



From the office of the President:

SEEKING AN OPPORTUNITY TO SHAPE THE WORLD'S FUTURE?

What's going on at Concordia?

As I travel the world, one of the questions people ask me most is: what's going on at Concordia? I usually answer them with some sort of update about the university; how many professors and students we have, what new programs we've initiated, what's the status on a fund raising campaign or a building project, and the like. But the question can be answered on a deeper level, too. And, that's perhaps the question you're asking as you take up this Academic Catalog.

What's going on, or what should be going on, at an excellent institution of higher education? As you read this catalog you'll see that, academically speaking, there's a lot going on. We offer a wide range

of majors and minors led by an outstanding faculty and staff. We also provide an array of excellent extracurricular activities, such as competitive athletic teams, outstanding fine arts programs, servant events, internships, mission trips and many others. And all of this occurs in the context of a beautiful campus, with excellent facilities, comfortable residence halls, a beautiful Student Union (with outstanding food service) and state-of-the-art classrooms, including our sparkling new classroom and administration building, Grimm Hall. There's a lot going on at Concordia. That's obvious.

Or is it so obvious? The question goes even deeper. It goes beyond programs and activities. What's going on at Concordia is something more fundamental, more essential. The task that we're about has to do with forming and, in a sense, transforming, as human beings the students who enroll here. Through excellent education carried out in a manner that is faithful to our Lutheran roots, we are preparing our students to be wise, honorable and cultivated citizens of a global world.

Does that sound like a tall order? Yes! It sure does. We're keeping our eyes on the big picture and trying to envision what our graduates will be like five years, ten years, even twenty-five years after they leave Concordia. We envision graduates who, in addition to being competent in their callings and well prepared for their careers, are also good citizens and lifelong learners. We envision men and women who use their learning to make wise decisions in life; who, having developed a servant's heart, and a deeper commitment to their faith, lead honorable lives and who are not only leaders in their fields but also cultivated citizens of a diverse and challenging world.

You may have seen our logo. But you may not know what the logo signifies. It is made up of three stylized images of our CU Center for Worship and the Performing Arts, the blue-capped structure which is the center of the worship life of the campus, formed around the shape of a cross. The cross of Jesus, of course, is always at the center of everything we do here at Concordia. These three stylized images represent the three primary verbs of our mission statement: learn, serve, lead. And they represent the vision that we have for our graduates: wise, honorable, cultivated citizens.

But you may also have noticed that there's a missing piece in the upper right hand corner of the logo. The missing piece is you! I invite you to become a part of the Concordia community. We will be made more complete through your participation with us.

Well, that's what's going on at Concordia. We're keeping our eyes on the big picture. Join us, won't you?

Dr. J. A. O. Preus
President
Concordia University

UNIVERSITY MISSION STATEMENT

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



CONCORDIA UNIVERSITY



**THIRTY-THIRD
ACADEMIC YEAR
2008-2009**

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

The statements made in the electronic version of the 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 Student Handbook*, the *Concordia University Handbook*, the *Concordia University Assessment 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 the 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.

Direct correspondence to departments listed in the Information Directory on page 167.

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2008 - 2009 UNDERGRADUATE ACADEMIC CALENDAR

Fall 2008 Semester

August

- 23 Residence halls open for NEW students
- 23-27 Clearance/Orientation for NEW students
- 26 Residence halls open for RETURNING students
- 26 Clearance for RETURNING students
- 28 Instruction begins
- 28 Opening Service (10:30 am – CU Center)

September

- 1 Labor Day Holiday (observed)
- 5 Last day to ADD a class without instructor approval
- 5 Last day to ADD a class in the School of Education
- 12 Last day to ADD a class with instructor approval
- 12 Last day to DROP a class without record of enrollment
- 16 Census Date
- 30 Deadline to apply for Fall 2008 graduation

October

- 6 Advising Appointments (thru November 14)
- 13-17 Mid-semester week
- 16-17 Midterm Break

November

- 14 Last day to WITHDRAW from a class with “W”
- 14 Academic Advising ends
- 17-21 Spring Registration
- 24-28 Thanksgiving Break
- 30 Early Deadline to apply for Spring 2009 graduation

December

- 12 Last day to WITHDRAW from class with “WF”
- 15-19 Final Exam Week
- 24 Semester grades due in Banner Web

Spring 2009 Semester

January

- 20 Clearance/Orientation for NEW students
- 21 Classes begin
- 28 Last day to ADD a class in the School of Education
- 28 Last day to ADD a class without instructor approval

February

- 4 Last day to ADD a class with instructor approval
- 4 Last day to DROP a class without record of enrollment
- 6 Census Date

March

- 2–6 Mid-semester/Spring Break
- 9 Advising Appointments for Fall 2009 (thru April 17)

April

- 9-13 Easter Break (Monday classes after 4 pm will meet)
- 15 Last day to WITHDRAW from a class with “W”
- 17 Academic Advising ends
- 20-24 Registration for Fall 2009 semester

May

- 6 Last day to WITHDRAW from a class with “WF”
- 8–14 Final exam week
- 15 Deadline to apply for Summer 2009 graduation
- 15 Commencement activities
- 21 Semester grades due in Banner Web

General Information

MISSION STATEMENT

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

Educational Targets and Goals

Systematic Inquiry

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

Clear Communication

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

Health and Well-being

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

Sociocultural Responsiveness

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

Aesthetic Responsiveness

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

Christian Literacy and Life

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

Servant Leadership

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

HISTORY OF CONCORDIA UNIVERSITY

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

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

In February 1993 the Board of Regents of Christ College Irvine, responding to a decision by The Lutheran Church—Missouri Synod to incorporate its ten colleges and universities into the Concordia University System, voted to change the name of Christ College Irvine to Concordia University. This Concordia University System, along with the two seminaries and 101 high schools and 1,028 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 tidepooling. 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 and are committed to helping every student. 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. The school is committed to fulfilling the Great Commission of Jesus Christ 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 76,000 print volumes, 1,200 online volumes through NetLibrary eBooks, 15,000 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. Library material can usually be found within the library collection itself, but interlibrary loan (ILL) services are also available.

The library provides access to various research databases including Academic Search Premier, PsycInfo, 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 (<http://library.cui.edu>). Research computers, wireless internet access and conference rooms for group study or tutoring are 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. Students and other interested parties may review accreditation documents by making a request to the Office of the Provost.



Admission Information

ADMISSION CRITERIA

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

Concordia University stresses sound scholarship, yet realizes that academic achievement is not the sole end in life. It stresses social interaction 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 studies 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 of the following: biology, physics, chemistry
Social Science:	2 years
Foreign Language:	2 years of the same language with a "C" average

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.

Recommendations

1. All entering students are required to submit a favorable recommendation from a high school guidance counselor or teacher.
2. Other recommendations may be required.

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.

APPLICATION PROCEDURE. 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:

1. Concordia University application form. The form is available from the Admission Office or online at www.cui.edu.
2. The most recent official high school transcript. An official transcript and evidence of graduation must also be presented when high school work is completed.
3. Letter of recommendation (character reference) completed by the applicant's high school guidance counselor or teacher. In some cases additional information may be requested. The formal application packet includes the form to be completed.
4. Scholastic Aptitude Test (SAT) (*preferred*) or the American College Test (ACT) scores. Test scores should be sent to the Admission Office. The university's code numbers for the tests are: SAT – 4069; ACT – 0227.

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 classified as regular students have fulfilled all of the basic criteria as previously described.

PROVISIONAL ADMISSION. A limited number of freshman applicants who have not satisfactorily fulfilled all the 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 will be accepted in the “Commitment to Success” Program. Students accepted to the “Commitment to Success” Program may enroll in only twelve-fifteen (12-15) units fall semester.

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.

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. Letter of recommendation (character reference) completed by the applicant’s employer, teacher or pastor.
4. Official transcript from each institution attended, covering all collegiate-level work undertaken. Good standing at each institution is required.

Students with fewer than twenty-four (24) semester or thirty-six (36) quarter units at the time of application can be evaluated as a provisional acceptance or on the basis of both high school and college records. Provisional acceptance will be official only after the student has completed course work required to meet the twenty-four (24) semester or thirty-six (36) quarter 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 quarter units to one semester unit.

Concordia accepts both the Intersegmental General Education Transfer Curriculum (IGETC) and the CSU General Education Breadth Requirements to fulfill most of the university’s general education requirements. Please refer to pages 27-29 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 is 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 “D” course work completed prior to transferring. The courses receiving “D” transfer credit 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 years of college work are advised that Concordia University requires one 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 STUDENTS. 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. The readmitted student is an applicant 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: the student must reapply for admission into fifth-year or graduate programs.

Students must submit official transcripts from all institutions attended during the absence from Concordia. All readmission applications are reviewed by the Admission Office. 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 10-11 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 79-80 Internet based. Students entering a degree program whose previous two (2) years of successful educational instruction have been in English may not be required to show proof of English proficiency.
3. Evidence of financial arrangements to meet educational costs for the designated period.
4. Eligibility for an F-1 Student Visa.
5. International student transfer form (if applicable).
6. Final approval must be secured from the Concordia University executive director of admissions.

Necessary forms for the previous items will be supplied by the Admission Office upon request. If necessary, the application for admission will be reviewed by the enrollment management committee.

Assistance with obtaining an F-1 visa or maintaining F-1 visa status is available through the International Admission Office. International students are tracked through the Principal Designated School Official (PDSO).

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.

The criteria for annual readmission include: (1) academic work attempted and completed with a grade point average (GPA) of 2.0 or higher and (2) satisfactory growth in the cognitive and functional affective areas of the university's educational objectives. After examination by the enrollment management committee, the student's status may be: (a) readmission, (b) denial of annual readmission because of (1) academic disqualification, (2) unsatisfactory personal development. Students may appeal to the president, whose action is final. A tuition deposit may be required for annual readmission. For more information regarding annual readmission, refer to the *Concordia University Student Handbook*.

CATEGORIES OF STUDENTS

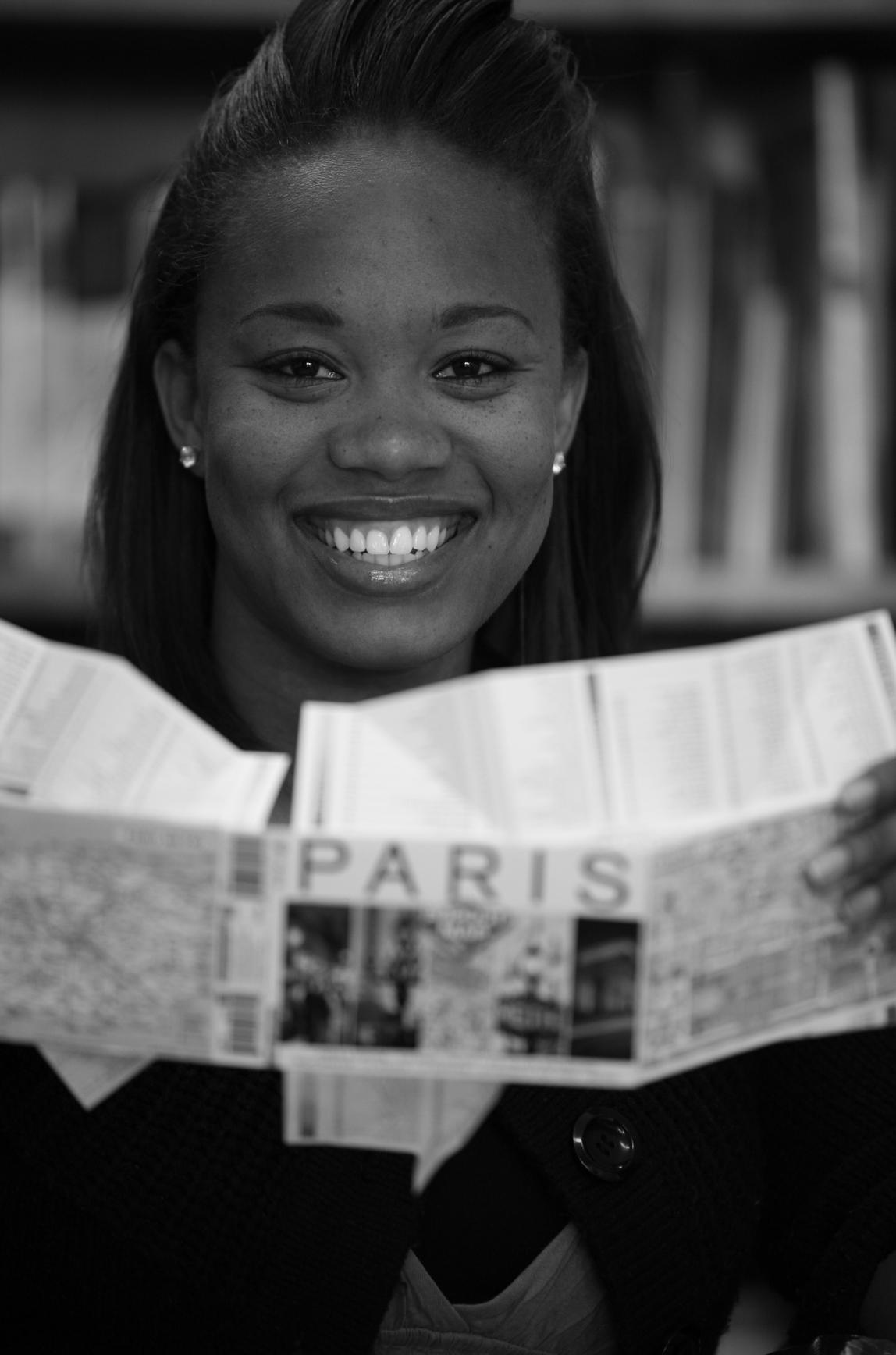
Students will be classified in the following way:

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 or other appropriate 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 at 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.



PARIS

Tuition 2008-2009

CONCORDIA UNIVERSITY

*[No other source shall be used to quote university tuition or fees]

	<u>Summer 08</u>	<u>Fall 08/Spring 09</u>
Bachelor's Degree Students		
Application Fee (non-refundable)		\$50
International Application Processing Fee		\$125
Tuition (\$100 deposit required)		\$11,815/semester
Student Service Fee		\$150/semester
Part Time Tuition	\$445/unit	\$670/unit
CU Accelerate		
• Continuing Students (w/ books)	\$410/unit	\$410/unit
• New Students (w/ books)	\$440/unit	\$440/unit
• Accelerated Second Degree BSN		\$500/unit
		\$300 lab fee
On-line courses (per course)	\$642 w/out books	\$642 w/out books
Audit Tuition		\$320/unit
Applied Music		\$495/unit
Student Teaching Fee (Ryan Program)		\$270
Student Teaching I Fee (TPA Practicum-SB 2042 Program)		\$190
Student Teaching II Fee (SB 2042 Program)		\$295
Graduation Fee		\$125
Housing (Dormitory)		
• Quads		\$2,510/semester
• Sigma/Rho		\$2,320/semester
Deposit (non-refundable)		\$300
Meal Plan		
• 5/week		\$875/semester
• 10/week		\$1,395/semester
• 14/week		\$1,505/semester
• 19/week		\$1,620/semester

*The electronic version of the Concordia Catalog is the official source of university policies and fee structures. Changes by the university President and the Board of Regents may occur after the completion of the printed version.

Graduate/Credential Students

DCE/Internship (flat rate)		\$5,390
Credential	\$475/unit	\$475/unit
Master of Education (M.Ed.)	\$475/unit	\$475/unit
Student Teaching Fee (Ryan Program)		\$270
Student Teaching I Fee (TPA Practicum-SB 2042 Program)		\$190
Student Teaching II Fee (SB 2042 Program)		\$295
MA Coaching	\$360/unit	\$360/unit
MA Education	\$475/unit	\$475/unit
Regional Education Cohorts	\$1,080/class	\$1,080/class
MA International Studies	\$505/unit	\$505/unit
MA Theology	\$520/unit	\$520/unit
Cross-Cultural Ministry Center	\$520/unit	\$520/unit
MBA	\$650/unit	\$650/unit
Application Fee (non-refundable)	\$50	\$50
International Application Processing Fee		\$125
Housing (dormitory)	\$1,535	Same as BA/BS Students
Housing Security Deposit	\$300	\$300
Graduation Fee	\$125	\$125

RETURN OF TITLE IV FEDERAL FINANCIAL AID POLICY. This policy is in effect as a result of the Higher Education Amendments of 1998 (HEA 98). The Federal Title IV programs covered under this policy include Federal Pell Grant, ACG, SMART Grant SEOG, Federal Stafford Loan and Federal Plus and Grant 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. Concordia University's refund policy is determined by a weekly percentage until the sixty percent (60%) or greater point in the semester is reached. 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.**

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 Student Accounts Office for refunds (i.e., tuition, room, board). Concordia University's refund policy is determined by a weekly percentage until the sixty percent (60%) or greater point in the semester is reached. **The student is responsible for paying any outstanding charges to the university.**

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 their authorization on a Budgetary Agreement form to have the school manage a credit balance.

Financial Aid

Obtaining a quality education today represents not only an investment of time and energy, but a substantial financial commitment as well. While the responsibility for financing university costs belongs to students 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
- Academic Competitiveness Grant (ACG)
- National Science and Mathematics Access to Retain Talent Grant (SMART)
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Federal Stafford Student Loan
- Federal Parent PLUS Loan for Undergraduate Students
- Federal Parent 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 Scholarship
- Provost's Scholarship
- Dean's Scholarship
- Phi Theta Kappa Scholarship
- Christ College Grant
- Lutheran Student Award
- First Generation Grant
- Friends of Concordia Grant
- Athletics Award
- Music Award
- Theatre Award
- Art Scholarship
- Debate and Speech Team 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, 2009 (received, not post-marked). 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, 2009. 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 2nd in order to receive the maximum institutional aid to which they are entitled the following academic year. Returning students who complete their financial aid files after April 15th will receive \$1000 less in institutional aid. Returning students who complete their files after June 30th will receive fifty percent (50%) less in institutional aid.

Federal law requires financial aid recipients be in good academic standing and make satisfactory academic progress in their degree or certificate program in addition to meeting other eligibility criteria. All funds administered by Concordia University require that a student be enrolled full-time to receive full funding.

Good Academic Standing

- Undergraduate students must maintain a minimum cumulative 2.0 grade point average (GPA) for federal, state, and institutional aid.
- Undergraduate students must maintain a minimum cumulative 2.5 GPA for institutional academic scholarships.
- GPAs are reviewed at the end of the spring semester.

Qualitative Measure of Progress

- Students requesting aid must maintain a minimum cumulative 2.0 GPA, with the exception of academic scholarship, which requires a minimum cumulative 2.5 GPA.
- GPAs are reviewed at the end of the spring semester.
- Students who fail to maintain the minimum GPA will be given one semester of “aid probation” in which they must earn the above listed cumulative GPA or they will be suspended from the aid programs.
- Students entering with a GPA lower than 2.0 will not be eligible for aid until a 2.0 cumulative GPA is attained.

Quantitative Measure of Progress

- Students requesting aid must make progress toward their degrees as follows:
Full time: 12 units per semester/24 units per academic year
3/4 time: 11.5-9 units per semester or 23-18 units per academic year
1/2 time: 8.5-6 units per semester or 17-12 units per academic year
- Students who enroll in fewer than six (6) units per semester or twelve (12) units per academic year will be expected to complete all units attempted.
- Unit completion is reviewed at the end of each academic year. The academic year is considered September through August. Official transcripts must be received by September 1 to be considered for the unit completion requirement.
- Students who fail to complete the required number of units per academic year will be suspended from financial aid until the deficit units are completed. Deficit units may be made up in the summer and/or by petitioning for a semester of “aid probation” by submitting a written appeal letter to the Financial Aid Office.

Quantity of Progress

- Students requesting aid are expected to complete their academic program within a reasonable time frame (including transfer units) as follows:
Full time: 6 academic years
Part time: 8 academic years
- The time frame is reviewed when the application is submitted.
- Students may petition for extended time by submitting a written appeal letter to the Financial Aid Office.

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 current Concordia University publication *Making College Affordable* 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) 854-8002, extension 1136

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.

Student Life at Concordia University

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), Student Life Board, Intramurals, Student Activities, Student Senate, Clubs and Organizations, Servant Leadership, and First Year Experience Programs and Initiatives.

Throughout the academic year, these groups plan a variety of social, cultural and recreational events where the student body has the opportunity to enjoy networking, fellowship, life skills development, diversity and interaction with faculty and staff outside the classroom. In addition, students may further develop their leadership skills through joining any of these programs or by assuming a formal leadership position.

Concordia University is located in a very dynamic setting. Our campus provides activities and events that get students engaged in our surrounding beaches, mountains and desert areas. We also organize events and sell discounted tickets to local theatres, Disneyland, Universal Studios, Knott's Berry Farm and local sport events.

SPIRITUAL LIFE

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

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.

INTERCULTURAL STUDENT AFFAIRS

INTERCULTURAL RELATIONS. The Office of Student Development and Leadership seeks to enrich Concordia's campus by assisting our students, faculty and staff in the continued development of their cultural, ethnic and spiritual identities and to further cultivate an appreciation and respect for the diversity in our local and global communities. The office also works to support underrepresented students in their college experience. Enrichment and support is achieved through education, programming and services.

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 the Office of Community Involvement and Leadership Development and abbey west are offered to help students get involved, meet other students and share their culture with our campus community as well.

ACADEMIC SUPPORT SERVICES

ACADEMIC ADVISING. The academic advising staff assists students in planning their degree program by developing an individualized graduation plan. Staff advisors are available to meet with students each semester for course selection, sequencing, online enrollment and referral to campus resources. Faculty advisors will be assigned to each student upon declaration of a major. Faculty advisors serve as mentors for students.

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.

LEARNING SERVICES. The Office of Learning Services is a campus resource that provides Disability Support Services (DSS) and Educational Support Programs and Services (ESPS) to Concordia students.

DSS offers reasonable accommodations according to federal guidelines to eligible students. Students registering for the first time must provide verifiable documentation by a licensed professional completed within the last three years and must register with DSS each semester to continue receiving these services.

ESPS provides programs and services to enrolled students who need extra academic support. Peer group tutoring in traditionally difficult courses and one-on-one academic counseling to improve learning strategies are offered to help students become successful learners.

Commitment to Success is a specialized program for new freshmen students. A limited number of students are admitted each year.

RESIDENTIAL EDUCATION SERVICES

DINING SERVICES. The university contracts with Bon Appetit Management Company to provide food service for students. Bon Appetit 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-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 22 years old or younger who do not live with their parents or close relatives are required to live on campus.

Students living on campus will be assigned to a two-bedroom apartment that will accommodate four or possibly five 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 Director of Residence Life and the Resident Coordinators.

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. 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. The Wellness Center can diagnose and treat common illnesses and injuries. Students are referred to physicians if off campus medical care is needed. The Wellness Center is not equipped for emergency care which is available at local hospitals and walk-in clinics.

Each student must provide health history, immunization information and evidence of health insurance coverage at the time of registration. Students who do not have health insurance must purchase coverage offered through Concordia.

Concordia University assumes no liability for student illness or injury and no responsibility for medical services contracted for by individual students.

AUTOMOBILES, MOTORCYCLES AND OTHER MODES OF TRANSPORTATION

All vehicles driven on Concordia University property must be operated and/or parked in proper locations 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 display a valid parking permit. All vehicles not displaying a valid parking permit are subject to a citation and/or tow. All vehicles must be registered with the Department of Campus Safety. Current vehicle registration and vehicle liability insurance are required when requesting a campus parking permit. Temporary parking permits are also available.

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 at Concordia University are present on the campus not by right, but by privilege accorded annually to those who contribute to the achievement of the objectives of the university. 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 Dean of Student Affairs office 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 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 vice president for student services. Students wishing to return to Concordia University after a leave of absence must go through the readmit process and should contact the Concordia Admission Office for an application for readmission.

PLACEMENT ASSISTANCE

Concordia University provides placement assistance to Lutheran Church—Missouri Synod (LCMS) church career candidates and to public and private teacher education candidates through the Director of Placement. Services include maintenance of a candidate information file (sometimes called a "placement" file) which is sent to prospective employers upon request of the employer or at the candidate's request. 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, regardless of program, are responsible for providing and submitting the necessary paperwork for their information file to the Placement Office prior to deadlines set forth by the Placement Office. Placement assistance for LCMS church vocation candidates is conducted in conjunction with the Board for University Education in St. Louis, MO.

Student from all other programs are assisted by Career Services.

Academic Information

BACHELOR'S DEGREE

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

GENERAL EDUCATION

General education serves as the foundation for all academic work at Concordia University. It provides the essential core of knowledge an educated person is expected to possess and the skills necessary to use that knowledge effectively. General education is the basic expression of educational endeavor by which Concordia pursues its mission. Through this array of learning experiences, students work toward attaining the seven educational target goals that Concordia faculty have identified as crucial to success in academics, as well as service and leadership in career and community:

- Systematic Inquiry
- Clear Communication
- Health and Well-Being
- Sociocultural Responsiveness
- Aesthetic Responsiveness
- Christian Literacy and Life
- Servant Leadership

These facets of general education reflect Concordia's rationale for a meaningful and useful education:

1. The ability to formulate questions, seek pertinent data, engage in sound reasoning and derive incisive conclusions anchors a sound and effective education.
2. The ability to frame a message in terms appropriate to its intended audience, and to use written, spoken and visual language to convey it by the most effective means, constitute the vehicle through which interpersonal relationships are shaped and ideas are expressed.
3. Health and well-being encompass not only physical but also psychological and spiritual elements that support purposeful work, learning and service.
4. A global perspective of the world acquired through historical and cross-cultural study, and acquisition of interpersonal skills, is requisite to responsible twenty-first century citizenship and respectful and positive interaction with diverse people.
5. Exploration of the everyday experience of beauty and ugliness, order and chaos, symbolism and allusion, creativity and communication, are essential to understanding and thoughtful response to all elements of human experience and existence.

6. Faith in Christ, as described in the prophetic and apostolic writings of scripture and explicated by the reformers of the sixteenth century, integrates the fields of human knowledge in a manner equaled by no other cognitive grid.
7. Serving others, and thereby serving God, motivated by gratitude for salvation through Christ, provides the most fundamental orientation for successful leadership.

The Concordia educational targets bridge individual disciplines and help to differentiate between them. Their achievement through general education prepares the student for in-depth study in one or more major fields selected to meet professional and career goals.

BACHELOR'S DEGREE REQUIREMENTS

I. General Education Requirements**	47 units
Area A: Mathematics and Science	11
1. <i>Life Science (select one of the following)</i>	4
Bio 101 Principles of Biology*	
Bio 111 General Biology 1 (required for biology majors)	
2. <i>Physical Science (select one of the following)</i>	4
Sci 115 Physical Science*	
Che 221 Chemistry 1	
Phy 211 Physics 1	
3. <i>Mathematics (select one of the following)</i>	3
Mth 201 Principles of Mathematics*	
Mth 211 The Nature of Mathematics	
Mth 251 Pre-calculus	
Mth 271 Calculus 1	
Area B: Humanities and Fine Arts	12
1. <i>Communications</i>	3
Com 111 Public Speaking*	
2. <i>Writing</i>	3
Wrt 102 Writing and Research*	
3. <i>Literature</i>	3
Eng 201 Themes in Literature*	
4. <i>Fine Arts (select two courses in two different areas)</i>	3
Art 101 Experiences in Art*	
Art 200 Elements of Art	
Mus 101 Experiences in Music*	
Mus 102 Creative Musicianship	
Mus 201 Music Theory 1	
Thr 101 Experiences in Theatre*	
Thr 251 Introduction to Theatre	
Area C: Social Sciences	9
1. <i>Introduction to Social Sciences (select one of the following)</i>	3
Ant 210 Cultural Anthropology*	
Psy 101 Introduction to Psychology	
Soc 101 Introduction to Sociology	
2. <i>Western Civilization (select one of the following)</i>	3
Hst 201 Western Civilization 1*	
Hst 202 Western Civilization 2	

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

Area D: Exercise and Sport Science 3

1. *Health and Healthy Lifestyle* 2
- ESS 101 Education for Healthful Living*
2. *ESS Activities (choose two different activity courses)* 1
- See courses available under Exercise Sport Science

Area E: Theology and Critical Thinking 12

1. *Foundations (select one of the following)* 3
- Thl 101 Foundations of Christian Theology
- Thl 105 Life of Christ
- Thl 371 Christian Doctrine 1
- Thl 463 Readings in Classical Christian Thought
2. *Old Testament History* 3
- Thl 201 History and Literature of the Old Testament
3. *New Testament History* 3
- Thl 202 History and Literature of the Old Testament
4. *Critical Thinking* 3
- Phi 201 Critical Thinking

* Courses required for Liberal Studies Major.

** IGETC or CSU certification will waive all General Education requirements except for the following areas: D2, E1, E2, and E3.

- II. Other Academic Requirements** 81 units
1. Academic Major (see page 41)
2. Professional Program (if applicable) (see pages 42)
3. Graduation Requirements (see page 30)
4. 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 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 full year of residence until the general education curriculum theology requirement is met. Transfer students must complete a minimum of six (6) of the general education curriculum theology units, nine (9) if the student's degree program requires more than two (2) years 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 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 modern foreign or biblical language at the university level or have successfully completed ("C" average or better) two 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 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. Have faculty approval.

NO student will 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 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 to total a 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-unit core 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 Registrar by November 30 of 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* is also available on-line.



Academic Policies

ACADEMIC COUNSELING

Faculty and 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 *Student Handbook*.

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 twelve (12) academic units. Any student whose GPA has fallen below 2.0 for two semesters and whose 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 that follow 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.

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.

COURSE: ADD-DROP-CHANGES

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

A course may be dropped during the first two weeks of a semester without being recorded on the permanent record, with the approval of the instructor or dean/division chair.

A student who does not attend the first day of class may be dropped at the prerogative of the instructor. A course may be dropped from week 3-11 with a grade of "W" with the approval of the instructor or dean/division chair.

A course may be dropped from week twelve (12) through the last day of classes with a grade of "WF" with the approval of the instructor or dean/division chair. An administrative fee will be assessed at the time of withdrawal. A course may not be dropped during finals week.

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.

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.

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 3.75 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 3.74 is recognized for Academic Commendation. Students must carry a minimum of twelve (12) units to be considered for recognition.

GRADING SYSTEM

The 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.

A	Excellent	4.0 grade points
A–		3.7 grade points
B+		3.3 grade points
B	Good	3.0 grade points
B–		2.7 grade points
C+		2.3 grade points
C	Satisfactory	2.0 grade points
C–		1.7 grade points
D+		1.3 grade points
D	Barely Passing	1.0 grade points
D–		0.7 grade points
F	Failure	0.0 grade points

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 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 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.
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 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-year period.
P	Passing	Assigned when a course is graded on a Pass/Fail basis as opposed to an assigned 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 11.

WF	Withdrawal-Fail	Assigned when a student officially withdraws from a class after week 11 through the last week of instruction.
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It is the student's responsibility to bring any error in grades to the attention of the instructor within one 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 honors listed below 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

The university offers a general education Honors Program for those students meeting the honors admission requirements. Each semester certain sections of the general education curriculum are identified for honors students only. These courses are designed to 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 format, collaborative activities, field trips, alternative assessment techniques and an integrative approach to topics. Students completing honors courses receive special recognition at graduation. Those successfully completing four–six (4–6) honors courses graduate as an "Honors Associate," while students who successfully complete at least seven (7) honors courses graduate as an "Honors Scholar."

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. A supervised study is a course in the ***General Catalog*** that is not offered at the time a student needs to take it. An 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.

Only three (3) units 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 over-load fees if the course load exceeds eighteen (18) units. No more than fifteen (15) units of individualized study may be counted toward graduation. Application forms and additional information may be obtained in the Registrar's Office.

MAJORS, MINORS AND EMPHASES—SPECIAL REQUIREMENTS

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. In these circumstances, only a double emphasis and not a double major will be granted.

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.

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.
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 or two semesters at a Concordia in another part of the country. The Simultaneous Enrollment Program (SEP) is made possible through a process of simultaneous enrollment by which students may enroll at Concordia Irvine and at another college or university in the Concordia University System (CUS). Academic credits earned at another CUS institution are recorded as if students earned those credits at Concordia 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 program may be eligible to count a portion of their final semester's units in their undergraduate degree toward their credential through a Statement of Completion. Only eligible credential 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 in the Office of Academic Advising and 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

Concordia University has international exchange student programs with *Korea University* in Seoul; *Leuphana University* in Luneburg, Germany; *École Supérieure Libre des Sciences Commerciales Appliquées* in Paris, France; *Mokwob University* in Taejon, Korea; and *Shanghai Normal University*, People's Republic of China.

Study abroad is encouraged by the university 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 77.

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 & Minors

Majors and minors are offered through the divisions and departments of the School of Arts and Sciences, the School of Business and Professional Studies, Christ College and the School of Education.

SINGLE SUBJECT MAJORS

Art	Music
Christian Education Leadership	Political Science
Communication	Psychology
English	Theatre
History	Theology
Mathematics	

BROAD FIELD MAJORS

Behavioral Science	Exercise and Sport Science
Biblical Languages	Humanities and Fine Arts
Biology (Bachelor of Arts and Bachelor of Science)	International Studies
Business Administration	Liberal Studies
Chemistry	Theological Studies

MINORS

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

NOTE: Completion of a major does not constitute completion of professional program requirements. For specific program requirements see pages 65-72.

Professional Programs

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

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

SCHOOL OF ARTS AND SCIENCES

- Physical Therapy

Undergraduate Programs

- Athletic Training
- Pre-Engineering (non-degree)
- Pre-Law
- Medical Science Professions
 - Medical Science

Graduate Programs

- Master of Arts in Coaching and Athletic Administration

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES

Undergraduate Programs

- Adult Degree Completion
 - Bachelor of Arts in Applied Liberal Arts
 - Bachelor of Arts in Business Administration
 - Registered Nurse to Bachelor of Science in Nursing
 - Second Degree Accelerated Bachelor of Science in Nursing Program

Graduate Programs

- Master of Arts in International Studies
- Master of Business Administration

Certificate Program

- Early Childhood Certificate in Lutheran Teaching

CHRIST COLLEGE

Undergraduate Programs (LCMS Church Vocations Certification)

Lutheran Teaching Ministry

- Elementary Education
- Secondary 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

Post Baccalaureate Programs

Teacher Credential Program

Master of Education/Credential Combined

Master of Arts in Curriculum and Instruction

Master of Arts in Administration

- Preliminary Administrative Services Credential



School of Arts and Sciences

**DR. KENNETH E. MANGELS,
DEAN**

**DR. SUSAN O. BACHMAN,
ASSISTANT DEAN**

**DR. TIMOTHY L. PREUSS,
ASSISTANT DEAN**

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

The school is responsible for the general education offerings of the university and monitors the courses, majors, minors and professional programs of the school through its different departments.

Undergraduate Majors

- Art
- Behavioral Science
- Biology (Bachelor of Arts and Bachelor of Science)
- Chemistry
- Communication
- English
- Exercise and Sport Science
- History
- Humanities and Fine Arts
- International Studies
- Mathematics
- Music
- Political Science
- Psychology
- Theatre

Undergraduate Programs

- Athletic Training
- Medical Science Professions
- Pre-Engineering
- Pre-Law

Undergraduate Minors

- American Studies
- Anthropology
- Art
- Biology
- Chemistry
- Communication
- Creative Writing
- Cross Cultural Studies
- English
- Exercise and Sport Science
- Graphic Design
- History
- Mathematics
- Music
- Musical Theatre
- Political Science
- Psychology
- Sociology
- Spanish
- Theatre

Honors Program

Graduate Offerings

- Master of Arts in Coaching and Athletic Administration

School of Arts and Sciences Faculty

Susan O. Bachman	Professor of Rhetoric	PhD	FL State University, Tallahassee, 1996
Gretchen J. Beck	Professor of Art	MFA	University of Iowa, Iowa City, 1999
Brooke Benda	Resident Faculty in Psychology	MS	Vanguard University, 2000
Katharine F. M. Borst	Asst. Professor of English	PhD Cand.	St. Louis University, MO, 1996
Jacqueline Y. Brown	Assoc. Professor of History	PhD	Claremont McKenna College, Claremont, CA, 2007
Michael L. Busch	Professor of Music	DMA	University of Colorado, Boulder, 1999
Curt W. Cattau	Assoc. Professor of ESS	PhD	University of NM, Albuquerque, 2006
Kenneth R. Clavir	Asst. Prof. of Mathematics	MA	Concordia University, Irvine, CA, 2004
Jennifer S. Cosgrove	Professor of Psychology	PhD	U.S. International University, San Diego, CA, 1991
Kenneth K. Ebel	Professor of Biology	DA	University of North Dakota, Grand Forks, 1989
Roberto Flores de Apodaca	Professor of Psychology	PhD	University of Rochester, NY, 1979
Thea Gavin	Assoc. Professor of English	MFA	Spalding University, Louisville, KY, 2005
Herbert G. Geisler, Jr.	Professor of Music	PhD	University of Michigan, Ann Arbor, 1990
Konrad W. Hack	Asst. Prof. of Communication	MA	San Diego State University, CA, 1999
Jeffrey M. Held	Asst. Prof. of Music	MA	Southern Oregon University, Ashland, OR, 2002
John W. Kenney	Prof. of Chem./Chem. Physics	PhD	University of Utah, Salt Lake City, 1979
Ethan M. Kreiswirth	Resident Faculty in Exercise and Sport Science	MA	California State University, Dominguez Hills, 2004
Niclas T. Krüger	Asst. Professor of Art	MFA	California State University, Fullerton, 2002
Adam R. Lee	Asst. Prof. of English	MA	University of St. Thomas, St. Paul, MN, 1994
John Lu	Asst. Prof. of Psychology	PhD	University of California, Irvine, 2007
Kenneth E. Mangels	Professor of Mathematics	PhD	University of Texas, Austin, 1992
Carol R.S. McDaniel	Resident Faculty in Music	DWS	The Institute for Worship Studies, Orange Park, FL, 2007
Buddy Mendez	Professor of Psychology	PhD	Fuller Seminary Graduate School Psychology, Pasadena, CA, 1992
John J. Norton	Asst. Prof. of English	PhD	Sheffield Hallam University, U.K., 2008
Patricia S. Ollry	Resident Faculty in Comm.	MA	University of California, Santa Barbara, 1982
Timothy L. Preuss	Assoc. Professor of ESS	PhD	University of Nebraska, Lincoln, 2000
Jennifer L. Rizzo	Asst. Professor of ESS	MBA	Concordia University, Irvine, CA, 2005
Kristen A. Schmidt	Assoc. Professor of English	MFA	Chapman University, Orange, CA, 2007
Martin G. Schramm	Professor of Communication	PhD	University of So. California, L.A., 1993
Melinda S. Schulteis	Assoc. Prof. of Mathematics	PhD	University of California Irvine, 2004
Jack M. Schultz	Professor of Anthropology	PhD	University of Okla., Norman, 1995
Mary K. Scott	Professor of ESS	EdD	Pepperdine University, Malibu, CA, 1996
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
Rachel L. Soo	Asst. Prof. of Graphic Design	MFA	Iowa State University, Ames, 2004
Roderick B. Soper	Asst. Prof. of Biology	PhD Cand.	Curtin University, Perth, Western Australia, 2003
Vance V. Tammen	Professor of ESS	PhD	University of Illinois, Urbana, 1996
Bret A. Taylor	Assoc. Prof. of Mathematics	PhD	Curtin University, Perth, Western Australia, 2004
Kerri L. Tom	Assoc. Professor of English	PhD	University of MA, Amherst, 1994
Daniel R. van Voorhis	Asst. Prof. of History	PhD	The University of St. Andrews, Fife, KY, UK, 2007
Anthony J. Vezner	Asst. Professor of Theatre	MFA	Indiana University, Bloomington, 1992
Thomas A. White	Resident Faculty in ESS	MA	California State University, Fullerton, 1982
Michael E. Young	Asst. Prof. of Biochemistry	PhD	Washington University, St. Louis, MO, 2004

MAJOR

ART
45 UNITS
Core: (24 Units)

Art 200	Elements of Art	3
Art 201	Drawing 1	3
Art 251	Design	3
Art 301	Drawing 2	3
Art 311	Art History 1	3
Art 312	Art History 2	3
Art 321	Painting 1	3
<i>Choose one of the following courses:</i>		3
Art 331	Sculpture 1	3
Art 341	Hand Building Ceramics 1	3
Art 351	Printmaking 1	3

Emphasis: (21 Units)

Choose one of the following:

Art Education

Art 315	The History of Contemporary Art	3
Art 380	Secondary Art Methods	3
Art 391	Art in the Schools	3
Art 498	Senior Art Seminar	3

Choose three of the following courses: 9

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
Art 471	Video Art	3
Art 481	Digital Photography	3

Graphic Design

Art 170	Digital Publishing	3
Art 171	Digital Image Manipulation	3
Art 172	Digital Illustration	3
Art 260	Typography	3
Art 261	Graphic Design 1	3
Art 361	Graphic Design 2	3
Art 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
<i>Choose three of the following courses:</i>		9
Art 431	Sculpture 2	3
Art 441	Hand Building Ceramics 2	3
Art 451	Printmaking 2	3
Art 471	Video Art	3
Art 481	Digital Photography	3

BEHAVIORAL SCIENCE**52-54 UNITS****Core: (36 Units)**

Ant 210	Cultural Anthropology	3
BSc 220	Qualitative Research Methods	3
BSc 265	Statistics for the Behavioral Sciences	3
BSc 296	Introduction to Research Methods	3
Psy 361	Abnormal Psychology	3
Soc 321	Social Problems	3
Soc 331	Marriage and the Family	3
<i>Choose one of the following course pairings:</i>		6
BSc 301	Topics in the Behavioral Sciences	3
Psy 202	Human Sexuality	3
or		
Psy 381	Advanced Research Methods 1	3
Psy 382	Advanced Research Methods 2	3
<i>Choose one of the following courses:</i>		3
Ant 364	Culture and Self	3
Psy 351	Personality Theory	3
<i>Choose one of the following courses:</i>		3
Ant 314	Native Peoples of North America	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose one of the following courses:</i>		3
Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Psy 315	Developmental Psy: Adulthood/Aging	3

NOTE: Students who choose the anthropology emphasis are required to take Psy 351 and Soc 316.

Emphasis: (18 Units)

Choose one of the following:

Anthropology		
Ant 241	Field Anthropology	3
Ant 314	Native Peoples of North America	3

Ant 364	Culture and Self	3
Ant 435	Anthropology of Religion	3
Hst 371	Islamic Civilization	3
Mus 451	Music Cultures of the World	3

General

Ant 435	Anthropology of Religion	3
Psy 371	Cognition	3
Soc 461	Social Theory	3

Choose one of the following courses: 3

Ant 314	Native Peoples of North America	3
Ant 364	Culture and Self	3

Choose one of the following courses: 3

Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 403	Health Psychology	3

Choose one of the following courses: 3

Soc 320	Social Stratification	3
Soc 325	Women and Gender Issues	3
Soc 355	Social Gerontology	3

NOTE: If Ant 314 and 364 are taken in the core, then Psy 351 must also be taken in the general emphasis.

Psychology*

Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 371	Cognition	3
Psy 403	Health Psychology	3
Psy 441	Clinical and Forensic Psychology	3
Psy 466	Principles of Counseling	3

* It is required that students who select the psychology emphasis take Psy 101.

Sociology*

Soc 229	Criminology	3
Soc 320	Social Stratification	3
Soc 325	Women and Gender Issues	3
Soc 332	Child, Family and Community	3
Soc 355	Social Gerontology	3
Soc 461	Social Theory	3

* It is required that students who select the sociology emphasis take Soc 101.

BIOLOGY – BACHELOR OF ARTS DEGREE * 41-51 UNITS

Core: (19 Units—required of all biology majors)

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

* It is required that students who select the Bachelor of Arts biology major take Bio 111 in their general education.

Emphasis: (22-32 Units)

Choose one of the following:

Biological Research (31-32 Units)

Che 222	Chemistry 2	4
Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4
Che 421	Introduction to Biochemistry	4
Phy 211	Physics 1	4
Phy 212	Physics 2	4

Choose two of the following courses: 7-8

Bio 247	Human Physiology	4
Bio 317	Ecology	3
Bio 341	Plant Biology	4
Bio 345	Evolutionary Zoology	4
Bio 351	General Microbiology	4
Che 431	Physical Chemistry 1	4

Liberal Arts (22 Units)

Choose a combination of courses below to equal 22 units or more:

Bio 247	Human Physiology	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	4
Bio 247	Human Physiology	4
Bio 351	General Microbiology	4
Che 222	Chemistry 2	4
Che 321	Organic Chemistry 1	4

Che 421	Introduction to Biochemistry (a)	4
or ESS 406	Physiology of Exercise (b)	3
Phy 211	Physics 1	4

(a) for students intending on medical school

(b) for students intending on physical therapy school

BIOLOGY – BACHELOR OF SCIENCE DEGREE * 67 UNITS

Bio 112	General Biology 2	4
Bio 246	Human Anatomy	4
Bio 247	Human Physiology	4
Bio 308	Genetics	4
Bio 345	Evolutionary Zoology	4
Bio 350	Molecular and Cell Biology	4
Bio 351	General Microbiology	4
Bio 496	Research in Biology	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
Sci 455	History & Philosophy of Science	3

* It is required that students who select the Bachelor of Science biology major take Bio 111, Che 221 and Mth 271 in their general education.

CHEMISTRY * 50 UNITS

Core: (37 Units)

Che 222	Chemistry 2	4
Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4
Che 354	Inorganic Chemistry	4
Che 421	Introduction to Biochemistry	4
Che 424	Analytical Chemistry	4
Che 431	Physical Chemistry 1	4
Mth 271	Calculus 1	5
Phy 211	Physics 1	4

* It is required that students who select the chemistry major take Che 221 in their general education.

Emphasis: (13 Units)

Choose one of the following:

Chemical Research		
Che 418	Molecular Spectroscopy	4
Che 432	Physical Chemistry 2	4
Che 496	Research in Chemistry	2
Sci 455	History/Philosophy of Science	3
Pre-Medical		
Bio 350	Molecular and Cell Biology	4
Che 432	Physical Chemistry 2	4
Che 496	Research in Chemistry	2
ESS 306	Nutrition	3
Secondary Teacher Education		
Che 401	Chemistry/Lab Safety for the Secondary Teacher	3
Mth 265	Introduction to Statistics	3
Phy 212	Physics 2	4
Sci 455	History/Philosophy of Science	3

COMMUNICATION

39 UNITS

Core: (21 Units)

Com 216	Interpersonal Communication	3
Com 311	Advanced Public Speaking	3
Com 321	Mass Communication	3
Com 324	Intercultural Communication	3
Com 480	Theories of Human Communication	3
Com 485	Communication Criticism	3
ITP 261	Information Technology	3

Emphasis: (18 Units)

Choose one of the following:

General Communication Studies

<i>Choose six of the following courses:</i>		18
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

Speech Communication

Com 222	Journalism	3
Com 328	Small Group Communication	3
Com 412	Writing for the Broadcast Media	3
Com 422	Studies in Public Relations	3
Com 451	Organizational Communication	3
Thr 330	Readers Theatre	3

Recommended:

Com 390	Communication Practicum	1-3
Com 490	Communication Internship	1-3

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 of the following courses: 6

Com 328	Small Group Communication	3
Com 335	Nonverbal Communication	3
Com 451	Organizational Communication	3

ENGLISH**36 UNITS**

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 371	Literary Criticism	3
Eng 451	Senior Seminar in English	3
Eng 466	Shakespeare	3
Eng 477	History and Development of the English Language	3

Choose two of the following courses: 6

Eng 383	Modern Poetry	3
Eng 385	Modern Novel	3
Eng 387	Modern and Contemporary Drama	3
Eng 389	Film as Literature	3

Choose one of the following courses: 3

Eng 441	Major American Writers	3
Eng 461	Major English Writers	3

Choose one of the following courses: 3

Eng 380	Women's Literature	3
Eng 381	World Literature	3
Eng 382	Postcolonial Literature	3

EXERCISE AND SPORT SCIENCE**45-64 UNITS****Core: (30 units)**

Bio 246	Human Anatomy	4
Bio 247	Human Physiology	4
ESS 110	CPR / First Aid	1
ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social and Cultural Foundations	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3
ESS 406	Physiology of Exercise	3
ESS 407	Kinesiology	3
ESS 410	Measurement and Evaluation of Exercise	3

Emphasis: (15-34 Units)*Choose one of the following:***Athletic Training (34 Units)**

ESS 238	Observational Clinical Coursework 1	1
ESS 239	Observational Clinical Coursework 2	1
ESS 306	Nutrition	3
ESS 308	Care and Prevention of Athletic Injuries	3
ESS 310	General Medicine/Pharmacology	2
ESS 338	Beginning Clinical Coursework 1	1
ESS 339	Beginning Clinical Coursework 2	1
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
ESS 388	Intermediate Clinical Coursework 1	1
ESS 389	Intermediate Clinical Coursework 2	1
ESS 408	Advanced Athletic Training	3
ESS 428	Athletic Training Administration	3
ESS 438	Advanced Clinical Coursework 1	1
ESS 439	Advanced Clinical Coursework 2	1

Coaching (15 Units)

ESS 222	Organization and Management of Sport	3
ESS 225	Principles of Weight Training & Cross Training	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

HISTORY**39 UNITS****Core: (24 Units)**

Hst 226	United States History	3
Hst 241	Early Modern England	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
<i>Choose two of the following courses:</i>		6
Hst 301	Eastern Civilization	3
Hst 371	Islamic Civilization	3
Hst 431	Women's History	3
Hst 478	History of California	3

Emphasis: (15 Units)

Choose one of the following:

General

<i>Choose five of the following courses:</i>		15
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

Art 311	Art History 1	3
Art 312	Art History 2	3
Hst 251	The Enlightenment	3
Hst 410	Mythology, Theology and Philosophy	3
Sci 455	The History and Philosophy of Science	3

Political History

Hst/Pol 412	Origins of the American Political System	3
Hst 416	Contemporary Global Issues	3
Pol 301	Political Theory	3
Pol 304	International Relations	3
Pol 413	Religion and Politics in America	3

Social History

Hst 321	Popular Culture	3
Hst 361	Propaganda and Persuasion	3
Hst 491	Advanced Topics in Social History	3
Soc 316	Ethnic Minorities and Relations	3
Soc 321	Social Problems	3

HUMANITIES AND FINE ARTS

45 UNITS

Core: (27 Units)

Art 311	Art History 1	3
or Art 312	Art History 2	
Com 216	Interpersonal Communication	3
or Com 324	Intercultural Communication	
Eng 381	World Literature	3
Hst 301	Eastern Civilization	3
or Hst 332	Ancient Greece and Rome	
Mus 451	Music Cultures of the World	3
Phi 210	Introduction to Philosophy	3

Thl 321	World Religions	3
Thr 251	Introduction to Theatre	3
Elective:	Choose one non-duplicated, upper-division art, communication, English, history, music or theatre course.	3

Emphasis: (18 Units)

Choose one of the following:

Art

Art 200	Elements of Art	3
Art 201	Drawing 1	3
Art 311	Art History 1	3
or Art 312	Art History 2 (the one not taken in core)	
or Art 315	The History of Contemporary Art	
Art 321	Painting 1	3
Art 331	Sculpture 1	3
or Art 341	Ceramics	
Art 351	Printmaking 1	3

Communication

ITP 261	Information Technology	3
Com 311	Advanced Public Speaking	3

Choose four of the following courses:

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 Communications	3
Com 412	Writing for the Broadcast Media	3
Com 422	Studies in Public Relations	3
Com 451	Organizational Communication	3
Com 480	Theories of Human Communication	3
Com 485	Communication Criticism	3

Creative Writing

Com 222	Theory & Practice of Journalism	3
or Com 412	Writing for the Broadcast Media	
Wrt 324	Writing for Children & Teenagers	3
Wrt 327	Creative Writing – Fiction	3
or Wrt 328	Creative Writing - Poetry	
Wrt 329	Creative Nonfiction	3
Wrt 337	Writing for Stage and Screen	3
Wrt 427	Advanced Creative Writing	3

History

Select two non-duplicated courses from each of the following three categories:

<i>Category 1</i>		6
Hst 201	Western Civilization	3
Hst 334	Medieval History	3
or Hst 336	Renaissance and Reformation	
Hst 338	Modern European History	3
<i>Category 2</i>		6
Hst 301	Eastern Civilization	3
Hst 371	Islamic Civilization	3
<i>Category 3</i>		6
Hst 226	United States History	3
Any 300 or 400 level History course.		

Literature

Eng 341	American Literature 1	3
or Eng 342	American Literature 2	
Eng 361	English Literature 1	3
or Eng 362	English Literature 2	
Eng 380	Women's Literature	3
or Eng 382	Postcolonial Literature	
Eng 383	Modern Poetry	3
or Eng 385	Modern Novel	
or Eng 387	Modern & Contemporary Drama	
Eng 441	Major American Writers	3
or Eng 461	Major English Writers	
Eng 466	Shakespeare	3

Music

Mus 201	Music Theory 1	3
Mus 202	Music Theory 2	3
Mus 211	Aural Skills 1	1
Mus 331	Music History 1	3
Mus 332	Music History 2	3
Mus ____	Upper Division Elective	3
Mus ____	Applied Music	2

Theatre

Thr 261	Acting 1	3
Thr 262	Acting 2	3
Thr 351	Play Direction 1	3
Thr 390	Theatre Practicum	3
Thr 441	Theatre and Culture 1	3
or Thr 442	Theatre and Culture 2	
<i>Choose one of the following courses (not duplicated above)</i>		3
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	

INTERNATIONAL STUDIES**53 UNITS**

Ant 241	Field Anthropology	3
Pol 304	International Relations	3
Com 324	Intercultural Communication	3
Hst 416	Contemporary Global Issues	3
Modern Foreign Language*		14
	Chn or Ger or Spa 101	4
	Chn or Ger or Spa 102	4
	Chn or Ger or Spa 201	3
	Chn or Ger or Spa 202	3
Study Abroad Courses**		12

* A different modern foreign language may be substituted by transfer credit. Greek, Hebrew and Latin may not be used to fulfill this requirement.

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

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 our 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.

<i>Anthropology, choose one of the following:</i>		3
Ant 364	Culture and Self	3
Ant 435	Anthropology of Religion	3
<i>World History and Politics, choose one of the following:</i>		3
Hst 338	Modern European History	3
Pol 308	Comparative Political Systems	3
<i>Fine Arts, choose one of the following:</i>		3
Art 311	Art History 1	3
Art 312	Art History 2	3
Mus 451	Music Cultures of the World	3
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3
<i>World Literature, choose one of the following:</i>		3
Eng 380	Women's Literature	3
Eng 381	World Literature	3
Eng 382	Post-Colonial Literature	3
Eng 385	Modern Novel	3
Eng 387	Modern and Contemporary Drama	3
<i>World Religion, choose one of the following:</i>		3
Thl 321	World Religions	3
Thl 481	World Missions	3

MATHEMATICS * 37 UNITS

Mth 265	Introduction to Statistics	3
Mth 272	Calculus 2	5
Mth 295	Mathematical Notation and Proof	3
Mth 373	Calculus 3	4
Mth 387	Theory of Probability	3
Mth 471	Linear Algebra	3
Mth 473	Modern Algebra	3
Mth 484	Differential Equations	3
Mth 489	Real Analysis	3
Mth 495	Topics in Mathematics	1
<i>Choose two of the following courses:</i>		6
Mth 376	Discrete Mathematics	3
Mth 380	Modern Geometry	3
Mth 388	Mathematical Statistics	3
Mth 420	Number Theory	3

* It is required that students who select the mathematics major take Mth 271 in their general education.

MUSIC 54 UNITS

Core: (24 Units)

Mus 201	Music Theory 1	3
Mus 202	Music Theory 2	3
Mus 211	Aural Skills 1	1
Mus 212	Aural Skills 2	1
Mus 221	Beginning Conducting	2
Mus 303	Music Theory 3	3
Mus 304	Music Theory 4	3
Mus 323	Aural Skills 3	1
Mus 324	Aural Skills 4	1
Mus 331	Music History 1	3
Mus 332	Music History 2	3

Performance: (9 Units)

Mu_____	Applied Music	5+
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(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.

MuE_____	Ensemble	4
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Four credits 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 credits may be petitioned against general electives as described in the General Catalog.

Senior Project: (2 Units)

Mu____ 498	Senior Recital	2
<i>(Replaces applied music for the semester leading to the recital.)</i>		
or Mus____ 498	Senior Project in Music	2-3
<i>(Composition, field study, or research project.)</i>		

Emphasis: (19 Units)

Choose one of the following:

Music Education

This 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 credits in 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	3
Mus 461	Music for Children	3
Mus 462	Music in Secondary Schools	2
<i>Choose a minimum of 3 units from the following:</i>		3
Mus 312*	Brass Techniques	1
Mus 313*	Percussion Techniques	1
Mus 314*	Woodwind Techniques	1
Mus 315*	String Techniques	1

* A secondary instrument may be substituted for one techniques course upon petition.

<i>Choose a minimum of 5 units from the following:</i>		5
Mus 215	Music Technology	1
Mus 402	Orchestration	2
Mus 412	Instrumental Methods and Repertoire	3
Mus 441	Handbell Methods and Repertoire	2-3
Mus 471	Choral Methods and Repertoire	3

Church Music

Intended for students preparing for careers in music leadership in churches. Director of Parish Music certification is optional and requires additional credits; consult Christ College.

Mus 222	Intermediate Conducting	2
Thl 382	Corporate Worship	3
Mus/Thl 482	Musical Heritage of the Church	3
Mus/Thl 483	Hymnody and Sacred Song	3
Mus/Thl 484	Planning Music for Christian Worship	3

<i>Choose a minimum of 5 units from the following:</i>			5
Mus 381	Worship Arts Ministry		3
Mus 441	Handbell Methods and Repertoire		2-3
Mus 461	Music for Children		2-3
Mus 471	Choral Methods and Repertoire		3

Additional requirements for the Director of Parish Music certificate:

Christ College admission and requirements:			
Mus 391	Practicum in Church Music (.5/semester)		1
Mus 491	Senior Field Work in Church Music 1		3
Mus 492	Senior Field Work in Church Music 2		3

Liberal Arts or Performance

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 3

Choose a minimum of 3 units from the following:

Mu_____	Applied Music: primary instrument or composition up to 3 units (in addition to Performance requirements)		3
Mu_____	Applied Music: secondary instrument and/or instrumental techniques courses		2
Mu_____ 398	Junior Recital		2
Mus 215	Music Technology		1
Mus 222	Intermediate Conducting		2
Mus 312	Brass Techniques		1
Mus 313	Percussion Techniques		1
Mus 314	Woodwind Techniques		1
Mus 315	String Techniques		1

History and Theory 3

Choose a minimum of 3 units from the following:

Mus 401	Advanced Studies in Music		3
Mus 402	Orchestration		2
Mus 451	Music Cultures of the World		3
Mus/Thl 482	Musical Heritage of the Church		3
Mus/Thl 483	Hymnody and Sacred Song		3

Methodology and Leadership 3

Choose a minimum of 3 units from the following:

Mus 381	Worship Arts Ministry		3
Mus 412	Instrumental Methods and Repertoire		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 Units

Select 10 additional units from Mus courses listed above.

POLITICAL SCIENCE 36 UNITS

BSc 265	Statistics for the Behavioral Sciences	3
BSc 296	Introduction to Research Methods	3
Pol 211	U.S. History and Government	3
Pol 241	Early Modern England	3
Pol 301	Political Theory	3
Pol 304	International Relations	3
Pol 308	Comparative Political System	3
Pol 312	Constitutional Law	3
Pol 412	Origins of the American Political System	3

Choose three of the following courses: 9

Com 324	Intercultural Communication	3
Com 422	Studies in Public Relations	3
Eco 201	Macroeconomics	3
Eco 202	Microeconomics	3
Pol 413	Religion and Politics in America	3
Pol 490	Internship in Political Science	3
Soc 229	Criminology	3
Soc 316	Ethnic and Minority Relations	3
Soc 320	Social Stratification	3
Soc 321	Social Problems	3
Soc 325	Women and Gender Issues	3

PSYCHOLOGY * 44 UNITS

BSc 265	Statistics for the Behavioral Sciences	3
BSc 296	Introduction to Research Methods	3
Psy 261	Chemical Dependency and Addictions	3
Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 351	Personality Theory	3
Psy 361	Abnormal Psychology	3
Psy 371	Cognition	3
Psy 390	Practicum	2
Psy 403	Health Psychology	3

Choose one of the following course pairings: 6

BSc 301	Topics in the Behavioral Sciences	3
Psy 202	Human Sexuality	3
Psy 381	Advanced Research Methods 1	3
Psy 382	Advanced Research Methods 2	3

<i>Choose two of the following courses:</i>		6
Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Psy 315	Developmental Psychology: Adulthood and Aging	3
<i>Choose one of the following courses:</i>		3
Psy 441	Clinical and Forensic Psychology	3
Psy 466	Principles of Counseling	3

* It is required that students who select the psychology major take Psy 101 in their general education requirement.

THEATRE 45 UNITS

Core: (21 Units)

Thr 251	Introduction to Theatre	3
Thr 261	Acting 1	3
Thr 321	Introduction to Theatrical Design	3
Thr 351	Play Direction 1	3
Thr 390	Theatre Practicum (earned in increments)	3
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3

Emphasis: (24 Units)

Choose one of the following:

Acting and Directing

Thr 141	Voice for the Actor	1.5
Thr 151	Movement for the Actor	1.5
Thr 262	Acting 2	3
Thr 371	Acting 3	3
Thr 381	Acting in Musical Theatre	3
Thr 451	Play Direction 2	3

Choose three of the following courses:

Eng 387	Modern and Contemporary Drama	3
Eng 466	Shakespeare	3
Thr 311	Introduction to Technical Production	3
Thr 330	Performance Studies and Readers Theatre	3
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

History, Literature and Criticism

Eng 371	Literary Criticism	3
Eng 387	Modern and Contemporary Drama	3
Eng 466	Shakespeare	3
Thr 330	Performance Studies and Readers Theatre	3
Thr 443	Contemporary Theatre and Culture	3
Thr 445	Dramatic Theory and Criticism	3

Choose two of the following courses: 6

Thr 262	Acting 2	3
Thr 311	Introduction to Technical Production	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

Design and Technical Production

Thr 201	Drafting and Color Media	3
Thr 311	Introduction to Technical Production	3
Thr 323	Period Styles of Design	3
Thr 325	Scenic Design	3
Thr 327	Lighting and Sound Design	3

Choose three of the following courses: 9

Thr 211	Computer Aided Design	3
Thr 329	Costume Design	3
Thr 452	Advanced Script Analysis	3
Thr 498	Theatre Showcase	3

PROGRAMS

ATHLETIC TRAINING

ADMISSION CRITERIA

The Athletic Training Program at Concordia University 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).

The Athletic Training Program at Concordia University 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 for entrance in the program the following fall. The application date will be set by the director of athletic training.

Admission to the Athletic Training Program 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. HBV vaccination
7. Personal interview
8. Staff evaluations

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.

Transfer students need to meet the same admission criteria as entering freshmen and should plan on taking three years to complete the program, regardless of their academic status upon admission to the program.

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 Athletic Training Program meetings.
3. Meet all clinical requirements.

Concordia's Athletic Training Program is accredited by the JRC-AT and CAAHEP.

TECHNICAL STANDARDS

The Athletic Training Program at Concordia University Irvine 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 the Athletic Training Program to establish the abilities that an athletic trainer must have to practice safely and are described by the National Athletic Trainer's Association to meet the expectations of the program's accrediting agency (CAAHEP). The following abilities and expectations must be met by all students admitted to the Athletic Training Program. In the event a student is unable to fulfill these technical standards, with or without reasonable accommodations (see below), the student will not be admitted to the program.

Observation

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

Communication

- The student must have the ability to communicate effectively and sensitively with patients and colleagues, including 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 and 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 and be able to 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, as well as 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 and 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 qualified students to enable them to meet these technical standards. Whether or not an accommodation is reasonable will be determined on an individual basis by the director of athletic training, the exercise and sports science division chair, a Learning Center representative, and the dean of arts and sciences.

Students seeking academic accommodations must provide medical documentation of their disability and comply with the procedures of Concordia University and the Learning Center.

PRE-ENGINEERING

Dr. Bret Taylor, 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.

Pre-Engineering Program Requirements

A. General Education: (pages 27-28)

The following courses are recommended:

<i>Life Science</i>	Bio 101	Principles of Biology (any pre-engineering program)	4
	Bio 111	General Biology 1 (Bio-Medical/Environmental Engineering)	4
<i>Physical Science</i>	Che 221	Chemistry 1	4
<i>Mathematics</i>	Mth 271	Calculus 1	5

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. Courses that are suggested to further competencies in a given area are marked with an asterisk (*) below.

C. Program Requirements: (43-60 units)

Core: (27 Units)

Che 222	Chemistry 2	4
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 of the following:

Bio-Medical Engineering: 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
Engineering (27 Units)**

Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4
Che 354	Inorganic Chemistry *	4
Che 421	Introduction to Biochemistry *	4
Che 424	Analytical Chemistry *	4
Che 431	Physical Chemistry 1	4
Che 432	Physical Chemistry 2 (Chemical)	4
Sci 455	History and Philosophy of Science *	3

**Civil (22 units), Environmental (33 Units), Mechanical
(16 Units) or Aerospace Engineering (16 Units)**

Bio 112	General Biology (Environmental)	4
Che 321	Organic Chemistry 1 (Environmental)	4
Eco 201	Macroeconomics (Civil & Environmental)	3
Eco 202	Microeconomics (Civil & Environmental)	3
Mth 265	Introduction to Statistics	3
Mth 295	Mathematical Notation and Proof *	3
Mth 387	Theory of Probability (Civil, Mechanical, Aerospace)	3
Mth 473	Modern Algebra *	3
Mth 489	Real Analysis *	3
Mth 495	Topics in Mathematics *	1
Sci 211	Geology (Environmental)	3
Sci 318	Ocean Science (Environmental)	3

PRE-LAW

Dr. Daniel van Voorbis, Director

The Pre-Law Program at Concordia University 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.

Pre-Law Program Requirements

A. General Education: (pages 27-28)

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.

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 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 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.

Medical Science Program Requirements

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

A. General Education: (pages 27-28) 49 units of 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 – Biology (GRE).

C. Program Requirements: (73 units, 17 with bachelor of art's degree with biology* major, medical science emphasis)

Bio 111*	General Biology 1**	4
Bio 112*	General Biology 2	4
Bio 246*	Human Anatomy	4
Bio 247*	Human Physiology	4
Bio 308*	Genetics	4
Bio 350*	Molecular and Cellular Biology	4
Bio 351*	General Microbiology	4
Bio 496*	Research in Biology	4
Che 221*	Chemistry 1**	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 271	Calculus 1	5
Phy 211*	Physics 1	4
Phy 212*	Physics 2	4
Psy 101	Introduction to Psychology**	3
Sci 390	Practicum	2

** It is recommended that students take Bio 111, Che 221 and Psy 101 in their general education.

D. Recommended Courses:

ESS 310	General Medicine/Pharmacology	2
Wrt 329	Creative Non-Fiction	3

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.

While medical schools do not normally require a specific undergraduate major, 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 will be assigned a faculty advisor who will work with them to assure the most appropriate courses are taken.

Maintenance of a high GPA is imperative. Students need to check with the medical school for their specific requirements. 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.

The MCAT is offered in April and August and should be taken at the end of the junior year.

Physical Therapy Program Requirements

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

A. General Education: (pages 27-28) 49 units of general education.

B. Major Requirement:

Completion of any approved major, normally biology major with medical science emphasis or ESS major with a 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 another major other than biology is complete, it is suggested that the person complete the physical therapy program requirements. This will prepare the person for most graduate programs in physical therapy.

C. Program Requirements: (53 units, 14 units over *biology** major, *medical science* emphasis)

Bio 111*	General Biology 1**	4
Bio 112*	General Biology 2	4
Bio 246*	Human Anatomy	4
Bio 247*	Human Physiology	4
Che 221*	Chemistry 1**	4
Che 222*	Chemistry 2	4
Che 321*	Organic Chemistry 1	4
ESS 406*	Physiology of Exercise	3
Mth 265	Introduction to Statistics	3
Mth 251	Pre-Calculus (primarily for Physics 1)	3
Phy 211*	Physics 1	4
Phy 212*	Physics 2	4

Psy 101	Introduction to Psychology**	3
Psy 314 or Psy 315 or Psy 361	Developmental Psychology: Adolescence Developmental Psychology: Adulthood/Aging Abnormal Psychology	3
Sci 390	Practicum	2

** It is recommended that students take Bio 111, Che 221 and Psy 101 in their general education.

D. Recommended Courses:

ESS 310	General Medicine/Pharmacology	2
	Medical Terminology (not presently offered at Concordia)	1

E. Additional Information:

Most schools with a doctorate in physical therapy (DPT) 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 of observation or employment hours are required by some programs in three different areas of clinical practice prior to program 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, and ESS courses are recommended to give students an opportunity to increase their overall value in the application.

MINORS

ART 18 UNITS

Art 200	Elements of Art	3
Art 201	Drawing 1	3
Art 321	Painting 1	3
Art 351	Printmaking 1	3
<i>Choose one of the following courses:</i>		3
Art 311	Art History 1	3
Art 312	Art History 2	3
<i>Choose one of the following courses:</i>		3
Art 331	Sculpture 1	3
Art 341	Ceramics	3

AMERICAN STUDIES 18 UNITS

Hst 226	United States History 1	3
Hst 321	A History of Popular Culture	3
Pol 211	U.S. History and Government	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose two of the following courses:</i>		6
Eng 341	American Literature 1	3
Eng 342	American Literature 2	3
Eng 441	Major American Writers	3
Hst 412	United States Early National History	3

ANTHROPOLOGY 18 UNITS

Ant 210	Cultural Anthropology	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose four of the following courses:</i>		12
Ant 241	Field Anthropology	3
Ant 314	Native Peoples of North America	3
Ant 364	Culture and Self	3
Ant 435	Anthropology of Religion	3
Hst 371	Islamic Civilization	3
Mus 451	Music Cultures of the World	3

BIOLOGY * 26-28 UNITS

Bio 112	General Biology 2	4
Bio 350	Molecular and Cellular Biology	4
Bio 345	Evolutionary Zoology	3-4
or Sci 455	History and Philosophy of Science	

* It is required that students who select the biology minor take Bio 111 in their general education.

<i>Choose four of the following courses:</i>		14-16
Bio 246	Human Anatomy	4
Bio 247	Human Physiology	4
Bio 308	Genetics	4
Bio 317	Ecology	3
Bio 341	Plant Biology	4
Bio 351	General Microbiology	4
Bio 496	Research in Biology	4
Bio 345**	Evolutionary Zoology	4
Sci 455**	History and Philosophy of Science	3

** one not taken above

CHEMISTRY * 20 UNITS

Che 222	Chemistry 2	4
Che 321	Organic Chemistry 1	4
Che 322	Organic Chemistry 2	4
Che 421	Introduction to Biochemistry	4
Che 424	Analytical Chemistry	4

* It is required that students who select the chemistry minor take Che 221 in their general education.

COMMUNICATION 18 UNITS

Com 311	Advanced Public Speaking	3
ITP 261	Information Technology	3
<i>Choose four of the following courses:</i>		12
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 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 480	Theories of Human Communication	3
Com 485	Communication Criticism	3

CROSS CULTURAL STUDIES 18 UNITS

Ant 210	Cultural Anthropology	3
BSc 220	Qualitative Research Methods	3
Soc 316	Ethnic and Minority Relations	3
Soc 320	Social Stratification	3

<i>Choose two of the following courses:</i>			6
Ant 241	Field Anthropology		3
Ant 314	Native Peoples of North America		3
Ant 364	Culture and Self		3
Mus 451	Music Cultures of the World		3

CREATIVE WRITING 18 UNITS

Capstone Course: (3 Units)

Wrt 427	Advanced Creative Writing		3
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Writing Courses (9 Units)

Choose (a) three of the following 3-unit courses

or (b) two of the following 3-unit courses plus three of the 1-unit newspaper courses:

Com 222	Theory and Practice of Journalism		3
Com 412	Writing for the Broadcast Media		3
Wrt 231	Newspaper 1		1
Wrt 232	Newspaper 2		1
Wrt 324	Writing for Children and Teenagers		3
Wrt 327	Creative Writing - Fiction		3
Wrt 328	Creative Writing - Poetry		3
Wrt 329	Creative Nonfiction		3
Wrt 331	Newspaper 3		1
Wrt 332	Newspaper 4		1
Wrt 337	Writing for the Stage and Screen		3
Wrt 431	Newspaper 5		1
Wrt 432	Newspaper 6		1

English Courses (6 Units)

Choose two of the following courses:

Eng 383	Modern Poetry		3
Eng 385	Modern Novel		3
Eng 387	Modern and Contemporary Drama		3
Eng 389	Film as Literature		3

ENGLISH 18 UNITS

Eng 341	American Literature 1		3
or Eng 342	American Literature 2		
Eng 361	English Literature 1		3
or Eng 362	English Literature 2		
Eng 371	Literary Criticism		3
Eng 381	World Literature		3

or Eng 382	Postcolonial Literature	
Eng 477	History and Development of the English Language	3
<i>Choose one of the following courses (not taken above):</i>		3
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 381	World Literature	3
Eng 382	Postcolonial Literature	3
Eng 383	Modern Poetry	3
Eng 385	Modern Novel	3
Eng 387	Modern and Contemporary Drama	3
Eng 389	Film as Literature	3
Eng 391	Children's Literature	3
Eng 441	Major American Writers	3
Eng 461	Major English Writers	3
Eng 466	Shakespeare	3

EXERCISE AND SPORT SCIENCE 18 UNITS

ESS 304	Motor Learning and Control	3
ESS 320	Historical, Social and Cultural Foundations	3

Emphasis (12 Units)

Choose one of the following:

Coaching

ESS 360	Principles of Coaching	3
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Choose three of the following courses: 9

ESS 225	Principles of Weight Training & Cross Training	3
ESS 308	Care/Prevention of Athletic Injuries	3
ESS 350	Sport Law	3
ESS 358	Therapeutic Exercise	3
ESS 365	Sport Psychology	3
ESS 394	Coaching Practicum	3

Exercise Science

ESS 225	Principles of Weight Training & Cross Training	3
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ESS 325	Advanced Personal Training	3
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Choose two of the following courses: 6

ESS 222	Organization and Management of Sport	3
ESS 350	Sport Law	3
ESS 365	Sport Psychology	3

ESS 368	Therapeutic Exercise	3
ESS 393	Exercise Science Practicum	3

Teacher Education

ESS 303	Health	3
ESS 376	Physical Education Management	3
<i>Choose two of the following courses:</i>		6
ESS 340	Elementary Physical Education	3
ESS 355	Individual Activities	3
ESS 357	Team Activities	3
ESS 370	Adaptive Physical Education	3
ESS 392	Teacher Education Practicum	3

GRAPHIC DESIGN

18 UNITS

Art 261	Graphic Design 1	3
Art 361	Graphic Design 2	3
Art 461	Graphic Design 3	3
<i>Choose two of the following courses:</i>		6
Art 170	Digital Publishing	3
Art 171	Digital Image Manipulation	3
Art 172	Digital Illustration	3
<i>Choose one of the following courses:</i>		3
Art 315	The History of Contemporary Art	3
Art 390	Graphic Design Practicum	3
Art 471	Video Art	3

HISTORY

18 UNITS

Hst ____	Elective	3
<i>Choose one of the following courses:</i>		3
Hst 226	United States History	3
Hst 241	Early Modern England	3
<i>Choose four of the following courses:</i>		12
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 489	Historiography	3
Hst 491	Advanced Topics in Social History	3

MATHEMATICS ***16-18 UNITS**

Mth 265	Introduction to Statistics	3
Mth 271	Calculus 1	5
Mth 272	Calculus 2	5
<i>Choose three of the following courses:</i>		8-10
Mth 295	Mathematical Notation and Proof	3
Mth 373	Calculus 3	4
Mth 376	Discrete Mathematics	3
Mth 380	Modern Geometry	3
Mth 387	Theory of Probability	3
Mth 420	Number Theory	3
Mth 425	History of Math	2
Mth 471	Linear Algebra	3
Mth 473	Modern Algebra	3
Mth 489	Real Analysis	3

* It is required that students who select the mathematics minor take Mth 271 in their general education.

MUSIC**24 UNITS****Core: (11-17 Units)**

Mus 201	Music Theory 1	3
Mus 202	Music Theory 2	3
Mus 211	Aural Skills 1	1
Mus 212	Aural Skills 2	1
<i>Choose one to three of the following courses:</i>		3-9
Mus 331	Music History 1	3
Mus 332	Music History 2	3
Mus 451	Music Cultures of the World	3

Performance: (6 Units)

MuE ____	Ensemble	2
Mu ____	Applied Music (one instrument, achieving 300 level)	4

Electives: (1-7 Units)

Any 300-400 level Mus course(s) and/or Conducting.

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 121	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:

1. The student is advised to take either Mus 102 or 201 and Thr 251 as general education courses.
2. The student is strongly encouraged to take at least 4 semesters of MuE ensemble credit (vocal or instrumental).

POLITICAL SCIENCE 18 UNITS

Pol 211	U.S. History and Government	3
Pol 301	Political Theory	3
Pol 304	International Relations	3
Pol 308	Comparative Political Systems	3
Pol 312	Constitutional Law	3
Pol 412	Origins of the American Political System, 1763-1803	3

PSYCHOLOGY * 18 UNITS

Psy 351	Personality Theory	3
Psy 361	Abnormal Psychology	3
<i>Choose one of the following courses:</i>		3
Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Psy 315	Developmental Psychology: Adulthood and Aging	3
<i>Choose three of the following courses:</i>		9
ESS 365	Sport Psychology	3
Psy 202	Human Sexuality	3
Psy 340	Introduction to Biopsychology	3
Psy 345	Social Psychology	3
Psy 371	Cognition	3
Psy 403	Health Psychology	3
Psy 441	Clinical and Forensic Psychology	3
Psy 466	Principles of Counseling	3

* Students who select the psychology minor must take Psy 101 in their general education.

SOCIOLOGY * **18 UNITS**

Soc 229	Criminology	3
Soc 331	Marriage and the Family	3
Soc 332	Child, Family and Community	3
Soc 461	Social Theory	3
<i>Choose two of the following courses:</i>		6
Soc 320	Social Stratification	3
Soc 325	Women and Gender Issues	3
Soc 355	Social Gerontology	3

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

SPANISH **18 UNITS**

Spa 201	Intermediate Spanish 1	3
Spa 202	Intermediate Spanish 2	3
Spa 301	Advanced Conversation	3
Spa 302	Advanced Grammar/Readings	3
Spa 311	Survey of Spanish Literature	3
Spa 312	Survey of Spanish American Literature	3

THEATRE **18 UNITS**

Thr 251	Introduction to Theatre	3
Thr 261	Acting 1	3
Thr 262	Acting 2	3
Thr 351	Play Direction 1	3
Thr 441	Theatre and Culture 1	3
or Thr 442	Theatre and Culture 2	
<i>Choose one of the following courses not taken above:</i>		3
Eng 387	Modern Drama	3
Eng 466	Shakespeare	3
Thr 321	Introduction to Theatrical Design	3
Thr 330	Performance Studies and Readers Theatre	3
Thr 441	Theatre and Culture 1	3
Thr 442	Theatre and Culture 2	3
Thr 461	Creative Drama and Improvisation	3

School of Business and Professional Studies

DR. TIMOTHY C. PETERS
DEAN

DR. PAUL F. MASSMANN,
ASSOCIATE DEAN

PROF. GEORGE W. WRIGHT,
ASSISTANT DEAN

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. Through credit and non-credit courses students can pursue career and personal lifelong learning goals.

Traditional undergraduate students may enroll in the business program. International students may enroll in the English Language School to improve their English skills. Graduate students may enroll in the Master's in Business Administration (MBA) or Master's in International Studies (MAIS) programs. Adult students may enroll in the CU Accelerate degree completion program. Certificate and non-degree international programs are also offered with various institutions in China. Business certificate programs are developed in a variety of business topics.

MAJOR

- Business Administration

MINORS

- Accounting
- Business
- Marketing

Adult Degree Completion Programs

- Bachelor of Arts in Applied Liberal Arts
- Bachelor of Arts in Administration and Leadership
Dr. Paul Massmann, Director
- Registered Nurse to Bachelor of Science in Nursing
- Second Degree Accelerated Baccalaureate in Nursing Science
Dr. Mary Hobus, Director

International Programs

- Master of Arts in International Studies
- Non-degree certificate and training programs in China
Dr. Eugene Kim, Dean of Asia Studies

Master of Arts in Business Administration

Dr. Bruce Hanson, Director

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES FACULTY

Tammie L. Burkhart	Asst. Prof of Business	MBA	Pepperdine University, Malibu, CA, 2001
Thomas D. Busby	Resident Faculty in Accounting	MA/CPA	Central Missouri State University, Warrensburg, 1974
Terry L. Cottle	Asst Prof. of Nursing	MSN	California State University, San Bernardino, 2004
Marc Fawaz	Resident Faculty in Business	MBA	University of California, Irvine, 2005
Bruce J. Hanson	Professor of Business	PhD	Case Western Reserve University, Cleveland, Ohio, 1995
Mary E. Hobus	Asst. Prof. of Nursing	PhD	Marquette University, Milwaukee, WI, 2008
Eugene P. Kim	Assoc. Prof. of Education	PhD	University of California, Los Angeles 2004
Paul F. Massmann	Assoc. Prof. of Instructional Tech.	EdD	Nova Southeastern University, North Miami Beach, FL, 2002
Timothy C. Peters	Professor of Education	EdD	Pepperdine University, Malibu, CA. 1999
Jacqueline C. Pinkowski	Resident Faculty in Nursing	MS	California State University, Fullerton, 2003
John L. Rooney	Distinguished Professor of Business	DBA	U.S. International University, San Diego, CA, 1988
Carolyn K. Shiery	Asst. Prof. of Marketing	MBA	California State University, Fullerton, 1983
Stephen J. Tvorik	Resident Faculty in Business	PhD	Walden University, Minneapolis, MN, 1996
Cheryl E. Williams	Assoc. Prof. of Business	PhD	Florida State University, Tallahassee, 1997
George W. Wright	Asst. Prof. of Business	MBA/MS	California State University, Fullerton, CA 1995

SCHOOL OF BUSINESS AND PROFESSIONAL STUDIES EDUCATIONAL TARGETS AND OUTCOMES

1. Systematic Inquiry

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

2. Clear Communication

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

3. Health and Well-being

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

4. Sociocultural Responsiveness

Goal: Students will acquire and continue to use knowledge and skills for effective, respectful and positive interaction with the variety of the world's peoples, cultures, societies and traditions. They will be sensitive to other cultures, ethnic groups and minorities in their contributions to the human experience and the business world in particular.

5. Aesthetic Responsiveness

Goal: 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.

6. Christian Values

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

7. Servant Leadership

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

UNDERGRADUATE BUSINESS

The undergraduate business program operates within the university's mission statement of preparing Christian 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.

UNDERGRADUATE BUSINESS PROGRAM TARGETS AND GOALS

A student with a business major will be able to identify and use

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

ADULT DEGREE COMPLETION – CU ACCELERATE

Dr. Paul Massmann, Associate Dean, Director

The CU Accelerate program is designed for working adults. Individuals may enter the university as adult degree-seeking students and take General Education courses both in an on-line and accelerated hybrid format. Once a student completes their general education (sixty [60]) undergraduate units they may begin the CU Accelerate program in either Applied Liberal Arts or the Business Administration and Leadership majors. Students can complete their major in as few as sixteen (16) months through on-line learning and attending classes one weekend per month.

A list of courses is available online at www.cui.edu.

GRADUATE PROGRAMS IN BUSINESS

Dr. Bruce Hanson, Director

The Master of Business Administration (MBA) in Business Practice program is based on performing projects throughout the program and supplying skills at the time they are needed. About half of the courses will be based on the traditional functional skill areas, with the remainder coming directly from high performing practitioners teaching skills from their learning edge. The assigned projects would be part of a person's daily job or created in apprenticeships for recent undergraduates who don't have business experience. This program is different from almost every other MBA program in the world because it is based on experiential learning and action research. The premise of the program is that one can only learn the practice of business from consciously doing business. All the courses involve skills which are best described as action verbs rather than the traditional static isolation of nouns.

Functional Core Skills: twenty (20) credit units (five (5) courses, four (4) units each) which can be taken one at a time or form a first year of foundational theory and skills. The fundamental skills involved in each traditional course would be the focus, leaving greater specialization to the elective courses. The goal of the core skill courses is to produce competent practitioners of business.

A list of courses is available online at www.cui.edu.

MASTER OF ARTS IN INTERNATIONAL STUDIES

Dr. Eugene Kim, Dean of Asia Programs

Mr. Paul Marquardt, Director

With a population of 1.3 billion, China is becoming a world leader in business and education. Experience in business and/or education in China will prepare entrepreneurial individuals with new opportunities and resources. The Master of Arts in International Studies (MAIS) will provide candidates with the opportunity to

- gain first-hand experience in the culture of China.
- explore the social and economic opportunities emerging in China.
- meet with Chinese educators and business people.
- learn basic Chinese language skills.
- explore areas of interest as they relate to China and its unique culture, history, political system, economic system, educational systems, social structure and business opportunities.
- develop relationships with Chinese leaders.
- teach conversational English to Chinese students.
- earn a master's degree in International Studies while receiving in-depth training, study and practical experience in China.

A list of courses is available online at www.cui.edu.

NURSING PROGRAMS

Dr. Mary Hobus, Director

RN to BSN Program

The RN to BSN program is designed for candidates who have a California license to practice as a Registered Nurse and want to earn a Bachelor of Science in Nursing (BSN) degree. This program also prepares the graduate to apply for the California Public Health Certificate. Candidates receive credit for fifty-eight (58) nursing units from the Associate Degree in Nursing (ADN). Once admitted to the nursing program, the student completes thirty-six (36) units of nursing course work that includes three (3) units in Bioethics. In addition, the student must complete six (6) units of theology/science or philosophy prior to graduation. This course of study can be completed in a minimum of three (3) semesters. All courses are taught on campus with the exception of the Community Health practicum. Classes are offered during evenings and weekends.

Second Degree Accelerated Baccalaureate in Nursing Science

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

BUSINESS ADMINISTRATION

54 UNITS

Core: (33 Units)

Act 211	Financial Accounting	3
Act 212	Managerial Accounting	3
Bus 251	Legal Environment of Business	3
Bus 321	Management	3
Bus 324	Business Writing and Presentation	1
Bus 475	Business Strategy	3
Bus 483	Business Ethics	3
Bus 490	Internship	2
or ESS 490	Sport Management Internship	
Eco 201	Macroeconomics	3
or Eco 202	Microeconomics	
Fin 331	Finance	3
ITP 261	Information Technology	3
Mkt 341	Marketing	3

Emphasis: (21 Units)

Choose one of the following:

Accounting		
Act 311	Intermediate Accounting 1	3
Act 312	Intermediate Accounting 2	3
Act 313	Cost Accounting	3
Act 315	Accounting Information Systems	3
Act 417	Federal and California State Income Taxes	3
or Act 418	Corporate Tax Accounting	
Act 419	Auditing	3

Choose one of the following courses: 3

Act 417	Federal and California State Income Tax	3
or Act 418	Corporate Tax Account (one not taken in the core)	
Act 332	Financial Statement Analysis	3
Fin 211	Personal Finance	3
Fin 333	Investments	3

Finance

Act 311	Intermediate Accounting	3
Act 332	Financial Statement Analysis	3
or Fin 332	Financial Statement Analysis	
Fin 211	Personal Finance	3
Fin 333	Investments	3
Fin 335	Property	3

Choose two of the following courses: 6

Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Fin 445	International Finance	3

Management

Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Bus 327	Organizational Behavior	3
Bus 343	Operations	3
Bus 424	Human Resource Management	3

Choose two of the following courses: 6

Eco 201	Macroeconomics	3
or Eco 202	Microeconomics <i>(one not taken in the core)</i>	
Fin 333	Investments	3
Fin 335	Property	3
Mkt 445	International Marketing	3

Marketing

Mkt 353	Professional Selling	3
Mkt 371	Internet Marketing	3
Mkt 442	Marketing Research	3
Mkt 445	International Marketing	3
Mkt 475	Market Strategy	3

Choose two of the following courses: 6

Bus 323	The Global Enterprise	3
Com 422	Studies in Public Relations	3
Mkt 344	The Advertising Agency	3
Mkt 355	Business and Service Marketing	3
Mkt 363	Computer Graphics	3
Mkt 365	Computer Graphics with Motion	3

Sport Management

Bus 424	Human Resource Management	3
ESS 222	Organization and Management of Sport	3
ESS 320	Historical and Sociocultural Foundations	3
ESS 323	Sport Marketing and Sponsorship	3
ESS 326	Sport Operations and Facility Management	3
ESS 350	Sport Law	3

Choose one of the following courses: 3

Com 344	Theory and Practice of Interviewing	3
Com 422	Studies in Public Relations	3
Mkt 344	The Advertising Agency	3
Mkt 353	Professional Selling	3
Mkt 442	Marketing Research	3

MINORS

ACCOUNTING

18 UNITS

Act 211	Financial Accounting	3
Act 212	Managerial Accounting	3
Act 311	Intermediate Accounting 1	3
Act 312	Intermediate Accounting 2	3

Choose one of the following courses: 3

Act 313	Cost Accounting	3
Act 315	Accounting Information Systems	3
Act 417	Federal and California State Income Taxes	3
Act 419	Auditing	3

Choose one of the following courses: 3

Bus 201	Introduction to Management/ Marketing/Information Technology	3
Bus 251	Legal Environment of Business	3
Bus 321	Management	3

Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Bus 424	Human Resource Management	3
Com 344	Theory and Practice of Interviewing	3
Fin 331	Finance	3
Mkt 341	Marketing	3
Mkt 442	Marketing Research	3

BUSINESS **18 UNITS**

Act 211	Financial Accounting	3
Bus 201	Introduction to Management/ Marketing/Information Technology	3
Bus 321	Management	3
<i>Choose three of the following courses:</i>		9
Act 212	Managerial Accounting	3
Act 315	Accounting Information Systems	3
Bus 251	Legal Environment of Business	3
Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Com 344	Theory and Practice of Interviewing	3
Fin 331	Finance	3
Mkt 341	Marketing	3

MARKETING **18 UNITS**

Mkt 341	Marketing	3
Mkt 344	The Advertising Agency	3
Mkt 353	Professional Selling	3
Mkt 442	Market Research	3
<i>Choose two of the following courses:</i>		6
Act 211	Financial Accounting	3
Bus 201	Introduction to Business	3
Bus 251	Legal Environment of Business	3
Mkt 355	Business and Service Marketing	3
Mkt 363	Computer Graphics	3
Mkt 365	Computer Graphics with Motion	3
Mkt 371	Internet Marketing	3

Christ College

DR. JAMES V. BACHMAN
DEAN,
GRADUATE STUDIES

DR. STEVEN P. MUELLER
DEAN
UNDERGRADUATE STUDIES

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 work in their chosen field. The school guides students interested in receiving certification for ministerial vocations in The Lutheran Church—Missouri Synod.

UNDERGRADUATE OFFERINGS

Majors

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

Minors

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

Programs

- Director of Christian Education
Dr. Christine Ross, Director
- Director of Parish Music
Dr. Carol McDaniel, Director
- Lutheran Teaching Programs
Dr. Rebecca Peters, Director
- Pre-Deaconess Studies
Dr. Steven Mueller, Director
- Pre-Seminary Studies
Prof. Robert Rossow, Director

GRADUATE OFFERINGS

- Cross-Cultural Ministry Center
Prof. Gregory Seltz, Director
- Master of Arts in Theology with emphases in:
Christian Leadership
Research in Theology
Theology and Culture
- Colloquy
Dr. Rebecca Peters, Director

AFFILIATED INSTITUTIONS

- Center for U.S. Missions
Rev. Michael Rubl, Executive Director
- Lutheran Bible Institute California
Mr. Sam Giesy, Interim Director

CHRIST COLLEGE FACULTY

Eshetu Abate	Professor of Theology	ThD	Concordia Seminary, St. Louis, MO, 1988
Scott A. Ashmon	Asst. Prof. of Theology	MPhil	Hebrew Union College, Cincinnati, OH, 2003
James V. Bachman	Professor of Philosophy	PhD	Florida State University, Tallahassee, 1986
Carolina N. Barton	Asst. Prof. of Theology	MLIS	Simmons Graduate School of Library and Information Science, Boston, MA, M.L.I.S., 1999.
Mark A. Brighton	Assoc. Prof. of Biblical Languages & Theology	PhD	University of Calif., Irvine, 2005
Harry G. Hebel, Jr.	Resident Faculty in Christian Education	MA	Christ College, Irvine, CA, 1991
Korey D. Maas	Asst. Prof. of Theology	DPhil	Oxford University, 2005
Michael P. Middendorf	Professor of Theology	ThD	Concordia Seminary, St. Louis, MO, 1990
Craig L. Molitoris	Asst. Prof. of Theology	STM	Concordia Seminary, St. Louis, MO, 1986
Steven P. Mueller	Professor of Theology	PhD	Durham University, England, 1997
Patra S. Mueller	Asst. Prof. of Christian Ed.	MS	Concordia University, Seward, NE, 2000
Jacob A.O. Preus	Professor of Theology	ThD	Concordia Seminary, St. Louis, MO, 1986
W. Rod Rosenblatt	Professor of Theology	PhD	Université de Strasbourg, France, 1978
Christine M. Ross	Assoc. Prof. of Christian Ed.	PhD	St. Louis University, MO, 2006
Robert F. Rossow	Asst. Prof. of Theology	MDiv	Concordia Seminary, St. Louis, MO, 1986
Gregory P. Seltz	Asst. Prof. of Theology	STM	Concordia Seminary, St. Louis, MO, 1994
Dean M. Vieselmeyer	Professor of Theology	PhD	University of Nebraska, Lincoln, 1989

CHRIST COLLEGE EDUCATIONAL TARGETS AND GOALS

1. Comprehension of Scripture

Goal: Students will be able to express an understanding of the language, contents, history, culture and themes of the Bible.

2. Understanding of Doctrine

Goal: Students will acquire the ability to integrate and articulate biblical doctrine in systematic constructs.

3. Development of Faith In Christ

Goal: Christian students will articulate a personal faith in Christ that is well informed from a biblical perspective.

4. Mission Orientation

Goal: Christian students will acquire a positive attitude regarding the Great Commission and a life of service in the kingdom of God.

5. Acquaintance with other Theological Thought and Expression

Goal: Students will obtain an understanding of prominent religions, denominations and philosophies of the past and present.

6. Church Leadership Skill Development

Goal: Christian students will acquire needed skills for their future responsibilities as lay persons in the church.

7. Equipping for Ministries of the Church

Goal: Christian students will acquire professional competencies for church work in their chosen career.

MAJORS

BIBLICAL LANGUAGES

48 UNITS

Gre 101	Greek 1	5
Gre 102	Greek 2	4
Gre 211	Readings in the Gospels and Acts	3
Gre 331	Extra-biblical Readings	3
Gre 341	Johannine Literature	3
Gre 451	Pauline Literature	3
Heb 101	Hebrew 1	5
Heb 102	Hebrew 2	4
Heb 211	Readings in the Torah	3
Heb 321	Prophets and Writings	3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 372	Christian Doctrine 2 *	3
Thl 429	Biblical Theology and Exegesis	3

* Students should take Thl 371, the prerequisite for this course, as part of their general education.

CHRISTIAN EDUCATION LEADERSHIP

46 UNITS

The Christian education leadership major is taken by students who desire to be Directors of Christian Education (DCEs) in The Lutheran Church–Missouri Synod (LCMS). They will also complete the DCE program (pp. 105-106) and the Christ College requirements (pp. 104-105). This major may also be taken by students interested in full-time Christian education ministry outside of the LCMS.

CEd 202	Parish Program Leadership	3
CEd 302	Teaching Strategies and Management	3
CEd 360	Group Dynamics	3
CEd 370	Children's Ministry	3
CEd 380	Youth Ministry	3
CEd 460	Adult Education in the Parish	3
CEd 470	Family Ministry	3
Educ 301	Psychology and Development of Diverse Learners	3
Psy 466	Principles of Counseling	3
Thl 222	Christian Witness and Evangelism	1
Thl 372	Christian Doctrine 2*	3
Thl 375	Contemporary Religious Bodies in America	3
Thl 382	Corporate Worship	3
Thl 429	Biblical Theology and Exegesis	3
Thl 481	World Missions	3
* <i>Students should take Thl 371 as part of their general education.</i>		
<i>Choose one of the following courses:</i>		3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
<i>Recommended electives:</i>		
CEd 201	Introduction to Christian Education	3
Com 216	Interpersonal Communications	3
Com 311	Advanced Public Speaking	3
Com 324	Intercultural Communication	3
Psy 261	Chemical Dependency and Addiction	3
Psy 314	Developmental Psychology: Adolescence	3
Soc 331	Marriage and the Family	3
Soc 332	Child, Family and Community	3
Soc 355	Social Gerontology	3
Thl 321	World Religions	3
Thl 430	Christian Apologetics	3
Thl 465	Christians and Ethics	3

THEOLOGY

36 UNITS

Thl 304	History of the Christian Church	3
Thl 311	Old Testament Book of the Bible	3
Thl 312	New Testament Book of the Bible	3
Thl 321	World Religions	3
Thl 372	Christian Doctrine 2	3
Thl 375	Contemporary Religious Bodies in America	3
Thl 429	Biblical Theology and Exegesis	3
Thl 430	Christian Apologetics	3
Thl 465	Christians and Ethics	3
<i>Choose one of the following introductory philosophy courses:</i>		3
Phi 210	Introduction to Philosophy	3

Phi 211	Philosophical Ethics	3
<i>Choose one of the following philosophy courses:</i>		3
Phi 433	Philosophy of Religion	3
Phi 439	Analytic Philosophy	3
<i>Choose one of the following historical theology courses:</i>		3
Thl 355	The Reformation	3
Thl 463	Readings in Classical Christian Thought	3

THEOLOGICAL STUDIES**46 UNITS**

Thl 222	Christian Witness and Evangelism	1
Thl 311	Old Testament Book of the Bible	3
or Thl 312	New Testament Book of the Bible	
Thl 321	World Religions	3
Thl 372	Christian Doctrine 2*	3
Thl 375	Contemporary Religious Bodies	3
Thl 382	Corporate Worship	3
Thl 429	Biblical Theology	3
Thl 430	Christian Apologetics	3
Thl 463	Readings in Classical Christian Thought	3
Thl 465	Christians and Ethics	3
* <i>Students should take Thl 371 as part of their general education.</i>		
<i>Choose one of the following options:</i>		9
Gre 101	Greek 1	5
Gre 102	Greek 2	4
or		
Heb 101	Hebrew 1	5
Heb 102	Hebrew 2	4
<i>Choose three of the following courses:</i>		9
Phi 210	Introduction to Philosophy	3
or Phi 211	Philosophical Ethics	
Phi 433	Philosophy of Religion	3
Phi 439	Analytic Philosophy	3
Thl 304	History of the Christian Church	3
Thl 311	Old Testament Book of the Bible *	3
Thl 312	New Testament Book of the Bible *	3
Thl 355	The Reformation	3
Thl 481	World Missions	3

* if not taken above

PROGRAMS

Christ College guides students interested in receiving certification for ministerial vocations in The Lutheran Church—Missouri Synod (LCMS). LCMS students pursuing such certification must apply for admission into a Christ College program, complete the academic preparation in the pre-seminary and pre-deaconess studies, teaching education, director of parish music or director of Christian education programs, and fulfill the specific requirements for the Christ College certificate. Students must maintain a 2.5 cumulative grade point average (GPA) in all course work and a 3.0 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 at graduation and will be considered for recommendation by the faculty for certification by The Lutheran Church—Missouri Synod or admission into a LCMS seminary.

The five Christ College programs are:

- Director of Christian Education Certification
- Director of Parish Music Certification
- Lutheran Teaching Ministry Certification
 - Elementary Education
 - Secondary Education
- Pre-Deaconess Studies Certification
- Pre-Seminary Studies Certification

CHRIST COLLEGE CERTIFICATION REQUIREMENTS (ALL PROGRAMS)

A. Completion of relevant academic and professional programs.

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

CCI 001-00 8 Seminar in Ministry .5-2

Students take these courses once per year during the semester not registered for CCI 103, 203, 303 or 403.

CCI 103	Introduction to Ministry	1
CCI 203	Church Polity and Organizational Structure	1
CCI 303	Teaching the Faith	1
CCI 403	The Role of the Christian Professional	1
Thl 201	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
Thl 304	History of the Christian Church	3
Thl 371	Christian Doctrine 1	3
Thl 372	Christian Doctrine 2	3

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 years of coursework and one year of internship, students will be prepared to serve effectively in a congregational setting in the following roles: ministry leader, Christian educator, life span minister (including youth ministry) and care minister. Upon the successful completion of the Christian education leadership major and the DCE program requirements and upon recommendation of the faculty, students will receive certification as a DCE by the LCMS and become eligible to receive a call into full-time service in the church.

DCE Program Requirements

A. General Education: (pages 27-28)

Normally completed during the first two years of attendance.

B. Major Requirements: (46 units)

The Christian education leadership major is required for all DCE students (see page 99).

C. Christ College Certificate Requirements: 21 units (page 94)

D. Suggested Minors:

Anthropology, art, biblical languages, business, communication, cross cultural studies, early childhood studies, music, missiology, psychology, sociology, theatre, theology and writing

E. DCE Professional Course Requirements: (21 units)

CEd 201	Introduction to DCE Ministry	3
CEd 401	DCE Ministry Seminar/Field Work 1	3
CEd 402	DCE Ministry Seminar/Field Work 2	3
CEd 490	Internship (post grad)	12

F. Internship: Post-Baccalaureate (12 units)

The final requirement for DCE certification is a year-long internship, normally following graduation, in a congregation, agency or mission site of The Lutheran Church—Missouri Synod, 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 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 the School of Theology for more information.

DIRECTOR OF PARISH MUSIC PROGRAM

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.

Director of Parish Music Program Requirements

A. *General Education:* (pages 27-28)

Normally completed during the first two 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:* (Music major—54 units—page 59-62)

C. *Christ College Certificate Requirements:* 21 units (page 94)

D. *Additional DPM Program Requirements:* (7 units)

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

PRE-DEACONESS STUDIES PROGRAM

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.

Concordia's 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.

Pre-Deaconess Program Requirements

A. *General Education:* (pages 27-28)

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:

Thl 201	History and Literature of the Old Testament	3
Thl 202	History and Literature of the New Testament	3
Thl 371	Christian Doctrine 1	3

B. *Major Requirements:*

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

C. *Christ College Certificate Requirements:* 21 units (page 94)

D. *Program Requirements:* (25-27 credits)

CCI 008	Seminar in Deaconess Ministry *	0-2
CCI 103-403	Christ College Modules	4
Gre 101	Greek 1	5
and Gre 102	Greek 2	4
or		
Heb 101	Hebrew 1	5
and Heb 102	Hebrew 2	4
Phi 210	Introduction to Philosophy	3
or Phi 211	Philosophical Ethics	
Thl 372	Christian Doctrine 2	3
Thl 404	History of the Christian Church	3
Thl 465	Christians and Ethics	3

* taken in semesters when student is not taking CCI 103-403.

Highly Recommended:

	Second biblical language	9
CEd 202	Parish Programming Leadership	3
CEd 302	Teaching Strategies and Management	3

PRE-SEMINARY STUDIES PROGRAM

Professor Robert F. Rossow, 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 additional years of academic work and one year of vicarage. Entrance requirements vary, but normally a bachelor's degree and proficiency in the biblical languages of Greek and Hebrew are required of all who desire admission to a seminary. Seminaries generally also require personal references and recommendations.

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

Pre-Seminary Studies Program Requirements**A. General Education:** (pages 27-28)

Normally completed during the first two years of attendance.

B. Major Requirements: (36-38 units)

Completion of any approved major.

C. Christ College Certificate Requirements: 21 units (page 94)**D. Program Requirements:** 24 units

Gre 101	Greek 1	5
Gre 102	Greek 2	4
Heb 101	Hebrew 1	5
Heb 102	Hebrew 2	4
Thl 465	Christians and Ethics	3

Choose one of the following courses: 3

Phi 210	Introduction to Philosophy	3
Phi 211	Philosophical Ethics	3

Highly Recommended:

CEd 388	Youth Ministry	3
CEd 487	Parish Program Leadership	3
CEd 488	Family Ministry	3
CEd 489	Adult Education in the Parish	3
Educ 301	Psychology and Development of Diverse Learning	3

Gre 211	Readings in the Gospels & Acts	3
Gre 311	Readings in the Pauline Epistles	3
Heb 201	Readings in the Hebrew Bible	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.

LUTHERAN TEACHING MINISTRY: ELEMENTARY AND SECONDARY EDUCATION

Dr. Rebecca Peters, Director

Lutheran teaching programs prepare the student 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 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.

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
<i>Choose one of the following courses:</i>		3
Gre 211	Readings in the Gospels and Acts	3
Gre 311	Readings in the Pauline Epistles	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
<i>Choose one of the following options:</i>		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

** Students should take Thl 371 as part of their general education

<i>Choose three of the following courses:</i>		9
CEd 370	Children's Ministry	3
CEd 380	Youth Ministry	3
CEd 460	Adult Education	3
CEd 470	Family Ministry	3
<i>Choose one of the following courses:</i>		3
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**

Ant 210	Cultural Anthropology	3
Ant 435	Anthropology of Religion	3
Thl 222	Christian Witness and Evangelism	1
Thl 321	World Religions	3
Thl 430	Christian Apologetics	3
Thl 481	World Missions	3
<i>Choose one of the following courses:</i>		3

Com 324	Intercultural Communication	3
Mus 451	Music Cultures of the World	3
Phi 433	Philosophy of Religion	3
Soc 316	Ethnic and Minority Relations	3
<i>Choose one of the following courses:</i>		3
Hst 338	Modern European History	3
Hst 371	Islamic Civilization	3

PHILOSOPHY 18 UNITS

Phi 201	Critical Thinking	3
Phi 210	Introduction to Philosophy	3
Phi 211	Philosophical Ethics	3
Phi 433	Philosophy of Religion	3
Phi 439	Analytic Philosophy	3
<i>Choose one of the following courses:</i>		3
Thl 430	Christian Apologetics	3
Thl 465	Christians and Ethics	3

THEOLOGY 24 UNITS

Thl 321	World Religions	3
Thl 371	Christian Doctrine 1	3
Thl 372	Christian Doctrine 2	3
Thl 375	Contemporary Religious Bodies	3
Thl 429	Biblical Theology and Exegesis	3
Thl 430	Christian Apologetics	3
Thl 463	Readings in Classical Christian Thought	3
Thl 465	Christians and Ethics	3

YOUTH MINISTRY 18 UNITS

(for Christian Education Leadership Majors)

Psy 313	Developmental Psychology: Childhood	3
Psy 314	Developmental Psychology: Adolescence	3
Soc 332	Child, Family and Community	3
Thl 430	Christian Apologetics	3
<i>Choose two of the following courses:</i>		6
Edu 466	Helping Children Cope with Violence	3
ESS 304	Motor Learning	3
ESS 340	Elementary Physical Education	3
ESS 360	Principles of Coaching	3
Soc 321	Social Problems	3
Soc 331	Marriage and Family	3
Thl 465	Christians and Ethics	3
Thr 461	Creative Dramatics	3

YOUTH MINISTRY**18 UNITS****(for non-Christian Education Leadership Majors)**

CEd 380	Youth Ministry	3
CEd 470	Family Ministry	3
CEd 302	Teaching Strategies	3
Psy 314	Developmental Psychology: Adolescence	3

Church Work Majors choose two of the following courses: 6

CEd 360	Children's Ministry	3
CEd 370	Group Dynamics	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

Non-Church Work Majors take:

Thl 372	Doctrine 2*	3
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* Students should take Thl 371 as part of their general education.

Choose one of the following courses: 3

CEd 360	Children's Ministry	3
CEd 370	Group Dynamics	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

*Affiliated
Institutions
in
Partnership
with Christ
College*

CENTER FOR UNITED STATES MISSIONS

Rev. Michael R. Rubl, Executive Director

The Center for United States Missions (CUSM) is the mission training arm of The Lutheran Church—Missouri Synod, serving as a catalyst for effective mission work among un-evangelized people groups in the United States. This is accomplished through the provision of research, training and resources, all of which support the Great Commission to make disciples of all the nations (ethnic groups). Through missional interaction with the Synod, districts, mission movements and congregations, the Gospel of Jesus Christ is advanced in the ethnic, cultural and generational segments of the United States population. CUSM is formed as a partnership between Concordia University in Irvine, The Lutheran Church—Missouri Synod (LCMS) World Missions, and the North American Mission Executives of the LCMS.

LUTHERAN BIBLE INSTITUTE CALIFORNIA

Mr. Sam Geisy, Interim Director

The Lutheran Bible Institute California (LBIC) is a House of Studies at Concordia University offering a two-year program of intensive study of the Scriptures as well as spiritual formation for students who sense a call to be leaders in the church, whatever their eventual vocation. LBIC students can be fully integrated into Concordia's academic programs.

School of Education

DR. JOSEPH A. BORDEAUX
DEAN

DR. JANICE C. MASSMANN
ASSISTANT DEAN

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
Dr. Michael Schulteis, Director
- Teacher Credential Programs
Dr. Janice Massmann, Director
- Lutheran Teaching Programs
Dr. Rebecca Peters, Director
- Lutheran Teacher Placement and Student Teaching
Mr. Jason Neben, Director
- Master of Education (M.Ed.)
(combined credential/master's degree)
Dr. Janice Massmann, Director
- Master of Arts in Education (M.A.Ed.)
Off Campus
Prof. Ronald Fritsch, Director
- Temecula Program
Dr. Barbara Morton, Director

SCHOOL OF EDUCATION FACULTY

Joseph A. Bordeaux	Professor of Education	PhD	St. Louis University, MO, 1994
David Burgdorf	Resident Faculty in Education	PhD CAS	Northern Illinois University, Dekalb
Thomas E. Crenshaw	Resident Faculty in Education	MAEd	Chapman University, San Diego, CA, 2000
Dwight R. Doering	Professor of Education	PhD	Georgia State University, Atlanta, 1998
Ronald N. Fritsch	Resident Faculty in Education	MA	CSU, Northridge, 1967
Cheryl D. Lampe	Professor of Education	MA	Concordia Seminary, St. Louis, MO, 1973
Janice C. Massmann	Assoc. Prof. of Education	EdD	Pepperdine University, Malibu, CA, 1993
Deborah S. Mercier	Assoc. Prof. of Education	EdD	Argosy University, Orange County, CA, 2004
		PhD	Claremont Graduate College, Claremont, CA, 2006
David R. Miyashiro	Resident Faculty in Education	EdD	University of California, Los Angeles, 2006
Barbara E. Morton	Distinguished Professor of Education	PhD	University of Texas, Austin, 1984
M. Patty O'Connor	Resident Faculty in Education	MA	Azusa Pacific University, Azusa, CA, 1996
Rebecca R. Peters	Assoc. Prof. of Education	EdD	Biola University, LaMirada, CA, 2006
John H. Randall	Asst. Prof. of Education	MA	Pepperdine University, Malibu, CA, 2004
DeeAnn V. Ragaisis	Asst. Prof. of Education	EdD	Argosy University, Phoenix, AZ, 2005
Sandra F. Scharlemann	Professor of Education	PsyD	United States Internationall University, San Diego, CA, 2000
Kent A. Schlichtemeier	Professor of Education	EdD	University of California, Los Angeles, 1996
Michael W. Schulteis	Assoc. Prof. of Education	ScEdD	Curtin University, Perth, Western Australia, 2005
Rebecca A. Stanton	Resident Faculty in Education	EdD	Argosy University, Orange County, CA, 2006
Kurt Stewart	Resident Faculty in Education	MA	University of Southern California, 1970
Dian K. Vieselmeyer	Asst. Prof. of Education	MEd	Concordia University, Seward, NE, 1984
Karen Y. Wiggins	Asst. Prof. of Education	MA	University of North Texas, Denton, 1992

SCHOOL OF EDUCATION TARGETS AND GOALS

1. Systematic Inquiry

- *Critical Thinking.* Graduates will be able to use analytical skills in diagnosing learning needs, designing and developing appropriate learning materials and strategies and assessing learning outcomes.

2. Clear Communication

- *Professional and Interpersonal Communication.* Graduates will be able to communicate effectively with parents, students and colleagues using appropriate verbal and non-verbal techniques.
- *Learning Environmental Design.* Graduates will be able to 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.

3. Health and Well-Being

- *Balanced Lifestyle.* Graduates will model healthy life choices.

4. Sociocultural Responsiveness

- *Accommodating Diverse Populations.* Graduates will model sensitivity to diversity issues through written and spoken expression in all relationships with students, parents and colleagues. Graduates also will 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.* Graduates will articulate the effects of second language acquisition on socialization and learning and plan learning experiences accordingly.
- *Global Awareness.* Graduates will perceive themselves as members of a world community and be able to articulate differing viewpoints on current issues.

5. Christian Literacy and Life

- *Ethical Decision-Making.* Graduates will seek solutions to ethical problems consistent with Biblical principles in their daily lives.
- *Christian Witness.* Graduates will model Christian values with those whom they live and work.

6. Aesthetic Responsiveness

- *Creative Teaching.* Graduates will see teaching not only as a skill but also as an art to which they aesthetically as well as cognitively respond. Graduates will seek to integrate writing, drama, music and art throughout the curriculum and to model for their students affective responses in these areas.

7. Servant Leadership

- *Leaders as Professionals.* Graduates will demonstrate their leadership in such a manner as to enhance the public image of the professional educator.
- *Leaders as Servants.* Graduates will model servant behavior as they strive to meet the needs of all students in schools.
- *Leaders as Visionaries.* Graduates will be able to develop, describe and implement a vision for success in their school and community.

School of Education

Majors

LIBERAL STUDIES MAJOR

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 coursework is aligned to the California Content Specifications and is the best preparation for the CSET (California Subject Examination for Teachers) that ALL students pursuing an elementary teaching credential must pass.

A. FINE ARTS

7.5 Units

Art 101	Experiences in Art	1.5
Mus 101	Experiences in Music	1.5
Thr 101	Experiences in Theatre	1.5
<i>Choose one of the following courses:</i>		3
Art 488	Children's Art	3
Mus 461	Music for Children	3
Thr 461	Creative Dramatics	3

B. HISTORY/SOCIAL SCIENCE

15 Units

Ant 210	Cultural Anthropology	3
or Soc 101	Introduction to Sociology	
Hst 201	Western Civilization	3
Hst 301	Eastern Civilization	3
Hst 478	California History and Cultures	3
Pol 211	U.S. History and Government	3

C. HUMAN DEVELOPMENT

6 Units

Educ 301	Psychology and Development of Diverse Learners	3
Psy 313	Developmental Psychology: Childhood	3

D. INTERDISCIPLINARY/EDUCATION

2 Units

Educ 101	Teaching Careers 1	1
Educ 201	Teaching Careers 2	1

E. LANGUAGE

18 Units

Com 111	Public Speaking	3
Eng 201	Themes in Literature	3
Eng 391	Children's Literature	3
Edu 435	Linguistic Development & Second Language Acquisition	3
Wrt 102	Writing and Research	3
<i>Advanced Writing (choose one):</i>		3
Com 222	Theory and Practice of Journalism	3
Com 412	Writing for Broadcast Media	3
Wrt 324	Writing for Children and Teens	3

Wrt 325	Writing for the Workplace	3
Wrt 327	Creative Writing - Fiction	3
Wrt 328	Creative Writing - Poetry	3
Wrt 329	Nonfiction Writing	3
E. MATHEMATICS:		9 Units
Mth 201	Principles of Mathematics	3
Mth 311	Mathematics for Teachers 1	3
Mth 312	Mathematics for Teachers 2	3
G. PHYSICAL EDUCATION/HEALTH		5 Units
ESS 101	Education for Healthful Living	2
ESS 340	Elementary Physical Education	3
H. SCIENCE		11 Units
Bio 101	Principles of Biology	4
Sci 115	Physical Science	4
Sci 301	Introduction to Earth Science	3
I. CONCENTRATION		12 Units

Liberal studies majors may select from the following areas of concentration:

American Political Studies	General Science	Music
Art	History	Physical Education
Child Development	Life Sciences	Spanish
Christ College	Mathematics	Theatre
English		

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- and pass the CBEST.

Regular consultation with an education faculty advisor is critical to be certain that the student's program of study meets all state and university requirements.

Note: 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 years.

EARLY CHILDHOOD MINOR

Concordia offers a minor in early childhood education. This minor is designed to meet course requirements for California's Child Development Permit*. 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 ages birth through pre-kindergarten.

Early Childhood Minor Coursework (18 Units)

Required Coursework:

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*	
Psy 313	Developmental Psychology: Childhood	3
Soc 332	Child, Family, and Community	3

Choose one 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

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 year plan as some of the early childhood courses are not taught every semester.

* There are six 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 office.

TEACHER EDUCATION PROGRAMS

Concordia offers a state-approved Teacher Credential Program leading to a Preliminary California Credential. Concordia offers teacher credential programs in both multiple (elementary) and single subject (secondary).

Admission to Undergraduate Teacher Education Programs

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 Teacher Education Program. Requirements for full admission are the following:

1. Cumulative grade point average (GPA) of 2.7 or higher, with no course grade lower than C-.
2. Successful completion of Educ 101 and 201. 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 letters of recommendation (one from Concordia faculty member).
4. Official college transcripts from all colleges attended.
5. Certificate of Health Clearance.
6. Approval by Concordia University's dean of students.
7. Interview and recommendation from School of Education faculty advisor.
8. Approval by the School of Education dean and faculty.
9. Verification of having passed CBEST.
10. Passage of subject matter examination, 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.

International Students: A minimum score of 550 on the Test of English as a Foreign Language (TOEFL) and demonstration of proficient English communication skills in field experience is required.

PROFESSIONAL PREPARATION COURSEWORK

The following professional education requirements apply to all students admitted to the Teacher Education Program.

ELEMENTARY EDUCATION COURSES

(MULTIPLE SUBJECT CREDENTIAL)

34 UNITS

Educ 201	Introduction to Teaching Careers 2	1
Educ 301	Psychology and Development of Diverse Learners	3
Educ 401	Instructional Planning and Assessment	3
Educ 402	Creating a Positive Learning Environment	3
Educ 422	Math and Science Methods – Elementary	2
Educ 423	Integrated Curriculum Methods – Elementary	2
Educ 451	Language and Culture	3
Educ 460	Elementary Reading	4
Educ 480	TPA Practicum: Student Teaching 1: Elementary	1
Educ 482	Student Teaching: Elementary	12

SECONDARY EDUCATION COURSES

(SINGLE SUBJECT CREDENTIAL)

34 UNITS

Educ 201	Introduction to Teaching Careers 2	1
Educ 301	Psychology and Development of Diverse Learners	3
Educ 401	Instructional Planning and Assessment	3
Educ 402	Creating a Positive Learning Environment	3
Educ 424	Secondary Curriculum Methods	4
Educ 451	Language and Culture	3
Educ 470	Content Area Reading	4
Educ 481	TPA Practicum: Student Teaching 1: Secondary	1
Educ 483	Student Teaching: Secondary	12

Prior to student teaching, the 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-. Educ 201, 480/481, 482/483 must have grades of B- or higher.

PRELIMINARY 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 CBEST (California Basic Educational Skills Test).
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 Edu 485).
6. Demonstration of subject matter competence (passage of CSET or Single Subject Matter Preparation Programs with GPA of 2.7 and no grade below a C-).
7. Passage of the TPA (Teaching Performance Assessment).

8. Passage of RICA (Reading Instruction Competence Assessment)—for multiple subject candidates only.

Candidates filing for the Preliminary Credential must apply through the School of Education Office. 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

Please see “Christ College Certificate Requirements” on page 94 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.



Courses of Instruction

COURSES: 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. Students should check the Four-year Course Offering Plan available from the Office of Academic Advising to confirm course rotation. 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 three-year course offering plan which is available in the Office of Academic Advising.

ACCOUNTING

- | | | |
|----------------|--|----------|
| Act 211 | Financial Accounting
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. | 3 |
| Act 212 | Managerial Accounting
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. | 3 |
| Act 311 | Intermediate Accounting 1
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. | 3 |
| Act 312 | Intermediate Accounting 2
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. | 3 |
| Act 313 | Cost Accounting A
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. | 3 |
| Act 315 | Accounting Information Systems
Concepts, controls and tools of computerized accounting information systems using spreadsheets and databases. Use of computerized accounting software packages. Prerequisite: Act 212. | 3 |

- 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.
- 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 417.
- 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 foodways, 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 socio-cultural context. Course will focus on the role socio-cultural 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.

ART

NOTE: A lab fee of \$50 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 artist's exhibitions and lectures the student is introduced to the study of art history and the role the artist plays within society.
- Art 170 Digital Publishing 3**
Also referred to as desktop publishing, this class will teach students to use Adobe *InDesign*, a page layout program. Students will also learn to combine images created in Adobe *Illustrator* and Adobe *Photoshop* with text to produce newsletters, magazines, books, brochures, annual reports, etc.
- Art 171 Digital Image Manipulation 3**
Through tutorials and guided projects, students will become proficient with Adobe *Photoshop*, the industry-standard digital image manipulation program and a foundation communication tool that has applications in graphic design, advertising, web design, animation and multimedia.
- Art 172 Digital Illustration 3**
Students will acquire type manipulation and digital illustration skills through tutorial exercises, demonstrations and practical assignments using Adobe *Illustrator*, the industry-standard vector-based digital illustration program. In the course, distinctions will be made between pixel-based and vector-based technologies.
- 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.
- Art 260 Typography 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 foundation course for anyone who wishes to communicate with the printed word. Prerequisites: Art 172 and 251.
- Art 261 Graphic Design 1 A 3**
This studio art course is an introduction to the study of graphic design. Students are exposed to the history of visual communication, typography and advertising. They also learn how to identify the elements and principles of design by creating two image and text related projects. Prerequisites: Art 251 and 260 or consent of the 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 and consent of instructor.
- Art 311 Art History 1 A 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 A 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 A 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. Prerequisites: Art 311 and 312.
- Art 321 Painting 1 3**
Students explore the importance of composition, color and value by painting in oil and 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 A 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.
- Art 341 Hand Building Ceramics 1 3**
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.
- Art 351 Printmaking 1 A 3**
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.
- Art 361 Graphic Design 2 A 3**
In this course students produce intermediate design projects that emphasize aesthetics, the theory of design and the relationship between text and image. Students also learn how to create package design, posters and magazine advertisements. Prerequisite: Art 261.
- Art 380 Secondary Art Curriculum and Methods A 3**
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 391 Art in the Schools 3**
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 380 and consent of instructor.
- Art 392 Art Gallery/Center Practicum 3**
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.
- Art 401 Figure Drawing A 3**
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, 301.
- Art 421 Painting 2 3**
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.
- Art 431 Sculpture 2 A 3**
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.
- Art 441 Hand Building Ceramics 2 3**
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.
- Art 451 Printmaking 2 A 3**
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.
- Art 461 Graphic Design 3 A 3**
Students develop desktop publishing skills using the program Adobe *InDesign*. They produce advanced graphic design projects by creating promotional materials such as brochures, multi-page publications, newsletters and product designs. An emphasis is also placed on preparing students to become professional graphic designers in the field. Prerequisite: Art 361.

- Art 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 Adobe *Premier*. Prerequisites: Art 201, 301 and 331 or consent of instructor.
- Art 481 Digital Photography A** 3
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. Students must have a digital SLR camera that can be set to manual mode with a removable media card.
- Art 488 Children's Art** 3
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 491 Public Art A** 3
In this course, students study the history of public art through readings and discussion. They expand upon their knowledge of traditional art by learning how to create installations, performances and other art forms that involve technology. Students also produce site-specific projects that are designed for diverse audiences. Prerequisites: Art 200, 201, 311, 312, 321 and 331 or consent of instructor.
- Art 498 Senior Art Seminar** 3
Art majors take this course as a means to create a solo 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.

BEHAVIORAL SCIENCE

- 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: 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 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 division chair.
- Bio 246 Human Anatomy (Lecture 3, Lab 2) 4**
 A study of both the gross and microscopic anatomical study of tissues and organ systems of the human body. Laboratory study of histology slides, skeletons and non-human mammals is undertaken. Directed dissections of laboratory specimens are required. Prerequisite: Bio 101 or 112 or consent of division chair.
- Bio 247 Human Physiology (Lecture 3, Lab 2) 4**
 A study in the normal and some abnormal functions of the integument, skeletal, muscular, circulatory, respiratory, digestive, urogenital, sensory, nervous and endocrine systems. Laboratory exercises include biomedical instrumentation. Prerequisite: Bio 246 or consent of division chair.
- 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 or 111 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 or 111 and 112, Che 221 and 222 or consent of instructor.

- Bio 350** **Molecular and Cellular Biology (Lecture 3, Lab 2) A** **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. The course is designed to precede Bio 351. 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) A** **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 or 111 and 350 and Che 221.
- 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 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 321** **Management** **3**
 Introduction to management principles in the area of planning, organizing, staffing and controlling with emphasis on responsibility and authority, delegation and decentralization, line-staff relationship organization charting, communication and reaction to change. Additional emphasis on interpersonal skills, motivation, leadership and managing the organization's resources.
- Bus 323** **Global Enterprise** **3**
 An overview of world trade and investment patterns. Special emphasis on international trade theory, the world financial environment and the role of multinational corporations. International sourcing, marketing and management for global business.
- Bus 324** **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 326 New Ventures and Entrepreneurship** 3
Explores the methods of business ownership including startup, franchises and firm acquisition. Practical emphasis upon screening initial business ideas, accessing information sources, defining customer benefits, developing strategic posture, analyzing markets and competitors and creating a comprehensive business plan. Theoretical development of new venture establishment enhanced by guest lecturers experienced in startup ventures.
- Bus 327 Organizational Behavior** 3
The course discusses individual behavior issues such as personality, leadership, perceptions, attitudes, motivation, diversity, stress and broader issues such as team work, group cohesiveness, career management and change management.
- Bus 343 Operations** 3
This course uses applied quantitative methods to optimize cash flows, reduce material and inventory costs, create efficiencies, enhance quality and mitigate risks in the manufacture, distribution, servicing and retirement of both tangible goods and intangible services.
- Bus 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.
- 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: senior standing or consent of instructor.
- 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: senior standing or consent of instructor.

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) A 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) A 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) A 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) A 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) A 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.
- 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.

CHINESE

- Chn 101 Chinese 1 4**
Natural approach to Chinese with an emphasis on developing conversational skills. Reading and writing skills in the simplified Chinese character system will be introduced. Course is for students who have had no Chinese or less than two years of high school Chinese.
- Chn 102 Chinese 2 4**
Continuation of Chinese I. Prerequisite: Chi 101 or two years of high school Chinese. (Fulfills Concordia's foreign language requirement.)

CHRIST COLLEGE

- CCI 001-008 Seminar in Ministry .5**
Students are required to register for seminars during the semesters they are not taking a 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.

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.

- 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
A seminar/laboratory approach for the study of group work and the group process as applied to self, the classroom, youth work and society.
- 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.
- 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 216 Interpersonal Communication** 3
Analysis of person-to-person communicative behavior in contexts ranging from informal to organizational; classroom experiences with topics such as attraction, trust, language and nonverbal behavior.
- Com 222 Theory and Practice of Journalism** 3
Extensive news gathering, writing and editing; experiences include general, simple, complex and special story types.
- Com 311 Advanced Public Speaking** 3
Advanced work in speech communication research, preparation and delivery. Some media enhancement required. Oral presentations will include expository, extemporaneous, impromptu and persuasive speeches. Great speeches viewed and analyzed. Prerequisite: Com 111 or consent of instructor.
- Com 321 Mass Communication** 3
Analysis of the forms, content, environments and strategies of the mass media; emphasis on an historical and critical understanding of media structures, functions and effects.
- Com 324 Intercultural Communication** 3
Social and cultural variables in speech communication processes; strategies for resolving communication problems in intercultural settings with an emphasis on variables such as perception, roles, language codes and nonverbal communication.
- Com 328 Small Group Communication** 3
Group process theories relevant to communicative behavior in small group settings; analysis of critical thinking and problem-solving techniques in various group discussion settings.
- Com 335 Nonverbal Communication** 3
Theory and research on nonverbal aspects of communication with emphasis on developing effective communication skills as they relate to physical appearance and dress, body movement, face and eye communication, vocal cues and the use of environment and space.
- Com 344 Theory and Practice of Interviewing** 3
Theory and techniques of oral communication in the process of interviewing. Practical application in employment, information gathering and persuasive interviews.
- Com 391 Newspaper Practicum** 1-3
- Com 392 Radio Practicum** 1-3
- Com 393 Yearbook Practicum** 1-3
- Com 394 Forensics Practicum** 1-3
- Com 412 Writing for the Broadcast Media** 3
Script writing for radio, television and film; projects include announcements, commercials, news, features, documentaries, comedy, game and music shows.

- Com 422 Studies in Public Relations** 3
Public relations elements and principles applied to business and congregational settings including production and/or analysis of press releases, press kits, advertisements, brochures, newsletters and the public relations audit.
- 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 480 Theories of Human Communication** 3
Social scientific inquiry into human communication; a multi-theoretical approach, including systems, symbolic interaction and critical perspective. Prerequisite: junior standing.
- Com 485 Communication Criticism** 3
Analysis and criticism of public communication events from a variety of rhetorical perspectives. Prerequisite: junior standing.

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.

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 467 Emergent Literacy** 3
Examines the development of literacy skills in young children, ages 0-8. Topics include the reading/writing connection, use of trade books and thematic literature and current research in the field of literacy development.

- 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 485 Technology in the Classroom 3**
An exploration of the use of computers in the classroom. Emphasis placed on drill and practice remediation, enrichment and motivation, simulation and problem-solving software and techniques. Students will gain experience in using and evaluating a variety of hardware and software.

CREENTIAL

- 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 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 hours of community service in a school or other educational organization serving children are required.
- Educ 201 Introduction to Teaching Careers 2 1**
This course focuses on a broad picture of teaching through an emphasis on the California Standards for the Teaching Profession and the corresponding Teacher Performance Expectations. Through course activities the students will develop awareness of the CSTPs and what to look for to see evidence of these standards in his/her assigned field experience. Minimum of 15 hours of field work is required in a university assigned placement. Minimum grade of B- required for the Liberal Studies Program and admission into Teacher Education Program
- Educ 301 Psychology and Development of Diverse Learners 3**
Students explore and learn the major concepts, principles, theories and research related to the cognitive, social, emotional, physical and moral development of children and adolescents. They also learn the major concepts, principles and research associated with human learning, achievement, motivation, conduct and attitude.
- Educ 401 Instructional Planning and Assessment 3**
Students will learn a variety of approaches to planning, managing, delivering and assessing instruction. They will draw on social, cultural and historical foundations, as well as learning theory as they design, assess and differentiate instruction for all students. Prerequisites: admission to the Teacher Education Program; Educ 301 or concurrent enrollment.
- Educ 402 Creating a Positive Learning Environment 3**
This course will provide students preparing to teach in today's schools with an understanding of how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being. The effects of student health and safety on learning will be addressed. Candidates will learn skills for communicating and working with families. They will learn their professional and legal responsibilities as teachers in California schools. Prerequisites: admission to the Teacher Education Program; Educ 301 or concurrent enrollment.

- Educ 422 Math and Science Methods 2**
Students will learn approaches to planning, managing, delivering and assessing instruction in science and mathematics. Students will draw on social, cultural and historical foundations and learning theory as they plan instruction. Prerequisites: admission to the Teacher Education Program, Educ 401, completion of or concurrent enrollment in Educ 402 and CSET verification.
- Educ 423 Integrated Curriculum Methods: Elementary 2**
Students will learn approaches to planning, managing, delivering and assessing instruction in history, arts and physical education. Students will draw on social, cultural and historical foundations and learning theory as they plan instruction. Prerequisites: admission to the Teacher Education Program, Educ 401, completion of or concurrent enrollment in Educ 402 and CSET verification.
- Educ 424 Secondary Curriculum and Methods 4**
Provides students preparing to teach in secondary schools with understanding of the secondary school curriculum. Students will examine recent research, use the California Frameworks and K-12 Content Standards to explore their subject areas and evaluate curriculum materials. Emphasis is given to preparing lesson plans that meet the diverse needs of students. Prerequisites: admission to the Teacher Education Program, Educ 401, completion of or concurrent enrollment in Educ 402 and CSET verification.
- Educ 451 Language and Culture 3**
This course focuses on the impact of linguistic, cultural, socio-economic status, religion and gender diversity on the education of elementary and secondary school students. It will also address the socio-political nature of education and the challenging issue surrounding multicultural education in our schools today. Bilingual education and curricular implications will be discussed, as well as the history of other cultural groups in the United States. Prerequisites: admission to the Teacher Education Program; Educ 301 or concurrent enrollment; passage of Edu 435.
- Educ 460 Reading/Language Development in Diverse Elementary Classrooms 4**
This course focuses on preparing the elementary school teacher to instruct reading and language arts in diverse classrooms. It follows the guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards. Prerequisites: admission to the Teacher Education Program, Educ 401, completion of or concurrent enrollment in Educ 402 and CSET verification.
- Educ 470 Content Area Reading in Middle and Secondary Classrooms 4**
Examines theory and practice in reading instruction as applied to the content areas of middle and secondary schools. Emphasizes development of reading techniques ranging from assessment of individual skills to selection of appropriate materials and strategies for instruction in subject areas for diverse classrooms. The guidelines set forth by the CCTC and the California Language Arts Frameworks and Standards serve as the basis for this course. Prerequisites: admission to the Teacher Education Program, Educ 401, completion of or concurrent enrollment in Educ 402 and CSET verification.
- Educ 480 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 will develop an understanding of instructional planning and delivery and how to meet the needs of diverse learners. Through the activities of this course, students will complete Teacher Performance Task 1 and Task 2. Prerequisites: completion of or concurrent enrollment in Educ 422, 423 and 460; CSET verification.

- Educ 481 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 will develop an understanding of 7-12 curriculum, strategies to teach reading and how to meet the needs of diverse learners. Through the activities of this course, students will complete Teacher Performance Task 1 and Task 2. Prerequisites: completion of or concurrent enrollment in Educ 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 Student Teaching Program; application submission prior to deadline; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program.
- 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 Student Teaching Program; application submission prior to deadline; passing scores on the CSET examination or completion of a state-approved Single Subject Matter Preparation Program.

ENGLISH

- Eng 201 Themes in Literature 3**
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 341 American Literature 1 3**
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.
- Eng 342 American Literature 2 3**
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.
- Eng 361 English Literature 1 3**
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.
- 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.

- Eng 371 Literary Criticism A 3**
Survey of the major critical schools and controversies of the twentieth century, including New Criticism, Reader-Response, Historical, Psychological, and Feminist Criticisms. Focused on the critical writing process and developing a strong written command of the variety of papers appropriate for a major in English.
- 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.
- Eng 381 World Literature A 3**
A study of world masterpieces, especially selected works of Homer, Sophocles, Virgil, Dante and Cervantes. Prerequisite: Eng 201.
- Eng 382 Postcolonial Literature A 3**
Analysis of representative works of such post-colonial cultures as Nigeria, India, Colombia, Mexico, Egypt and South Africa. An emphasis on the comparison of these worldviews with the worldview of the West. Prerequisite: Eng 201.
- Eng 383 Modern Poetry A 3**
A critical analytical survey of both Western and non-Western poetry of the 20th century. Prerequisite: Eng 201.
- Eng 385 Modern Novel A 3**
A survey of modernism in the novels of the first half of the 20th century, with special attention to British, Irish, European and American authors. Prerequisite: Eng 201.
- Eng 387 Modern and Contemporary Drama A 3**
Reading, critical analysis, discussion and evaluation of selected plays from 1890 through the 21st century. Dramatists include Ibsen, O'Neill, Pirandello, Lorca, Miller, Williams and Albee. Attending a performance may be required. Prerequisite: Eng 201.
- Eng 389 Film as Literature 3**
Survey of American films and screenplays as literature, emphasizing the elements unique to the genre within the context of the modern literary world. Prerequisite: Eng 201.
- 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.
- 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 and 341 or 342 or consent of instructor.
- 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.
- 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 and 361 or 362 or consent of instructor.

Eng 466	Shakespeare	3
	Critical reading and analysis of selected examples of Shakespeare's histories, comedies and tragedies. Prerequisite: Eng 201.	
Eng 477	History and Development of the English Language	3
	A brief overview of the history of English and an examination of the development of the language through a study of its linguistic elements, especially as they are incorporated in the "traditional grammar" of American schools. Prerequisite: Eng 201.	

EXERCISE AND SPORT SCIENCE

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	1
	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*	.5
ESS 112	Volleyball*	.5
ESS 114	Badminton	.5
ESS 116	Basketball*	.5
ESS 119	Bowling (Nominal fee)	.5
ESS 120	Baseball**	.5
ESS 121	Softball**	.5
ESS 123	Cross Country**	.5
ESS 124	Track**	.5
ESS 126	Aerobics	.5
ESS 128	Beginning Tae Kwon Do (Nominal fee)	.5
ESS 138	Intermediate Tae Kwon Do (Nominal fee)	.5
ESS 140	Golf* (Nominal fee)	.5
ESS 141	Scuba (Nominal fee)	.5
ESS 142	Beach Volleyball	.5
ESS 143	Open Water Paddling (Canoe and Kayak) (Nominal fee)	.5

ESS 144	Rock Climbing (<i>Nominal fee</i>)	.5
ESS 145	Fitness Walking	.5
	<i>* offered also as varsity sport</i>	
	<i>** offered ONLY as varsity sport</i>	
ESS 199	Individualized Physical Education	.5
	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
	Emphasis on special problems of staffing, finance, program organization, purchasing, public relations and management in the individual areas.	
ESS 225	Principles of Weight Training and Cross Training A	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 room activity. This course is to correspond with the first semester of the observation phase of the Athletic Training 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 room activity. This course is to correspond with the second semester of the observation phase of the Athletic Training 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 2**
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. 3**
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 3**
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 A 3**
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 3**
A study in the management of facilities 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 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 every day aspects of athletic training room activity 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 Program and will require a minimum of 100 hours for the clinical component. A lab fee may be required. Prerequisites: ESS 238, 239 and acceptance into the Athletic Training Program.
- ESS 339 Beginning Clinical Coursework 2 1**
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 every day aspects of athletic training room activity 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 Program and will require a minimum of 100 hours for the clinical component. A lab fee may be required. Prerequisites: ESS 338 and consent of instructor.

- ESS 340 Elementary Physical Education 3**
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 3**
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. Prerequisites: Bio 246, 247, ESS 308 or consent of division chair.
- ESS 349 Recognizing and Evaluating Athletic Injuries 2 3**
A theoretical and practical approach to injury assessment for the lower body. The systematic evaluation format, as governed by the NATA, is utilized with 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. Prerequisite: ESS 348 or consent of division chair
- ESS 350 Sport Law 3**
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 3**
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 3**
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 3**
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 A 3**
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 3**
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 room activity on and off campus. 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 2 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 room activity on and off campus. This course is designed to correspond with the second semester of the second year in the professional phase of the Athletic Training Program and will require a minimum of 150 hours for the clinical component at a number of general medicine affiliate sites. 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 1-3**
- ESS 392 Teacher Education Practicum 3**
- ESS 393 Exercise Science Practicum 3**
- ESS 394 Coaching Practicum 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.

- Fin 333 Investments 3**
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 Property 3**
Students will learn methods for analysis, acquisition, development, operation, financing, selling and other investment strategies applied to residential, commercial and institutional properties. Prerequisite: Act 211.
- Fin 445 International Finance 3**
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.

GERMAN

- Ger 101 German 1 4**
Natural approach to German with an emphasis on developing conversational skills. Reading and writing skills also introduced. Course is for students who have had no German or less than two years of high school German.
- Ger 102 German 2 4**
Continuation of German I. Prerequisite: Ger 101 or two years of high school German. (Fulfills Concordia's foreign language requirement.)

GREEK

- Gre 101 Greek 1 5**
A study of the fundamentals of the ancient Greek language. Morphology, syntax and vocabulary for reading simple passages of Greek prose.
- Gre 102 Greek 2 4**
A continuation of Greek 101. Prerequisite: Gre 101 or equivalent with a grade of C- or better.
- Gre 211 Readings in the Gospels and Acts 3**
This class reviews and strengthens the Greek acquired in an introductory class. 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.
- Gre 225 Readings from the Pericopes 1**
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.
- Gre 331 Extra Biblical Readings 3**
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.

- Gre 341 Johannine Literature 3**
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.
- Gre 451 Pauline Literature 3**
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 TBD and Gre 102.

HEBREW

- Heb 101 Hebrew 1 5**
A study of the fundamentals of the Hebrew language.
- Heb 102 Hebrew 2 4**
A continuation of Heb 101. Prerequisite: Heb 101 or equivalent with a grade of C- or better.
- Heb 201 Readings in the Hebrew Bible 3**
Reading of selected portions of the Hebrew text of the Old Testament with special emphasis on building translation skills through a review of morphology and syntax as well as acquisition of new vocabulary. Prerequisites: Hebrew 101 and 102.
- Heb 211 Readings in the Torah 3**
Reading selected narrative, legal, and cultic texts from the Torah section of the Hebrew Bible. Students will further develop translation skills through an inductive investigation of morphology, vocabulary, and syntax. Attention will also be given to genre analysis and textual criticism. Reading of unpointed extra-biblical Hebrew texts may also be included. Prerequisite: Hebrew 101 and 102 or equivalent with a grade of C- or better.
- Heb 321 Hebrew Prophets and Writings 3**
Reading selected prophetic, poetic, and wisdom texts from the Prophets and Writings sections of the Hebrew Bible. Students will further develop translation skills through an inductive investigation of morphology, vocabulary, and syntax. Attention will also be given to genre analysis and textual criticism. Reading of Aramaic texts in Daniel or Ezra may also be included. Prerequisite: Hebrew 211 with a grade of C- or better, or permission of the instructor.
- Heb 225 Readings from the Pericopes 1**
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.

HISTORY

- Hst 201 Western Civilization 1: Beginning to 1648 3**
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.
- Hst 202 Western Civilization 2: 1500 to the present 3**
The emergence of the modern Western world from the early modern period to the present. Includes major political, cultural, intellectual, social and economic developments.

- Hst 226 United States History 3**
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.
- Hst 241 Early Modern England A 3**
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.
- Hst 251 The Enlightenment A 3**
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.
- Hst 301 Eastern Civilization 3**
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 3**
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 3**
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.
- Hst 334 Medieval History A 3**
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.
- Hst 336 The Renaissance and the Reformation A 3**
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.
- Hst 338 Modern European History A 3**
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.

- Hst 361 History of Propaganda and Persuasion A 3**
 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 wars and political campaigns in American as well as product advertising in market economics.
- Hst 371 Islamic Civilization A 3**
 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 3**
 Study begin 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.
- Hst 416 Contemporary Global Issues A 3**
 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.
- Hst 431 Women's History A 3**
 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 (as known as the Renaissance, the 14th-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.
- Hst 478 History of California 3**
 The history of California from earliest times to the present with an emphasis on its Hispanic heritage.
- Hst 491 Advanced Topics in Social History A 3**
 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.

INFORMATION TECHNOLOGY

- ITP 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 and maneuver information and business processes. Office application programs like MS *Visio*, *Word*, *Excel*, *Access*, *PowerPoint* and Web and email applications are used for business analysis and problem solving strategies.

INTERDISCIPLINARY

- Int 100 Freshman Seminar 2**
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.
- Int 103 Leadership Development 1**
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.

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.
- 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 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: Mkt 341.

- Mkt 445 Global 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 341 and 442.

MATHEMATICS

- Mth 099 Intermediate Algebra (with Lab) 3**
 A preparatory course for students who need extra instruction before taking Mth 201 and 211. The Real Number system, equations and inequalities, polynomials, rational expressions, functions, graphing and quadratic equations are among the topics covered. Prerequisites: placement by testing and consent of division chair. (No graduation credits are given for this course.)
- 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. Prerequisite: liberal studies majors only.
- 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 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.

- 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 311 Mathematics for Teachers 1** 3
The first course of two that 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. 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. Prerequisite: Mth 201.
- Mth 312 Mathematics for Teachers 2** 3
The second course of two that 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 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. Prerequisite: Mth 201.
- 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.
- 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.
- Mth 380 Modern Geometry A** 3
General study of deductive systems of geometry including Euclidean, projective, finite and other non-Euclidean geometries.
- 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.
- 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.
- Mth 425 History of Mathematics A** 2
Traces the historical development of fundamental concepts and techniques in the fields of mathematics. Special consideration will be given to those contributions made by mathematicians from various racial, ethnic, cultural and gender backgrounds. Prerequisite: junior or senior standing.
- 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.
- Mth 473 Modern Algebra A** 3
Study of the properties and operations within groups, rings, integral domains, fields, normal subgroups, quotient groups, homomorphisms and isomorphisms.
- 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.
- Mth 489 Real Analysis A** 3
Introduction to the topics of real analysis by studying the topology of \mathbb{R}^n , continuity, differentiability, integration and how these topics are related. Included will be proofs of the Heine-Borel and Bolzano-Weierstrass theorems, the intermediate value and mean value theorem, as well as the fundamental theorem of calculus. Prerequisite: Junior or senior standing.
- Mth 495 Topics in Mathematics (Individualized Study)** 1
The capstone course for all mathematics majors. Students will meet with an instructor once per week and dedicate their mathematical efforts to the study of a specific topic in mathematics. Students will complete a written project and present their findings to a committee of peers and a selected number of faculty. Prerequisite: senior standing.

MUSIC

NOTE: A nominal fee may be charged for required field trips.

- 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. All enrolled students are required to pay a \$30 fee for concert attendance field trips.
- Mus 102 Creative Musicianship** 1.5
An alternative to Mus 101 for general education students with a deeper interest and experience in music study or performance. An opportunity to explore the creative processes of music-making through basic theory, melody-writing, harmonization and improvisation with exposure to a wide variety of Western and non-Western musical traditions. Prerequisite: experience in musical performance.

- 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.
- Mus 211 Aural Skills 1 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 1**
Continuation of Mus 211. Normally taken concurrently with Mus 202.
- Mus 215 Music Technology A 1**
Introduction to electronic tools for music making, including CD mastering, sequencing, recording and score production.
- Mus 221 Beginning Conducting 2**
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 2**
Continuation of Mus 221. Students will build upon their conducting skills with more advanced study in expressive gestures, left-hand independence, cueing, psychological conducting and score preparation. Prerequisite: Mus 221.
- Mus 261 Introduction to Music Teaching 1**
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 work in area schools and studios.
- Mus 303 Music Theory 3 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. Prerequisite: Mus 202.
- Mus 304 Music Theory 4 3**
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 1**
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 1**
Basic techniques for playing, teaching and maintaining percussion instruments. Prerequisites: considerable musical experience, preferably instrumental, and consent of instructor.

- Mus 412 Instrumental Methods and Repertoire A 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.
- Mus 441 Handbell Methods and Repertoire A 1-3**
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 and supervised leadership of a handbell ensemble. The three-credit option adds work in composition and arranging for handbells, as well as advanced directing. Prerequisites: Mus 202 and 221 for the three credit course or consent of instructor for the one credit course. Significant experience with handbell ringing is expected of all students.
- Mus 451 Music Cultures of the World A 3**
Introduction to the study of music as a universal cultural phenomenon, with exposure to the musical and social aspects of a variety of folk, traditional and art music outside the European art tradition, including Latin American, African, Asian, North American and contemporary mass media forms. Prerequisite: Mus 101 or equivalent knowledge and experience in music strongly encouraged.
- Mus 461 Music for Children 2-3**
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 expected of music majors and available to others interested in developing curricula and/or other special skills and projects. Prerequisite: Mus 101 or equivalent; music reading ability and musical experience recommended.
- Mus 462 Music in Secondary Schools 2**
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 461 or concurrent registration.
- Mus 471 Choral Methods and Repertoire A 3**
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.
- Mus 482 Musical Heritage of the Church A 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.
- Mus 483 Hymnody and Sacred Song A 3**
Survey of Christian hymnody and sacred song to develop awareness of the text and music treasures for both congregational and devotional use.

- Mus 484 Planning Music in Christian Worship A** 3
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. Prerequisite: Thl 382; also suggested are Mus 331 or 482, 471, 481 and 483.
- Mus 490 Internship in Music** 3
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** 3
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** 3
Continuation of Mus 491.
- Mus 498 Senior Project in Music** 2-3
Satisfies final requirements for a music major when church music, theory, music history, ethnomusicology or music education is the student's emphasis. 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

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 are available in the Music Office. (See Tuition and Fees, page 16)

- Mu__ 100 Class Instruction** 1
Group instruction for beginning students. Available in voice, piano, guitar or orchestral/band instruments.
- Mu__ 102- Private Instruction** 1-2
411 Individual instruction at various levels of ability.
- Mu__ 398 Junior Recital** 2
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.
- Mu__ 498 Senior Recital** 2
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.

MUSIC: ENSEMBLE

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 pages 59-62).

NOTE: There may be an additional charge for required field trips or tours.

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| MuE 232 | Chapel Choir
Preparation of music of various styles for campus chapel services and occasional area church services. Basic vocal and sight-singing techniques. Membership is open to all students. | 1 |
| MuE 234 | The Concordia Choir
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. | 1 |
| MuE 236 | Concordia Master Chorale
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. | 1 |
| MuE 238 | Women's Ensemble
Performance of significant musical works of all eras in concerts and church services on and off campus for women's voices. Development of advanced vocal techniques and musical skills. Membership is by audition. | 1 |
| MuE 240 | Elementary Handbells (Pacific Ringers)
Introductory experience in handbell technique, note-reading and performance of elementary literature. Membership is open to all students as space permits. | 1 |
| MuE 241 | Intermediate Handbells (Chapel Bells)
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. | 1 |
| MuE 242 | Spirit Bells
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. | 1 |
| MuE 243 | Concert Handbells
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. | 1 |
| MuE 244 | Handbell Quartet
Intensive experience in small-ensemble handbell performance with possible off-campus travel. Membership is selected from ringers in one of the touring handbell ensembles. | .5 |
| 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. | 1 |

MuE 252	String Ensemble	1
	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	.5
	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	.5
	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	.5
	An opportunity for advanced musicians to cultivate skills in jazz improvisation and performance. Membership is by audition.	
MuE 256	Percussion Ensemble	.5
	Select ensemble of percussion students for special performances on and off campus. Membership is by invitation.	
MuE 257	Jazz Ensemble	.5
	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	Worship Band	.5
	Focused rehearsal and performance experiences 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 our campus worship bands.	

PHILOSOPHY

Phi 201	Critical Thinking	3
	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 210	Introduction to Philosophy A	3
	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, language and logic.	
Phi 211	Philosophical Ethics A	3
	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.	

- 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.
- Psy 382 Advanced Research Methods 2 3**
A continuation of Psy 381.
- Psy 403 Health Psychology 3**
This course will focus on psychological, social and behavioral factors that influence the onset of progression of illness and disease through an understanding of the biopsychosocial model of health. To accomplish this goal, the class will examine health promoting/compromising behaviors, the physiology of the stress-illness relationship and the psychological moderators of health (personality, social support, coping strategies and mood). Additional topics may include religion/spirituality and health, cognition and health, and community health promotion.
- Psy 441 Clinical and Forensic Psychology 3**
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 3**
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) 1**
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/Physics (Lecture 3, Lab 2) 4**
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) ▲ 3**
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) ▲ 3**
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) 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 and Sci 115.
- Sci 318 Ocean Science (Lecture 2, Lab 3) ▲ 3**
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 or 111 and Sci 115.
- Sci 455 History and Philosophy of Science (Lecture 3) ▲ 3**
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.'

SOCIOLOGY

- Soc 101 Introduction to Sociology 3**
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.
- Soc 229 Criminology 3**
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.
- Soc 316 Ethnic and Minority Relations 3**
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.
- Soc 320 Social Stratification 3**
This course introduces the sources, functions and dynamics of the unequal distribution of wealth, power, knowledge and prestige in an historical, comparative perspective.
- Soc 321 Social Problems 3**
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.
- Soc 325 Women and Gender Issues 3**
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.
- Soc 331 Marriage and the Family 3**
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.
- 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 (Lecture 4, Lab 1)	4
	Natural approach to Spanish with an emphasis on developing conversational skills. Reading and writing skills also introduced. Course taught completely in Spanish and is for students who have had no Spanish or less than two years of high school Spanish.	
Spa 102	Spanish 2	4
	Continuation of Spa 101. Prerequisite: Spa 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.	

THEATRE

NOTE: There may be an additional charge for required field trips.

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., scenework), 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 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 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 intermediate experiential course covering performance techniques and principles through in-class scene study. Exploration of the following theatrical styles: contemporary realism, Greek tragedy and Comedy of Manners. 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 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 readers 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 441 Theatre and Culture 1 A 3**
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 3**
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 3**
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 3**
Reading and analysis of theoretical and critical approaches to theatre.
- Thr 451 Play Direction 2 A 3**
A continuation of Play Direction I; 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** **3**
 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** **3**
 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** **3**
 Extensive scene study with an opportunity for students to select several specific period styles, theatrical genres and/or acting techniques for in-depth analysis, rehearsal and performance.
- Thr 498 Theatre Showcase** **3**
 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 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. 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. Prerequisites: Thl 201 and 202 or consent of instructor.
- Thl 321 World Religions 3**
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 3**
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 3**
An introduction to the social, political and intellectual context of the various sixteenth-century reformations 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 reformations as well as to the Catholic reformation.
- Thl 358 Contemporary Church History A 3**
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 3**
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 3**
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 3**
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 382 Corporate Worship 3**
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 mytho-poetic 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 481 World Missions A 3**
An overview of the theology and practice of Christian missions including historical development, missionary methods, evangelism programs and paradigm shifts. Development of some skills in speaking the Gospel is included.

- Thl 483 Hymnody and Sacred Song A** 3
Survey of Christian hymnody and sacred song to develop awareness of the text and music treasures for both congregational and devotional use.
- Thl 484 Planning Music in Christian Worship A** 3
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. Prerequisite: Thl 382; also suggested are Mus 331 or 482, 471, 481 and 483.

WRITING

- Wrt 102 Writing and Research** 3
Practice in research methods and a variety of writing strategies such as narration, description, exposition and argumentation.
- Wrt 231 Newspaper 1** 1
An introduction to the practice of journalism, with emphasis on news writing, as well as production of *Concordia Courier*.
- Wrt 232 Newspaper 2** 1
A further introduction to the practice of journalism, with emphasis on news writing, as well as production of *Concordia Courier*.
- Wrt 331 Newspaper 3** 1
Advanced experiences in the practice of journalism, with an emphasis on news writing, editing, and page layout, as well as production of *Concordia Courier*.
- Wrt 332 Newspaper 4** 1
A continuation of Wrt 331.
- Wrt 324 Writing for Children and Teenagers** 3
Study and practice of fiction and non-fiction for children and teenagers. Prerequisite: Wrt 102.
- Wrt 327 Creative Writing: Fiction** 3
An introduction to the art of fiction. Students will explore fiction techniques through writing practice, close analysis of published works and student workshops. Prerequisites: Eng 201 and Wrt 102.
- Wrt 328 Creative Writing: Poetry A** 3
An introduction to the art of writing poetry. Students will explore poetry writing techniques through writing practice, close analysis of published works and student workshops. Prerequisites: Eng 201 and Wrt 102.
- Wrt 329 Creative Nonfiction** 3
Examination and discussion of contemporary nonfiction, with practice in a variety of genres. Course includes analysis of nonfiction markets and the submission of work for publication. Prerequisite: Wrt 102 or consent of instructor.
- 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. Prerequisites: Eng 201 and 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 committed to writing fiction, poetry, or creative non-fiction to write more intensively and extensively, creating new work and revising previously written work in a workshop setting. Prerequisites are at least two (2) of the following writing courses: Wrt 324, 327, 328, 329, or 337 and at least one (1) of the following English courses: Eng 383, 385, 387 or 389.
- Wrt 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*.
- Wrt 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*.

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.
- ___ **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.
- ___ **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.

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Halm, D. Ray

English

Concordia Teachers College, Seward, NE, B.S., 1963. Ball State University, IN, M.A., 1966. Concordia Seminary, St. Louis, MO, Pastoral Colloquy, 1978. Pepperdine University, Irvine, CA, Ed.D., 1986. Concordia Theological Seminary, Fort Wayne, IN, D.D., 1987. Faculty: Concordia Teachers College, Seward, NE, 1966–71. Milwaukee Lutheran High School, WI, 1971–77. Concordia University since 1980.

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Baden, Marian J.

Education

Concordia College, Seward, NE, B.S. in Ed., 1959; M.Ed., 1976. University of Nebraska, Lincoln, Ph.D., 1981. Faculty: Concordia College, Seward, NE, 1979 (summer), Concordia University (adjunct), Irvine, CA, 1981–82. Concordia University since 1982.

Barnes, Robert D.

Business

Concordia Teachers College, Seward, NE, B.S. in Ed., 1957. National University, Irvine, CA, M.B.A., 1988. Faculty: Concordia Teachers College, Seward, NE, 1962–65. Walter A. Maier Memorial Lutheran High School, Los Angeles, CA, 1969–77. Concordia University since 1977.

Fleischli, M. Sue

Spanish

Ohio University, Athens, B.A., 1966; M.A., 1968. Faculty: Ohio University, Athens, (teaching assistant) 1967–68. Anaheim Union High School District, Anaheim, CA, 1968–72. Concordia University (adjunct), Irvine, CA, 1977–88. Concordia University since 1988.

Harms, Richard H.

Business

University of Northern Colorado, Greeley, B.S., 1960. University of Southern California, Los Angeles, M.S., 1968. University of California, Riverside, Ph.D., 1975. Faculty: Riverside City Schools, Riverside, CA, 1960–63. Rancho Santiago Community College District, Santa Ana, CA, 1970–88. Concordia University since 1988.

Hartmann, Dale W.

Evangelism/University Archivist

Concordia Teachers College, Seward, NE, B.S., 1954. University of Denver, CO, M.A., 1957. Faculty: Concordia Seminary, Springfield, IL, 1965–76. Concordia University since 1976.

Holtmeier, Ronald G.

Education

University of Nebraska, Lincoln, B.S., 1956. Cornell University, Ithaca, NY, M.S.T., 1964. Concordia College, Seward, NE, Colloquy, 1967. Faculty: Concordia College and High School, Seward, NE, 1964–72. Luther High School North, Mt. Clemons, MI, 1972–74. Minneapolis Lutheran High School, MN, 1974–82. Martin Luther High School, St. Charles, MO, 1982–87. Concordia University since 1987.

Manske, Charles L.

Theology

Concordia Seminary, St. Louis, MO, B.A., 1954; M.Div., 1958. Washington University, St. Louis, MO, M.A., 1958. University of Southern California, Los Angeles, Ph.D., 1979. Concordia Theological Seminary, Ft. Wayne, IN, D.D., 2006. Faculty: University of Southern California, 1958–73. Concordia University founding president, 1973.

Marxhausen, Benjamin W.*Art*

Concordia Teachers College, Seward, NE, B.S. in Ed., 1958. University of Minnesota, Minneapolis, M.A., 1969. Concordia College, Seward, NE, LL.D., 1996.
Faculty: Walther Lutheran High School, Chicago, IL, 1961–63. Concordia College, St. Paul, MN, 1965–88. Christ College Irvine, (Visiting Professor), 1984–85. Concordia University since 1988.

Moon, Shang Ik*Sociology*

St. John's College, Winfield, KS, A.A., 1957. Concordia Senior College, Ft. Wayne, IN, B.A., 1959. Concordia Seminary, St. Louis, MO, M.Div., 1963. Washington University, St. Louis, MO, M.A., 1966. St. Louis University, MO, Ph.D., 1970.
Faculty: Fontbonne College, St. Louis, MO, 1966–70. University of Missouri (adjunct), St. Louis, 1969–70. Concordia Senior College, Fort Wayne, IN, 1970–76. Concordia University since 1976.

Mueller, Roland M.*History*

Concordia College, River Forest, IL, B.S., 1951. University of Northern Colorado, Greeley, M.A., 1955. University of Kansas, Ph.D., 1978.
Faculty: St. John's College, Winfield, KS, 1956–86. Concordia University since 1986.

Nauss, Allen H.*Psychology and Counseling*

Concordia College, St. Paul, MN, A.A., 1942. Concordia Seminary, St. Louis, MO, B.A., 1944; M.Div., 1948. University of Oregon, Eugene, M.Ed., 1950. University of Missouri, Columbia, Ph.D., 1960.
Faculty: St. Paul's College, Concordia, MO, 1948–60. Concordia Theological Seminary, Springfield, IL and Ft. Wayne, IN, 1960–77. Concordia University since 1978.

Rahn, James, E.*Chemistry*

Concordia Teachers College, River Forest, IL, B.S. in Ed., 1959. Syracuse University, Syracuse, NY, M.S., 1967. St. Thomas College, St. Paul, MN, M.A., 1967. University of Northern Colorado, Greeley, Ed.D., 1976. Concordia Theological Seminary, Ft. Wayne, IN, Colloquy, 1996.
Faculty: Concordia College and Academy, St. Paul, MN, 1961–78. Concordia University since 1978.

Schulz, Marlin W.*Education*

University of Minnesota, B.S. in Ed., 1956. Concordia College, River Forest, IL, Colloquy, 1960. University of Wisconsin, Milwaukee, M.S.Ed., 1966. University of Nebraska, Lincoln, Ph.D.Ed., 1972.
Faculty: Concordia Teachers College, Seward, NE, 1968–74. The Lutheran Church–Missouri Synod, Board for Parish Education, 1974–81. Concordia University since 1981.

Whelply, Hal H., Jr.*Education*

Concordia Teachers College, Seward, NE, B.S., 1965. California State University, Long Beach, M.A., 1970. Indiana University, Bloomington, Ed.D., 1978.
Faculty: Concordia Teachers College, Seward, NE, 1972–79. Hephatha Lutheran School, Anaheim, CA, 1982–84. Concordia University since 1984.

FULL-TIME AND RESIDENT FACULTY**Abate, Eshetu***Professor of Theology*

Association of Theological Institutions, Eastern Africa, B.Div., 1980. Mekane Yesus Seminary, Addis Ababa, Ethiopia, B.Th., 1981. Concordia Seminary, St. Louis, MO, S.T.M., 1986; Th.D., 1988.
Faculty: Mekane Yesus Seminary, Addis Ababa, Ethiopia, 1988-01. The Bible Society of Ethiopia, Addis Ababa, Ethiopia, 2001-02. Trembath Professor, 2006-07. Concordia University since 2002.

Ashmon, Scott*Assistant Professor of Old Testament and Hebrew*

Concordia College, Portland, OR, B.A., 1992. Concordia Seminary, St. Louis, MO, M.Div., 1996; S.T.M., 1998. Hebrew Union College, Cincinnati, OH, MPhil, 2003.
 Pastor: Christ Lutheran Church, Cincinnati, OH, 1998-2002. Faculty: Concordia College, Bronxville, NY, 2003-2007. Concordia University since 2007.

Bachman, James V.*Professor of Philosophy/Ethics
Dean, Christ College Graduate Programs*

Valparaiso University, Valparaiso, IN, B.S., 1968. Cambridge University, England, M.A., 1970. Concordia Seminary, St. Louis, MO, M.Div., 1972. Florida State University, Tallahassee, Ph.D., 1986.
 Faculty: Lake City Community College, Lake City, FL, 1971-81. Florida State University, Tallahassee, FL, 1986-89. Valparaiso University, Valparaiso, IN, 1989-99. Trembath Professor, 2004-05. Concordia University since 1999.

Bachman, Susan O.*Professor of Rhetoric
Assistant Dean, School of Arts and Sciences*

Valparaiso University, Valparaiso, IN, B.A., 1969. University of Florida, Gainesville, M.A., 1974. Florida State University, Tallahassee, Ph.D. 1996.
 Faculty: Lake City Community College, Lake City, FL, (adjunct) 1971-79. Tallahassee Community College, Tallahassee, FL, 1986-88. Adjunct, Valparaiso University, Valparaiso, IN, (adjunct) 1989-92, 1996-97. Purdue University, North Central, Westville, IN, 1992-95. Concordia Seminary, St. Louis, MO, (guest instructor) 1997-98. Concordia University since 1999.

Barton, Carolina N.*Assistant Professor of Theology
Director, Library Services*

Sylhet Medical College, Bangladesh, B.S., 1991. Gordon-Conwell Theological Seminary, South Hamilton, MA, M.A., 1996. Simmons Graduate School of Library and Information Science, Boston, MA, M.L.I.S., 1999.
 Experience: Endicott College, Beverly, MA, 1998. Lynnfield Public Library, MA, 1998-99. Gordon-Conwell Theological Seminary, South Hamilton, MA, 1999-06. Concordia University since 2006.

Beck, Gretchen J.*Professor of Art
Director, Art Department*

Valparaiso University, Valparaiso, IN, B.A., 1992. University of Iowa, Iowa City, IA, M.A.A., 1998, M.F.A., 1999.
 Faculty: Taproots Association, St. Louis, MO, 1996-98. University of Iowa Art Share, Iowa City, IA, 1998-99. Concordia University since 1999.

Benda, Brooke K.*Resident Faculty in Sociology*

Southern California College, B.A., 1998. Vanguard University, M.S., 2000.
 Faculty: Concordia University, Irvine, CA, (adjunct) 2001-04. Concordia University since 2004.

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Dean, School of Education*

George Williams College, Downers Grove, IL, B.A., 1969. Loyola University, Baltimore, MD, M.Ed., 1981. St. Louis University, MO, Ph.D., 1994.
 Faculty: Immanuel Lutheran School, Baltimore, MD, 1972-79. St. Paul Lutheran School, Hilton, NY, 1979-84. Washington Lutheran School, St. Louis, MO, 1984-91, 1999-02. Lindenwood University, St. Charles, MO, 1991-99. Concordia University since 2002.

Borst, Katharine F.M.*Assistant Professor of English*

Christ College Irvine, CA, B.A., 1988. St. Louis University, MO, M.A., 1991; Ph.D. candidate, 1997.
 Faculty: St. Louis University, MO, (graduate teaching assistant and Inroads lecturer) 1991-92. Sacramento Lutheran High School, CA, 1993-94. Concordia University since 1994.

Brighton, Mark A.*Associate Professor of Biblical Languages and Theology*

Christ College Irvine, CA, B.A., 1981. Concordia Seminary, St. Louis, MO, M.Div., 1986.
 University of California at Irvine, M.A., 1993; Ph.D., 2005. Trembath Professor, 2007-08.
 Faculty: Christ College, Irvine, CA, (adjunct) 1982-83. Concordia University since 1986.

Brown, Jacqueline Y.*Associate Professor of History*

Pacific Union College, B.A., 1970. California State University, Long Beach, MA, 1991.
 Claremont McKenna College, Claremont, CA, Ph.D., 2007.
 Faculty: Cerritos Community College, CA, (adjunct) 1991. Cypress College, CA, (adjunct) 1992-94. Concordia University Irvine, CA, (adjunct) 1993-02. Concordia University since 2002.

Burgdorf, David*Resident Faculty in Education**Director, Los Angeles Off-Campus MA Program*

Concordia University, Seward, NE, B.S. Northern Illinois University, DeKalb, Ph.D. C.A.S.
 Positions in Human Resources: Orange Unified School District, CA, 1986-91. Santa Clara County Office of Education, CA 1992-95. Sonoma County Office of Education, CA, 1995-98. Magnolia School District, Anaheim, CA, 1990-07. Concordia University since 2007.

Burkhart, Tammie L.*Assistant Professor of Business*

Concordia University, Irvine, CA, B.A., 1995. Pepperdine University, Malibu, CA, M.B.A., 2001.
 Faculty: Concordia University, Irvine, CA, (adjunct) 2001. Concordia University since 2002.

Busby, Thomas D.*Resident Faculty in Business*

Loyola University, Los Angeles, CA., B.A., 1968. Central Missouri State University, Warrensburg, M.A., 1970.
 Faculty: University of California Extension, Irvine, (adjunct) 1993-present. Chapman University, Orange, CA, (adjunct) 1993-present. University of Maryland, Labrador, Canada, (adjunct) 1971-72. Saddleback College, Mission Viejo, CA (adjunct) 1974-76, 1999.
 Concordia University Irvine, CA, (adjunct) 1997-01. Concordia University since 2001.

Busch, Michael L.*Professor of Music**Director, Choral Activities*

San Jose State University, CA, B.M., 1987, San Jose State University, CA, M. A., 1989.
 University of Colorado, Boulder, D.M.A. 1999.
 Experience: Lutheran Church of Our Savior, Cupertino, CA, 1987-89. Director of Music Ministries, St. John's Lutheran Church, Denver, CO, 1989-96. Concordia University since 1996.

Cattau, Curt W.*Associate Professor of Exercise & Sport Science**Director, Center for Excellence in Sport Leadership (CESL): Academic Affairs*

Concordia College, Seward, NE, B.S. 1973. University of Wisconsin, Milwaukee, M.S., 1989.
 University of New Mexico, Albuquerque, Ph.D., 2006.
 Faculty: Martin Luther High School, Milwaukee, WI, 1973-91. Concordia University Foundation Athletic Director for Development, 2001-03. Concordia University since 1991.

Clavir, Kenneth R.*Assistant Professor of Mathematics**Dean, Academic Records*

Concordia University, Irvine, CA, B.A., 1993, M.A.Ed., 2004
 Faculty: Bethany Lutheran School, Long Beach, CA, 1994-1997. Concordia University, Irvine, CA, (adjunct) 2000-07. Staff: Concordia University, Irvine, CA, 1997-2004.
 Concordia University since 2007.

Cosgrove, Jennifer L.*Professor of Psychology*

California State University at Fullerton, B.A., 1982; M.S., 1984. U.S. International University, San Diego, CA, Ph.D. 1991.
 Faculty: Concordia University, Irvine, CA, (adjunct) 1986-87. Concordia University since 1987.

Cottle, Terry L.*Assistant Professor of Nursing*

Loma Linda University, CA, B.S.M., 1979. California State University, San Bernardino, M.S.N., C.N.S., 2004.

Staff Nurse: Brea Community Hospital, CA, 1981-83. Brea Hospital Neuropsychiatric, CA, 1983-84. Mariner's Surgicenter, Newport Beach, CA, 1987-94. Interim Healthcare, Orange, CA, 1994-1996. Bear Valley Community Hospital, Big Bear Lake, CA, 1996-1999. Bear Valley Unified School District, Big Bear Lake, CA, 1999-04.

Faculty: Golden West College, Huntington Beach, CA, 2004-08. Concordia University since 2008.

Crenshaw, Thomas E.*Resident Faculty in Education*

California State University, Long Beach, B.A., 1971. National University, San Diego, CA, M.B.A., 1991. Chapman University, San Diego, CA, M.A.Ed., 2000.

Faculty: Central Elementary School, Escondido, CA, 1996-99. Juniper Elementary School, Escondido, CA, 2001-06. Miller Elementary School, Escondido, CA, 2006-08.

Concordia University since 2008

Crosby, Glenn A.*Visiting Professor of Chemistry and Chemical Physics*

Waynesburg College, PA, B.A., 1950. University of Washington, Seattle, Ph.D., 1954. Postdoctoral research associate, University of Florida Chemistry Department, Tallahassee, 1954-1957.

Faculty: University of New Mexico, 1957-67. University of Washington, Seattle, 1967-03. Washington State University, Pullman, 1967-01. Concordia University since 2003.

Doering, Dwight R.*Professor of Education*

Concordia College, River Forest, IL, B.A., 1980. University of Missouri, St. Louis, M.A., 1986. Georgia State University, Atlanta, Ph.D., 1998.

Faculty: Our Savior Lutheran School, New Orleans, LA, 1980-81. Green Park Lutheran Association, St. Louis, MO, 1981-1987. Duluth Middle School, Gwinnett County, GA, 1987-89. Georgia State University, Atlanta, (teaching assistant, research assistant and associate) 1992-99. Concordia University since 2000.

Ebel, Kenneth K.*Professor of Biology*

Concordia College, Seward, NE, B.S., 1968. University of Wisconsin, Eau Claire, M.S.T., 1976. University of North Dakota, D.A., 1989.

Faculty: Milwaukee Lutheran High, Milwaukee, WI, 1968-80. Concordia University since 1980.

Fawaz, Marc*Resident Faculty in Business*

Concordia University, Irvine, CA, B.A., 2003. University of California, Irvine, M.B.A., 2005. Faculty: University of California, Irvine, (lecturer) 2003-06. University of Phoenix (lecturer) 2006-08. Pepperdine University, Malibu, CA, (lecturer) 2006-08. Concordia University, Irvine, CA (adjunct) 2007-08. Concordia University since, 2008.

Flores de Apodaca, Roberto*Professor of Psychology*

Sarah Lawrence College, Bronxville, NY, B.A., 1974. University of Rochester, NY, M.A., 1978; Ph.D., 1979.

Faculty: California State University, Long Beach, 1978-01. Concordia University since 2001.

Fritsch, Ronald N.*Resident Faculty in Education**Director, Off-Campus M.A.Ed. Programs*

Concordia College, Seward, NE, B.S., 1965. California State University, Northridge, M.A., 1967. Concordia Seminary, St. Louis, MO, M.A., 1973.

Faculty: Irvine Unified School District, CA, (principal) 1989-05. Concordia University since 2005.

Gavin, Thea L.*Associate Professor of English*

Concordia University, Irvine, B.A., 1995. California State University, Fullerton, M.A., 1997.
 Spalding University, Louisville, KY, M.F.A., 2005.
 Faculty: Concordia University, Irvine, CA, (adjunct) 1996-98; (resident) 1998-01.
 Concordia University since 2001.

Geisler, Herbert G., Jr.*Professor of Music
Director, Music Activities*

Concordia Teachers College, River Forest, IL, B.A., 1971; M.A.Ed., 1974. University of Michigan, Ann Arbor, Ph.D., 1990.
 Faculty: Concordia Lutheran Middle School, Hong Kong, 1971-75. University Lutheran Chapel, Ann Arbor, MI, (director of music) 1975-79. University of Michigan, Ann Arbor, (graduate teaching assistant) 1976-78. Lutheran High School West, Detroit, MI, 1978-79. St. Luke Lutheran Church, Ann Arbor, MI, (director of music) 1979-88. Concordia College, Ann Arbor, MI, 1979-88. Concordia University since 1988.

Hack, Konrad W.*Assistant Professor of Communication
Director, Forensics*

Biola University, La Mirada, CA, B.A., 1996. San Diego State University, CA, M.A., 1999.
 Faculty: Mira Costa College, Oceanside College and Grossmont College, El Cajon, CA, (adjunct) 1999; Point Loma Nazarene University, San Diego, CA, 1996-01; Azusa Pacific University, CA, 2001-06; Wheaton College, IL, 2006-07. Concordia University since 2007.

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Augustana College, Sioux Falls, SD, B.A., 1977. University of Akron, OH, M.A., 1981. Case Western Reserve University, Cleveland, OH, Ph.D. 1995
 Faculty: Case Western Reserve University, Cleveland, OH, 1989-91, 1995-96. Augustana College, Sioux Falls, OH, 1992-95. Pepperdine University, Culver City, CA, 1996-01, 2003-05. Touro University International, Cypress, CA (adjunct) 2004-05. Wuhan University, Wuhan, China, 2005. Colorado Technical University, Colorado Springs, 2001-05. Concordia University since 2005.

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Concordia Teachers' College, Seward, NE, B.S., 1966. Christ College, Irvine, CA, M.A., 1991.
 Faculty: Trinity Lutheran Church and School, Sacramento, CA, 1966-71; Town and Country Lutheran Church and School, Sacramento, CA, 1971-79; Christ Lutheran Church and School, La Mesa, CA, 1979-94; Abiding Savior Lutheran Church and School, Lake Forest, CA, 1994-07; Concordia University, Irvine, CA, (adjunct) 1996-07. Concordia University since 2007.

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Valparaiso University, Valparaiso, Indiana, B.A., 1996. The American Band College at Southern Oregon University, Ashland, M.A., 2002. Concordia University, Irvine, CA, colloquy, 2001.
 Faculty: Lutheran High School of Orange County, Orange, CA, 1996-05. Concordia University since 2005.

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St. Mary of the Plains College, Wichita, KS, B.S., 1988. Andrews University School of Nursing, Berrien Springs, MI, M.S., 1996. Marquette University, Milwaukee, WI, Ph.D. 2008.
 Experience: Arkansas City Memorial Hospital, KS, (staff nurse) 1984-85; (house supervisor) 1988-89. St. Joseph Regional Medical Center, Ponca, City, OK, (staff nurse) 1985-89. Beatrice Community Hospital, NE, (staff nurse) 1989-91.
 Faculty: Concordia University Wisconsin, Mequon, 1997-07. Concordia University since 2007.

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University of Nevada, Reno, B.S., 1972. University of Utah, Salt Lake City, Ph.D. 1979.

Postdoctoral research associate: Chemical Physics Program, Washington State University, Pullman, WA, 1979-81.

Faculty: Science Learning and Instructional Center, Washington State University, Pullman, WA, (director) 1979-80. Los Alamos National Laboratory, NM, (faculty research affiliate) 1987-99. U.S. Air Force High Energy Density Materials Program, Edwards AFB, CA, (summer faculty research affiliate) 1987, 1989, 1995. University of Nevada, Reno, 1993 and University of New Mexico, Albuquerque, (visiting research professor) 2000. Eastern New Mexico University, Portales, (associate professor) 1982-01. Concordia University since 2001.

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University of California, Los Angeles, B.S., 1996; M.A., 2001; Ph.D., 2004.

Faculty and related experience: John Marshall High School, Los Angeles, CA, 1996-98; Comparative Education Review, (managing/assistant editor) 1998-00; University of California, Los Angeles, (teaching assistant) 2000-03; Pepperdine University, Malibu, CA, 2003-07. Concordia University since 2007.

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California State University, Dominguez Hills, B.A., 1995; M.A., 2004.

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Art Institute of Southern California, Laguna Beach, CA, B.F.A., 1995. California State University, Fullerton, M.F.A., 2002.

Faculty: Laguna College of Art and Design, Laguna Beach, CA, 1998-07. California State University, Fullerton, 2001-02. Irvine Valley College, Irvine, CA, 2002-03. Concordia University, Irvine, CA, (resident faculty) 2003-07. Concordia University since 2007.

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California State University, Long Beach, B.A., 1969; M.A., 1984. Pepperdine University, Malibu, CA, Ed.D, 1993.

Faculty: Robert Gisler School, 1970-75, Harper, Courreges, Oka and Plavan Schools, Fountain Valley, CA, 1978-83. Sleepy Hollow School, Orinda, CA, 1976-78. Hawthorne and Yukon Intermediate Schools, Hawthorne, CA, 1983-93. Aliso Viejo Middle School, Capistrano, CA, 1993-95. Azusa Pacific University, Azusa and Temecula, CA, (adjunct) 1995-96. California State University, Long Beach, 1995-97. Pepperdine University, West Los Angeles, CA, (adjunct) 1995-02. Concordia University since 2005.

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Concordia University, Irvine, CA, B.A., 1992. University of St. Thomas, St. Paul, MN, M.A., 1994.

Faculty: Chonbuk National University, Jeonju, Republic of Korea, 1995-97. Sohae College, Gunsan, Republic of Korea, 1998-02. Kunsan National University, Republic of Korea, 2002-04. Concordia University since 2004.

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University of California, Davis, B.S., 1997. University of California, Irvine, Ph.D., 2006-2007.

Faculty: University of California, Irvine, (teaching assistant) 1997-03; (instructor) 2004. Concordia University, Irvine, CA, (adjunct) 2004-05; (resident faculty) 2005-07. Concordia University since 2007.

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Concordia University, River Forest, IL, BA, 1993. Concordia Seminary, St. Louis, MO, M.Div., 1998; S.T.M., 1999. St. Cross College, University of Oxford, England, D.Phil., 2005.

Assistant pastor, Resurrection Lutheran Church, Cambridge, England, 2004-2005. Faculty: Concordia University, Irvine, CA (graduate assistant) 1999-01. Concordia University, Irvine, since 2005.

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Concordia Teachers College, Seward, NE, B.S., 1968. Colorado State University, Ft. Collins, M.A.T., 1973. University of Texas, Austin, Ph.D., 1992.
Faculty: Martin Luther High School, Milwaukee, WI, 1968–84. Concordia University since 1984.

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Concordia College, Seward, NE, B.S., 1969. Concordia University, Irvine, CA, M.A., 1990. Argosy University, Orange, CA, Ed.D. 2004.
Faculty: St. Paul's Lutheran School, Orange, CA, 1969-71. Trinity Lutheran School, Paso Robles, CA, 1981-84. Grace Lutheran School, Escondido, CA, 1984-91. Zion Lutheran School, Fallbrook, CA, 1991-95. Christ Lutheran School, Costa Mesa, CA, 1995-99. Concordia University, Irvine, CA, (adjunct) 1997-99. Concordia University since 1999.

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Concordia Teachers College, Seward, NE, B.A., 1968. California State University, Long Beach, M.A., 1973. Nova Southeastern University, North Miami Beach, FL, Ed.D., 2002.
Faculty: St. John's Lutheran School, Seward, NE, 1968-69. St. Paul's Lutheran School, Orange, CA, 1969-76. Trinity Lutheran School, Paso Robles, CA, 1976-84. Grace Lutheran School, Escondido, CA, 1984-89. Concordia University, Irvine, CA, (staff) 1989-01. Concordia University since 2001.

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Concordia Teachers College, Seward, NE, B.S., 1983. University of Nebraska, Lincoln, M.M., 1985. Institute for Worship Studies, Orange Park, FL, DWS, 2007.
Experience: Bethany Lutheran Church, Long Beach, CA, (minister of music) 1990-present.
Faculty: Concordia University, Irvine, CA, (adjunct) 1996-01. Concordia University since 2001.

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University of Southern California, Los Angeles, B.S., 1984. Fuller Seminary Graduate School of Psychology, Pasadena, CA, M.A., 1990; Ph.D., 1992.
Experience: Harris Psychological Services, Mission Viejo, CA, 1991–93. Bristol Park Medical Group, Mission Viejo, CA, 1992–93.
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California State University, Fullerton, B.A., 1972; M.S.Ed., 1976. Claremont McKenna College, Claremont, CA, Ph.D., 2006.
Faculty: Kraemer Jr. High School, Placentia, CA., 1973-83. St. Paul's Lutheran School, Orange, CA., 1994-97. Concordia University, Irvine, CA, (adjunct) 1997-04. Concordia University since 2004.

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California State University, Long Beach, B.A., 1993. Grand Canyon University, Phoenix, AZ, 2000. University of California, Los Angeles, Ed.D., 2006.
Faculty: Montebello Congregational School, CA, 1994-95. Rowland Unified School District, CA, 1995-01. California Polytechnic University, Pomona, 2001-04. California State University, Fullerton, CA, 2001-02. Fullerton School District, CA 2004-07. Concordia University since 2007.

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 Concordia Teachers College, Seward, NE, B.S., 1980. Concordia Seminary, St. Louis MO, M.Div., 1985; S.T.M., 1986. Washington University, St. Louis, MO, M.A., 1994.
 Experience: Luis Ming Choy Lutheran College, Hong Kong, 1980-81. Evangelistic Missionary to Taiwan, 1986-92. LCMS China Ministry Team, (associate director) 1994-95; (field director) 1995-present. Deployed to CUI by LCMS Board for Mission Services.
 Faculty: Concordia University since 2004.

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 Concordia Teachers College, River Forest, IL, B.A., 1967. St. John's University, Jamaica, NY, M.A., 1969. University of Texas, Austin, Ph.D., 1984.
 Faculty: Redeemer Lutheran School, Glendale, NY, 1967-79. Concordia Lutheran College of Texas, Austin, 1979-95. Concordia University since 1995.

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 Concordia University, St. Paul, MN, B.A., 1990. Concordia University, Seward, NE, M.S., 2000.
 Experience: Christ Lutheran Church, Phoenix, AZ, 990- 97; Holy Cross Lutheran Church, Colorado Springs, CO, 1997-99 (director of Christian education).
 Faculty: Concordia University since 2000.

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Dean, Christ College Undergraduate Programs
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 Christ College Irvine, CA, B.A., 1986. Concordia Theological Seminary, Fort Wayne, IN, M.Div., 1990; S.T.M., 1991. Durham University, Durham, England, Ph.D., 1997.
 Faculty: Concordia Theological Seminary, Fort Wayne, IN, (teaching assistant) 1990-91. Trembath Professor, 2002-03. Concordia University since 1995.

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 Point Loma Nazarene University, San Diego, CA, B.A., 1993. California State University, Fullerton, M.A., 2000. Sheffield Hallam University, Sheffield, United Kingdom, Ph.D. 2008.
 Faculty: Capistrano Valley Christian School, San Juan Capistrano, CA, 1997-98. St. Margaret's Episcopal School, San Juan Capistrano, CA, 1998-02. Chapman University, Orange, CA, (part time) 2002-03. Concordia University, Irvine, CA, (adjunct) 2002-04; (resident) 2004-05. Concordia University since 2004.

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 California State University, Long Beach, B.A., 1968. Azusa Pacific University, Azusa, CA, M.A., 1996.
 Faculty: Tracy Elementary School, Baldwin Park, CA, 1968-71. University Park Elementary School, Irvine, CA, 1971-present. Concordia University, Irvine, CA, (adjunct) 1997-02. Concordia University since 2002.

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 University of California, Santa Barbara, B.A., 1980; M.A., 1982.
 Faculty: California Polytechnic State University, San Luis Obispo, (part time) 1984-89. Concordia University, Irvine, CA, (adjunct) since 2002. Concordia University since 2004.

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 Concordia University, River Forest, IL, B.A., 1973. Concordia University, Irvine, CA, M.A., 1999. Talbot School of Theology, LaMirada, CA, Ed.D., 2006.
 Faculty: Immanuel Lutheran School, Mt. Vernon, NY, 1973-76. Concordia Lutheran School, Cerritos, CA, 1982-91. St. Paul's Lutheran School, Orange, CA, 1991-99. Concordia University since 2000.

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Concordia College, River Forest, IL, B.A., 1973. Pepperdine University, Malibu, CA, M.S., 1979, Ed.D., 1999.

Faculty: Concordia Lutheran School, Cerritos, CA, 1980–89. St. Paul's Lutheran School, Orange, CA, 1989–94. Concordia University, Irvine, CA, (adjunct) 1993–94. Concordia University since 1994.

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California State University, Fullerton, B.S., 1988; M.S. 2003.

Experience: Newport Villa West, Newport Beach, CA, 1988-90. Olsten Home Health Care, Orange, CA, 1990-93. Hospice Preferred Choice, Westminster, CA, 1996-99. Hospice of Saddleback Valley, Laguna Hills, CA, 1999-03. Saddleback Medical Group, Laguna Hills, CA, 2004-05. Zander Medical Group, Laguna Hills, CA, 2004-06.

Faculty: California State University, Long Beach, 2005-07. Santa Ana College, California, 2005-06. Golden West College, Huntington Beach, CA, 2007-08. Concordia University since 2008.

Preus, Jacob A.O.*Professor of Theology**President*

University of Missouri, Columbia, B.A. 1975. Concordia Seminary, St. Louis, MO, M.Div., 1980; S.T.M., 1985; Th.D., 1986.

Faculty: Concordia Seminary, St. Louis, MO, 1986-98. Concordia University since 1998.

Preuss, Tim L.*Associate Professor of Exercise Sport Science**Assistant Dean, School of Arts and Sciences**Athletic Director*

Concordia College, Seward, NE, B.S., 1983. University of Nebraska, Lincoln, M.S., 1987, Ph.D., 2000.

Faculty: Concordia University, Seward, NE, 1987-05. Concordia University since 2005.

Ragaisis, DeeAnn V.*Associate Professor of Education*

Concordia University, River Forest, IL, B.A., 1989. University of Wisconsin, Milwaukee, M.S., 1993. Argosy University, Phoenix, AZ, Ed.D., 2005.

Faculty: Bethlehem Lutheran School, Sheboygan, WI, 1989-90. St. Paul's Lutheran School, West Allis, WI, 1990-91. John Burroughs Middle School, Milwaukee, WI, 1992-93. Joy Community School, Glendale, AZ, 2000-02. Cathedral Christian Academy, Glendale, AZ, 2002-03. Southwestern College, Phoenix, AZ, (adjunct) 2003-05. Ottawa University, Phoenix, AZ, (adjunct) 2003-07. Glendale Community College, Glendale, AZ, (adjunct) 2005-07. Concordia University since 2007.

Randall, John H. '90*Assistant Professor of Education**Director, Center for Excellence in Learning and Teaching (CELT)*

Christ College, Irvine, CA, B.A., 1990. Pepperdine University, Malibu, CA, M.A., 2004.

Faculty: Abiding Savior Lutheran School, Lake Forest, CA, 1998-2007. Concordia University, Irvine, CA, (adjunct) 2004-07. Concordia University since 2007.

Rizzo, Jennifer L.*Assistant Professor of Exercise and Sport Science**Athletic Trainer*

Concordia University, Irvine, CA, B.A., 2003; M.B.A., 2005.

Faculty: Lutheran High School of Orange County, Orange, CA, 2003-05; Concordia University, Irvine, CA, (graduate assistant) 2004-05; (assistant athletic trainer/adjunct) 2005-07. Concordia University since 2007.

Rooney, John L.*Professor of Business*

University of Southern California, Los Angeles, CA, B.S., 1966; M.B.A., 1967; M.S.B.A., 1975. United States International University, San Diego, CA, D.B.A., 1988.

Faculty: National University, San Diego, CA, 1981-89. Concordia University, Portland, OR, 1990-95. American Intercontinental University, Los Angeles, CA, 1995-00. Concordia University, Irvine, CA, (resident faculty) 2000-01. Concordia University since 2001.

Rosenblatt, W. Rod*Professor of Theology*

Pacific Lutheran University, Tacoma, WA, B.A., 1964. Evangelical Lutheran Theological Seminary, Columbus, OH, B.D., 1968. Trinity Evangelical Divinity School, Columbus, OH, M.A., 1969. Université de Strasbourg, France, Ph.D., 1978. Concordia Theological Seminary, Ft. Wayne, IN, Colloquy, 1986.
 Faculty: Graduate Theological Union, Berkeley, CA, 1973–77. Westmont College, Santa Barbara, CA, 1973–77. Concordia University, Irvine, CA, (adjunct) 1979–84. Concordia University since 1984.

Ross, Christine M.*Associate Professor of Christian Education**Director, Director of Christian Education Program*

Trinity Lutheran College, Issaquah, WA, B.S., 1985; B.A., 1986. Eastern University, St. David's, PA, M.A., 1994. Concordia University, Portland, OR, Colloquy, 2002. St. Louis University, MO, Ph.D., 2006.
 Faculty: St. Louis University, MO, (graduate teaching assistant) 2002-03. Concordia University since 2003.

Rossow, Robert F.*Assistant Professor of Theology**Director, Pre-Seminary Studies Program*

Christ College, Irvine, CA, B.A., 1980; M.A., 2001. Concordia Seminary, St. Louis, MO, M.Div., 1986.
 Pastor: St. Paul Lutheran Church, Lakewood, OH, 1991-95. Concordia Lutheran Church, Cerritos, CA, 1995-99.
 Faculty: Concordia University, Irvine, CA, (adjunct) 1996-01; (staff) 1999-01. Concordia University since 2002.

Scharlemann, Sandra F.*Professor of Education*

University of Missouri, St. Louis, B.S. Ed, 1982. Pepperdine University, Malibu, CA, M.S., 1991. United States International University, San Diego, CA, Psy.D., 2000.
 Faculty: Maywood-Richmond Heights School District, St. Louis, MO, 1982-83. Bethany Lutheran School, Long Beach, CA 1983-87. Immanuel Lutheran School, Riverside, CA, 1988-94. Concordia University, Irvine, CA, (adjunct) 1989-94; (faculty) 1994-00. Avila College, Kansas City, MO, 2001-04. Concordia University since 2004.

Schlichtemeier, Kent A.*Professor of Education*

Concordia College, Seward, NE, B.S., 1978. Denver University, CO, M.A., 1984. University of California, Los Angeles, Ed.D., 1996.
 Faculty: Luther High School, Orlando, FL, 1984-88. Concordia University, Irvine, CA, 1988-03. Lutheran High School of Orange County, Orange, CA, 2003-07. Concordia University since 2007.

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Concordia Teachers College, River Forest, IL, B.A., 1980. University of California, Irvine, M.A., 1991. Chapman University, Orange, CA, M.F.A., 2007.
 Faculty: Lutheran High School, Fort Lauderdale, FL, 1980–81. Lutheran High School, La Verne, CA, 1981-89. Concordia University, Irvine, CA, (adjunct) 1989–90. Concordia University since 1990.

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Concordia Teachers College, Seward, NE, B.S., 1965. Marquette University, Milwaukee, WI, M.A., 1970; M.A., 1980. Concordia Seminary, St. Louis, MO, Colloquy, 1983. University of Southern California, Los Angeles, Ph.D., 1993.
 Faculty: Concordia College, Milwaukee, WI, 1965–76. Concordia University since 1976.

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Concordia University, Irvine, CA., B.A., 1995. University of California, Irvine, M.S. 1999. Ph.D., 2004.
 Staff: Concordia University, Irvine, CA, 1996-97.
 Faculty: Concordia University, Irvine, CA, (graduate assistant) 1999-04. Concordia University since 2004.

Schulteis, Michael W. *Associate Professor of Education*
 Concordia University, Irvine, CA, B.A., 1995; M.A., 1998. Curtin University, Perth, Western Australia, Sc.Ed.D. 2005.
 Faculty: Hope Lutheran School, Glendora, CA, 1996-98. Lutheran High School of Orange County, Orange, CA, 1998-03. Concordia University, Irvine, CA, (adjunct) 2002-03. Concordia University since 2003.

Schultz, Jack M. *Professor of Anthropology*
 Concordia College, River Forest, IL., B.A., 1980. University of Oklahoma, Norman, M.A., 1989.; Ph.D., 1995.
 Faculty: University of Oklahoma, Norman, (adjunct) 1988-95, 1995-96. Oklahoma State University, Stillwater, 1996-98. Concordia University since 1998.

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 Concordia College, River Forest, IL, B.A., 1980. Adelphi University, Garden City, NY, M.A., 1985. Pepperdine University, Malibu, CA, Ed.D., 1996.
 Faculty: Martin Luther High School, Maspeth, NY, 1980–84. Concordia University since 1985.

Seltz, Gregory P. *Assistant Professor of Theology*
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 Concordia College, Ann Arbor, MI, B.A., 1982. Concordia Seminary, St. Louis, MO, M.Div., 1986; S.T.M. 1994.
 Experience: Cross of Christ Lutheran Church, DeSoto, TX, (associate pastor) 1988-90. Messiah Lutheran Church, Midlothian, TX, (mission developer) 1988-90. Immanuel Lutheran Church, Brandon, FL, (pastor) 1990-97. Church for All Nations, New York City, (founding pastor) 1997-00. Life's Journey Ministries, New York City, (executive director) 1997-00.
 Faculty: Concordia University since 2000

Senkbeil, Peter L. *Professor of Theatre*
Vice President and Associate Provost
 Concordia College, River Forest, IL, B.A., 1984. Northwestern University, Evanston, IL, M.A., 1988; Ph.D., 1995.
 Faculty: Northwestern University, (teaching assistant) 1985-88, (research assistant) 1988-90, Evanston, IL, Concordia College (visiting instructor) 1987, River Forest, IL. Concordia University since 1992.

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 California State University, Fullerton, B.A., 1981; M.B.A., 1983.
 Faculty: California State University, Fullerton, (adjunct) 1986-90. Orange Coast College, Costa Mesa, CA, (adjunct) 1986-96. University of California, Irvine, (adjunct) 1993-06. Chapman University, Orange, CA, (adjunct) 1994-present. Concordia University, (adjunct) 1999-03, (resident) 2003-06, Irvine, CA. Concordia University since 2006.

Siekman, Lori C. *Assistant Professor of Theatre*
Director, Theatre Activities
 Concordia University, River Forest, IL, B.A., 1989. University of Illinois, Chicago, M.A., 1996.
 Faculty: Sheboygan Lutheran High School, WI, 1990-92. Concordia University, River Forest, IL, 1994-05. Concordia University since 2005.

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 Concordia University, Seward, NE, B.F.A., 2000. Iowa State University, Ames, M.F.A., 2004.
 Faculty: Iowa State University, College of Design, Ames, (teaching assistant), 2001-03; (graduate assistant) 2004. Concordia University since 2004.

Soper, Roderick B.*Assistant Professor of Biology*

Oklahoma State University, Stillwater, B.S., 1987; M.S., 1992. Curtin University, Perth, Western Australia, Ph.D. Candidate, 2003.

Experience: U.S. Fish and Wildlife Service, (research associate) 1988-89. Phoenix Environmental, (director of environmental affairs) 1994-97.

Faculty: Concordia University since 1998.

Stanton, Rebecca A.*Resident Faculty in Education*

University of Arizona, Tucson, B.A., 1991. University of California, Irvine, M.A., 1993.

Concordia University, Irvine, CA, T.C., 1995. Argosy University, Orange County, CA, Ed.D., 2006.

Faculty: Santa Margarita Catholic High School, CA, 1995-04. University of California, Irvine, (teaching assistant) 1991-93. University of Arizona, Tucson, (teaching assistant) 1993-94. Saddleback College, Mission Viejo, CA, 2000-01. Concordia University, Irvine, CA, (adjunct) 2005-06. Concordia University since 2006.

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University of California, Los Angeles, B.A., 1969. University of Southern California, Los Angeles, M.S.Ed., 1972.

Faculty: El Segundo Junior High School, El Segundo, CA, 1969-73. Saddleback Valley Unified School District, Mission Viejo, CA, 1973-98. Concordia University, Irvine, CA, (adjunct) 2000-04. Concordia University since 2004.

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University of Illinois, Urbana, B.S., 1984; Ph.D., 1996. Kansas State University, Manhattan, M.S., 1986.

Faculty: University of Illinois, Urbana, (teaching and research assistant) 1989-93. Victoria University of Technology, Melbourne, Australia, 1994-98. Ball State University, Muncie, IN, 1998-01. Concordia University since 2001.

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Faculty: Word of Life Lutheran School, St. Louis, MO, 1987-89. Rockford Lutheran High School, Rockford, IL, 1989-91. Lutheran High School South, St. Louis, MO, 1991-97. Concordia University since 1997.

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University of California, Santa Cruz, B.A., 1986. University of Massachusetts, Amherst, M.A., 1993; Ph.D., 1994.

Faculty: Clark University, Worcester, MA, (lecturer) 1996. University of Massachusetts, Amherst, (teaching assistant) 1989-92. Albert-Ludwigs-Universität, Freiburg, Germany, (lecturer) summer 1995. Concordia University since 1997.

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Ohio University, Athens, B.F.A., B.S.Ed., 1972. New Mexico State University, Las Cruces, M.A., 1976. University of LaVerne, CA, M.B.A., 1993. Walden University, Minneapolis, MN, Ph.D., 1996.

Faculty: Capella University, Minneapolis, MN, (adjunct). Indiana Wesleyan University, Marion, IN, (adjunct) 1996-05. Concordia University, Irvine, CA, (adjunct) 2004-05. Concordia University since 2005.

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Concordia University, Irvine, CA, B.A., 2002. The University of St. Andrews, Fife, KY, UK, M.Litt, 2003; Ph.D., 2007.

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University of Louisville, KY, B.A., 1989. Indiana University, Bloomington, M.F.A., 1992.
 Faculty: Indiana University, Bloomington, (teaching assistant) 1990-92; Moraine Valley
 Community College, Palos Hills, IL, (adjunct) 1994-96; Concordia University, River Forest,
 IL, (adjunct) 1992-98; Circle Theatre, Forest Park, IL, (co-director) 1998-00; Theatre of
 Western Springs, IL, (artistic director) 1998-04; New American Theatre, Rockford, IL,
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Concordia Teachers College, Seward, NE, B.S., 1970. Concordia Theological Seminary,
 Springfield, IL, M.Div., 1974. University of Nebraska, Lincoln, M.S., 1981; Ph.D., 1989.
 Faculty: Milwaukee Lutheran High School, WI, 1974-77. Concordia Teachers College,
 Seward, NE, 1977-85. Concordia University since 1985.

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 CA, (adjunct) 1986-89. Concordia University since 1989.

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Luther College, Decorah, IA, BA, 1968. California State University, Fullerton, M.A., 1982.
 Faculty: Appleton West High School, WI, 1968-72. Workman High School, LaPuenta, CA,
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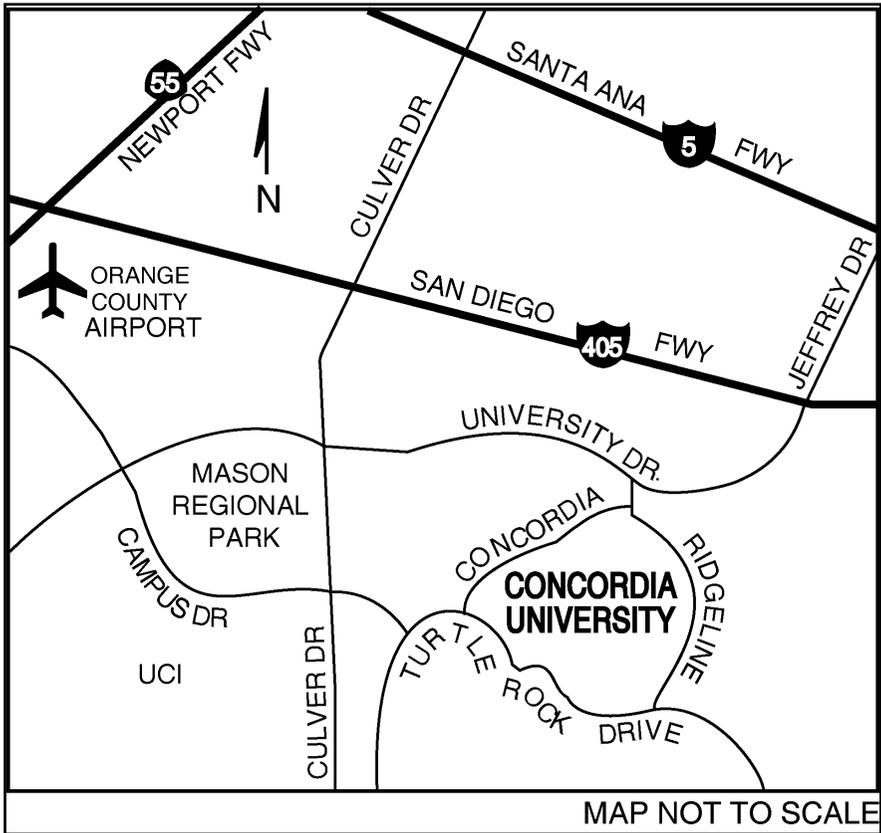
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Concordia University Irvine Alumni Association (CUIAA) serves all alumni of the university and is led by alumni volunteers and the office of Alumni Relations. The CUIAA encourages and promotes alumni participation in the Concordia community through service and leadership in various events, activities and programs that benefit the university and its students. The CUIAA organizes events and activities across the nation, communicates regularly with alumni. Promotes alumni giving and estate planning to support student scholarships and encourages alumni volunteerism throughout the university.

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Notes

