of ethnographies, collect primary field data, write descriptions and provide an analysis of a selected community. The class involves a field component.

BSc 265 Statistics for the Behavioral Sciences 3
An introduction to the basic principles of elementary statistics for students intending to do social science and education research involving the use of statistical analyses. Topics include basic descriptive measures; sampling and sample size estimation; hypothesis testing; testing for differences between means, correlation and measures of association; techniques for analyzing categorical data; and summarizing and presenting statistical results. A heavy emphasis will be placed on applications of basic statistical concepts to a wide variety of problems encountered in social, educational and policy-related research. The use of computer packages for assisting in data analysis will be emphasized. Prerequisite: CMth 101, Mth 201, 211, 251, or equivalent.

BSc 296 Introduction to Research Methods 3
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. Prerequisite: BSc 265.

BSc 301 Topics in the Behavioral Sciences 3
Individual and group study of selected topics that bring together perspectives of anthropology, psychology and sociology. A capstone course for seniors that emphasizes their major in synthesis with other majors in the behavioral sciences. Prerequisites: BSc 265 and either BSc 220 or 296.

BIOLOGY

NOTE: A nominal fee may be charged for required field trips.

Bio 101 Principles of Biology (Lecture 3, Lab 2) 4
An introduction to scientific truths of the biological sciences discovered through the hypothetic-deductive approach and their application to life and their limitations for society in such controversial areas as human reproduction, sexually transmitted diseases, human developmental termination, genetics, genetic engineering, evolution and the evolutionary process and the origin of life.

Bio 111 General Biology 1 (Lecture 3, Lab 2) 4
General biology emphasizing evolutionary mechanism, species formation, phylogenies, the origin of life and the principles of evolutionary diversity, plant and animal structure and function of systems.

Bio 112 General Biology 2 (Lecture 3, Lab 2) 4
Continuation of Bio111 covering cellular structure, metabolism process, genetics, DNA function and genome expression, biotechnology and molecular biology in medicine. Prerequisite: Bio 111 or equivalent or consent of π.

Bio 246 Human Anatomy and Physiology 1 (Lecture 3, Lab 2) 4
General principles of physiology, cell structure and function, cell metabolism and division. A survey of tissues, integumentary, skeletal, muscle, central nervous system, and sensory receptors. Prerequisite: Bio 101, 111, or CBio 101 (or equivalent).
Bio 247  **Human Anatomy and Physiology 2** (Lecture 3, Lab 2)  4
General principles of physiology and structure of the endocrine, circulatory, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Prerequisite: Bio 101, 111, or CBio 101 (or equivalent).

Bio 308  **Genetics** (Lecture 3, Lab 2)  4
Basic principles of heredity including Mendelian, cytogenetics, apopulation theory, gene regulation and an introduction to molecular genetics. Laboratory emphasis on classical laboratory experimentation and molecular techniques. Prerequisites: Bio 111 and 112 or consent of division chair.

Bio 317  **Ecology** (Lecture 3)  3
Emphasis on fundamental ecological concepts introduced in literature and illustrated in field investigations. Two weekend field trips required (Friday afternoon–Sunday). Prerequisites: Bio 111, 112 and Che 221 or Sci 115.

Bio 341  **Plant Biology** (Lecture 3, Lab 2)  4
Introduction to the basic concepts of plant life through a study of the structure, functional form, reproduction, genetics and ecology of: fungi, algae, nonvascular plants and vascular plants. Prerequisites: Bio 101, 111 or CBio 101 and Che 221 or Sci 115.

Bio 345  **Evolutionary Zoology** (Lecture 3, Lab 2)  4
A study in evolutionary principles and methods of evolutionary analysis using primarily the natural history, anatomy and systematics of the animal kingdom: protozoans through mammals. Prerequisites: Bio 101, 111/112, or CBio 101, Che 221 and 222 or consent of instructor.

Bio 350  **Molecular and Cellular Biology** (Lecture 3, Lab 2)  4
A study of plant and animal molecular and cellular structure, biochemistry and function. Emphasis will be placed on the molecular level of cells, cellular metabolism and the structure and function of the major organelles. Prerequisites: Bio 111 and 112, Che 221 and 222 or Sci 115, or concurrent enrollment, or consent of division chair.

Bio 351  **General Microbiology** (Lecture 2, Lab 4)  4
Introduction to bacteria (morphology, physiology, ecological and medical importance) and microorganisms (viruses, rickettsia, pathogenic, protozoa, molds and yeasts). Laboratory sessions will emphasize the culture, physiology and identification of the major groups of microbes. Prerequisites: Bio 101, 111, or CBio 101 and Che 221 or Sci 115.

Bio 401  **Biology Seminar** (Individualized Study) (Lecture 2)  2
In-depth look at specific areas within the biological sciences. Topics covered will vary and may include immunology, virology or molecular biology. Library research using scientific journals required to prepare a major paper and oral presentation. Prerequisite: 16 units of biology. Restricted to junior or senior standing.

Bio 496  **Research in Biology** (Lecture 1, Lab 3)  4
Introduction to research methods and skills in the biological field of study. Library research, biological abstracts and journals, field/laboratory research and statistical analysis will be used with the writing of research papers. Prerequisite: restricted to senior standing.
BUSINESS

Bus 201 Introduction to Management, Marketing and Information Technology 3
Survey of today’s American business systems. A study of various types of businesses and the information they gather, store, and process. Administration and management of people, facilities, and information. Course includes relevant computer experience simulating business situations.

Bus 224 Business Writing and Presentations 1
The study and practice of effective strategies for clear communication on the job. This course examines both written and oral business communication as well as using technology to access and share information.

Bus 251 Legal Environment of Business 3
A study of law with emphasis on United States law, including sources, courts, procedures, torts and laws pertaining to the business environment. Examples are law of agency, contracts, product liability, government regulations, business organizations and ethics in American business.

Bus 261 Information Technology 3
This class covers theoretical and practical aspects of business application programs like spreadsheets, databases, word processing, publishing and Internet tools as used to develop, analyze and communicate information and business processes. Office application programs like Microsoft Excel, Word, PowerPoint, Access, Project, Visio and email applications used for business analysis and problem solving strategies.

Bus 390 Students in Free Enterprise (SIFE) 1
SIFE is “an international organization that mobilizes university students around the world to make a difference in their communities while developing the skills to become socially responsible business leaders.” SIFE is the largest network of university students in the world, with teams active on over 2,000 college and university campuses in nearly 50 countries around the world. SIFE students make a difference in the world by helping others reach their fullest potential. SIFE is a partnership of students, professionals, and educators who work together to teach people about market economics, success skills, entrepreneurship, financial literacy, and ethics. In doing so, students have the opportunity to help people around the world while developing skills that are valued in the workplace.

Bus 475 Business Strategy 3
Capstone course integrating the numerous business management courses. The student uses the case method and computer simulation to conduct external and internal assessment and identify key strategic issues. The student will identify and choose from alternate strategies and defend those choices. The student learns to conduct a strategic analysis and make sound strategic decisions. A strategic project of a real company is required. Prerequisites: Business major with senior standing and Act 212, Mgt 321 and Mkt 341.

Bus 483 Business Ethics 3
An 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. Prerequisite: Business or economics major with senior standing.

Bus 490 Business Internship 1-8
The business internship is a practical business working experience. Students must meet the internship director for advice on placement and approval before beginning this class. Regular student reports and written feedback from the sponsoring businesses demonstrate the skills that are acquired during the internship. Prerequisite: Business major with junior or senior standing and Mgt 321.
CHEMISTRY

Che 221  Chemistry 1 (Lecture 3, Lab 3)  4
Systematic exploration of fundamental chemical principles including matter, energy, electromagnetic radiation, atomic structure, periodicity, stoichiometry, chemical bonding and structure. Introduction to the scientific method and scientific epistemology in the context of the interface between the Christian faith and the chemical sciences. Prerequisite: Mth 251 or consent of division chair.

Che 222  Chemistry 2 (Lecture 3, Lab 3)  4
A continuation of Che 221. The major topics include solubility products, chemical thermodynamics, chemical kinetics, nuclear chemistry and qualitative analysis. Prerequisite: Che 221.

Che 321  Organic Chemistry 1 (Lecture 3, Lab 3)  4
Fundamental concepts relating to organic compounds with emphasis on structure, nomenclature, theory, bonding, stereochemistry, reaction mechanisms and physical and chemical properties of the principle classes of organic compounds. Prerequisite: Che 222.

Che 322  Organic Chemistry 2 (Lecture 3, Lab 3)  4
A continuation of Che 321 focusing on aromaticity, advanced synthesis and reaction mechanisms, kinetics, organometallic chemistry, and bio–organic chemistry. Prerequisite: Che 321.

Che 354  Inorganic Chemistry (Lecture 3, Lab 3)  4
Systematic exposition of major trends in structure, bonding, reactivity and spectroscopy across the periodic table including main group chemistry, transition metal and coordination chemistry, lanthanide/actinide chemistry, organometallic chemistry, bioinorganic chemistry, solid state chemistry, electron transfer processes and generalized concepts of acidity. Prerequisite: Che 222 or consent of instructor.

Che 401  Chemical Education for the Secondary Teacher (Lecture 3)  3
Development of practical, hands-on, cost effective and safe strategies for teaching modern chemical concepts, imparting rigor and standards, and conducting exciting, pedagogically effective chemistry laboratory experiments in the secondary school setting. Meets California K-12 content standards. Prerequisite: junior or senior standing.

Che 418  Molecular Spectroscopy (Lecture 3, Lab 3)  4
Advanced exposition of theoretical concepts and experimental aspects of atomic and molecular spectroscopy with an emphasis on electronic absorption, electronic luminescence, Raman and infrared spectrosopes within a group theoretical and symmetry–based conceptual framework. Prerequisite: Che 431; co-requisite: Che 432 or consent of instructor.

Che 421  Introduction to Biochemistry (Lecture 3, Lab 3)  4
Introduction to the principles of chemistry that govern life systems. Topics include pH and buffers, enzymes, amino acids, proteins, lipids, carbohydrates, nucleic acids and metabolic pathways. Some laboratory exercises emphasize protein purification and characterization techniques, including kinetic modeling. Prerequisites: Bio 101 or 111 and Che 222.

Che 424  Analytical Chemistry (Lecture 3, Lab 3)  4
Theory and fundamental techniques of qualitative and quantitative chemical analysis via classical and advanced instrumental methods. Prerequisites: Che 222 and 3.0 GPA in chemistry or consent of instructor.
**CHEMISTRY**

*Che 431  Physical Chemistry 1 (Lecture 3, Lab 3) A 4*
Classical thermodynamics: 0th, 1st, 2nd and 3rd laws, gas laws and kinetic molecular theory of gases, colligative properties, solubilities, equilibria, phases and phase transitions and electrochemistry. Prerequisites: Che 222, Mth 272 and Phy 211; co-requisite: Mth 373 or consent of instructor.

*Che 432  Physical Chemistry 2 (Lecture 3, Lab 3) A 4*
Quantum mechanics, atomic and molecular orbital theory, symmetry, atomic and molecular spectroscopy, statistical thermodynamics and philosophical/scientific implications of quantum mechanics. Prerequisite: Che 431 or consent of instructor.

*Che 496  Research in Chemistry (Lecture 1, Lab 3) A 2*
Hands-on introduction to chemical research with emphases on the research process, research skills and research methods. Laboratory research, library research, peer reviewed chemical abstracts and journals, electronic chemical databases, professional journal manuscript style guides and statistical analysis will be used in writing research manuscripts and making research presentations. Prerequisite: 16 units of chemistry courses or consent of instructor.

**CHRIST COLLEGE**

*CCI 001-008  Seminar in Ministry .5*
Students are required to register for seminars during the semesters they are not taking another CCI course (103, 203, 303 or 403). Specific seminars will be held for each church work vocation (pre-seminary, DCE, teacher, parish music or pre-deaconess) exploring areas of interest and concerns that pertain specifically to the ministerial vocation students are pursuing.

*CCI 103  Introduction to Ministry 1*
This course explores Christian vocations including the different possibilities for full-time professional church work in The Lutheran Church—Missouri Synod. The role of pastors, teachers, directors of Christian education and directors of parish music will be examined in the context of the church-at-large and local congregations. The professional and personal growth and formation of the future church worker will be described and fostered.

*CCI 203  Church Polity and Organizational Structure 1*
This course will explore the history of The Lutheran Church—Missouri Synod and how that history has affected the structure and governance of the church. The polity of the synod in relation to its congregations will be studied so that students will view the structure of synod, including its congregations, circuits, districts and national office, as a system that enables the church to carry out its mission effectively.

*CCI 303  Teaching the Faith 1*
This course explores the proper distinction of Law and Gospel and its application in Christian education and ministry. Faith development and classroom management will be considered as applications of Law and Gospel. Creation and evaluation of curricula, Bible studies and other materials will also be seen as applications of Law and Gospel.

*CCI 403  The Role of the Christian Professional 1*
This course will prepare students for their lives as full-time church work professionals. The following topics will enhance the personal and professional lives of the future church work professional: developing a family budget; the personal and spiritual life of the called worker; the call process; income tax and social security; retirement and investment planning; and Christian professionalism and ethics.
COURSES OF INSTRUCTION

CHRISTIAN EDUCATION

CEd 201  Introduction to DCE Ministry  3
Examination of the ministry of the director of Christian education (DCE) in the congregations of The Lutheran Church—Missouri Synod. Study of key roles and sub-roles of DCEs, history of the DCE ministry within the LCMS, the team ministry of pastors and DCEs and contact with current field DCE models. Prerequisite: sophomore standing. Course Requirement: completion of fingerprint clearance procedures including payment of appropriate fees.

CEd 202  Parish Program Leadership A  3
Stresses theology and philosophy of Christian education as the foundations of parish programming. Teaches planning, administration and leadership skills important to the development, management and evaluation of parish ministry programs. Prerequisite: CEd 201 or consent of instructor.

CEd 302  Teaching Strategies and Management A  3
EQUIPS students with a variety of instructional strategies for use in the parish setting. Focuses on planning, managing, delivering and evaluating instruction. Students will practice these competencies through applied experiences (e.g., observing, teaching a Bible class, leading devotions, etc.) in a Lutheran school classroom. Transportation to and from the practicum site is the responsibility of the student. Prerequisites: EduC 301 and completion of fingerprinting.

CEd 360  Group Dynamics A  3
The study and application of current behavior theory and research in the area of small group communication, including such specific subject areas as group leadership, conflict resolution, verbal and nonverbal communication, social influence processes, problem-solving, conformity, and consequences of group interaction. Application of these concepts to real-life situations is emphasized.

CEd 370  Children’s Ministry A  3
An in-depth study of the church’s ministry with children from birth to twelve years of age. Emphasizes faith development theories; family and intergenerational ministry; teaching techniques related to children’s ministries; involving children in the total life of the church; and planning, administering, implementing and evaluating a comprehensive ministry to children. A fieldwork component is required.

CEd 380  Youth Ministry A  3
A course which provides students basic foundations of parish youth ministry and an opportunity to better understand the current youth culture. Supplies a variety of organizational models and an opportunity to develop programming skills needed for successful parish youth ministry. A fieldwork component is required.

CEd 401  DCE Ministry Seminar/Field Work 1  3
On-site involvement with a DCE serving a congregation to acquire experience and skills related to DCE ministry. Includes evaluation of practicum experiences and presentation of current DCE ministry trends, resources and philosophies. Prerequisites: full acceptance into DCE program including successful completion of DCE program interview; CEd 201, 202 and 380 are highly recommended.

CEd 402  DCE Ministry Seminar/Field Work 2  3
Continuation of CEd 401.

CEd 460  Adult Education in the Parish A  3
Adult learning theory, faith development and discussion of Andragogy as it relates to the planning of effective adult education programs in a local congregation will be presented.
CEd 470  Family Ministry  A  3
An advanced course in the Christian education field with a focus on family ministry structures. Review of current conceptual models along with practical guidelines for developing family ministry programs within a congregational setting will be addressed.

COMMUNICATION

Com 111  Public Speaking  3
Principles and practice of effective oral communication; analysis of the speaking-listening process; includes informative, persuasive and impromptu speaking experiences.

Com 211  Introduction to Argumentation and Debate  3
A performance-based course in which students learn argument design, including use of reason and evidence, and practice in competitive, academic debate. This course is focused primarily on critical thinking, research skills and orally expressing arguments with rhetorical and presentational power.

Com 200  Gateway to Communication  1
An introduction to the academic discipline of communication studies. Emphasis will be placed on preparing students for upper division communication studies courses by introducing them to the history, common themes, and overall structure of the discipline. Students will be introduced to research, ideas and communication principles, and be required to express their views in both sound written and verbal communication.

Com 216  Interpersonal Communication  3
Analysis of person-to-person communicative behavior in relationships ranging from informal to intimate; classroom experiences with topics such as disclosure, conflict, listening, language and nonverbal behavior.

Com 222  Theory and Practice of Journalism  3
This course introduces the basics of journalism writing, style, theory, investigation and ethics. Students will also select topics, conduct interviews and write at least six (6) articles to be submitted to the Concordia Courier. Journalism styles will include news, features, sports, review and opinion.

Com 231  Newspaper 1  1
An introduction to the practice of journalism, with emphasis on news writing, as well as production of Concordia Courier.

Com 232  Newspaper 2  1
A further introduction to the practice of journalism, with emphasis on news writing, as well as production of Concordia Courier.

Com 280  Theories of Human Communication  3
A systematic exploration of the theories communication scholars use to explain human communication. Specifically, theories dealing with rhetoric, persuasion, interpersonal, intercultural, small group, media, organizational and gender communications are examined.

Com 311  Advanced Public Speaking  3
Advanced work in speech communication with an emphasis on professional speaking techniques, humor and the use of stories. Oral assignments include serious and humorous personal stories that make a point, persuasive and special occasion speeches and a final professional presentation. Example speeches viewed and analyzed. Prerequisite: Com 111 or 211 or consent of instructor.
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<th>Course Code</th>
<th>Course Title</th>
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<td>function, and scope of attitude</td>
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<td>change. The course covers concepts</td>
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<td></td>
<td>such as attitudes, credibility,</td>
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<td></td>
<td>resistance to persuasion, ethics,</td>
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<td></td>
<td>and modern advertising practices.</td>
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<tr>
<td>Com 344</td>
<td>Theory and Practice of Interviewing</td>
<td>3</td>
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<td></td>
<td>Theory and techniques of oral</td>
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<td>communication in the process of</td>
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<td>interviewing. Practical application</td>
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<td>in employment, information gathering</td>
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<td></td>
<td>(as in journalism and investigations)</td>
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<td>and persuasive interviews (as in</td>
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<td>selling and legal argument).</td>
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<tr>
<td>Com 391</td>
<td>Newspaper Practicum</td>
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<td>Com 392</td>
<td>Radio Practicum</td>
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<td>Com 393</td>
<td>Yearbook Practicum</td>
<td>1-3</td>
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<td>Com 394</td>
<td>Forensics Practicum</td>
<td>1-3</td>
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<td>Com 412</td>
<td>Writing for the Broadcast Media</td>
<td>3</td>
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<td>Script writing for radio, television</td>
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<td>and film; projects include</td>
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<td>announcements, commercials, news,</td>
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<td>features, documentaries, comedy,</td>
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<td>game and music shows.</td>
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Com 422 Studies in Public Relations 3
Public relations as a communication discipline with an emphasis on developing and implementing campaigns. Presentations by PR professionals and in-class projects/exercises address specific topics including public relations in nonprofit organizations, corporate and social responsibility, media relations, technology and ethical issues.

Com 431 Newspaper 5 1
Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production and administration of Concordia Courier.

Com 432 Newspaper 6 1
Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production and administration of Concordia Courier.

Com 451 Organizational Communication 3
Role of communication in achieving organizational goals; theory and practice of communication in private and public organizations; techniques to enhance understanding in organizations.

Com 485 Communication Criticism 3
The history, nature, purpose and methods of communication criticism. Eight (8) critical approaches to human communication events will be studied. An article review and group PowerPoint presentation are required. Prerequisite: junior standing.

Com 488 Communication Research Methods 3
Introduction to the research process that examines how research is planned and designed; introduces the processes of data collection and analysis; explores methodology for communication research, including sampling, questionnaire design and introduction to statistics; provides experiences in conducting original research.

CBio 101 Integrated Biology (Lecture 3, Lab 2) 4
This is an interdisciplinary, topic-driven course that reviews relevant issues in biology (and other disciplines) as they relate to current times. Topics such as biotechnology, protein synthesis, biodiversity, conservation, evolution, reproductive technology, etc. are discussed using current scientific data and their relationship to current issues. This is a liberal arts science course and draws upon disciplines such as history, theology and philosophy. A laboratory is required for this course.

CEng 201 World Literature to the Renaissance 3
This course focuses on critical thinking and research-based writing through comparative and interdisciplinary analysis alongside lectures and class discussion; studying representative great works of Western and non-Western literature from Antiquity, the Middle Ages and the Renaissance with emphasis on the literary, cultural and religious significance of these texts.

CEng 202 World Literature from the Enlightenment 3
This course focuses on critical thinking and research-based writing through comparative and interdisciplinary analysis alongside lectures and class discussions on representative great works of Western and non-Western literature from the 17th Century to the present with emphasis on the literary, cultural and religious significance of these texts.
CHst 201  The West and the World  3
The emergence and expansion of the major political, cultural, social, and economic developments in the East and the West from the dawn of Western civilization to the early modern era. The course will focus on reading significant texts and research-based writing, alongside lectures and class discussion.

CHst 202  America and the World  3
The development of the political, cultural, social, and economic developments in America and the world from the rise of the modern nation/state to the modern age. The course will focus on reading significant texts and research-based writing, alongside lectures and class discussion.

CMth 101  Nature of Mathematics  3
Paired with the study of philosophy, this course guides students to gain knowledge about the nature of mathematics and to develop their analytical reasoning skills to solve problems. Topics include number theory, probability and statistics, consumer mathematics, and general problem solving strategies, with additional topics selected in dialog with the philosophy course. The overriding goals of the course are developing a better perspective of mathematics, and discovering the power of mathematical thinking. Writing assignments and projects, as well as traditional methods of assessment, will be used.

CPhi 101  Introduction to Philosophy  3
This course studies and practices rational inquiry into fundamental questions about human wisdom, action and creativity. Because the course is paired with study of mathematics and because philosophy has always considered that mathematics provides clear examples of rational problem solving, the course includes mathematical examples along with examples from public policy, life choices, science, literature, the arts and the professions. Students learn the elements of rational inquiry, including basics of statement logic and strategies for information gathering. Students are introduced to the traditions of western philosophy, beginning with the ancient Greeks and following selected threads in subsequent eras. Classic texts by selected philosophers are studied. Topics include ontology, epistemology, aesthetics, ethics, language and logic.

CThl 101  Foundations of Christian Theology  3
This course studies the source of Christian theology, namely the Holy Scriptures. Drawing upon the Scriptures as well as historical and doctrinal writings by Christian theologians, the student will examine major teachings of the Christian faith (e.g., the nature and knowledge of God, Christology, justification, ecclesiology, eschatology, sacramentology). Differing understandings of these teachings will be explored when appropriate. Such engagement will enable the student to understand and articulate the basic tenets of Christianity.

ECONOMICS

Eco 201  Macroeconomics  3
A survey of the scope and methods of the study of economics; the principles underlying the production, exchange, distribution and consumption of wealth; and various economic problems. The systematic investigation of the market structure of American capitalism, encompassing the production and distribution of income, welfare economics and current domestic problems.

Eco 202  Microeconomics  3
An introduction to specific aspects of the economy such as households, firms and markets. The investigation of supply and demand in the product market, the perfectly competitive market, monopoly and imperfect competition and the role of government in private economy. Attention will be given to economic challenges of the future.
Eco 221  History of Economic Thought  3
This course is a survey of the history of economic thought from 1600 to 2000, focusing on primary works and discussion of their historical context. Major authors covered include Smith, Marx, Marshall, and Keynes. Specific policy areas surveyed include internal improvements, money and banking, tariffs, trade, antitrust, and regulation. Recommended Prerequisite: Eco 201.

Eco 321  Quantitative Economic Techniques  3
This course teaches descriptive statistics, probability, random variables and their distributions, sampling, statistical inference including confidence interval estimation, hypothesis testing, game theory, and regression analysis. Prerequisites: Eco 201, 202 and Mth 221.

Eco 323  Money and Financial Markets  3
This course is an overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets. Prerequisite: Eco 201.

Eco 340  Economics of Sin  3
This course considers the relationship between economic and moral systems by examining markets for goods and services that are private “goods” and social “bads,” such as transplantable organs, cigarettes, alcohol, sex, pornography, and illegal drugs. This course considers the foundations of ethical beliefs and the moral grounds for different forms of market intervention; reviews the economics of prohibition and regulation; and analyzes the impact of different forms of social policy on market and social outcomes. Prerequisites: Eco 201 and 202.

Eco 421  Managerial Economics  3
This course uses principals of economic and statistical analysis in management decision making and practical problem solving; demand evaluation and sales forecasting; cost and profitability analysis; pricing policy; extensive use of case studies. Prerequisites: Eco 201 and 202.

Eco 428  Economic Analysis of Public Policy  3
This course uses economic methodology to evaluate important social policy issues in the U.S., focusing on the role of government in shaping social policy and its impact on individuals. Students will complete an in-depth economic evaluation on one (1) of the following three (3) choices:

1. **Environmental and Natural Resource Economics**: Economic causes of environmental degradation and natural resource depletion; benefit-cost analyses of public policies for environmental protection and natural resource preservation; specific issues in energy and wilderness resource management, air and water pollution abatement, and solid waste management.

2. **The Economics of Health**: Examination of demand and supply for medical personnel; analysis of hospital cost, inflation, and health insurance. Discussion of issues in cost benefit analysis of public health and regulation of health care markets.

3. **Economics of Education**: Analyze the relationship between education and the economy examining the economic impact of human capital investment, the production of education, the returns to education, education and the labor market, financing education (using public or private resources), and school choice and education outcomes (student achievement, premature completion). Prerequisites: Eco 201 and 202.

Eco 429  Environmental Economics, Law and Policy  3
Overview of environmental law on business organizations and their behavior with an emphasis on state and federal statutory and case law dealing with analysis of environmental impacts, control of air and water pollution, regulation of toxic substances, and preservation of natural areas, habitats and endangered species. Special emphasis on the impact of various governmental policies and environmental laws on industry, business, real estate development, and conservation programs. Prerequisite Bus 201, 251, Eco 201 or 202.
Eco 485 Major Thesis 3
Capstone course integrating and applying key economic theory and models through original research of the student’s choice. Evaluation of the thesis will be by committee. Prerequisite: Eco 321.

EDUCATION

Edu 248 Principles/Curriculum of Early Childhood Education 3
Early childhood programs offer a variety of philosophies and activities to meet the physical, social, emotional and spiritual needs of young children. Elements of curriculum planning and approaches such as an emergent curriculum and constructivist classrooms will be explored and contrasted.

Edu 435 Linguistic Development and Second Language Acquisition 3
Overview of child language development and second language acquisition for language minority students. Methods and materials that enhance primary language and second language acquisition are presented, studied and developed.

Edu 466 Helping Children Cope with Violence 3
Children today are impacted by the reality of violence in aspects of their daily lives or by 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.

Edu 468 Observation/Assessment of Young Children 3
Examines strategies and tools for appropriate assessment of development in young children, ages 0-8. Focuses on the teacher’s role in guiding and supporting the development of behavior and social skills in young children. Current research will be emphasized and formal and informal assessment tools will be examined.

Edu 490 Early Childhood Field Experience 3
This practicum provides an opportunity for the early childhood program student to experience first-hand, young children in an early childhood classroom. Opportunities will be provided for working with children, parents and staff, including participation in staff meetings, parent conferences and special events. The student will journal all experiences with particular focus on child development, curriculum content and developmentally appropriate instructional approaches.

EDUCATION CREDENTIAL: MULTIPLE / SINGLE SUBJECT

EduC/EdSP 101 Introduction to Teaching Careers 1
This course is an introduction to the field of education and the professional career of the teacher. Topics that will be discussed in this course include: characteristics of today’s learners; characteristics of effective teachers and schools; California teacher credentialing procedures; and Concordia University’s teacher education program. Fifteen (15) hours of community service in a school or other educational organization serving children are required.

EduC 201 Introduction to Teaching Careers 2
This course focuses on a broad picture of teaching through an emphasis on the California Teaching Performance Expectations (TPEs). Through course activities the students will develop awareness of the TPEs and what to look for to see evidence of these expectations in their assigned field experience. Minimum of fifteen (15) hours of field work is required in a university assigned placement.
EduC/EdSP 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 pupils in inclusive classrooms. Students also learn the major concepts, principles, and research associated with human learning, achievement, motivation, conduct, and attitude. Students examine the characteristics of exceptional persons with mild to moderate disabilities.

EduC/EdSP 401  Planning and Assessment for Inclusive Classrooms  3
Students learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms. Students examine both formal and informal assessment of pupils including curriculum-based assessment. Students learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils.

EduC/EdSP 402  Creating Positive and Inclusive Learning Environment  3
This course examines classroom strategies for the inclusive classroom, including development of individual behavior management plans. The Individual Educational Program/Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities are examined. The effects of pupil health and safety on learning are addressed. Students learn skills for communicating, collaborating, and working with families, and supporting professionals and school personnel.
Prerequisites: admission to the teacher education program; EduC 401 or concurrent enrollment.

EduC 422  Math and Science Methods  2
Students learn approaches to planning, managing, delivering and assessing instruction in science and mathematics. Students draw on social, cultural and historical foundations, and learning theory as they plan instruction. Prerequisites: admission to the teacher education program; EduC 401 and 451; California Subject Examination for Teachers (CSET) verification.

EduC 423  Integrated Curriculum Methods: Elementary  2
Students learn approaches to planning, managing, delivering, and assessing instruction in history, arts, and physical education. Students draw on social, cultural and historical foundations, and learning theory as they plan instruction. Prerequisites: admission to the teacher education program, EduC 401 and 451; CSET verification.

EduC 424  Secondary Curriculum and Methods  4
This course provides students preparing to teach in secondary schools with understanding of the secondary school curriculum. Students examine recent research, use the California Frameworks and K-12 Content Standards to explore their subject areas, and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of pupils. Prerequisites: admission to the teacher education program, EduC 401 and 451; CSET verification.

EduC/EdSP 451  Language and Culture  3
This course addresses on the impact of cultural, socio-economic status, religion, and gender on the education of elementary and secondary pupils. Students examine theories of first and second language acquisition; effective strategies for teaching English learners are presented. Students apply these strategies to course activities and assignments. Prerequisites: admission to the teacher education program; EduC/EdSP 401 or concurrent enrollment.
EduC/EdSP 460  **Reading and Language Development in Diverse Elementary Classrooms**  4
This course focuses on preparing students to instruct reading and language arts in diverse classrooms. It follows the guidelines set forth by the California Commission on Teacher Credentialing (CCTC) in 2008, the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Prerequisites: admission to the teacher education program, EduC/EdSP 401 and 451; CSET verification.

**EduC 470  **Content Area Reading in Middle and Secondary Classrooms**  4
This course examines theory and practice in reading instruction as applied to the content areas of middle and secondary schools. There is an emphasis on development of reading techniques ranging from assessment of individual skills to selection of appropriate materials, and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards serve as the basis for this course. Prerequisites: admission to the teacher education program, EduC 401 and 451; CSET verification.

**EduC 480  **Teacher Performance Assessment (TPA) Practicum: Student Teaching 1: Elementary**  1
This course consists of thirty (30) hours of field experience and class seminars to prepare students to teach in elementary schools. Students develop an understanding of instructional planning and delivery and how to meet the needs of diverse learners. Through the activities of this course, students complete the first two (2) tasks of the California Teaching Performance Assessment (CTPA). Minimum grade of B- required. Prerequisites: completion of or concurrent enrollment in EduC 422, 423 and 460; CSET verification.

**EduC 481  **Teacher Performance Assessment (TPA) Practicum: Student Teaching 1: Secondary**  1
This course consists of thirty (30) hours of field experience and class seminars to prepare students to teach in secondary schools. Students develop an understanding of grades 7-12 curriculum, how to meet the needs of diverse learners, and instructional planning and delivery. Through the activities of this course, students complete the first two (2) tasks of the California Teaching Performance Assessment (CTPA). Minimum grade of B- required. Prerequisites: completion of or concurrent enrollment in EduC 424 and 470; CSET verification.

**EduC 482  **Student Teaching: Elementary**  12
Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s career choice. Prerequisites: completion of all program courses; acceptance into the student teaching program; passing scores on the CSET examination.

**EduC 483  **Student Teaching: Secondary**  12
Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher’s career choice. Prerequisites: completion of all program courses; acceptance into the student teaching program; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program.
COURSES OF INSTRUCTION

CREDENTIAL: EDUCATION SPECIALIST – MILD-MODERATE

EdSP/EduC 101  Introduction to Teaching Careers 1
This course is an introduction to the field of education and the professional career of the teacher. Topics that will be discussed include characteristics of today's learners; characteristics of effective teachers and schools; California teacher credentialing procedures; and Concordia University's teacher education program. Fifteen (15) hours of community service in a school or other educational organization serving children are required.

EdSP 202  Introduction to Teaching Special Populations 1
This course presents the historical and philosophical foundations of teaching special populations in California schools. The California Teaching Performance Expectations (TPE's) for Education Specialists are examined. Candidates observe the broad range of service delivery options for students with mild to moderate disabilities. Course observations and activities are viewed through the lens of the TPE's for the Education Specialist. A minimum of twenty (20) hours of fieldwork in a university-assigned placement is required.

EdSP/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 pupils in inclusive classrooms. Students examine the characteristics of exceptional persons with mild to moderate disabilities.

EdSP/EduC 401  Planning and Assessment for Inclusive Classrooms 3
Students learn a variety of approaches to planning, managing, delivering, and assessing instruction in inclusive classrooms. Students examine both formal and informal assessments of pupils including curriculum-based assessment. Students learn and apply principles and strategies of differentiated instruction to assessment and instructional planning for diverse pupils.

EdSP 402  Creating Positive and Inclusive Learning Environments 3
This course examines classroom management strategies for the inclusive classroom including development of individual behavior management plans. The Individual Educational Program/Individualized Family Service Plan (IEP/IFSP) processes, legal requirements, and responsibilities are examined. The effects of pupil health and safety on learning are addressed. Students learn skills for communicating, collaborating, and working with families, and supporting professionals and school personnel. Prerequisites: admission to the teacher education program; EdSP 401 or concurrent enrollment.

EdSP 425  Advanced Curriculum Methods for Special Populations 3
Students learn informal, formal, and standardized assessments appropriate for pupils with mild to moderate disabilities. Students learn to interpret assessment data, write assessment reports, and use assessment data for eligibility, monitoring of progress, and designing individual pupil instructional plans. Curricular emphasis of this course prepares students to plan and deliver focused instruction in mathematics, writing conventions, speaking, and listening. A minimum of twenty (20) hours of fieldwork in a university-assigned placement is required. Prerequisites: admission to the teacher education program; EdSP 401 and 451; CSET verification.

EdSP 426  Case Management, Assessment, and Collaboration 3
Students learn how to manage and implement all elements of the IEP/ITP (Individual Educational Program/Individualized Family Service Plan) processes, including implementation of all legal requirements. Strategies for developing effective communication, collaboration, and consultation skills with teachers, school personnel, parents, and community agencies are presented. A minimum of twenty (20) hours of fieldwork in a university-assigned placement is required. Prerequisites: admission to the teacher education program, EdSP 401 and 451; CSET verification.
EdSP/EduC 451  Language and Culture  
This course addresses the impact of culture, language, socio-economic status, religion, and gender on education of elementary and secondary pupils. Students examine theories of first and second language acquisition; effective strategies for teaching English learners are presented. Students apply these strategies to course activities and assignments. Prerequisites: admission to the teacher education program; EdSP 401 or concurrent enrollment.

EdSP/EduC 460  Reading Instruction in Diverse Classrooms  
This course focuses on preparing students to instruct reading and language arts in diverse classrooms. It follows the guidelines set forth by the CCTC in 2008, the California Reading/Language Arts Frameworks and Standards, and the Reading Instruction Competence Assessment (RICA) Content Specifications. Prerequisites: EdSP/EduC 401 and 451.

EdSP 484  Student Teaching: Special Education  
Student teaching is a full semester, all day teaching experience at a qualified school site under the supervision of a cooperating teacher and university supervisor. Teaching strategies and classroom management are practiced at grade levels and in subject matter that represent the student teacher's career choice. Prerequisites: completion of all program courses; acceptance into the student teaching program; CSET verification or completion of a state-approved Single Subject Matter Preparation Program.

ENGLISH

Eng 201  Themes in Literature  
An introduction to various literary themes and several critical approaches. Focus on verbal and written interpretation and personal application of the following literary themes: innocence and experience; conformity and rebellion; love and hate; and the presence of death.

Eng 271  Literary Criticism  
An introduction to the major critical schools and controversies of the twentieth century, including New Criticism, Deconstruction, New Historicism, Psychological, and Feminist Criticisms. Lectures, readings and workshops will focus on the critical writing process and on developing a strong written command of the variety of papers appropriate for a major in English.

Eng 281  World Literature A  
A study of world masterpieces, especially selected works of Homer, Sophocles, Virgil, Dante and Cervantes. Prerequisite: Eng 201. May not be taken with CEng 201; is not open to students who complete CEng 201.

Eng 341  American Literature 1  
A survey of American literature from its beginning to 1850. Includes journals, diaries, sermons and pamphlets. Emphasis on the writings of Irving, Hawthorne, Poe and Melville. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 342  American Literature 2  
A survey of American literature from 1850 to 1945. Literary movements such as Realism, Naturalism, as well as the roots of modern American literature emphasized. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 361  English Literature 1  
A survey of representative English prose, poetry and drama from the Anglo-Saxon period to 1800. Readings from such writers as the Beowulf poet, Chaucer, Shakespeare, Donne, Swift, Pope and Johnson acquaint students with the literary heritage of the English-speaking world. Prerequisite: Eng 201 or CEng 201 or 202.
Eng 362  English Literature 2  3
A survey of British literature from the late 18th century through the 19th century. The student will consider the Romantic and Victorian approaches to life through the study and critical discussion of such writers as Blake, Wordsworth, Coleridge, Mary Shelley, Keats, Tennyson, Elizabeth Barrett Browning and Robert Browning. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 380  Women's Literature A  3
An intensive study of literature written by women, emphasizing representations of gender in different cultural and aesthetic contexts and exploring the unique contributions and genres particular to women's writing. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 382  Postcolonial Literature A  3
This course provides for in-depth study of postcolonial theory and literature from South Asia, Africa and the Caribbean. Readings and discussions will focus on postcolonial theory, common themes, literary technique, the role of religion, and the question of personal and national identity. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 383  Modern and Contemporary Poetry A  3
A survey of 20th and 21st century poetry, poets and literary movements. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 385  Modern Novel A  3
An advanced survey of the development of literary modernism as represented in major European and American novels. Novelists may include Proust, Joyce, Woolf, Faulkner and Ellison. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 386  Postmodern Novel  3
The course surveys the transition from Modern to Postmodern literature in South Korea, Armenia and Greece as well as postcolonial theory from Ethiopia, Ghana and Bolivia. Readings, lectures, discussions, and assessments will focus on postcolonial theory, postmodernism, literary technique, the role of religion and the question of personal and national identity.

Eng 387  Modern and Contemporary Drama A  3
Reading, critical analysis, discussion and evaluation of selected plays from 1890 through the twenty-first century. Dramatists may include Ibsen, O'Neill, Pirandello, Lorca, Miller, Williams and Albee. Attending a performance may be required. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 389  Film as Literature  3
An intensive study of films and screenplays as literature, emphasizing the elements unique to the genre within the context of the modern literary world. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 391  Children's Literature  3
Survey of the history of children's literature, examination of a wide variety of children's books and related media and strategies for use in the preschool and elementary classroom. Prerequisite: Eng 201 or CEng 201 or 202.

Eng 392  Epic Literature  3
A study of world literary and sacred masterpieces from the countries visited during the Around-the-World semester. The course examines these texts in light of historical context, literary technique, the role of religion, and the question of personal and national identity.
Eng 441    Major American Writers A  3
Extensive reading and in-depth study of one or more significant American authors with special attention to their themes, literary techniques and traditions. Prerequisites: Eng 201 or CEng 201 or 202, Eng 271, 341 or 342.

Eng 451    Senior Seminar in English  3
An intensive examination of a literary topic or writer with attention to intellectual and literary milieu through which students refine techniques of literary research and scholarship. Prerequisite: Eng 201 or CEng 201 or 202, Eng 271, senior status or permission of instructor or division chair.

Eng 461    Major English Writers A  3
Extensive reading and in-depth study of significant longer works by several English authors with special attention to their themes and literary techniques. Prerequisites: Eng 201 or CEng 201 or 202, Eng 271, 361 or 362.

Eng 466    Shakespeare  3
Critical reading and analysis of selected examples of Shakespeare’s histories, comedies and tragedies. Prerequisite: Eng 201 or CEng 201 or 202, Eng 271.

Eng 471    Literary Theory A  3
An advanced study of primary texts from the history of literary criticism and the major critical schools of the twentieth century, including formalism, deconstruction, psychoanalysis, feminism, new historicism and post-colonialism. Reading will focus on essays and criticism from Plato to Plotinus to Foucault and Stanley Fish. Prerequisites: Eng 201 or CEng 201 or 202, Eng 271.

Eng 477    History and Development of the English Language  3
An overview of the history of English and an examination of the development of the language through its linguistic elements. Topics of the course include traditional and contemporary grammar, phonetics, syntax, semantics, patterns of language change, dialects, orthography, etymology, representative oral and written communication and other related issues. Prerequisite: Eng 271 and 281.

EXERCISE AND SPORT SCIENCE
NOTE: All activity courses examine techniques, rules and strategies and develop skills.

Dan 101    Ballet 1  1
Dan 102    Ballet 2  1
Dan 111    Jazz Dance  1
Dan 112    Modern Dance  1
Dan 131    Social Dance .5
Dan 141    Tap Dance  1
ESS 101    Education for Healthful Living  2
Students explore the values and benefits that derive from the maintenance of a physically active lifestyle and its contribution to the physical and mental well-being of the individual. The course includes instruction and laboratory experiences in physical fitness.
ESS 110  CPR/First Aid
Theory and practice for prevention and care of accidents and sudden illness. Covers the requirements for Red Cross Standard First Aid and CPR certification. Nominal fee.

ESS 111  Tennis*

ESS 112  Volleyball*

ESS 114  Badminton

ESS 116  Basketball*

ESS 119  Bowling (Nominal fee)

ESS 120  Baseball**

ESS 121  Softball**

ESS 122  Weight Training

ESS 123  Cross Country**

ESS 124  Track**

ESS 126  Aerobics

ESS 127  Cross Training

ESS 128  Beginning Tae Kwon Do (Nominal fee)

ESS 138  Intermediate Tae Kwon Do (Nominal fee)

ESS 140  Golf (Nominal fee)

ESS 141  Scuba (Nominal fee)

ESS 142  Beach Volleyball

ESS 143  Open Water Paddling (Canoe and Kayak) (Nominal fee)

ESS 144  Rock Climbing (Nominal fee)

ESS 145  Fitness Walking
  * offered also as varsity sport
  ** offered ONLY as varsity sport

ESS 199  Individualized Physical Education
Physical education activity specially tailored to the needs and abilities of students who cannot participate in regularly-scheduled physical education classes because of physical condition, age or unavoidable schedule conflicts. Students must be approved by and make arrangements with the division chair before registering for this class.
ESS 222  Organization and Management of Sport  3
The course will provide knowledge about the broad field of sport management and elements of managing people, operations, finance, and the work environment in a variety of occupational settings. Insight into strategies for professional preparation and career opportunities will also be discussed. Special topics to be covered include public relations, marketing, legal issues, interviewing, leadership, effective communication, sport ethics, and perspectives on international sports.

ESS 225  Principles of Weight Training and Cross Training  3
A theory to practice approach to strength training and aerobic cross training methods. Students learn how to test, design and implement strength training and aerobic cross training programs for sport and fitness. This class is only for ESS majors. Non-ESS majors must have consent of division chair.

ESS 238  Observational Clinical Coursework 1  1
A non-classroom experiential course where the student will be introduced to the principles of athletic training and the practical aspects of daily athletic training clinic activity. This course is to correspond with the first semester of the observation phase of the Athletic Training Education Program and will require 50 lab hours for the clinical component on and off campus. A lab fee may be required. Prerequisite: consent of director of athletic training.

ESS 239  Observational Clinical Coursework 2  1
A non-classroom experiential course where the student will be introduced to the principles of athletic training and the practical aspects of daily athletic training clinic activity. This course is to correspond with the second semester of the observation phase of the Athletic Training Education Program and will require 50 lab hours for the clinical component on and off campus. A lab fee may be required. Prerequisites: ESS 238 and consent of director of athletic training.

ESS 303  Health A  3
Students will learn how to provide comprehensive school health education programs that incorporate concepts of maintaining balance in the physical, emotional, social, intellectual, economic, vocational and spiritual components of life.

ESS 304  Motor Learning and Control  3
Overview of significant factors which influence and determine the learning of motor skills. Basic principles of learning theory and motor control are applied to motor performance.

ESS 306  Nutrition  3
This course will explore issues pertinent to the study of health and nutrition for the active individual and will analyze concepts and controversies by illustrating the importance of research and clinical studies in the current nutritional literature. The course will also examine and discuss key concepts concerning the role of nutrition in overall health and well-being for a healthy lifestyle. Prerequisites: Bio 101 and sophomore standing.

ESS 308  Care and Prevention of Athletic Injuries  3
The theory and practice of the principles and techniques pertaining to prevention and treatment of athletic injuries. Techniques of preventative athletic taping and strapping are also incorporated with the lecture as a laboratory component. A lab fee may be required. Prerequisite: Bio 246 or concurrent enrollment.
ESS 310  General Medicine and Pharmacology  
Incorporates the knowledge, skills and values that entry-level certified athletic trainers or similar health professionals must possess to recognize, treat and refer, when appropriate, general medical conditions and disabilities. This course also provides the skills and knowledge of pharmacologic applications for athletes and others involved in physical activity. Prerequisites: Bio 246, 247 and ESS 308 or consent of division chair.

ESS 320  Historical, Social and Cultural Foundations of Sport and P.E.  
Historical, sociological and philosophical analyses of sport and physical education are presented and discussed. Additional topics on current challenges, relevant issues, controversies and career opportunities in sport and physical education are discussed.

ESS 323  Sport Marketing and Sponsorship  
A study of the multidimensional field of sport marketing and sponsorship. Includes a survey of current research in sport marketing, theories unique to sport marketing, strategies for sport marketing in profit and non-profit venues. Additional emphasis will be focused on the growing area of sport sponsorship. Prerequisite: ESS 222.

ESS 325  Advanced Personal Training  
National Council of Strength and Fitness approved course for those who want advanced personal training certification. Topics include functional anatomy, health and fitness screening and assessment, cardiovascular assessment and prescription, strength and power assessment and prescription, nutrition, and weight management. Prerequisites: ESS 225 or consent of division chair.

ESS 326  Sport Operations and Facility Management  
A study in the management of facilities a and sport business. It will incorporate the development of a new sport business and the management of existing sport businesses. Included in the course will be current strategic planning models, sport finance, business leadership and facility management. Prerequisite: ESS 222.

ESS 338  Beginning Clinical Coursework 1  
This is a non-classroom experiential course with education and teaching being of a practical nature. This course will introduce principles of athletic training and require a significant amount of time to be spent in the everyday aspects of the athletic training clinic. Clinical rotations are completed on and off campus. This course is designed to correspond with the first semester of the first year in the professional phase of the Athletic Training Education Program and will require a minimum of 100 hours for the clinical component at a number of general medicine affiliate sites and local community colleges. A lab fee may be required. Prerequisites: ESS 238, 239 and acceptance into the Athletic Training Education Program.

ESS 339  Beginning Clinical Coursework 2  
A non-classroom experiential course with education and teaching being of a practical nature. This course will introduce principles of athletic training and require a significant amount of time to be spent in the everyday aspects of the athletic training clinic. Clinical rotations are completed on and off campus. This course is designed to correspond with the second semester of the first year in the professional phase of the Athletic Training Education Program and will require a minimum of 100 hours for the clinical component at a number of general medicine affiliate sites and local community colleges. A lab fee may be required. Prerequisites: ESS 338 and consent of approved clinical instructor (ACI).
ESS 340  Elementary Physical Education  
An instructional strategies class that introduces students to movement and fitness education for children. The topics covered include analysis of the development and use of games, as well as the use of music to aid in children's motor development. The course also includes an integration of principles of motor learning, motor development and physiology of movement.

ESS 348  Recognizing and Evaluating Athletic Injuries 1  
A theoretical and practical approach to injury assessment for the lower body. The systematic evaluation format, as governed by the NATA, is utilized with the emphasis placed on the evaluation of the lumbar spine, hip, thigh, knee, lower leg, ankle, foot and gait analysis. A laboratory component is also incorporated into the lecture series. Prerequisites: Bio 246, 247, ESS 308 or consent of division chair.

ESS 349  Recognizing and Evaluating Athletic Injuries 2  
A theoretical and practical approach to injury assessment for the upper body. The systematic evaluation format, as governed by the NATA, is utilized with the emphasis placed on the evaluation of the head/face, cervical/thoracic spine, shoulder, elbow, forearm, wrist, hand and abdominal viscera. A laboratory component is also incorporated into the lecture series. Prerequisite: ESS 348 or consent of division chair.

ESS 350  Sport Law  
An examination of the legal issues in sport and physical education. Provides an explanation of key areas of the law such as negligence, contracts, civil rights, and risk management.

ESS 355  Individual Activities A  
Sports and individual activities commonly taught in physical education are analyzed. Theory and laboratory experience are designed to acquaint students with teaching progression, practice techniques, selection and care of equipment, history, rules and strategy for these activities. Prerequisite: ESS 376 or consent of division chair.

ESS 357  Team Activities A  
Sports and team activities commonly taught in physical education are analyzed. Theory and laboratory experiences are designed to acquaint students with teaching progression, practice techniques, selection and care of equipment, history, rules and strategy for these activities. Prerequisite: ESS 376 or consent of division chair.

ESS 358  Therapeutic Exercise  
A theoretical and practical approach to therapeutic exercise and rehabilitation techniques for the injured athlete or those who engage in physical activity. A laboratory component is also incorporated into the lecture series. Prerequisites: Bio 246, 247, ESS 308 or consent of division chair.

ESS 360  Principles of Coaching  
An analysis of the factors in coaching such as motivation, attitude formation and behavior; leadership and techniques of coaching. Purchase of ACEP material and certification is part of course.

ESS 365  Sport Psychology  
Role of psychomotor and cognitive factors in human movement settings are discussed. Selected topics may include: arousal, attribution theory, achievement motivation, anxiety, interventions, goal setting, attention styles, aggression, social facilitation, social reinforcement and imagery.
ESS 368  Therapeutic Modalities  3
A theoretical and practical approach for therapeutic modalities in exercise and rehabilitation are discussed and explored. A laboratory component is also incorporated into the lecture series. Prerequisites: Bio 246, 247, ESS 308 or consent of division chair.

ESS 370  Adaptive Physical Education A  3
An analysis and examination of how physical education, sport and physical activities can be adapted to meet students’ special and unique needs. Included will be an analysis of motor and intellectual development, appropriate skill progressions and an examination of various diseases and genetic conditions that lead to adaptation needs.

ESS 376  Physical Education Management A  3
An evaluation of how to develop physical education lesson plans and curriculums, with emphases on how to develop physical education course work and progressions. Included are practical tips for creating effective teaching environments and teaching developmentally appropriate skills and activities.

ESS 388  Intermediate Clinical Coursework 1  1
A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic. This course is designed to correspond with the first semester of the second year in the professional phase of the Athletic Training Program and will require a minimum of 250 hours for the clinical component at an off-campus equipment intensive affiliate site. A lab fee may be required. Prerequisites: ESS 338, 339 and consent of director of athletic training.

ESS 389  Intermediate Clinical Coursework  3-8
A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic. This course is designed to correspond with the second semester of the second year in the professional phase of the Athletic Training Education Program and will require a minimum of 150 hours for the clinical component focusing on team activities. A lab fee may be required. Prerequisites: ESS 310 and 388 or concurrent enrollment in ESS 310 and consent of director of athletic training.

ESS 390  Practicum: ESS Sport Management  1-3

ESS 392  Practicum: ESS Teacher Education  1-3

ESS 393  Practicum: ESS Exercise Science  1-3

ESS 394  Practicum: ESS Coaching  1-3

ESS 395  Practicum: ESS Rehabilitation  1-3

ESS 406  Physiology of Exercise  3
Application of physiological principles to the study of human performance in exercise. Prerequisite: Bio 246 and 247.

ESS 407  Kinesiology  3
A study of human movement with emphasis on the biomechanics, structure and function of the skeletal, muscular and nervous systems. Prerequisite: Bio 246.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ESS 408</td>
<td>Advanced Athletic Training</td>
<td>3</td>
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<td></td>
<td>Survey of the theory and practice of advanced principles and techniques pertaining to prevention and treatment of athletic injuries. Advanced techniques of preventative taping and strapping are also incorporated with the lecture as a laboratory component. A lab fee may be required. Prerequisites: Bio 246, 247 and ESS 308 or consent of division chair.</td>
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<tr>
<td>ESS 410</td>
<td>Measurement and Evaluation of Exercise</td>
<td>3</td>
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<td>Development, evaluation and administration of tests in exercise science are explored through lecture and practical settings. Basic statistical analyses and their application in interpreting tests and measurements are included.</td>
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<td>ESS 428</td>
<td>Athletic Training Administration</td>
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<td>This course incorporates the professional administrative and management components of operating an athletic training room. Human resource management, financial resource management, information management, facility design and planning, athletic insurance and legal/ethical practice are topics investigated.</td>
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<tr>
<td>ESS 438</td>
<td>Advanced Clinical Coursework 1</td>
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<td></td>
<td>A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic on and off campus. This course is designed to correspond with the first semester of the third year of the professional phase of the Athletic Training Education Program and will require a minimum of 175 hours focused on team activities for the clinical component. A lab fee may be required. Prerequisites: ESS 388, 389 and consent of director of athletic training.</td>
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<tr>
<td>ESS 439</td>
<td>Advanced Clinical Coursework 2</td>
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<td>A non-classroom experiential course with education and teaching being of a practical nature. This practical course will introduce principles of athletic training and require a significant amount of time to be spent in the practical aspects of daily athletic training clinic activity on and off campus. This course is designed to correspond with the second semester of the third year of the professional phase of the Athletic Training Education Program and will require a minimum of 175 hours focused on team activities for the clinical component and completion of the capstone project for program completion. A lab fee may be required. Prerequisites: ESS 438 and consent of director of athletic training.</td>
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<tr>
<td>ESS 490</td>
<td>Internship: ESS Sport Management</td>
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<td>ESS 492</td>
<td>Internship: ESS Teacher Education</td>
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<tr>
<td>ESS 493</td>
<td>Internship: ESS Exercise Science</td>
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<tr>
<td>ESS 494</td>
<td>Internship: ESS Coaching</td>
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<tr>
<td>ESS 495</td>
<td>Internship: ESS Rehabilitation</td>
<td>4-8</td>
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<tr>
<td><strong>FRENCH</strong></td>
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<tr>
<td>Fre 101</td>
<td>French 1</td>
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<td></td>
<td>Natural approach to French with an emphasis on speaking, listening, reading and writing in French. Course is for students who have no or very little prior study of French.</td>
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<tr>
<td>Fre 102</td>
<td>French 2</td>
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<td>Continuation of French 1. Prerequisite: French 1. Fulfills foreign language requirement.</td>
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**FINANCE**

**Fin 211  Personal Finance**
This course prepares students to make appropriate decisions regarding financial planning in career choices, investment, savings, income taxes, credit cards, loans, car and home purchases, asset protection, health expenses, insurance and real estate.

**Fin 331  Finance**
Introduction to principles and practices of managerial finance. Sources and methods of raising capital, cash flow analysis, financial statement analysis, financial markets and stockholder equity concerns. Additional concepts include decision making with risk and use of operating and financial leverage. Prerequisite: General education math requirements and Act 212.

**Fin 332  Financial Statement Analysis**
Analysis of financial statements for business valuation and strategic considerations. Ratio analysis and time value of money concepts used in order to analyze the financial conditions of a business organization. Credit analysis and corporate finance issues also covered. Prerequisite: Act 211.

**Fin 333  Investments**
Building upon Bus 331, this course helps students learn more about the strategic deployment of equities, debt instruments, derivative instruments and diversification with appropriate levels of risk, time horizon, collateralization and active investment portfolio management. Prerequisite: Fin 331.

**Fin 335  Real Estate Finance**
Students will learn methods for analysis, acquisition, development, operation, financing, selling and other investment strategies applied to residential, commercial and institutional properties. Prerequisite: Act 211.

**Fin 445  International Finance**
This course explains corporate strategies, opportunities and processes for raising funds, investing and developing financial relationships with global partners. It also includes a review of global stock markets, money exchanges and foreign financial institutions. Prerequisite: Fin 331.

**GLOBAL CULTURAL STUDIES**

**GCS 201  Global Cultural Studies**
The course introduces the basic concepts of Global Cultural Studies, international service and development projects. It also prepares students for the rigor and routines of the Around-the-World Semester and gives them the tools to begin studying, serving, and traveling for eighteen weeks abroad.

**GCS 202  Understanding Other Cultures Anthropologically**
Students will study theories of cross-cultural adaptation, acclimation and assimilation. Occurring before their departure to their study-abroad country, students will be better prepared to make the transition to their new home. Students will develop an awareness of others and self, and become more effective observers of internal (intra-personal) changes and external (inter-personal) discovery.

**GCS 203  Cross-Cultural Communication Awareness**
The globalization of organizations, public and private, and their multicultural make-up require today’s citizens to have a solid cross-cultural competence. This involves understanding one’s own culture and communication preferences, identifying others’ preferences and having a flexible behavioral repertoire to bridge cultural differences.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>GCS 301</td>
<td>Foundations of Language</td>
<td>4</td>
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<td>Study of the fundamental properties that all languages share, how languages differ, and how languages are acquired. This course provides specific application to learning a new foreign language and to understanding English structure and usage. Topics may include structure (sound system, word formation, grammar and syntax), expression of meaning, variation, etymology, and/or change; cultural and artistic uses of languages; and comparison of oral and written aspects of language.</td>
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<tr>
<td>GCS 399</td>
<td>Service Learning Practicum</td>
<td>2</td>
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<td>This course is meant to bring the practical experience of service to students while traveling. Students will be responsible for taking on a variety of service projects that will challenge them, not only as they prepare ahead of time for outreach, but also as they adapt to sharing messages of love and forgiveness.</td>
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<tr>
<td>Ger 101</td>
<td>German 1</td>
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<td>Natural approach to German with an emphasis on developing conversational skills speaking, listening, reading and writing in German. Reading and writing skills also introduced. Course is for students who have had no or very little prior study of German or less than two years of high school German.</td>
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<tr>
<td>Ger 102</td>
<td>German 2</td>
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<td>Continuation of German I. Prerequisite: Ger 101 German 1 or two (2) years of high school German. Fulfills Concordia's foreign language requirement.</td>
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<td>Gre 101</td>
<td>Greek 1</td>
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<td>A study of the fundamentals of the ancient Greek language. Morphology, syntax and vocabulary for reading simple passages of Greek prose.</td>
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<tr>
<td>Gre 102</td>
<td>Greek 2</td>
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<td></td>
<td>A continuation of Greek 101. Prerequisite: Gre 101 or equivalent with a grade of C- or better.</td>
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<tr>
<td>Gre 211</td>
<td>Reading in Luke and Acts</td>
<td>3</td>
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<td>This class reviews and strengthens the Greek acquired in introductory classes. Readings from selected portions of Luke and Acts. Special emphasis both upon a review of basic vocabulary and grammar of the New Testament and upon the principles of syntax through Greek composition. Prerequisite: Gre 101 and 102 or equivalent with a grade of C- or better.</td>
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<tr>
<td>Gre 225</td>
<td>Readings from the Pericopes</td>
<td>1</td>
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<td>Following the liturgical readings of the church year, this class is designed primarily for those who wish to maintain an ability to work with the text in its original language through the weekly study of the pericopes for the following Sunday.</td>
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<tr>
<td>Gre 331</td>
<td>Extra-Biblical Readings</td>
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<td>This class exposes the student to a variety of Greek authors whose works are important for understanding the style and contents of the New Testament writers. Readings of select portions of the Apostolic Fathers, the Septuagint, the Apocrypha, and Josephus. Prerequisite: Gre 102.</td>
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<tr>
<td>Gre 341</td>
<td>Johannine Literature</td>
<td>3</td>
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<td>This class aims to increase the student’s ability to read large sections of the Greek text in a small amount of time so that the student will make the transition from the slow analysis of a sentence to rapid comprehension of paragraphs and major sections. Rapid readings of major sections of John's Gospel and Revelation. Prerequisite: Gre 102.</td>
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<td>Course Code</td>
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<tr>
<td>Gre 451</td>
<td>Pauline Literature</td>
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<td>This capstone course will combine the student’s skills in both Greek and Hebrew. Emphasis will be placed upon reading sections of Paul’s letter which derive significant theological conclusions from Old Testament texts. These passages will be analyzed in the original Hebrew text and then compared with the Greek vocabulary and syntax used by the Septuagint and Paul. Prerequisites: Heb 102 and Gre 102.</td>
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<th>HEBREW</th>
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<tr>
<td>Heb 101</td>
<td>Hebrew 1</td>
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<td></td>
<td>A study of the morphology, vocabulary, and syntax of biblical Hebrew for reading simple passages of the Hebrew Bible.</td>
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<tr>
<td>Heb 102</td>
<td>Hebrew 2</td>
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<td>A continuation of Hebrew 1. Prerequisite: Heb 101 or equivalent with a grade of C- or better.</td>
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<tr>
<td>Heb 201</td>
<td>Readings in the Hebrew Bible</td>
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<td>Reading selected narrative, legal, and poetic passages of the Hebrew Bible. Students will advance their translation skills through a review and inductive study of morphology, vocabulary, and syntax. Attention will also be paid to genre analysis and textual criticism. Prerequisite: Hebrew 101 and 102 or equivalent with a grade of C- or better.</td>
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<tr>
<td>Heb 225</td>
<td>Readings from the Pericopes</td>
<td>1</td>
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<td></td>
<td>Following the liturgical readings of the church year, this class is designed primarily for those who wish to maintain an ability to work with the text in its original language through weekly study of the pericope for the following Sunday.</td>
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<tr>
<th>HISTORY</th>
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<tr>
<td>Hst 201</td>
<td>Western Civilization 1: Beginning to 1648</td>
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<td>The emergence of the major political, cultural, social and economic developments of the Western world from the earliest times, through the 17th century. Includes the Ancient, Medieval and Early Modern periods.</td>
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<tr>
<td>Hst 202</td>
<td>Western Civilization 2: 1500 to the present</td>
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<td>The emergence of the modern Western world from the early modern period to the present. Includes major political, cultural, intellectual, social and economic developments.</td>
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<tr>
<td>Hst 226</td>
<td>United States History</td>
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<td>This course is a survey of the history of the United States from colonial times to the present. It includes the political, economic, social and cultural development at each phase of the country’s growth and progress. Phases include colonization, independence, early nationhood, sectional strife culminating in the Civil War, reconstruction, economic expansion, prosperity, depression, imperialism, reforms, two world wars, and contemporary tensions.</td>
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<tr>
<td>Hst 241</td>
<td>Early Modern England A</td>
<td>3</td>
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<td>This course involves a thematic study of English culture and life from the reign of King Henry VIII through the War of American Independence. Special attention will be paid to culture, governance and factors that led to the expansion of the British Empire and the conflict in North America.</td>
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<tr>
<td>Hst 251</td>
<td>The Enlightenment A</td>
<td>3</td>
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<td>This course focuses on Europe and America in the 18th century through the French Revolution to the fall of Napoleon; the expansion of education, science and philosophy; the growth of the middle class and the beginnings of industrialism.</td>
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</table>
Hst 301  Eastern Civilization  
A survey of the major themes of the political and cultural history of the Eastern world from its origins until modern times. This course focuses especially upon the Chinese and Japanese cultural traditions with some attention to other Asian motifs. Emphasis will be on an understanding and appreciation of the Eastern worldview and ethos.

Hst 321  A History of Popular Culture A  
Basic theories and approaches to the scholarly study of significant popular movements and customs in modern western civilization. Special attention is paid to the evolution of media and its effect on group identity. Particular attention is paid to American popular culture in the 20th century.

Hst 332  Ancient Greece and Rome  
The history of ancient Greece and Rome from the time of Homer to the fall of the Roman Empire. Particular emphasis on Greek and Roman politics, socio-economic life and structures, classical culture and philosophy, and the rise of Christianity. Prerequisite: Hst 201 or 202 or CHst 201 or 202.

Hst 334  Medieval History A  
The emergence of Europe from the early Middle Ages to the Italian Renaissance. Topics include the feudal society, the Christian church, cities and commerce, art and learning, and the rise of kings and nation states. Attention will be given to Europe’s Greek and Roman legacy, as transmitted by the Byzantine and Islamic civilizations. Prerequisite: Hst 201 or 202 or CHst 201 or 202.

Hst 336  The Renaissance and the Reformation A  
Europe from the 14th to the 17th century, the transitional period between medieval and modern history. Phases include the Italian Renaissance, the Northern Renaissance, the Lutheran Reformation, the Calvinist and Anglican Reformations and the Roman Catholic Counter Reformation. Prerequisite: Hst 201 or 202 or CHst 201 or 202.

Hst 338  Modern European History A  
A course which integrates the various political, social, economic and cultural phases of Europe’s history from the 18th century to the present. Topics include the French Revolution; industrialization; imperialism; the unification of Italy and Germany; the major scientific, literary and artistic developments; Communism and Fascism; the two world wars; and the Cold War. Prerequisite: Hst 201 or 202 or CHst 201 or 202.

Hst 361  History of Propaganda and Persuasion A  
This course provides an academic approach to the decidedly non-academic and pervasive modes of communication that have shaped the modern world. Attention will be paid to wartime propaganda in the two world worlds and political campaigns in American as well as product advertising in market economics.

Hst 371  Islamic Civilization A  
An introduction to the lands, peoples and cultures of the Middle East from antiquity to modern times. The role of religion in shaping social and political institutions is emphasized, especially the influence of Islamic thought on the Arab world and conflicts in the contemporary Middle East.

Hst 410  Mythology, Philosophy and Theology A  
Study begins with the mythology of the Ancient Egyptians, the theology of the Hebrews and the philosophy of the Greeks and traces the legacy of each stand of thought throughout the world. Attention will be paid to both the primary leaders and significant texts and how they have shaped divergent world views today. It is recommended that Western Civilization 1 and 2 have previously been taken.
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<tr>
<th>Course Code</th>
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<tr>
<td>Hst 416</td>
<td>Contemporary Global Issues</td>
<td>3</td>
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<td>Senior seminar devoted to an in-depth examination of a major issue affecting the global community. Exact topic to be determined each semester by the instructor.</td>
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<tr>
<td>Hst 431</td>
<td>Women’s History</td>
<td>3</td>
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<td>This course examines women as producers of Western culture as they are represented in the discourses of Western culture and as their lives have been and continue to be shaped by the forces of Western culture. The course begins with the early modern era in Europe (known as the Renaissance; the 14th to 18th centuries), a period of heated debate about “the woman question” and as era of intense interaction between the peoples of many continents and nations: the America, Europe, Africa and Asia. The course will look at the many ideas about women, the West and culture which have their roots in this period of exchange, colonization and struggle.</td>
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<tr>
<td>Hst 478</td>
<td>History of California</td>
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<td>The history of California from earliest times to the present with an emphasis on its Hispanic heritage.</td>
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<tr>
<td>Hst 491</td>
<td>Advanced Topics in Social History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A research-oriented course that will focus on one specific aspect of social history. It allows advanced students to study one aspect of history in depth with a view towards either graduate study or the President’s Showcase for Undergraduate Research.</td>
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<tr>
<td>Hum 495</td>
<td>Senior Project (Individualized Study)</td>
<td>3</td>
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<td></td>
<td>The capstone course for all Humanities and Fine Arts majors. Students will meet with an instructor once per week in order to formulate, research and discuss an appropriate topic for their written project. This topic must be interdisciplinary, combining their emphasis within the major with one other discipline within the major. Prerequisite: senior standing.</td>
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**HUMANITIES**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Int 098</td>
<td>College Skills</td>
<td>.5 unit fall/.5 spring</td>
</tr>
<tr>
<td></td>
<td>This course is designed to equip the student with numerous learning strategies to make studying and learning more efficient and effective. Each student will identify their learning style and strengths. Students will learn to organize tasks and time; apply critical thinking concepts; acquire strategies for test taking, note taking and memorizing concepts. Enrollment is a year-long commitment and is limited to students in the Close Advisement Program. Students will meet with the professor individually based on each student’s academic needs.</td>
<td></td>
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<tr>
<td>Int 099</td>
<td>College Skills</td>
<td>1 unit fall/.5 spring</td>
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<tr>
<td></td>
<td>This course is designed to equip the student with numerous learning strategies to make studying and learning more efficient and effective. Each student will identify their learning style and strengths. Students will learn to organize tasks and time; apply critical thinking concepts; acquire strategies for test taking, note taking and memorizing concepts. Enrollment is a year-long commitment and is limited to students in the Commitment to Success Program. The class meets for during the first 7 weeks of each the fall term; following the first 7 weeks, students will meet with the professor individually based on each student’s academic needs.</td>
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<tr>
<td>Int 100</td>
<td>Freshman Seminar</td>
<td>2</td>
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<tr>
<td></td>
<td>Seminars, workshops and presentations to assist freshmen with adjustment to college life in general and its social, interpersonal and academic demands; life-long learning, student development, communication skills, computer skills and multicultural awareness. Students will be required to attend various campus events/activities and skill/career workshops. Required of all students entering Concordia with fewer than 24 semester units of college credit.</td>
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</tbody>
</table>
**Int 103  Student Leadership and Development  1.5**
This course takes a developmental approach to helping students improve their leadership skills. Student leaders meet together to support and encourage one another and share new ideas and goals. Students become aware of their personal leadership styles and how to work cooperatively with others.

**LATIN**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Lat 101</td>
<td>Fundamentals of Latin 1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A study of the fundamentals of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Latin language; morphology,</td>
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<tr>
<td></td>
<td>syntax, and vocabulary for</td>
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<tr>
<td></td>
<td>reading simple passages of</td>
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<tr>
<td></td>
<td>Latin prose and poetry.</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Lat 102</td>
<td>Fundamentals of Latin 2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>A study of the fundamentals of</td>
<td></td>
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<tr>
<td></td>
<td>the Latin language; morphology,</td>
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<tr>
<td></td>
<td>syntax, and vocabulary for</td>
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<tr>
<td></td>
<td>reading more advanced passages</td>
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<tr>
<td></td>
<td>of Latin prose and poetry.</td>
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<tr>
<td></td>
<td>Prerequisite: Lat 101 or</td>
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<td></td>
<td>equivalent.</td>
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**MANAGEMENT**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mgt 321</td>
<td>Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introduction to management</td>
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<tr>
<td></td>
<td>principles in the area of</td>
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</tr>
<tr>
<td></td>
<td>planning, organizing, staffing,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and controlling with emphasis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>on responsibility and authority,</td>
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</tr>
<tr>
<td></td>
<td>delegation and decentralization,</td>
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<tr>
<td></td>
<td>line-staff relationship</td>
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<tr>
<td></td>
<td>organization charting,</td>
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<tr>
<td></td>
<td>communication and reaction to</td>
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<tr>
<td></td>
<td>change. Additional emphasis on</td>
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<tr>
<td></td>
<td>interpersonal skills, motivation,</td>
<td></td>
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<tr>
<td></td>
<td>leadership, and managing the</td>
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</tr>
<tr>
<td></td>
<td>organization’s resources.</td>
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<tr>
<td></td>
<td>Prerequisite: Bus 201 and 224.</td>
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<tr>
<td></td>
<td>Recommended prerequisite: Eco 201</td>
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<td></td>
<td>or 202.</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mgt 323</td>
<td>Global Enterprise</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>An overview of world trade and</td>
<td></td>
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<td></td>
<td>investment patterns and</td>
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<td></td>
<td>international sourcing,</td>
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<tr>
<td></td>
<td>marketing, and management for</td>
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<tr>
<td></td>
<td>global businesses. Special</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emphasis on international trade</td>
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<td></td>
<td>theory, the world financial</td>
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<tr>
<td></td>
<td>environment, and the role of</td>
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<tr>
<td></td>
<td>multinational corporations</td>
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<tr>
<td></td>
<td>including international sourcing,</td>
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<tr>
<td></td>
<td>marketing, and management for</td>
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<tr>
<td></td>
<td>global business. Prerequisite: Mgt 321.</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mgt 326</td>
<td>New Ventures and Entrepreneurship</td>
<td>3</td>
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<tr>
<td></td>
<td>Explores the methods of</td>
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<tr>
<td></td>
<td>business ownership including</td>
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<tr>
<td></td>
<td>startup, franchises and</td>
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<tr>
<td></td>
<td>firm acquisition. Practical</td>
<td></td>
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<tr>
<td></td>
<td>emphasis upon screening</td>
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<tr>
<td></td>
<td>initial business ideas,</td>
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<tr>
<td></td>
<td>accessing information sources,</td>
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<tr>
<td></td>
<td>defining customer benefits,</td>
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<tr>
<td></td>
<td>developing strategic</td>
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<td></td>
<td>posture, analyzing markets and</td>
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<td></td>
<td>competitors and creating a</td>
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<td></td>
<td>comprehensive business plan.</td>
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<td></td>
<td>Theoretical development of</td>
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<tr>
<td></td>
<td>new venture establishment</td>
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<tr>
<td></td>
<td>enhanced by guest lecturers</td>
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<tr>
<td></td>
<td>experienced in startup ventures.</td>
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<td></td>
<td>Prerequisite: Mgt 321.</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mgt 327</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The course discusses</td>
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<td></td>
<td>individual behavior issues</td>
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<tr>
<td></td>
<td>such as personality, leadership,</td>
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<td></td>
<td>perceptions, attitudes,</td>
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<tr>
<td></td>
<td>motivation, diversity, stress</td>
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<tr>
<td></td>
<td>and broader issues such as</td>
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<tr>
<td></td>
<td>team work, group cohesiveness,</td>
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<tr>
<td></td>
<td>career management and change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>management. Prerequisite: Mgt 321.</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mgt 343</td>
<td>Operations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course uses applied</td>
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<tr>
<td></td>
<td>quantitative methods to optimize</td>
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<tr>
<td></td>
<td>cash flows, reduce material and</td>
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<td></td>
<td>inventory costs, create</td>
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<tr>
<td></td>
<td>efficiencies, enhance quality</td>
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<td></td>
<td>and mitigate risks in the</td>
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<tr>
<td></td>
<td>manufacture, distribution,</td>
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<tr>
<td></td>
<td>servicing and retirement of</td>
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<tr>
<td></td>
<td>both tangible goods and</td>
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<td></td>
<td>intangible services. Prerequisite: Mgt 321.</td>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mgt 351</td>
<td>Diversity in Organizations</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Examination of the impact of</td>
<td></td>
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<tr>
<td></td>
<td>diversity, culture, and ethnic</td>
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<tr>
<td></td>
<td>origin on the work experience</td>
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<td></td>
<td>in preparing individuals to</td>
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<tr>
<td></td>
<td>meet the challenge of cultural</td>
<td></td>
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<tr>
<td></td>
<td>diversity in organizations.</td>
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<tr>
<td></td>
<td>Emphasis is placed on how race,</td>
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<tr>
<td></td>
<td>religion, age, sex and gender,</td>
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<tr>
<td></td>
<td>sexual orientation, physical</td>
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<tr>
<td></td>
<td>and mental ability, work and</td>
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<tr>
<td></td>
<td>family, weight and appearance,</td>
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<tr>
<td></td>
<td>international diversity,</td>
<td></td>
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<tr>
<td></td>
<td>theories, legislation and</td>
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<tr>
<td></td>
<td>organizational philosophy</td>
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<tr>
<td></td>
<td>interact to create a set of</td>
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<td></td>
<td>rules for acceptable behaviors</td>
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<td></td>
<td>in complex organizations.</td>
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<td></td>
<td>Prerequisite: Bus 201.</td>
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</tbody>
</table>
Mgt 424  Human Resource Management  3
A study of how organizations obtain, maintain and retain their human resources. Examination of current organizational theory, research and practice regarding variables that influence human behavior in organizations. Prerequisite: Mgt 321.

MARKETING

Mkt 341  Marketing  3
Introduction to the basic elements of modern marketing, including market research, identifying target customers, developing product offers, branding, pricing, marketing communications and distribution channels. Prerequisite: Bus 201. Recommended prerequisite: Eco 201 or 202.

Mkt 344  The Advertising Agency  3
A managerial approach to promotional campaign development with an emphasis on advertising strategy as a component of the total market mix. Students will apply research techniques to target audience identification, message development, creative executive and media planning. A complete campaign will be designed for a specified client. Prerequisite: Mkt 341 or concurrent enrollment.

Mkt 353  Professional Selling  3
A comprehensive overview of basic selling principles and skills. Each of the major areas to selling will be explored and discussed: prospecting, communication skills, building rapport, presentation skills, negotiation, closing and customer service/follow-up. Students will create a sales portfolio emphasizing each skill area. Prerequisite: Mkt 341 or concurrent enrollment.

Mkt 355  Business and Services Marketing  3
A practical approach to understanding and implementing marketing strategies as applied to the business and service sectors. Applications in health care, financial, and hospitality industries will be addressed. Prerequisite: Mkt 341.

Mkt 363  Computer Graphics  3
This course uses Adobe Photoshop or a similar product. The purpose of the course is to develop student skills in the creation and execution of computer graphics for advertising, illustration or enhancement of business products.

Mkt 365  Computer Graphics with Motion  3
This course uses Adobe Premier or a similar product. The purpose of this course is to develop student skills in the creation and execution of animated computer graphics for advertising, illustration or enhancement of business products.

Mkt 371  Internet Marketing  3
This course focuses on developing and implementing strategies for successfully marketing goods, services and ideas on the Internet. Includes history and emergence of e-commerce, web analytics and effective web design and strategies. Prerequisite: Mkt 341.

Mkt 442  Marketing Research  3
A comprehensive overview of marketing research, providing information for marketing decision making. Problem identification and problem solving research. Student develops competence in survey methods applying analysis techniques including frequency distributions, cross tabulations and correlation analysis. Prerequisite: General education math requirements and Mkt 341.
Mkt 445  International Marketing  3
A study of the marketing concepts and analytical processes used in the development of programs in international markets. Includes international trade concepts, cultural dynamics, business customs, multinational and developing markets, and the influence of political, legal and geographic factors on international marketing. Marketing reports for major countries will be prepared for marketing products and services in a specific country. Prerequisite: Mkt 341.

Mkt 475  Marketing Strategy  3
This course looks at a framework for developing marketing strategies that yield a distinctive competitive advantage based on customer and competitor analysis. Case studies are used which require a realistic diagnosis of company problems, development of alternative courses of action and the formulation of specific recommendations. This course is designed to give the student an opportunity to utilize all the managerial and analytical tools that they have acquired. Prerequisite: Mkt 371, 442 and 445.

**MATHEMATICS**

**Mth 201  Principles of Mathematics**  3
A study of mathematics competencies required for the liberal studies major. Topics included are logic, algebra, functions, counting, probability and statistics. Problem solving is emphasized throughout the course.

**Mth 211  The Nature of Mathematics**  3
Serves as the primary general education mathematics course. Students will gain knowledge about the nature of mathematics and develop their analytical reasoning skills to solve problems. Topics include number theory, probability and statistics, consumer mathematics and general problem solving strategies with additional topics selected by the instructor. The overriding goals of this course are developing a better perspective of mathematics and discovering the power of mathematical thinking. Writing and projects as well as traditional methods of assessment will be used.

**Mth 221  Nature of Business Mathematics**  3
This course is designed for the business major to meet both general education requirements for math as well as prepare students for the analytical requirements of the business program. Students will gain knowledge about the nature of mathematics, and develop their analytical reasoning skills to solve problems. The overriding goals of the course are developing a better perspective of mathematics, and discovering the power of mathematical thinking especially as it applies to business. Specific business skills will include ratio analysis, net present value, descriptive statistics, statistical influences in market research, investment option evaluations and statistical sampling.

**Mth 251  Pre-Calculus**  3
Study of algebraic, logarithmic, exponential and trigonometric functions, conic sections, limits and other selected topics. Problem solving will be emphasized throughout the course. Graphing calculator is required.

**Mth 265  Introduction to Statistics**  3
A basic statistics course applicable to education, business and the hard sciences. Topics covered include descriptive statistics, the normal, binomial, F-, and Chi-squared distributions and hypothesis testing. Optional topics might include additional non-parametric tests and ANOVA. TI-83 graphing calculator or Microsoft Excel will be required.

**Mth 271  Calculus 1 (Lecture 5, Lab 1)**  5
Study of differential and integral calculus with applications. Students are expected to have a graphing calculator. Emphasis is placed on using calculus to solve problems. Lab time is included in the schedule. Prerequisite: Mth 251 or approval of instructor.
Mth 272  Calculus 2 (Lecture 5, Lab 1)  5
Continuation of Mth 271, including study of integral calculus with emphasis on the definite integral, transcendental functions along with applications, sums and sequences, and an introduction to differential equations. Students are expected to have a graphing calculator and ability to use appropriate computer software. Lab time is included in the schedule. Prerequisite: Mth 271 or acceptable AP examination credit.

Mth 295  Mathematical Notation and Proof  3
Introduction to standard mathematical notation, methods, truth tables and principles of symbolic logic for use in determining the validity of arguments. The remainder of the course will deal with proper notation and structure in mathematical proofs including direct and indirect proofs, mathematical induction and construction of counter-examples. Application will be made to a field of mathematics such as set theory, algebra or geometry.

Mth 301  Mathematics for Teachers  3
The course reviews the topics within most elementary mathematics curriculum. This course is designed to meet the state criteria for students studying to become elementary teachers. The content areas covered are set theory, pre-operational skills, whole number operations, estimations and mental calculation, number theory, fractions, decimals and integers, rational and real numbers, statistics, measurement and geometry including terminology, polygons, similarity, congruence, coordinate geometry, symmetry, reflections and rotations. Problem solving is emphasized throughout the course. Topics will be presented with appropriate styles of mathematical methodology with hands-on types of classroom activities. Junior/senior status required.

Mth 373  Calculus 3  4
A continuation of Mth 272, this course includes the study of vector calculus, three-dimensional calculus, partial derivatives, multiple integrals, differential calculus and other selected topics in vector calculus. Prerequisite: Mth 272 or appropriate advanced placement (AP) examination grade.

Mth 376  Discrete Mathematics A  3
Includes the study of relations and functions, graph theory, counting principles and combinatorics, set theory, Boolean algebra, code theory, linear programming and other selected topics. Prerequisite: Mth 295 or approval of instructor.

Mth 380  Modern Geometry A  3
General study of deductive systems of geometry including Euclidean, projective, finite and other non-Euclidean geometries. Prerequisite: Mth 295 or approval of instructor.

Mth 387  Theory of Probability A  3
Probability and combinatorics; discrete and continuous random variables; the normal, gamma, Chi-square, Poisson and binomial distributions with applications. Prerequisite: Mth 373 or approval of instructor.

Mth 388  Mathematical Statistics A  3
A continuation of Mth 387, this course covers various multivariate probability distributions, bias and unbiased estimators, Least Square estimation, ANOVA and Block Designs, a revisit of hypothesis testing and a study of nonparametric statistics. Prerequisite: Mth 387.

Mth 420  Number Theory A  3
Provides a developmental study of the natural numbers and the integers. Topics include mathematical induction, prime numbers, divisibility, congruence, Diophantine equations and selected theorems of Fermat, Wilson, Euler, Legendre and Gauss and their applications to related programs of today. Prerequisite: Mth 295 or approval of instructor.
Mth 471  Linear Algebra  A  3
Includes the study of matrices, determinants, vector spaces, inner products, linear transformations, eigenvectors and others. Problem solving includes the use of matrices, linear programming, difference equations and other techniques from discrete mathematics. Prerequisite: Mth 373 or approval of instructor.

Mth 473  Modern Algebra  A  3
Study of the properties and operations within groups, rings, integral domains, fields, normal subgroups, quotient groups, homomorphism’s and isomorphism’s. Prerequisite: Mth 373 or approval of instructor.

Mth 484  Differential Equations  A  3
Classification of differential equations is covered. First order equations, exact differentials, integrating factors, higher order differential equations, method of undetermined coefficients, variation of parameters, operator methods, solution by infinite series and Laplace transformations are taught. Prerequisite: Mth 373 or approval of instructor.

Mth 489  Real Analysis  A  3
Introduction to the topics of real analysis by studying the topology of Rn, continuity, differentiability, integration and how these topics are related. Included will be proofs of the Heine-Borel and Bolzano-Weierstrass theorems, the intermediate value and mean value theorem, as well as the fundamental theorem of calculus. Prerequisite: Mth 373 or approval of instructor.

Mth 495  Topics in Mathematics (Individualized Study)  3
The capstone course for all mathematics majors. Students will meet as a group once per week to review major competencies in the math major and take group-wide assessment. Students will also complete a written project and present their findings to a committee of peers and a selected number of faculty. Prerequisite: senior standing.

Mus 101  Experiences in Music  1.5
A practical survey of concert, ritual, folk and commercial music through listening, reading, concert attendance, guest presenters and videos, including an introduction to music theory.

Mus 102  Music Fundamentals  1.5
An entry level course for general education students or those considering a music major with an opportunity to develop sight reading skills and a functional knowledge of basic music theory.

Mus 201  Music Theory 1  3
Beginning study of the craft of music for music majors and minors or general students with considerable musical experience. Includes study and application of scales, intervals, triads, rhythms and elementary chord progression through analysis and writing. Mus 211 is normally taken concurrently. Prerequisite: Mus 102 or other training in the fundamentals of musical notation.

Mus 202  Music Theory 2  3
Continuation of Mus 201: study of non-harmonic tones, seventh chords, modulation and basic musical forms through analysis and composition of four-part textures. Mus 212 is normally taken concurrently.

NOTE: A nominal fee may be charged for required field trips.
Mus 211  Aural Skills 1
Reinforces material and experiences in Mus 201 through keyboard and dictation activities with emphasis on the cultivation of musical sensitivity and responsiveness. Normally taken concurrently with Mus 201.

Mus 212  Aural Skills 2
Continuation of Mus 211. Normally taken concurrently with Mus 202.

Mus 215  Music Technology A
Introduction to electronic tools for music making, including CD mastering, sequencing, recording and score production.

Mus 221  Beginning Conducting
Beginning study in the craft of conducting, including basic beat patterns, preparatory and release gestures, and simple non-verbal stylistic cues. Students will conduct a musical ensemble composed of class members.

Mus 222  Intermediate Conducting
Continuation of Mus 221. Students will build upon their conducting skills with more advanced study in expressive gestures, left-hand independence, cueing, psychological conducting and score preparation. Prerequisite: Mus 221.

Mus 261  Introduction to Music Teaching
An exploration of career opportunities in music education including elementary, middle and high school as well as studio pedagogy through readings, seminar discussion and field experience in area schools and studios. Prerequisites: at least sophomore standing, Mus 102 or 201 (or concurrent registration) or permission of instructor.

Mus 303  Music Theory 3
Continuation of Mus 202 and 212. Includes analysis of counterpoint, classical forms and chromatic alteration of melody and chord progression; further development of composition skills. Prerequisite: Mus 202.

Mus 304  Music Theory 4
Continuation of Mus 303. Study of extended forms and melodic-harmonic formulae characteristic of the nineteenth century; introduction to techniques of the twentieth century; cultivation of related notational and compositional skills. Prerequisite: Mus 303.

Mus 312  Brass Techniques A
Basic techniques for playing, teaching and maintaining brass instruments. Curricular concepts and materials for teaching beginning instrumentalists. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.

Mus 313  Percussion Techniques A
Basic techniques for playing, teaching and maintaining percussion instruments. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.

Mus 314  Woodwind Techniques A
Basic techniques for playing, teaching and maintaining woodwind instruments. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.
Mus 315  String Techniques  1
Basic techniques for playing, teaching and maintaining string instruments. Prerequisites: considerable musical experience, preferably instrumental and consent of instructor.

Mus 323  Aural Skills 3  1
Continuation of Mus 212. Normally taken concurrently with Mus 303.

Mus 324  Aural Skills 4  1
Continuation of Mus 323. Normally taken concurrently with Mus 304.

Mus 331  Music History: Antiquity to Bach  3
Survey of the development of art music in Western history from ancient Greece to the time of J.S. Bach, to include the relationship between secular and ecclesiastical, vocal and instrumental music and the social functions of music. Prerequisite: Mus 202 or consent of instructor.

Mus 332  Music History: Classical Period to Modernity  3
Survey of the development of art music in Western history from the early classical period to the present, including the social functions of music and the relationship between secular and ecclesiastical, vocal and instrumental music. Prerequisite: Mus 202 or consent of instructor.

Mus 382  Contemporary Worship Ensemble Leadership  3
The study and application of worship band ensemble leadership principles. Development of an intentional leadership team, the audition process, rehearsal techniques for band and vocal teams, arranging and writing lead sheets and rhythm charts, the role and direction of a praise choir, organization and spiritual leadership. Prerequisite: Thl 281 and 381 or consent of instructor.

Mus 390  Practicum in Music Leadership  1-2
Closely supervised introductory experience in directing musical ensembles, assisting in classroom teaching or other approved music leadership activity. Prerequisites: junior standing, completion of at least 15 credits in music, an appropriate methods course, demonstrated music leadership ability and consent of instructor.

Mus 391  Practicum in Church Music (.5 units/semester)  .5
Supervised experience in leadership of campus worship music or preliminary field work in a Christian congregation.

Mus 401  Advanced Studies in Music  1-3
Scheduled when adequate student interest in particular topics arises such as jazz, counterpoint, arranging for instrumental, choral or handbell groups, electronic music, music in particular cultures, a period of music history or topics in music education. Prerequisites: depends on the topic selected, but normally Mus 202 and one music history course.

Mus 402  Orchestration  2
The study of instrumental timbre and the application of instrument combinations to achieve artistic sonority in music. This course will emphasize the study of orchestral scores and will culminate with a final project consisting of a full orchestration of a short organ prelude. The course will also help students become familiar with music notation software. Prerequisites: Mus 202, one history course and one instrumental techniques course or equivalent experience.

Mus 412  Instrumental Methods and Repertoire  2-3
Advanced instrumental music methods course focusing on repertoire, rehearsal management, advanced conducting issues and techniques, pedagogy, planning and administration. Prerequisites: Mus 202 and 222 or consent of the instructor.
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Mus 441</td>
<td><strong>Handbell Methods and Repertoire</strong> A</td>
<td>1-3</td>
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<tr>
<td></td>
<td>Organizing and directing handbell programs; the one-credit component includes a philosophy of handbell ringing, methods for beginning ringers, materials and equipment, recruitment and handbell literature for school and church. The two-credit course adds literature and methods for more advanced ringers, small ensembles and solos. The three-credit option adds work in composition and arranging for handbells as well as advanced conducting. Prerequisites: experience with handbell ringing and familiarity with musical notation, Mus 202 and 221 for the three-credit course.</td>
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<tr>
<td>Mus 451</td>
<td><strong>Music Cultures of the World: Emerging Nations</strong> A</td>
<td>3</td>
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<td></td>
<td>Introduction to the study of music as a universal cultural phenomenon and the discipline of ethnomusicology, with exposure to the musical and social aspects of a variety of folk, traditional and art music of Latin America, Africa, India, North America and contemporary mass media. Prerequisite: Mus 101 or equivalent knowledge and experience in music strongly encouraged.</td>
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<tr>
<td>Mus 452</td>
<td><strong>Music Cultures of the World: The Silk Road</strong> A</td>
<td>3</td>
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<tr>
<td></td>
<td>Introduction to the discipline of ethnomusicology and of music as a universal cultural phenomenon, with exposure to the musical and social aspects of a variety of folk, traditional and art music of regions from Eastern Europe to Asia, including the Middle East, Southeast Asia, Oceania, China, Japan, and Korea. Prerequisite: Mus 101 or equivalent knowledge and experience in music strongly encouraged.</td>
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<tr>
<td>Mus 461</td>
<td><strong>Music for Children</strong></td>
<td>2-3</td>
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<td>Identifying, understanding and working with the music capabilities of children; approaches, activities and materials for teaching music to children; development of preschool through grade 8 general music curriculum. The two-credit option is available to multiple-subject teacher education candidates interested in incorporating music into the self-contained classroom as well as others interested in musical development of children. The three-credit option is required of music education majors and available to others interested in developing curricula and/or other special skills and projects. Prerequisite: Mus 101, 102 or equivalent; basic music reading ability and musical experience recommended.</td>
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<tr>
<td>Mus 462</td>
<td><strong>Music in Secondary Schools</strong> A</td>
<td>2</td>
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<tr>
<td></td>
<td>Principles and practices for teaching music in secondary schools: philosophy, organization, curriculum development and lesson-planning for general music, instrumental and choral programs. Preparation for CSET in music. Prerequisite: Mus 261 and 461 or concurrent registration.</td>
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<tr>
<td>Mus 471</td>
<td><strong>Choral Methods and Repertoire</strong> A</td>
<td>3</td>
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<td></td>
<td>Advanced choral music methods course, focusing on choral repertoire, rehearsal management, advanced conducting techniques, vocal pedagogy, planning and administration. Prerequisites: Mus 202 and 222 or consent of instructor.</td>
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<tr>
<td>Mus/Thl 482</td>
<td><strong>Musical Heritage of the Church</strong> A</td>
<td>3</td>
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<td></td>
<td>Survey of the role, development and function of music in the Christian church from its roots in the Old Testament to the present day, with attention to biblical, theological, social and cultural considerations.</td>
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<tr>
<td>Mus/Thl 483</td>
<td><strong>A Survey of Christian Hymnody</strong> A</td>
<td>3</td>
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<td></td>
<td>A historical survey of Christian hymnody which will develop an awareness of the poetic, musical, theological, and spiritual aspects of hymnody for both congregational and devotional use.</td>
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</tbody>
</table>
Mus/Thl 484  Planning Music in Christian Worship  
Practical study of planning music within the worship service. Students will draw upon their course experiences in theology, worship, history, arranging, performance and repertoire courses for creating and evaluating worship forms in the church today. An in depth study of the church year will serve as the framework for planning services appropriate for a Lutheran-Christian context. Prerequisite: Thl 382; Mus 331 or 482, 471, 481, 483 and 485 are also suggested.

Mus/Thl 485  Contemporary Christian Song  
A survey of the development and function of contemporary Christian music appropriate for use within both liturgical and non-liturgical worship services. Students will draw upon their course experiences in theology, music and worship as they learn to select and evaluate contemporary music appropriate for a Lutheran-Christian worship context. Prerequisite: Thl 382. Also suggested are Mus 482 and 483.

Mus 490  Internship in Music  
Culminating field experience for students preparing for professional music careers. Prerequisite: Music major with senior standing and all core courses completed.

Mus 491  Senior Field Work in Church Music 1  
Extended supervised field work in musical leadership in a Christian congregation. A requirement of the Director of Parish Music Program.

Mus 492  Senior Field Work in Church Music 2  
Continuation of Mus 491.

Mus 498  Senior Project in Music  
Satisfies final requirements for a music major when church music, theory, music history, ethnomusicology or music education is the student’s primary interest. May include developing a curriculum and music activities in a school, directing an established music performing group, conducting research or field study, writing a composition, preparing a festival worship service or leading music in a church under supervision. Prerequisite: approval of senior project application by the music faculty. See also Senior Project Guidelines available in the Music Office.

MUSIC: APPLIED

NOTE: Instruction is offered for voice, piano, guitar, organ, handbells and all standard orchestral instruments. See Music Department or Registrar for Applied Music Registration Form. A surcharge is assessed which includes instruction and access to practice facilities. The blank spaces are for instrument codes, a complete list of which is available in the Music Office. (See Tuition and Fees, p. 14)

Mu__ 100-101  Class Instruction  
Group instruction for beginning students. Available in voice, piano, guitar or orchestral/band instruments.

Mu_ 102-411  Private Instruction  
Individual instruction at various levels of ability.

Mu__ 398  Junior Recital  
An enhanced applied music opportunity leading to formal performance of a half recital. Replaces the normal applied music level for that instrument in the semester taken. Prerequisite: level 300 standing in applied music in the same instrument or voice.
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>Mu 498</td>
<td>Senior Recital</td>
<td>2</td>
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<td></td>
<td>Preparation of a recital in the student’s primary performing medium. Satisfies final requirements for a music major when performance is the student’s emphasis. Prerequisite: approval of senior project application by the music faculty. See also Senior Project Guidelines and Senior Recital Guidelines available in the Music Office.</td>
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**MUSIC: ENSEMBLE**

**NOTE:** There may be an additional charge for required field trips or tours. All ensembles may be repeated for credit, but only 2 units apply toward graduation except in the music major or minor where additional credits are required (see pp. 55-57).

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<tr>
<th>Course Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>MuE 234</td>
<td>The Concordia Choir</td>
<td>1</td>
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<tr>
<td></td>
<td>Performance of significant musical works of all eras for major concerts and tours as well as campus chapel and area church services. Development of advanced vocal techniques and musical skills. Membership is by audition.</td>
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<tr>
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<tbody>
<tr>
<td>MuE 236</td>
<td>Concordia Master Chorale</td>
<td>1</td>
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<td>An adult choral group for singers from both the community and the university. Performs major choral works from all eras, often with instrumental accompaniment. Normally presents three programs per year. Membership is by audition.</td>
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<tr>
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<tbody>
<tr>
<td>MuE 238</td>
<td>Concordia Women's Ensemble</td>
<td>1</td>
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<tr>
<td></td>
<td>Performance of significant musical works of all eras in concerts and church services both on and off campus for women's voices. Development of advanced vocal techniques and musical skills. Membership is by audition.</td>
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<tbody>
<tr>
<td>MuE 239</td>
<td>Concordia Men's Ensemble</td>
<td>1</td>
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<tr>
<td></td>
<td>Performance of significant works of all eras in concerts and church services both on and off campus. Development of advanced vocal techniques and musical skills. Membership is by audition.</td>
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<tr>
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<tbody>
<tr>
<td>MuE 240</td>
<td>Elementary Handbells (Pacific Ringers)</td>
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<tr>
<td></td>
<td>Introductory experience in handbell technique, note-reading and performance of elementary literature. Membership is open to all students as space permits.</td>
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<tr>
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<tbody>
<tr>
<td>MuE 241</td>
<td>Intermediate Handbells (Chapel Bells)</td>
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<tr>
<td></td>
<td>A non-concert experience in handbell ringing for students in church music, music education and others with extensive musical background. Includes elementary repertoire leading to chapel performance, change-ringing and other special applications, small- and full-ensemble ringing and instrument maintenance. Prerequisite: music performance experience; no handbell experience required.</td>
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<tr>
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<tr>
<td>MuE 242</td>
<td>Spirit Bells</td>
<td>1</td>
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<tr>
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<td>Intermediate and advanced techniques applied to performance of advanced literature on campus, in concert, in area churches and on tour. Membership is by audition; previous handbell experience expected.</td>
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<tr>
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<tbody>
<tr>
<td>MuE 243</td>
<td>Concert Handbells</td>
<td>1</td>
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<tr>
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<td>Performance of significant five-octave handbell literature in major concerts and on tours as well as campus events; mastery of advanced techniques. Membership is by invitation.</td>
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<tr>
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<th>Credits</th>
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<tbody>
<tr>
<td>MuE 244</td>
<td>Handbell Quartet</td>
<td>.5</td>
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<td>Intensive experience in small-ensemble handbell performance with possible off-campus travel. Membership is selected from ringers in one of the touring handbell ensembles.</td>
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</tbody>
</table>
MuE 251  Concordia Wind Orchestra  
Performance of significant literature for winds and percussion in concerts, tours and worship services. Development of advanced ensemble playing techniques, musical perception and music ministry is emphasized. Membership is by audition.

MuE 252  String Ensemble  
Performance of significant literature for strings in concerts and worship services. Development of advanced ensemble playing techniques, musical perception and music ministry is emphasized. Membership is by audition.

MuE 253  Concordia Brass  
Select ensemble of brass and percussion students for special performances on and off campus. Membership is by invitation from among students registered in MuE 251.

MuE 254  Woodwind Ensemble  
Select ensemble of woodwind students for special performances on and off campus. Membership is by invitation from among students registered in MuE 251.

MuE 255  Jazz Combo  
An opportunity for advanced musicians to cultivate skills in jazz improvisation and performance. Membership is by audition.

MuE 256  Percussion Ensemble  
Select ensemble of percussion students for special performances on and off campus. Membership is by invitation.

MuE 257  Jazz Ensemble  
Performance of significant jazz literature for saxophones, trumpets, trombones and rhythm section in concerts and events on and off campus. Development of advanced ensemble playing techniques, musical perception and improvisation is emphasized. Membership is by audition.

MuE 281  Beginning Worship Ensemble  
Beginning experience in focused rehearsal and performance using standard music-industry techniques and approaches found in much of today’s worship repertoire. Note: Students enrolled in this course may be invited to perform for campus worship at the discretion of the instructor.

MuE 282  Intermediate Worship Ensemble  
Focused rehearsal and performance experiences for selected, more experienced musicians using standard music-industry techniques and approaches found in much of today’s worship repertoire. Membership is by audition and/or invitation from among students participating in campus worship bands.

PHILOSOPHY
Phi 101  Introduction to Philosophy  
This course studies and practices rational inquiry into fundamental questions about human wisdom, action and creativity. Because the course is paired with study of mathematics and because philosophy has always considered that mathematics provides clear examples of rational problem solving, the course includes mathematical examples along with examples from public policy, life choices, science, literature, the arts and the professions. Students learn the elements of rational inquiry, including basics of statement logic and strategies for information gathering. Students are introduced to the traditions of western philosophy, beginning with the ancient Greeks and following selected threads in subsequent eras. Classic texts by selected philosophers are studied. Topics include ontology, epistemology, aesthetics, ethics, language and logic.
Phi 201  Critical Thinking  
This course explores the theory and practice of rational inquiry in oral and written argumentation. The course may examine reasoning via arguments from public policy, life choices, science, the arts and/or the professions. Students will learn to clarify complexities, expose assumptions, evaluate sources and articulate solutions. They will study elements of statement logic (including fallacies) and deepen their rhetorical and reasoning skills in researched writing. Prerequisite: Wrt 102 recommended.

Phi 211  Philosophical Ethics A  
An introduction to philosophy through study of major traditions of ethical reflection in the history of philosophy. Socrates, Plato, Aristotle, Kant and Mill will be among the philosophers studied. The course will be used as part of Concordia University preparation of teams for ethics competitions.

Phi 433  Philosophy of Religion A  
An introduction to the issues of the philosophy of religion, including epistemological method, the classical proofs for God’s existence, determinism, free will, religious experience, faith and reason and the problem of evil. Prerequisites: Thl 101 or 371, Phi 210 or 211 or consent of instructor.

Phi 439  Analytic Philosophy A  
An introduction to contemporary western philosophy. Includes 19th century background, the “early” and “later” Wittgenstein, G.E. Moore, B. Russell and the “ordinary language” movement. Reference to Christian respondents to the practitioners of this style of philosophy. Prerequisites: Phi 201 and 210 or 211.

Phi 467  Bioethics and Health Care Professions  
An examination of ethical issues raised by modern advances in health care and biological research. We will examine both philosophical and theological approaches to ethics. Special attention will be given to contemporary developments in both religious and philosophical ethics and to possibilities for dialog today between philosophical theories, religious voices, and biblical ethics. Study of philosophical and theological approaches will be closely tied to study of a range of concrete cases and narratives likely to be encountered by today’s health care professionals.

PHYSICS
Phy 211  Physics 1 (Lecture 3, Lab 2)  
Introduction to physics with emphasis on classical mechanics, wave motion and thermodynamics. Prerequisite: Mth 251 or consent of division chair.

Phy 212  Physics 2 (Lecture 3, Lab 2)  
Continuation of Phy 211 with emphasis on electricity, magnetism, light, optics and modern physics. Prerequisite: Phy 211.

POLITICAL SCIENCE
Pol 211  U.S. History and Government  
The theories of government basic to an understanding of the American Constitution; political parties in the American system; history, character and functions of government in the United States. Meets Professional Clear Credential requirements—state of California.

Pol 241  Early Modern England A  
A thematic study of English culture and life from the reign of King Henry VIII through the War of American Independence. Special attention will be paid to culture, governance and factors that led to the expansion of the British Empire and the conflicts in North America.
Pol 301  Political Theory A
A study of the origins and development of classical and modern political philosophy as expressed in the writings of such theorists as Plato, Aristotle, Machiavelli, Locke, Rousseau, Hobbes, Marx and Dewey.

Pol 304  International Relations
Basic background and methods for analysis of current issues in international affairs such as the arms race, detente, human rights and the role of multinational corporations.

Pol 308  Comparative Political Systems A
A comparative study of several types of governments, their similarities and differences in structure and function. Comparisons of historical as well as contemporary political systems. Special emphasis on political culture and political sociology and on the comparison between democratic and totalitarian governments.

Pol 312  Constitutional Law A
The development of judicial interpretation of the U.S. Constitution from 1789 to the present. Emphasis on the political, social, cultural and economic context for key Supreme Court decisions. Use of the case study method to introduce students to legal reasoning. Topics include controversial court decisions involving race, religion, gender and limits of government authority.

Pol 412  Origins of the American Political System 1763-1803 A
The origins of the American political system from the end of the Seven Years' War through the Louisiana Purchase and Marbury vs. Madison. Focuses on government under the Articles of Confederation, the Constitutional Convention, ratification controversies, the first political party system and Jeffersonian vs. Hamiltonian approaches to government.

Pol 413  Religion and Politics in America A
The role of religion in American public life. Special emphasis on the interpretations and impact of the First Amendment and the concept of the separation of church and state on religious and political life in the United States.

Psy 101  Introduction to Psychology
Concepts and principles pertinent to psychological processes of social behavior, development, motivation, sensation, perception, thinking and symbolic processes, learning, personality and psychological disorders.

Psy 202  Human Sexuality
Survey topics in human sexuality, with a foundation in Christian ethics guiding sexual conduct. The focus is on the development of sexual behavior, including areas such as gender identity, sexual orientation, sexual anatomy, contraception, reproduction and birthing, sexually transmitted diseases, sexual dysfunctions and the paraphilias.

Psy 261  Chemical Dependency and Addiction
Introduction to the addictive behavior connected with alcoholism and drug use. An understanding of the biological and psychological processes of addiction and the use of various interventive strategies in treatment.

Psy 313  Developmental Psychology: Childhood
The development of physiological and psychological aspects of human growth will be traced from birth through childhood. Theories and research evidence as well as methodological problems will be reviewed as they relate to the growth process. Prerequisite: sophomore standing or above.
Psy 314  Developmental Psychology: Adolescence  3
A study of human development during the adolescent period. Emphasis will be placed on an examination of theories and research data as these relate to adolescent development. Problems and adjustment patterns in the context of the family, peer groups, school and society will be included.

Psy 315  Developmental Psychology: Adulthood and Aging  3
An introduction to the major psychological and developmental issues concerning adulthood, aging and the aging process. Specific objectives are: to dispel many of the myths and stereotypes about aging; to examine issues associated with the physical, psychological, cultural and social aspects of aging; and to give the student a better understanding of the grief process as it relates to the issues of adulthood and aging.

Psy 320  Life Span Development for Nursing  3
This course focuses on development and change through the human life-span. Life-span stages include childhood, adolescence, adulthood and ageing. Physical, social, communicative, emotional, and cognitive issues are covered, as well as the expected developmental milestones during each phase of development. The latest research, theories and applications are highlighted throughout the course. Each individual has unique and multifaceted physiological, psychological, sociological and spiritual dimensions. Individuals develop in identifiable stages throughout the life-span. Nursing care is most effective when the patient’s developmental status is considered in the plan of care.

Psy 340  Introduction to Biopsychology  3
An introduction to the biological basis of behavior. Topics include the structure and functioning of the nervous system, brain-behavior relationships and hormonal and genetic effects on behavior. Limited to psychology and behavioral sciences majors or consent of instructor. Prerequisite: Psy 101.

Psy 345  Social Psychology  3
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. Prerequisite: BSc 296.

Psy 351  Personality Theory  3
A study of personality through examination of those psychological systems which determine individuals’ unique adjustments to their environment. Major issues and variety of personality theories are explored and underlying researches are evaluated. (Alternate prerequisite for all upper-level psychology courses.)

Psy 361  Abnormal Psychology  3
An introduction to the symptoms, causes, treatment and prevention of psychopathology. Topics include anxiety disorders, personality disorders, psychophysiological disorders, psychoses, addictions, sexual deviations and organic disorders. Prerequisite: Junior or senior standing or consent of instructor.

Psy 371  Cognition  3
A theoretical and research-based investigation of the mental processes that underlie perception, imagery, attention, memory, language, reading, reasoning, decision making and problem solving.

Psy 381  Advanced Research Methods 1  3
Students will conduct original, empirical and/or literature review only research in psychology under the direct supervision of and/or collaboration with a psychology faculty member. The express intent of the projects is to have the resulting manuscript published in reputable psychological outlets; e.g. professional journals, monographs, book chapters. Students will be required to submit their projects for presentation at professional conferences.
### COURSES OF INSTRUCTION

**Psy 382**  
**Advanced Research Methods 2**  
A continuation of Psy 381.

**Psy 403**  
**Health Psychology**  
This course is designed to introduce students to Health Psychology, a relatively new area in the psychology discipline. Unlike traditional models and schools of thought that see diseases solely as malfunctions or organs or breakdowns of body systems, health psychology approaches health and illness as parts of a complex interplay among biological, psychological and social factors.

**Psy 441**  
**Clinical and Forensic Psychology**  
An overview of the field of clinical psychology, with a particular emphasis on its sub-discipline of forensic psychology; the application of clinical research and practice findings to legal cases where someone's mental status is one of the issues being adjudicated; e.g. competency to stand trial, insanity, dangerousness and other forensic questions. The course covers clinical psychology's history and current professional issues, psychological assessment, training and ethical issues; emphasizing the role of the psychologist as an expert witness in court. Prerequisites: Psy 351 and 361; junior or senior standing.

**Psy 466**  
**Principles of Counseling**  
A foundation course providing an understanding of the content and process of counseling. Specific aspects of the counseling process addressed include: basic skills, legal and ethical issues, crisis intervention, cultural sensitivity, how and when to refer, control-mastery theory and the integration of psychology and theology.

### SCIENCE

**Sci 103**  
**Safety Seminar (Individualized Study)**  
This course provides an introduction to federal, state and local regulations, material safety data suggestions, chemical hygiene plans, labels, equipment, spill response, and proper handling and disposal of chemicals as related to an academic laboratory.

**Sci 115**  
**Physical Science: Introduction to Chemistry and Physics (Lecture 3, Lab 2)**  
Integrated, interdisciplinary introduction to chemistry, the central science, and physics, the fundamental science, emphasizing key concepts, significant chemical and physical phenomena and practical applications together with a brief introduction to the historical, philosophical, epistemological and theological underpinnings of chemistry and physics in current Christian apologetic context. Prerequisite: Mth 201, 211, 251 or higher or concurrent registration.

**Sci 211**  
**Geology (Lecture 2, Lab 2)**  
A study of the origin and composition of rocks and minerals; landscape development by water, ice and wind; earthquakes; the earth's interior; the nature of mountains and their development; the drift of continental and oceanic plates; and environmental aspects of geology. Students should be prepared for one or two weekend field trips.

**Sci 231**  
**Astronomy (Lecture 2, Lab 2)**  
A study of the earth, time, moon, sky, celestial mechanics, solar system and the sidereal universe. Also included are star formation and evolution, space-time, black holes and galaxies. Labs include a study of the laws of physics related to the optics of telescopes. Evenings in observation and a possible weekend field trip may be included.

**Sci 301**  
**Earth Science (Lecture 3)**  
An introduction to position, motion and properties of the solar system and cosmos. A survey of spatial concepts of the earth's crust, materials, structure and the effects on the land forms, soil, vegetation and natural resources. An overview of the atmosphere, its composition and the processes that makes the earth's surface so dynamic. Prerequisites: Bio 101 or CBio 101 and Sci 115.
### COURSES OF INSTRUCTION

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<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sci 318</td>
<td>Ocean Science (Lecture 2, Lab 3) A</td>
<td>3</td>
<td>A study of the characteristics of the marine biotypes and physical characteristics; the organisms indigenous to each; physical, chemical and biological parameters affecting the productivity of each biotype; the geological composition of the ocean floor and air-sea interactions. Lecture and field work also included. Two weekend field trips are possible (Friday afternoon through Sunday). Prerequisites: Bio 101, 111 or CBio 101 and Sci 115.</td>
</tr>
<tr>
<td>Sci 455</td>
<td>History and Philosophy of Science (Lecture 3) A</td>
<td>3</td>
<td>An historical overview of the development of science and its philosophy, concentrating on Western thought and the changing worldviews from Aristotle and the Greek influence through today's EPR/Bell/Aspect trilogy. Emphasis will be placed on the nature of science, the difference between empirical facts and philosophical/conceptual facts and the various worldview developments from these 'facts.'</td>
</tr>
</tbody>
</table>

### SOCIETY

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 101</td>
<td>Introduction to Sociology</td>
<td>3</td>
<td>The analysis of social interaction, social relationships, socialization, social deviance, social control, social institutions, social processes and social change, family and educational problems, child abuse, social deviance, crime and delinquency and drug, alcohol and tobacco abuse.</td>
</tr>
<tr>
<td>Soc 229</td>
<td>Criminology</td>
<td>3</td>
<td>Introduction to the scientific study of crime as a social phenomenon. Course focuses on how crime in our society is related to the collective aspects of human life.</td>
</tr>
<tr>
<td>Soc 316</td>
<td>Ethnic and Minority Relations</td>
<td>3</td>
<td>An analysis of ethnicity in contemporary urban society including relationships between subcultural communities and the larger society. Factors and processes in the formation of minority groups will be examined as well as strategies for changing dominant-minority patterns.</td>
</tr>
<tr>
<td>Soc 320</td>
<td>Social Stratification</td>
<td>3</td>
<td>This course introduces the sources, functions and dynamics of the unequal distribution of wealth, power, knowledge and prestige in an historical, comparative perspective.</td>
</tr>
<tr>
<td>Soc 321</td>
<td>Social Problems</td>
<td>3</td>
<td>An introduction to the major problems in contemporary America with a focus on the causes, theoretical explanations and social policy solutions. Topics include economic and political problems, urbanization and environmental problems, family and educational problems, child abuse, social deviance, crime and delinquency, and drug, alcohol and tobacco abuse.</td>
</tr>
<tr>
<td>Soc 325</td>
<td>Women and Gender Issues</td>
<td>3</td>
<td>An analysis of the status of women in Western society as well as from a cross-cultural perspective. Topics include: theories of male domination, gender stereotypes, male-female relationships, women's liberation and the role of women in the church. A multidisciplinary perspective in understanding women's roles will be featured.</td>
</tr>
<tr>
<td>Soc 331</td>
<td>Marriage and the Family</td>
<td>3</td>
<td>A study of marriage, the family and the intimate environment. Topics such as courtship, marriage and role relationships in the family as a social institution will be discussed. Additional emphasis will be placed on the changing nature of the family, family problems and family strengths. A Christian perspective of the family will be offered.</td>
</tr>
</tbody>
</table>
Soc 332  Child, Family and Community  3
An overview of the socialization process involving the young child in the larger cultural setting. Focus will be on social institutions as social agents including the family, the school, peer groups, mass media and community structures. Prerequisite: sophomore standing or above.

Soc 355  Social Gerontology A  3
An introduction to the study of aging from a sociological perspective with attention given to current research, problems faced by the elderly, the impact of an increasingly aged population on society, and the resulting implications for policy and social intervention.

Soc 461  Social Theory A  3
Selected major social theories and theorists; introduction to the formulation and evaluation of social theories, including social systems theory, evolutionary theory, formal and phenomenological theory, sociology of knowledge, symbolic interaction theory functionalism, social action theory and exchange theory. History and development of social theory.

SPANISH

Spa 101  Spanish 1  4
Natural approach to Spanish with an emphasis on developing conversational skills speaking, listening, reading and writing in Spanish. Reading and writing skills also introduced. Course taught completely in Spanish and is for students who have had no or very little prior study of Spanish or less than two years of high school Spanish.

Spa 102  Spanish 2  4
Continuation of Spanish 101. Prerequisite: Spanish 101 or two years of high school Spanish. Fulfills Concordia's foreign language requirement.

Spa 201  Intermediate Spanish 1 (Lecture 3, Lab 1)  3
Systematic review of grammar including readings to provide an introduction of Spanish culture and literature. Prerequisite: Spa 102 or equivalent.

Spa 202  Intermediate Spanish 2  3
Continuation of Spa 201. Prerequisite: Spa 201 or equivalent.

Spa 301  Advanced Conversation  3
Development of increased mastery of the spoken language through extensive text and periodical readings. Emphasis placed on small-group discussion to improve skills in Spanish. Prerequisite: Spa 202 or equivalent.

Spa 302  Advanced Grammar/Reading  3
Extensive reading of Spanish writings, review of grammatical principles and regular composition work based on these readings. Prerequisite: Spa 202 or equivalent.

Spa 311  Survey of Spanish Literature A  3
Study of representative works of literature of Spain from the Middle Ages to the present. Prerequisite: Spa 202.

Spa 312  Survey of Spanish American Literature A  3
Study of representative works of Spanish-American literature from the Conquest to the present. Prerequisite: Spa 202.
COURSES OF INSTRUCTION

Theatre

NOTE: There may be an additional charge for required field trips. A lab fee of $50 is required for each design/technical course marked with an *

Thr 101 Experiences in Theatre 1.5
An activity-oriented course designed to acquaint students with the ephemeral, experiential nature of the theatre. Course content includes play-going, play-making (i.e., scene work), rudimentary play analysis, and discussion and direct participation in on-campus production work.

Thr 141 Voice for the Actor 1.5
Intensive training in the integral use of the voice for the actor; developing skills for vocal relaxation, flexibility and strength. The development of the voice as a tool for communicating character and subtext.

Thr 151 Movement for the Actor 1.5
Intensive training in the integral use of the body for the actor; developing skills for physical relaxation, flexibility and strength. The development of the body as a tool for communicating character and subtext.

Thr 201 Drafting and Color Media* A 3
The use of drafting and drawing media as a communication tool in the theatre. A hands on class based upon projects and presentations.

Thr 211 Computer Aided Design* A 3
An introduction to the application of computer hardware and software to design for the theatre including instruction and practice in computer aided design (CAD), computer rendering and 3D modeling.

Thr 251 Introduction to Theatre 3
An overview of the various conventions, forms, styles and genres of the theatre. Principles of play analysis. Explorations in theatre criticism from dramaturgical, literary and cultural perspectives. Thematic discussions of representative contemporary plays. Field trips.

Thr 261 Acting 1 3
An introduction to basic acting technique. Students examine ways to construct the interior, physical and vocal life of a character and learn warm-up procedures and staging principles. Experiences in scene and character analysis; performance of monologues and improvisations; introduction to scene study. Field trips. Prerequisite: Thr 251 or consent of instructor.

Thr 262 Acting 2 3
An advanced approach to acting techniques using theatrical material from contemporary realism. In-depth experiences in scene and character analysis; performance of monologues, improvisations and scenes; exercises based in the Meisner technique and other acting approaches. Field trips. Prerequisite: Thr 261 or consent of instructor.

Thr 311 Introduction to Technical Production* 3
Introduction to the practical application of theatrical design principles. Techniques and practices of technical organization, set construction, lighting preparation, costume construction, makeup application and sound preparation, with emphasis on hands-on experience. Field trips and participation in on-campus production work required. Prerequisite: Thr 251 or consent of instructor.
Thr 321  Introduction to Theatrical Design*  3
Introduction to theories and principles of theatrical design, with emphasis upon a wholistic, scenographic approach. Exploration of set, lighting, costume, makeup and sound design, with consideration of director/designer collaboration. Field trips and participation in on-campus production work required. Prerequisite: Thr 251 or consent of instructor.

Thr 323  Period Styles of Design*  A  3
A survey of historical periods and design styles as they are applied to the theatre. Includes an examination of architecture, costumes, furniture, interiors, lighting, ornament and stage scenery.

Thr 325  Scenic Design*  A  3
Scenography covering the design of stage settings and properties and including further development of skills in drafting for the theatre.

Thr 327  Lighting and Sound Design*  A  3
The design of theatrical lighting and sound and the practical application of those designs to the stage.

Thr 329  Costume Design*  A  3
The design of theatrical costumes and accessories expressed through color rendering, including an overview of the history of costume.

Thr 330  Performance Studies and Readers Theatre  A  3
In-depth work in solo and group oral interpretation, including selection, adaptation and presentation of reader’s theatre programs for adults and children. Topics include: intercultural issues in performance, performing for religious audiences and performance of non-fiction. Field trips required.

Thr 351  Play Direction 1  3
Students are introduced to the following directing techniques: play selection and analysis, auditioning, scenic design and staging, actor coaching, rehearsal strategies and production management. Principles in directing for both the proscenium and the open stage are examined. Workshop scenes are presented and evaluated. Prerequisites: Thr 251, 261 and 262 or consent of instructor.

Thr 371  Acting 3  3
Advanced study of techniques of theatrical performance through intensive in-class workshop experiences. Special emphasis on acting Shakespeare and other period styles. Exercises, analytical skills, rehearsal procedures and methods of artistic criticism are also considered. Field trips. Prerequisite: Thr 262 or consent of instructor.

Thr 381  Acting in Musical Theatre  A  3
Exploration of the voice, movement and acting skills necessary to performing in modern musical plays. Students participate in workshops, exercises, warm-ups, rehearsal procedures, solo and group in-class performances. Field trips. Prerequisite: Thr 261 or consent of instructor.

Thr 390  Theatre Practicum (earned in one-unit increments)  3
Hands-on learning by working on one or more of the productions in the theatre department season.
Thr 441  Theatre and Culture 1  A  
An examination of the theatre of various cultures from the Classical period through the Renaissance. Intensive study of representative plays. Consideration of the theatrical conventions, visual art, music and significant historical events of various periods. Field trips. Prerequisite: Thr 251 or consent of the instructor.

Thr 442  Theatre and Culture 2  A  
A continuation of Thr 441. An examination of the theatre of various cultures from the Renaissance to 1945. Prerequisite: Thr 251 or consent of instructor.

Thr 443  Contemporary Theatre and Culture  A  
An examination of theatre from various cultures, concentrating on theatrical text and performances written and produced within the past 60 years; study of contemporary trends and styles in theatre.

Thr 445  Dramatic Theory and Criticism  A  
Reading and analysis of theoretical and critical approaches to theatre.

Thr 451  Play Direction 2  
A continuation of Play Direction 1; students deepen their knowledge and skills in the theory and practice of stage directing. Topics covered include director/designer collaboration; analysis of period style and genre with application to directors’ choices; analysis of modern and contemporary theories of the stage; artistic direction and dramaturgy in the contemporary theatre. Workshop scenes are presented and evaluated. Field trips are required.

Thr 452  Advanced Script Analysis  A  
Advanced study of selected plays from the standpoint of the theatre artist (actor, director, designer). The process of translating a dramatic text to theatrical production with an emphasis upon the techniques of perception, imagination and integration used by the theatrical artist in developing a concept and determining specific performance and design choices. Practical application of analysis through projects and presentations.

Thr 461  Creative Drama and Improvisation  
Emphasis upon personal dramatic experience and drama as process instead of theatrical product. Principles and procedures for utilizing creative dramatics activities in educational and other settings, as expressed through individual and group movement, sound and improvisation. Practicum lab hours required.

Thr 471  Acting 4  
An advanced experiential course covering performance techniques and principles through in-class scene study. Exploration of Greek tragedy and Comedy of Manners theatrical styles. Exercises, analytical skills, research of theatrical styles and rehearsal procedures are also considered. Field trips. Prerequisites: Thr 251 and 261 or consent of instructor.

Thr 498  Theatre Showcase  
An advanced, thesis-style project open to students in the theatre major. Requires a written application describing the proposed project, typically in one of the following areas: acting, directing, design, playwriting or theatre ministry. The Showcase requires intensive hands-on activity at an advanced level under the supervision of a faculty member; a written component is also required. Prerequisites: senior status and application approval by the theatre faculty. (Also see Theatre Showcase Guidelines available in the Theatre Office.)
**THEOLOGY**

**Thl 101 Foundations of Christian Theology** 3
This course studies the source of Christian theology, namely the Holy Scriptures. Drawing upon the Scriptures as well as historical and doctrinal writings by Christian theologians, the student will examine major teachings of the Christian faith (e.g., the nature and knowledge of God, Christology, justification, ecclesiology, eschatology, sacramentology). Differing understandings of these teachings will be explored when appropriate. Such engagement will enable the student to understand and articulate the basic tenets of Christianity.

**Thl 105 Life of Christ** 3
An exploration of the doctrine of Christ using both Old and New Testament biblical literature. The theological, historical and cultural background and significance of Christ will be studied. From the Old Testament the concept of Christ is taught as a constant promise from God and as having a direct role in creation and history. New Testament literature is used to teach that the life and work of Jesus is the incarnation of the promised Christ and that Christ has an ongoing role in the Christian church. Designed primarily for the student who has had little or no contact with Western philosophy and culture and no formal education or exposure to Christian doctrine or practice. Such students may take this course in place of Thl 101.

**Thl 201 History and Literature of the Old Testament** 3
An historical and literary survey of the Old Testament, with an emphasis on theological themes and their relevance for Christian faith and life.

**Thl 202 History and Literature of the New Testament** 3
An historical and literary survey of the New Testament, with an emphasis on theological themes and their relevance for Christian faith and life.

**Thl 222 Christian Witness and Evangelism** 1
This course will introduce the student to the theology and practice of Christian evangelism. Skills in speaking the Gospel to others will be developed and applied in field experience.

**Thl 281 Introduction to Worship Arts A** 1
An overview of the worship arts profession and the methods and principles of contemporary worship arts, including the study and evaluation of worship services in churches of various sizes and denominations; technologies, equipment and tools that support worship arts programming; common worship band principles; approaches used in service planning; and the use of dance, drama and visual arts.

**Thl 304 History of the Christian Church** 3
This course surveys the origin and development of the Christian church. Political and cultural contexts and influences on the church will be examined. Special consideration will be given to theological themes which surfaced at different times and in different places throughout the history of the Christian church, culminating with twenty-first century trends in fundamentalism, evangelicalism and ecumenism.

**Thl 311 Old Testament Book of the Bible A** 3
An in-depth study of a single book of the Bible or several smaller books in their entirety. The books studied will vary from offering to offering and be selected by the instructor. This class may be repeated for credit if the book studied is different. Prerequisite: Thl 201 or consent of instructor.

**Thl 312 New Testament Book of the Bible A** 3
An in-depth study of a single book of the Bible or several smaller books in their entirety. The books studied will vary from offering to offering and be selected by the instructor. This class may be repeated for credit if the book studied is different. Prerequisites: Thl 201 and 202 or consent of instructor.
Thl 321 World Religions
A survey of the world’s major non-Christian religions including major motifs, belief patterns, ritual and worship, ethics and social patterns, origin and development and sacred writings.

Thl 351 Patristic and Medieval Christianity A
Emphasis on the major themes in the history of medieval Christian thought. Beginning with the church fathers, the student will continue through the thought of the major medieval thinkers culminating with the work of St. Thomas.

Thl 355 The Reformation A
An introduction to the social, political and intellectual context of the various sixteenth-century reformation of the church in Europe as well as the events, ideas and implications of these reform movements. Attention will be given to both the “magisterial” and “radical” Protestant reformation as well as to the Catholic reformation.

Thl 358 Contemporary Church History A
Emphasis on the major themes in the history of 20th century Christian thought. After a survey of the 18th and 19th century background, the course will focus on theological thought after Protestant liberalism and up to the present day. Some time will be devoted to conservative responses.

Thl 371 Christian Doctrine 1
Introductory course in systematic and confessional theology for undergraduates. Covers the subjects of theological method, revelation and scripture, Law and Gospel, the Triune God and His attributes, humanity and sin, and the person and work of Jesus Christ as the God/man. Stresses acquaintance with key biblical material and its expression in the Lutheran Confessions. Students with significant education in Christianity may use this course in place of Thl 101 in the general education requirements upon consultation with the instructor.

Thl 372 Christian Doctrine 2
Introductory course in systematic and confessional theology for undergraduates. Covers the subjects of justification, the person and work of the Holy Spirit, conversion, preservation, election, sanctification, the sacraments, the church, the ministry and eschatology. Stresses acquaintance with key biblical materials and its expression in the Lutheran Confessions. Prerequisite: Thl 371.

Thl 375 Contemporary Religious Bodies in America
Introductory survey of several major Western theological positions and their theology. Designed as an undergraduate course in “comparative dogmatics.” The course is organized around the systems of Roman Catholicism, Luther, Calvin and Wesley. Prerequisite: Thl 101 or equivalent.

Thl 381 Worship Arts Ministry A
Theology, methods and principles for leading a worship arts ministry. Evaluation and development of working definitions for “contemporary” worship; planning worship services for varied congregational settings; worship ministry in the context of congregational change; values that shape worship ministry programming; the role of technology; application of a theology of worship in cultivating a character of leadership. Prerequisite: Thl 281 or consent of instructor.

Thl 382 Corporate Worship
An examination of the theology of corporate worship as it is taught in Scripture and the Lutheran Confessions, and in how it has developed through the history of the Church. Criteria for preparing and evaluating worship services in today’s church are examined and applied. Prerequisite: Thl 101 or equivalent.
**Thl 429  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. Prerequisites: Thl 201 and 202 or concurrent enrollment.

**Thl 430  Christian Apologetics** 3
An introduction to the intellectual defense of the truth of the Gospel to the thinking skeptic centered in a detailed, historical and factually-based defense of the Gospel. Particular apologetic issues such as the incarnation and resurrection of Christ, the existence of God, the problem of evil, the dependability of Scripture, and the exclusivity of the Gospel will be examined, as will various methods of apologetics including the mythopoeic writings of C.S. Lewis and J.R.R. Tolkien. Arguments against this apologetic (including pre-suppositionalism and Christian pietism) will also be examined. Prerequisite: junior or senior standing or consent of instructor.

**Thl 463  Readings in Classical Christian Thought** 3
Selected primary source readings in Western Christianity including Augustine (Confessions), Life of St. Antony, selected Western mystics, St. Anselm, St. Thomas Aquinas, Luther, Calvin and Wesley. Prerequisite: Thl 101, junior standing or consent of instructor.

**Thl 465  Christians and Ethics** 3
An exploration of morality and ethics in light of scriptural teaching concerning both creation and redemption. Students 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. The course will usually include student research and presentations on contemporary ethical issues in light of the student's growing understanding of Christian ethics. Prerequisite: junior or senior standing or consent of instructor.

**Thl 467  Bioethics and Health Care 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.

**Thl 481  The Mission of Christ's Church** 3
Christ's Great Commission calls Christians to make disciples of all nations. Every congregation is therefore a mission outpost and every Christian is a witness. This course will focus on the history and theory of overseas missions, local work among people of different cultures, and ways that congregations can facilitate and support local outreach and international mission efforts.

**Thl/Mus 482  Musical Heritage of the Church** 3
Survey of the role, development and function of music in the Christian church from its roots in the Old Testament to the present day, with attention to biblical, theological, social and cultural considerations.

**Thl/Mus 483  A Survey of Christian Hymnody** 3
A historical survey of Christian hymnody which will develop an awareness of the poetic, musical, theological, and spiritual aspects of hymnody for both congregational and devotional use.
**Thl/Mus 484  Planning Music for Christian Worship A**  
Practical study of planning music within the worship service. Students will draw upon their course experiences in theology, worship, history, arranging, performance and repertoire for creating and evaluating worship forms in the church today. An in-depth study of the church year will serve as the framework for planning services appropriate for a Lutheran-Christian context. Prerequisite: Thl 382. Also suggested are MUS 331 or 482, 471, 481, 483 and 485.

**Thl/Mus 485  Contemporary Christian Song A**  
A survey of the development and function of contemporary Christian music appropriate for use within both liturgical and non-liturgical worship services. Students will draw upon their course experiences in theology, music and worship as they learn to select and evaluate contemporary music appropriate for a Lutheran-Christian worship context. Prerequisite: Thl 382. Also suggested are Mus 482 and 483.

**Thl 489  Integrated Theology**  
Capstone course in Theology and Theological Studies. This course guides students in gathering a portfolio of their theological proficiency, self-evaluation of that portfolio, and an assessment of their theological competency. Prerequisite: Senior class standing in Theology or Theological Studies.

**WRITING**

**Wrt 102  Writing and Research**  
Students will practice research methods and a variety of writing strategies such as narration, description, exposition and argumentation. Through research, reading, writing and writer workshops, students will develop as critical thinkers, readers and writers.

**Wrt 201  The Art of the Essay**  
No genre is as rich and varied as the literary essay. Students will explore the aesthetic range of the essay by reading selected works from a variety of authors. These works will be examined not only as objects for analysis, but also as models for stylistic experiments as students practice the art of the essay. Enrollment by score and/or admission to the Honors Program.

**Wrt 323  Introduction to Genre and Craft in Creative Writing**  
A multi-genre introduction to the craft of creative writing. In the context of a variety of genres, students will examine literary conventions as well as the writing techniques and tools essential to effective writing and editing. Prerequisite: Wrt 102.

**Wrt 324  Writing for Children and Teenagers**  
An introduction to the art and craft of writing for young audiences. Students will read, analyze and write both fiction and nonfiction pieces. The course includes market analysis techniques and the submission of work for publication. Prerequisite: Wrt 102.

**Wrt 327  Creative Writing: Fiction A**  
This course involves a sustained exploration of the creative process in writing fiction. Students will complete several short stories, perform close analysis of published works and participate in writing workshops. Prerequisites: Wrt 102 and 323.

**Wrt 328  Creative Writing: Poetry A**  
This course is designed to sharpen students’ awareness of and skill in using the elements of poetry. Students will complete a number of original poems in a variety of traditional and contemporary forms and styles. The class will discuss its own creative work and a wide variety of anthologized poetry in a workshop setting. Prerequisites: Wrt 102 and 323.
Wrt 329  Creative Nonfiction  3
An examination and discussion of the art and craft of contemporary nonfiction, with practice in a variety of genres. Course includes market analysis techniques and the submission of work for publication. Prerequisite: Wrt 102 or consent of instructor.

Wrt 330  Travel Writing  3
An intense creative nonfiction writing experience combined with ethnographic research, blogging, and backpack journalism. Students will write about 35 pages of essays, profiles, literary journalism, and reviews. Writing will be published weekly on a blog together with photos and video content. Assignments will require the students to observe and engage with people in various countries where they are volunteering and studying.

Wrt 333  Topics in Creative Writing A  3
A focused exploration of genre and subject matter in a workshop setting. Possible topics include nature writing, travel writing, and experimental writing. This course may include travel. Class may be repeated for elective credit. Prerequisites: Wrt 102 and 323.

Wrt 337  Writing for the Stage and Screen A  3
An introduction to the art of writing dramatic works. Students will explore dramatic writing techniques through writing practice, close analysis of published works and student workshops. Prerequisite: Wrt 102.

Wrt 427  Advanced Creative Writing A  3
This course is the capstone class for the creative writing minor. It provides an opportunity for students to write more intensively and extensively, creating new work and revising previously written work in a workshop setting. Prerequisites: Wrt 323 and two of the following courses: Wrt 324, 327, 328, 329, 333, 337.

ADDITIONAL EDUCATIONAL EXPERIENCES
The following individualized courses are independently-arranged academic and practical experiences that are available to the student only with the approval of a division or program area. The discipline prefix, number, title, description and credit units will be determined for each experience. Each experience must meet all academic standards of the institution.

___  Individualized Study
An arrangement between a student and the instructor to offer a course listed in the catalog at a time other than when it is normally offered. This arrangement is normally reserved for emergency situations and for transfer students unable to work courses offered every other year into their schedules. General education courses may not be taken by supervised study. Approval must be given by the dean of the appropriate school.

___ 299/399  New Trial Course Offering
A course being developed and offered for the first time. The course will have the department’s prefix code and, depending on the appropriate level, a course number 299 or 399 will be approved.

___ 390  Practicum Experience  1-3
A practical experience outside the classroom that is directly related to the student’s major, minor or professional program. It typically involves “hands-on” experience that is a beneficial complement to the student’s academic experience.
___ 490  Internship  3-8
An intense practical experience outside the classroom that is an integral part of a professional program. This may be either a part-time or full-time experience that contributes significantly to the preparation of a student for entrance into a profession. Approximately 40 contact hours are required for each unit of credit. Each school may determine the registration deadline. Check with the school for more information.

___ 499  Honors Course  1-3
An educational experience reserved for students who have excelled in an academic discipline and who seek a challenging study and/or research experience beyond the scope of the curriculum. The student will typically suggest an area of interest and the instructor will assist in defining the parameters of the study. The study will typically result in a significant paper describing the experience and its findings.
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Communication Minor .......................... 65
Communication Studies Department .......... 64
Completion, Statement of ........................ 39
Concurrent Registration ......................... 34
Conduct, Student .................................. 24
Core Curriculum .................................... 26
Counseling Services ................................. 24
Course Registration and Load .................... 35
Course Repeats ....................................... 35
Courses of Instruction .............................. 126
Courses: Add-Drop-Change ....................... 34
Creative Writing Emphasis, Humanities and Fine Arts Major .......... 68
Creative Writing Minor .............................. 70
Credential Program, Teacher Education .......... 122
Elementary: Multiple Subject .................... 123
Secondary: Single Subject ......................... 124
Special Education .................................. 124
Credit by Examination .............................. 10
Criticism, History, Literature Emphasis, Theatre Major ...................... 62
Cross Cultural Ministry Center ................... 109
Cross Cultural Studies Minor ..................... 90

D
Dean's List .......................................... 35
Degree, Second ....................................... 38
Design and Technical Production Emphasis, Theatre Major ................... 62
Dining Services ....................................... 23
Directing and Acting Emphasis, Theatre Major .................. 61
Director of Christian Education (DCE)
Program ............................................... 110
Director of Parish Music (DPM) Program ......... 112
Directory, Information ............................... 190
Disabilities, Documented ............................ 23
Disability and Learning Resource Center ........ 22
Disqualification / Probation, Academic ........... 33

E
Early Childhood Minor .............................. 121
Economics Major ..................................... 99
Education, Liberal Studies Major ................ 118
Education, Lutheran Teacher Certification .... 124
Education, Teacher Credential Programs
Elementary: Multiple Subject .................... 123
Secondary: Single Subject ......................... 123
Special Education .................................. 124
Education, School of ................................. 116
Educational Targets and Goals ..................... 6
Elementary Education, Liberal Studies Major .... 123
Engineering, Pre-Engineering Program .......... 86
Aerospace ............................................. 87
Bio-Medical: Pre-Medical ......................... 87
Chemical ............................................. 87
Civil .................................................. 87
Environmental ............................ 87
Material Science .................................... 87
Mechanical .......................................... 87
English Department ................................. 66

English Major ......................................... 67
English Minor ......................................... 70
Environmental Emphasis, Pre-Engineering Program .................. 87
Exercise and Sport Science (ESS) Division .... 45
Exercise and Sport Science Major ................ 47
Exercise Science Emphasis, Secondary Teacher Education .......... 47
Exercise Science Minor ............................ 48
Executive Council ................................... 189

F
Facilities, Physical ...................................... 7
Faculty ............................................... 7, 191
Falsification of Admission Documentation .......... 10
Fees and Tuition ...................................... 14, 15
Finance Emphasis, Business Administration Major .................. 97
Financial Aid ........................................... 19, 20
Applying ............................................... 19
Available ............................................. 19
Awarding .............................................. 20
Awards, Grants, and Aid ............................. 19
Financial Holds ....................................... 15
Fine Arts and Performing Arts Division .......... 51
Foundation (see University Advancement) .......... 205

G
General Education ..................................... 26
General Education Requirements ................ 27
Global Cultural Studies Minor .................... 71
Grading System ....................................... 36
Graduate Degree Programs .......................... 31, 42
Graduation Requirements ........................... 30
Graduation, Honors .................................. 37
Grants, Aid and Awards (see Financial Aid) ........ 19, 20
Graphic Design Emphasis, Art Major ............. 52
Graphic Design Major ............................... 52
Graphic Design Minor ............................... 53

H
Health Services (see Wellness Services) .......... 23
History Department ................................... 72
History Emphasis, Humanities and Fine Arts Major ............ 69
History Major ......................................... 73
History Minor ......................................... 76
History of Concordia University .................... 6
History of Ideas Emphasis, History Major .......... 73
History, General Emphasis, History Major .......... 73
History, Literature, and Criticism Emphasis,
Theatre Major ....................................... 62
Homeschooled Students ............................. 11
Honesty, Academic .................................... 33
Honors at Graduation ................................ 37
Honors Programs ...................................... 37
Humanities and Fine Arts Major .................... 67
Humanities Division .................................. 67
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☐ Financial aid information ☐ Arranging a campus visit

Mail to: Concordia University, 1530 Concordia West, Irvine, CA 92612
## Music Minor

**Core: 11-17 Units**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 201</td>
<td>3</td>
</tr>
<tr>
<td>Mus 202</td>
<td>3</td>
</tr>
<tr>
<td>Mus 211</td>
<td>1</td>
</tr>
<tr>
<td>Mus 212</td>
<td>1</td>
</tr>
</tbody>
</table>

Choose one to three (1-3) of the following courses: 3–9

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 331</td>
<td>3</td>
</tr>
<tr>
<td>Mus 332</td>
<td>3</td>
</tr>
<tr>
<td>Mus 451</td>
<td>3</td>
</tr>
<tr>
<td>Mus 452</td>
<td>3</td>
</tr>
</tbody>
</table>

### Performance

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MuE ______</td>
<td>2</td>
</tr>
<tr>
<td>Mu ______</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one to seven units from any 300-400 level music and/or conducting courses to bring total units for minor up to 24.

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**24 UNITS**
2011 - 2012 UNDERGRADUATE ACADEMIC CALENDAR

Fall 2011 Semester

August
20  Residence halls open for NEW students
21  Residence halls open for RETURNING students
20-22  Clearance/Orientation for NEW students
21-22  Clearance for RETURNING students
23  Instruction begins
23  Opening Service (10:30 am – CU Center)
26  Last Day to ADD a class without Instructor approval

September
2  Last day to ADD a class with instructor approval
2  Last day to DROP a class without record of enrollment
5  Labor Day Holiday (observed)
6  Census Date
30  Deadline to apply for Fall 2011 graduation

October
3  Advising Appointments (thru November 11)
10 -14  Mid-semester Week
13 -14  Mid-semester Break

November
11  Last day to WITHDRAW from class with “W”
14 -18  Spring 2012 Priority Registration
21 -25  Thanksgiving Break

December
12 -16  Final Exam Week
16  First Deadline to apply for Spring 2012 graduation
22  Semester grades due in Banner Web (End of Fall 2011 Semester)

Spring 2012 Semester

January
7  Clearance/Orientation for NEW students
9  Classes begin
13  Last day to ADD a class without instructor approval
16  Martin Luther King Day (observed)
20  Last day to ADD a class with instructor approval
20  Last day to DROP a class without record of enrollment
23  Census Date

February
27  Mid-Semester Break (thru March 2)

March
Feb 27–2  Mid-Semester Break (no classes)
5  Advising Appointments (thru April 13)
30  Last day to WITHDRAW from a class with “W”

April
5–9  Easter Break (Monday classes after 4 pm will meet)
16-20  Priority Registration for Fall 2012

May
April 30–4  Final exam week
4  Deadline to apply for Summer 2012 graduation
5  Commencement activities
10  Semester grades due in Banner Web (End of Spring 2012 Semester)