Concordia University is a nonprofit corporation authorized by the State of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Oregon Office of Educational Policy and Planning at 255 Capitol Street NE, Suite 126, Salem, OR 97310-1338.
Mission Statement

Concordia University is a Christian University preparing leaders for the transformation of society.
As an ongoing commitment to you, our students, Concordia University and other Lutheran colleges in the U.S. work together to provide you help in making a college decision. We know that you and your families are more price sensitive and that the perceived value of your education drives your college choice.

Our combined research shows important differences between the benefits of the college experience from those who attend schools like Concordia versus those who attend large public universities. For example, alumni from Concordia University:

- were more likely to report close interaction with professors and to say a professor, coach, advisor, or campus pastor had mentored them.
- were much more likely to report participating in internships and faculty-directed research projects, even at the undergraduate level.
- are more likely to place high value on being free to consider the moral and ethical sides of decisions.

THIS EVIDENCE SUPPORTS OUR MISSION TO

"PREPARE LEADERS (YOU)
FOR THE TRANSFORMATION OF SOCIETY."

I INVITE YOU TO JOIN THE CONCORDIA COMMUNITY

Charles E. Schlimpert
Ph.D.
President
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ACCREDITATION

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

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

The Concordia University Academic Catalog is not a contract but rather a guide for the convenience of students. Concordia reserves the right to change or withdraw courses, to change fees, rules and calendar for admission, registration, instruction and graduation, and to change other regulations affecting the student body at any time.

In accordance with the Family Educational Rights and Privacy Act of 1974, P.L. 93-380, as amended by P.L. 92-318, eligible students may review personal education records, have the opportunity to correct information in those records and limit disclosure to information from those records. For procedures, contact the Student Services Office.

Documents pertaining to accreditation, licensure, and approvals are available for review in the office of the President.

Accredited by the Northwest Association of Schools and Colleges at the Baccalaureate and Master level. Concordia University was granted well-established/experienced instructional category in 2000.
DIRECTIONS TO CU CAMPUS

GOING EAST ON I-84
Exit NE 33rd (Exit #1)
Turn left, go north on 33rd for 2.3 miles to NE Ainsworth Street (signal)
Turn left on Ainsworth, right on 28th

GOING WEST ON I-84
Exit I-205 North, follow signs to Seattle
Take Exit #23B - NE Columbia Blvd.
Stay to the right to merge onto US-30 Bypass West.
Immediately move to left lanes. (DO NOT take Columbia Blvd.)
Follow US-30 BP 3.7 miles. (This road will have several street name changes, but will remain the main flow of traffic.)
Turn LEFT on NE 27th at signal.
Follow NE 27th 7 blocks, the campus will be on your left.

GOING NORTH ON I-5
Exit North Lombard Street East (Exit #305A)
Turn right, head east on Lombard
Follow to NE 27th (signal) and turn right
Follow NE 27th 7 blocks, campus on left

GOING SOUTH ON I-5
Exit Portland Blvd (Exit #304)
Head east onto Portland Blvd
Turn right onto MLK Blvd
Turn left onto Ainsworth Street
Turn left onto NE 27th Avenue
Campus one block on right

GOING NORTH ON I-205
Take Exit #23B - NE Columbia Blvd.
Stay to the right to merge onto US-30 Bypass West.
Immediately move to left lanes. (DO NOT take Columbia Blvd.)
Follow US-30 BP 3.7 miles. (This road will have several street name changes, but will remain the main flow of traffic.)
Turn LEFT on NE 27th at signal.
Follow NE 27th 7 blocks, the campus will be on your left.

GOING SOUTH ON I-205
Take Exit #23B - NE Columbia Blvd.
Turn right at the end of the on ramp and immediately merge to the left lanes onto US-30 Bypass West. (DO NOT take Columbia Blvd.)
Follow US-30 BP 3.7 miles. (This road will have several street name changes, but will remain the main flow of traffic.)
Turn LEFT on NE 27th at signal.
Follow NE 27th 7 blocks, the campus will be on your left.

CONCORDIA (university)
PORTLAND, THE CITY OF ROSES

The City of Portland enhances the total student experience, from performances by the Oregon Symphony and the Portland Opera to NBA basketball with the Trailblazers. Recreational activities such as skiing on Mt. Hood, sailing on the Willamette, and windsurfing on the Columbia River are only minutes from Concordia's campus. Live theater, innovative restaurants, Saturday Market, museums, the Oregon Zoo, and a myriad of other activities all make Portland an invigorating and spectacular setting for a cultural and educational experience while at Concordia.

Tri-Met, Portland's transportation system, offers ready access to points of interest in the metropolitan area; the Concordia campus is a short bus ride to shopping and downtown. MAX, Portland's Metropolitan Area Express, is a light rail system that travels from the city's center to the suburban communities of Gresham, Beaverton, and Hillsboro, and to the Portland International Airport.

ASSOCIATION

Concordia University is the Pacific Northwest University of the Concordia University System. An area Board of Regents, elected by the Church in convention, carries the responsibility for the institution's operation and control. The President of the university serves as the Executive Officer of the Board.

A Board for Professional Education Services, elected by the Church, implements and articulates the operation of the various synodical schools. Through its Executive Director, it serves as liaison between the National Church and the individual Boards of Regents.
CONCORDIA'S HISTORY

1905  The school began as a four-year academy to meet the needs of the area for pastors and parochial school teachers for the Lutheran Church.

1950  The junior college department for men was introduced.

1954  The coeducational program was added.

1962  Accreditation was achieved with the NW Assoc. of Schools & Colleges.

1971  Concordia converted to Quarter calendar.

1977  Concordia became a four-year college. This decision was made at the Dallas Convention of the Lutheran of Church - Missouri Synod.

1980  The first students graduated with Baccalaureate Degrees.

1982  The international student programs were initiated.

1985  Health Care Administration & International Executive Program were added.

1989  Accelerated Degree Program was added.

1991  Secondary Education was added.

1992  Concordia exceeded enrollment of 1000.

1995  Concordia converted to Semester calendar.

1995  Concordia College became Concordia University, Portland, a member of the Concordia University System.

1996  Distance learning classes and CUS visiting student program begin.

1996  Master's degree programs in teacher education offered.

2001  Master of Business Administration offered.
Worship

The worship program guides the spiritual tone and stimulates faith development in all aspects of the Concordia experience. Through the worship program students, faculty, and staff are led by the Holy Spirit to become actively involved in their relationships with God, His children, and in understanding the dynamic potential offered by a Christian lifestyle.

Chapel attendance, while not mandatory, is encouraged of all Concordia students, faculty, and staff. Chapel services are conducted at St. Michael’s Lutheran Church at 10:00 am on Monday through Friday and on Wednesday evenings. Morning chapel is conducted by faculty members, guest speakers, and students.

Evening devotions are student-led. Residence hall chapels are available at all times for student use. In addition, Concordia has joined together with St. Michael’s congregation to pursue a joint vision of ministry in which St. Michael’s primarily reaches out to minister to the students, faculty and staff at Concordia. St. Michael’s pastor is the campus pastor and the campus worshipping community operates under St. Michael’s auspices in the conduct of worship. A celebration and heritage service are held weekly at St. Michael’s Lutheran Church.

To become involved in Concordia’s campus worship program contact the Student Services office.

Campus Facilities

At present, Concordia occupies an attractive ten-acre campus with adjacent land for expansion. The Hagen Center Library and Dining Hall, the Physical Education Building, the Fine Arts Building, the Luther Hall with science labs, highlight the campus structures.

Concordia maintains three state-of-the-art video-conferencing classrooms, which are used for two-way audio video classes, meetings, and interviews.

The school’s other facilities include the administration building, classrooms and laboratories, a chapel, spacious and modern residence halls, student lounges, recreation areas, faculty offices, and athletic fields.
LIBRARY

The Sylwester Library occupies a central location on the campus. The building that contains the library was completed in 1981. Current seating capacity is 100. Along with about 50,000 volumes of books in open stacks, the library makes research periodicals available in both print and microfilm, all carefully selected to complement the curriculum. Access to the Internet and several on-line subscription databases is an integral part of library service. A collection of books on Luther, the Reformation, and Lutheranism is a special resource. Sound recordings, filmstrips, video tapes, DVD, and other AV resources are also available. The librarian is available to introduce users to the library’s services and to assist students and faculty with their reference requests and research needs. Through special arrangement, Concordia faculty and students have access (directly and through interlibrary loan) to almost all the academic libraries in the area.

The library is a member of the OPALL consortium of eight academic libraries in the region with a common on-line public access catalog.

Educational Media Services assists students and faculty in the use and design of non-print media. Materials and equipment are available for both classroom and independent use.

COMPUTER FACILITIES

Ready access to adequate computer resources has become essential for student success in higher education. Students use their computers for preparing course materials; communicating with peers, professors, and staff; accessing information and resources; and engaging instructional materials. As a result, the university strongly requires that all students own, or have ready and unlimited access to, a computer that meets the current minimum computing standard. "Two university instructional computer labs, located upstairs in the library (Hagen Campus Center Bldg.), are available for student use during regular library hours when lab classes are not in session.

Visit www.cu-portland.edu/its/ for more information on expected minimum computer requirements and compatibility information.

Resident students will find 1 port per student per room available for connecting to the campus network (10 or 10/100 Ethernet connector and Cat 5 cable required). ITS personnel can provide information on gaining access to the campus network; however, due to resource and liability restrictions, can only provide limited technical support for students’ personal computers.

Note: Concordia University is primarily a PC/Windows based environment. While other operating systems may be compatible with our network, only limited support can be offered for connectivity for other systems.

Facilities for the Physically Challenged

Campus center facilities, classrooms and the largest residence hall, East Hall are completely equipped for use by students who are physically challenged. Access to other facilities will be achieved by consulting Concordia’s staff for assistance.
Assessment Program

Concordia University continues to implement an assessment program to investigate the effectiveness of its programs in influencing student attainment of the following set of core educational outcomes. Equally important, it will provide students with information to assist them in making more informed decisions regarding their educational objectives.

I. CRITICAL THINKING/PROBLEM SOLVING:
Students will be skilled observers who can formulate meaningful questions, propose creative solutions, and utilize knowledge for personal and professional growth.

II. COMMUNICATION SKILLS:
Students will understand the complexities of dynamic human exchange and learn to effectively express their responses in a variety of communication media.

III. VALUES:
Students will appreciate the beauty and diversity of God's creation, demonstrate responsible, Christian service to support and preserve that creation, and develop a continuing dedication to spiritual and intellectual growth.

IV. LIFE SKILLS:
Students will acquire and continue to use knowledge and skills that enhance their physical, economic, psychological, and spiritual well-being, laying the groundwork for responsible leisure, satisfying work, and purposeful service within our diverse community.

V. WAYS OF KNOWING:
Students will broaden their frames of reference to include not only the self but history, social systems, sciences, mathematics, philosophy, music, literature, the arts, and religion to help them make sense of their experiences, attain their goals, and appreciate the world around them.

VI. SYNTHESIS AND EVALUATION OF KNOWLEDGE:
Students will integrate knowledge from the disciplines with the University's core values to create a broader and deeper context for understanding their life experiences and prepare a foundation for the synthesis of new knowledge.

Assessment of these outcomes will be made at various points in a student's program of study at Concordia and will be designed to provide information to the student to optimize student academic progress. To the extent possible, assessment activities will be embedded in the day-to-day activities of the curriculum. Specific guidelines and policies will be published when they are finalized.
THE CONCORDIA UNIVERSITY SYSTEM

The Concordia University System is a confederation of the ten Concordia Colleges and Universities in the United States that are associated with the Lutheran Church-Missouri Synod. Each college and university maintains its individual identity and autonomy and is strengthened by the association with the sister colleges and universities around the country.

This nation wide consortium of colleges and universities is unique in American higher education. It represents a ten-school, inter-campus partnership which is designed to provide enhanced educational experiences for students, efficient use of resources, and unique inter-institutional programming. Simultaneously, the distinguishing character, strength, and autonomy of each institution will be affirmed.

A variety of initiatives are currently underway for the Concordia University System. These initiatives include the continued development of distance learning opportunities for students on all ten campuses, coordinated study abroad opportunities, “seamless” and easy inter-institutional transfer, short term courses of study on various campuses, and sharing of faculty and other institutional resources.

THE MEMBER INSTITUTIONS OF THE CONCORDIA UNIVERSITY SYSTEM ARE:

- Concordia College
  Ann Arbor, Michigan

- Concordia University
  Austin, Texas

- Concordia College
  Bronxville, New York

- Concordia University
  Irvine, California

- Concordia University
  Mequon, Wisconsin

- Concordia University
  Portland, Oregon

- Concordia University
  River Forest, Illinois

- Concordia University
  St. Paul, Minnesota

- Concordia College
  Selma, Alabama

- Concordia University
  Seward, Nebraska
PROGRAMS OF STUDY

Concordia University has three primary academic Colleges of study. Included are programs in: Education, Business Management and Health & Social Services, and Theology, Arts and Sciences. Concordia University also provides an environment in which students who are not yet decided about professional goals can explore career options and gain a liberal arts base during this exploration.

Undergraduate Degree & Certification Programs

Biology
Concentrations in:
• Environmental Management
• General Biology
• Molecular Biology
• Pre-Athletic Training
• Pre-Medical Studies
• Pre-Occupational Therapy
• Pre-Physical Therapy
• Pre-Physician’s Assistant

Business Administration
Concentrations:
• Accounting
• e-Business

Business Administration
Minors:
• Entrepreneurship
• Environmental Management
• Finance
• International Business
• Marketing
• Organizational Management
• Liberal Arts

BS Business

Chemistry

Director of Christian Education

DCE Certificate, Post B.A.

Education
• Early Childhood Education
• Elementary
• Middle Level
• High School
• Lutheran Teacher Certification
• Career & Technical Teacher Education

Endorsements for Middle School and High School Education
• Art
• Biology
• Business
• Chemistry
• Health
• Language Arts (English)
• Marketing
• Mathematics (Advanced)
• Mathematics (Basic)
• Physical Education
• Social Studies
• ESOL (add-on endorsement)
Education: Initial Teaching License
Education: Certificate in TESL
English
Health and Fitness Management
Health Care Administration
History
Humanities
Interdisciplinary Studies
Nursing (Fall 2005)
Pastoral Studies
Pre-Nursing Assoc. of Arts (AA)
Psychology
Social Science
Concentrations:
- History
- Psychology
- Sociology
Social Work, BA
Social Work BS
Theatre Minor
Theological Studies
Missions Minor

1 Indicates a non-traditional accelerated program in which professional experience is required for program admission.

Graduate Degree Programs

COLLEGE OF EDUCATION

Continuing Teaching License

Initial and Continuing Administrator License (LEAD)

Master of Arts in Teaching (MAT)
- Early Childhood Education
- Elementary Education
- Middle School Education
- High School Education

Master of Education (MEd)
MEd in Administration
MEd in Curriculum and Instruction (Strand Options)
- Leadership
- Methods and Curriculum
- ESOL
- Early Childhood Education
- Reading
- Health and Physical Education
- Business
- Reading Specialist
MEd in Educational Leadership (completed totally online)
MEd in Teaching English as a Second Language (TESL)

SCHOOL OF MANAGEMENT

Master of Business Administration (MBA)
ADMISSIONS INFORMATION

Concordia University welcomes applications from all students who have demonstrated that they are able to successfully participate in and benefit from the courses of study offered. Concordia University admits students of any race, color, or national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the university. It does not discriminate on the basis of race, color, national and ethnic origin, sex, age, or handicap in administration of its educational policies, admission policies, scholarship and loan programs, nor in its athletic and other university-administered programs.

General admission to the university does not constitute admission to a program of study. Contact the Admissions Office for specific requirements.

Undergraduate Admission

ACADEMIC PREPARATION

We recommend that students entering directly from high school be prepared by having taken the following number of years in college preparatory classes: English (4), social studies (3), mathematics (3), science (3), foreign language (2), music-art (1), health-physical education (1), and computer keyboarding. Although these courses are not required for acceptance, it has been our experience that students who have taken these classes and possess these abilities are generally capable of success at Concordia.

ADMISSION CRITERIA

Incoming Freshmen

High school graduates and college transfers with fewer than 12 semester hours may be eligible for admission, provided they have fulfilled the following criteria:

- A cumulative high school grade point average of 2.50 and
- A Verbal SAT-I of 480 or above or an ACT composite score of 18 or above.

For high school students completing their secondary education through a GED program, Concordia University requires a composite test score average of 50, with no single score falling below 48, or for tests completed after January 1, 2002, average score of 500 with no single score below 480.

Transfers

College transfer students desiring admission to Concordia may be considered for admission only if they have attended an accredited college or university for a minimum of 12 semester hours in coursework approved by the Registrar.
Transferable hours that are ten years and older will fulfill pertinent course requirements but will not figure into the student's cumulative grade point average.

Transfer students with more than 12 semester hours may be eligible for admission provided they have a 2.0 cumulative grade point average. Specific GPA requirements vary by major.

International Students
International students with academic records from non-U.S. academic institutions will be evaluated individually. Admission will be based upon the university's ability to equate the student's academic records with that of U.S. grading standards. GPA does not transfer from international institutions into Concordia.

Freshman and transfer students may apply online for free at http://work.ntdom.cupdx/apply/

UNDERGRADUATE ADMISSION PROCEDURE
- Submit an undergraduate application for admission
- Pay $20 or freshman and transfer students can apply online for free at http://work.ntdom.cupdx/apply/
- Submit official transcripts of work completed to date. High school students may submit an academic transcript listing coursework through their seventh semester. College transfer students must submit transcripts from each institution previously attended
- All final transcripts are required prior to enrollment.

- Incoming freshman must submit either SAT-I or the ACT scores. The college code numbers for the tests are: SAT 4079; ACT 3458.
- Submit a recommendation from a current academic instructor or employer/supervisor.

Priority deadlines for submitting an application:
Fall Semester March 1
Spring Semester December 1
Summer Semester April 1

The student will be notified of the admission decision by mail approximately two weeks after the application file has been completed. When acceptance is granted, the student will receive:
- A request for a $100 deposit to confirm enrollment. This deposit is applied directly to the student's tuition. For Fall Semester, the deposit must be paid by May 1, or 30 days after acceptance, if acceptance is granted after May 1. The deposit is non-refundable after June 1. For Spring Semester, the deposit is due November 1 and is non-refundable after December 1. For Summer Semester, the deposit is due March 1 and is non-refundable after April 1.
- Resident Living Questionnaire with $50 deposit.
- Health History Form.
- Immunization Data Form (required by Oregon state law). Full-time students will not be allowed to register if the form has not been received by Health Services.
**PART-TIME STUDENTS**

Official acceptance is not needed for non-degree students wishing to take fewer than twelve hours per semester at Concordia University. Registration for fewer than twelve hours takes place directly through the Office of the Registrar. Part-time students must satisfy all course prerequisites as stated in this catalog.

**REACTIVATING AN APPLICATION**

Students who have been admitted to Concordia University, but who have not enrolled and have not attended an academic institution since acceptance may have their applications reactivated by submitting a written request to the Admissions Office.

**READEMISSION**

Readmission requirements apply to the following categories:

*Readmission following dismissal.* In addition to reapplication to the institution, a student has the right to appeal dismissal for academic purposes through the Registrar. See the Academic Information/Policy for the appeal procedure.

*Readmission following graduation from Concordia University.* Students must apply for admission into second degree or professional education programs.

**International Student Admission Requirements**

Concordia University welcomes applications from students in foreign countries. The opportunities that occur when interacting with students of varied backgrounds and cultures are exciting and encouraging. The following criteria are applicable for students who are not United States citizens requesting admission:

**INTERNATIONAL FRESHMAN APPLICANTS**

- High School diploma or equivalent.
- A score of at least 525 (paper based) or 195 (computer based) on the Test of English as a Foreign Language (TOEFL) or successful completion of Concordia's ELS program through Level 5.

**INTERNATIONAL TRANSFER APPLICANTS**

- Transfer students with more than 12 semester hours may be eligible for admission provided they have a 2.0 cumulative GPA, and at least 525 (paper based) or 195 (computer based) on the TOEFL, or successful completion of Concordia's ELS program through Level 5.
- Transfer hours that are ten years and older will fulfill applicable course requirements, but will not figure into the student's cumulative GPA.
International Application Procedure

- A completed International Student Application with payment of a $50.00 (U.S. currency) non-refundable application fee, at least two months before the start of the academic term for which the student is applying.
- A financial guarantee form completed by the student’s financial sponsor and sponsor’s bank, dated within 90 days of the date of application showing that there are sufficient funds to pay for one year of schooling.
- An official copy of transcripts from all previously attended high schools, language schools, colleges and/or universities. Original transcripts in languages other than English must be accompanied by English translations.
- One recommendation from either a current academic instructor or employer/supervisor.
- A completed medical questionnaire.
- A completed immunization data form (required by Oregon state law). Students will not be allowed to register if the form has not been received by Health Services.
- For admission to the baccalaureate program, a copy of the Test of English as a Foreign Language (TOEFL) score, which must be 525 or above (paper based) or 195 or above (computer based), must be submitted. Students with a no TOEFL score or a TOEFL score of less than 525 (paper based) or 195 or above (computer based) may be conditionally admitted based on completion of final level at these approved English language schools:
  - ELS Language Centers (http://www.els.com/centers/Portland/)
  - Kaplan International (http://www.kaptest.com/intl_home.jhtml)
  - The university TOEFL code is 4079. (A TOEFL score is not required for Canadians.)
  - A copy of your passport.
- For transfer students, a completed Foreign Student Advisor (FSA) form and a copy of the student’s current I-20 should be supplied.
- Upon receipt of the above documents, the candidate for admission will be considered for acceptance. An I-20 cannot be issued until all items have been received and admission granted.
- Upon acceptance to the university, a payment of $200.00 (U.S. currency) non-refundable deposit is required. Upon registration, the fee will be applied to the student's tuition account.

Graduate Admission

Concordia offers graduate degree programs in Education and Business Administration. Advanced degrees in the field of education include the Master of Arts in Teaching (MAT), Master of Education in Curriculum and Instruction (M.Ed.), and a Master of Education in Administration (M.Ed.). Continuing education programs are also available for post-graduate students seeking an Oregon Initial Administrator License or an Oregon Continuing Administrator/Initial Superintendent License. The School of Management offers a case-based Master of Business Administration (MBA). Please review the program information within the College of Education and School of Management catalog sections for specific admission requirements.
Application Procedures
Application to any of the graduate programs can be made directly through the Office of Admissions. Please call the office at 503-280-8501 or 1-800-321-9371 to request an application to the program of your choice.

Admission to Graduate Programs for International Students
In addition to stated graduate program admission requirements, students for which English is their second language must submit a 550 (paper based) or 213 (computer based) TOEFL score for School of Management program admission and a 575 (paper based) or 230 (computer based) TOEFL score for College of Education program admission.

Eligibility for Aid
Students who are admitted to a degree or education certificate program at Concordia are eligible to apply for financial aid. Many of the financial aid programs at Concordia are restricted to those students who have demonstrated financial need to attend college. All need-based aid programs are restricted to students who are citizens or nationals of the United States, certain residents of the Pacific Islands, permanent residents of the United States, or students in the United States for other than a temporary purpose with the intention of becoming permanent residents. All non-citizens of the U.S. must provide appropriate documentation from the Immigration and Naturalization Service before receiving aid.

How Financial Aid Is Determined
Concordia requires all students requesting financial aid to file a Free Application for Federal Student Aid (FAFSA) each year. Filing the FAFSA produces a Student Aid Report (SAR) that reports the amount that the student and family should be expected to contribute toward educational expenses. This calculated contribution is subtracted from the Cost of Attendance budget established by the university to determine demonstrated financial need. In many cases, our financial aid package will offer financial assistance to meet 100% of demonstrated financial need.

FINANCIAL ASSISTANCE

Basis for Student Financial Aid
At Concordia, we feel that the primary responsibility for paying for a college education belongs to students and to the families of dependent students. However, we also realize that most students and families are not able to pay the full cost of attending private universities such as Concordia. Our financial aid programs are able to make up that difference between what families should reasonably be expected to provide and the total cost of attending Concordia. Each year, we provide aid to over 85% of our eligible students.
Types of Financial Aid

Concordia’s financial aid package will combine three basic types of aid: grants and scholarships, student loans, and college work/study opportunities. Most often, we provide over half of demonstrated financial need through grants and scholarships (gift aid which need not be repaid); the remaining eligibility is available through a combination of student loans and college work/study opportunities.

Certain scholarships, awards, and talent grants may be awarded on criteria other than demonstrated financial need (e.g., specific program enrollment, academic achievement). These scholarships, awards, and grants will be calculated and included with need-based grants in determining the total financial aid package. Generally, scholarships, awards, and talent grants increase gift aid and decrease student loan and college work/study eligibility.

GRANT AND SCHOLARSHIP PROGRAMS

Collegiate Funding Sources*
- Concordia Student Grant
- Sylwester LC-MS Church Work Family Award
- Lutheran High School Graduate Award
- Endowment Grants
- President’s Scholarship
- Honors Scholarship
- Regents’ Scholarship
- Dean’s Scholarship
- University Award
- LC-MS Professional Church Work Grants
- Aid Association for Lutheran Scholarships
- Athletic Scholarships
- Choir Scholarships
- Theatre Scholarships
- Lutheran Pastor Family Award
- Leadership Scholarships

*College Funding Sources are not available to students enrolled in the Masters programs or any of the BS programs.

Government Funding Sources*
- PELL Grant
- SEOG Grant
- Oregon Opportunity Grant

*Government Grant Funding Sources are not available to students enrolled in the Masters programs.

STUDENT LOAN PROGRAMS

Federal Family Education Loan Programs
- Stafford Loan
- PLUS Loans (Parent Loan for Undergraduate Students)

Federal Perkins Loan

Private Alternative Loans

COLLEGE WORK STUDY

College Work Study opportunities include on-campus jobs funded by the Federal Title IV College Work/Study program and on-campus jobs funded from college sources. Additionally, we are able to assist students in finding some off-campus jobs from local employers or individuals.
Other Types of Financial Assistance

LOCAL ORGANIZATIONS, BUSINESSES, AND CLUBS

Many local organizations, companies and clubs offer programs to provide assistance to college students. All students are urged to seek information about such assistance from their guidance counselor, financial aid officers, employers, and other personal or professional relations.

CONGREGATIONS AND THE LUTHERAN CHURCH

Many congregations and most districts of the Lutheran Church-Missouri Synod offer special grant programs to students preparing for professional church work careers. All church work students are urged to contact their pastors and their district financial aid officers regarding availability of these programs.

VETERAN’S ADMINISTRATION

Academic programs offered at Concordia are approved by the Veteran’s Administration. Veterans and other persons eligible for educational benefits may obtain application forms at the nearest VA office or our Registrar’s office. Completed applications can be sent to the Registrar’s office for processing.

How to Apply for Financial Aid

All students applying for financial aid must file a Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available online at http://www.fafsa.ed.gov/ or from High School Guidance or Counseling offices, from any college Financial Aid Office or from Concordia University.

Satisfactory Academic Progress

All students receiving financial assistance from the University, State Scholarship Programs, or Federal Student Aid Programs must maintain Satisfactory Academic Progress by achieving and maintaining a minimum cumulative GPA of 2.0 by the time they have earned the equivalent of 60 semester credit hours. In addition, students in baccalaureate programs must complete their program within 138 attempted credits, and students in associates programs must complete their program within 93 attempted credits. Student must earn credit for at least 67% of their cumulative hours attempted, measured at the end of each Spring term. Earned credits include those courses graded as “A”, “B”, “C”, “D”, or “F” including “+/-” system. Courses graded as “F”, “NP”, “T”, or “W” do not count as credits earned, but they do count as credits attempted for financial aid and Satisfactory Academic Progress purposes. When a course is repeated, only the grade and hours attempted and earned for the last attempt will be used in determining Satisfactory Academic Progress. Only 100-level or above courses are counted toward graduation requirements and are used in measuring Satisfactory Academic Progress.

Specific effects of unsatisfactory progress, as well as appeal procedures, are distributed with each financial aid award and are also available in the Financial Aid Office.


Tuition & Fees

Concordia University reserves the right to change tuition & fees subject to written notification.

Traditional BA and AA Tuition

- Tuition/Hr .5 to 5.5 credits
  $290 per semester credit
- Tuition/Hr 6.0 to 11.5 credits
  $565 per semester credit
- Tuition 12-18 credits
  $9,150 per semester
- Tuition/Hr in excess of 18 credits/semester
  $165 per semester credit
- Tuition/Hr for Senior Citizens (age 62+)
  $50 per semester credit
- Students enrolled in the Traditional Academic Programs are eligible to apply for Concordia University grants in aid.
- Tuition/Hr for Auditing a Course
  $144 per semester credit

Tuition for Health & Social Services Program

- Tuition - HSS BS Majors (prior to Fall 2000) ......... $290 per semester credit
- Tuition BS Social Work
  ............... $290 per semester credit
- Cohort Majors (beginning Summer 2004) .... $3,725 per semester
- Tuition per credit in excess of .. 12
  ............... $161 per semester credit
- Cohort Majors (beginning Fall 2003)
  ..................... $3,545 per semester
- Tuition per credit in excess of .. 12
  ............... $153 per semester credit
- Cohort Tuition per credit-Post
  HSS Core Classes
  ..................... $255 per semester credit

Beginning in the Fall Semester 2000, the HSS Program converted to a cohort model. Students enrolled in this program will be billed a flat semester rate for up to 12 semester credits. The typical core will extend 4 semesters.

Once a student is admitted to the program they are subject to the tuition rate under which their cohort class was originally enrolled. Should the student withdraw from the program, they will be subject to the tuition rate at the time of their readmission.
Tuition for BS Business: Management, Communication, Leadership (MCL)

BUSINESS BS DEGREE COMPLETION PROGRAM (FORMERLY MCL)

<table>
<thead>
<tr>
<th>Location</th>
<th>Tuition in excess of 16 Semester Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON-CAMPUS COHORTS</td>
<td></td>
</tr>
<tr>
<td>Classes 102-105</td>
<td>$155 per credit</td>
</tr>
<tr>
<td>Classes 106-111</td>
<td>$147 per credit</td>
</tr>
<tr>
<td>CLACKAMAS COMMUNITY COLLEGE COHORTS</td>
<td></td>
</tr>
<tr>
<td>Cohort 3 &amp; 4</td>
<td>$147 per credit</td>
</tr>
<tr>
<td>Cohort 5 &amp; 6</td>
<td>$155 per credit</td>
</tr>
<tr>
<td>Tuition per credit after completing Core classes</td>
<td>$220 per credit</td>
</tr>
</tbody>
</table>

The fixed semester fee includes the cost of tuition for 12 semester credits for BS Business Core Courses. The typical core extends 3 semesters. Because BS Business courses do not follow the traditional semester calendar the cost of courses from the University's traditional curriculum will vary with each BS Business class cohort. All questions should be referred to the BS Business Financial Coordinator Staff for clarification.

Once a student is admitted to the BS Business program they are subject to the tuition rate under which their class was originally enrolled. Should a BS Business student withdraw from the program, they will be subject to the tuition rate at the time of their readmission.
Tuition for Graduate Education Programs

Graduate program tuition in the College of Education is assessed at a flat semester rate for students enrolled in the 11-month MAT program. Students enrolled in the 22-month MAT program and the MEd program are billed at a per credit hour rate for all credits enrolled. Graduate students are not eligible for grants in aid, but may qualify for student loan assistance.

The following rates apply:

11 Month MAT Program
Level 1/2, 2/1, 2/3, 3/2
(50 Credit Program)
- Standard Rate $7875 per semester
- Alumni Rate $7088 per semester
- Board Of Regent Rate $6694 per semester
- PCW Rate $6300 per semester
- Employee Rate $5213 per semester

11 Month MAT Program
Level 3/4, 4/3 (44 credit program)
- Standard Rate $6930 per semester
- Alumni Rate $6237 per semester
- Board Of Regent Rate $5891 per semester
- PCW Rate $5544 per semester
- Employee Rate $4851 per semester

22 month MAT Program (Evening Program) MATE
- Standard Rate $475 per semester credit
- Alumni Rate $426 per semester credit
- Board Of Regent Rate $403 per semester credit
- PCW Rate $378 per semester credit
- Employee Rate $331 per semester credit

MEd Program
- Standard Rate $475 per semester credit
- Alumni Rate $426 per semester credit
- Board Of Regent Rate $403 per semester credit
- PCW Rate $378 per semester credit
- Employee Rate $331 per semester credit
- NW Regional ESD $355 per semester credit
- Centennial District (Pricing pertains to cohorts 1 & 2 only) $300 per semester credit
- Other District Programs $334 per semester credit
- Online MEd classes are billed at the same rates listed above.
Tuition for Master of Business Administration (M.B.A.)

Students enrolled in the M.B.A. program are billed at a per credit hour rate for all credits enrolled. Graduate students are not eligible for grants in aid, but may qualify for student loan assistance.

The following rates apply:

**MBA Program**
- Standard Rate
  $520 per semester credit
- Alumni Rate
  $469 per semester credit
- Board Of Regent Rate
  $441 per semester credit
- Employee Rate
  $364 per semester credit

**Student Government Fee**

The Student Body-imposed Student government fee, supporting student publications, clubs, activities, etc., will be assessed as follows:

*All full-time students in the following programs will be assessed a fee of $45 per semester. A fee of $20 will be assessed for enrollment between 6 and 11.5 credits—no fee is charged for enrollment below 6 credits:*

- Traditional BA and AA Programs

*All students in the following programs will be assessed a fee of $20 per semester:*

- Health & Social Services BS program
- BS Business: Management Communication & Leadership program (MCL)
- All Graduate Level programs
- No Student government fee is assessed in the Summer Session.
Campus Housing (Regular Semester rates 2004-2005)

Elizabeth Hall, Neils Hall, Weber Hall
- Standard Rate
  (2+ persons per room)
  $1250 per semester
- Single
  $1500 per semester

East Hall
- Suite Rate
  (2+ persons per room)
  $1350 per semester
- Suite Rate (Single)
  $1600 per semester
- Apartment
  $1600 per semester
- Holman Apartments
  $1600 per semester
- Residence Hall
  Damage Deposit (refundable)
  $150 per year

Campus Housing fee includes a student-assessed fee of $15 per semester for student activities.

Returning students electing to terminate their campus housing contract before July 1 are subject to a contract cancellation fee of $250.

Campus Dining Services
(2004-2005 rates)
- 50 meals + $700 Flex Dollars
  $1490 per semester
- 75 meals + $650 Flex Dollars
  $1530 per semester
- 100 Meals + $625 Flex Dollars
  $1585 per semester
- 125 Meals + $600 Flex Dollars
  $1640 per semester
- 7 Meals/Week + $400 Flex Dollars
  $1350 per semester

Off campus students and students living in campus apartments may purchase debit-purchase meal plans in various amounts. Refer to program brochure for details.

Education Program Specific Fees

Student Teaching Fee
EDU 491, 492, 493, 494
EDU 591, 592, 593, 594
$325 per semester

Education Practicum Fee
EDU 451, 452, 453, 454
EDU 551, 552, 553, 554
$250 per semester

Education Field Experience
EDU 341, 342, 343, 344, CED 344
$100 per semester

Other Education Course/Practicum Fees
EDU 485, 585, 599
$175 per semester
EDU 550  $200 per semester
EDU 598  $125 per semester
EDU 652  $225 per semester

Director of Christian Education Internship CED 490 (Note: this internship is performed after completing the BA degree. There is no tuition related to this course.) $3000 per semester (no tuition fee)
Other Miscellaneous Fees

- Admission Application Fee
  $35
- Tuition Deposit
  (due after admission acceptance)
  $100
- Lab Fees - refer to course descriptions and schedules

Deferred Payment Plan Charge

Students who opt to pay their tuition on a monthly payment plan are assessed a charge based on the total dollar amount that is being deferred.

<table>
<thead>
<tr>
<th>For deferring up to this amount:</th>
<th>The per semester fee is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1000</td>
<td>$50</td>
</tr>
<tr>
<td>$2000</td>
<td>$75</td>
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<tr>
<td>OVER $2000</td>
<td>$95</td>
</tr>
</tbody>
</table>

Private Music Lessons

- per 1/2 hr lesson per week
  $330 per semester
- per 1 hr lesson per week
  $660 per semester

Graduation Fees

- Full participation    $125
- Without ceremony      $70

Credit by Exam Fee

A $50 testing fee is required ... If the student passes the exam, then an additional charge is assessed of: (hourly tuition rate x credits x 33%) - $50 testing fee previously paid.

Late Payment Fees

Students who have not paid tuition and fees in full or have not completed financial aid processing by the time the semester begins may attend classes provided that they have signed a prepayment agreement. The prepayment agreement assesses the student a $100 nonrefundable fee and grants the student a 30-day grace period during which all financial aid resources, loans, etc. can be finalized. Any account not settled within this 30-day grace period is assessed a late payment charge of 1.5% per month on the total unpaid balance until the balance is paid in full.

Student who fail to complete a prepayment agreement or fail to pay their tuition and fees in full by the beginning of the term will be assessed a late payment fee of 1.5% on the total unpaid balance.

Prior Learning Experience (PLE) Fees:

- $150 portfolio reading fee
  (non-refundable)
- $30 per credit accepted by the student

Miscellaneous Fees

- Regular Transcript Processing Fee $5 each
- Same Day Transcript Processing Fee $10 each
Other Possible Expenses

- Estimated Cost of Books
  $350 per semester
- Student Medical Insurance
  $380 per year

Medical Insurance premiums must be paid directly to the insurance company along with submission of an annual application. The policy period runs from August 1 through July 31 of the following year.

Note Regarding “Honored Citizen Rate”

The “Honored Citizen Rate” applies to individuals age 55 and over who are not matriculating towards a degree at Concordia University. These individuals may take ONE course per semester at the rate of $50 per credit. This course can be audited or taken for academic credit. Persons utilizing this program are responsible for the cost of books, course materials, or any special course fees in addition to the tuition. These students may take seats in the class, as they are available over and above the seats taken by matriculating students. This discount is to be applied only during the three weeks prior to the beginning of the term, and decisions on class availability are to be made by the Registrar. The “Honored Citizen Discount” applies only to regularly scheduled and taught courses. It does not apply to any of the following:

- Concurrent enrollment at another school
- Independent Study
- Directed Study
- Private Lessons / Tutoring
- Making a class enrollment decision

Payment Policy

All fees are due in full on the first day of each semester.

Students are required to make full payment of fees or enter into a deferred payment agreement prior to the first day of the term. Students will not be permitted to attend classes until financial arrangements have been completed. Unpaid fees after the first day of classes are subject to a LATE PAYMENT CHARGE of 1.5% per month on the TOTAL OUTSTANDING balance.

Students who have not met payment requirements will also be subject to a late payment penalty of $100.

The following are considered payments:

- Cash, Check, Money Order, or payments made by VISA, Mastercard, or Bank Debit Card.
- Student loan proceeds that have been received by the Office of Administrative Services. Students must apply for loans at least 6 weeks prior to the beginning of an academic term to ensure that their loan proceeds are received by the university before classes begin.
- Scholarships and Grants awarded by Concordia’s Financial Aid Office. In order to be awarded financial aid, all documents including the Student Aid Report (SAR) and Verification Data, must be received by the Financial Aid office no later than 6 weeks prior to the beginning of the academic term.
- A letter of financial guarantee from a sponsoring embassy or agency.
A service charge of up to $95 per semester is assessed to participate in a monthly deferred-payment program. Additional information regarding terms of this program can be obtained from the Office of Administrative Services.

Failure to make satisfactory payment arrangements may result in voiding academic registration.

No student will be permitted to register for a semester of study with a past due balance. Diploma, transcripts, and grades will be withheld until payment is made in full.

Past due accounts will be subject to late payment charges of 1.5% per month on the outstanding balance.

If a student's account becomes delinquent, the student agrees to give Concordia University permission to seek legal remedy, including but not limited to, identifying and contacting present and future employers to receive information for purposes of collection of the debt. Collection fees, attorneys' fees, and other collection costs will be paid by the student.

Upon registering for classes at Concordia University, each student is obligated to pay tuition and fees and agrees to, and is bound by, the payment policy described above.

Refund Policy

Students are admitted to Concordia University with the understanding that they will remain enrolled until the end of the scheduled enrollment period (academic term) unless unforeseen circumstances necessitate their withdrawal. Under certain circumstances, if a student decides to withdraw from Concordia University or from individual courses, a refund of tuition and fees and a return of financial aid funding may be due.

A student withdrawing from all courses during the first 3 days of any academic term receives 100% refund of tuition, academic fees, and room fees for that term. All financial aid is cancelled for the term.

Federal regulations require that a pro-rated Return of Title IV Funds be calculated for any student receiving federal Title IV aid (Pell Grant, SEOG Grant, Perkins, Stafford, or PLUS Loans) if the student withdraws from all courses prior to the 60% completion point of the academic term (as measured in calendar days). If a student has received a cash disbursement of federal aid before the total disbursed amount has been earned, repayment will be due from the student to Concordia University.

Any student withdrawing from all courses after the third day and prior to the 60% completion point of the academic term (as measured in calendar days) receives a pro-rated refund of tuition, academic fees and room fees for that term. The University receives the same pro-rated refund on institutional grants and scholarships awarded to the student for the term. For estimate purposes, the refund percentage is approximately 85% during the second week of any standard academic Fall or Spring term and declines approximately 6% during each succeeding week up to the end of the 9th week, although actual refund is calculated according to the Return of Title IV Funds daily percentage requirement. Weekly refund percentages vary during the Summer
Term or in any of the academic programs whose terms are different than the standard academic Fall or Spring terms.

Return of Title IV aid and refund of institutional charges are calculated on the day the student begins the Withdrawal and Clearance Process in the Registrar’s Office. If a student withdraws without beginning the Withdrawal and Clearance Process, federal regulations allow for a 50% return of Title IV aid.

Any student withdrawing from all courses after the 60% completion point of the academic term for medical reasons, required military service, or death of an immediate family member, may be eligible for a prorated refund as determined by the Student Services office.

Any student withdrawing from all courses receives a refund of any unused amount on a pro-rated meal plan.

Any student who withdraws from one or more courses prior to the end of the term, but who remains enrolled in other course(s), receives 100% tuition for all courses dropped during the first two weeks of the term. After the end of the second week, refund is calculated as follows:

A student who drops on or before the first meeting date of the course receives 100% refund of tuition and academic fees, except in the case of 1 weekend seminars (251/451/551 seminars) which require withdrawal 1 week before the seminar weekend to receive a refund.

A student who withdraws after the first meeting date, but before the second meeting date, receives 50% refund of tuition and academic fees.

A student who withdraws after the second meeting date receives no refund.

For on-line courses, the third day of the first week of the course is equivalent to the second meeting date of the course.

Any tuition refund is allocated pro-rata to its payment source (financial aid, personal resources, etc.)

Refunds for students enrolled in the BS Business program will be calculated according to the policy listed in the BS Business Student Handbook.

Refund calculations during any Summer or Interim term may be adjusted to correspond with the length of the term. Refer to the Summer Schedule for details.

Students who reside in University residence halls and withdraw from the University are refunded housing fees on the same basis as noted above.

New students who elect to voluntarily move from University housing after the first three days of the term will not be refunded any fees. New students leaving within the first three days will be refunded 100% of their housing fee, but will be assessed a $250 cancellation fee.

All refunds are based on the day that withdrawal forms are properly submitted to the Registrar’s Office.
STUDENT SERVICES

Student Services at Concordia University is involved in creating programs designed to give students life skills and developmental competencies. Academic pursuits should be foremost in a student's thinking, yet two-thirds of a student's time is spent outside the classroom. The successful “outside-of-the-classroom student” will develop tools to work on personal issues such as spiritual development, intellectual and social competence, development of a sense of purpose, self-worth, and career direction.

Student Services programs include new student orientation, residence life, career guidance, personal counseling, student activities, student government, health services, campus safety, and dining service. Program specifics can be found in the Student Handbook.

The faculty’s Community Life Committee provides philosophical and policy-related guidance to the Student Services staff.

Residence Life

For residential students, life in the community is rich with challenges and support. Professional and student staff members work hard to offer programming relevant to the current world. The physical environment is structured to foster personal as well as social interaction between residents.

Concordia University has a set of values that define residential community. These values are implemented through a set of behavioral expectations for on-campus residents as well as visitors to the campus that emphasizes visitation and quiet hours, appropriate sexual choices, and the prohibition of drugs and alcohol. Students are asked to respect the rights and freedoms of others while holding up the ideal of the Christian community as the center of residential life. The University also has a two-year residency requirement for new, traditional-age students. Students under 21 transferring to Concordia must live on campus for at least one year. Please see the student handbook for specifics.

HOUSING REQUIREMENTS FOR INTERNATIONAL STUDENTS

International Students have the following housing options:

- University Housing (campus residence halls)
- Students who are 21 and older may make their own arrangements to live off-campus.
- Home stay (live with an American family selected by the University).

It is recommended that International Students first live in a home stay with an American family or in university housing. This helps students learn the most about American culture and American higher education and provides the best setting in which to learn English.
**Academic Advising**

Students entering Concordia as freshmen or transfers participate in a comprehensive Academic Advising Program. This program provides new students with their first links to the Concordia University community. Students are matched with an advisor who has extensive knowledge of Concordia in general and the new student’s major course of study and career path in particular. Students who have not yet decided on a major are introduced to the Associate Dean for Student Development who can assist in helping students to identify skills, aptitudes, and interests. In this process, undecided students are registered in appropriate classes while receiving assistance and counseling to help them find the most appropriate major course of study to prepare them to be successful graduates.

A comprehensive and exciting orientation program will help students to make the transition from previous educational experiences to those of Concordia University. In addition, special seminars, counseling, activities and programs are available for all students to enjoy a successful and rewarding higher educational experience.

Advisors will help students plan a program of study, select courses, and assist the student in a variety of academic matters. It is the responsibility of the student to maintain normal progress and to select the proper courses leading to his or her chosen degree.

**Health services**

Due to the many stresses, roadblocks, and detours related to university life, students may at some point need some direct assistance. This can be found through the Health Center in the form of medical care. The Health Center is located in Student Services and open during the regular academic year only.

**INSURANCE/ATHLETIC INSURANCE**

Students are responsible for providing insurance coverage for their personal property, medical, and athletic needs. Most family policies cover these concerns. Student group accident and emergency insurance information is available in Student Services, Administrative Services, or Health Services. This insurance is not sufficient for student athletes. Student athletes are required to show proof of adequate medical insurance before participating in any athletic activity. International students on an F-1 visa are legally required to have health insurance.

**Counseling and Learning Services**

In many ways, college students stand at the crossroads of transformation. Through education, relationships and personal development, students are making decisions today that will impact the rest of their life. At Concordia University we seek to assist in this endeavor by providing opportunities for growth within the Truth of a Christian context. The Crossroads House Counseling Center offers confidential, individual counseling sessions with a trained and experienced counselor to any student, free of charge.
If a student is struggling academically we offer tutoring, learning and study skills assessments, consultation, and referrals through its Learning Services program. For those professionally assessed and diagnosed with a Learning Disability, we stand ready to assist according to individual needs.

We are here to help student’s Concordia experience be a positive and beneficial one. Whether its academics, personal healing, or just a listening ear, we encourage students to come in and talk. Often times, we can offer suggestions and advice that really helps.

Career Development

Through a variety of resources, including individual career counseling, access to the World Wide Web, computer-assisted career guidance programs, a career resource library, career assessments, and a job listing service, students are encouraged to take responsibility for investing their lives in purposeful activity. Workshops and seminars are offered throughout the year that focus on career planning and job search skills.

Our Christian perspective challenges students to integrate the expression of their unique abilities with a sense of personal mission by investing their lives in meaningful work.

In cooperation with the three individual colleges, Concordia’s Career Development Program is designed to provide services and opportunities to meet the different needs of our student population. Contact the Student Services for more information and appointments.

Public Safety

A security staff is provided and is responsible for the safety of the campus community and for the protection of property. The security staff is responsible for working with the residence staff and maintaining close contact with the local law enforcement agencies. After dark, personal escorts may be requested of the staff.

VEHICLE REGISTRATION

All vehicles are required to be registered with the university Public Safety Office. It is the student’s responsibility to observe all ordinances of the state of Oregon with respect to registration and operation of motor vehicles, as well as parking regulations of the City of Portland and Concordia University (see Public Safety’s website for more detailed parking information). The institution does not assume liability for loss or damage of automobiles, motorcycles, or bicycles by theft or accident. Valuables should not be stored in parked vehicles. Owners are advised to provide adequate insurance protection.
Special Co- and Extracurricular Opportunities for Students

The university sponsors numerous activities aimed at developing character, talents, and maturity, and for providing recreational opportunities. A large percentage of students participate. Below are some of the main activities.

ATHLETICS

Concordia University competes at the NAIA level in intercollegiate; men and women's golf; men's soccer, basketball, baseball; and in women's soccer, volleyball, basketball, and fast pitch. An active intramural program involves a major portion of the student body.

MUSIC

Musical performance opportunities are available for all students regardless of prior experience. In addition, students may enroll for private music lessons in voice, piano, guitar, organ, and a variety of orchestra and band instruments. As student interest dictates, other student-led ensembles may flourish from time to time.

The Concordia Choir, the Christi Crux Chorale, the Concordia Concert Handbells Ensemble and the Instrumental Ensemble are the major music performance groups on campus.

SOCIAL AND CULTURAL ACTIVITIES

Major social events on campus include dances, banquets, and fall and spring graduation festivities. Other formal and informal events are planned throughout the year. The participation of international students in campus life provides unique opportunities for cultural awareness and understanding. The greater Portland area is a rich resource for community concerts, art, and recreation.

HONORS PROGRAM

As an extension of the mission of the university, the Honors Program seeks to create, together with highly motivated students, an on-going community of learners to further their love of learning, devotion to excellence, and commitment to service.

The Honors Program:

• Provides an academic challenge for gifted and/or highly motivated students.
• Raises the academic profile of the student body and model the notion of Concordia University as a learning community.
• Tests out innovative pedagogical methods and new technologies that will benefit all students.
• Recruits gifted and highly motivated students.
• Promotes the idea of learning as a life-long activity for all students.
• Introduces students to sophisticated texts, ideas and issues.
• Provides extra-curricular activities and intellectual and social enrichment open to all members of the Concordia community across all colleges and majors.

Students in the Honors Program will:

• Promote complex critical thinking skills, including the ability to appreciate paradox and irony.
• Develop highly crafted communication skills in a variety of modes of communication that embody the notion that learning is a dialogical activity.
Model the idea of servant leadership.
Exemplify the notion of life as a learning experience by getting students into the community as an organic part of their classes and extra-curricular activities.
Integrate knowledge from a variety of disciplines, promote interdisciplinary learning and embrace learning both inside and outside the classroom.
Envision learning as a natural human endeavor and promote curricular and extra-curricular learning opportunities across all colleges and majors.

Incoming freshmen students will be invited to participate in the Honors program if they meet minimum test score and GPA standards. Their admission essay and letters of recommendation will also be considered. Incoming freshmen who are accepted into the Honors Program receive the Honors Scholarship which amounts to one-half of tuition. This scholarship is the largest academic scholarship offered by Concordia. The Honors Scholarship is renewable for up to four years provided minimum standards are met by the recipient.

**Entry standards for incoming Freshmen:**

1100 SAT or 24 ACT

3.5 high school GPA

Transfer students may apply to the Honors Program by submitting an essay and a letter of recommendation. Current Concordia Students may apply to the Honors Program by submitting an essay and a letter of recommendation from a full-time Concordia faculty member. Concordia faculty members are encouraged to nominate eligible students who may then apply to the Honors Program.

**Entry standards for current Concordia students and transfer students:**

3.5 GPA

Grade of B+ or better in their general education courses.

Current Concordia students, who are not members of the honors program, may enroll in individual honors courses upon the approval of the course instructor(s) and the Honors Committee.

**HONORS CURRICULUM**

Honors courses have an “H” appended to their course number. To be designated as an Honors Program graduate (as noted on the student’s transcript), a student will participate actively in the program and earn at least 20 credits of Honors courses. For students joining the Honors program after their freshman year, at least 12 credits of Honors courses need to be completed.

Some of these courses are interdisciplinary and may be team-taught. Honors courses seek ways to challenge students with creative pedagogical methods and assignments appropriate to the workload for the credit hours earned. Students may choose from a number of seminars to fulfill general education requirements. The Honors Program will include a strong service component and opportunities to experience the “City as Text.” A proposed curriculum is listed below.
Freshman Year

Semester One

*HUM 151H Human Images
   3 credits (each year)
*ENG 121H English Composition
   3 credits (each year)

Semester Two

REL 141H Faith for the Future
   3 credits (each year)
ENG 202H Introduction to Speech
   2 credits (each year)
PSY 201H Principles of Psychology
   3 credits (each year)

Sophomore Year

Semester One

HUM 251H The Good Society
   3 credits each year
ART 121H Art Appreciation
   2 credits (each year)

Semester Two

ENG 303H Rhetorical Approaches to Literature and Culture
   3 credits (2005)
ENG 304H Creative Non-Fiction: Art of the Essay
   3 credits (2006)
ENG 305H Journalism & Feature Writing
   3 credits (2007)
SCI 112H Environmental Science
   3 credits (odd years beginning 2005)

Junior and/or Senior Year

Semester One

*HUM 351H Global Images of Humanity
   3 credits (each year)
*REL 371H World Religions
   2 credits (each year)

Semester Two

MTH 331H Research and Statistics
   3 credits (odd years beginning 2005)
HUM 488H Humanities Seminar
   1 credit (each year)

Senior Year

Semester Two

HON 488H Honors Capstone Seminar
   1 credit (each year beginning 2006)

CO-CURRICULAR ACTIVITIES:

Members of the Honors Program are invited and encouraged to help plan, organize, and attend a variety of events such as plays, concerts, lectures, lyceums, and visits to museums. These seek to take advantage of the learning opportunities available in the Portland area and will be offered regularly. In addition, a variety of faculty sponsored social events will be offered. These might include evenings at faculty members’ homes, student pizza parties, or recreational outings. Events organized by the Honors Program will be open to all students at Concordia.
Members will also be encouraged to develop an ethos of servant leadership, both on campus and in the larger community.

**STUDY ABROAD**

There are many opportunities for students to engage in an educational experience abroad. This experience may be for a short term course or can be designed for individuals who want to study for a semester. For more information, contact the Department of International Studies in the College of Theology, Arts, & Sciences. Some examples of on-going study abroad opportunities include:

- **Oak Hill College, United Kingdom:** Concordia students may join students from other members of the Concordia University System for a semester-long stay at Oak Hill, an Anglican seminary and college just outside of London. While taking a full load of courses at Oak Hill, students and faculty tour London and the surrounding countryside as well as touring parts of the European continent.

- **University of Vechta, Germany:** Up to six Concordia students and one faculty member are selected to travel for a month of study each May at the University of Vechta in Northern Germany. Primarily a teacher’s college, the University of Vechta provides a wide variety of cultural and historic learning opportunities for students. Students and faculty from Vechta spend September at Concordia in Portland.

- **The Art of Italy:** Concordia art professors lead students on a tour of the great art centers of Italy including visits to Florence, Venice, and Rome.

American Institute for Foreign Study: Concordia University is proud to partner with AIFS in offering international study abroad and internship opportunities in over a dozen countries. Student can earn both core and elective credit.

**CONCORDIA FIELD STUDIES PROGRAM**

Concordia University has joined its sister Concordia University in Austin, Texas, in offering an on-going series of field courses in a variety of interesting locations throughout the world. Past field courses have focused on the biology, geology, ecology, and/or anthropology of such places as Belize in Central America, the Pacific Northwest, the desert Southwest, the Grand Canyon, Hawaii, and the world-famous Malheur Wildlife Refuge of Southeastern Oregon. Students hike through tropical rain forests, camp out under the open sky, snorkel with sharks and rays in incredible blue oceans, or climb to the summit of Mayan temples. Guided by professors rich in knowledge of the area, students are challenged to explore vistas many never have the opportunity to see. Plans are in store for future field courses in the Russian Far East, Australia, and Costa Rica. Courses vary from extended overseas field trips that may last three weeks to week-long domestic field experiences to weekend field components included with the curriculum of various courses. Information may be obtained from the Department Chair of Math-Science.
THE CEDARS FIELD ENVIRONMENTAL STUDIES CENTER

Concordia University owns and operates The Cedars, an 80 acre natural site and retreat center located on the Clackamas River approximately 45 minutes from the Concordia campus. Students and faculty are involved in environmental studies, restoration, and rehabilitation at the site in conjunction with the Environmental Management programs of the Math-Science Department and the Business Department. This unique site is home to 300-year-old cedar trees, osprey, waterfowl, deer, elk, coyote, salmon, steelhead, and trout populations that make it an ideal location for such studies. The Cedars retreat facility can house 32 individuals in modern lodging facilities and has an on-site cook to provide food as required.

AIR FORCE ROTC

Under a cooperative agreement with the University of Portland, Concordia University students may participate in the Air Force Reserve Officers Training Corps (AFROTC) program offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty at the University of Portland, is to select and train students to serve as officers in the United States Air Force. AFROTC is available to men and women with a minimum of 2 years of college remaining. Scholarships are available on a competitive basis for those who qualify. Most ROTC credits earned are accepted as transfer credits to meet Concordia University’s total credit requirements for graduation. For more information, check the website at www.up.edu/academics/special_program/air_force_rotc, or contact the Registrar’s Office.

THE PROMETHEAN

The Promethean is Concordia University’s literary and arts journal. It is published each semester. The Promethean provides a forum for student, faculty and visiting contributor opinion, scholarship, poetry, art, photography, and other creative endeavors. Students involved with the Promethean not only supply the publication with short stories, plays, and essays but learn how to compose, edit, and publish a journal of the literary and visual arts. Area editors are selected by the General Editor each spring. All students involved in the publication of the journal receive academic credit by enrolling in ENG 217 and ENG 218. For more information, contact the faculty advisor to the Promethean.

SIGMA TAU DELTA

Membership in Concordia University’s local chapter of the internationally-constituted English honor society, Sigma Tau Delta, is open to prospective majors or minors in English who have completed at least two literature courses beyond the freshman composition requirements, academically rank in the upper third of the Concordia University community, have achieved at least a B average in all courses in English, and who have completed at least five semesters of collegiate work. Sigma Tau Delta confers recognition of superior academic achievement in English, and the Concordia chapter - Alpha Beta Rho - supports the publication of the college’s literary journal, the Promethean. The
society invites members to compete for scholarships of up to $5000 in the fields of poetry, creative writing, and critical writing. Initiation of new members is conducted each spring term. Interested students should contact Sigma Tau Delta's faculty advisor for more information.

STUDENTS IN FREE ENTERPRISE

Students In Free Enterprise (SIFE) is an international organization that provides college and university students the best opportunity to make a difference and to develop leadership, teamwork, and communications skills through learning, practicing, and teaching the principles of free enterprise. Working together as teams, SIFE students teach: how free markets work in a global economy; how entrepreneurs succeed by identifying a market need, and then profitably produce and market a product or service to fill that need; the personal, entrepreneurial, communications, technological, and financial management skills need to compete successfully; and practicing business in an ethical and socially responsible manner that support the principles of a market economy. Students participating in SIFE may earn elective credits. Contact the School of Management for more information.

CHI BETA CHI

Chi Beta Chi is a student-run club for business majors or minors. The purpose of Chi Beta Chi is to provide active members with (a) additional educational opportunities, (b) leadership development opportunities, (c) career networking and internship opportunities, (d) community service opportunities, (e) an established alumni network, (f) scholarship opportunities, and (g) friendship opportunities through teamwork. To become a member of Chi Beta Chi, a student is invited to join who demonstrates the willingness to perpetuate the ideals of the club. The club routinely meets each month to conduct business and plan activities. The club also has its own office located in the School of Management in Centennial Hall. Members of Chi Beta Chi have sponsored a variety of activities ranging from academic/career oriented activities to social activities. For example, Chi Beta Chi has sponsored monthly luncheons with executives, attended the annual CEO Roundtable event, and planned social activities for the entire campus, such as attending a Portland Trailblazers game at the Rose Garden. Interested students may contact the faculty advisor for Chi Beta Chi or one of the Chi Beta Chi officers for more information about the club or to obtain a membership application form.

SIGMA BETA DELTA

The purposes of Sigma Beta Delta are to encourage and recognize scholarship and achievement among students of business, management, and administration, and to encourage and promote personal and professional improvement and a life distinguished by honorable service to humankind.
STUDENT NEWSPAPER

A student newspaper, Chronicles, is published several times each semester, informing the campus of current events, sharing information about the neighborhoods surrounding the campus, and enhancing community life at CU. Student leadership in writing, photography and editing is integral to this communication arm of the campus. All interested students are encouraged to volunteer by contacting the faculty advisor for the newspaper. Academic credit is available through ENG 201.

THEATRICAL PRODUCTIONS

The Theatre program of the College of Theology, Arts, & Sciences produces main stage productions each year with participation open to all students. Casting is by audition. Crew assignments are made by interview and invitation. Opportunities for involvement in all aspects of production abound including set construction, lighting, sound, props, costumes, marketing, and box office. Other opportunities to participate in theatre include drama club projects, MADE (Music, Art and Drama Education) For Kids presentations and special events. The Concordia Drama Troupe is a Christian outreach ministry comprised of students who share the Gospel through chancel drama and other theatrical art forms in the churches and Christian schools of the Pacific Northwest. Contact the Performing and Visual Arts department for more information.

ACADEMIC INFORMATION

It is the student’s responsibility to become familiar with the regulations of the university, in particular, the requirements for graduation, and to assure that these requirements are met.

Privacy Rights of Students

In accordance with the Family Educational Rights & Privacy Act of 1974, Concordia University grants all the rights under the law to all matriculating students. No one outside the institution shall have access to nor will the institution disclose any information from any student’s education records without the written consent of students except to personnel within the institution, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons. All these exceptions are permitted under the Act.

At its discretion Concordia University may provide Directory Information in accordance with the provisions of the Act, to include: student name, address, telephone number, dates of attendance, degrees and awards received, participation in officially recognized activities and sports, weight and height of members of athletics teams, and theses title/topics. Concordia also considers photographs to be Directory Information. As such, release of photographs also is provided.
Students may withhold Directory Information by notifying the Registrar in writing; please note that such withholding requests are binding for all information to all parties other than educational purposes. Students should consider all aspects of a Directory Hold prior to filing such a request. Request for nondisclosure will be honored by the institution for only one academic year commencing with the fall semester; therefore, authorization to withhold Directory information must be filed annually in the Office of the Registrar within the first two weeks of the fall semester.

For more information concerning the Family Educational Rights & Privacy Act of 1974, contact the Office of the Registrar.

**Advanced Placement**

Concordia University grants advanced placement to students who obtain necessary qualifying scores on Advanced Placement Tests administered by the Educational Testing Service. Complete details are available from the Registrar’s Office.

**College Level Examination Program (CLEP)**

Concordia University grants credit for satisfactory scores in the following general examinations: Mathematics, Natural Science, Social Science and Humanities. Credit is also given for a number of subject matter examinations. Complete details are available from the Registrar’s Office.

**Class Rank**

Students will be classified for official purposes into classes according to the following guidelines:

Students who have earned 29 or fewer hours in courses numbered 100 or above are classified as Freshmen.

Students who have earned 30 to 59 hours in courses numbered 100 or above are classified as Sophomores.

Students who have earned 60 to 89 hours in courses numbered 100 or above are classified as Juniors.

Students who have earned 90 or more hours in courses numbered 100 or above are classified as Seniors.

**Grades and Quality Points**

The student’s work is evaluated each semester according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
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<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>D</td>
<td>1.0</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
<tr>
<td>P (&quot;C&quot; or better)</td>
<td>None</td>
</tr>
<tr>
<td>NP (No Pass)</td>
<td>None</td>
</tr>
</tbody>
</table>
Graduate School Grading Policy

The following are the minimum academic standards for all Concordia University graduate students. Each college, however, reserves the right to maintain more rigorous grading policies. Concordia University graduate students are expected to know and comply with the policies, procedures and requirements discussed in the student Handbook associated with their program.

MINIMUM ACADEMIC STANDARDS FOR ALL GRADUATE PROGRAMS

To remain in “good standing,” graduate students are expected to maintain a cumulative and term grade point average of 3.0 or better throughout their progress towards their degree.

Any graduate student, whose cumulative and/or term GPA falls below a 3.0, shall be placed on academic probation. Failure to bring the cumulative GPA to 3.0 or higher by the end of the following term will result in dismissal from the program and Concordia University.

A graduate student cannot graduate with a cumulative GPA below a 3.0.

Credit By Exam

Students may receive credit for course work they have not taken by passing an examination in the subject area devised by the appropriate department. Individual departments may choose to offer, or refuse to offer, the opportunity to allow students to gain credit in this manner. Applications for credit by exam can be obtained in the Registrar's Office.

Dean's List

Students who attain a grade point average of 3.50, with a minimum of 12 graded credits (Quality Hours Attempted) for a semester, are placed on the Dean’s list.

Directed Study

If a student, through no fault of his or her own, should be unable to complete a specific program or institutional requirements, he or she may petition to utilize the directed study as a “last option”. Guidelines and petitions for a directed study may be obtained from the Registrar’s Office.

Independent Study

The independent study is designed for students to formulate unique and challenging courses of study. Guidelines and petitions for independent studies are available in the Registrar’s Office.

Probation/Dismissal/Appeal Process

In order to remain academically eligible for enrollment, a student must obtain a minimum cumulative and term grade point average of 2.00. Students failing to achieve these minimums at the end of each semester, including summer, are automatically placed on Academic Probation. If in the succeeding semester, the student fails to meet the minimum standard (term and/or cumulative) for grade point average, the student will be dismissed.

Students participating in co-curricular activities may have the opportunity to participate during the first term of probation contingent upon filing an Academic Probation Plan of Action (APPA) with all the required signatures,
agreeing to the conditions outlined in the APPA, and abiding by the APPA during the probationary term. Students in the second consecutive term of academic probation are not eligible to participate in co-curricular activities.

Beginning freshmen not admitted conditionally are allowed two semesters of academic probation at 1.80 (term and/or cumulative) or above before dismissal is administered.

The student has the right to appeal academic dismissal through the Registrar. The student will be required to be present during the appeal process unless excused previously by the Registrar for extenuating circumstances. In any case, the student must make a written appeal. If a student is readmitted, she/he will be placed on academic probation preventing any participation in co-curricular activities such as choir, drama, and athletics for that semester.

All readmitted students are required to take a maximum of 12 credits during the first term of readmittance. In addition, readmitted students will be required to meet with the appropriate support personnel, assigned by the Academic Hearing Committee during their probation semester.

**OICA Cross Registration**

A full-time student may take one course a semester at no additional tuition cost at one of the neighboring institutions in the Oregon Independent Colleges Association, as those courses are available and approved. Only courses not available on the home campus may be selected. Cross registration is initiated by application through the Registrar.

**Academic Policies**

It is the student’s responsibility to become familiar with the regulations of the university, in particular, the requirements for graduation, and to assure that these requirements are met.

**Academic Load**

The normal academic load is 15-17 hours per semester. The maximum load is 18 hours. However, students who have demonstrated superior academic achievement may petition the Registrar for the privilege of taking more than 18 hours.

In order to be considered a full-time student, students must carry a minimum of 12 hours.

**Adding and Dropping Courses**

No course can be added after 10% of the class sessions have convened. In no case may a course be added after the second week. Adding course/s must be approved by both the instructor and the student’s academic advisor.

A student may drop a course during the first two weeks of a semester without transcript notation. If a student drops a course between the beginning of the third week and the end of the tenth week, the instructor will issue a grade of “W” (withdrawn). After the tenth week, a student will not be allowed to withdraw from a course unless unusual circumstances exist such as illness, death in the family, induction into military service, or dismissal for disciplinary reasons.
Audit

Students desiring to take a course as an audit rather than for credit can indicate their intention to do so during the registration period by filling out a form for this purpose. Policies regarding the addition or dropping of a credited course also apply to audited courses. Audit tuition is charged at a lower rate. No class may be changed to an audit after the end of the second week of classes in that particular semester.

Automatic Drop

Students who have not attended any of their registered classes by the second Friday of any term, and who have not notified their instructors of the reason for their absences, will be automatically withdrawn from all their classes.

Class Attendance

Policies governing absences and tardiness are determined by individual instructors and are announced at the beginning of the course or in the course syllabus.

Concurrent Enrollment

Full-time students at Concordia University who wish to take concurrent course work at another institution, to be applied toward graduation at Concordia University, must receive prior approval from the student’s advisor, the appropriate department chairperson, and the Registrar before enrolling in such courses. If students do not receive such approval, these courses may not apply to graduation requirements.

Completion of B.A. & B.S.
Freshman English Sequence

Students in B.A. & B.S. programs are required to complete the Freshman English sequence or its equivalent before registering for 300- or 400-level courses. Baccalaureate transfer students who have not yet completed these requirements will be allowed to enroll in upper-division courses while concurrently enrolled in the appropriate Freshman English courses.

Double Major

Students must complete all of the requirements for each major/concentration/minor to receive a double major/concentration/minor. Students desiring a double major/concentration/minor may do so if a minimum of 50% of the required hours for each major/concentration/minor are unique. If additional courses are required to complete 50% of a major/concentration/minor, the department chair will inform the Registrar about which courses will be added.

Eligibility

Eligibility of students that are on academic probation who wish to participate in extra-curricular activities such as student government, music, athletics or drama will be determined in consultation with the student’s advisor, unless the activity has special eligibility requirements. In addition, if the student is subsequently dismissed and readmitted, the student is not eligible to participate in the extra-curricular activities until which time the student is off academic probation.
Incompletes

Faculty members may submit a grade of "I" (Incomplete) only in situations which are determined by the instructor to represent "extenuating circumstances." The submission of a grade of incomplete will be governed by the following procedures:

The faculty member may choose to submit a grade of "I" (Incomplete) at her or his professional discretion. The process, however, can be initiated by either the student or the instructor. This decision should normally include a conversation with the student and include a commitment on the student's part to complete the necessary work for the class within a reasonable time.

At the time a grade of "I" is assigned, a backup grade must also be provided by the instructor which reflects the grade the student will receive if the additional work is not completed.

The grade of "I" is granted for a maximum period of one academic term. All grades of "I" will be converted to the backup grade at the end of the subsequent term (including Summer term), unless a "Change of a Grade or Incomplete" form or a recommendation to extend (see #4) is submitted by the faculty member prior to that time. A notice and copy of the form will be sent out by the Registrar's office for all outstanding grades of "I" with the grade rosters at the end of each term.

The instructor, based on professional discretion, at the end of the first term of incomplete status can choose to extend the grade of "I" for a second term.

Inclement Weather Policy

Because the student's safety is of primary importance to the university, all students must determine their ability to travel to the university when conditions are hazardous. If a student feels it is not safe to travel to classes, he or she should contact instructors at the earliest possible time.

In instances of inclement weather, the decision to cancel classes will be determined by the Registrar and will be broadcast on local radio/TV stations. Please refer to the student handbook for a listing of local radio/TV stations that carry this information.

Leave of Absence Process

Leave of Absence for any reason requires an interview process. The process can be initiated by the Dean of Students.

Option Hours

Students may elect to earn an additional hour of credit in a course for which they are currently registered by completing additional work outlined by the instructor. An option hour agreement needs to be filled out and approved by the Instructor and Department Chair and returned to the Registrar's Office by the second Friday of the semester in which the student intends to pursue the study.
Pass/No Pass Policy

Baccalaureate level courses at Concordia may be taken on a Pass/No Pass basis ("Pass" meaning the award of a C or better in the course), provided the student fills out the necessary form, receives the signatures of the instructor and the Registrar, and submits the Pass/No Pass form to the Registrar's Office no later than the ninth Friday of the semester. Pass/No Pass courses cannot be taken in major or minor areas of concentration.

No more than six semester hours per term, exclusive of those designated as mandatory Pass/No Pass by the instructor, may be taken in Pass/No Pass courses. Exceptions to this policy include student teaching, DCE internship, business internship and all departmental practicum. Courses used to fulfill English and Humanities General Education requirements may not be taken Pass/No Pass. Courses successfully completed as Pass/No Pass count toward graduation but are not used in computing a student’s Grade Point Average. Once the request is submitted, a student may not change a “P” or “NP” to a grade. A maximum of 20 hours may be taken in Pass/No Pass courses.

Paper Typed

All papers turned in as class assignments are required to be word processed unless otherwise approved by the instructor.

Paper Format

Some departments abide by rules that govern the proper format (e.g., MLA, APA) for work submitted within their disciplines; students may inquire of instructors regarding the applicability of professional formats to assigned work.

Repeat Course

A student may repeat any course. A course taken at Concordia University - Portland must be repeated at Concordia University - Portland if it is intended to replace an earlier grade. When a course is repeated, only the grade and credit hours for the last attempt will be used in computing the grade point average, quality points, and credit. Both attempts and grades will be recorded on the transcript.

Seminar Policy

251/451 and/or 288/488 seminars require a minimum of 15 hours of classroom contact hours (12.5 clock hours) and 30 hours of outside preparation and work per credit. Seminars will be offered only on a Pass/No-Pass basis at the level of “P” being equivalent to a “C”. Students can receive no more than 4 credits per term in 251/451 and/or 288/488 seminars. A maximum of 9 credits in 251/451 and/or 288/488 seminars can be applied toward the 124 credits required to graduate. Of the 9 credits, a maximum of two 251/451 and/or 288/488 seminar credits can be used to meet any category of the General Education Requirements.
Graduation Requirements

Bachelor Degrees at Concordia University carry the following requirements:

- After full admission to Concordia, a student must complete 30 of the final 40 hours (excluding credit given by exam and PLE) at Concordia. In addition, at least 50% of the credits required for his or her major must be completed at Concordia.
- 45 hours in 300- or 400-level courses.
- No more than 20 credit hours from Pass/No Pass courses, exclusive of mandatory Pass/No Pass courses.
- A total of 124 semester hours in 100-level or above courses with a grade point average of 2.00.
- No grade below a “C” will be counted toward completion of a major or minor.
- All graduation requirements must be completed before students can participate in the graduation ceremony.

Specific credits must be earned as follows. There are slight variations in requirements dependent upon the student’s major. Refer to major requirements for specific details on variations of the General Education Requirements.

General Education Requirements for Bachelor of Arts - Freshmen

CURRICULUM
Communications (8)
ENG 121 English Composition (3)
ENG 202 Speech (2)
ENG 303 Rhetorical Approaches to Literature & Culture (3)
OR
ENG 304 Creative Non-Fiction: Art of the Essay (3)
OR
ENG 305 Journalism & Feature Writing (3)
OR
ENG 306 Technical Writing (3)

Fine Arts (4)
MUS 121/ART 121/TA 206 (2)
Fine Arts Studio Electives (2)

Humanities (10)
HUM 151 Human Images (3)
HUM 251 The Good Society (3)
HUM 351 Global Images of Humanity (3)
HUM 288/488 Seminar (1)

Mathematics (3)
MTH 110 Math for Life (3)

Natural Sciences (6)
SCI 110 Intro to Science (3)
Science Electives (3)
Physical Education  (3)
HPE 260  Health and Fitness for Life (2)
Lifetime leisure activity  (.5)
Group Activity  (.5)

Religion  (10)
REL 141  Faith for the Future (3)
REL 211  History and Literature of the Old Testament (3)
OR
REL 221  History and Literature of the New Testament (3)
REL 371  Introduction to World Religions (2)
Religion Electives (2)

Social Sciences  (4)
PSY 201  Principles of Psychology (3)
Social Science electives

Electives:
The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

General Education Requirements for Bachelor of Arts - Transfers

Curriculum
Communications  (8)
ENG 121  English Composition (3)
ENG 202  Introduction to Speech (2)
ENG 303  Rhetorical Approaches to Literature & Culture (3)
OR
ENG 304  Creative Non-Fiction: Art of the Essay (3)
OR
ENG 305  Journalism & Feature Writing (3)
OR
ENG 306  Technical Writing (3)

Fine Arts (4)
Fine Arts Electives (4)
Includes art, music and theatre arts

Humanities  (10)
HUM 351  Global Images of Humanity (3)
Humanities Electives (7)
Includes history of art, history of music, literature, non-U.S. history and western or world civilization.

Mathematics  (3)
MTH 110  Math for Life (3)

Natural Science  (6)
Lab Science Electives (3)
Science Electives (3)
Physical Education (3)
HPE 260 Health & Fitness for Life (2)
Lifetime Leisure Activity (.5)
Group Activity (.5)

Religion (10)
REL 141 Faith for the Future (3)
REL 211 History and Literature of the Old Testament (3)
OR
REL 221 History and Literature of the New Testament (3)
REL 371 Introduction to World Religions (2)
Religion Electives (2)

Social Science (4)
Includes economics, geography, U.S. history, political science, psychology and sociology.

General Education
Requirements for Bachelor of Science - Transfers

CURRICULUM
Communications (6)
ENG 121 English Composition (3)
English Communication Electives (3)
Includes composition or speech (only 1 speech course)

Humanities (6)
Humanities Electives (6)
Includes history of art, history of music, literature, non-U.S. history and western or world civilization.

Mathematics (3)
MTH 110 Math for Life (3)

Natural Sciences (6)
Lab Science Electives (3)
Science Electives (3)

Physical Education (2)
Physical Education Electives (2)
Includes HPE 260, HPE 330 and PE activity courses.

Religion (6)
Religion Electives (6)

Social Science (4)
Includes economics, geography, U.S. history, political science, psychology and sociology.

ELECTIVES
The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400- level courses.

ELECTIVES
The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400- level courses.
B.A. General Education
Requirements: Non-native Speakers of English

**Communications** (11)
- ENG 107 English Composition (3)
- ENG 121 English Composition (3)
- ENG 202 Introduction to Speech (2)

*Choose one:*
- ENG 303 Rhetorical Approach to Literature/Culture (3)
- ENG 304 Creative Non-Fiction (3)
- ENG 305 Journalism and Feature Writing (3)
- ENG 306 Technical Writing (3)

**Fine Arts** (4)
- MUS 121/ART 121/TA 206 (2)
- Fine Arts Studio Electives (2)

**Humanities** (7)
- HUM 151 Human Images (3)
- HUM 251 The Good Society (3)
- HUM 288/488 Humanities Seminar (1)

**Mathematics** (3)
- MTH 110 Math for Life (3)

**Natural Sciences (6)**
- SCI 110 Introduction to Science (3)
- Science Electives (3)

**Physical Education** (3)
- HPE 260 Health & Fitness for Life (2)
- Lifetime Leisure Activity (.5)
- Group Activity (.5)

**Religion** (10)
- REL 141 Faith for the Future (3)
- REL 211 History and Literature of the Old Testament (3)
  OR
- REL 221 History and Literature of the New Testament (3)
- REL 371 Introduction to World Religions (2)
- Religion Electives (2)

**Social Science** (4)
*Includes economics, geography, U.S. history, political science, psychology and sociology.*

**Associate of Arts**
Concordia University will grant an Associate of Arts degree to individuals completing the following graduation requirements in specific Associate of Arts Programs:

After full admission to Concordia, a student must complete 30 of the final 40 hours (excluding credit by exam and PLE) at Concordia. In addition, at least 50% of the credits required for his or her major must be completed at Concordia.

A total of 62 semester credits in 100 level or above courses with a grade point average of 2.00.

At least 50 hours must be earned in courses which carry a letter grade rather than P/NP.
Specific credits must be earned as follows:

**Communications** (5)
ENG 121 English Composition (3)
ENG 202 Introduction to Speech (2)

**Fine Arts** (2)
Fine Arts Studio Electives (2)
Includes art studio, music performance and theatre performance courses.

**Humanities** (4)
HUM 151 Human Images (3)
HUM 288/188 Humanities Seminar (1)

**Mathematics** (3)
MTH 110 Math for Life (3)

**Natural Sciences** (3)
Lab Science Electives (3)

**Physical Education** (2)
HPE 260 Health & Fitness for Life (2)

**Religion** (5)
REL 141 Faith for the Future (3)
Religion Electives (2)

**Social Science** (4)
PSY 201 Principles of Psychology (3)
Social Sciences Electives (1)
Includes economics, geography, U.S. history, political science, psychology and sociology.

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**Graduation Information**

**REQUIRED RELIGION COURSES**

**Why are religion courses required?**
To promote the contribution of faith to the world of learning, the required courses are designed to:

- facilitate the personal pursuit of understanding in the quest for meaning and answers to life's ultimate questions.
- assist in a better understanding of the religious character of others. The religion courses at Concordia provide a context in which students develop their skills to communicate intelligently and compassionately with people from other religious and secular cultures. Failure to understand others, especially their religious symbols and world-views, has caused untold grief in this country and abroad.
- encourage all students to adopt an attitude of service to Church, society, and the world. This attitude of service is directly related to the fundamental faith commitments, ethical insights, and perspectives of the Christian faith in a Lutheran academic tradition.
- encourage a hopeful stance toward the possibilities of resolving personal, societal, and world problems through an active faith, life of Concordia's graduates.
Graduation Application

An application for graduation must be turned in to the Registrar’s Office no less than two semesters before the student wishes to graduate.

Graduation Honors

Undergraduate graduation honors are awarded based on the student’s academic work at Concordia and on that earned within 10 years prior to the student’s admission to Concordia. Diplomas are granted with three grades of distinction as follows:

* Cum Laude to students with a 3.50 grade point average.
** Magna Cum Laude to students with a 3.70 grade point average.
*** Summa Cum Laude to students with a 3.90 grade point average.

In addition to any academic honors noted above, students who are admitted to and fulfill the requirements of the Honors Program will be granted diplomas indicating that the student has “Graduated with Honors.”

Students Who Already Have Attained Baccalaureate Degrees

For students who have already received baccalaureate degrees from other institutions, and who wish to graduate from Concordia, the faculty desires to demonstrate concern for fulfillment of each of the following:

- The integrity of the degree program of the institution offering the original degree.
- The unique nature of Concordia’s general liberal arts requirements.

In order to receive a baccalaureate degree from Concordia, such students with an earlier degree will be expected to fulfill the following directives:

- After full admission to Concordia, a student must complete 30 of the final 40 hours (excluding credit by exam and PLE) at Concordia. In addition, at least 50% of the credits required for his or her major must be completed at Concordia.
- Meet all concentration or minor requirements for the student’s chosen field of study.
- Meet general education requirements. Students may petition to waive up to 10 hours of these requirements. The request may be granted when it appears that deletion of these hours will not substantially detract from Concordia’s unique concept of liberal arts studies. The Registrar, who may consult the Academic Policies Committee, will render the decision in such matters.
COLLEGE OF THEOLOGY, ARTS, & SCIENCES

The College of Theology, Arts, & Sciences strives to create a community of mature, critical thinkers informed by the Christian faith who become leaders in service to the Church and society. We are the College within Concordia University that challenges students to explore a wide variety of liberal arts and pre-professional course offerings in order to better prepare them to deal with the rapid pace of change encountered in today's world. We offer majors in a variety of exciting fields including biology, chemistry, English, environmental management, history, humanities, interdisciplinary studies, pastoral studies, psychology, social science, and theological studies. Join our award-winning students in a variety of activities including, carrying out cutting-edge research, assisting young people in coping with tragedy in their lives, or carrying the gospel of Jesus to the peoples of China. These and many other opportunities challenge Concordia students as we enter the new millennium. You will find yourself in a community of learners guided by caring, Christian faculty who know you as a person and work hard to support you in your quest for fulfillment and meaning in life.

Admissions Standards to Programs and Majors in the College of Theology, Arts, & Sciences

General Admissions Standards for All College of Theology, Arts, & Sciences Programs and Majors (Except the Interdisciplinary Studies Major)

Completion of 45 semester hours of credit with a cumulative GPA of 2.50.

Successful completion of 30 semester hours of courses required to meet the general education requirements of the University.

Successful completion of at least one course in the program or major on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.

A maximum of 50% of the academic work required for completion of a program or major will be applied to the graduation requirements prior to full admission to the College of Theology, Arts, & Sciences.

Completion of an "Application for Admission to the College of Theology, Arts, & Sciences." Such application will include an essay describing the student’s professional and academic goals, contain three references to the student’s potential, and provide personal information necessary to communicate with the student.
Successful completion of a standardized test of basic knowledge, skills and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work).

Successful completion of an oral interview of the applicant by a committee of faculty determined and assigned by the Department Chair of the program or major for which the application is being made. This interview will normally take place during the second semester of the sophomore year for traditional students, and at the end of the first semester in residency for transfer students, provided the above criteria are met.

Notification of successful or unsuccessful completion of the admissions process will be made by the appropriate Department Chair to the Dean of the College of Theology, Arts, & Sciences. The student will be notified of the results by the Dean.

Special Offerings of the College of Theology, Arts, & Sciences

ART OFFERINGS AT GRUNEWALD GUILD

Students may receive credits through Concordia University by special arrangement with Grunewald Guild and Concordia’s Provost and Registrar. Courses are offered at the Guild in summer. The Grunewald Guild is located in Leavenworth, Washington. Additional information is available through the Performing & Visual Arts Department.

THE SHAKESPEARE AUTHORSHIP STUDIES CONFERENCE

Concordia University’s Department of Humanities, in cooperation with CU’s College of Theology, Arts, & Sciences, sponsors the annual Shakespeare Authorship Studies Conference, an international congress of scholars and students of Shakespeare that convenes each spring semester on the campus of Concordia University. This four-day conference is dedicated to the furtherance of Shakespeare scholarship and demonstration of the breadth and depth of the skepticism that prompts legitimate doubt regarding conventional assumptions about the origins of the Shakespeare texts. Undergraduate and graduate student participation is invited and encouraged.

THE INSTITUTE FOR SHAKESPEARE AUTHORSHIP STUDIES

The Institute for Shakespeare Authorship Studies is part of the educational project of the university’s Shakespeare Authorship Studies Conference. Each summer, the Institute offers intensive, non-credit course instruction and discussion on topics related to the study of the Shakespeare texts that proceed from the thesis that those works may have been the pseudonymous composition by a writer other than the man to whom the authorship of the Shakespeare canon conventionally has been attributed. Study weeks include instruction, tours, recreational opportunities and theatrical entertainment. For more information, contact the College of Theology, Arts, & Sciences or Professor Daniel Wright.
Department of International Studies

The Department of International Studies coordinates a variety of programs related to international studies, study abroad, English as a second language programs, modern foreign languages, teaching English as a second language (TESL), and other specifically designed programs.

MODERN FOREIGN LANGUAGES
Concordia University offers elementary and advanced German and three years of Spanish. Please check the catalog listings for a complete description. Students who are interested in foreign language may also want to pursue study abroad opportunities.

ENGLISH AS A SECOND LANGUAGE
The Department of International Studies work with partner institutions in the area to provide ESL classes for international students who do not meet the minimum TOEFL requirement for entrance into the baccalaureate program.

Several ESL courses are also offered online, including courses in writing and business English. More information can be found at the International Student Services website. (www.cu-portland.edu/international)

MED IN TEACHING ENGLISH AS A SECOND LANGUAGE
In conjunction with the College of Education, the Department of International Studies coordinates the coursework and internships for students in the graduate program in teaching English as a second language (TESL). For more details, see the listing in the graduate programs for the College of Education.

SPECIAL INTERNATIONAL PROGRAMMING
The Department of International Studies can develop special programs for international groups who would like an American experience on our Portland campus. These programs can focus on developing English skills and learning about American culture, or they can be specialized to meet the needs of a particular group.

Institutions, agents, or groups who would like more information should contact Linda Rountree (rountree@cuportland.edu) of the Department of International Studies.

Performing and Visual Arts

Art
Students in the Visual Arts may participate in hands-on art courses in addition to courses in Art in the Christian Church, Buying into Art (a unique twist on art appreciation), and Art and Culture. They include drawing, painting, ceramics, calligraphy and stained glass. Students are challenged to develop creative solutions in each of the media, and many advance in skills with personal projects. Many students, for example, have created a sequence of works on the potter's wheel in ceramics, while others have developed unique and challenging stained glass designs to construct a beautiful finished window design.

Quality craftsmanship and good imagination appear in many student art works exhibited during the year.
**Theatre**

The Concordia University Theatre program offers a rare educational experience. Our program is small enough for everyone to be involved. With two to three main stage shows a year and numerous other smaller events, there are plenty of opportunities for hands-on education. Freshmen are routinely cast in main stage shows. At larger schools, students may have to wait until their junior or senior year before appearing on the main stage. There are opportunities in backstage work for the asking. Motivated students can serve as stage managers, crew technicians, and even designers.

**Music**

Concordia University offers a variety of opportunities to get involved in music. Whether your talents lie in instrumental or vocal performance, we have an ensemble that can use your talents. Our choir performs a regular schedule of concerts as well as a yearly tour that offers its members a taste of life in new areas both nationally and internationally. In addition to the choir, we have vocal ensembles such as The Christi Crux and a women's ensemble.

For instrumental musicians, we have several new opportunities which include a brass ensemble, wind ensemble, and a praise ensemble which contribute to our daily chapel services. Concordia is also extremely proud of our Handbell ensembles, which have performed throughout North America, Hawaii and Europe.

**Associate of Arts in General Studies**

Concordia University offers students the opportunity to receive an Associate of Arts degree in General Studies. The course work required for this degree is broadly based and provides the student with a strong foundation and flexibility that allows students to continue their education in a wide variety of fields at a later time.

**General Education Requirements** *(28)*

See page 48 for a detailed description of the courses to fulfill the General Education requirements.

**Arts & Sciences** *(27.5)*

- BIO 288/Psy 288 Departmental Seminar *(1)*
- ECN 201 Macroeconomics *(3)*
- ENG 231/232 American Lit I or American Lit. II *(3)*
- MUS 121/ART 121/TA 206 *(2)*
- GEO 110 Cultural Geography *(2)*
- HST 215 American Civ I *(3)*
- HST 216 American Civ II *(3)*
- PHL 201 Intro to Philosophy *(3)*
- PSY 321 Human Growth & Dev *(2)*
- REL 211/221 History of OT or History of NT *(3)*
- SOC 211 Principles of Soc *(2)*
- PE elective *(.5)*

**Elective Requirements** *(6.5)*
ASSOCIATE OF ARTS IN
PRE-NURSING

The Associate of Arts in Pre-Nursing is designed for those students who value the strong Christian liberal arts tradition of a Concordia experience and yet wish to major in the specialized field of nursing. This two-year degree program is designed to mesh seamlessly with Concordia University's Bachelor of Science in Nursing program scheduled to begin in the fall of 2005 as well as many of the baccalaureate nursing programs at regional nursing schools, such as Oregon Health and Science University or the University of Portland. Students complete at Concordia both an Associate of Arts degree and all requirements for admission into the junior year level of most nursing schools. (Please note that students who wish to transfer to a school of nursing elsewhere need to check the specific requirements of that school to make sure they can be admitted.) The additional benefit of this program compared to entering directly into a four-year nursing school program is that, because of its liberal arts base, it allows you to change your career plans as you progress through school without penalty. Many other Concordia baccalaureate majors could be completed in another two years, should you decide to switch to those majors. That provides a level of flexibility that meshes well with the rapidly changing world around you.

Pre-Nursing AA General Education Requirements (31)

See page 48 for a detailed description of the courses to fulfill the General Education requirements. The following are exceptions to those requirements:

Fine arts requirement cannot be met by studio (AS/MUP/TAP) courses.

Mathematics must be met by MTH 124 Pre-Calculus (3) or higher math.

Natural Sciences must be met by BIO 211 General Biology I (4)

Social Science elective must be met by SOC 211 Principles of Sociology I (2)

Associate of Arts in Pre-Nursing

Major Requirements (37)

BIO 364 Human Anatomy (4)
BIO 365 Human Physiology (4)
BIO 484 Microbiology (3)
CHM 101 Chemistry for Life (3)
CHM 102 Principles of Organic and Biochemistry (3)
Advanced Writing Elective (3)
Literature Elective (3)
GEO 110 Cultural Geography (2)
HPE 462 Nutrition for Sport and Physical Activity (3)
MTH 331 Research and Statistical Techniques (3)
PSY 321 Human Growth & Development (3)
PSY 401 Person Centered Communication (3)
Biology

The Math-Science department prides itself in preparing students for careers in science-related fields. The degrees can prepare students for professional graduate programs including physical therapy, occupational therapy, physician assistant, medicine, dentistry, forensic science, veterinary science and other allied health fields. In addition, many of our graduates pursue research careers, particularly in the rapidly expanding areas of molecular biology and biotechnology. Concordia also has a highly respected program for those who wish to teach biology at the junior and senior high school levels. To be admitted to the Biology major, students must have a minimum cumulative GPA of 2.50, demonstrate competency in basic biology, and attain junior status.

B.A. General Education

Requirements (42)

The following are exceptions to the General Education Requirements.
MTH 124 Pre-Calculus (3)
Natural Science requirements are met through major.

Biology Core

Requirements (28-29)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211*</td>
<td>General Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212*</td>
<td>General Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 288</td>
<td>Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 315</td>
<td>Genetics</td>
<td>3</td>
</tr>
<tr>
<td>BIO 488</td>
<td>Biology Seminar</td>
<td>1</td>
</tr>
<tr>
<td>BIO 490/BIO 492</td>
<td>Research in Biology and Thesis Preparation</td>
<td>(3,1)</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 496/HPE 496</td>
<td>Biology/A.T. Practicum</td>
<td>(3)</td>
</tr>
<tr>
<td>CHM 211</td>
<td>Inorganic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 212</td>
<td>Inorganic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 344</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
</tbody>
</table>

*May be waived with successful completion of the biology entrance exam at the student's request and approval of the Department Chair.

Enrichment Requirements:

(Biology majors must complete one area of enrichment.)

ENVIRONMENTAL MANAGEMENT (28)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 411</td>
<td>Ecology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 321</td>
<td>Environmental Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>ENV 311</td>
<td>Environmental/Natural Resources Law &amp; Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>ENV 331</td>
<td>Environmental/Natural Resources Reg &amp; Compliance</td>
<td>(3)</td>
</tr>
<tr>
<td>MTH 331</td>
<td>Research &amp; Statistical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PHY 211</td>
<td>General Physics I</td>
<td>4</td>
</tr>
<tr>
<td>SCI 112*</td>
<td>Environmental Science</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose 6 additional hours from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 370</td>
<td>Field Biology</td>
<td>3</td>
</tr>
<tr>
<td>CHM 345</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>CHM 414</td>
<td>Biochemistry I</td>
<td>4</td>
</tr>
<tr>
<td>CHM 422</td>
<td>Toxicology &amp; Risk Assessment</td>
<td>3</td>
</tr>
</tbody>
</table>
ENV 332  Natural Conservation & Resource Management (3)
GLG 101  Geology (3)
GLG 471  Hydrogeology (3)
PHY 212  General Physics II (4)

*May be waived upon successful completion of an environmental entrance exam at the student’s request and approval of the Department Chair.

GENERAL BIOLOGY (24)
BIO 426  Evolution (3)
MTH 331  Research & Statistical Techniques (3)

Choose 18 additional hours from the following:
BIO 321  Developmental Biology (2)
BIO 364  Human Anat & Phys I (4)
BIO 365  Human Anat & Phys II (4)
BIO 370  Field Biology (3)
BIO 411  Ecology (3)
BIO 484  Microbiology (3)
CHM 345  Organic Chemistry II (4)
CHM 414  Biochemistry I (4)
CHM 415  Biochemistry II (4)

MOLECULAR BIOLOGY (24)
BIO 457  Molecular Biology (3)
CHM 414  Biochemistry I (4)
CHM 415  Biochemistry II (4)
MTH 331  Research & Statistical Techniques (3)

Choose 10 additional hours from the following:
BIO 321  Developmental Biology (3)
BIO 426  Evolution (3)
CHM 345  Organic Chemistry II (4)
CHM 441  Physical Chemistry (3)
MTH 211  Calculus I (4)
MTH 212  Calculus II (4)
PHY 211  General Physics I (4)
PHY 212  General Physics II (4)

PRE-ATHLETIC TRAINING: (28.5)
BIO 364  Human Anat & Phys I (4)
BIO 365  Human Anat & Phys II (4)
HPE 196  Intro to Athletic Treatment (1)
HPE 296  Beginning Athletic Treatment (1)
HPE 330  First Aid & CPR (0.5)
HPE 340  Prevention & Care of Athletic Injuries (3)
HPE 396  Intermediate Athl Treatment (1)
HPE 440  Advanced Athletic Training (3)
HPE 444  Injury Treatment & Rehabilitation (2)

Choose 9 additional hours from the following:
BIO 484  Microbiology (3)
HPE 368  Motor Learning (3)
HPE 452  Adapted Physical Activity & Sport (3)
HPE 462  Nutrition for Sport (3)
HPE 472  Kinesiology (3)
HPE 492  Exercise Physiology (3)
PHY 211  General Physics I (4)

Note: It is recommended that those going on to graduate programs in Athletic Training take the additional 13 hours listed.
PRE-MEDICAL STUDIES (26)
CHM 414  Biochemistry I (4)
MTH 211  Calculus I (4)
MTH 331  Research & Statistical Techniques (3)
PHY 211  General Physics I (4)
PHY 212  General Physics II (4)

Choose 7 additional hours from the following:
BIO 364  Human Anatomy (4)
BIO 365  Human Physiology (4)
BIO 484  Microbiology (3)
CHM 345  Organic Chemistry II (4)
CHM 415  Biochemistry II (4)
MTH 212  Calculus II (4)

PHY 211  General Physics I (4)
PSY 321  Human Growth and Development (3)
PSY 434  Abnormal Psychology (3)

PRE-PHYSICAL THERAPY (26)
BIO 364  Human Anat & Phys I (4)
BIO 365  Human Anat & Phys II (4)
MTH 331  Research & Statistical Techniques (3)
PHY 211  General Physics I (4)
PHY 212  General Physics II (4)

Choose 7 additional hours from the following:
BIO 321  Developmental Biology (3)
BIO 484  Microbiology (3)
CHM 345  Organic Chemistry II (4)
CHM 414  Biochemistry I (4)
CHM 415  Biochemistry II (4)
HPE 196  Intro to Athletic Treatment (1)
HPE 296  Beginning Athletic Treatment (1)
HPE 340  Prevention, Care & Rehabilitation of Athletic Injuries (3)
HPE 368  Motor Learning (3)
HPE 396  Intermediate Athl Treatment (1)
HPE 422  Psychology of Sport & Physical Activity (3)
HPE 432  Measurement & Evaluation in HPE (3)
HPE 440  Advanced Athletic Training (2)
HPE 444  Injury Treatment & Rehabilitation (2)
HPE 472  Kinesiology (3)
HPE 492  Exercise Physiology (3)

PRE-OCCUPATIONAL THERAPY (22.5-25.5)
BA 224  Microcomputer Business Applications: Word Processing (1)
And:
BA 225  Microcomputer Business Applications: Spreadsheet (2)
Or:  Demonstration of competence in computer applications (word processing, spreadsheet, and internet accessing)

BIO 364  Human Anat & Phys I (4)
BIO 365  Human Anat & Phys II (4)
HPE 331  First Responder (2)
MTH 331  Research and Statistical Techniques (3)
OT 106  Medical Terminology (1) (Taught from Concordia, Mequon)
PRE-PHYSICIAN'S ASSISTANT: (28-31)

BA 224 Microcomputer Business Applications: Word Processing (1)

And:

BA 225 Microcomputer Business Applications: Spreadsheet (2)

Or: Demonstration of competence in computer applications (word processing, spreadsheet, and internet accessing)

BIO 364 Human Anat & Phys I (4)
BIO 365 Human Anat & Phys II (4)
BIO 484 Microbiology (3)
CHM 414 Biochemistry I (4)
MTH 331 Research and Statistical Techniques (3)
PSY 321 Human Growth and Development (3)

Choose 7 additional hours from the following:

BIO 321 Developmental Biology (3)
BIO 457 Molecular Biology (3)
CHM 345 Organic Chemistry II (4)
CHM 415 Biochemistry II (4)
MTH 211 Calculus I (4)
MTH 212 Calculus II (4)
PHY 211 General Physics I (4)
PHY 212 General Physics II (4)

Electives (24-30)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

CHEMISTRY

The Math-Science department prides itself in preparing students for careers in science-related fields. The degrees can prepare students for professional programs including chemical analysis, industrial chemistry and laboratory management. In addition, graduates may pursue research careers in the area of chemical engineering and environmental chemistry. Concordia also has a highly-respected program for those who wish to teach chemistry at the junior and senior high school levels. To be admitted to the Chemistry major, students must have a minimum cumulative GPA of 2.50, demonstrate competency in basic chemistry, and attain junior status.

B.A. General Education Requirements (39)

The following are exceptions to the General Education Requirements.

Mathematics & Natural Science requirements are met through major.

Chemistry Core Requirements (59-60)

BIO 211 General Biology I (4)
BIO 212 General Biology II (4)
CHM 211 Inorganic Chemistry I (4)
CHM 212 Inorganic Chemistry II (4)
CHM 288/CHM 488 Departmental Seminar (minimum 2) (1,1)
CHM 344  Organic Chemistry I  (4)
CHM 345  Organic Chemistry II  (4)
CHM 414  Biochemistry I  (4)
CHM 415  Biochemistry II  (4)
CHM 441  Physical Chemistry  (3)
CHM 490/CHM 492 Research in Chemistry and Thesis Preparation  (3,1)
OR
CHM 496  Chemistry Practicum  (3)

MTH 211  Calculus I  (4)
MTH 212  Calculus II  (4)
MTH 331  Research & Statistical Techniques  (3)
PHY 211  General Physics I  (4)
PHY 212  General Physics II  (4)

**Minor Electives**  (12)

Cannot include any of the Chemistry Core Requirements

**Electives**  (13-14)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

**ENGLISH**

The courses in the English major paint a coherent portrait of humanity, both past and present, Western and non-Western, men and women, rich and poor. The major is interdisciplinary in nature, concerned with the nexus of relationship between literature, history, and culture. The theme Cultures in Transition supplies a focus for all the courses offered within the major. The English major provides small classes that intentionally create opportunities for students to work closely with faculty and other students, foster clear thinking and the development of problem solving skills, and assist the student to learn how to learn. Capitalizing on its urban setting, the English major provides *A Bridge to Your Career* by offering field work experiences and internships in local businesses, public TV or radio, newspapers, or the arts community. Admission to the English major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and attainment of junior status.

**B.A. General Education Requirements (48)**

**ENGLISH CORE REQUIREMENTS (42)**

*American Literature (Choose at least one):*
- ENG 231  American Literature I  (3)
- ENG 232  American Literature II  (3)
- ENG 342  Women and the Literary Tradition  (3)
British Literature
(Choose at least one):
ENG 222  British Literature I  (3)
ENG 223  British Literature II  (3)
ENG 321  Shakespeare  (3)

World Literature (Choose at least one):
ENG 310  World Drama  (3)
ENG 315  The World Novel  (3)
ENG 462  The Hero: A Study in Ideal Types  (3)

CAREER OPPORTUNITIES (Choose three credits from the following):
ENG 201  Student Newspaper  (1)
ENG 210  Writing Center Staff  (1)
ENG 217  Literary Journal I  (1)
ENG 218  Literary Journal II  (1)
ENG 304  Art of the Essay: Creative Nonfiction  (3)
ENG 305  Journalism & Feature Writing  (3)
ENG 352  Creative Writing  (3)
BA 499  Internship  (3)

Senior Thesis
ENG 487  Senior Thesis  (3)
ENG 492  Senior Thesis Prep  (1)
English Elective Credits  (26)

Choose English credits to reach the total of 42.

Minor Electives  (12)
(Cannot duplicate major requirements)

Electives  (22)
The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

ENVIRONMENTAL MANAGEMENT

Environmental Management and Natural Resource Management are becoming more and more sophisticated. The number of academic disciplines involved is significant—it is almost impossible to find a discipline today which does not touch these areas.

In educating the environmental and natural resource professional of tomorrow, Concordia University considers it important, at the undergraduate level, to give the student a firm grounding in a specific discipline. At Concordia these disciplines can be Biology, Business, Chemistry, or Management, Communication & Leadership. Our Environmental Management Program enhances these basic disciplines thereby enabling the graduate to have a better understanding of how the myriad parts come together to resolve environmental and natural resource issues.

Underlying the entire program is the fundamental tenet that "the Earth and all that is in it must be respected and cherished because God made it and saw that it was good." The perpetual question for us as Christians is: How do we cherish and respect the Earth? Concordia's answer lies partly in the course structure set forth on the pages referenced below.

To earn a concentration in Environmental Management, please consult the requirements of the BA Biology, the BA Business, or the BS Business (Environmental Management minor).
HISTORY

The History major is one of the most popular degrees among the liberal arts. It prepares students for a variety of careers and professions. Because it prepares highly competent writers and communicators, history majors frequently find employment in the fields of communication, public relations, as well as marketing and advertising. It also serves as an excellent preparation for students who are interested in politics and public policy. Many students use the history major as a springboard into the Master's Degree in Education, often as a preparation for a career in secondary education. Finally, the history major is ideally suited for students who are planning to go on to graduate school, especially if the desired career is in the social sciences or law.

B.A. General Education Requirements (48)

The following are exceptions to the General Education Requirements.

Social Science requirements are met through major.

History Core Requirements (43)

(Courses with asterisks required.)

LOWER-DIVISION COURSES (15)

(Lower-division courses will be offered on a yearly basis)

HST 20*/PSC 201* Introduction to American Government (3)

HST 202* Europe in Transition: 1300-1789 (3)

HST 203* Europe since 1789 (3)

HST 215* American Civilization I (3)

HST 216* American Civilization II (3)

UPPER-DIVISION COURSES (28)

(Upper-division courses will be offered on a rotating bi-annual schedule except for required courses.) Choose 28 hours from the following:

HST 331 Media and Culture in 20th Century America (3)

HST 332 Race Relations in American History (3)

HST 333 History of Science and Technology (3)

HST 334 American Thought and Culture (3)

HST/ENG 337 The Sixties (3)

HST/ENG 342 Women's History and Literature (3)

HST 343 Renaissance (3)

HST 344 Reformation (3)

HST 345 Luther and Society (3)
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HST 346</td>
<td>Eastern Europe in the 20th Century</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 347</td>
<td>Modern Germany</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 348</td>
<td>Russia in the 20th Century</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 350</td>
<td>History of Christianity</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 351</td>
<td>Religion in American Life</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 361</td>
<td>20th Century Dictatorships: Italy, Germany, &amp; Russia</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 362</td>
<td>20th Century International Studies</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 288/488*</td>
<td>Departmental Seminar (must complete 4)</td>
<td>(1)</td>
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<tr>
<td>HST 487*</td>
<td>Senior Thesis</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 492*</td>
<td>Thesis Preparation</td>
<td>(1)</td>
</tr>
</tbody>
</table>

**Electives**  
(33)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

**Humanities**

The Humanities expose students to the disciplines of literature, history, and religious studies so that they will have an advanced understanding of the cultural heritage of civilization as well as knowledge of our current human condition. Few majors better prepare students for the rigors of graduate study in law, government, international studies, or conflict resolution/peace studies. CU’s graduates have been highly successful in gaining admittance to competitive graduate schools. Some have chosen to seek licensure to teach high school; others have entered the business world where strong communication and analytical skills are highly valued.

**B.A. General Education Requirements**  
(48)

**Literature Core Requirements**  
(18)

Choose 12 hours from one emphasis and 6 hours from the other

**American Literature Emphasis**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 231</td>
<td>American Literature I</td>
<td>(3)</td>
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<tr>
<td>ENG 232</td>
<td>American Literature II</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 337</td>
<td>The Sixties: A Groove &amp; a Gas in Its Own Write</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Women and the Literary Tradition</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 348</td>
<td>Film and Literature</td>
<td>(3)</td>
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</tbody>
</table>
### BRITISH & WORLD LITERATURE EMPHASIS

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<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>ENG 222</td>
<td>British Literature I</td>
<td>(3)</td>
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<tr>
<td>ENG 223</td>
<td>British Literature II</td>
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</tr>
<tr>
<td>ENG 310</td>
<td>World Drama</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 315</td>
<td>The World Novel</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 321</td>
<td>Shakespeare</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 462</td>
<td>The Hero: A Study in Ideal Types</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 464</td>
<td>The Gothic Novel</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### Religion Core Requirements (6-7)

Choose at least 6-7 credits. Both REL 211 and REL 221 must be taken. Choose the one that was not completed in the Religion Requirements of the General Education Requirements.

- **REL 211** History and Literature of the Old Testament (3)
- **OR**
  - **REL 221** History and Literature of the New Testament (3)

### History Core Requirements (15)

Choose **HST 202** or **HST 203** and 12 hours from one emphasis

- **HST 202** Europe in Transition: 1300-1789 (3)
- **OR**
  - **HST 203** Europe Since 1789 (3)

### AMERICAN HISTORY EMPHASIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HST 215</td>
<td>American Civilization I</td>
<td>(3)</td>
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<tr>
<td>HST 216</td>
<td>American Civilization II</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 350</td>
<td>A History of Christianity</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 351</td>
<td>Religion in American Life</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 334</td>
<td>American Thought and Culture</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### EUROPEAN HISTORY EMPHASIS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<td>HST 343</td>
<td>Renaissance</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 344</td>
<td>Reformation</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 345</td>
<td>Luther and Society</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 346</td>
<td>Eastern Europe in the 20th Century</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 348</td>
<td>Russia in the 20th Century</td>
<td>(3)</td>
</tr>
</tbody>
</table>

### Thesis Requirement (4)

- **HUM 487** Senior Thesis (3)
- **HUM 492** Senior Thesis Preparation (1)

### Minor Electives (12)

(Cannot duplicate major requirements.)

### Electives (20-21)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.
INTERDISCIPLINARY STUDIES

A major in Interdisciplinary Studies allows students the freedom to select from a broad range of coursework in tailoring a program to their own specifications. In one sense, the interdisciplinary major is a continuation of the exploration provided by the breadth of the general education requirements. Students are required to complete 40 semester hours in one area, 12 in another, and 16 hours which cover at least two others, in addition to completing the general education requirements. Graduates would be well-prepared to proceed on to graduate school or enter the workforce in a wide variety of entry-level positions requiring broad training and skills. Admission to the Interdisciplinary Studies major requires a minimum cumulative grade point average of 2.00, demonstration of competency in general education requirements, and attainment of junior status.

B.A. General Education Requirements (48)

Primary Discipline (40)

These courses must be part of a recognized program or major in the College of Theology, Arts, & Sciences (Biology, Chemistry, English, History, Humanities, Psychology, Social Science, or Theology) and must include at least 24 hours of upper division credits. Courses taken to meet the primary discipline requirement cannot duplicate general education courses.

Secondary Discipline (12)

Must include at least 6 hours of upper division credits in one field. Cannot duplicate general education or primary discipline courses.

Distribution Credits (16)

Cannot duplicate general education, primary or secondary discipline courses. Must be distributed among at least two curricular areas outside of the primary and secondary disciplines.

Electives (8)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.
PSYCHOLOGY

The Psychology major offers students an opportunity to explore the forces that shape human behavior and thought. In addition to completing the psychology core requirements, students must choose either of three concentrations: addiction studies, child and family development, or graduate school preparation. This degree program provides outstanding preparation for work in the mental health profession, particularly in drug and alcohol dependency intervention; advocating for children, youth and families; or matriculating into graduate school programs designed to produce counselors, psychologists, or psychiatrists. Admission to the Psychology major requires a minimum cumulative GPA of 2.50, demonstration of competency in the principles of psychology, and attainment of junior status.

B.A. General Education Requirements

THE FOLLOWING ARE EXCEPTIONS TO THE GENERAL EDUCATION REQUIREMENTS.

Social Science requirements are met through major.

Psychology Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Principles of Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Applications in Psychology</td>
<td>(2)</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Human Sexuality</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Human Growth and Development</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 331</td>
<td>Research &amp; Statistical Techniques</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Adolescent Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 342</td>
<td>Marriage and Family Life</td>
<td>(3)</td>
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<tr>
<td>PSY 350</td>
<td>Counseling</td>
<td>(3)</td>
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<tr>
<td>PSY 351</td>
<td>Adult Development</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 401</td>
<td>Person Centered Communication</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 434</td>
<td>Abnormal Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 480</td>
<td>Group Process</td>
<td>(3)</td>
</tr>
<tr>
<td>SOC 211</td>
<td>Principles of Sociology I</td>
<td>(2)</td>
</tr>
<tr>
<td>SOC 212</td>
<td>Principles of Sociology II</td>
<td>(2)</td>
</tr>
<tr>
<td>SOC 321</td>
<td>Sociology of Diversity</td>
<td>(3)</td>
</tr>
</tbody>
</table>

Emphasis Options

ADDITIONAL COURSES AT CLARK COMMUNITY COLLEGE,
PORTLAND COMMUNITY COLLEGE,
OR MT. HOOD COMMUNITY COLLEGE

Additional coursework at CU (required)

PSY 492  Thesis Prep                   (1)  
PSY 487  Thesis                        (1)  
OR
PSY 491  Psychology Practicum          (6)  

CHILD AND FAMILY DEVELOPMENT CONCENTRATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>PSY 353</td>
<td>Parenting and Parent Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 362</td>
<td>Social Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Psychology Practicum and Seminar</td>
<td>(6)</td>
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</table>

Choose 12 credits from the following courses:

<table>
<thead>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 343</td>
<td>Psychology of Personality</td>
<td>(3)</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>PSY 390</td>
<td>Children with Exceptionalities</td>
<td>(2)</td>
</tr>
<tr>
<td>PSY 412</td>
<td>Neurological Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 422</td>
<td>Psychology of PE and Sport</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 432</td>
<td>Experimental Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Multicultural Counseling &amp; Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 457</td>
<td>Growth &amp; Development of the Young Child</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 487</td>
<td>Senior Thesis</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 251/288/451/488</td>
<td>Psychology Seminar (up to 4)</td>
<td>(1)</td>
</tr>
<tr>
<td>PSY 492</td>
<td>Thesis Preparation</td>
<td>(1)</td>
</tr>
<tr>
<td>SCW 361</td>
<td>Chemical Dependency and Addictive Behavior</td>
<td>(3)</td>
</tr>
<tr>
<td>SCW 421</td>
<td>Social Work with Children and Adolescents</td>
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</table>

**PREPARATION FOR GRADUATE SCHOOL**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>PSY 343</td>
<td>Psychology of Personality</td>
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</tr>
<tr>
<td>PSY 412</td>
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<td>PSY 432</td>
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<tr>
<td>PSY 487</td>
<td>Senior Thesis</td>
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<tr>
<td>PSY 492</td>
<td>Thesis Preparation</td>
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</table>

**Choose 11 credits from the following courses:**

<table>
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<tr>
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<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PSY 353</td>
<td>Parenting and Parent Education</td>
<td>(3)</td>
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<tr>
<td>PSY 362</td>
<td>Social Psychology</td>
<td>(3)</td>
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<tr>
<td>PSY 390</td>
<td>Children with Exceptionalities</td>
<td>(2)</td>
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<tr>
<td>PSY 422</td>
<td>Psychology of PE and Sport</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 440</td>
<td>Multicultural Counseling &amp; Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 457</td>
<td>Growth &amp; Development of the Young Child</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 251/288/451/488</td>
<td>Psychology Seminar (up to four)</td>
<td>(1)</td>
</tr>
<tr>
<td>PSY 491</td>
<td>Psychology Fractium and Seminar</td>
<td>(6)</td>
</tr>
<tr>
<td>SCW 361</td>
<td>Chemical Dependency and Addictive Behavior</td>
<td>(3)</td>
</tr>
<tr>
<td>SCW 421</td>
<td>Social Work with Children and Adolescents</td>
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</tbody>
</table>

**Electives** (14)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.
SOCIAL SCIENCE

The study of the Social Sciences prepares students for a wide range of professional careers, particularly in the human services. Alumni have traditionally entered careers in community/social services, criminal justice, and law enforcement. Others have pursued graduate school in various fields, including Psychology, Social Work, Law, Political Science, History, Conflict Resolution Studies/Peace Studies, and Education. With this degree you choose one of the following concentrations in addition to your Social Science Core: History, Sociology and Psychology.

B.A. General Education Requirements

The following are exceptions to the General Education Requirements.

Social Science requirements are met through major.

Social Science Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
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<td>Macroeconomics</td>
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<td>ENG 351</td>
<td>Advanced Speech</td>
<td>(3)</td>
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<td>GEO 110</td>
<td>Introduction to Cultural Geography</td>
<td>(2)</td>
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<td>HST 215</td>
<td>American Civilization I</td>
<td>(3)</td>
</tr>
<tr>
<td>HST 216</td>
<td>American Civilization II</td>
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</tr>
<tr>
<td>HST 202</td>
<td>Europe in Transition: 1300-1789</td>
<td>OR</td>
</tr>
<tr>
<td>HST 203</td>
<td>Europe Since 1789</td>
<td>(3)</td>
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<tr>
<td>PHL 201</td>
<td>Introduction to Philosophy</td>
<td>(3)</td>
</tr>
<tr>
<td>PSC 201</td>
<td>Introduction to American Government</td>
<td>(3)</td>
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<tr>
<td>PSY 201</td>
<td>Principles of Psychology</td>
<td>(3)</td>
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<td>PSY 202</td>
<td>Applications in Psychology</td>
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<td>Principles of Sociology I</td>
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<td>SOC 321</td>
<td>Sociology of Diversity</td>
<td>(3)</td>
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<td>SOC 331</td>
<td>Research &amp; Statistical Techniques</td>
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<td>SOC 496</td>
<td>Senior Project</td>
<td>(3)</td>
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</table>

Emphasis Options

(Choose Option 1 or 2)

OPTION 1
Core and one concentration plus 8 credits from another concentration.

OPTION 2
Core and one concentration plus 8 credits from a foreign language.

SOCIOLGY (20)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>HCA 411</td>
<td>Health Care Law and Ethics</td>
<td>(3)</td>
</tr>
<tr>
<td>SCW 251</td>
<td>Introduction to Social Work</td>
<td>(2)</td>
</tr>
<tr>
<td>Course</td>
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<td>Credits</td>
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<tr>
<td>SCW 252</td>
<td>Social Welfare History, Policy, and Organization</td>
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<tr>
<td>SCW 361</td>
<td>Chemical Dependency and Addictive Behavior</td>
<td>(3)</td>
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<td>SCW 421</td>
<td>Social Work with Children and Adolescents</td>
<td>(3)</td>
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<tr>
<td>SOC 342</td>
<td>Marriage &amp; Family Life</td>
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<tr>
<td>SOC 362</td>
<td>Social Psychology</td>
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<td>HST 288/488</td>
<td>Departmental Seminar (up to four)</td>
<td>(1)</td>
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<td>HST 331</td>
<td>Media &amp; Culture in 20th Century America</td>
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<td>HST 332</td>
<td>Race Relations in American History</td>
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<tr>
<td>HST 333</td>
<td>History of Science and Technology</td>
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<td>HST 334</td>
<td>American Thought and Culture</td>
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<tr>
<td>HST 337</td>
<td>The Sixties: A Groove &amp; a Gas in Its Own Write</td>
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<td>HST 342</td>
<td>Women's History and Literature</td>
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<td>HST 343</td>
<td>Renaissance</td>
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<td>HST 344</td>
<td>Reformation</td>
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<td>HST 345</td>
<td>Luther and Society</td>
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<td>HST 346</td>
<td>Eastern Europe in the 20th Century</td>
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<tr>
<td>HST 347</td>
<td>Modern Germany</td>
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<td>HST 348</td>
<td>Russia in the 20th Century</td>
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<td>HST 350</td>
<td>A History of Christianity</td>
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<td>HST 351</td>
<td>Religion in American Life</td>
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<td>HST 361</td>
<td>20th Century Dictatorships: Italy, Germany, Russia</td>
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<td>HST 362</td>
<td>20th Century International Studies</td>
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**PSYCHOLOGY (SELECT 20 HOURS) (20)**

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<thead>
<tr>
<th>Course</th>
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<tr>
<td>PSY 288/451/488</td>
<td>Psychology Seminar (up to four)</td>
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<tr>
<td>PSY 312</td>
<td>Human Sexuality</td>
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<td>PSY 321</td>
<td>Human Growth &amp; Development</td>
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<td>PSY 341</td>
<td>Adolescent Psychology</td>
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<td>PSY 342</td>
<td>Marriage &amp; Family Life</td>
<td>(3)</td>
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<td>PSY 343</td>
<td>Psychology of Personality</td>
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<td>PSY 350</td>
<td>Counseling</td>
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<td>PSY 351</td>
<td>Adult Development</td>
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<td>PSY 353</td>
<td>Parenting &amp; Parent Education</td>
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<td>PSY 362</td>
<td>Social Psychology</td>
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<td>PSY 390</td>
<td>Children with Exceptionalities</td>
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<td>PSY 401</td>
<td>Person Centered Communication</td>
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<td>PSY 412</td>
<td>Neurological Psychology</td>
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<td>PSY 422</td>
<td>Psychology of PE and Sport</td>
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<td>PSY 432</td>
<td>Experimental Psychology</td>
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<td>PSY 434</td>
<td>Abnormal Psychology</td>
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<td>PSY 457</td>
<td>Growth and Development of the Young Child</td>
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<td>PSY 480</td>
<td>Group Process</td>
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</table>

**Electives** (11)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.
DIVISION OF THEOLOGY

The mission of the Division of Theology, in line with the mission of the university and the College of Theology, Arts, & Sciences, is to “prepare leaders to transform church and society inspired by the love of Christ and the vision of his Kingdom.”

The Division of Theology offers a variety of programs for those preparing for professional church work or for those who wish to learn theology. Through these various programs, students are equipped to enter directly into professional church work careers, or to continue graduate study in theology toward professional higher degrees.

The original, historic purpose of Concordia, Portland, was the education of future pastors for Christian ministry in the Lutheran Church-Missouri Synod. Even though Concordia has expanded its mission in the past century to become a university, the preparation of future pastors, missionaries and other church leaders continues to be the core of Concordia's identity.

PASTORAL STUDIES

Central to our Division of Theology is the Pastoral Studies Program, which prepares students for the pastoral ministry. We offer a course of study that provides a broad yet solid liberal arts foundation for seminary-level studies. As part of this program, students will study the original biblical languages, as well as a variety of courses in Bible and Christian theology. But beyond that, we put a strong emphasis on bridging the gap between theology and secular fields of study, so that our students relate their faith effectively to the contemporary world in which they will serve. There is a lot of room in the curriculum for elective courses, so that they can study more deeply in other areas of interest along with theology.

Beyond the curriculum, our pastoral studies students are actively involved in campus life, as well as in a local church family. Each student has an area pastor as “mentor,” with whom he can relate to explore the actual “job” of pastoral ministry in an ongoing fashion. Through Concordia Portland’s program, our students are well prepared for seminary level studies and for eventual entry into the pastoral ministry. They receive a solid academic and liberal arts basis - but more than this, they are nurtured in having a heart for and focus on Christ's mission in our society and world.
B.A. General Education Requirements (49)

The following are exceptions to the General Education Requirements.

Religion (11)
REL 141 Faith for the Future (3)
REL 211 History and Literature of the Old Testament (3)
REL 221 History and Literature of the New Testament (3)
REL 371 Introduction to World Religions (2)

Pastoral Studies Core Requirements (53)

THEOLOGY (20)
REL 220 Introduction to Christian Ministry I (1)
REL 288 Theology Seminar (1)
REL 320 Introduction to Christian Ministry II (1)
REL 331 The Christian Faith (3)
REL 336 The Church at Work in Mission (2)
REL 350 The History of Christianity (3)
REL 361 Christian Ethics (3)
REL 431 Lutheran Confessional Theology (3)
PHL 201 Philosophy (3)

LANGUAGES (29)
Foreign Language (German, Spanish, Latin, etc.) (6)
GRK 201 Elementary Greek I (5)
GRK 202 Elementary Greek II (4)
GRK 401 Reading in the Gospels (3)
GRK 402 Reading in the Epistles (3)
HEB 301 Elementary Hebrew I (4)
HEB 302 Elementary Hebrew II (4)

SENIOR THESIS (4)
REL 495 Senior Thesis Prep (1)
REL 496 Senior Thesis (3)

Electives (22)

Students in the Pastoral Studies program must take a minimum of 22 hours of elective courses in at least two of the following areas:

- Theology
- Humanities (including English and History)
- Education (including Christian Education)
- Mathematics/Natural Sciences
- Social/Behavioral Sciences
- Art/Music
- Foreign Language (Greek, Hebrew, or other)
COURSES THAT ARE HIGHLY RECOMMENDED INCLUDE:

- Upper division Bible courses
- Practical Ministry Courses (e.g., Evangelism)

ENG 351 Speech for Professionals (3)
HST 344 Reformation (3)
REL 335 Trends in Modern Theology (2)
REL 351 Religion in American Public Life (3)
REL 481/482/483 Religion and Literature (2)
REL 288/488 Theology Seminars (1)

Extra-curricular Expectations

Extra-curricular expectations include Chapel and congregational worship participation, leading morning and evening Chapel devotions, mentoring with a local pastor, cross-cultural mission experience, annual Spiritual Retreat, and campus leadership.

Pastoral Studies Certificate Program

This certificate program is designed for those who feel called to the pastoral ministry, have at least a Bachelor’s degree and experience in another field, but wish to better prepare themselves for seminary level studies. The program is designed to be completed in one year and emphasizes preparation in Biblical studies and languages. Upon completion participants of the program will be prepared to pass the entrance exams of Concordia Seminary, St. Louis.

Theological Studies

This major provides students with an opportunity to study deeply in theology, as well as to take electives in related fields in order to develop a solid liberal arts foundation. Students in this major take many of the same courses as the pastoral studies students. They won’t be required to study Hebrew and Greek, but otherwise they have ample opportunity to explore the biblical, historical, systematic, and practical dimensions of theology. With a bachelor’s degree in theological studies, graduates of this program will have a good rounded education for entering various career paths. Or if they choose, students are well prepared to continue on toward graduate studies in theology, with the goal of becoming teachers of theology.

If a student isn’t sure about studying for the ministry, but wants to focus on theology, this particular program will provide theological challenge and academic freedom for students to pursue their sense of calling.

B.A. General Education Requirements (49)

THE FOLLOWING ARE EXCEPTIONS TO THE GENERAL EDUCATION REQUIREMENTS.

Religion (11)
REL 141 Faith for the Future (3)
REL 211 History and Literature of the Old Testament (3)
REL 221 History and Literature of the New Testament (3)
REL 371 Introduction to World Religion (2)
Theological Studies Core
Requirements (41-45)

**THEOLOGY** (35)
- PHL 201 Intro to Philosophy (3)
- REL 331 Christian Faith (3)
- REL 335 Trends in Theology (2)
- REL 336 Church at Work Mission (2)
- REL 341 Art in Christian Church (2)
- REL 345 Luther & Society (3)
- REL 350 History of Christianity (3)
- REL 351 Religion in American Life (3)
- REL 361 Ethics (3)
- REL 431 Lutheran Confessions (3)
- REL 481/REL 482/REL 483 Religion & Literature: Tragedy, Fantasy or Comedy (2)
- REL 495 Thesis Prep (1)
- REL 496 Thesis (3)
- REL 288/488 Three 1 credit Seminars (3)

**LANGUAGE** (6-10)
- One language, may be classical or modern
- Elementary Language Studies (3-5)
- Intermediate Language Studies (3-5)

**Electives** (29-33)
Select elective courses in a field of concentration relevant to the study of theology such as English, History, Management, or others. The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

Missions Minor

In a unique program at Concordia University, students can major in a professional or pre-professional program and minor in missions. For those who already have a degree, or those transferring to Concordia, the missions minor alone will take about one year to complete. The Missions Minor will train students in evangelism, meeting special needs of people, community service, and skills to help begin new churches. With Concordia's cross-cultural programs, faculty with international experience, and a multi-cultural student body, students can prepare to do work in either the United States or abroad.

**Missions Minor Requirements**
- CED 275 Parish Visitation & Evangelism (3)
- CED 395 Teaching the Faith (3)
- REL 331 The Christian Faith (3)
- REL 336 The Church at Work in Mission (2)
- REL 385 The Practice of the Scriptures (2)

*Both REL 211 and REL 221 must be taken. Choose the one that was not completed in the Religion Requirements of the General Education Requirements.*
REL 211   History and Literature of the Old Testament  (3)

OR

REL 221   History and Literature of the New Testament  (3)

Students will also be encouraged to take courses in other areas such as sociology, political science, and international relations.

Field Work

In addition to the regular class work, students will be encouraged to do some type of field work. This can be done while going to school, by working in neighboring churches, campus evangelism or church outreach programs. It might also be done through summer activities in a mission field, a resort area, a campus ministry, an urban program, rural church extension, or minority ministries.

College of Education

College Philosophy

Since its inception as a college in 1905, the training of qualified educators to serve public institutions as well as schools and churches operated by the Lutheran Church-Missouri Synod has been a major element of the academic programs at Concordia University. The traditional values of Christian commitment, educational excellence, and service that guide the Concordia Community are encapsulated within the College of Education's Mission Statement:

With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, encourage life-long learning and demonstrate the skills necessary to promote effective instruction.
BACHELOR OF ARTS IN EDUCATION/TEACHER LICENSURE

The objective of Concordia University’s teacher education program is to help men and women become quality teachers. A “quality” teacher is one who loves children, exhibits moral character and high ethical standards, shows a genuine sensitivity to multicultural and special needs children, can plan and execute developmentally appropriate learning activities, is well versed in various methods of authentic assessment, and understands that teaching is an act of supreme service to others.

As an institution that sincerely believes in the value of service to others, the College of Education promotes this value in everything it does, trusting that this standard will be accepted and reflected by those willing to commit themselves to this most critical profession.

TEACHER EDUCATION PROGRAM OBJECTIVES

Objectives of Concordia University’s Teacher Education program are to help students exhibit:

- Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students;
- Classroom management skills that maintain the dignity of students and stress cooperation rather than competition;
- Effective communication and interpersonal relationship skills that promote collaboration with colleagues, school staff, administrators, parents, and other elements of the school community;
- Knowledge of the Christian perspective and its relationship to the teaching and learning process.

Teacher Licensing

The State of Oregon issues teaching licenses on four specific authorization levels*:

Early Childhood (ECE) = Pre K - Grade 4
Elementary (ELE) = Grades 3 - 8
Middle Level (ML) = Grades 5 - 9
High School (HS) = Grades 7 - 12

* Students matriculating after July 1997 are required to pursue licensure at two authorization levels.

All College of Education graduates are eligible to apply for licensing through Oregon Teacher Standards and Practices Commission (TSRPC). With minor adjustments, it is possible for graduates holding an Oregon license to teach in other states.
Program Admission and Continuation

Students wishing to pursue licensing at any authorization level should apply to the Dean of Education for admission to the College of Education no later than the second semester of their sophomore year. Transfer students should apply during their first semester on campus.

Requirements for program admission are:

A cumulative GPA of 2.5 or better

Passing score on either the CBEST or PPST examinations

Transfer students applying for entrance into the licensing only program must also submit passing scores on one of these same basic skills tests and provide a cumulative GPA of 2.75 for admission to the university.

Once admitted to the College, all education students must maintain an overall GPA of 2.5 and a 2.75 GPA in all professional education courses and must successfully complete a field experience and a practicum to be eligible for student teaching. Please note that all professional education requirements must receive a minimum grade of “C” or be repeated.

College graduates who already have a BS or BA degree from an accredited institution might be eligible for Concordia’s Master of Arts in Teaching (MAT) program.

Testing requirements for Licensing

Initial testing requirements

Applicants are required to have taken and passed a basic skills test (CBEST or Praxis PPST/CFPST) prior to being admitted to the program. In addition, the State of Oregon requires the MSAT and the Praxis II specialty area exams. It is recommended that applicants complete the MSAT and/or Praxis II tests prior to matriculation.

Praxis II is required for High School and Middle Level licensure. A college major in the specific subject area may be substituted for Middle Level candidates, unless you wish the specialty endorsement to appear on your license. Choose from endorsements in biology, business, chemistry, health, language arts, marketing, mathematics (basic or advanced), physical education, or social studies.

Test bulletins can be obtained from Concordia as well as from most universities. You can also access information at the following websites: http://www.cbest.nesinc.com/ or http://www.ets.org/praxis/. For all but the basic skills test, a test waiver can be submitted when a test date is not available prior to courses commencing, indicating that the candidate will take the test on the next available testing day.

If you plan to teach in the state of Washington, you will also need to take the West-B (http://www.west.nesinc.com/)
Curricular Requirements

PROFESSIONAL EDUCATION COURSEWORK

Most education students will complete the bulk of their general education courses by the end of their sophomore year. Beginning with the junior year, students register for specific professional education courses based on their chosen authorization level or levels.

B.A. General Education Requirements (39)

THE FOLLOWING ARE EXCEPTIONS FOR ECE/ELE TO THE GENERAL EDUCATION REQUIREMENTS.

Include at least 2 of the following 3 areas: music, visual arts, and theater arts. ART 365 is recommended.

Mathematics
MTH 133 Mathematics for Teachers I (3)
MTH 134 Mathematics for Teachers II (3)

Social Science
PSY 201 Principles of Psychology (3)
HST 215, HST 216, GEO 110 OR PSC 201 are recommended.

Education Core Requirements

Required for All Authorization Levels

EDU 201 Principles of Education (3)
EDU 232 Educational Psychology (2)
EDU 260 Instructional Strategies (2)
PSY 321 Human Growth & Development (3)
EDU 336 Assessment & Evaluation (2)
EDU 390 Children with Exceptionalities (2)

Early Childhood (Age 3 - Grade 4)

EDU 330 Educational Technology - ECE/ELE (2)
EDU 341 Field Experience ECE (1)
EDU 348 Management/Parent School Relations (3)
EDU 354 Curriculum & Instruction: Early Childhood (3)
EDU 355 Introduction to Early Childhood Education (2)
EDU 358 Curriculum & Instruction: Health & PE - Early Childhood & Elementary (3)
EDU 362 Curriculum & Instruction: Math - Early Childhood & Elementary (2)
EDU 368 Curriculum & Instruction: Science - Early Childhood & Elementary (2)

Choose one:

ART 365 Elementary Art Education (2)
MUS 365 Music for Teachers (2)
TA 318 Creative Dramatics for Teachers (2)
EDU 375 Curriculum & Instruction: Language Arts & Reading (4)
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<td>EDU 379</td>
<td>Curriculum &amp; Instruction: Social Studies</td>
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<tr>
<td>EDU 452**</td>
<td>Practicum - ELE</td>
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<tr>
<td>EDU 457</td>
<td>Development of the Young Child</td>
<td>(2)</td>
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<tr>
<td>EDU 461</td>
<td>Curriculum &amp; Instruction: Children's Literature</td>
<td>(2)</td>
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<td><strong>Choose one:</strong></td>
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<td>ART 365</td>
<td>Elementary Art Education</td>
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<td>MUS 365</td>
<td>Music for Teachers</td>
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<td>TA 318</td>
<td>Creative Dramatics for Teachers</td>
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<tr>
<td>EDU 491</td>
<td>Student Teaching - ECE</td>
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<td><strong>Elementary (Grades 3 - 8)</strong></td>
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<td>Educational Technology - ECE/ELE</td>
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<td>Field Experience ELE</td>
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<td>Management/Parent School Relations</td>
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<td>EDU 358</td>
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<td>Curriculum &amp; Instruction: Science - Early Childhood &amp; Elementary</td>
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<td>EDU 375</td>
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<td>EDU 451/453**</td>
<td>Practicum - ECE or ML</td>
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<td>Curriculum &amp; Instruction: Children's Literature</td>
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<tr>
<td>EDU 492</td>
<td>Student Teaching - ELE</td>
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<td><strong>Middle Level (Grades 5 - 10)</strong></td>
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<td>Educational Technology - ML/HS</td>
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<tr>
<td>EDU 343</td>
<td>Field Experience - ML</td>
<td>(1)</td>
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<tr>
<td>PSY 341</td>
<td>Adolescent Psychology</td>
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<tr>
<td>EDU 384</td>
<td>Classroom Management: ML/HS</td>
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<td>EDU 397</td>
<td>Curriculum &amp; Instruction: Writing*</td>
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<td>Curriculum &amp; Instruction: Adolescent Literature*</td>
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<td>EDU 452/454**</td>
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<tr>
<td>EDU 498</td>
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<td><strong>Select one per endorsement:</strong></td>
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<tr>
<td>EDU 385</td>
<td>Curriculum &amp; Instruction: Math &amp; Science</td>
<td>(3)</td>
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<tr>
<td>EDU 386</td>
<td>Curriculum &amp; Instruction: Lang. Arts &amp; Social Studies</td>
<td>(3)</td>
</tr>
<tr>
<td>EDU 387</td>
<td>Curriculum &amp; Instruction: Health &amp; PE</td>
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<tr>
<td>ART 368</td>
<td>Secondary Art Ed.</td>
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CONCORDIA (university)
High School (Grades 7 - 12) **

EDU 333 Educational Technology - ML/HS (2)
EDU 344 Field Experience - HS (1)
PSY 341 Adolescent Psychology (3)
EDU 384 Classroom Management: ML/HS (2)
EDU 397 Curriculum & Instruction: Writing* (3)
EDU 398 Curriculum & Instruction: Adolescent Literature* (3)
EDU 453** Practicum - ML (4)
EDU 494 Student Teaching - HS (15)

Select one per endorsement:

EDU 385 Curriculum & Instruction: Math & Science (3)
EDU 386 Curriculum & Instruction: Lang., Arts & Social Studies (3)
EDU 387 Curriculum & Instruction: Health & PE (3)
EDU 388 Curriculum & Instruction: General Business & Mktg (3)
ART 368 Secondary Art Ed. (2)

* Required for Language Arts endorsement only.

** Additional Authorization Levels - To be licensed at an additional authorization level, students must also complete a practicum (EDU 451, 452, 453, or 454) at the second authorization level.

The College of Education Placement Office provides candidates with one placement for each of their clinical experiences. Specific placement requests may be made but cannot always be guaranteed due to teacher availability and individual district or school policies. Placement confirmations, and exiting procedures, must be conducted through the College’s Placement Office. Please note that no placements can be made at schools where candidates have relatives or family friends. Also, no clinical experience should ever be terminated by a candidate without prior consultation with the Placement Administrator. Failure to follow these policies jeopardizes future placements and may result in credit loss and additional fees. Finally, clinical experiences dropped at student initiative after a placement has been secured will result in forfeiture of course fees.

Electives & Minors

Coursework taken to complete a minor may not duplicate General or Professional Education requirements. Also, students need sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300/400 level courses.

Endorsements for Middle Level & High School

Students seeking Middle Level or High School authorizations must exhibit proficiency in at least one specific subject area. Commonly referred to as endorsements or majors, Concordia offers 9 subject areas in which students training for professions in middle or high schools may select. General education requirements will vary with endorsement. Listed below are the course requirements for each of these areas:
ART ENDORSEMENT

Art Appreciation/Art History (12)
ART 121    Art Appreciation (2)
ART 296    Buying into Art (2)
ART 312    Art and Culture (4)
ART 314    Non-Western Art Traditions (2)
ART 341    Art in the Christian Church (2)

Studio Art Coursework (18)

Required Core (8)
ART 201    Basic Design Concepts (3)
ART 368    Secondary Art Education (2)
ART 265    Computer Graphics Design (3)

Studio (8 - must include 2 credits of each studio)
AS 181/381 Drawing Studio
AS 191/391 Ceramics Studio
AS 281/481 Painting Studio

Studio Electives (choose 2 credits from the following)
AS 381/391/481 Advanced Studio (2)
AS 225    Stained Glass Studio (1)
AS 161    Calligraphy Studio (1)
AS 199    Watercolor Studio (1)

BIOLOGY ENDORSEMENT REQUIREMENTS (35)
BIO 211    General Biology I (4)
BIO 212    General Biology II (4)
BIO 315    Genetics (3)
BIO 411    Ecology (3)
BIO 426    Evolution (3)
BIO 484    Microbiology (3)
GLG 101    Introduction to Geology (3)

Choose 3 of the following courses:
CHM 211    Inorganic Chemistry I (4)
CHM 212    Inorganic Chemistry II (4)
CHM 344    Organic Chemistry I (4)
PHY 211    General Physics I (4)
PHY 212    General Physics II (4)

CHEMISTRY ENDORSEMENT REQUIREMENTS (27)
CHM 211    Inorganic Chemistry I (4)
CHM 212    Inorganic Chemistry II (4)
CHM 344    Organic Chemistry I (4)
CHM 345    Organic Chemistry II (4)
CHM 441    Physical Chemistry (3)
PHY 211    General Physics I (4)
PHY 212    General Physics II (4)

Recommended Elective Courses:
BIO 211    General Biology I (4)
BIO 212    General Biology II (4)
BIO 457    Molecular Biology (3)
CHM 414    Biochemistry I (4)
CHM 415    Biochemistry II (4)
CHM 490    Research in Chemistry (3)

GENERAL BUSINESS ENDORSEMENT REQUIREMENTS (31)
ACT 201    Financial Accounting (3)
ACT 202    Managerial Accounting (3)
BA 201    Macroeconomics (3)
BA 202    Microeconomics (3)
BA 224    Microcomputers: Word Processing (1)
BA 225    Microcomputers: Spreadsheets (2)
BA 247    Management Statistics (3)
BA 259    Business Communication (2)
BA 324  Database Structure & Design (2)
BA 342  Finance (3)
BA 352  Business Law (3)
BA 353  Business Ethics (3)

The following additional coursework is necessary for the Accounting Endorsement:
ACT 301  Intermediate Accounting I (3)
ACT 302  Intermediate Accounting II (3)
ACT 406  Advanced Accounting (3)

HEALTH EDUCATION ENDORSEMENT REQUIREMENTS (38.5)
BIO 264  Introduction to Anatomy (3)
BIO 265  Introduction to Physiology (3)
HPE 250  History, Philosophy of Physical Education (2)
HPE 320  Stress Management (3)
HPE 329  Rhythmic Activities (1)
HPE 330  First Aid & CPR (.5)
HPE 340  Prevention, Care and Rehabilitation of Athletic Injuries (2)
HPE 360  Communicable Disease (3)
HPE 420  Contemporary Issues in Health (3)
HPE 432  Measurements and Evaluation in Physical Education (3)
HPE 452  Adaptive Physical Activity and Sport (3)
HPE 462  Nutrition for Sport and Physical Activity (3)
PSY 312  Human Sexuality (3)
SCI 112  Environmental Science (3)
SCW 361  Chemical Dependency & Addictive Behavior (3)

LANGUAGE ARTS (ENGLISH) ENDORSEMENT REQUIREMENTS (32)
ENG 208  Acting I (2)
OR
ENG 308  Acting II (2)
ENG 231  American Literature I (3)
ENG 232  American Literature II (3)
ENG 312  Poetry (3)
ENG 352  Creative Writing (3)
ENG 370  Linguistics (3)

British Literature (Choose two from the following):
ENG 222  British Literature I (3)
ENG 223  British Literature II (3)
ENG 321  Shakespeare (3)

World Literature (Choose one from the following):
ENG 315  The World Novel (3)
ENG 363  The European Novel (3)
ENG 364  Asian Literature (3)
ENG 462  The Hero: A Study in Ideal Types (3)

Genre Literature (Choose one from the following):
ENG 310  World Drama (3)
ENG 315  The World Novel (3)
ENG 348  Film and Literature (3)

Thematic Literature (Choose one from the following):
ENG 337  A Groove & a Gas in Its Own Write (3)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 462</td>
<td>The Hero: A Study in Ideal Types</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 464</td>
<td>The Gothic Novel</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 481</td>
<td>Religion and Literature I: Tragedy</td>
<td>(3)</td>
</tr>
<tr>
<td>ENG 482</td>
<td>Religion and Literature II: Fantasy</td>
<td>(3)</td>
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<tr>
<td>ENG 483</td>
<td>Religion and Literature III: Comedy</td>
<td>(3)</td>
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<tr>
<td><strong>MARKETING ENDORSEMENT REQUIREMENTS</strong></td>
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<td>(35)</td>
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<tr>
<td>ACT 201</td>
<td>Financial Accounting</td>
<td>(3)</td>
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<tr>
<td>ACT 202</td>
<td>Managerial Accounting</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 201</td>
<td>Macroeconomics</td>
<td>(3)</td>
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<tr>
<td>BA 202</td>
<td>Microeconomics</td>
<td>(3)</td>
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<tr>
<td>BA 247</td>
<td>Management Statistics</td>
<td>(3)</td>
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<td>BA 259</td>
<td>Business Communication</td>
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<td>BA 342</td>
<td>Finance</td>
<td>(3)</td>
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<tr>
<td>BA 352</td>
<td>Business Law</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 360</td>
<td>Principles of Marketing</td>
<td>(3)</td>
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<tr>
<td>BA 361</td>
<td>Sales and Advertising</td>
<td>(3)</td>
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<td>BA 363</td>
<td>Marketing Research</td>
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<tr>
<td>BA 366</td>
<td>Global Marketing</td>
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<td><strong>MATHEMATICS (ADVANCED) ENDORSEMENT REQUIREMENTS</strong></td>
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<td>MTH 124</td>
<td>Pre-Calculus</td>
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<tr>
<td>MTH 211</td>
<td>Calculus I</td>
<td>(4)</td>
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<tr>
<td>MTH 212</td>
<td>Calculus II</td>
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</tr>
<tr>
<td>MTH 331</td>
<td>Principles of Research and Statistical Techniques</td>
<td>(3)</td>
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<tr>
<td>MTH 341</td>
<td>Linear Algebra</td>
<td>(2)</td>
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<tr>
<td>MTH 361</td>
<td>Abstract Algebra</td>
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<tr>
<td>MTH 371</td>
<td>Number Theory</td>
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<td>MTH 401</td>
<td>Analysis</td>
<td>(2)</td>
</tr>
<tr>
<td>MTH 411</td>
<td>Advanced Geometry</td>
<td>(2)</td>
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<tr>
<td><strong>PHYSICAL EDUCATION ENDORSEMENT REQUIREMENTS</strong></td>
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<td>(42)</td>
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<tr>
<td>BIO 264</td>
<td>Introduction to Anatomy</td>
<td>(3)</td>
</tr>
<tr>
<td>BIO 265</td>
<td>Introduction to Physiology</td>
<td>(3)</td>
</tr>
<tr>
<td>HPE 115/HPE 215</td>
<td>Beginning/Advanced Swimming</td>
<td>(1.5)</td>
</tr>
<tr>
<td>HPE 121/HPE 123</td>
<td>Circuit Training/Weight Lifting</td>
<td>(1)</td>
</tr>
<tr>
<td>HPE 125</td>
<td>Aerobic Conditioning</td>
<td>(1)</td>
</tr>
<tr>
<td>HPE 250</td>
<td>History, Philosophy of Physical Education</td>
<td>(2)</td>
</tr>
<tr>
<td>HPE 329</td>
<td>Rhythmic Activities</td>
<td>(1)</td>
</tr>
<tr>
<td>HPE 330</td>
<td>First Aid &amp; CPR</td>
<td>(1.5)</td>
</tr>
<tr>
<td>HPE 340</td>
<td>Prevention, Care and Rehabilitation of Athletic Injuries</td>
<td>(2)</td>
</tr>
<tr>
<td>HPE 350</td>
<td>Leisure Sport Skills Analysis</td>
<td>(2)</td>
</tr>
<tr>
<td>HPE 351</td>
<td>Team Sport Skills Analysis</td>
<td>(2)</td>
</tr>
<tr>
<td>HPE 368</td>
<td>Motor Learning</td>
<td>(3)</td>
</tr>
<tr>
<td>HPE 370</td>
<td>Principles of Coaching</td>
<td>(2)</td>
</tr>
</tbody>
</table>
HPE 371, HPE 372, HPE 373, HPE 374, HPE 375 Coaching Theory (1)

HPE 398 Organization & Administration of Physical Education (2)

HPE 432 Measurements and Evaluation in Physical Education (3)

HPE 452 Adaptive Physical Activity and Sport (3)

HPE 462 Nutrition for Sport and Physical Activity (3)

HPE 472 Kinesiology (3)

HPE 492 Exercise Physiology (3)

**SOCIAL STUDIES ENDORSEMENT REQUIREMENTS** (31)

ECN 201 Macroeconomics (3)

GEO 110 Introduction to Cultural Geography (2)

HST 202 Europe in Transition: 1300-1789 (3)

HST 203 Europe Since 1789 (3)

HST 215 American Civilization I (3)

HST 216 American Civilization II (3)

HST 334 American Thought and Culture (3)

PSC 201 Introduction to American Government (3)

PSC 365 International Relations: Ethical and Religious Perspectives (3)

Select 6 semester hours including courses in at least 2 areas: World History, Geography, Political Science, Sociology and Anthropology.

HST 331 Media & Culture in 20th Century America (3)

HST 332 Race Relations in American History (3)

HST 333 History of Science and Technology (3)

HST 334 American Thought and Culture (3)

HST 337 The Sixties (3)

HST 342 Women's History and Literature (3)

HST 343 Renaissance (3)

HST 344 Reformation (3)

HST 345 Luther and Society (3)

HST 346 20th Century Eastern Europe (3)

HST 347 Modern Germany (3)

HST 348 20th Century Russia (3)

HST 350 A History of Christianity (3)

HST 351 Religion in American Life (3)

HST 361 20th Century Dictatorships: Italy, Germany, & Russia (3)

HST 362 The Cold War (3)

SOC 321 Sociology of Diversity (3)

SOC 342 Marriage and Family Life (3)
Endorsement for ESOL (Elementary, Middle Level, High School)

ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Concordia offers an add-on endorsement in the area of English to Speakers of Other Languages (ESOL). This endorsement can be taken during the four year program, or as a graduate level add-on endorsement after receiving the B.A. degree. Either way, it can serve as a professional endorsement.

EDU 421 ESOL Methods (3)
EDU 439 Linguistics (3)
EDU 440 Multicultural Counseling and Education (3)
EDU 441 ESOL Curriculum & Technology for Lang. Acquisition (1)
EDU 442 Issues in a Bilingual Society (1)
EDU 443 ESOL Educational Assessment Seminar (1)

Career & Technical Teacher Education

Certificate of Completion Program

What is Career and Technical Education? Career and Technical Education (CTE) provides students in high schools and adults in community colleges with the technical skills, knowledge and training necessary to succeed in specific occupations and careers. It also prepares students for the world of work by introducing them to workplace competencies that are essential no matter what career they choose. (Note: In Oregon CTE is usually referred to as “professional technical education.” In most states, and at a national and federal level, the term “Career and Technical Education” is commonly used.)

The State of Oregon recently revised the process by which those who teach career and technical education (CTE) at high schools can earn a teaching license, providing them with certification as a career and technical educator.

To be eligible to apply for a high school CTE teaching position, you must have an associate degree and have a minimum of two years work experience in one of more of the 22 TSPC approved professional technical endorsement areas (TSPC OAR 584-042-0006). This certification pathway requires an interview and approval by an Instructor Appraisal Committee to ensure technical skill competency, the assignment of a mentor and advisor, and the completion of a three-year professional development plan which requires 15 quarter hours (9 semester hours) of instruc-
tional methodology. The professional technical endorsement areas include:

- Administrative Services
- Agricultural Science and Technology
- Communication Journalism
- Communications Technologies
- Computer Technology
- Construction
- Design and Applied Arts
- Education
- Engineering Technology
- Family/Consumer Sciences
- Financial Services
- Forestry/Natural Resources
- Health Sciences
- Hospitality and Tourism
- Integrated Environmental Technology
- Legal and Protective Services
- Leisure and Fitness
- Manufacturing Technology
- Marketing/Management
- Mechanical Systems
- Personal Services
- Social Services

Concordia’s CTE program will help those who have excellent technical skills and work experience in career and technical fields become successful instructors, thereby better preparing future practitioners in their fields.

**CONCORDIA’S PROGRAM:**

Provides a comprehensive teacher induction program leading to a Concordia University CTE Certificate of Completion

Responds to the needs of students, local school districts, community colleges, and business and industry

Prepares people from the military, business and industry to be successful CTE teachers in high schools and community colleges in Oregon

Complements your technical skills experience in one of the 22 TSPC approved professional technical endorsement areas (TSPC OAR 584-042-0006)

Assists you in pursuing state certification as a CTE instructor by providing instructional methodology, internship experiences, guidance, and program planning
CTE Program Intended Educational Outcomes: Intended educational outcomes are those of Concordia's teacher education program. While these outcomes were written to support the standards for Oregon’s Initial Teaching License (OAR 584-060-0040 & 584-017-0100), they are also supportive of those teaching Career and Technical Education. The program prepares candidates to:

- Develop the appropriate personal characteristics for success in the teaching profession
- Model professional conduct and ethics during classroom instruction and in relationships with students, parents, fellow teachers, and other school personnel
- Practice effective instructional skills that maintain the dignity of students and stress cooperation rather than competition
- Utilize classroom management skills that maintain the dignity of students and stress cooperation rather than competition
- Integrate new technologies and related skills to enhance the teaching and learning processes
- Promote collaboration with colleagues, school staff, administrators, parents and other members of the school community through effective communication and interpersonal relationships

### UNDERGRADUATE OPTION
(MUST HAVE ASSOCIATE DEGREE AND TWO YEARS WORK RELATED TO THEIR ENDORSEMENT AREA)

- **EDU 467W** Teaching Student-Centered CTE *(online)* (3)
- **EDU 260** Instructional Strategies (2)
- **EDU 336W** Assessment and Evaluation of Teaching/ Learning *(online)* (2)
- **EDU 384** Classroom Management (2)
- **EDU 468W** CTE Seminar: Establishing Business and Community Partnerships *(online)* (1)
- **EDU 469W** CTE Seminar: CTE Legislative Bill Tracking and Analysis *(online)* (1)
- **EDU 470W** CTE Seminar: CTE Program Promotion *(online)* (1)

**Total 12 semester hours**
GRADUATE OPTION
(FOR THOSE WITH A BACHELOR DEGREE
AND RELATED WORK EXPERIENCE)

(Note: Concordia University offers a Masters of Education in Career and Technical Education. Contact the College of Education Graduate Office for more information)

EDU 567W Teaching Student-Centered CTE (online) (2)
EDU 532 Learning Theory and Practice (3)
EDU 537W Assessment & Evaluation of Teaching and Learning (online) (2)
EDU 549 Classroom Management/Parent School Relations (3)
EDU 568W CTE Seminar: Establishing Business and Community Partnerships (online) (1)
EDU 569W CTE Seminar: CTE Legislative Bill Tracking and Analysis (online) (1)
EDU 570W CTE Seminar: CTE Program Promotion (online) (1)

Total 13 semester hours

At the conclusion of the 12/13 hours, candidates receive a Concordia University CTE Certificate of Completion. This Certificate will be a key component of candidates’ Professional Growth Plan that is required for renewal of TSPC’s Three-Year Professional Technical License, and assures school administrators of a candidates’ readiness to effectively teach Career and Technical Education.

Special Programs

PROFESSIONAL CHURCH WORK

For nearly one hundred years Concordia University has trained men and women for teaching careers in over 1300 elementary and high schools sponsored by the Lutheran Church-Missouri Synod. Students who elect to enter the Professional Church Work program complete additional training and, upon graduation, are eligible for the teaching ministry. They are assigned their first call by the Council of Presidents acting as the Board of Assignments.

Professional Church Work Requirements

Professional Church Work “Statement of Intent” completed and submitted to the Education Office.

CED 395 Teaching the Faith (3)
EDU 451L, 452L, 453L, or 454L Practicum for Lutheran Teacher Candidates (4)
REL 331 The Christian Faith (3)
REL 211 & REL 221 both must be taken.* (3)

* Choose the one that was not completed in the Religion Requirements of the General Education Requirements.
Please note that to be certified as a Minister of Religion — commissioned by the Lutheran Church-Missouri Synod, the teacher education candidate must meet the following requirements:

Be a member in good standing of a Lutheran Church-Missouri Synod congregation.

Successfully complete the above Professional Church Work requirements.

Successfully complete all of the course work and experiential requirements for a Bachelor of Arts in Education.

Qualify to be licensed as a teacher by the State of Oregon (must complete 15 weeks of public school student teaching.)

**INTERNATIONAL TEACHING & STUDY OPPORTUNITIES**

The College of Education offers a number of exciting international educational opportunities for students. Specific details on the programs listed below can be obtained in the Education Office.

**Internship Opportunities**

This is a one year commitment designed to place teacher education students who have completed their junior year in private school locations around China for a year of concentrated exposure to Chinese culture. During the year, students gain valuable teaching experience by instructing Chinese students in English. Funding for this program is provided through donors. Extensive preparation and training experiences are provided as well as a mid-year Hong Kong conference.

**Summer Internship**

Located in Northern China, this program seeks to expose those interested in service and witness to the opportunities and realities of China. Language learning, cultural awareness and development of skills for Christian witnessing are focus areas during this 7 week program. Preparation and training are provided. This program is self-funded.

**Opportunities for Graduates**

There are also two year, one year, and summer teaching programs available for teacher education graduates desiring to serve in China. Further information and contact numbers for these programs are available in the Education Office.
DIRECTOR OF CHRISTIAN EDUCATION

The Christian Education major is designed for students desiring to serve in educational ministries of a congregation (children's, youth, adult, family, and/or outreach ministries). It is intended to prepare them to lead in society by serving as lifespan Christian educators who equip others to passionately and courageously live their faith in word and action. Classes and experiences are designed to equip the student in six functional roles essential for anyone moving into an entry level position as a director of Christian education: Christian educator, family life enhancer, leader, ministry consultant, mission/outreach leader and administrator.

A student who desires to pursue the Christian Education major must apply through the Director of Christian Ministries before the end of his/her sophomore year, or, if a transfer student, before the end of the first semester at CU. An overall GPA of 2.50 is required for admission to the program and a GPA of 2.75 in the Professional Education requirements is necessary for graduation.

To be certified as a Director of Christian Education (DCE) in the Lutheran Church Missouri Synod, a year long internship in a congregation is required after completion of the BA with a Christian Education Major. A student applies for the DCE internship 2 semesters prior to the semester in which she/he hopes to begin the internship. Applications are available from the Director of Christian Ministries.

DCE's, or Christian education leaders, work in congregations, along with pastors, nurturing the faith of members and equipping them for ministry. The typical job description of a 1st year DCE could include youth and education ministry, child and family ministry, outreach ministry, ministry development or other related educational areas.

Director of Christian Education Certificate

To be certified as a Director of Christian Education (DCE) in the Lutheran Church Missouri Synod, a year long internship in a congregation is required. A student applies for the DCE internship 2 semesters prior to the semester in which she/he hopes to begin the internship. Applications are available from the Director of Christian Ministries.

BA General Education Requirements

The following are exceptions to the General Education Requirements.

<table>
<thead>
<tr>
<th>Religion</th>
<th>(11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 141</td>
<td>Faith for the Future (3)</td>
</tr>
<tr>
<td>REL 211</td>
<td>History and Literature of the Old Testament (3)</td>
</tr>
<tr>
<td>REL 221</td>
<td>History and Literature of the New Testament (3)</td>
</tr>
<tr>
<td>REL 371</td>
<td>Introduction to World Religions (2)</td>
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</table>
### Director of Christian Education Professional Requirements (66)

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CED 275</td>
<td>Parish Visitation &amp; Evangelism</td>
<td>(3)</td>
</tr>
<tr>
<td>CED 305</td>
<td>Outdoor Christian Education</td>
<td>(2)</td>
</tr>
<tr>
<td>CED 310</td>
<td>Children's Ministries</td>
<td>(3)</td>
</tr>
<tr>
<td>CED 312</td>
<td>History &amp; Practice of DCE</td>
<td>(2, 2)</td>
</tr>
<tr>
<td>CED 315</td>
<td>Youth Ministries</td>
<td>(3)</td>
</tr>
<tr>
<td>CED 344</td>
<td>Field Experience, Religious Education</td>
<td>(1)</td>
</tr>
<tr>
<td>CED 383</td>
<td>Adult Ministries</td>
<td>(3)</td>
</tr>
<tr>
<td>CED 483</td>
<td>Leadership Development</td>
<td>(2)</td>
</tr>
<tr>
<td>CED 485</td>
<td>Family Ministries</td>
<td>(3)</td>
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<tr>
<td>EDU 232</td>
<td>Educational Psychology</td>
<td>(2)</td>
</tr>
<tr>
<td>EDU 260</td>
<td>Instructional Strategies</td>
<td>(2)</td>
</tr>
<tr>
<td>EDU 330 or 333</td>
<td>Educational Technology</td>
<td>(2)</td>
</tr>
<tr>
<td>EDU 395</td>
<td>Teaching the Faith</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 321</td>
<td>Human Growth &amp; Development</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 341</td>
<td>Adolescent Psychology</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 351</td>
<td>Adult Development</td>
<td>(3)</td>
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<tr>
<td>PSY 353</td>
<td>Parenting and Parent Education</td>
<td>(3)</td>
</tr>
<tr>
<td>PSY 480</td>
<td>Group Process</td>
<td>(3)</td>
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<tr>
<td>PSY 401</td>
<td>Person Centered Comm</td>
<td>(3)</td>
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<tr>
<td>REL 220</td>
<td>Intro to Christian Ministry I</td>
<td>(1)</td>
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<tr>
<td>REL 320</td>
<td>Intro to Christian Ministry II</td>
<td>(1)</td>
</tr>
<tr>
<td>REL 331</td>
<td>The Christian Faith</td>
<td>(3)</td>
</tr>
<tr>
<td>REL 336</td>
<td>The Church at Work</td>
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<tr>
<td>REL 350</td>
<td>History of Christianity</td>
<td>(3)</td>
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<tr>
<td>REL 451</td>
<td>Lutheran Confessional Theology</td>
<td>(3)</td>
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</tbody>
</table>

Choose one of the following Biblical courses:

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REL 314</td>
<td>Studies in O.T. Prophets</td>
<td>(2)</td>
</tr>
<tr>
<td>REL 321</td>
<td>Synoptic Gospels</td>
<td>(2)</td>
</tr>
<tr>
<td>REL 322</td>
<td>Revelation to John</td>
<td>(2)</td>
</tr>
<tr>
<td>REL 323</td>
<td>Gospel of John</td>
<td>(2)</td>
</tr>
<tr>
<td>REL 324</td>
<td>Letters of Paul</td>
<td>(2)</td>
</tr>
</tbody>
</table>

### Minor/Electives/Internship (12)

Select one area:

- Electives
  - Child & Family Minor
  - Youth Ministry Minor
  - Outreach Minor
  - Other Optional Minor
  - CED 490 DCE Internship

### CE Major Requirements

Students desiring a BA in Christian Education are not required to take the year long CED 490 DCE Internship in a congregation.
Post B.A. DCE Certificate

There are two processes (DCE Colloquy and post-baccalaureate DCE Certificate) by which an individual who already possesses a bachelor's degree may be certified as a Director of Christian Education. Determination of which process is more appropriate for an individual will be based on submitted application materials and an in-person interview.

DCE Colloquy

The DCE Colloquy is a process for rostering in the Lutheran Church—Missouri Synod. Those who qualify have full-time experience in a DCE-type position, as well as a majority of course work related to DCE certification. Colloquy students are generally assessed on previous related experience through written and oral examinations administered at the conclusion of required course work.

Post-Baccalaureate DCE Certificate

The post-baccalaureate DCE certificate is designed for those who already have a bachelor's degree in any field, and who desire to make the career change into DCE ministry. Each applicant to the program has the opportunity to demonstrate competency in the DCE functions and skills through a portfolio and interview. A review of the portfolio, transcripts and a personal interview result in a recommendation as to which of the following courses a student will be required to take in order to receive DCE certification:

- REL 211 History and Literature of the Old Testament (3)
- REL 221 History and Literature of the New Testament (3)
- REL 331 The Christian Faith (3)
- REL 336 The Church at Work in Mission (2)
- REL 371 Introduction to World Religion (2)
- REL 385 The Practice of Scriptures (2)
- CED 275 Outreach, Assimilation, and Visitation (3)
- CED 310 Children's Ministry (3)
- CED 312 History & Practice of DCE (2,2)
- CED 315 Youth Ministry (3)
- CED 344 Field Experience - Religious Education (1)
- CED 383 Adult Ministry (3)
- CED 395 Teaching the Faith (3)
- CED 483 Leadership Development (2)
- CED 485 Family Ministry (3)
- EDU 232 Educational Psychology (2)
- PSY 321 Human Growth and Development (3)
- PSY 341 Adolescent Psychology (3)
- PSY 401 Person Centered Communication (3)
- PSY 480 Group Process (3)
- CED 490 DCE Internship (After completion of course work) (8)

*Maximum total of course hours required: 55 plus 8 hour internship*
How do I proceed in applying for a Post BA DCE Certificate?

- Apply to Concordia University, Portland, requesting official transcripts from all colleges and universities you have attended. Complete the University application process as described in admissions materials.
- Contact the Director of Christian Ministries (DCM) requesting application materials for the post B.A. DCE certification program.
- Create a professional development portfolio (PDP).
- Complete an autobiography.
- Mail PDP and autobiography to the DCM.
- Request that 2 (two) references be sent to the DCM. One should be from your pastor, the other a work-related reference.
- Schedule an interview with the director of the DCM and CU's Registrar.
- Participate in an on-campus interview (on rare occasions the interview can be done via telephone.) Share about current experiences and understandings related to ministry.
- Initiate course work towards becoming a certified DCE.

Do I have to attend classes on campus?

Our goal is to prepare as many DCEs as possible to fill many positions open in churches. However, we also want to produce graduates well-qualified for the important work of ministry. If you have limited course work and experience related to that of a competent DCE, we will encourage you to attend classes at Concordia. At the admission interview we will try to identify which courses can be taken off-campus, or in a distance-learning setting. We will try to work with your needs and situation.

DCE Certification and Teacher Licensure

Students may choose to pursue both certification as a DCE and licensure as a teacher. Through the Master of Arts in Teaching, a B.A. graduate can work towards licensure as a teacher (see catalog p. 73). After receiving the B.A. one would need to complete both of the following, it does not matter which is completed first, but they cannot be completed simultaneously.

A yearlong congregational internship.

The eleven month Master of Arts in Teaching (June-May).
Students who choose this route will complete five years of course work and a yearlong internship. They will receive a B.A. in Christian Education, the Master of Arts in Teaching, and certification as a Director of Christian Education. Graduates are eligible to apply for teacher licensing through Oregon Teacher Standards and Practices Commission (TSPC). With minor adjustments, it is possible for graduates holding an Oregon license to teach in other states. For more information on the M.A.T. program and its processes, see the College of Education.

For those not interested in pursuing a Master's, a student can complete the professional education requirements of the undergraduate teacher education program after which Oregon teacher licensure may be obtained. Contact the College of Education to consider the best option.

M.A.T. – Master of Arts in Teaching

The MAT program accepts candidates who have already earned a Baccalaureate degree and wish to pursue teacher licensing. Oregon's Teacher Standards and Practices Commission (TSPC) has given approval for Concordia to train teachers at the following authorization levels:

<table>
<thead>
<tr>
<th>Authoriz.</th>
<th>Definition</th>
<th>Grade Level</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>Early Childhood</td>
<td>Pre-K through Grade 4</td>
<td></td>
</tr>
<tr>
<td>ELE</td>
<td>Elementary</td>
<td>Grades 3-8 (in an elementary school)</td>
<td></td>
</tr>
<tr>
<td>ML</td>
<td>Middle Level</td>
<td>Grades 5-9 (in a middle school)</td>
<td></td>
</tr>
<tr>
<td>HS</td>
<td>High School</td>
<td>Grades 7-12 (in a high school)</td>
<td></td>
</tr>
</tbody>
</table>

MAT students at Concordia are prepared for teaching careers at two authorization levels. Upon matriculation, students select one of the following authorization combinations:

- ECE/ELE or ELE/ECE
- ELE/ML or ML/ELE
- ML/HS or HS/ML

With a Cohort group of 25 to 30 like-minded people, students begin their professional education classes in the summer and complete the program in eleven months (June to May).

This includes the practicum in the supplemental level and the student teaching at the preferred level.
Upon successful completion, students are recommended for an Oregon Initial Teaching License.

Concordia University offers an approved Continuing Teaching Licensure program for its MAT graduates, that follows the most current recommendations put forth in the Oregon Administrative Rules (OARs).

**Desired Program Outcomes**
Concordia University's MAT program is designed to enable candidates to enter the teaching profession at the Initial Teaching License level. Upon completion of the program, candidates will exhibit moral character and high ethical standards, show a genuine sensitivity to diversity issues and to special needs children, plan and execute developmentally appropriate learning activities, demonstrate competency in various methods of authentic assessment, and understand teaching as an act of supreme service to others.

**Program Objectives**
Program objectives for the MAT were written to support the newest TSPC standards for initial teacher licensure and the mission statements of both Concordia University and its College of Education.

**UPON PROGRAM COMPLETION, MAT CANDIDATES WILL DEMONSTRATE:**
1. Knowledge of and an appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching.
2. Appropriate personal characteristics for success in the teaching profession.
3. Professional conduct and ethics during classroom instruction and in relationships with students, parents, fellow teachers, and other school personnel.
4. Knowledge of specific subject matter and instructional strategies and appropriate to particular developmental levels and content areas.
5. Skills in the application and integration of new technologies to enhance the teaching-learning process.
6. Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs.
7. Classroom management skills that maintain the dignity of students and stress cooperation rather than competition.
8. Effective communication and interpersonal relationship skills that promote collaboration with colleagues, school staff, administrators, parents, and other members of the school community.

**MAT ADMISSION REQUIREMENTS:**
1. A letter of intent stating why the candidate wishes to become a teacher. It should be no more than one page in length.
2. Proof of a Baccalaureate degree from a regionally accredited college or university via official transcripts from institution granting B.A. or B.S. degree.
3. A 2.30 cumulative GPA for undergraduate work, and a 3.0 for any graduate courses taken.
4. Two letters of reference, dated within six months of application,
verifying the candidate's potential for working with children or youth.
5. Completion of the Character Questionnaire.
6. International students must have a score of 230 on the International Computer Test of English as a Foreign Language (TOEFL). This score can be no more than 2 years old.
7. AND passing scores on the tests listed in the chart on pages 10 and 11 that apply to the candidate's authorization and endorsement areas (this includes Basic Skills, MSAT, and PRAXIS II).
8. An application fee of $35 for online or paper application.

STANDARDS FOR MAT PROGRAM COMPLETION
1. Only grades of “A” or “B” will be accepted towards program completion.
2. Completion of all program credits through Concordia University (waivers are not granted for any portion of the MAT program).
3. MAT candidates successfully complete the program when all course work is completed with a grade of “B” or higher, and all clinical experiences (i.e., practicum and student teaching) are graded as “pass” by both the university supervisor and cooperating teacher. When candidates receive a “no pass” in either clinical experience, the College cannot recommend them for teacher licensing, and the University cannot grant any degree.

Course requirements
Cohorts are developed around the level you desire to teach. There is some minor variation in courses required depending on teaching level pursued. All MAT students will complete courses from the following:

EDU 501 Issues in Education (2)
EDU 502 Developing Character Through the Curriculum (2)
EDU 506 Basic Teaching Skills (2)
EDU 530/EDU 533 Educational Technology (2)
EDU 531/EDU 532 Learning Theory & Practice (3)
EDU 538/EDU 537 Assessment & Evaluation (2)
EDU 548/EDU 549 Classroom Management (3)
EDU 555 C&I: Language Arts & Social Studies (3)
EDU 556 Development of the Young Child (3)
EDU 557 Adolescent Development (3)
EDU 558 C&I: Health & Physical Education (2)
EDU 559 C&I: Math & Science (2)
EDU 563 C&I: Reading & Children's Literature (3)
EDU 566 C&I: Integrated Methods (5)
EDU 572 C&I: Arts Curriculum (2)
EDU 595 Community of Learners (3)

C&I = Curriculum & Instruction
Your research and practice-based methods and strategy courses are complemented with classroom clinical experiences. You will be assigned to two schools during your studies. Your first assignment will be in your supplemental level. The second will be in your preferred.
PASSING SCORES (SEE BELOW) MUST BE REPORTED PRIOR TO ACCEPTANCE ON THE FOLLOWING:

<table>
<thead>
<tr>
<th>TESTS</th>
<th>ECE/ELE &amp; ELE/ECE</th>
<th>ELE/ML &amp; ML/ELE</th>
<th>ML/HS &amp; HS/ML</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills (CBEST or PPST)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MSAT (Multiple Subjects Assessment for Teachers)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

PRAXIS II

Subject Area (e.g., Language Arts, Social Studies, Math)*†

* A college major in the specific subject area may substitute for the PRAXIS specialty test for Middle Level (ML) candidates. However, the test must be passed if ML candidates wish the specialty endorsement to appear on the teaching license.

Initial Testing Requirements - Passing Scores

BASIC SKILLS

CBEST – California Basic Educational Skills Test (www.cbest.etsncinc.com)

Reading – 41; Math – 41; Writing – 41

Any one or two scores may be as low as 37, but the composite score of the three tests must be at least 123.

or PPST – Pre-Professional Skills Test (www.ets.praxis.org)

Reading – 174; Writing – 171; Math – 175

Or Computerized PPST (www.ets.org/praxis)

If you plan to teach in the state of Washington, you will also need to take the West-B (http://www.west.etsncinc.com)

NOTE: No one will be accepted into the program without passing scores on a basic skills test series.

MSAT (www.ets.org/praxis)

Multiple Subjects Assessment for Teachers. These tests are designed to measure higher order thinking skills in Literature and Language Studies, Mathematics, Visual and Performing Arts, Physical Education, Human Development, History/Social Studies, and Science.

MSAT: Content Knowledge – 155
MSAT: Content Area Exercises – 155

If taken 9/1/03 to 8/31/04

MSAT: Content Knowledge - 147 (can be as low as 142)
MSAT: Content Area Exercises - 147 (can be as low as 141)

One may earn the lower score on one of the tests provided the combined scores equal 299. For scores required of tests given prior to 9/1/03, please consult the admissions office or the TSPC website at www.tspc.or.us.
**PRAXIS II SUBJECT ASSESSMENTS/SPECIALTY AREA TESTS**

([WWW.ETS.ORG/PRAXIS )

The scores listed following are the Oregon passing scores – the Teacher Standards and Practices Commission has determined that they will allow a standard error of measurement(SEM), when determining passing scores. Therefore a set of allowed scores can be found at www.tspc.or.us. This score is not a constant as each SEM is determined by the number of persons who take the tests – so each year will have a slightly different score to examine. You may also check with admissions, or look at the posting in the College of Education to determine your status.

<table>
<thead>
<tr>
<th>Art</th>
<th>Test #</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: Content Knowledge</td>
<td>10133</td>
<td>156</td>
</tr>
<tr>
<td>Art: Content, Traditions, Criticism, &amp; Aesthetics</td>
<td>20132</td>
<td>145</td>
</tr>
<tr>
<td><strong>Biology</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge Pt. 1</td>
<td>20231</td>
<td>161</td>
</tr>
<tr>
<td>Content Knowledge Pt. 2</td>
<td>20232</td>
<td>156</td>
</tr>
<tr>
<td>Content Essays</td>
<td>30233</td>
<td>154</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Education</td>
<td>10100</td>
<td>620</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>20241</td>
<td>144</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essays</td>
<td>30242</td>
<td>140</td>
</tr>
<tr>
<td><strong>Health</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>20550</td>
<td>720</td>
</tr>
<tr>
<td><strong>Early Childhood</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts (English)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>10041</td>
<td>164</td>
</tr>
<tr>
<td>Essays</td>
<td>20042</td>
<td>145</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics (Basic)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle School Math</td>
<td>20069</td>
<td>163</td>
</tr>
<tr>
<td>Mathematics (Advanced)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>10061</td>
<td>147</td>
</tr>
<tr>
<td>Proofs, Model's, Problems, part 1</td>
<td>20063</td>
<td>144</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>10091</td>
<td>160</td>
</tr>
<tr>
<td>Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms: Analysis</td>
<td>30092</td>
<td>141</td>
</tr>
<tr>
<td>Movement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms: Video</td>
<td>20093</td>
<td>145</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>10081</td>
<td>158</td>
</tr>
<tr>
<td>Interpretation &amp; Analysis</td>
<td>20085</td>
<td>158</td>
</tr>
</tbody>
</table>
MAT APPLICATION DEADLINE

All completed applications, supporting documentation, and test scores must be submitted to the Admissions Office no later than 01 February of entry year. As soon as the application is completed, the candidate has been accepted, and the tuition deposit paid to reserve a place in the cohort, candidates will be processed to receive access to the information systems on campus. Once candidates receive a PIN, they should immediately register online (via the campus intranet) for their practicum and student teaching to ensure prompt action on placement requests.

MAT & MATE Placement Office – 503.493.6458.

A Note from the Placement Office

Specific placement requests may be made but cannot always be guaranteed due to teacher availability and individual district or school policies. Note that all placement confirmations or, if necessary, exit procedures, must be conducted through the College’s Placement Office. MAT & MATE Placement Office – 503.493.6458

No placements can be made at schools where candidates have relatives or family friends. Also, no clinical experience should ever be terminated by a candidate without prior consultation with the Director of Placement. Failure to follow these policies jeopardizes future placements and may result in credit loss and additional fees. Finally, clinical experiences dropped at student initiative after placement has been secured will result in forfeiture of course fees.

THE PART TIME MASTER OF ARTS IN

TEACHING EVENING PROGRAM (MATE)

The part time MATE program is offered at the Concordia Portland campus and is deployed to Bend and to Medford. It has been designed so that persons can continue to work while they earn their Oregon Initial Teaching License.

The length of the program is 5 semesters, beginning in September of 2004. The first four semesters is a combination of weeknight courses (no more than two nights during the week), Saturday courses, and online courses.

The fifth and final semester the students will be required to be full time in their practicum and student teaching experiences:

<table>
<thead>
<tr>
<th>Authoriz. Level</th>
<th>Definition</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE</td>
<td>Early Childhood</td>
<td>Pre-K through Grade 4</td>
</tr>
<tr>
<td>ELE</td>
<td>Elementary</td>
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</tr>
<tr>
<td>ML</td>
<td>Middle Level</td>
<td>Grades 5-9 (in a middle school)</td>
</tr>
<tr>
<td>HS</td>
<td>High School</td>
<td>Grades 7-12 (in a high school)</td>
</tr>
</tbody>
</table>

MATE students at Concordia are prepared for teaching careers at two authorization levels. Upon matriculation, students select one of the following authorization combinations:

ECE/ELE or ELE/ECE or ELE/ML
ML/HS or HS/ML
With a Cohort group of approximately 25 like-minded people, students begin their professional education classes in the fall and complete the program in 5 semesters. This includes the practicum in the supplemental level and the student teaching at the preferred level.

Upon successful completion, students are recommended for an Oregon Initial Teaching License.

Concordia University offers an approved Continuing Teaching Licensure program for its MATE graduates, that follows the most current recommendations put forth in the Oregon Administrative Rules (OARs).

**DESIRED PROGRAM OUTCOMES**

Concordia University’s MATE program is designed to enable candidates to enter the teaching profession at the Initial Teaching License level. Upon completion of the program, candidates will exhibit moral character and high ethical standards, show a genuine sensitivity to diversity issues and to special needs children, plan and execute developmentally appropriate learning activities, demonstrate competency in various methods of authentic assessment, and understand teaching as an act of supreme service to others.

**Program Objectives**

Program objectives for the MATE were written to support the newest TSPC standards for initial teacher licensure and the mission statements of both Concordia University and its College of Education.

**UPON PROGRAM COMPLETION, MATE CANDIDATES WILL DEMONSTRATE:**

1. Knowledge of and an appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching.
2. Appropriate personal characteristics for success in the teaching profession.
3. Professional conduct and ethics during classroom instruction and in relationships with students, parents, fellow teachers, and other school personnel.
4. Knowledge of specific subject matter and instructional strategies and appropriate to particular developmental levels and content areas.
5. Skills in the application and integration of new technologies to enhance the teaching-learning process.
6. Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs.
7. Classroom management skills that maintain the dignity of students and stress cooperation rather than competition.
8. Effective communication and interpersonal relationship skills that promote collaboration with colleagues, school staff, administrators, parents, and other members of the school community.
MATE ADMISSION REQUIREMENTS:
1. A letter of intent stating why the candidate wishes to become a teacher. It should be no more than one page in length.
2. Proof of a Baccalaureate degree from a regionally accredited college or university via official transcripts from institution granting B.A. or B.S. degree.
3. A 2.80 cumulative GPA for undergraduate work, and a 3.0 for any graduate courses taken.
4. Two letters of reference, dated within six months of application, verifying the candidate’s potential for working with children or youth.
5. Completion of the Character Questionnaire.
6. International students must have a score of 230 on the International Computer Test of English as a Foreign Language (TOEFL). This score can be no more than 2 years old.
7. AND passing scores on the tests listed in the chart on pages 18 to 20 that apply to the candidate’s authorization and endorsement areas (this includes Basic Skills, MSAT, and PRAXIS II).
8. An application fee of $35.00 for online or paper application.

STANDARDS FOR MATE PROGRAM COMPLETION
1. Only grades of “A” or “B” will be accepted towards program completion.
2. Completion of all program credits through Concordia University (waivers are not granted for any portion of the MAT program).
3. MAT candidates successfully complete the program when all course work is completed with a grade of “B” or higher, and all clinical experiences (i.e., practicum and student teaching) are graded as “pass” by both the university supervisor and cooperating teacher. When candidates receive a “no pass” in either clinical experience, the College cannot recommend them for teacher licensing, and the University cannot grant any degree.

PASSING SCORES (SEE BELOW) MUST BE REPORTED PRIOR TO ACCEPTANCE ON THE FOLLOWING:

<table>
<thead>
<tr>
<th>TESTS</th>
<th>ECE/ELE &amp; ELE/ECE</th>
<th>ELE/ML</th>
<th>ML/HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills (CBEST or PPST)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>MSAT (Multiple Subjects Assessment for Teachers)</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PRAXIS II Subject Area (e.g., Language Arts, Social Studies, Math)†</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

† A college major in the specific subject area may substitute for the PRAXIS specialty test for Middle Level (ML) candidates. However, the test must be passed if ML candidates wish the specialty endorsement to appear on the teaching license.
Initial Testing Requirements – Passing Scores

BASIC SKILLS

CBEST – California Basic Educational Skills Test (www.cbest.vesinc.com)

Reading – 41; Math – 41; Writing – 41

Any one or two scores may be as low as 37, but the composite score of the three tests must be at least 123.

or PPST – Pre-Professional Skills Test (www.ets.praxis.org)

Reading – 174; Writing – 171; Math – 175

Or Computerized PPST (www.ets.org/praxis)

If you plan to teach in the state of Washington, you will also need to take the West-B (http://www.west.vesinc.com)

NOTE: No one will be accepted into the program without passing scores on a basic skills test series.

MSAT (WWW.ETS.ORG/PRAXIS)

Multiple Subjects Assessment for Teachers. These tests are designed to measure higher order thinking skills in Literature and Language Studies, Mathematics, Visual and Performing Arts, Physical Education, Human Development, History/Social Studies, and Science.

MSAT: Content Knowledge – 155
MSAT: Content Area Exercises – 155

One may score as low as 147 on one of the tests provided the combined scores equal 310.

If taken 9/1/03 to 8/31/04
MSAT: Content Knowledge – 147 (Can be as low as 142)
MSAT: Content Area Exercises – 147 (Can be as low as 141)

One may earn the lower score on one of the tests provided the combined scores equal 299.

For scores required of tests given prior to 9/1/03, please consult the admissions office or the TSPC website at www.tspc.or.us
PRAXIS II SUBJECT ASSESSMENTS/ SPECIALTY AREA TESTS (WWW.ETS.ORG/PRAXIS)

The scores listed following are the Oregon passing scores – the Teacher Standards and Practices Commission has determined that they will allow a standard error of measurement(SEM). when determining passing scores. Therefore a set of allowed scores can be found at www.tspc.or.us. This score is not a constant as eachSEM is determined by the number of persons who take the tests – so each year will have a slightly different score to examine. You may also check with admissions, or look at the posting in the College of Education to determine your status.

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<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art: Content Knowledge</td>
<td>10133</td>
<td>156</td>
</tr>
<tr>
<td>Art: Content, Traditions, Criticism, &amp; Aesthetics</td>
<td>20132</td>
<td>145</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge Pt. 1</td>
<td>20231</td>
<td>161</td>
</tr>
<tr>
<td>Content Knowledge Pt. 2</td>
<td>20232</td>
<td>156</td>
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<tr>
<td>Content Essays</td>
<td>30233</td>
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<tr>
<td>Business</td>
<td></td>
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<tr>
<td>Business Education</td>
<td>10100</td>
<td>620</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Knowledge</td>
<td>20241</td>
<td>144</td>
</tr>
</tbody>
</table>

| Content Essays            | 30242   | 140          |
| Health                     |         |               |
| Health Education           | 20550   | 720          |
| Early Childhood            | 10020   | 600          |
| Language Arts (English)    |         |               |
| Content Knowledge          | 10041   | 164          |
| Essays                     | 20042   | 145          |
| Marketing                  | 10560   | 690          |
| Mathematics (Basic)        |         |               |
| Middle School Math         | 20069   | 163          |
| Mathematics (Advanced)     |         |               |
| Content Knowledge          | 10061   | 147          |
| Proofs, Models, Problems, part 1 | 20063 | 144          |
| Physical Education         |         |               |
| Content Knowledge          | 10091   | 160          |
| Movement Forms: Analysis   | 30092   | 141          |
| Movement Forms: Video      | 20093   | 145          |
| Social Studies             |         |               |
| Content Knowledge          | 10081   | 158          |
| Interpretation & Analysis  | 20085   | ?            |
MATE APPLICATION DEADLINE

All completed applications, supporting documentation, and test scores must be submitted to the Admissions Office no later than 01 July of entry year. As soon as the application is completed, the candidate has been accepted, and the tuition deposit paid to reserve a place in the cohort, candidates will be processed to receive access to the information systems on campus. Once candidates receive a PIN, they should immediately register online (via the campus intranet) for their practicum and student teaching to ensure prompt action on placement requests.

REQUIRED MATE CREDIT HOURS

<table>
<thead>
<tr>
<th>Authorization</th>
<th>ECE/ELE, ML/HS</th>
<th>ELE/ECE, &amp; HS/ML</th>
<th></th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
<tr>
<td>Fall 2004</td>
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<td>7</td>
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<tr>
<td>Spring 2005</td>
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<td>7</td>
<td></td>
</tr>
<tr>
<td>Summer 2005</td>
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<td>5</td>
<td></td>
</tr>
<tr>
<td>Fall 2005</td>
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<td>8</td>
<td></td>
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<tr>
<td>Spring 2006</td>
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<tr>
<td>Total Semester Credits</td>
<td>47</td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

A Note from the Placement Office

Specific placement requests may be made but cannot always be guaranteed due to teacher availability and individual district or school policies. Note that all placement confirmations or, if necessary, exit procedures, must be conducted through the College’s Placement Office.

No Placements can be made at schools where candidates have relatives or family friends. Also, no clinical experience should ever be terminated by a candidate without prior consultation with the Director of Placement. Failure to follow these policies jeopardizes future placements and may result in credit loss and additional fees. Finally, clinical experiences dropped at student initiative after placement has been secured will result in forfeiture of course fees.

PROFESSIONAL CHURCH WORK (PCW) CERTIFICATE

Lutheran Church-Missouri Synod students enrolled in the MAT program may elect to enroll in the PCW program. By completing the courses listed directly below, MAT students become eligible for placement in a Lutheran Church—Missouri Synod primary, elementary, middle or high school. Tuition for these additional courses will be billed at the rate of $378 per semester credit hour for the 2004-2005 academic year. The PCW candidate must fill out the PCW intent form.

Coursework requirements

REL 211 Old Testament 3
REL 221 New Testament 3
CED 395 Teaching the Faith 3
REL 331 The Christian Faith 3
EDU 551L-554L Practicum/ Lutheran Student Teaching 2-4
(This would be in place of EDU 551-554)
M.Ed. Masters in Education Programs

Desired Program Outcomes

The Teacher Standards and Practices Commission (TSPC) standards are central to Concordia’s Teaching program. Concordia’s M.Ed. programs in Curriculum and Instruction and in Administration encourage positive change in the school environment through collaboration, community building, the use of technology, and through best practices that enhance the teaching and learning process.

Teachers will strengthen their classroom skills as they promote effective use of the new reforms and integrate the latest technologies into their classrooms.

Preservice administration candidates will likewise acquire those skills necessary to lead schools in a restructured school environment through a program that stresses building community relationships, the use of new technologies, and the application of Oregon school reforms.

M.Ed. in Curriculum and Instruction

Designed specifically for inservice educators, the M.Ed. in Curriculum and Instruction provides teaching professionals with a graduate degree as well as those academic requirements necessary to obtain an Oregon Continuing Teaching License.

Program Objectives

Program objectives for the M.Ed. in Curriculum and Instruction support the latest standards for Continuing Teaching License and the mission statements of both Concordia University and its College of Education.

UPON PROGRAM COMPLETION, M.ED. CURRICULUM AND INSTRUCTION CANDIDATES WILL DEMONSTRATE:

1. Knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching (all courses).
2. Skill in developing, implementing, and assessing instructional plans that integrate disciplines, apply current educational research findings, encourage parent involvement, consider students’ current developmental levels, and exhibit a sensitivity to individual student differences and cultural backgrounds.
3. Familiarization with and utilization of new methods of authentic assessment strategies as tools to evaluate student learning progress in relation to Oregon’s Common Curriculum Goals and specific district standards, and an ability to modify instructional plans and promote alternative goals and strategies when necessary.
4. Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students.
5. Skills in the application and integration of new technologies to enhance the teaching-learning process.
6. Higher levels of teaming and collaboration with professional colleagues in organizing for instruction, and meaningful collaboration and communication with administrators, parents, and other mem-
bers of the school community in designing, implementing, and evaluating school and district level improvement strategies.

7. Skill in the design, implementation, and presentation of an action research project or thesis developed expressly to improve classroom instruction and student learning outcomes.

8. Familiarity with and active support of the educational reforms promoted by assessment consistent with content goals and district standards, application of technology to the teaching-learning process, participation on site councils, collaboration with teaching teams, and a knowledge of the articulation among CIM, CAM, and PASS.

M.ED. ADMISSION REQUIREMENTS

1. Completed Concordia University application form. A new graduate application is required of former Concordia University students.

2. A letter of intent, addressed to the Director of Graduate Studies, that address why you desire to enter CU’s M.Ed. program.

3. Two letters of reference, dated within one year of application, verifying the applicant’s successful work with children or youth.

4. Proof of a Baccalaureate degree from an accredited institution via official from institution granting B.A. or B.S. degree. A 2.80 cumulative grade point average for undergraduate work, and a 3.0 for graduate courses taken are normally required.


6. One year of successful full or part-time licensed teaching experience in public schools or regionally accredited private schools.

7. International students must have a score of 230 on the International Computer Test of English as a Foreign Language (TOEFL). This score can be no more than 2 years old.

8. Interview with the Director of Graduate Studies.

9. An application fee of $35.00 for online or paper application

NONMATRICULATION STATUS

A candidate may enroll in graduate classes at any time as an unclassified (non-matriculating) student. Individuals in a degree or licensure program (M.Ed., Admin, CTL) must complete the application process as a part of EDU 500. The rules for time in teaching will still apply for status as a candidate in degree completion programs.

STANDARDS FOR M.ED. PROGRAM COMPLETION

1. Completion of the Professional Planning Seminar (PPS) and the Professional Education Plan (PEP) within the first or second semester of program entry. A completed application to a degree or licensure program will be a part of the grade for this course.

2. Only grades of “A” or “B” will be accepted towards program completion.
3. Completion of a minimum number of semester credits through Concordia University, depending on the program strand.

4. Completion of one professional development activity (EDU 598).

5. Credits earned towards a master’s degree can be no more than 7 years old by the time of program completion.

6. Completion of one capstone research project. The capstone, whether action research or thesis, must be completed through Concordia University.

PROFESSIONAL CORE (REQUIRED OF ALL CANDIDATES)
EDU 500 Professional Planning Seminar* 1
Includes initial development of the professional teacher portfolio, completion of the PEP, and completion of application process.
EDU 501 Issues in Education 2
EDU 502 Developing Character through the Curriculum 2
EDU 535 Theories of Teaching & Learning 3
EDU 595 Community of Learners 3
EDU 598+ ProDev Activity (Professional Development Activity) 1
EDU 601 Educational Research 3
EDU 605 Instructional Leadership & Classroom Evaluation 3
Total 18 Semester Hours

* During the first or second semester of program matriculation, all candidates in all programs are required to complete the Professional Planning Seminar (PPS). This seminar outlines the candidate’s personal and professional goals, and lists the activities that will be pursued to meet those goals. The candidate, the faculty advisor, and a school or district mentor work together to help the candidate develop an individualized plan for continued professional development. Based on a pre-assessment of the candidate’s competencies, the Professional Education Plan (PEP) includes a mentoring component, portfolio development, academic coursework, and optional non-university-based professional activities. Application to the program must also be completed. The Professional Development Activity (ProDev) is initiated anytime after 9 credit hours in the program have been successfully completed. Candidates may choose an activity from the list below, or design one that fits the parameters of the course.

CANDIDATES COMPLETE ONE STRAND FROM THE FOLLOWING OPTIONS:

• **Leadership** – Designed for classroom teachers on any authorization level who desire a leadership role in their school communities and who may wish to identify state and national education priorities that will help them and their schools to move confidently into the 21st Century.

• **Methods & Curriculum** – An elective program for classroom teachers who desire strengthening instructional skills in curricular areas of their choice. This strand is designed primarily for teachers in elementary and middle schools.

• **Health and Physical Education** – Provides instructors in authorization Levels 3 & 4 with pertinent subject matter background as well as the current trends and research relating to the teaching of health and physical education. This strand, with the addition of a practicum and the teaching of a work sample, can be added to an existing license as an additional endorsement. Praxis II exams must be passed.
• English to Speakers of Other Languages (ESOL) – A strand for teachers in authorization levels, early childhood through high school, who desire to develop instructional strategies to better accommodate students whose native language is not English. This strand, with the addition of a practicum and the teaching of a work sample, can be added to an existing license as an additional endorsement. The Praxis II exam must also be passed.

• General Business - Course work for this strand will be made up of selections from the School of Management's graduate bulletin.

• Early Childhood Education (ECE) - This strand is for those who have a strong passion for teaching young children, ages 3 through 8 (pre-kindergarten through primary grades) and is based on the belief that children learn best through active, hands-on learning. Participants will explore current trends and research, design developmentally appropriate curriculum, and develop skills in advocating for young children.

• Reading Specialist (ECE, ELE, ML, and HS) - The five courses required for the Reading Specialist strand will enhance instructional skills in the area of reading, provide the knowledge and experience base needed to serve as a reading specialist, prepare candidates for the TSPC required reading test, and meet the content requirements for adding a “Reading Specialist Endorsement” to an initial or continuing teaching license. Passing the Praxis II Reading exam (10300) is currently required.

M.Ed. Course Strand Requirements

ECE STRAND REQUIREMENTS (ECE)
EDU 503 Issues and Advocacy in ECE 3
EDU 504 Early Childhood Curriculum: A Constructivist Approach 3
EDU 505 Play in Early Childhood Education 3
EDU 589 Emerging Literacy 3
Select ONE of the following:
EDU 582 Diagnosis and Assessment of Reading 3
EDU 584 Young Adult and Children’s Literature 3
EDU 599 ECE Practicum 2
Total 14-15 Semester hours

If the candidate is adding the authorization level to a license then the practicum with work sample must be selected (EDU 599).

Business Strand (HS)
See School of Management Catalog for class options for the 12 required hours.

READING SPECIALIST STRAND (ECE-HS) (MAY ALSO BE TAKEN ONLINE)
EDU 581 Organization/Management of School Reading Programs 3
EDU 582 Diagnosis and Assessment of Reading 3
EDU 583 Advanced Techniques for the Teaching of Literacy (ECE-HS) 3
EDU 584 Young Adult & Children’s Literature 3
EDU 586 Current Issues in Literacy 3
Total 15 Semester hours

* If a candidate chooses to obtain the endorsement, see page 66 for additional requirements.
**ESOL – English to Speakers of Other Languages (ECE, ELE, ML, HS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 538</td>
<td>ESOL Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 539</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 540</td>
<td>Multicultural Counseling and Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 541</td>
<td>ESOL Curriculum &amp; Technology for Language Acquisition</td>
<td>2</td>
</tr>
<tr>
<td>EDU 543</td>
<td>ESOL Educational Assessment Seminar</td>
<td>2</td>
</tr>
</tbody>
</table>

**Total 13 Semester hours**

* If a candidate chooses to obtain the endorsement, see page 65 for additional requirements.

**Leadership (ECE-HS)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 520</td>
<td>Curriculum Design &amp; Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EDU 571</td>
<td>Web Enhanced Curriculum</td>
<td></td>
</tr>
<tr>
<td>EDU 622</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDU 620</td>
<td>School &amp; Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDU 626</td>
<td>Organizational Change</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 12 Semester Hours**

**Methods & Curriculum (ECE-HS)**

Select FOUR of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 504</td>
<td>Early Childhood Curriculum: A Constructivist Approach</td>
<td>3</td>
</tr>
<tr>
<td>EDU 505</td>
<td>Play in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 514</td>
<td>Instructional Analysis &amp; Development of Teaching Health &amp; PE</td>
<td>3</td>
</tr>
<tr>
<td>EDU 515</td>
<td>Current Issues and Research in Health &amp; Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 520</td>
<td>Curriculum Design &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 530D</td>
<td>Educational Technology</td>
<td>3</td>
</tr>
<tr>
<td>EDU 571</td>
<td>Web Enhanced Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 576</td>
<td>Technology Transforms the Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 577</td>
<td>Hands On Math/Science</td>
<td>3</td>
</tr>
<tr>
<td>EDU 580</td>
<td>Teaming Language Arts &amp; Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Diagnosis and Assessment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 584</td>
<td>Young Adult &amp; Children's Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total 14 Semester Hours**

* If a candidate chooses to obtain the endorsement, see page 65 for additional requirements.
EDU 586  Current Issues in Literacy  3
EDU 589  Emergent Literacy  3
Total  11-12 Semester Hours

Capstone Experience
EDU 698  Action Research  OR  3
EDU 699  Thesis
EDU 697  Professional Assessment Seminar (PAS).
This is the final course in the program. It includes completion and presentation of the Professional Teacher Portfolio (PTP) and action research or thesis.

Total  33-37 Semester Hours

Online – M.Ed. in Educational Leadership

This method of delivery is for teachers for whom regular travel to the Concordia University campus is not an option. It is a collaborative endeavor of Concordia University Portland and Concordia University Irvine.

The universities have joined their considerable teacher education resources and expertise to develop a fully distance accessible masters degree for current educational professionals who wish to advance professionally and to earn a masters degree. This program utilizes a variety of web-based technologies for instructional delivery and ongoing learner advising and support to help overcome the barriers of time and distance.

The Master of Education in Educational Leadership will assist inservice teachers in:
• developing skills in integrating technology into curriculum design;
• preparing a more creative and effective teaching and learning process; and
• taking a leadership role in developing a collaborative work environment that incorporates the use of research-based best practices.

Four elements distinguish this program from the other M.Ed. programs at Concordia:
• Content is designed to focus on developing Educational Leadership.
• All courses for the M.Ed. in Educational Leadership will be available online.
• The EDU 501, Issues in Education, course for the M.Ed. in Educational Leadership will be a three-hour
course, but it remains two hours for the other Masters programs
• The total number of hours for the M.Ed. in Educational Leadership is
  30-32

The M.Ed. in Educational Leadership is also designed for classroom teachers
desiring to develop leadership skills and teachers considering careers in educa-
tional administration. Thus skills will be developed in the following areas:
• Designing and implementing curriculum.
• Integrating technology into the faculty development process.
• Taking a leadership role in developing a collaborative work environ-
  ment that incorporates the use of research-based best practices.
• Consulting, being able to assess the classroom and school environments,
  making appropriate recommendations for improvement or reinforcement.

M.Ed. Admission Requirements
1. Completed Concordia University application form. A new graduate
   application is required of former Concordia University students.
2. A letter of intent, addressed to the Graduate Program Director, that
   address why you desire to enter CU’s M.Ed. program, and a statement of
   your personal and professional goals. (to become part of the candidate’s
   professional portfolio, and to be no more than two pages in length).
3. Two letters of reference, dated within one year of application, veri-
   fying the applicant’s successful work with children or youth.
4. Proof of a Baccalaureate degree from an accredited institution via official
   transcripts from institution granting B.A. or B.S. degree. A 2.80 cumulative
   grade point average for undergraduate work, and a 3.0 for graduate courses
   taken is normally required.
5. Completion of Oregon Teacher Standards and Practices Commission
   (TSPC) character questionnaire.
6. One year of successful full or part-time licensed teaching experience
   in public schools or regionally accredited private schools.
7. International students must have a score of 230 on the International
   Computer Test of English as a Foreign Language (TOEFL). This score
   can be no more than 2 years old.
8. Interview with the Director of Graduate Studies.
9. An application fee of $35.00 for online or paper application

On Line M.Ed. in Leadership Program Outcomes
The Master in Educational Leadership has goals consistent with the current
graduate education programs offered at Concordia. These outcomes are:
• Assist inservice teachers and administration candidates to apply reforms
  promoted by the Oregon Educational Act for the 21st Century.
• Encourage positive change in the school environment through col-
  laboration, community building, the use of technology and through best
  practices that enhance the teaching and learning processes.
• Enable inservice teachers to demonstrate growth in their performance
  as a teacher.
• Assist administration candidates in
acquiring skills necessary to lead schools in a restructured school environment through a program that stresses building a learning community and developing reflective practices as a tool for formative assessment.

UPON PROGRAM COMPLETION, M.ED. IN EDUCATIONAL LEadersHIP CANDIDATES WILL DEMONSTRATE:

- An understanding of leadership contributions made by all teachers related to their roles in the classroom, the school, the district and the profession.
- Skills in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students' current developmental levels, and exhibit sensitivity to individual student differences and cultural backgrounds.
- Skills in the application and integration of new technologies to enhance the teaching and learning processes.
- Skills in the design, implementation, and presentation of an action research project or thesis developed expressly to improve classroom instruction and student learning outcomes.
- Emphasis on service is a fundamental element of successful teaching and learning.

The program consists of 10, 3-semester-credit courses designed and taught by Concordia University faculty, and is accessible to students regardless of their location. If a candidate is using the M.Ed. in Educational Leadership as the vehicle for obtaining the Continuing Teaching License, EDU 500W - Professional Planning Seminar will be taken as the first course, and EDU 697W will be the final course. These two bookend courses are part of the Continuing Teaching License Program. Online support services are available to students who enter the program.

REQUIRED COURSES FOR THE M.ED. IN EDUCATIONAL LEADERSHIP (ONLINE)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 501w</td>
<td>Issues in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 520w</td>
<td>Curriculum Design &amp; Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDU 601w</td>
<td>Educational Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 595w</td>
<td>Community of Learners</td>
<td>3</td>
</tr>
<tr>
<td>EDU 622w</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDU 535w</td>
<td>Theories of Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>EDU 626w</td>
<td>Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>EDU 620w</td>
<td>School and Community Partnerships</td>
<td>3</td>
</tr>
<tr>
<td>EDU 502w</td>
<td>Developing Character Through the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>EDU 698w</td>
<td>Action Research or EDU 699w Thesis</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL 30

NOTE: If this program of study is the vehicle by which a candidate is pursuing the Oregon CTL, the following courses must also be included:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500w</td>
<td>Professional Planning Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU 697w</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL 32
Students can begin the program with any of the 10 courses after completing an orientation course for online learning with the following exceptions: CTL candidates need to take EDU 500w first, as it sets the focus for the remainder of the courses, and EDU 601w is a prerequisite for either EDU 698w or EDU 699w.

For those of you who are new to online learning, Concordia University provides access to a tutorial that will help you launch, successfully, your online interaction. Textbooks can be ordered online, and you can see a full display of course schedules if you go to this Concordia University website: http://www.cu-portland.edu/registrar/ and click on the offered semester schedules.

Please contact the Concordia University Office of Graduate Admissions for more information about the Online M.Ed.

Information about online learning at Concordia University is available through our website. All students should take the online tutorial to see what it is like to be an online student. Minimum technology resources must be available to the learner in order to access and complete this program. Technical specifications are available on request.

**M.Ed. in Administration**

*(INCLUDES INITIAL ADMINISTRATIVE REQUIREMENTS)*

Concordia University’s College of Education promotes administrator licensing programs that prepare educators to meet the unique challenges facing public and independent schools in a reform environment. These programs develop and strengthen the skills of administrative leaders, issues related to personnel, organizational change, school law and finance, and collaboration with the numerous constituent groups that comprise the school community.

Concordia desires to identify and promote public and independent school administrators who exhibit high ethical standards, a sensitivity and respect for diversity, and who place a high priority on the academic success of children.

**Program Objectives**

Program objectives for the M.Ed. in Administration are written to meet the TSPC standards for the Initial Administrator License as well as the mission statements of both Concordia University and its College of Education.

**UPON PROGRAM COMPLETION, INITIAL ADMINISTRATION CANDIDATES WILL DEMONSTRATE THE FOLLOWING:**

1. Knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of successful administration.
2. Promote ethical standards of democracy, equity, diversity, and excellence and promote communica-
tion among diverse groups;
3. Support the establishment and implementation of high skill and knowledge expectations designed to meet stated goals and objectives for students;
4. Develop and implement a plan with staff and other stakeholders for school improvement designed to increase student achievement using the best practices for curriculum design, instruction and assessment;
5. Effectively engage staff in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement;
6. Promote values, ethics, beliefs, and attitudes that achieve the goals of the school and district;
7. Demonstrate knowledge of the organization of a school within the context of the district and community;
8. Establish positive school-community relations and encourage parent participation that assist staff in achieving district and/or building goals;
9. Collaborate in the design and implementation of professional staff development programs that will improve the skills of every staff member;
10. Supervise professional development, and evaluation of personnel to ensure effective instruction.
11. Facilitate alternative learning environments when student progress is less than desired;
12. Assist in the work of district decision making groups, including the school site council;
13. Develop collaboratively a learning organization that meets the needs of the students within the constraints of school, district, and community resources and priorities;
14. Manage school financial resources to meet established priorities;
15. Manage the school in accordance with statutes, administrative rules, school district policies, and collective bargaining agreements;
16. Demonstrate an understanding of Oregon school law and finance, and
17. Exhibit an understanding of human development, curriculum and methods for preprimary to grade 12 where requested in the OAR indicated above.

M.Ed. in Leadership in Administration

(INITIAL ADMINISTRATOR LICENSE)

Initial Licensing for candidates WITHOUT a master's degree in education

This program was designed for the professional educator who seeks a career in school leadership but does not yet possess a master's degree. Completion of this program provides candidates with a graduate degree in educational administration, initial background for careers as principal and assistant principal, and assistance in acquiring the competencies necessary to apply for the Initial Administrator license.
ADMISSION REQUIREMENTS
1. Completed Concordia university application form. Concordia University alums must also fill out an application.
2. A letter of intent outlining goals and professional administrative objectives.
3. Two letters of reference dated within one year of application verifying the applicant's administrative potential based on assessment of skill in leadership, management, and human relations.
4. Proof of Baccalaureate degree from an accredited institution via official transcripts from the institution granting your B.A. or B.S. degree. A 2.80 cumulative grade point average for undergraduate work, and a 3.0 for graduate courses taken is normally required.
6. Verification of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. (Note: Administrative candidates wishing to serve in the State of Washington meet this criteria with proof of a Washington teaching certificate: WAC 180-79A-220).
7. Three years of successful licensed teaching or personnel service experience in public schools or regionally accredited private schools.
8. Interview with Director of Graduate Studies.
9. An application fee of $35.00 for online or paper application

STANDARDS FOR PROGRAM COMPLETION
1. Completion of the Professional Planning Seminar (PPS) during the first or second semester of program entry.
2. Only grades of “A” or “B” will be accepted towards program completion.
3. Completion of at least 27 semester credits through Concordia University.
4. Completion of one professional development activity (EDU 598).
5. Credits earned towards the masters degree can be no more than 7 years old by the time of program completion.
6. Completion of one capstone research project. The capstone must be completed through Concordia University.

M.Ed. in Administration, Initial Administrator License
EDU 500  Professional Planning Seminar*  1
          Includes initial development of administrative portfolio
EDU 535  Theories of Teaching & Learning  3
EDU 560  Human & Financial Resources  3
EDU 595  Community of Learners  3
EDU 598  ProDev Activity  (Professional Development Activity)**  1
EDU 601  Educational Research  3
EDU 605  Instructional Leadership & Classroom Evaluation  3
EDU 607  The Principalship  3
EDU 620  School & Community Partnerships  3
EDU 622  School Law  3
EDU 626  Organizational Change 3
EDU 650  Administrative Practicum 4

A minimum of 360 hours with 2/3 of the time at the preferred level site, and 1/3 at the supplemental site. Includes completion of the administrative portfolio.

EDU 698  Action Research OR 3
EDU 699  Thesis
EDU 697  Portfolio presentation 0

Total 36 semester hours

* During the first semester of program matriculation, all candidates in all programs are required to enroll in the Professional Planning Seminar (PPS). During the seminar the candidate outlines personal and professional goals, and lists the activities that will be pursued to meet those goals. The candidate, the faculty advisor, and a school or district mentor work together to develop an individualized plan for continued professional development. Based on a preassessment of the candidate’s competencies, the plan includes a mentoring component, portfolio development, academic coursework, optional non-university based professional activities, and a capstone research component. Completion of application to the program is also a requirement for a grade in the course.

** Contact Program Director for ProDev Activity option.

ADDITIONAL TSPC REQUIREMENTS

- Test of Educational Leadership, Administrator and Supervision #10410 – Minimum passing score is 630.
- Submit C-1 and C-2 forms, fees, transcripts, copy of test score as outlined in the OARs.

M.Ed. in TESL

The College of Education in conjunction with the Department of International Studies is now offering an M.Ed. in TESL. This is a program for persons who will be working, not in the K-12 school system, but in other venues that work with second language learners.

Admission Requirements and Delivery

1. A completed Concordia University application form
2. Two letters of reference, dated within one year of application, verifying the applicants successful work in an educational setting.
3. A letter of intent, addressed to the program director, outlining goals and professional objectives
4. Proof of a Baccalaureate degree verified by official transcripts. A 2.8 cumulative grade point average for undergraduate work and a 3.0 for graduate courses taken is normally required.
5. An interview with the program director or his or her designee.
6. An application fee of $35 for online or paper application.

International students must also:

a. Have a score of 213 on computer based TOEFL (550 paper based)
b. Have completed a financial guarantee form
c. Submit a copy of a current passport.
Program Outcomes

Students who complete this program will gain expertise in teaching English as a Foreign or Second Language. They will gain an appreciation and understanding of English and its structure in addition to learning the latest theories and techniques for teaching a second language.

American students who complete this program will be qualified to teach in ESL programs in community colleges or universities, social service agencies, and churches. Students could also seek employment in foreign countries as teachers of English as a second language. This degree does not meet requirements for state public school certification. Students who are interested in teaching in public schools K-12 in the United States should already have completed a certification program.

International students who complete this program will develop competence in using English as well as improvement in their teaching abilities. These students will be able to return to their home countries to assume or resume their positions as English instructors.

M.ED. TESL PROGRAM COURSE REQUIREMENTS

Core courses (all candidates)
EDU 500D Professional Planning Seminar 1
EDU 535 Theories of Teaching & Learning 3
EDU 538A or B ESOL/TESL Methods 3
EDU 539 Linguistics 3
EDU 541 Curriculum & Technology 2
EDU 543A or B ESOL/TESL Assessment 2
EDU 585B Practicum 3
EDU 544 English Grammar & Structure 3
EDU 545 Strategies for Teaching English 3
EDU 601 Education Research 3
EDU 697B Professional Assessment Seminar 1

OPTION A - THESIS OPTION

In addition to the core courses, candidates will add either EDU 698 Action Research or EDU 699 Thesis for a total requirement of 30 credits.

OPTION B - NON-THESIS OPTION

In addition to the core courses, candidates will add 6 credits of electives.

Elective options include:
EDU 538A or B (3)
EDU 543A or B (3)
EDU 540 Multicultural Counseling (3)
EDU 555 Community of Learners (3)

Students in the non-thesis option will also complete a substantive research project as part of EDU 697B. The guidelines for the project/paper will be given to candidates in this option prior to EDU 601.

A total of 33 credits is required for non-thesis option.
OPTION C – NON-THESIS OPTION WITH INTERNATIONAL EDUCATION COMPONENT

Students in this option will complete a 3-credit international education course/practicum. Students will spend a minimum of 4 weeks at a program abroad teaching ESL. In addition, students will write a paper which will be presented and defended for completion of the credits.

The international practicum will follow similar guidelines of other College of Education practicum. The CU advisor will monitor the student's work by computer and telephone, communicating with both the student and the student's on-site mentor/supervisor.

Note: International teachers can not use their current employment for this option.

A total of 30 credits is required for this option.

Schedule for M.Ed in TESL

Fall
EDU 500D  Professional Planning Seminar
EDU 538   ESOL/TEOL Methods *
EDU 539   Linguistics
EDU 541   Curriculum & Technology for ESOL
EDU 535   Theories of Teaching & Learning
EDU 585   Practicum
EDU 698/699  Action Research/Thesis
EDU 697   Professional Assessment Seminar

Spring
EDU 500   Professional Planning Seminar
EDU 535   Theories of Teaching & Learning
EDU 543   ESOL Educational Assessment
EDU 545   Strategies for Teaching ESL **
EDU 585   Practicum
EDU 698/699  Action Research/thesis
EDU 697   Professional Assessment Seminar

Summer
EDU 500D  Professional Planning Seminar
EDU 538   ESOL Methods (children)
EDU 544   English Grammar & Structure**
EDU 585   Practicum
EDU 601   Education Research
EDU 698/699  Action Research/thesis
EDU 697   Professional Assessment Seminar

* Offered at an additional time during the year with focus on teaching adults

Individualized Cohort Program

In addition to our on-campus M.Ed TESL degree, Concordia also has an off-campus program which can be specifically designed for groups. Many of the courses can be completed in the student’s home country.
THE PROGRAM

Students will study at Concordia for two full summers. The remainder of their courses will be taken on-line in their home countries with an additional three-week course offered in their country and taught by a visiting professor from Concordia. The minimum number of students for this program is 15 students from the same country.

Concordia is able to offer this program in-country only to groups, educational institutions, religious organizations, governments, or agents with a minimum enrollment of 15 students. Modifications are possible in the schedule depending on the particular country’s vacation and school schedules. Please contact Linda Rountree lrountree@cu- portland.edu for more information about this option.

Applications and more information can be found on our web site
www.cu-portland.edu

CTE- CAREER TECHNICAL EDUCATION

Concordia’s CTE program will help those who have excellent technical skills and work experience in career and technical fields become successful instructors, thereby better preparing future practitioners in their fields. Concordia’s program:

- Provides a comprehensive teacher induction program leading to a Concordia University CTE Certificate of Completion
- Responds to the needs of students, local school districts, community colleges, and business and industry
- Prepares people from the military, business and industry to be successful CTE teachers in high schools and community colleges in Oregon
- Complements your technical skills experience in one of the 22 TSPC approved professional technical endorsement areas (TSPC OAR 584-042-0006)
- Assists you in pursuing state certification as a CTE instructor by providing instructional methodology, internship experiences, guidance, and program planning

CTE Program Intended Educational Outcomes: Intended educational outcomes are those of Concordia’s teacher education program. While these outcomes were written to support the standards for Oregon’s Initial Teaching License, they are also supportive of those teaching Career and Technical Education. The program prepares candidates to:
- Develop the appropriate personal characteristics for success in the teaching profession
- Model professional conduct and ethics during classroom instruction and in relationships with students, parents, fellow teachers, and other school personnel
- Practice effective instructional skills that maintain the dignity of students and stress cooperation rather than competition
- Utilize classroom management skills that maintain the dignity of students and stress cooperation rather than competition
- Integrate new technologies and related skills to enhance the teaching and learning processes
- Promote collaboration with colleagues, school staff, administrators, parents and other members of the school community through effective communication and interpersonal relationships

**GRADUATE OPTION**
(for those with a bachelor degree and related work experience)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 567</td>
<td>Teaching Student-Centered CTE NEW (online)</td>
<td>2</td>
</tr>
<tr>
<td>EDU 532</td>
<td>Learning Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>EDU 537</td>
<td>Assessment &amp; Evaluation of Teaching and Learning (online)</td>
<td>2</td>
</tr>
<tr>
<td>EDU 549</td>
<td>Classroom Management/Parent School Relations</td>
<td>3</td>
</tr>
<tr>
<td>EDU 568</td>
<td>CTE Career Coaching and Mentoring NEW (online)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 13 semester hours

At the conclusion of the 13 hours, candidates receive a Concordia University CTE Certificate of Completion. This Certificate will be a key component of your Professional Growth Plan that is required for renewal of TSPC's Three-Year Professional Technical License. This Certificate also assures school administrators that you have the necessary instructional skills to effectively teach Career and Technical Education.
THE MASTER OF EDUCATION IN CAREER AND TECHNICAL EDUCATION (CTE)

Concordia University has designed a new Master of Education degree program for professional technical teachers. This innovative program provides asynchronous delivery, allowing teachers access to courses via the internet at a time and location that is convenient for them. Within the degree program, a core set of career and technical classes have been developed exclusively for CTE teachers. The core set of classes are designed to provide CTE teachers with program management skills to develop, promote, and sustain quality CTE programs.

Goals of the M.Ed./CTE Program:
The Master of Education degree program for CTE teachers is designed for professional technical teachers, providing them with a graduate degree and the additional coursework necessary to complete the 15 quarter hour course requirements by TSPC for a Three-Year Professional Technical license.

DELIVERY:
There a variety of delivery methods for classes designed to meet your needs:

On Campus: Teachers can always come to Concordia for classes! Easily accessed in northeast Portland, courses have been offered on campus since 1905. Graduate courses are offered at times that fit the teacher's work schedule and your district's school calendar.

Online: The Master of Education in CTE is available in a completely online format. Concordia utilizes a variety of Web-based technologies for instructional delivery, ongoing learner advising, and support to help overcome barriers of time and distance.

Program Course Requirements

The program consists of nine three-hour course, five one-hour seminars, and a two-hour course, making this a 34 hour M.Ed. program. Each course is seven weeks in length. EDU 567, 568, 569, and 570 are offered once a year. Other courses repeat in a six month cycle.

You may enter the program with any course: however, EDU 567 Teaching Student-Centered CTE must be taken by at least the second semester of program entry.

M.Ed. Admission Requirements

1. Completed Concordia University application form. A new graduate application is required of former Concordia University students.

2. A letter of intent, addressed to the Director of Graduate Studies, that address why you desire to enter CU's M.Ed. program, and a statement of your personal and professional goals. (to become part of the candidate's professional portfolio, and to be no more than two pages in length).

3. Two letters of reference, dated within one year of application, verifying the applicant's successful work with children or youth.

4. Proof of a Baccalaureate degree from an accredited institution via official from institution granting
B.A. or B.S. degree. A 2.80 cumulative grade point average for undergraduate work, and a 3.0 for graduate courses taken are normally required.


6. One year of successful full or part-time licensed teaching experience in public schools or regionally accredited private schools.

7. International students must have a score of 230 on the International Computer Test of English as a Foreign Language (TOEFL). This score can be no more than 2 years old.

8. Interview with the Director of Graduate Studies.

9. An application fee of $35.00 for online or paper application

If the candidate wishes to earn an M.Ed. CTE degree, the following course work would be the entire course of study.

**M.Ed. CTE**

EDU 535 or 535w  
Theory of Teaching & Learning  3

EDU 536 or 536w  
Assessment & Evaluation of Teaching & Learning  2

EDU 549 or 549w  
Classroom Management/Parent School Relations  3

EDU 567 or 567w  
Teaching Student-Centered CTE*  3

EDU 568 or 568w CTE  
Seminar A (Establishing Business & Community Partnerships)  1

EDU 569 or 569w  
CTE Seminar B (Legislative Bill Tracking & Analysis)  1

EDU 570 or 570w  
CTE Seminar C (Program Promotion)  1

**Total hours for certificate**  14

*This course should be taken first

To complete the masters degree, you will also need to complete the courses below

**Masters in Education CTE**

**Professional Core & Capstone**

EDU 500C or 500Cw  
Professional Planning Seminar  1

EDU 520 or 520w  
Curriculum Design & Assessment  3

EDU 595 or 595w  
Community of Learners  3

EDU 601 or 601w  
Ed. Research  3

EDU 620 or 620w  
School & Community Partnerships  3

EDU 626 or 626w  
Organizational Change  3

EDU 698 or 698w  
Action Research  3

EDU 697 or 697w  
Prof. Assessment Seminar  1

**Total Credit Hours in Professional Core and Capstone**  20

**Total Credit Hours for M.Ed. CTE**  34
Career and Technical Teacher Education on Certificate of Completion Program

What is Career and Technical Education? Career and Technical Education (CTE) provides students in high schools and adults in community colleges with the technical skills, knowledge and training necessary to succeed in specific occupations and careers. It also prepares students for the world of work by introducing them to workplace competencies that are essential no matter what career they choose. (Note: In Oregon CTE is usually referred to as “professional technical education.” In most states, and at a national and federal level, the term “Career and Technical Education” is commonly used.)

CTE Teacher Licensure Pathways: The State of Oregon recently revised a process by which those who teach career and technical education (CTE) at high schools can earn a teaching license, providing them with certification as a career and technical educator. A component of the certification process is that CTE teacher candidates must complete 12 semester hours in teacher education.

In Oregon, there are two licensure pathways to teach CTE at the high school level. The first requires completion of a Baccalaureate Degree with CTE licensure in Ag Science or Family/Consumer Sciences Education. MAT Degree programs exist which provide CTE licensure in Business Education and Technology Education.

The second licensure method for CTE teachers is for those with an associate degree and a minimum of two years work experience in one of more of the 22 TSPC approved professional technical endorsement areas (TSPC OAR 584-042-0006). This pathway requires an interview and approval by an Instructor Appraisal Committee to ensure technical skill competency, the assignment of a mentor and advisor, and the completion of a three-year professional development plan which requires 12 semester hours (15 quarter hours) of instructional methodology. The professional technical endorsement areas include:

Communication Journalism
Communications Technologies
Design and Applied Arts
Administrative Services
Financial Services
Hospitality and Tourism
Marketing/Management
Health Sciences
Leisure and Fitness
Education
Family/Consumer Sciences
Personal Services
Legal and Protective Services
Social Services
Computer Technology
Construction
Engineering Technology
Mechanical Systems
Manufacturing Technology
Agricultural Science and Technology
Forestry/Natural Resources
Integrated Environmental Technology

Typical candidates are new professional/technical teachers in high schools or community colleges, or someone with technical skill experience in business, industry or the military who wants to teach career and technical education courses at a high school or community college.
Administrative Licensing Programs

Initial Administrator License

Initial licensing for candidates WITH a master’s degree in education

This program was designed for educators who seek a career in school leadership and already possess a master’s degree or higher in the arts or in education. Completion of this program enables candidates interested in careers as principals and assistant principals to apply for the Oregon Initial Administrator license as outlined in the current OARs.

Initial Administrator License Admission Requirements

1. Completed Concordia University application form. A graduate application from Concordia University alums is required.
2. A letter of intent outlining goals and professional administrative objectives.
3. One letter of reference dated within one year of application verifying the applicant’s administrative potential based on assessments of skill in leadership, management, and human relations.
4. An official transcript from an accredited college or university which indicates a master’s degree was conferred.
6. Verification of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. (Note: Administrative candidates wishing to serve in the state of Washington meet these criteria with proof of a Washington teaching certificate: WAS 180-79A-20).
7. Three years of a successful licensed teaching or personnel service experience in public schools or regionally accredited private schools.
8. Interview with the Director of Graduate Studies.
9. An application fee of $35.00 for online or paper application.

Standards for Program Completion

1. Completion of the Professional Planning Seminar (PPS) during the first semester of program entry and completion of application process as a part of the grade four this course.
2. Only grades of “A” or “B” will be accepted towards program completion.
3. Completion of at least 17 semester credits through Concordia University.
4. Credits earned towards the Initial Administrator program can be no more than 7 years old by the time of program completion.
5. The unit attests that candidates comply with Standards for Competent and Ethical Performance of Oregon Educators in DIVISION 020.
6. Candidates for Initial License will hold a Masters degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.
7. Candidates for Continuing Administrator License shall have completed a minimum of 24 semester hours of graduate credit beyond the Master’s degree.
### Initial Administrator License Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional Planning Seminar (PPS)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 605</td>
<td>Instructional Leadership &amp; Classroom Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>EDU 560</td>
<td>Human &amp; Financial Resources</td>
<td>3</td>
</tr>
<tr>
<td>EDU 601</td>
<td>Educational Research (only if not taken in any previous graduate program)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 607</td>
<td>The Principalship</td>
<td>3</td>
</tr>
<tr>
<td>EDU 622</td>
<td>School Law</td>
<td>3</td>
</tr>
<tr>
<td>EDU 626</td>
<td>Organizational Change</td>
<td>3</td>
</tr>
<tr>
<td>EDU 650</td>
<td>Administrative Practicum</td>
<td>4</td>
</tr>
</tbody>
</table>

*Note: A minimum of 360 hours with 2/3 at the preferred level, and 1/3 at the supplemental level.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Portfolio Presentation</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20-23 Semester Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Continuing Administrator/Initial Superintendent License

This program is designed for educators who possess an Initial Administrator License and desire to continue their careers in school leadership positions or prepare for district level administrative posts. Completion of this program enables candidates to apply for the Oregon Continuing Administrator/Initial Superintendent License.

The TSFC standards as outlined in the latest OARs are central to Concordia University’s Continuing Administrator License. Program goals and objectives are specifically designed to enable administrators to demonstrate the advanced competencies required for the continuing license. Administrators will strengthen their leadership skills as they promote effective integration of the new reforms, utilize new technologies and research-based best practices in their schools and districts, and support all members of the school community as they help students meet state and district level standards.

### Program Objectives

**UPON PROGRAM COMPLETION, CONTINUING ADMINISTRATOR/INITIAL SUPERINTENDENT LICENSE CANDIDATES WILL:**

1. Gain an appreciation for the Christian perspective and its emphasis on service as a fundamental element of successful administrative practices.
2. Apply current educational research and best teaching and administrative practices to ensure student achievement and enhance district effectiveness.

3. Create productive relationships and communicate effectively with students, parents, teachers, the school board, and other members of the school community.

4. Exhibit a heightened sensitivity to individual ethnic, cultural, and learning diversities to ensure that all students receive equitable treatment and succeed academically.

5. Document the important skills of finance management, budget formulation, program accountability, and reporting procedures.

6. Collaborate with all members of the school community in the development, evaluation, and improvement of educational practices, district policies, and programs to promote student achievement and meet district needs and requirements.

7. Document continued implementation of current reforms.

4. Proof of a Masters Degree from an accredited institution via official transcripts from each college or university attended.

5. Copy of the Initial Administrator License

6. Verification by the school or district of three years half-time or more of successful administrative experience in Oregon public schools or Oregon private schools accredited by Northwest Association of Schools and Colleges (NASC).


8. Interview with the Director of Graduate Studies.

9. An application fee of $35.00 for online or paper application.

STANDARDS FOR CONTINUING ADMINISTRATOR/INITIAL SUPERINTENDENT PROGRAM COMPLETION

1. Completion of the Professional Planning Seminar (PPS) during the first semester of program entry.

2. Only grades of “A” or “B” will be accepted towards program completion.

3. Completion of 18 semester credits through Concordia University

4. Completion of one professional development activity (EDU 598).

5. Credits earned towards the Continuing Administrator/Initial Superintendent Program can be no more than 7 years old by the time of program completion.

6. The unit attests that candidates
comply with Standards for Competent and Ethical Performance of Oregon Educators in division 020.

7. Candidates for Initial License will hold a Masters degree or higher in the arts and sciences or an advanced degree in the professions from a regionally accredited institution in the United States, or the foreign equivalent of such degree approved by the Commission.

8. Candidates for Continuing Administrator License shall have completed a minimum of 24 semester hours of graduate credit beyond the Master's degree.

<table>
<thead>
<tr>
<th>CONTINUING ADMINISTRATOR/ INITIAL SUPERINTENDENT COURSE REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
</tr>
<tr>
<td>EDU 598</td>
</tr>
<tr>
<td>EDU 601</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>EDU 698</td>
</tr>
<tr>
<td>OR</td>
</tr>
<tr>
<td>EDU 699</td>
</tr>
</tbody>
</table>

* A course in educational research is a prerequisite for the thesis or action research component

Select THREE from the following:

| EDU 520  | Curriculum Design & Assessment  | 3 |
| EDU 560  | Human & financial Resources  | 3 |
| EDU 573  | Equity & Access in School Law  | 3 |
| OR       |                                          |   |
| EDU 622  | School Law  | 3 |
| EDU 620  | School & Community Partnerships  | 3 |
| OR       |                                          |   |
| EDU 578  | Social, Political, & Cultural Issues  | 3 |
| EDU 672  | Communication & Conflict Management  | 3 |

**ADDITIONAL REQUIREMENTS**

Continued development of the administrative portfolio 0

EDU 652 District Level Practicum 6

Includes completion of the administrative portfolio and site-based activities outlined in EDU 500

EDU 697 Professional Assessment Seminar 1

**Total 21 Semester Hours**

* Candidates select or create one (1) professional development activity from the list below to be initiated anytime after completing at least 6 hours of their program. These can be site-specific, but must address the advanced competencies outlined in OAR 584-080-0051.

**PROFESSIONAL ASSESSMENT SEMINAR**

All candidates for the Continuing Administrator/Initial Superintendent License complete requirements for:

| EDU 697  | Professional Assessment Seminar  | 1 semester hour |

* During the final semester
ASSESSMENT SEMINAR REQUIREMENTS

1. Initial Portfolio presentation overview and personal mission statement.

2. Final formal portfolio presentation and evidence of PPS objectives completed.

Prior to recommending candidates for the Continuing Administrator License, the University advisor and administrative mentor verify that candidates have met the expectations for quality performance outlined in the Professional Planning Seminar (PPS).

Candidates must enroll in EDU 697 during the semester in which they plan to complete all requirements for the Continuing Administrator/Initial superintendent License. Candidates will be required to review their developing portfolio with University advisor and administrative mentor through a formal presentation.

While the professional administrative portfolio will follow University guidelines based on OAR 584-017-0280 (3) (a) – (l), it will also include a personal mission statement, reflective journals or artifacts that illustrate accomplishments in the administrative work setting, and other items deemed necessary by the candidate. The candidate must also provide evidence that objectives formulated in the Professional Planning Seminar (PPS) were met.

Final recommendation for Continuing Administrator’s License is signed by the Dean of the College of Education.

CONTINUING TEACHING LICENSE

WHO NEEDS A CONTINUING TEACHING LICENSE?

The Continuing Teaching License is required of all Oregon educators who hold the Initial Teaching License (generally, those candidates who graduated from an Oregon approved teacher education program after January 15, 1999). The Initial Teaching License, valid for three years, and is renewable once; candidates have six years to complete requirements for the Continuing Teaching License.

Educators holding the Initial License who have NOT earned a master’s degree, may fulfill requirements for the Continuing License by completing a masters in education program at Concordia (refer to a complete description of these programs in this bulletin) or at any other school with a TSPC approved Continuing Teaching License program.

Oregon educators holding Basic or Standard licenses follow the original guidelines for those licenses and are not required to earn a Continuing Teaching License. However, as a result of new rules governing the continuing professional development of teachers (OAR Division 90), ALL licensed Oregon educators who hold a Basic, Standard, or Continuing License must meet Continuing Professional Development (CPD) renewal requirements starting January 15, 2002.

Candidates seeking additional information regarding Continuing Professional Development should read that section in this bulletin and contact Concordia University’s College of Education with any additional questions.
CONTINUING LICENSE ELIGIBILITY

Continuing Teaching Licenses are issued by TSPC for a period of five years. To receive this license from the Commission, candidates must:

1. Hold a master’s or higher degree. *
2. Have three years of successful contracted teaching at least half time on an Oregon Initial Teaching License.

* If this were an MAT initial licensing program, the candidate would have completed as part of the degree, or separately, at least 6 semester hours of graduate credit in advanced teaching competencies beyond that required for the initial license preparation.

Continuing Teaching Licenses can be renewed for five years whenever the following requirements have been met during the preceding five-year period:

1. Completion of one academic year as a full-time, licensed educator, or two consecutive years as a half-time teacher, or 180 days of substitute teaching.
2. Establishment, maintenance, and reporting of a continuing professional development plan.

WHAT ARE THE POSSIBLE ROUTES FOR OBTAINING A CONTINUING TEACHING LICENSE?

Depending on the license held, there are a number of ways to obtain the Continuing Teaching License. The chart below offers a number of possibilities.

INSERVICE EDUCATOR WITH OR WITHOUT A MASTERS DEGREE

<table>
<thead>
<tr>
<th>Status</th>
<th>Add an Endorsement (min. 6 semester hrs)</th>
<th>Add a contiguous Authorization Level</th>
<th>Any strand listed below</th>
<th>Complete a masters degree program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial License, no Masters Degree</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Earn a Ph.D. or Ed.D.</td>
</tr>
<tr>
<td>Initial License, with Masters Degree (MAT or M.Ed.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

CONTINUING LICENSE: GOALS AND OBJECTIVES

The TSPC standards for the Continuing Teaching License are central to Concordia University’s Teaching program. Goals and objectives are specifically designed to enable inservice educators to demonstrate the advanced competencies required for an Oregon Continuing Teaching License. Through the many program options, teachers strengthen classroom skills and become agents for change as they promote effective integrations of the new reforms, utilize new technologies and research-based best practices in their classrooms, and they help students meet state and district level standards in today’s diverse classroom environment.

The goals for the Continuing Teacher License seek to promote research-based educational practices, enhance classroom instructional skills, and improve...
student learning. These goals are accomplished through objectives that:

1. Enhance teacher subject knowledge, instructional strategies, and the use of current research to improve the teaching-learning process.
2. Advance the implementation of state and national school reforms.
3. Provide additional skills and opportunities to design, evaluate, and improve instructional plans that recognize developmental levels, address cultural and academic diversity, and promote the achievement of state and district standards.
4. Promote student learning through collaboration among all members of the school community.
5. Gain knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching.

CONTINUING TEACHING LICENSE
ADMISSION REQUIREMENTS

1. Complete the Concordia University application form.
2. Letter of intent outlining goals and professional objectives (to become part of the candidate's professional portfolio).
3. One letter of reference dated within one year of application verifying the applicant's successful work with children or youth.
4. Proof of a master's degree from an accredited institution via official transcripts. A 3.0 cumulative grade point average for graduate courses taken is normally required.
5. Completion of Oregon Teacher Standards and Practices commission (TSPC) character questionnaire.
6. Interview with the Director of Graduate Studies.
7. An application fee of $35.00 for online or paper application.

STANDARDS FOR PROGRAM COMPLETION

1. Completion of EDU 500 - Professional Planning Seminar (PPS) and the Professional Education Plan (PEP) within the first or second semester of program entry. Application to the program is to be completed as a part of the grade for the course.
2. Only grades of "A" or "B" will be accepted towards program completion.
3. Completion of one of the following: an elective strand, (see choices listed below), adding an endorsement, or adding an authorization level.
4. Completion of one professional development activity (EDU 598).
5. Completion of one capstone research project.

... In order to apply for the Continuing Teaching License, and be recommended by the institution providing the program of study, the candidate must also have completed minimum of three years of contracted teaching on the Oregon Initial Teaching Licence.
CONTINUING TEACHING LICENSE ELECTIVE STRANDS

Business

This strand, designed for high school instructors, will increase their educational acumen regarding current trends and pertinent information in the world of business.

COURSE REQUIREMENTS
EDU 500 Professional planning Seminar and completion of the Professional Education Plan (PEP) 1
EDU 598 ProDev Activity (Professional Development Activity) 1

SELECT at least 3 HOURS from courses listed in the School of Management’s Graduate Bulletin 3
EDU 697 Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class) 1

Total 6 semester hours

Early Childhood Education (ECE) Strand

This strand is for those who have a strong passion for teaching young children, ages 3 through 8 (pre-kindergarten through primary grades) and is based on the belief that children learn best through active, hands-on learning. Participants will explore current trends and research, design developmentally appropriate curriculum, and develop skills in advocating for young children.

COURSE REQUIREMENTS
EDU 500 Professional planning Seminar and completion of the Professional Education Plan (PEP) 1
EDU 598 ProDev Activity (Professional Development Activity) 1

SELECT at least 3 HOURS from the following:
EDU 503 Issues and Advocacy in ECE 3
EDU 504 Early Childhood Curriculum: A Constructivist Approach 3
EDU 589 Emerging Literacy 3
EDU 505 Play in Early Childhood Education 3

Complete requirements in:
EDU 697 Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class) 1

Total 6 semester hours
ESOL – English for Speakers of Other Languages, Strand

A strand for teachers at any authorization Level 1, 2, 3, or 4, who desire to develop instructional strategies to better accommodate students whose native language is not English.

COURSE REQUIREMENTS

EDU 500  Professional planning Seminar and completion of the Professional Education Plan (PEP)  1

EDU 598  ProDev Activity (Professional Development Activity)  1

SELECT at least 3 HOURS from the following:

EDU 538  ESOL Methods  3

EDU 539  Linguistics  3

EDU 540  Multicultural Counseling and Education  3

EDU 541  ESOL Curriculum & Technology for Language Acquisition  2

EDU 543  ESOL Educational Assessment Seminar  2

Complete requirements in:

EDU 697  Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class.)  1

Total  6 Semester Hours

* See page 54 for additional requirements to obtain the ESOL endorsement

Health & Physical Education Strand

This strand provides instructors in middle school and high school with pertinent subject matter background as well as the current trends and research relating to the teaching of health and physical education.

COURSE REQUIREMENTS

EDU 500  Professional planning Seminar and completion of the Professional Education Plan (PEP)  1

EDU 598  ProDev Activity (Professional Development Activity)  1

SELECT at least 3 HOURS from the following:

EDU 514  Instructional Analysis & Development of Teaching Health & Physical Education  3

EDU 515  Current Issues & Research in Health & Physical Education  3

EDU 516  Authentic & Alternative Assessment in Health & Physical Education  2

EDU 517  Innovative Curriculum in Health & Physical Education  2

EDU 518  Management & Behavioral Issues in Health & Physical Education  2

EDU 519  Diversity in Health & Physical Education  2

Complete requirements in:

EDU 697  Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class.)  1

Total  6 Semester Hours

* See pages 54-55 for additional requirements to obtain the HPE endorsement.
**Leadership Strand**

For classroom teachers on any authorization level who desire a leadership role in helping their school community identify and implement state and national education priorities.

**COURSE REQUIREMENTS**

EDU 500  Professional planning Seminar and completion of the Professional Education Plan (PEP)  1  
EDU 598  ProDev Activity (Professional Development Activity)  1  

**SELECT at least 3 HOURS from the following:**

EDU 504  Early Childhood Curriculum: A Constructivist Approach  3  
EDU 505  Play in Early Childhood  3  
EDU 514  Instructional Analysis & Development of Teaching Health & Physical Education  3  
EDU 515  Current Issues & Research in Health & Physical Education  3  
EDU 520  Curriculum Design & Evaluation  3  
EDU 530  Ed. Technologies (ECE, ELE)  2  
EDU 533  Ed. Technologies (ML, HS)  2  
EDU 571  Web-Enhanced Curriculum  3  
EDU 576  Technology Transforms the Arts  3  
EDU 577  Hands on Math /Science  3  
EDU 580  Teaming Language Arts & Social Studies  3  
EDU 582  Diagnosis and Assessment of Reading  3  
EDU 584  Young Adult and Children’s Literature  3  
EDU 586  Current Issues in Literacy  3  
EDU 589  Emergent Literacy  3  
EDU 697  Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class.)  1  

Total 6 Semester Hours

---

**Methods & Curriculum Strand**

This is an elective program for classroom teachers who desire strengthening instructional skills in a curricular area of their choice. This strand is designed for teachers in elementary through high school.

**COURSE REQUIREMENTS**

EDU 500  Professional planning Seminar and completion of the Professional Education Plan (PEP)  1  
EDU 598  ProDev Activity (Professional Development Activity)  1  

**SELECT at least 3 HOURS from the following:**

EDU 504  Early Childhood Curriculum: A Constructivist Approach  3  
EDU 505  Play in Early Childhood  3  
EDU 514  Instructional Analysis & Development of Teaching Health & Physical Education  3  
EDU 515  Current Issues & Research in Health & Physical Education  3  
EDU 520  Curriculum Design & Evaluation  3  
EDU 530  Ed. Technologies (ECE, ELE)  2  
EDU 533  Ed. Technologies (ML, HS)  2  
EDU 571  Web-Enhanced Curriculum  3  
EDU 576  Technology Transforms the Arts  3  
EDU 577  Hands on Math /Science  3  
EDU 580  Teaming Language Arts & Social Studies  3  
EDU 582  Diagnosis and Assessment of Reading  3  
EDU 584  Young Adult and Children’s Literature  3  
EDU 586  Current Issues in Literacy  3  
EDU 589  Emergent Literacy  3  
EDU 697  Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class.)  1  

Total 6 Semester Hours
**Reading Specialist Strand**

Although all courses are required for the Reading Specialist strand (see page 55 in this catalog), the program of 6 semester hours can be used for your Continuing Teaching License. If you wish to pursue your Reading Specialist Endorsement see above mentioned page.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar and completion of the Professional Education Plan (PEP)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 598</td>
<td>ProDev Activity (Professional Development Activity)</td>
<td>1</td>
</tr>
</tbody>
</table>

**SELECT at least 3 HOURS from the following:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 581</td>
<td>Organization/Management of School Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Diagnosis &amp; Assessment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 583</td>
<td>Advanced Techniques for the Teaching of Literacy, (ECE-HS)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 584</td>
<td>Young Adult &amp; Children’s Lit</td>
<td>3</td>
</tr>
<tr>
<td>EDU 586</td>
<td>Current Issues in Literacy</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete requirements in:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar (Portfolio for CTL recommendation is a required piece of this final class.)</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total 6 Semester Hours**

---

**Research Strand**

This strand has been specifically designed to provide MAT (Initial License) candidates on any authorization level the additional graduate level academic work in advanced teaching competencies necessary to meet requirements for the Continuing Teaching License. First year Initial License graduate can begin the research strand immediately after graduation and complete it within the three-year initial license period. At that point, candidates may apply for the Continuing Teaching License.

Additionally, this strand supports educators at all authorization levels who desire to conduct action research at their own sites in order to further improve the teaching-learning process.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar and completion of the Professional Education Plan (PEP)</td>
<td></td>
</tr>
<tr>
<td>EDU 600</td>
<td>Research Seminar (required)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 601</td>
<td>Educational Research (Optional)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 698</td>
<td>Action Research</td>
<td>3</td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total 6 Semester Hours**
ADDING A SPECIALTY ENDORSEMENT

Adding endorsements to existing Initial and Continuing Teaching Licenses can be completed in one of the following ways:

Practicum & Praxis

If the specialty area content has previously been acquired through experience or prescribed coursework, the candidate is only required to demonstrate subject knowledge by passing the PRAXIS II test, and instructional skill at the appropriate level via a supervised practicum, completing one work sample, and teaching from that sample.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar and completion of the Professional Education Plan (PEP)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 599</td>
<td>Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EDU 599</td>
<td>Demonstration of instructional expertise in the additional endorsement area. Includes development of one work sample</td>
<td></td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Passing score on the Praxis II specialty area</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>4 Semester Hours</td>
</tr>
</tbody>
</table>

Coursework & Practicum & Praxis

If the specialty area content has not been acquired through experience or prescribed coursework, the candidate is required to A) complete the endorsement coursework; B) demonstrate subject knowledge by passing the PRAXIS II test; C) demonstrate instructional skill at the appropriate level via a supervised practicum; and D) complete and teach from one work sample.

Early Childhood Education (ECE) Strand

This strand is for those who have a strong passion for teaching young children, ages 3 through 8 (pre-kindergarten through primary grades) and is based on the belief that children learn best through active, hands-on learning. Participants will explore current trends and research, design developmentally appropriate curriculum, and develop skills in advocating for young children.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU 503</td>
<td>Issues and Advocacy in ECE</td>
<td>3</td>
</tr>
<tr>
<td>EDU 504</td>
<td>Early Childhood Curriculum: A Constructivist Approach</td>
<td>3</td>
</tr>
<tr>
<td>EDU 505</td>
<td>Play in Early Childhood Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 589</td>
<td>Emerging Literacy</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SELECT at least 3 HOURS from the following:</td>
<td></td>
</tr>
<tr>
<td>EDU 582</td>
<td>Diagnosis and Assessment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 584</td>
<td>Young Adult and Children’s Lit (Pending)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 599</td>
<td>ECE Practicum</td>
<td>2</td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>16-17 Semester hours</td>
</tr>
</tbody>
</table>

* If the candidate is adding the authorization level to a license then the practicum with work sample must be selected (EDU 599).
ESOL – English for Speakers of Other Languages

A specialty endorsement for teachers at any authorization Levels ECE, ELE, ML, & HS, who desire to develop instructional strategies to better accommodate students whose native language is not English.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar and completion of</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>the Professional Education Plan (PEP)</td>
<td></td>
</tr>
<tr>
<td>EDU 538</td>
<td>ESOL Methods</td>
<td>3</td>
</tr>
<tr>
<td>EDU 539</td>
<td>Linguistics</td>
<td>3</td>
</tr>
<tr>
<td>EDU 540</td>
<td>Multicultural Counseling &amp; Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 541</td>
<td>ESOL Curriculum &amp; Technology</td>
<td>2</td>
</tr>
<tr>
<td>EDU 543</td>
<td>ESOL Educational Assessment Seminar</td>
<td>2</td>
</tr>
<tr>
<td>EDU 585</td>
<td>Practicum (Includes development of one work</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>sample)</td>
<td></td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Passing score on the Praxis II specialty test</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>for the endorsement</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17 Semester Hours</strong></td>
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</tbody>
</table>

Health & Physical Education

Provides instructors in authorization Levels 3 & 4 with pertinent subject matter background as well as the current trends and research relating to the teaching of health and physical education.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar and completion of the Professional Education Plan (PEP)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 514</td>
<td>Instructional Analysis &amp; Development of Teaching Health &amp; Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 515</td>
<td>Current Issues &amp; Research in Health &amp; Physical Education</td>
<td>3</td>
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**SELECT at least 3 HOURS from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 516</td>
<td>Authentic &amp; Alternative Assessment in Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>EDU 517</td>
<td>Innovative Curriculum in Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>EDU 518</td>
<td>Management &amp; Behavioral Issues in Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>EDU 519</td>
<td>Diversity in Health &amp; Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>

**Complete the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 598</td>
<td>ProDev Activity (Professional Development Activity)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 599</td>
<td>Practicum (Includes development of one work sample)</td>
<td>2</td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Passing score on the Praxis II specialty tests for the endorsements</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>17 Semester Hours</strong></td>
</tr>
</tbody>
</table>
**Reading Specialist Strand**

The five courses required for the Reading Specialist strand will enhance instructional skills in the area of reading, provide the knowledge and experience base needed to serve as a reading specialist, prepare candidates for the TSPC required reading test, and meet the content requirements for adding a "Reading Specialist Endorsement" to an initial or continuing teaching license. Passing the Praxis II Reading exam (10300) is currently required.

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDU 581</td>
<td>Organization/Management of School Reading Programs</td>
<td>3</td>
</tr>
<tr>
<td>EDU 582</td>
<td>Diagnosis and Assessment of Reading</td>
<td>3</td>
</tr>
<tr>
<td>EDU 583</td>
<td>Advanced Techniques for the Teaching of Literacy, (ECE - HS)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 584</td>
<td>Young Adult &amp; Children's Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 586</td>
<td>Current Issues in Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15 Semester Hours</strong></td>
<td></td>
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</tbody>
</table>

**Adding an Authorization Level**

Candidates who wish to add the next contiguous authorization level to an Initial or Continuing Teaching License complete the following:

**COURSE REQUIREMENTS**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 500</td>
<td>Professional planning Seminar and completion of the Professional Education Plan (PEP)</td>
<td>1</td>
</tr>
</tbody>
</table>

*Select ONE for the requested authorization level:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 504</td>
<td>Early Childhood Curriculum: A Constructivist Approach</td>
<td>3</td>
</tr>
<tr>
<td>EDU 531</td>
<td>Learning Theory and Practice (ECE, ELE)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 532</td>
<td>Learning Theory and Practice (ML, HS)</td>
<td>3</td>
</tr>
<tr>
<td>EDU 557</td>
<td>Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

*Select ONE for the requested authorization level:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 517</td>
<td>Innovative Curriculum in Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>EDU 530D</td>
<td>Ed Tech Levels</td>
<td>3</td>
</tr>
<tr>
<td>EDU 533</td>
<td>Ed Tech Levels (ML, HS)</td>
<td>2</td>
</tr>
<tr>
<td>EDU 576</td>
<td>Technology Transforms the Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 577</td>
<td>Hands on Math/Science</td>
<td>3</td>
</tr>
<tr>
<td>EDU 580</td>
<td>Teaming Language Arts &amp; Social Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Complete the following:*

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 598</td>
<td>ProDev Activity (Professional Development Activity)</td>
<td>1</td>
</tr>
<tr>
<td>EDU 599</td>
<td>Level appropriate Practicum Minimum of 90 clock hours at the new level. Includes development and teaching of one work sample.</td>
<td>2</td>
</tr>
<tr>
<td>EDU 697</td>
<td>Professional Assessment Seminar</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10-11 Semester Hours</strong></td>
<td></td>
</tr>
</tbody>
</table>
TEACHER COLLOQUIY PROGRAM

The teacher colloquy program is a course of study, which leads to Synodical certification as a Minister of Religion, Commissioned for those teachers who are not on the roster of the Synod. It is a joint program of our Concordia University System schools under the auspices of the Synod’s Board for Higher Education (BHE). The program is managed by and delivered through Concordia University Education Network (CUE Net). An on-campus program is also available on many of the Concordia University System campuses. It is available to persons who are in-service teachers at a Lutheran School.

The Curriculum

There are eight (8) courses, in the curriculum:
1. Old Testament
2. New Testament
3. History of Theology
4. Lutheran Confessions
5. Christian Doctrine
6. Variety of Beliefs
7/8. The Lutheran Teacher (a double course)

How frequently will the courses be offered?
A new course will be offered each month in a carousel sequence. You may enter the program at any point in the carousel.

How long is each course?
Each course is three weeks long, and begins on the first Monday of each month. Fifteen of the 18 hours may be viewed on your home or workplace computer at a time convenient for you. The remaining three hours of each class will be done with all students present at their computers at a time agreed upon by the group.

May I skip a course and pick it up later?
Yes, you can. We anticipate that each course may be offered as often as three times a year.

How long will it take me to finish this program?
Eight months, if you take one course every month, or sixteen months if you take one course every other month. The entire program must be completed within 40 months.

How are the courses delivered?
The courses are delivered through the Internet by means of video-streaming technology. You can access them with your personal computer. If you do not own one, you may be able to make an arrangement with your school or church to use one.

How do I take the courses?
You may log on in the evening or during the daytime hours when it is convenient for you. However, each course will require three hours when all learners are on line simultaneously. The time will be set by the mentor based on consensus of the group. All class sessions must be viewed within the three week period.

Would courses I have taken elsewhere transfer to this program?
Yes, you may transfer up to four (4) courses (except the capstone courses,
course 7/8), if they are from one of the Concordias.

**If I already know the subject matter well, could I test out of certain courses?**
Yes, you may apply for credit by examination with payment of $250 per course and pass the test. The test may be taken only once. You may test out of up to four (4) courses except the capstone courses.

**What is the cost of tuition?**
The tuition is $595 per course, a portion of which we hope your church or school would provide as a scholarship or grant.

**What are the requirements for admission?**
You must be a teacher with a bachelor’s degree.

**How do I become Synodically certified and rostered as a Minister of Religion, Commissioned?**
Upon completion of the course work, you will be assigned to one of the Concordia University System colleges or universities, which will process your certification according to established procedure. To be rostered, you must be a member of a Lutheran Church-Missouri Synod congregation, and be employed by an LCMS school.

**What must I do to be accepted into the program?**
Go to www.cuenet.edu and fill out the application form and submit it to the address or fax given below. If you have questions about the application email colloquy@cuenet.edu

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**Continuing Professional Development**

Effective January 15, 2002, Oregon educators renewing a Basic, Standard, or Continuing Teaching License must meet Continuing Professional Development (CPD) renewal requirements by completing a Professional Development Plan. Depending on the type of license renewed, the plan must include a minimum number of Professional Development Units, or PDU’s, which equal one clock hour of professional growth activity as outlined in Division 90 of the OARs.

By 2006, when the CPD requirements have been phased in, applicants renewing a Basic License will need to have completed 75 PDU’s in their plan, while applicants renewing a Standard or Continuing Licenses will need to have completed at least 125 PDU’s. The continuing Development Plan should be initiated at the beginning of the licensure period.
The “phase in” period for PDU’s* to meet these new CPD requirements is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Renew a Basic License</th>
<th>Renew a Standard or Continuing License</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>25 PDU’s</td>
<td>25 PDU’s</td>
</tr>
<tr>
<td>2003</td>
<td>50 PDU’s</td>
<td>50 PDU’s</td>
</tr>
<tr>
<td>2004</td>
<td>75 PDU’s</td>
<td>75 PDU’s</td>
</tr>
<tr>
<td>2005</td>
<td>75 PDU’s (full requirement)</td>
<td>100 PDU’s</td>
</tr>
<tr>
<td>2006</td>
<td>75 PDU’s (full requirement)</td>
<td>125 PDU’s</td>
</tr>
</tbody>
</table>

* One-quarter hour of college or university credit equals 20 PDU’s, while one semester hour equals 30 PDU’s.

Oregon educators can meet this requirement through a plan offered by their school district or they may develop an individual plan in collaboration with a supervisor or a CPD advisor appointed by the supervisor. A CPD advisor may be a colleague, a faculty member from a college or university, or even a business or community member who exhibits a direct relationship with the plan. This plan must be approved by the school district and by the mentor who is authorized by the school district.

**Activities that may be options for inclusion in an individual CPD plan:**

1. Serving as a cooperating teacher for Concordia University.
2. Adding a specialty endorsement to an existing license.
3. Additional coursework at either the graduate or undergraduate level.
4. Serving as a guest instructor or seminar leader at Concordia University.
5. Publishing articles or reports that contribute to the profession.
6. Attending Professional Conferences.
7. Conducting Action Research
8. Adding an authorization level to an existing license.
9. Participating on a site committee.

Continuing Professional Development Plans must address at least one of the following domains of professional competency: Subject Matter or Specialty Endorsement, Assessment Strategies, Methods and Curriculum, Diversity Issues, State and National Education Priorities, or the Use of Technology in Education.

National Board Certification. Successful attainment of the NBPTS is one method that TSPC recognizes as proof of obtaining the standard for the Continuing Teaching License, as outlined in the current OARs.

**Program Application**

Application to any of the programs can be made directly through the admissions office. Please call the Concordia University Office of Admissions at 503.280.8501 or 800.321.9371 for an application to the program of your choice.
Application Deadlines

Application deadline for the MAT program is 01 February of the year in which entry is desired.

Since candidates may matriculate into the M.Ed. programs during summer, fall, or spring semester, completed application must be submitted by the end of EDU 500 as a part of the course grade.

Candidates seeking the Continuing Teaching License or help with their individual Continuing Professional Development Plan may begin their programs in any semester.

(UNCLASSIFIED STATUS)

Candidates may take up to 9 credits of graduate course work at Concordia University before matriculating to a specific program of study.

TRANSFER OF GRADUATE CREDITS

The age of the credits and the program a candidate seeks admission to influence whether or not courses previously taken may be transferred into a specific program. Generally, Concordia University will accept up to 9 semester hours of graduate work completed at other accredited institutions for the M.Ed. programs. The personal analysis of your transcript by the registrar at the time of your application will help determine which of your previous courses is applicable in light of the program of study you have chosen.

No credits will be transferred into programs with fewer than 20 semester hours. Please note that no credits earned towards an M.Ed. can be more than 7 years old by the time of program completion. Also, only final course grades of “A” or “B” will be accepted for credit towards degree completion.

CANCELED CLASSES

M.Ed. and Continuing License classes that do not meet the minimum enrollment established by the University may be canceled as late as the first session.

Title II Compliance

Section 207 of Title II Higher Education Act requires the Department of Education to collect data on the state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. Concordia University’s College of Education takes pride in the following information regarding its teacher preparation program in the compliance with these reporting requirements.

Section I – Testing Required for Program Admission

In Oregon, a system of multiple measures is used to determine the status of “program completer.” One component of this system requires the educator to pass both a basic skills test and a battery of subject matter tests. For basic skills testing the educator may choose to take the California Basic Skills Test (CBEST) or the PRAXIS I: Pre-Professional Skills Test (PPST), or the C-PPST on computer. Authorizations in early childhood, elementary and middle level teaching require passing scores on
the Multiple Subjects Assessment for Teachers (MSAT). Secondary educators must pass the PRAXIS II in their specific subject matter. Students planning to teach in Washington State must pass the WEST-B basic skills test.

**Test Pass Rates**

Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100%. Those who do not pass the required tests are not considered program completers and are not eligible for Initial Teaching Licenses.

**Pass Rate Report**

| Report Year | Cohort 2002-2003 | 2003 | 100% |

**Section II - Required Program Information**

1. During the 2002-2003 academic year, 393 students were enrolled in initial licensure programs.
2. During the same year, 172 students were supervised in student teaching experiences by 52 full time and part time faculty resulting in a student/faculty ratio of 3.8 to 1.
3. Education candidates invest a minimum of 600 hours in supervised student teaching experiences.
4. All of Concordia’s education programs are approved by the state licensing commission — Teacher Standards and Practices Commission (TSPC) — and fully accredited by the Northwest Commission of Colleges and Universities (NWCCU).
5. None of Concordia University’s Education programs has been designated “low-performing” by the state (as per section 208[a] of HEA of 1998).
DEPARTMENT OF BUSINESS EDUCATION

In today's competitive business world, people who achieve results and exceed goals by utilizing problem solving, communication and decision making skills are in great demand. The Department of Business' curriculum prepares students to meet these challenges. As a result, Concordia's business majors are sought after by many local, regional and international firms.

Concordia University, through its School of Management, has the following degree programs accredited by the International Assembly for Collegiate Business Education (IACBE): Bachelor of Arts degree in Business Administration, Bachelor of Science degree in Business: Management, Communication & Leadership, and Bachelor of Science degree in Health Care Administration. The B.A. in Business offers concentrations/minors in Accounting with a CPA track, Finance, Marketing, Environmental Management, International Business, e-Business, Entrepreneurship, and Organizational Management.

The School of Management is also privileged to offer students membership in an honor society, Sigma Beta Delta. To be eligible for lifetime membership and national recognition, a student must rank in the upper 20 percent of the class. Sigma Beta Delta was founded as a national organization in 1994 and follows a 200-year tradition of honoring scholastic achievement in higher education. The principles of the Society include wisdom, honor, and the pursuit of meaningful aspirations. Undergraduate and graduate students in the School of Management are selected as candidates for induction into Sigma Beta Delta each year.

Through our commitment to excellence in teaching and mentoring we will develop people who can:

- Think critically
- Act ethically
- Communicate clearly
- Compete effectively, and
- Lead others to do the same

The Department of Business offers participants two undergraduate degrees and one graduate degree:

- Bachelor of Arts (BA) degree in Business Administration;
- Bachelor of Science (BS) degree in Business: Management, Communication & Leadership
- Masters of Business Administration (MBA)
Business Career Opportunities

In order to expand personal and professional awareness, students are encouraged to participate in a wide variety of campus activities. Some of the Department of Business sponsored activities include the business club Chi Beta Chi (XBX), the Business Honorary Society Sigma Beta Delta, investment competitions, a pre-law society, the CEO Roundtable, Lunch with an Exec Program, international study-travel, international student exchanges, student-faculty functions, and career mentoring.

Also, students in the Department of Business are encouraged to join or to participate in a variety of off-campus activities including internships, business service opportunities, guest lectures, and corporate visits.

Finally, for students who are interested in bringing their business/marketing experience expertise to the secondary classroom, the College of Education and School of Management offer a teaching endorsement in this area.

International Study Abroad Opportunities

Students enrolled in the Business Administration degree program, especially those who have International Business as a minor, may wish to travel overseas on an AIFS arranged trip. Students may enroll in courses with accredited institutions in other countries and transfer their credits to help satisfy CU required degree requirements provided the grade is a C or higher. The following is an extract from the AIFS Website at http://www.aifs.com/java/US/about.htm:

**THE AMERICAN INSTITUTE FOR FOREIGN STUDY, INC. (AIFS)** and its family of companies organizes cultural exchange programs throughout the world for more than 50,000 students each year and arranges insurance coverage for our own participants as well as participants of other organizations. The group, a privately owned U.S. corporation with wholly owned overseas subsidiaries, has annual revenues in excess of $130 million. Since our founding in 1964, more than a million students and teachers have participated in AIFS programs worldwide.

To learn more about opportunities to study abroad, see your academic advisor or the Director of International Studies.
BUSINESS
ADMINISTRATION

The Bachelor of Arts (BA) degree in Business Administration is designed as a traditional four-year program. It provides students with opportunities to develop the personal and professional skills of the business world. To accomplish this, students are required to complete courses and activities in two distinct areas. The first area requires students to complete the CORE business requirements and select a concentration/minor in business or another liberal arts field. The eight areas of advanced study include 1) Accounting with a CPA track, 2) e-Business, 3) Entrepreneurship, 4) Environmental Management, 5) Finance, 6) International Business, 7) Marketing, and 8) Organizational Management.

All students will complete an internship. The purpose of this internship is to help students apply academic knowledge to a work environment. The internship brings together the academic preparation with an actual employment situation providing the students with an opportunity to apply their business preparation, communication, decision-making and problem solving skills. The vast majority of business internships turn into full-time employment opportunities upon graduation. Many of these students are in an enviable position; they already have a job offer and can begin their careers immediately.

Another opportunity for business students is to participate in courses offered by other institutions in the Concordia University System. Ten institutions, located throughout the United States, are joined together into a national academic system providing students in Portland with opportunities to attend a maximum of one academic year at another Concordia University System campus or to enroll in satellite-delivered courses to the Portland campus.

B.A. General Education Requirements

The following are exceptions to the General Education Requirements.

Mathematics
MTH 123 College Algebra with Business Applications (3)

Business Administration
Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT 201</td>
<td>Financial Accounting</td>
<td>(3)</td>
</tr>
<tr>
<td>ACT 202</td>
<td>Managerial Accounting</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 101</td>
<td>Ethical Business Environment</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 201</td>
<td>Macroeconomics</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 202</td>
<td>Microeconomics</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 224</td>
<td>Microcomputer Business Applications: Word Processing</td>
<td>(1)</td>
</tr>
<tr>
<td>BA 225</td>
<td>Microcomputer Business Applications: Spreadsheet</td>
<td>(2)</td>
</tr>
<tr>
<td>BA 247</td>
<td>Management Statistics</td>
<td>(3)</td>
</tr>
<tr>
<td>BA 342</td>
<td>Finance</td>
<td>(3)</td>
</tr>
</tbody>
</table>
BA 351  Production & Operations  (3)
BA 352  Business Law  (3)
BA 360  Principles of Marketing  (3)
BA 381  Human Resources  (3)
BA 457  Ethical Leadership & Organizational Behavior  (3)
BA 499  Internship  (6)

Select either a concentration or minor from the following:

Concentration Requirements

ACCOUNTING - CPA TRACK  (21)
ACT 301  Intermediate Accounting I  (4)
ACT 302  Intermediate Accounting II  (3)
ACT 401  Auditing  (3)
ACT 402  Income Tax I - Individual  (3)
ACT 403  Income Tax II - Corporate or Partnership  (3)
ACT 406  Advanced Accounting  (2-3)
BA 324  Database Structure & Design  (2)
E-BUSINESS  (26)
BA 324  Database Structure and Design  (2)
BA 455  Risk Assessment  (3)
IT 201  Introduction to eBusiness  (3)
IT 221  Computer Basics for Business  (3)
IT 301  Networking Fundamentals  (3)
IT 321  Programming Fundamentals  (3)
IT 331  Authoring for the World Wide Web  (3)
IT 341  Management Information Systems  (3)
IT 351  Project Management  (3)

Minor Requirements

ENTREPRENEURSHIP  (18)
BA 321  Today’s Entrepreneur  (3)
BA 361  Sales & Advertising  (3)
BA 363  Marketing Research  (3)
BA 458  Business Policy & Strategy  (3)
BA 471  Starting New Ventures  (3)
BA 472  Entrepreneurial Finance  (3)

ENVIRONMENTAL MANAGEMENT  (20)
SCI 112*  Environmental Science  (3)
ENV 311  Environmental/Natural Resources Law and Ethics  (3)
ENV 331  Environmental/Natural Resources Regulation and Compliance  (3)
ENV 401  Environmental/Natural Resources Finance and Economics  (3)

Accounting CPA Track and/or MBA credit: (150 hour program)

Students planning on sitting for the Uniform CPA Examination and being Licensed as a CPA should complete 150 hours of course work (additionally, MTH 124 Pre-Calculus may be required in some states). See your accounting mentor for further details regarding course work requirements and/or application of credit towards MBA.
ENV 422  Risk Assessment (2)
ENV 461  Negotiations (1)
ENV 462  Conflict Management (1)
ENV 463  Alternative Dispute Resolution Mechanisms (1)
ENV 482  Environmental/Natural Resources Project Management (3)

* To be counted toward general education natural science requirement.

**FINANCE** (19)

ACT 301  Intermediate Accounting I (4)
ACT 302  Intermediate Accounting II (3)
BA 341  Investments (3)
BA 343  Financial Systems: Banking (3)
BA 455  Forecasting & Decision Management (3)
BA 458  Business Policy & Strategy (3)

**INTERNATIONAL BUSINESS** (18)

BA 366  Global Marketing (3)
BA 431  International Organizational Behavior (3)
BA 450  International Management (3)
BA 458  Business Policy & Strategy (3)
Modern Language (2 Semesters of 1 language) (6)

**MARKETING** (15)

BA 361  Sales & Advertising (3)
BA 363  Marketing Research (3)
BA 364  Marketing on the Internet (3)
BA 366  Global Marketing (3)
BA 458  Business Policy & Strategy (3)

**ORGANIZATIONAL MANAGEMENT** (15)

BA 371  Entrepreneurship (3)
BA 450  International Management (3)
BA 452  Non-profit Management (3)
BA 458  Business Policy & Strategy (3)
BA 481  Advanced Human Resources Management (3)

**MINOR IN LIBERAL ARTS** (12)

Business students have the option to select a minor in a Liberal Arts field rather than in one of the Concentrations/Minors associated with the Business Administration degree program. See advisor for liberal arts minor requirements.

**Electives** (4-16)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses. Students may also elect to take up to four additional hours in BA 499 - Business Internship. A maximum of 10 total hours in BA 499 are permitted toward meeting graduation requirements.

**Business Exit Exam**

All business majors must complete the Business Exit Exam designed by the Education Testing Service. The exam is administered during the student’s capstone course which is BA 499 Business Internship.
**BS Business**

The Bachelor of Science (BS) degree in Business: Management, Communication & Leadership (MCL) offers an accelerated program to individuals who have completed two years of college and have achieved 5 years of work experience. The program allows working adults to complete the requirements for their major in about 16 months by attending classes one evening per week and a few Saturdays. A new cohort begins approximately every other month. This program positions graduates for better jobs, promotions, and professional fulfillment in business and other organizations.

Two unique features of the program are the class size and structure. About 16 students comprise a class, and its members complete the program as a unit. This offers the students a tremendous opportunity to study together, share ideas and experiences, and develop new personal and professional networks.

**SPECIAL FEES AND REFUND POLICIES APPLY TO THIS PROGRAM.**

**Program Prerequisites**

1. 60 semester credits from accredited institutions
2. Five years of significant work background
3. Minimum 2.0 grade point average in previous course work

**BS Business: MCL Requirements**

1. A total of 124 semester hours credit in 100-level (or above) courses with a grade point average of 2.00.
2. 30 of the last 40 credits in the degree must be taken at Concordia.
3. 45 hours of 300 or 400-level courses (of which 36 are provided within the MCL curriculum).
4. No more than 20 credits from: Pass/No Pass courses (exclusive of Prior Learning Assessment credits), and Internship credits.
5. Credits are accepted from: Course work taken at accredited colleges, CLEP (national testing program), current course work, credit by examination, and Prior Learning Assessment petitions.
6. No course with a grade below a “C” will be counted in the major core.
7. The MCL core must be taken in its entirety.
8. Completion of the Business Exit Exam designed by the Education Testing Service. The exam is administered during the student’s capstone course, MCL 490.

**B.S. General Education Requirements (33)**

The Bachelor of Science degree requires 33 semester credits.

MCL 365 and MCL 342, may be included in the fulfillment of the General Education Religion requirement.
### BS Business: MCL Core Requirements (36)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCL 302</td>
<td>Economics of Social Issues</td>
<td>3</td>
</tr>
<tr>
<td>MCL 329</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MCL 334</td>
<td>e-Business</td>
<td>3</td>
</tr>
<tr>
<td>MCL 342</td>
<td>Ethical Foundations for Organizations</td>
<td>3</td>
</tr>
<tr>
<td>MCL 375</td>
<td>Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MCL 357</td>
<td>Mathematics and Managing</td>
<td>3</td>
</tr>
<tr>
<td>MCL 360</td>
<td>Organizational Finance</td>
<td>3</td>
</tr>
<tr>
<td>MCL 365</td>
<td>Values, Society, and the Future</td>
<td>3</td>
</tr>
<tr>
<td>MCL 366</td>
<td>Marketing Management</td>
<td>3</td>
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<tr>
<td>MCL 370</td>
<td>Managing Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>MCL 480</td>
<td>Group Process and Communications</td>
<td>3</td>
</tr>
<tr>
<td>MCL 490</td>
<td>Organizational Policy and Strategy</td>
<td>3</td>
</tr>
</tbody>
</table>

### Minors

Students have the option of adding courses in addition to those above. This adds flexibility and provides eight options. These are: Accounting, e-Business, Entrepreneurship, Environmental Management, Finance, International Business, Marketing, and Organizational Management. In addition to the BS Business: MCL core courses, each minor will require 12 credits of specialty courses. (Contact the School of Management for more information.) Select a total of 12 credits within a specific minor; 3 credits of each minor must be MCL 493 or MCL 499.

The courses taken for the minor will not be scheduled in cohort or modular format but will be offered as traditional semester offerings. However, when possible, these courses will be presented in the half-semester mode. These courses will be open to traditional students as well as BS Business: MCL students.

### Electives

BS Business: MCL majors may choose to take MCL 498, Independent Research Project, or MCL 499-Business Internship to help fulfill the General Elective requirements. The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.
MASTER OF BUSINESS ADMINISTRATION

Concordia University's MBA is a 37-semester hour graduate degree in management. Specializations are available in Health Care Administration, Entrepreneurship, E-Business, Environmental Management, and current managerial issues. Pursuing this degree will give students the opportunity to strengthen existing skills, broaden knowledge of management techniques, and test values and ethics. The MBA program requires 24 months to complete. It is a 2-year cohort model that meets one weekend per month - Friday evening and all day Saturday.

There is simply no substitute for the lessons of experience, hence, at Concordia, our MBA curriculum emphasizes reality, and simulates on-the-job experience as closely as possible. Our intent is to show students how business principles evolve by examining real business situations, inviting real executives into the classroom to discuss them, analyzing options and then making real decisions about strategies, meeting and surmounting real obstacles, and gaining real results. We accomplish this through use of case studies and course materials developed by Harvard Business School.

Case-based instruction is an intense process where students and faculty teach and learn from each other. The cases themselves are firsthand accounts of actual management situations. Organizations range from high tech start-ups to government agencies, from nonprofits to major financial institutions. Problems span operating policies, accounting methods, marketing techniques, and management styles. Students are asked to take the positions of managers, perform analyses, and recommend courses of action.

A number of cases are specially tailored for the Pacific Northwest market - corporations, health care facilities, public agencies, and a variety of emerging businesses - so students develop practical local knowledge and contacts as well.

MBA Admission Criteria

Admission to the Master of Business Administration program is competitive. Work history, evidence of managerial proficiency, academic ability, and leadership potential will be considered in the review process. Minimum requirements for MBA program admission include the following:

- A baccalaureate degree from a regionally accredited college or university. Applicants who have not taken accounting will be required to complete the prematriculation on-line School of Management accounting course.
- An undergraduate grade point average of 3.0 or better in the student's last 60 semester credits of undergraduate college coursework.
- Professional work experience of five or more years.
- Graduate Management Admissions Test (GMAT) score sent to Concordia University. A GMAT score of 500 or above is required for admission. Concordia University graduates with cumulative college grade point averages of 3.0 or better are not required to take the
GMAT. On a case-by-case basis, the college dean may approve a professional portfolio in lieu of the GMAT (contact graduate admissions for more information).

- All applicants whose native language is not English are required to take the Test of English as a Foreign Language (TOEFL). The minimum score is a 550 on the paper-based exam or 213 on the computer-based test. Scores cannot be older than two years. CU’s TOEFL code is 4079.

**MBA Admission Process**

The following items are required for a complete application. Deadlines for Fall (August) and Spring (January) terms are May 15 and October 15, respectively.

- A completed Concordia University MBA graduate application.
- A written narrative statement which presents relevant information about previous experience, explains professional interests and career goals, and discusses reasons for wanting to obtain the MBA degree.
- A resume that provides a history of professional experience, including both salaried and volunteer positions.
- Two letters of recommendation. The letters should be from past and present supervisors and/or professional colleagues. Self-employed candidates may submit letters from business associates. Letters should address the candidate’s intellectual abilities, professional achievements, and potential for increased management responsibilities.
- A $35 (non-refundable) application fee made payable to Concordia University.
- Official transcripts from each institution previously attended. Records should be sent directly to Concordia University.
- Graduate Management Admission Test (GMAT) score or professional portfolio sent to Concordia University. (Contact the Office of Admission for portfolio requirements.)

**MBA Completion Requirements**

The MBA program consists of 37 hours of course work: 28 hours of required courses in the MBA Core and 9 hours in either a Specialization Area or 9 hours of Electives. The MBA Core of courses contains the foundation knowledge necessary for graduate level work and integrates various business disciplines using case study methodology. In addition, the MBA students begin the MBA Core together and finish the MBA Core together as a cohort using the preset sequence of courses. Therefore, the entire MBA Core must be completed at Concordia University.

The program allows students the following three options to complete the remaining required nine (9) hours:

**OPTION 1:**

Students may choose to complete 9 hours of Elective (Business Seminars, Researching Management Issues, Research Thesis, and Internship).

**OPTION 2:**

Students may choose to take three courses (9 hours) in any one of four Specialization Areas (e-business, Entrepreneur...
neurship, Environmental Management, and Health Care Administration).

OPTION 3:

Students may choose not to pursue a Specialization Area but instead substitute three courses (9 hours) from any of those offered at the graduate level within the MBA program.

Selected undergraduate courses that are cross-listed as graduate level courses may count only once toward completion requirements. For instance, if a student previously completed BA 471 - Starting New Ventures, he or she would not be permitted to enroll in the equivalent Masters level equivalent of BA 571 - Starting New Ventures.

Concordia will accept up to 9 hours of graduate work completed at other accredited institutions. These may be transferred into the student’s elective/specialization area. Review of the student’s transcript will help determine which previous courses are applicable. Additionally, no credits earned toward a Concordia MBA can be more than seven years old. Only final grades of A or B may be transferred into the MBA program.

MBA Core Requirements

NOTE: MBA students must first complete the MBA Orientation before beginning the MBA Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MBA 501</td>
<td>Foundations</td>
<td>(1)</td>
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<td>MBA 502</td>
<td>Financial Reporting and Control</td>
<td>(3)</td>
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<tr>
<td>MBA 503</td>
<td>Ethical Leadership &amp; Organizational Behavior</td>
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<td>MBA 504</td>
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<td>MBA 505</td>
<td>e-Business</td>
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<tr>
<td>MBA 506</td>
<td>Business, Government &amp; International Economy</td>
<td>(3)</td>
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<td>MBA 507</td>
<td>Competition and Strategy</td>
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<td>MBA 508</td>
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<td>MBA 509</td>
<td>The Entrepreneurial Manager</td>
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<td>MBA 510</td>
<td>Strategic Human Resource Management</td>
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Electives

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<tr>
<td>BA 551</td>
<td>Business Seminar (up to three)</td>
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<tr>
<td>MBA 511</td>
<td>Researching Managerial Issues</td>
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<td>MBA 598</td>
<td>Research Thesis</td>
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<tr>
<td>MBA 599</td>
<td>Internship</td>
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Specialization Areas

E-BUSINESS

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<th>Course</th>
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<tr>
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<td>Risk Assessment</td>
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<td>Networking Fundamentals</td>
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<td>Management Information Systems</td>
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<td>IT 551</td>
<td>Information Technology Seminar</td>
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<td>IT 552</td>
<td>Project Management</td>
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<td>MBA 598</td>
<td>Research Thesis</td>
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<td>MBA 599</td>
<td>Internship</td>
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<td><strong>ENTREPRENEURSHIP</strong></td>
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HEALTH CARE ADMINISTRATION

The Bachelor of Science in Health Care Administration offers an accelerated program to individuals who have completed two years of college, and have achieved 5 years of work experience. The program allows working adults to complete a degree in about 16 months by attending classes one evening per week as well as several Saturdays.

Two unique features of the program are the class size and structure. About 16 students will comprise a class and its members will complete the program as a unit. This offers the students an opportunity to study together, share ideas and experiences, and develop new personal and professional networks.

The HCA courses address those management skills essential to the field of administration throughout the acute, community and long-term systems of care. The research project or internship is central to the program and provides in-depth administrative experience, networking and career development. The Health Care Administration Program has been accredited by the International Assembly for Collegiate Business Education (IACBE.)

Special fees and refund policies apply to this program.

Program Prerequisites
- 60 semester credits from accredited institutions
- Five years of significant work background
- Minimum 2.0 grade point average in previous course work

Health Care Administration Requirements
- A total of 124 semester hours credit in 100-level (or above) courses with a grade point average of 2.00.
- 30 of the last 40 credits in the degree must be taken at Concordia.
- 45 hours of 300 or 400-level courses (fulfilled by the HCA curriculum).
- No more than 20 credits from: Pass/No Pass courses (exclusive of Prior Learning Experience credits), and Research Project/Internship credits.
- Credits are accepted from: Course work taken at accredited colleges, CLEP (national testing program), current course work, credit by examination, and Prior Learning Experience petitions.
- No course with a grade below a “C” will be counted in the major core.
- The HCA core must be taken in its entirety.
B.S. General Education Requirements (27)
The Bachelor of Science degree requires 27 Semester credits. HCA 365 and HCA 411 may be included in the fulfillment of the general education Religion requirement.

HEALTH CARE ADMINISTRATION CORE REQUIREMENTS (48)

**Semester 1**
- HCA 201 The Nation’s Health (12)
- HCA 321 Health Care Administration and Management (4)
- HCA 370 Managing Human Resources (3)
- HCA 431 Health Care Policy and Regulation (1)
- HCA 451 Seminar (1)

**Semester 2**
- HCA 351 Quality Assessment and Improvement (12)
- HCA 365 Values, Society and the Future (3)
- HCA 366 Marketing Management (4)
- HCA 412 Law and Ethics in Geriatrics (1)
- HCA 451 Seminar (1)

**Semester 3**
- HCA 331 Managed Care Systems (12)
- HCA 360 Organizational Finance (4)
- HCA 421 Financial Management in Health Services (2)
- HCA 482 Systems in Long-Term Care (1)
- HCA 451 Seminar (1)

**Semester 4**
- HCA 341 Strategic Planning and Marketing (12)
- HCA 411 Health Care Law and Ethics (3)
- HCA 481 Issues in Working with the Elderly (3)
- HCA 491 Research Project/Internship (3)

**Electives** (49)
HCA majors may elect to complete an additional HCA 491 - Research Project/Internship to help fulfill the General Elective requirements. The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300 or 400 level courses.

**Optional Minor**
Students have the option of adding an additional area of academic focus by taking 12 credits or more within a specific area. Minors or concentrations are available in Social Work, Accounting, Entrepreneurship, Environmental Management, International Business, Finance, Marketing, e-Business, and Organizational Management. The courses taken for the minor will not be scheduled in cohort or modular format, but will be offered as traditional semester offerings. However, when possible, these courses will be presented in the half-semester mode, and an effort will be made to offer them on evenings and/or weekends. These courses will be open to traditional students as well as HCA students.
Certificate in Health & Social Services

A Certificate in Health & Social Services is available for those wishing to complete a post-baccalaureate core specialty. A baccalaureate degree and a background in health or social services is required.

Requirements for the Certificate Program Include:

28 hours completed at Concordia University in courses from the following areas:

- Geriatrics
- Ethics
- Health Care Administration
- Business
- Health & Fitness Management
- Social Work

A minimum of 12 of these hours must be completed in the area of Health and Social Services.

Flexibility in course selection is maintained in order to develop a certificate specifically suited to the professional needs of each candidate.

Associate of Science

An Associate of Science degree is also offered. Information is available in the Department of Health and Social Services.

Parish Nurse Program

Information on the Northwest Parish Nurse curriculum is available though the Department of Health and Social Services.

Portland State University Cooperative Master’s Degree Program

Two master's Academic Programs are available jointly through Concordia University and Portland State University. Offered are the Master of Science in Education and the Master of Public Administration. Both degrees carry an emphasis in Health Care Administration taken on the Concordia campus, a thesis option, and a substantial curriculum selected at Portland State. Students must be admitted to the graduate program at Portland State and will be granted their degrees through that program.

Concordia University MBA

Concordia University has developed a Master of Business Administration (MBA) degree to help you advance to the senior management level of health care administration. The MBA is a 37-semester hour graduate degree with additional specialization options available in Health Care Administration, Entrepreneurship, e-Business, and Environmental Management. The MBA program utilizes a cohort group instructional model design similar to the B.S. in Business and B.S. Health Care Administration degree programs. The MBA program core courses are held one weekend per month (Friday evening and Saturday). Additional information concerning the MBA program is available in the School of Management.
HEALTH AND FITNESS
MANAGEMENT

The Bachelor of Arts in Health & Fitness Management is structured to prepare students for a management career in the health & fitness industry. The courses address those skills essential to the field of health & fitness management including health care administration, business administration, health and physical education, and psychology. The internship experience will provide students with an in-depth exposure to a health and fitness management setting.

B.A. General Education Requirements (48-49)

The following are exceptions to the General Education Requirements.

Mathematics
MTH 123 College Algebra with Business Applications (3)

Natural Science
BIO 101 Principles of Biology (3)
BIO 264 Introduction to Anatomy (3)
BIO 265 Introduction to Physiology (3)

Physical Education Met by Major Requirements

Social Science
PSY 201 Principles of Psychology (3)

Pick one of the following:
PSY 232 Educational Psychology (2)
PSY 351 Adult Development (3)
PSY 422 Psychology of Sport and Physical Activity (3)

Health Care Administration Core Requirements (Choose 16)

HCA 201* The Nation's Health (3)
HCA 341 Strategic Planning and Marketing (3)
HCA 411 Health Care Law and Ethics (3)
HCA 412 Law and Ethics in Geriatrics (1)
HCA 431 Health Care Policy and Regulation (1)
HCA 451 Health Care Seminars (up to 4x) (1)
HCA 481 Issues in Working with the Elderly (3)
HCA 482 Systems in Long Term Care (1)
HCA 491* Internship (3-6)
* Required Course

Business Administration Core Requirements (Choose 24)

BA 101 The Ethical Business Environment (3)
BA 224Microcomputer Business Applications: Word Processing (1)
BA 225 Microcomputer Business Applications: Spreadsheet (2)
BA 259  Business Communications  (2)
BA 265  Computer Graphic Design  (3)
BA 324  Database Structure & Design  (2)
BA 360  Principles of Marketing  (3)
BA 361  Sales and Advertising  (3)
BA 363  Marketing Research  (3)
BA 364  Marketing on the Internet  (3)
BA 381  Human Resources  (3)
BA 471  Starting New Ventures  (3)
BA 457  Leadership and Organizational Behavior  (3)

PICK 1 (ONE) OF THE FOLLOWING:
HPE 320  Stress Management  (3)
PSY 350  Counseling  (3)
PSY 401  Person Centered Communication  (3)
PSY 480  Group Process  (3)

PICK 2 (TWO) OF THE FOLLOWING:
HPE 115 or 215 Beginning/Advanced Swimming  (.5)
HPE 120  Walking  (1)
HPE 121/123  Circuit Training/Weight Lifting  (1)
HPE 125  Aerobic Conditioning  (1)

Elective credits to reach 25 total credits:
HPE 352  Sport Skill Analysis  (3)
HPE 360  Communicable Diseases  (3)
HPE 368  Motor Learning  (3)
HPE 398  Organization and Administration of PE  (2)
HPE 420  Contemporary Health Issues  (3)
HPE 452  Adapted Physical Activity and Sport  (3)

*Required Course

Electives  (11)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.
BA Social Work

Social work is a practice oriented-discipline, educating students to qualify for a variety of entry-level positions in the human service field. Concordia Social Work graduates are well prepared to work in a number of areas including mental health, gerontology, child welfare, adult and juvenile justice, and substance abuse prevention.

Field experience is an integral part of Concordia's social work major. During two semesters of the senior year, the student participates in a supervised learning experience in a community agency. Students are placed in agencies according to their interests and needs.

Concordia's social work students are encouraged to participate in a wide variety of campus activities, including some that are designed specifically for social work students. The social work program sponsors a social work club, international social work study travel, Lunch with an Exec Program, faculty mentoring, and a group of exchange social work students from Japan Lutheran College.

Students will graduate with a Bachelor of Arts in Social Work. The curriculum adheres closely to the standards of the Council on Social Work Education for baccalaureate social work programs.

B.A. General Education Requirements

The following are exceptions to the General Education requirements.

PSY 201 Principles of Psychology (3)
SOC 211 Principles of Sociology (2)
SOC 321 Sociology of Diversity (3)

Social Work Core Requirements

SCW 251 Introduction to Social Work (3)
SCW 321 Social Work Interviewing (3)
SCW 351 Human Behavior in the Social Environment (3)
SCW 352 Social Work Practice with Individuals, Families and Groups (3)
SCW 371 Social Welfare Policy (3)
SCW 391 Pre-practicum Seminar (1)
SCW 452 Nonprofit Management (2)
SCW 453 Fundraising & Grant Writing (2)
SCW 471 Social Research Methods (3)
SCW 482 The Professional Social Worker (3)
SCW 491 Social Work Practicum and Seminar (6, 6)
SOCIAL WORK ELECTIVE REQUIREMENTS (9)

Choose 9 credit hours from the following:

- SCW 361 Chemical Dependency & Addictive Behavior (3)
- SCW 399 International Study Tour (3)
- SCW 421 Social Work with Children & Adolescents (3)
- SCW 451 Seminars (1-3)
- HCA 481 Issues Working with the Elderly (3)
- SOC 331 Research or Statistics (3)
  Any PSY or SOC in the CU Catalog (except PSY 199, 200)

SOCIAL WORK EXIT EXAM

ELECTIVES (25)

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300- or 400-level courses.

BS SOCIAL WORK

Concordia’s Bachelor of Science degree in Social Work is designed for non-traditional students, recognizing the value of relevant work experience. This degree prepares graduates to work in a number of areas, including mental health, gerontology, child welfare, adult and juvenile justice and substance abuse prevention.

B.S. GENERAL EDUCATION REQUIREMENTS (37)

The following are exceptions to the General Education Requirements:

- PSY 201 Principles of Psychology (3)
- SOC 211 Principles of Sociology (2)
- SOC 321 Sociology of Diversity (3)

RELIGION

Transfer students may take HCA 411 to fulfill a portion of the religion requirement.
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| ELECTIVES                    |  (46) |
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|                               |
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Choose 3 credit hours from the following:

The student needs sufficient electives to meet the 124 hours required for graduation. At least 45 of the 124 hours must be in 300 or 400 level courses.
Accounting

ACT 201 FINANCIAL ACCOUNTING (3)
This course is an introduction to financial accounting concepts. The content and delivery of the subject is geared to accounting and non-accounting majors. Topics covered include the: (1) role of accounting; (2) analysis and preparation of financial statements; (3) accounting for accruals and deferrals; (4) recording process; (5) internal control & accounting for cash; (6) valuation of assets; (7) accounting for long-term operational assets, long-term debt, and equity transactions; and (8) statement of cash flow.
Prerequisite(s): BA 101

ACT 202 MANAGERIAL ACCOUNTING (3)
This course emphasizes the use and interpretation of accounting information by management in the functions of planning, organizing and controlling business activities and costs. Emphasis is placed on Activity Based Costing Concepts and Principles. Topics covered will include managerial accounting, cost terms (concepts and classifications), cost behavior (analysis and use), variable and activity based costing, profit planning and standard cost, using accounting for decision-making purposes, flexible budgets and overhead analysis, statement of cash flows and financial statement analysis.
Prerequisite(s): ACT 201

ACT 301 INTERMEDIATE ACCT I (3)
This course will help the student to: (1) understand the accounting environment; (2) review fundamental principles of accounting; (3) prepare and analyze financial statements according to GAAP (Generally Accepted Accounting Principles); (4) interpret and formulate solutions to accounting transactions; (5) apply intermediate level concepts to practice problems; (6) utilize the Internet for solving supplemental problems; and (7) enhance their team building, analytical and communication skills; and (8) explore the financial impact of earning management. Prerequisites: ACT 201 & 202 with a C or higher.
Prerequisite(s): ACT 201 & 202 with a C or higher

ACT 302 INTERMEDIATE ACCT II (3)
This course emphasizes the understanding and skills necessary to report the financial affairs of business organizations (e.g. proprietorship, partnership, and corporation) in a manner that is complete and reliable according to GAAP. This course extends the student's ability to apply generally accepted accounting principles (GAAP) to complex financial transactions such as the reporting of earnings per share and long-term liabilities including leases, pensions, tax obligations and tax allocations.
Prerequisite(s): ACT 301 with a C or higher
ACT 401 AUDITING (3)
This course will help the student to: (1) understand the processes, types, and mechanisms of auditing; (2) review the professional codes of ethics; (3) apply the general concepts of internal control to the planning and implementation of the auditing process; (4) formulate substantive test procedures from a study and an analysis of required auditing objectives and internal control structures; and (5) understand the purpose and application of special reports; (6) evaluate the engagement’s risk; and (7) introduce students to the purpose and application of special reports.
Prerequisite(s): ACT 302 with a C or higher

ACT 402 INCOME TAX I: PERSONAL (3)
This course helps to facilitate an understanding of federal tax laws, its history, and its implications on personal income taxes. Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures reviewed relate to the Internal Revenue Code and interpretations of the Internal Revenue Service. A separate computer lab course will be required to complete a series of comprehensive tax simulations.
Prerequisite(s): ACT 202 or permission of instructor

ACT 403 INCOME TAX II: CORP. (3)
This course continues the process of income tax accounting by investigating the regulations, financial implications, and applications involving partnerships, corporations, and S-corporations. Tax planning and filing will be emphasized as an important component of the student’s qualifying entry level skills and introductory knowledge (understanding of the regulation regarding corporations and partnerships) and application of the internal revenue code.
Prerequisite(s): ACT 402

ACT 406 ADVANCED ACCOUNTING (2-3)
Unlike Principles of Accounting or Intermediate Accounting, Advanced Accounting is considered a specialty (special topic) course similar to tax or cost accounting. Advanced Accounting focuses on accounting and reporting for investment activities where significant influence or control is present after a business combination. This course will also review accounting and reporting for foreign currency transactions, hedging foreign exchange risk, state and local governments, colleges/universities, private not-for-profit organizations, and review of world wide accounting diversity and international accounting standards. Prerequisite: ACT 302 with a C or higher. The student should have a working knowledge of a computerized spreadsheet program such as Excel. The student should also be able to access the web for special research projects.
Prerequisite(s): ACT 302 with a C or higher
Student needs Excel experience and web access.
Art

ART 101 FUNDAMENTALS OF ART (3)
Discover personal approaches to visual problem solving by direct experience with various two- and three-dimensional art media. This course applies basic artistic principles to everyday experiences.
Lab fee

ART 121 ART APPRECIATION (2)
A multi-faceted course for exploring, discovering and understanding art from various cultural and individual viewpoints. Students will learn how art influences cultural change. The course activities reflect diverse styles of art using simulation games, writing exercises, and artistic projects to develop awareness of the purposes of art.

ART 181

ART 201 DESIGN CONCEPTS (3)
Design concepts are introduced through creative design and studio work in two- and three-dimensional composition. Emphasis will be given to the elements of design to develop pictorial and sculptural awareness.
Lab fee

ART 251 STUDY TOUR (3)
A study of the art, architecture, and culture of foreign countries.
Tour fee

ART 265 COMPUTER GRAPHIC DESIGN (3)
The student will gain practical experience in the use of graphic design for developing company image and identity. The course will include some introduction to computer graphics and business applications for the graphic designer.
Prerequisite(s): ART 201 recommended
Cross-listed as BA 265

ART 296 BUYING INTO ART (2)
Students learn how to examine and compare artistic styles and personal taste through simulations and real encounters with the art market. Understanding the choices we make when buying art, literally and figuratively.
No textbook - Required to purchase art $50 - $150

ART 312 ART AND CULTURE (4)
Students will survey the historical and cultural roots of art, especially in western civilization, from the prehistoric to the present.
Prerequisite(s): HUM 151 recommended
Cross-listed as HST 312

ART 314 NON-WESTERN ART TRADITIONS (2)
This course examines artistic, cultural and historical perspectives of non-Western art and its traditions. Artifacts representing various heritages such as Native Americans, Ancient Aztecs, African art, and particularly Asian cultures will be studied. Contrasts in style and philosophy of non-Western and Western traditions will broaden students appreciation of the world’s diversity.
ART 341 ART IN THE CHRISTIAN CHURCH (2)
A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.

Lab fee
Cross-listed as REL 341

ART 365 ELEMENTARY ART EDUCATION (2)
Students will establish a background in art fundamentals and a philosophy of art education appropriate to Elementary Art instruction i.e., a child’s approach toward artistic expression.

Lab fee

ART 368 SECONDARY ART EDUCATION (2)
Students will develop artistic experience using two- and three-dimensional art media appropriate for Middle and High School art instruction. Students will expand their appreciation for well-known works of art as well as personal improvement of artistic expression, its practice, purposes and applications for classroom curricula. This course will address the challenge of learning the how-to's of art while preparing to teach the same to adolescents.

Art Studio

AS 101

AS 161 CALLIGRAPHY STUDIO (1 - 2)
An introduction to the tools and techniques used in the art of lettering. Students will become acquainted with two or more alphabets. The course meets three hours per week for one credit.

May be repeated for a total of 6 credits

AS 181 DRAWING STUDIO (1 - 2)
An introduction to the drawing process: the development of visual and expressive representations of various subjects including still life, figures, and landscapes. No prior experience is needed. The course meets three hours per week for one credit.

Lab fee
May be repeated for a total of 6 credits

AS 191 CERAMICS STUDIO (1 - 2)
Various projects are designed for the student to experiment with clay as an artistic and practical material. Emphasis on hand-built and wheel methods of construction. The course meets three hours per week for one credit.

Lab fee
May be repeated for a total of 6 credits

AS 199 WATERCOLOR STUDIO (1 - 2)
An introduction to the material and techniques of watercolor painting. Students will learn how to interpret basic still life subjects and others appropriate to the medium of watercolor. The course meets three hours per week for one credit.

Prerequisite(s): AS 181 recommended
Lab fee
May be repeated for a total of 6 credits
AS 225 STAINED GLASS STUDIO (1 - 2)
An introduction to the tools and techniques of leaded, colored glass. Students will develop an understanding of color and light as they influence the process of designing and completing a small project. The course meets three hours per week for one credit.

Prerequisite(s): AS 181 or consent of Instructor
Lab fee
May be repeated for a total of 6 credits

AS 281 PAINTING STUDIO (1 - 2)
An exploration of the expressive qualities of color as applied to acrylic painting. Students will paint from still life and landscape subjects. The course meets three hours per week for one credit.

Prerequisite(s): AS 181 recommended
Lab fee
May be repeated for a total of 6 credits

AS 361 CALLIGRAPHY STUDIO (1 - 2)
An introduction to the tools and techniques used in the art of lettering. Students will become acquainted with two or more alphabets. The course will meet three hours a week for one credit.

May be repeated for a total of 6 credits

AS 381 DRAWING STUDIO (1 - 2)
An introduction to the drawing process: the development of visual and expressive representations of various subjects including still life, figures, and landscapes. No prior experience is needed. The course meets three hours per week for one credit.

Lab fee
May be repeated for a total of 6 credits

AS 391 CERAMICS STUDIO (1 - 2)
Various projects are designed for the student to experiment with clay as an artistic and practical material. Emphasis on hand-built and wheel methods of construction. The course meets three hours per week for one credit.

Lab fee
May be repeated for a total of 6 credits

AS 399 WATERCOLOR STUDIO (1 - 2)
An introduction to the material and techniques of watercolor painting. Students will learn how to interpret basic still life subjects and others appropriate to the medium of watercolor. The course meets three hours per week for one credit.

Prerequisite(s): AS 181 recommended
Lab fee
May be repeated for a total of 6 credits

AS 425 STAINED GLASS STUDIO (1 - 2)
An introduction to the tools and techniques of leaded, colored glass. Students will develop an understanding of color and light as they influence the process of designing and completing a small project. The course meets three hours per week for one credit.

Prerequisite(s): AS 181 or consent of Instructor
Lab fee
May be repeated for a total of 6 credits

AS 481 PAINTING STUDIO (1 - 2)
An exploration of the expressive qualities of color as applied to acrylic painting. Students will paint from still life and landscape subjects. The course meets three hours per week for one credit.

Prerequisite(s): AS 181 or consent of Instructor
Lab fee
May be repeated for a total of 6 credits
Astronomy

AST 101 ASTRONOMY (3)
An introduction to the terms, concepts, and methods needed to understand current literature in astronomy, historical development of concepts, current data from space exploration, as well as familiarity with the night sky are included in the course.

Not considered a lab course
Biology

BIO 101 PRINCIPLES OF BIOLOGY (3)
Emphasis on basic biological principles as included in the areas of molecular biology, cellular biology, organismic biology, reproduction and development, genetics and ecology. Particular emphasis on the human being as a representative organism illustrating fundamental features of life. Not recommended for students who have successfully completed high school biology.

Lab section required
Lab fee

BIO 211 GENERAL BIOLOGY I (4)
First of a two-course sequence for biology majors, introducing fundamental concepts of the structure and function of living organisms at all levels of organization. Emphasis in this course is on the chemistry of living organisms and a detailed study of the structure and function of life at the cellular level. The course includes an introduction to cellular energy metabolism (aerobic respiration and photosynthesis) genetics, molecular biology and topics in biotechnology.

Prerequisite(s): BIO 101 or high school biology
High school chemistry (or concurrent enrollment in CHM 101 or CHM 211)
Completion of MTH 124 is highly recommended
Lab section required
Lab fee

BIO 212 GENERAL BIOLOGY II (4)
A continuation of BIO 211 with special emphasis on anatomy and physiology of animals, genetics, structure and functions of plants, evolution, and ecology.

Prerequisite(s): BIO 211
Lab fee
Lab section required

BIO 251 SEMINAR (1)
While focusing on a short field-based experience, the topic for this course will vary from term to term. Students will be involved in observational and experimental procedures in the field and will be expected to participate in background reading assignments as well as develop a paper that reflects on their experience. Topics may include ornithology, ecological communities, the ecology of Mt. St. Helens, or other areas of interest.

Offered Pass/No pass
May be repeated for credit in accordance with the Seminar policy.

BIO 264 INTRO TO ANATOMY (3)
A basic introduction to the anatomy of the human body, designed for the non-science major and physical education major. The basic systems (cutaneous, skeletal, muscular and nervous) will be covered.

Prerequisite(s): BIO 101 or equivalent
Lab fee
Lab section required
BIO 265 INTRO TO PHYSIOLOGY (3)
An introduction to the fundamental physiology of the human body with emphasis on the functioning of cell, circulatory, endocrine, reproductive, and muscular systems.
Prerequisite(s): BIO 101, BIO 264 recommended
Lab fee
Lab section required

BIO 288 DEPARTMENTAL SEMINAR (1)
A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas with faculty and fellow students without prerequisites.
Fall Semester seminars recommended for Science majors.
Offered Pass/No pass
May be repeated for credit in accordance with the Seminar policy.
Cross-listed as CHM 288

BIO 315 GENETICS (3)
An introduction to the principles of inheritance: covers the nature, transmission and function of the genetic material in relation to its cytological and biochemical aspects. Both classical Mendelian and molecular genetics are covered.
Prerequisite(s): BIO 212, CHM 211, MTH 331
Lab fee

BIO 321 DEVELOPMENTAL BIOLOGY (3)
A study of the development and differentiation of multicellular organisms from single-celled zygotes. Topics include genetic regulation, nucleocytoplasmic interactions, organogenesis, morphogenesis, pattern formation, cell differentiation, and oncology.
Prerequisite(s): BIO 315

BIO 364 HUMAN ANATOMY & PHYSIOLOGY I (4)
A study of the structure and function of some of the organ systems of the human body including the skeletal, muscular, endocrine, and nervous systems.
Prerequisite(s): BIO 212, CHM 211
Lab fee
Lab section required

BIO 365 HUMAN ANATOMY & PHYSIOLOGY II (4)
A study of the structure and function of some of the organ systems of the human body including the circulatory, respiratory, digestive, excretory, and reproductive systems.
Prerequisite(s): BIO 364, CHM 211
Lab fee
Lab section required

BIO 370 FIELD BIOLOGY (3)
This course is intended to provide majors and non-majors alike an intensive experience in field-based biology. The topic and locations of the field course will vary from term to term, with the typical length of the course ranging from 7 to 14 days. Students participate in field observations and sampling, hiking, snorkeling, or other activities as appropriate. Techniques of proper field notation and sampling will be taught. Typical sites include the Grand Canyon, Pacific Northwest, Belize, Hawaii, Australia, and Costa Rica.
Prerequisite(s): Sophomore status, basic biology course and/or instructor permission
May be repeated for credit if to a different location.

BIO 399E IMMUNOLOGY (2)
Course will cover fundamentals of antibody-mediated and cell-mediated immu-
nity. Topics include: regulation of immune responses, structure and genetics of antibody and T cell receptor molecules, mechanisms of innate immunity and applications of immunology to infectious disease and cancer.

Prerequisite(s): BIO 211, BIO 315 and CHM 414; or consent of the instructor

BIO 411 ECOLOGY (3)
The study of the interaction of plants and animals and their environment. An introduction to some of the basic field biological techniques in the laboratory portion of the course.

Prerequisite(s): BIO 212, CHM 211 and MTH 331
Lab fee
Lab section required

BIO 415 BIO TEACHING ASSISTANT (1)
An opportunity for upper-level life science students to design, prepare, and teach lower-level science labs.

Prerequisite(s): Upper division standing and instructor approval
Offered Pass/No pass
May be repeated twice for credit

BIO 426 EVOLUTION (3)
An examination of theories of organic evolution with an emphasis on their mechanisms. Analysis of the creationist-evolutionist controversy.

Prerequisite(s): BIO 315 or instructor approval

BIO 451 SEMINAR (1)
While focusing on a short field-based experience, the topic for this course will vary from term to term. Students will be involved in observational and experimental procedures in the field, and will be expected to participate in back-ground reading assignments as well as develop a paper that reflects on their experience. Topics may include ornithology, ecological communities, the ecology of Mt. St. Helens, or other areas of interest.

Offered Pass/No pass
May be repeated for credit in accordance with the Seminar policy.

BIO 457 MOLECULAR BIOLOGY (3)
Hands on study of the molecular basis of reproduction and genetics in organisms from phage to higher eukaryotes. Special emphasis on the tools of molecular biology, including recombinant DNA technology.

Prerequisite(s): BIO 212, CHM 212, BIO 315
Lab fee
Lab section required

BIO 484 MICROBIOLOGY (3)
Examination of the nature and behavior of microbes. Emphasis on microbes related to human health problems. Laboratory sessions focus on proper handling and identification of pathogens.

Prerequisite(s): BIO 212, CHM 212
Lab fee
Lab section required

BIO 488 DEPARTMENTAL SEMINAR (1)
A reading and discussion course that has topics of general interest to both science majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas with faculty and fellow students without prerequisites.

Fall Semester seminars recommended for Science majors.
Offered Pass/No pass
May be repeated for credit in accordance with the Seminar policy.
Cross-listed as CHM 488
BIO 490 RESEARCH IN BIOLOGY (3)
Experience in hands-on research of a topic agreed upon by the student and the department. Includes construction of the experimental format, actual research, a written report, and an oral defense of the research before the department.
Prerequisite(s): BIO 492, Upper division standing and instructor approval
Lab fee
Lab section required
Offered Pass/No Pass only

BIO 492 SENIOR PROJECT PREP (1)
This course is required for students planning to complete a senior thesis or project. The product of this course will be a thesis or project proposal.

BIO 496 BIOLOGY PRACTICUM (3)
Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.
Prerequisite(s): Senior status as a biology major
Practicum fee charged
Offered Pass/No Pass only

Business

BA 101 ETHICAL BUS ENVIRONMENT (3)
A survey course designed to present an overview of the business organization and its operations and management functions with a special emphasis on running an organization using sound ethical principles. Students will be introduced to such topics as the U.S. economic system, key organizational elements, marketing strategies, product design, pricing, distribution channels, leadership, and human resources management strategies.
Prerequisite(s): Prerequisite: Must complete BA251-SOM Toolbox Seminar or be concurrently enrolled in BA251
Students must have access to a computer and possess basic skills in word processing and WEB site searches.

BA 201 MACROECONOMICS (3)
This class is designed to consider the performance of the national economy as a whole by gaining an understanding of the major economic objectives centering on unemployment, economic growth, and inflation. The student is introduced to various macroeconomic theories that attempt to explain how to maximize economic performance.
Cross-listed as ECN 201

BA 202 MICROECONOMICS (3)
This course focuses on the use of economic principles in analysis of a wide range of economic activity and in economic decision making. Some key issues examined include the microeconomic concept, goods and services, economic theory, free markets, exchange systems and economic markets.
Prerequisite(s): BA 201 (Recommended)
Cross-listed as ECN 202

BA 224 MICROCOMP: WORD PROC (1)
In this self-paced, guided introduction to Windows NT and Microsoft Word students will work through a series of exercises to develop mastery of major word processing skills. Students who successfully complete this course will master sufficient skills to use the com-
puter as an effective tool in their educational and professional careers.

*Lab fee charged*

**BA 225 MICROCOMP: SPREADSHEET** (2)

This self-paced introduction to the fundamentals of business information processing, utilizes Windows NT and Microsoft Excel. Students who successfully complete this course will master sufficient skills to use the computer as an effective tool in their educational and professional careers.

*Lab fee charged*

**BA 247 MANAGEMENT STATISTICS** (3)

Today’s business environment requires a solid background in business related mathematics and statistics. This course focuses on key subjects related to the business community including buying and selling, credit, charts, probabilities, standard deviation, business statistical operations, and research designs.

*Prerequisite(s): BA 101, MTH 123*

**BA 251 SCHL OF MANGEMENT TOOL BOX SEM** (1)

This seminar provides freshmen and transfer students a specific School of Management (SOM) orientation designed to help first-year students succeed academically. Led by a team of University faculty and staff, the students will acquire skills and knowledge of SOM-sponsored events, academic concentrations, and mentoring programs. Special attention is given to library research techniques with respect to management-related topics. Additionally, basic skills training is provided in Windows NT, internet research tools, the university network, e-mail accounts, and APA documentation standards. This course is taught incrementally over the period of one academic year. Refer to the course syllabus for meeting dates.

*Offered Pass/No Pass only*

**BA 299 PRIOR LEARNING ASSESSMENT** (2)

This course enables students to define, state, evaluate, and present a portfolio of college level learning they have acquired through experiences outside of the traditional college classroom with the goal of receiving college credit for that learning.

*Prerequisite(s): Bachelor of Science degree students only. Offered Pass/No-Pass only Cross-listed HCA 299*

**BA 301 JOB SEARCH STRATEGIES** (1)

This one weekend seminar will provide the student with an orientation to the Business Internship Program and help increase knowledge and skills regarding internship opportunities. This course will help articulate job/career goals and evaluate the current job market. Learn about prospecting, networking, resume writing, interviewing, career planning, career development, and self-marketing strategies. This seminar will also help relate coursework to career goals by learning how to clearly articulate an individual's strengths. Business majors must complete this seminar at least one semester prior to enrolling in BA499-Business Internship.
BA 321 TODAY'S ENTREPRENEURS (3)
This course is aimed at creating knowledge, skills, awareness, and involvement of the student for the entrepreneurial process and the critical aspects of considering a new venture. Examining theoretical and applied concepts (through text, case studies, hands-on exercises and visiting entrepreneurs), the course aims to guide the student's discovery of the fundamentals of entrepreneurship. The course begins with assessing self-awareness, the entrepreneur/founding team, diverse entrepreneurial profiles, formation process models, and culminates in the exploration of prospective business ideas.

BA 324 MICROCOMP BUS APPL: DATABASE (2)
The issues of database design, implementation, and use are covered in the context of learning Microsoft Access (a relational database system). The course consists of lecture/discussion sessions covering key topics and current issues with hands-on applications in the computer lab.
Prerequisite(s): BA 224, BA 225
Lab fee charged

BA 331 GLOBAL BUSINESS (3)
The international business community is complex, requiring understanding not only of the domestic environment but also business environments existing in the rest of the world. In this course, emphasis will be given to acquiring an awareness of the intricacies comprising the international environment, terminology, and strategies businesses must consider in order to be successful abroad.
Prerequisite(s): BA 101

BA 341 INVESTMENTS (3)
This class is designed to introduce students to various investment vehicles, investment strategies, and modern portfolio management techniques. The class involves the students in "hands on" management of an investment portfolio where they make "real time" purchases and sales of stocks and options in a national investment competition. The course is available to all students.

BA 342 FINANCE (3)
This class introduces students to the art and science of managing money at the corporate level. Topics include: short term cash management, capital budgeting, time value of money concepts, balance between risk and reward, and financial analysis techniques.
Prerequisite(s): ACT 201, ACT 202

BA 343 FINANCIAL SYST: BANKING (3)
A study of the history and importance of money and banking, and the operations of the U.S. banking system. Emphasis is given to exploring the determinates of the money supply and their influence on prices, employment, output, and other important economic variables.
Prerequisite(s): BA 201, BA 202

BA 351 PRODUCTION & OPERATION (3)
This is an intense examination of the key concepts, quantitative techniques, and practices applied by world managers in the production of goods and services. It includes the study of behavioral methods, input/output relationships,
system/facility design, scheduling and modern inventory control systems, management information systems, and facility location.

Prerequisite(s): BA 101, BA 201, BA 202, MTH 123

BA 352 BUSINESS LAW (3)
This course investigates legal concepts and principles affecting business organizations and commercial transactions. Key topics focus on those factors influencing management decisions such as contracts, agencies, partnerships, corporations, and real property.

BA 353 BUSINESS ETHICS (3)
A course which addresses the ethical and moral aspects in the conduct of business for the corporation and the individual. It will emphasize the legal, ethical, and moral background for decision-making.

BA 360 PRINCIPLES OF MARKETING (3)
This course helps students discover how marketing activities relate to other functions of a business or non-business operation. In doing so, students will discover who marketers are, how they think, and what they do in connection with identification of target markets, creation of a marketing mix, and development of strategic plans to assist in managerial decision making.

BA 361 SALES AND ADVERTISING (3)
Key topics in this course include the dynamics of sales and advertising, sales skill development, prospecting, buyer behavior, and motivation. Students will have an opportunity to create and develop their own advertising ideas, marketing plans, and ad campaigns.

Prerequisite(s): BA 360

BA 363 MARKETING RESEARCH (3)
This course introduces students to the fundamentals of marketing research, including research design, methodologies, analytical techniques and reporting strategies. Students learn how to obtain, analyze, and use primary and secondary data that enable managers to make good decisions and avoid bad ones.

Prerequisite(s): BA 360

BA 364 MARKETING ON INTERNET (3)
This course will focus on the study of the Internet, how it works, and how it can be used in marketing. Students will develop useful marketing plans that incorporate the Internet, and explore use of the Internet for customer contact, customer service, order taking, and market research.

BA 366 GLOBAL MARKETING (3)
This course examines the ingredients necessary for the development and implementation of an international marketing program. Key elements examined include the similarities and differences in customer product preference, strategic planning, cultural sensitivity, economic and financial considerations, legal issues, and political conditions.

Prerequisite(s): BA 360
BA 381 HUMAN RESOURCES (3)
Focusing on theoretical and practical aspects of organizational and personnel activities, this course examines key topics such as human resource planning, recruiting, selecting, orienting, training, and evaluating employees. A major portion of the course will focus on how these topics relate to state and federal laws. Relevant human resource problems and issues will be examined.

BA 431 INT’L ORGANIZ BEHAVIOR (3)
This course is the capstone of the international business concentration emphasizing how all of the various elements of international business such as marketing, finance, and production/operations are influenced by the culture of the host country. Possessing an in-depth understanding of diverse cultures is essential to leading organizations involved in international business to success.

Prerequisite(s): Prerequisite: BA 331 Global Business

BA 450 INTERNATIONAL MGMT (3)
The focus of this course is to examine the international environment from a managerial perspective. Taking into consideration international business concepts, marketing and strategies, students analyze and make recommendations. Emphasis is given to case studies, group activities, and presentations.

Prerequisite(s): Prerequisite: BA 331 Global Business

BA 451 SEMINAR (1)
Business seminars are available primarily as electives focusing on (a) today’s business community and (b) development of business technology skills. They are designed to strengthen a student’s business concentration. The seminars are usually offered on weekends and/or in the evenings. Topics have included marketing solutions, the multicultural work force, interviewing techniques, and conflict resolution. The seminars are usually offered on a “pass” or “no pass” basis, and require the completion of at least one project for evaluation. Those seminars suitable for graduate credit (BA 551) are identified in the schedule of classes and require completion of a substantially more demanding project.

May be repeated for credit in accordance with the Seminar policy found in the course catalog.

BA 452 NONPROFIT MANAGEMENT (2)
Approximately 30% of today’s organizations are considered nonprofit. While many concepts and practices are similar to private-sector organizations, being a nonprofit also creates many differences. This course introduces key elements of nonprofit management activities. Focus is given to development of needs assessments, program evaluation, program strategies, long- and short-term planning, goal setting, recruitment and training, motivation and supervision.

Cross-listed as SCW 452

BA 453 FUNDRAISING/GRANT WRITING (2)
This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-
thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

Cross-listed as SCW 453

**BA 455 RISK ASSESSMENT (3)**

This course is designed as a "hand-on" introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. A key element of this course is the use of microcomputers and commercially available software as tools for performing quantitative risk analysis.

Prerequisite(s): BA 225, BA 247

**BA 457 ETHICAL LDRSHIP/ORG BEH (3)**

Organizations are comprised of diverse people, interests, and attitudes. This course examines ways organizations function, how organizations deal with problems and challenges, and methods of participation and governance. Special attention is given to characteristics of leaders and how they operate within organizations. Classical leadership approaches typically practiced in the United States are examined and compared to emerging new leadership practices.

Prerequisite(s): Prerequisite(s): Completion of all required Business courses or in the last semester.

**BA 458 BUS POLICY & STRATEGY (3)**

This is a dynamic capstone course bringing together the elements studied in previous business classes, such as finance, economics, management, and marketing. Relying largely on case studies, this approach allows students to compare their operational skills with those of professional managers from different industries.

Prerequisite(s): Completion of all required Business courses or in the last semester.

**BA 471 STARTING NEW VENTURES (3)**

This course focuses on the concepts, skills and know-how, attitudes and alternatives that are relevant for start-up and early stage entrepreneurs, entrepreneurial managers and attendant stakeholders. It is an applied course with two fundamental start-up processes: opportunity recognition and business plan development. Effective and general management practices from the perspective of the entrepreneurs and entrepreneurial managers are examined to make a substantial difference in the ultimate success or failure of the venture formation process.

**BA 472 ENTREPRENEURIAL FINANCE (3)**

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government
programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance.

BA 481 ADV HUMAN RESC MGMT (3)
Emphasis will be given to sophisticated human resource issues including leadership techniques, diversity, change in the workplace, work and personal ethics, and team management. Case study methodology is emphasized.
Prerequisite(s): BA 381

BA 499 BUSINESS INTERNSHIP (1-6)
The business internship is the capstone, hands-on experience for each business major, and offers a unique opportunity for students to relate their academic education and career interests to "on-the-job" work experience in the corporate world. All business majors must complete the business internship prior to graduation. During the internship, business students will complete a business exit exam. The internship is jointly supervised by a Concordia University internship director and an on-site internship supervisor. Formal application and completion of the Business Internship Seminar is required prior to the semester of enrollment.
Prerequisite(s): BA 301; Senior class standing
Business Internship Orientation
May be repeated for a maximum of 10 credits.

BA 552 BUSINESS LAW (3)
This course investigates legal concepts and principles affecting business organizations and commercial transactions. Key topics focus on those factors influencing management decisions such as contracts, agencies, partnerships, corporations, and real property.

BA 553 NONPROFIT MANAGEMENT (2)
Approximately 30% of today's organizations are considered nonprofit. While many concepts and practices are similar to private-sector organizations, being a nonprofit also creates many differences. This course introduces key elements of nonprofit management activities. Focus is given to development of needs assessments, program evaluation, program strategies, long- and short-term planning, goal setting, recruitment and training, motivation and supervision.

BA 554 PRODUCTION & OPERATION (3)
This is an intense examination of the key concepts, quantitative techniques,
and practices applied by world managers in the production of goods and services. It includes the study of behavioral methods, input/output relationships, system/facility design, scheduling and modern inventory control systems, management information systems, and facility location.

BA 555 RISK ASSESSMENT (3)
This course is designed as a "hand-on" introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. A key element of this course is the use of microcomputers and commercially available software as tools for performing quantitative risk analysis.

BA 571 STARTING NEW VENTURES (3)
This capstone course in entrepreneurship is a critical study of how to plan, organize, implement, and control a small business, including the production of a comprehensive business plan, proforma development, and operational projections. It provides an in-depth look at target customer identification, market research, location and layout planning, risk analysis, human resource and financial management, promotion and selling, and day-to-day operations.

Chemistry

CHM 101 CHEMISTRY FOR LIFE (3)
This is a laboratory course designed for students with little or no background in chemistry. The course will investigate areas of everyday life in which chemistry plays an important role with a strong emphasis on applications to health care.
Prerequisite(s): MTH 097 or demonstrated competency at that level
Lab fee
Lab section required

CHM 102 PRINCIPLES OF ORGANIC AND BIOCHEM (3)
An introduction to health care related topics in the chemistry of organic molecules and the chemical reactions of living organisms.
Prerequisite(s): CHM 101

CHM 211 INORGANIC CHEMISTRY I (4)
A study of atomic structure, stoichiometry, chemical bonding, the periodic table, states of matter, and solutions.
Prerequisite(s): MTH 124
Lab fee
Lab section required

CHM 212 INORGANIC CHEMISTRY II (4)
A continuation of CHM 212 with a study of thermodynamics, reaction rates, chemical equilibrium, acid-base equilibrium, electrochemistry, transition elements, and nuclear chemistry.
Prerequisite(s): CHM 211
Lab fee
Lab section required
CHM 288 DEPARTMENTAL SEMINAR (1)
A reading and discussion course that has topics of interest to both science majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas with faculty and fellow students without prerequisites.
Cross-listed as BIO 288
Offered Pass/No pass only

CHM 321 ENVIRONMENTAL CHEMISTRY (3)
A laboratory approach to current problems in environmental chemistry. A study of the chemistry of water resources, pollution and treatment, oil spills, solid waste disposal, hazardous chemicals and pesticides, stratospheric ozone, greenhouse gases, photochemical smog, particulates, acid rain, trace metals, and nuclear waste disposal.
Prerequisite(s): CHM 212, SCI 112
Lab section required

CHM 344 ORGANIC CHEMISTRY I (4)
A introduction to the chemistry of carbon compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of hydrocarbons and haloalkanes. Stereoisomerism is also included in this course.
Prerequisite(s): CHM 212
Lab fee
Lab section required

CHM 345 ORGANIC CHEMISTRY II (4)
A study of IR, NMR, and UV spectroscopy. This course also includes a study of the nomenclature, structure, properties, reaction mechanisms, and synthesis of hydrocarbons and haloalkanes. Stereoisomerism is also included in this course.
Prerequisite(s): CHM 321
Corequisite: ENV 431

CHM 414 BIOCHEMISTRY I (4)
Overview of the structure and function of biomolecules with an emphasis on protein structure and protein synthesis. Cellular energy metabolism including a thorough study of enzyme kinetics, glycolysis, the citric acid cycle, oxidative phosphorylation and photosynthesis.
Prerequisite(s): CHM 344, CHM 345, BIO 211, MTH 237; or consent of the instructor
Lab fee
Lab section required

CHM 415 BIOCHEMISTRY II (4)
Detailed study of the structure and function of lipids and nucleic acids. Biochemistry of nitrogen-containing compounds including nitrogen fixation and the urea cycle. Additional topics may include integration of mammalian metabolism, physiology of metabolic diseases, bioinformatics and genomics.
Prerequisite(s): CHM 414
Lab fee
Lab section required

CHM 421 TOXICOLOGY & RISK ASSESSMENT (3)
Introduction to the use of toxicology and risk assessment in the management of hazardous substances. The course will explore the sources, emissions, distributions and fate of various classes of contaminants, the theory and method of toxicology and ecotoxicology, exposure analysis, and selected toxicant modes of action.
Prerequisite(s): CHM 321
Corequisite: ENV 431
CHM 441 PHYSICAL CHEMISTRY (3)
Atomic and molecular properties including such areas as thermodynamics, chemical kinetics, macroscopic chemical systems, and molecular spectroscopy.
Prerequisite(s): CHM 345, MTH 212

CHM 488 DEPARTMENTAL SEMINAR (1)
A reading and discussion course that has topics of interest to both science majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas with faculty and fellow students without prerequisites.
Cross-listed as BIO 488
Offered Pass/No pass only

CHM 490 RESEARCH IN CHEMISTRY (3)
This course is designed to provide the chemistry major experience with hands-on research of a topic agreed upon by the student and the department. It includes the construction of the experimental format, actual research, a written report, and an oral defense of the research before the department.
Prerequisite(s): CHM 492, Upper division standing and instructor approval
Lab fee

CHM 492 SENIOR PROJECT PREP (1)
This course is required for students planning to complete a senior thesis or project. The product of this course will be a thesis or project proposal.

CHM 496 CHM SENIOR PROJECT (3)
Supervised experience in a setting related to the student’s concentration of choice. Requires a final written summary of activities by the student.
Prerequisite(s): Senior status as a Chemistry major
Practicum fee charged
Offered Pass/No pass only

Christian Education

CED 275 OUTREACH/ASSIMILATN/VISITATN (3)
Students will identify how they, as Christians, can participate and train others for outreach to seekers and the dechurched. The diverse components of a congregation’s evangelism ministry will be explored while considering various methods and resources for that ministry. Primary emphasis will be on helping students understand the importance of the role of every Christian in evangelism, so that they can move into congregations to motivate and educate members, developing and implementing an effective and intentional ministry of evangelism. “Evangelism is the content, education is the process.”
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as REL 275

CED 290 PRACTICUM/MISSION EXPER (1-3)
The student can earn one to three credits for work in a missions environment (i.e. CU trip to China to teach English, VBS teaching overseas, commitment to an inner city agency). Emphasis should be upon gaining experience in practice of skills & theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the
semester prior to the mission experience in which the practicum is outlined & a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

Offered Pass/No Pass

CED 291 SUMMER PRACTICUM IN A PARISH (1-3)
The student can earn one to three credits for work in a congregation or parachurch organization. Emphasis should be upon gaining experience in practice of skills & theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the parish experience, in which the practicum is outlined, and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

Offered Pass/No Pass

CED 292 CAMP LEADERSHIP PRACTICUM (1-3)
The student can earn one to three credits for work in a camp. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the camp experience, in which the practicum is outlined and a mentor is identified. Proposal outlines are available from the Director of Christian Ministries.

Offered Pass/No Pass

CED 305 OUTDOOR CHRISTIAN EDUC (2)
This course explores practical use of the out-of-doors in congregational and school settings. Retreat planning, initiatives courses, camps, and other tools will be examined as students consider the application of these resources in achieving congregational and school goals.

Lab fee charged

CED 310 CHILDREN’S MINISTRY (3)
Students will be introduced to theories related to children that will assist in developing an integrated ministry in a congregational setting. The course’s five major sections include: development of the child; learning theories; the content of the child’s learning in the church; planning, administering, implementing and evaluating a comprehensive ministry to children; and resources, activities, and environments for children’s ministries. Each student will be assigned to an area congregation for weekly participation and leadership in children’s ministry activities.

Prerequisite(s): EDU 260 recommended

CED 312A HST/PRACTICE OF DCE I (2)
This course assists the future Director of Christian Education in developing a conceptual framework from which the student can operate in a congregation, while also moving the student to more greatly identify themselves as a lifespan Christian educator, focused on equipping disciples to live their faith in word and action. In order to help the DCE "think like a DCE," the class considers the historical roots of the profession, the issues with which field DCEs
contend, the “identities” of current professional church workers, and the hoped-for outcomes for the DCE’s work. Class assignments utilize readings, reflection papers, and personal exploration and evaluation. In addition, students are assigned to an area congregation with a DCE for weekly fieldwork of at least five hours.

Lab fee charged

CED 312B HST/PRACTICE OF DCE II (2)

This course assists the future Director of Christian Education in developing a conceptual framework from which the student can operate in a congregation, while also moving themselves to more greatly identify as a lifespan Christian educator, focused on equipping disciples to live their faith in word and action. In order to help the DCE “think like a DCE,” the class considers the historical roots of the profession, the issues with which field DCE’s contend, the “identities” of current professional church workers, and the hoped-for outcomes for the DCE’s work. Class assignments utilize readings, reflection papers, and personal exploration and evaluation. In addition, students are assigned to an area congregation with a DCE for weekly fieldwork of at least five hours.

Lab fee charged

CED 315 YOUTH MINISTRY (3)

This course is intended primarily for those interested in developing or participating in congregational ministry to youth: particularly future Directors of Christian Education. Current theories and models of youth ministry are explored so students can create their own vision for congregational youth ministry.

Each student will be assigned to an area congregation for weekly participation and leadership in youth ministry activities.

Prerequisite(s): EDU 260 recommended

CED 344 FIELD EXPERIENCE, RELIGIOUS ED (1-2)

The goal of this course is to provide students with a field experience in a church school classroom to better appreciate the role of the teacher. Students will practice those competencies and skills required of teachers, developing the role of Christian educator. The student will spend 45 contact hours in the classroom and will teach a minimum of three religion lessons. Students must complete an application for this course in the College of Education placement office the semester before they are assigned.

Prerequisite(s): State Fingerprinting required

EDU 232, EDU 260, EDU 395

Requires completion of an on-line application for placement: http://www.cuprland.edu/coe/placement/

Lab fee charged

Cross-listed as EDU 344

CED 383 ADULT MINISTRY (3)

Students will be introduced to theories related to adults that will assist in developing an integrated ministry in a congregational setting. The course’s six major sections include: adult development; adult learning theory; the content of adult learning in the church; volunteer recruitment and management; planning, administering, implementing and evaluating a comprehensive ministry to adults; and resources, activities and environments for adult ministries. Each student will be assigned to an area
congregation for weekly participation and leadership in adult ministry activities.

Prerequisite(s): EDU 260 recommended

CED 395 TEACHING THE FAITH (3)

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes fieldwork observation, participation, lesson planning and demonstration teaching.

Prerequisite(s): EDU 232, EDU 260
Lab fee charged

CED 483 LEADERSHIP DEVELOPMENT (2)

This course considers the best in current theories, models, styles & strategies of “secular” leadership. The connection and the differences between secular and church leadership will be discussed. Students will then consider ministry issues and their own growth goals as they prepare for leadership roles in the church. A key component of the class includes equipping others to serve as leaders, particularly in a voluntary (church) organization.

CED 485 FAMILY MINISTRY (3)

An introductory course intended to acquaint students with the fundamental skills, theories, and understandings necessary to begin and sustain a ministry to and with families in a congregational setting. Family Ministries seeks to develop a wholistic, intergenerational, lifespan understanding of ministry through the parish. This course builds upon and unifies theories developed in Children’s Ministries, Youth Ministries and Adult Ministries. Each student will be assigned to an area congregation for weekly participation and leadership in family ministry activities.

Prerequisite(s): EDU 260 recommended

CED 490 DCE INTERNSHIP (8)

An academic year spent in parish education activities in a Lutheran congregation, combining observation, teaching, training in administration, management, and other parish services. The student will work for a monthly stipend under the supervision of a congregational supervisor and a consulting Director of Christian Education. Knowledge and skills are to be acquired in all educational agencies and services provided by the parish. Adjustment to this requirement may be made in exceptional cases by the director of the DCE program. Required in order to receive certification as a DCE.

Prerequisite(s): Completion of BA in Christian Education or permission of Director of DCE program.
Internship fee charged
Offered Pass/No Pass only

Economics

ECN 201 MACROECONOMICS (3)

This class is designed to consider the performance of the national economy as a whole by gaining an understanding of the major economic objectives centering on unemployment, economic growth, and inflation. The student is introduced to various macroeconomic theories that attempt to explain how to maximize economic performance.

Cross-listed as EA 201
ECN 202 MICROECONOMICS (3)
This course focuses on the use of economic principles in analysis of a wide range of economic activity and in economic decision making. Some key issues examined include the microeconomic concept, goods and services, economic theory, free markets, exchange systems, and economic markets.
Prerequisite(s): ECN 201 recommended
Cross-listed as BA 202

EDU 201 PRINCIPLES OF EDUCATION (3)
Prerequisite to all professional courses in teacher education. Principles of Education introduces students to a number of fascinating subjects regarding their chosen profession. Such topics as education philosophy, the school reform movement, and teacher rights and responsibilities are reviewed through a format that emphasizes student interaction and group process. A three-hour per week field experience component is also required with this course.
Prerequisite(s): State Fingerprinting required Sophomore status

EDU 232 EDUCATIONAL PSYCHOLOGY (2)
Examines basic learning theories and processes with application to aspects of classroom teaching and learning. Emphasis is given to learning styles and ways to individualize education.
Prerequisite(s): PSY 201
Cross-listed as PSY 392

EDU 260 INSTRUCTIONAL STRATEGIES (2)
This course is designed to enable students to achieve beginning competencies in unit and daily lesson planning, instructional models, modes of presentation and participation, and reassessment and formative evaluation skills essential for professional development in subsequent course and practicum activities. This course is a prerequisite to all methods classes.
Lab fee charged

EDU 317 CHILDREN’S DRAMATIC LITERATURE (2)
Students are introduced to children’s drama as a powerful means of storytelling, an exciting form of performance, and a useful tool for arts education. A select number of scripts will be read and discussed. The course will culminate in a study of the process involved in adapting children’s literature to the stage.
Cross-listed as ENG 317, TA 317

EDU 318 CREATIVE DRAMATICS (2)
Students are introduced to children’s drama as a powerful means of storytelling, an exciting form of performance, and a useful tool for arts education. A select number of scripts will be read and discussed. The course will culminate in a study of the process involved in adapting children’s literature to the stage.
Cross-listed as TA 318
EDU 330 ED TECH - ECE/ELEM (2)
This hands-on, project-based course fosters a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology for elementary and middle school teachers. Topics will include how technologies foster learning, understanding issues and concerns important when implementing technology resources in schools and classrooms, current best practices for project-based learning with technology, strategies for authentic assessment, software for teacher productivity, information literacy and awareness of the international ISTE/NETS Educational Technology Standards for Teachers and Students.
Prerequisite(s): EDU 201, EDU 232, EDU 260 Lab fee charged

EDU 333 ED TECH - MIDDLE/HIGH (2)
This hands-on, project-based course fosters a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology for middle and high school teachers. Topics will include how technologies foster learning, understanding issues and concerns important when implementing technology resources in schools and classrooms, current best practices for project-based learning with technology, strategies for authentic assessment, software for teacher productivity, information literacy and awareness of the international ISTE/NETS Educational Technology Standards for Teachers and Students.
Prerequisite(s): EDU 201, EDU 260 Lab fee charged

EDU 336 ASSESS/EVAL OF TCH LRN (2)
This class prepares pre-service teachers at all levels to assess learning through a variety of instruments. Standardized test interpretation, preparations of teacher-generated tests that accurately assess objectives, authentic assessment, and a philosophy of evaluation and assessment are emphasized. Students will also consider legal and ethical issues in learner assessment and communication of progress.
Prerequisite(s): EDU 201, EDU 232, EDU 260

EDU 341 FLD EXP - EARLY CHILDHOOD (1 - 2)
This course provides the elementary teacher education student with actual experience in the ECE classroom. A minimum of 45 hours is spent in an assigned elementary or approved pre-school classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260
Requires completion of an on-line application for placement: http://www.cuplnd.edu/coe/placement/
Fee charged Pass/No Pass only

EDU 341L LUTH FLD EXP - ECE (1 - 2)
This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.
Prerequisite(s): State Fingerprinting required
EDU 201, EDU 232, EDU 260
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 342 FLD EXP - ELEMENTARY (1 - 2)
This course provides the elementary teacher education student with actual experience in the elementary classroom. A minimum of 45 hours is spent in an assigned elementary classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 342L LUTH FLD EXP - ELEMENTARY (1 - 2)
This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 343 FLD EXP - MIDDLE LEVEL (1 - 2)
This course provides the middle level teacher education student with actual experience in the middle level classroom. A minimum of 45 hours is spent in an assigned middle level classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, PSY 321
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 343L LUTH FLD EXP - MIDDLE LEVEL (1 - 2)
This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 344 FLD EXP - HIGH SCHOOL (1 - 2)
This course provides the high school teacher education student with actual experience in the high school classroom. A minimum of 45 hours is spent in an
assigned high school classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.

Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, PSY 321

Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Fee charged
Offered Pass/No Pass only

EDU 344L LUTH FLK EXP - HIGH SCHOOL (1 - 2)

This course provides the Lutheran teacher education student with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260

Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Fee charged
Offered Pass/No pass only

EDU 348 CLASSROOM
MGMT/PAR REL (3)

Prepares students to organize and manage all aspects of a classroom: discipline, scheduling, student assessment, record keeping, grouping, classroom environment, and curriculum. Students will also develop skills needed to foster a positive image of schools and teachers to parents and the general public through parent conferences, parenting workshops, and the like.

Prerequisite(s): EDU 201, EDU 232, EDU 260

EDU 354 C & I:EARLY CHILDHOOD - ECE (3)

This course provides the foundation for students to successfully design and implement a developmentally appropriate curriculum for young children. Discussion focuses on the learning environment and integrating curricular areas, including literacy, math, science, social studies, the arts, movement, and technology.

Prerequisite(s): EDU 260, EDU 355 or EDU 457

EDU 355 INTRO TO ECE (2)

This course provides students with knowledge of a variety of early childhood programs and models, their underlying assumptions, organizational patterns, and teaching methods.

Prerequisite(s): Sophomore status

EDU 358 C & I:HEALTH/PE (3)

This course examines basic elementary school health education programs and current trends in this field. Students gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

Prerequisite(s): EDU 201, EDU 232, EDU 260, EDU 336

EDU 362 C & I:MATH - ECE/ELE (2)

Focuses on development of mathematics skills for the elementary school student. Designed to prepare teachers to instruct young learners in basic mathematical processes. Examines curricular materials and appropriate techniques and procedures for effective pupil learning. Provides field work experience.

Prerequisite(s): EDU 201, EDU 232, EDU 260, EDU 336
EDU 368 C & I: SCIENCE ECE/ELE (2)
This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective pupil learning in the natural sciences. Daily lesson planning, preparation of resource units and the development of classroom interest and learning centers in science are emphasized. Fieldwork experiences are required.
Pre-requisite(s): EDU 201, EDU 232, EDU 260, EDU 336

EDU 375 C&I: LANG ARTS/ RDNG ECE/ELE (4)
This course will furnish the teacher education student with the knowledge, resources, and beginning skills to provide Pre-K through 8th grade instruction and assessment in: 1) Oral communications, i.e. storytelling, speech/discussion skills, listening skills; 2) Written communications, i.e. narrative, descriptive and creative writing, grammar, spelling, handwriting, poetry, letter and journal writing, book making; 3) Reading skills, i.e. emergent and beginning reading, comprehension and vocabulary development, skill practice, classroom management in the teaching of reading, and integration of reading into content areas.
Pre-requisite(s): EDU 201, EDU 232, EDU 260, EDU 336

EDU 379 C & I: SOCIAL STUDIES - ECE/ELE (2)
This course will give the elementary teacher education student the necessary knowledge to provide K-8th grade instruction that: 1) Promotes the development of a responsible and well-informed citizen, 2) Provides learning experiences that facilitate an ability to be a self-directed and knowledgeable participant in the affairs of everyday life, 3) Imparts to each student an appreciation of the arts and culture of the world around him/her...past, present and future, and 4) Promotes an awareness of life and career opportunities.
Pre-requisite(s): EDU 201, EDU 232, EDU 260, EDU 336

EDU 384 CLASSROOM MGMT - ML/HS (2)
This course prepares students to organize and manage all elements of the middle or high school classroom. Topics include a review of seven major student discipline models, managing teacher stress, and the critical need to establish supportive human relationships within a Christian framework.
Pre-requisite(s): EDU 201, EDU 232, EDU 260, EDU 333, PSY 321, PSY 341

EDU 385 C & I: MATH & SCIENCE - ML/HS (3)
This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required work work samples.
Pre-requisite(s): EDU 201, EDU 232, EDU 260, EDU 333, EDU 336, PSY 321, PSY 341

EDU 386 C & I: LANG ART/SOC STU - ML/HS (3)
This course provides an introduction to curriculum, instructional materials, classroom, and cooperative strategies for effective student learning in the social studies and language arts. Empha-
sis is placed on instructional teaming, the integration of social studies and language arts on the middle and high school levels, daily lesson planning and completion of state required work samples.
Prerequisite(s): EDU 201, EDU 222, EDU 260, EDU 333, EDU 336, PSY 321, PSY 341

EDU 387 C & I: HEALTH & P.E. (3)
This course provides an introduction to curriculum, instructional materials, classroom and cooperative strategies for effective student learning in Health and Physical Education. Emphasis is placed on instructional teaming, the integration of Health and Physical Education on the middle and high school levels, daily lesson planning and completion of state required work samples.
Prerequisite(s): EDU 201, EDU 222, EDU 260, EDU 336, PSY 321, PSY 341

EDU 390 CHILDREN W/ EXCEPTIONS (2)
Introduction to PL94-142 and exceptional children with a focus on techniques for adapting materials, curriculum and teaching strategies, the exceptional child's family and community resources.
Prerequisite(s): PSY 201
Cross-listed as PSY 390

EDU 397 C & I: WRITING - ML/HS (3)
For students who will be teaching English/Language Arts in the high school, junior high school, or middle school, this course will familiarize them with the topics they will be required to know and teach as they help secondary students become articulate and thoughtful writers.
Prerequisite(s): ENG 121, Recommended: ENG 302
Cross-listed as ENG 397

EDU 398 C & I: ADOLESCENT LIT - ML/HS (3)
For students who will be teaching English/Language Arts in the high school, junior high school, or middle school, this course will explore literature of the adolescent, bridges to classics, thematic connections in literature, and integration with other disciplines.
Prerequisite(s): ENG 121
Cross-listed as ENG 398

EDU 401 PERSON-CENTERED COMM (3)
Communication skills are presented and experienced through class involvement. These will include interpersonal relationships with individuals and groups. This course is designed for students in programs that involve communication with people, and is not limited to students in education or professional church work programs.
Prerequisite(s): PSY 201
Cross-listed as PSY 401

EDU 438 ESOL METHODS (3)
This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

EDU 439 LINGUISTICS (3)
This course provides an in-depth study of the principles of linguistics (phonology, morphology, syntax and semantics)
from a historical, cultural, and socio-linguistics perspective.

Prerequisite(s): ENG 121
Cross-listed as ENG 439

EDU 440 MULTICULT COUNS & EDUC (3)

This course introduces the student to the theories and practice of multicultural counseling & intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent & community involvement as resources that enhance the multicultural counseling and education processes.

Cross-listed as PSY 440

EDU 441 ESOL CURR & TECH (1)

This seminar examines the teaching of English to speakers of other languages (ESOL) from the perspective of curricular design and educational technology. An understanding of issues and resources related to curriculum design and educational technology will assist participants in planning ESL programs and equipping students with appropriate media resources, and earning the ESOL/Bilingual Endorsement.

EDU 442 ISSUES IN BILINGUAL SOC (1)

This seminar examines the teaching of English to speakers of other languages (ESOL) and bilingual education from the perspective of community relations, including the knowledge of local, state and federal laws pertaining to educating students with limited English proficiency. It also investigates a variety of methods that successfully promote school-community cooperation.

EDU 443 ESOL ASSESS SEM (1)

This seminar will examine the teaching of English to speakers of other languages (ESOL) from an educational assessment and evaluation perspective. An understanding of issues and resources related to this topic will assist participants in planning ESL programs, equipping students, teachers and the community with the appropriate instructional resources, and earning the ESOL/Bilingual Endorsement.

EDU 451 PRACTICUM: EARLY CHILDHOOD (1-4)

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned ECE or approved pre-school classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC required work sample.

Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336

Requires completion of an on-line application for placement: http://www.cuplctland.edu/coe/placement/

Fee charged
Offered Pass/No Pass only
EDU 451L PRACTICUM: LUTH ECE (1 - 4)
This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement & supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hrs for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 452L PRACTICUM: LUTH ELE (1 - 4)
This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement & supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hrs for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 452 PRACTICUM: ELEMENTARY (1 - 4)
This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned elementary classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 453 PRACTICUM: MIDDLE LEVEL (1 - 4)
This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned middle level classroom. Students are required to complete 90 contact hours for 2 credits and 180 hrs for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only
EDU 453L PRACTICUM:
LUTH MIDDLE SCHOOL  (1 - 4)
This course is used to obtain a Lutheran Teacher’s Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement & supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hrs for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample. Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 454 PRACTICUM:
HIGH SCHOOL  (1 - 4)
This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned high school classroom. Students are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample. Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 335
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 454L PRACTICUM:
LUTH HIGH SCHOOL  (1 - 4)
This course is used to obtain a Lutheran Teacher’s Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran school classroom. The students are assigned to schools and classrooms according to their endorsement & supplemental authorization areas. Students are required to complete 90 contact hours for 2 credits and 180 hrs for 4 credits at the assigned schools. Students create and teach one TSPC-required work sample. Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336
Requires completion of an on-line application for placement: http://www.cuportland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 457 GROWTH & DEV
YNG CHILD  (2)
This course studies human development from conception through age eleven. Attention is directed toward physical, cognitive, and social and emotional development in three periods: infants and toddlers, early childhood, and middle childhood. Cross-listed PSY 457

EDU 461 C & I:
CHILDREN’S LIT - ECE/ELE  (2)
An introduction to all genres of literature for children in grades K-8 in relation to their needs, interests, and abilities. Em-
EDU 492 STUDENT TCHNG: ELE  (15)
This course is a 15-week, full-time teaching experience at a public elementary school, or an approved private school, in an assigned elementary classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336, EDU 390, PSY 321
Requires completion of an on-line application for placement: http://www.cup-Portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 493 STUDENT TCHNG: MIDDLE LEVEL  (15)
This course is a 15-week, full-time teaching experience at a public middle school, or an approved private school, in an assigned middle level classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336, EDU 390
Requires completion of an on-line application for placement: http://www.cup-Portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 485 ESOL PRACTICUM  (2)
Used to obtain an English Speakers of Other Languages (ESOL) endorsement. A minimum of 90 hours is spent in an assigned ESOL classroom. The students are assigned to schools and classrooms according to their authorization areas. Students are required to complete 90 contact hours for 2 credits at the assigned schools. Students create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required
Fee charged
Offered Pass/No pass only

EDU 491 STUDENT TCHNG: ECE  (15)
This course is a 15-week, full-time teaching experience at a public elementary school, or an approved private school, in an assigned ECE classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required
EDU 201, EDU 232, EDU 260, EDU 336, EDU 390, PSY 321, PSY 341
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 494 STUDENT TCHNG: HIGH SCHOOL (15)
This course is a 15-week, full-time teaching experience at a public high school, or an approved private school, in an assigned high school classroom. Students assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required work sample.
Prerequisite(s): State Fingerprinting required

EDU 201, EDU 232, EDU 260, EDU 336, EDU 390, PSY 321, PSY 341
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 500 PROF PLAN SEMINAR (PPS) (1)
During the first or second semester of program matriculation, all candidates in all programs are required to complete the Professional Planning Seminar (PPS). This seminar outlines the candidate’s personal and professional goals, and lists the activities that will be pursued to meet these goals. The candidate, the university supervisor, and the school or district supervisor work collaboratively to develop an individualized plan (i.e., Professional Education Plan, PEP) for the support and continuing professional development of the classroom teacher, school or district level administrator. The plan is based on a pre-assessment of the candidate’s skills, competencies, and work environment. The plan will include, but is not limited to, a mentoring component, portfolio development, professional course work, and, in the M. Ed. and Continuing Administrator/Initial Superintendent programs, at least one professional development activity that will address the standards for a continuing license. Students must complete the admissions process to the university and to the program to receive a final grade for this course.

EDU 500W PROF PLAN SEMINAR (PPS) (1)
During the first or second semester of program matriculation, all candidates in all programs are required to complete the Professional Planning Seminar (PPS). This seminar outlines the candidate’s personal and professional goals, and lists the activities that will be pursued to meet these goals. The candidate, the university supervisor, and the school or district supervisor work collaboratively to develop an individualized plan (i.e., Professional Education Plan, PEP) for the support and continuing professional development of the classroom teacher, school or district level administrator. The plan is based on a pre-assessment of the candidate’s skills, competencies, and work environment. The plan will include, but is not limited to, a mentoring component, portfolio development, pro-
essional course work, and, in the M. Ed. and Continuing Administrator/Initial Superintendent programs, at least one professional development activity that will address the standards for a continuing license. Students must complete the admissions process to the university and to the program to receive a final grade for this course.

*On-line course*

**EDU 501 ISSUES IN EDUCATION (2)**

This course identifies, reviews, and analyzes major trends and issues impacting the contemporary state and national level educational scene. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as their own teaching style and educational philosophy. The course will assist graduate students develop a familiarity with current educational issues to deal more effectively with the numerous reforms and changes directly affecting schools in the Pacific Northwest.

*On-line course*

**EDU 502 DEVELOP CHAR THROUGH CURR (2)**

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their school curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

**EDU 502W DEVELOP CHARACTER THRU CURR (3)**

This course will provide teachers with the resources and skills necessary to integrate character themes and character development into their curriculum. It provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

*On-line course*

**EDU 503 ISSUES OF ADVOCACY IN ECE (3)**

This course provides an overview of the field of early childhood education by exploring its past, present and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Students will become familiar with advocacy for children and families at the local, state, and national levels.
EDU 504 ECE: A CONSTRUCTIVIST APPROACH (3)
This class studies the various models and theories of early childhood curriculum development in relationship to the constructivist approach. The student will explore the roles of the environment, play, and developmentally appropriate practice and their impact on constructing children's learning in the preschool and primary classroom. Emphasis will be placed on authentic assessment practices and constructing children's knowledge within prescribed State standards and benchmarks. Students will experience the project approach first hand and be able to implement a curriculum based on constructivist principles.

EDU 505 PLAY IN EARLY CHLD EDUCATION (3)
This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the preschool and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

EDU 506 BASIC TCHNG SKILLS: ML/HS (2)
This course is designed to equip prospective middle and high school education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

EDU 514 INSTR ANALYSIS HPE (3)
In this course, experienced health and physical educators will learn to analyze and evaluate systematically the quality of their teaching skills. Through a variety of lab exercises, as well as reading the professional literature, students will be able to assess their own instructional strategies and gain new perspectives on observing the learning experiences of their students.

EDU 515 ISSUES/RESEARCH IN HPE (3)
This course will challenge the experienced educator to review, discuss, synthesize, and apply current issues and research pertinent to the teaching of health and physical education. Students will utilize technology to assist in the search, development, and presentation of individual and collaborative projects. Learning activities will promote the development of a new repertoire of instructional and evaluative techniques at Level 3 or 4 (middle and secondary schools) and will include strategies for meeting the needs of a diverse student population, including students with special needs.

EDU 516 ALTERNATV ASSESS IN HPE (2)
In this course experienced health and physical educators will examine authentic and alternative methods of assessing student learning and holding
students accountable to local, state, and national standards. Students will discuss how to integrate CIM benchmarks into health and physical education.

EDU 517 INNOVATIVE CURR IN HPE (2)

The goal of this course is to examine innovative curriculum models and activities related to the field of health and physical education. Specifically, the course will examine programs and scholarly research in the related field and directly apply concepts learned to existing and/or prospective programs and facilities. Students will examine psychological effects in the use of innovative curriculum methods.

EDU 518 MNG/BEHAVIOR ISSUES HPE (2)

In this course experienced health and physical educators will learn to develop a repertoire of practical consequences to use when students misrepresent classroom expectations. The processes and strategies presented will enhance teacher self-confidence and student self-esteem, invest in student social problem solving and self-regulation as serious components of the health and physical education curriculum and instruction and to enhance mediation skills with students.

EDU 519 DIVERSITY IN HPE (2)

In this course students will have the opportunity to identify, synthesize, and debate the problems and possible approaches to deal with problems confronting schools. Special emphasis will be placed on examining curriculum, strategies, and behaviors that assist in creating an inclusive and positive learning environment for individuals with disabilities and individuals from diverse ethnic and cultural backgrounds.

EDU 520 CURRICULUM DESIGN & ASSESSMENT (3)

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.

EDU 520W CURRICULUM DESIGN & EVAL (3)

This course will provide students with an intensive study of pedagogical approaches and materials for teaching in schools including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research, and recommendations of recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation. Educators will apply theory to their own classroom and school settings at the early childhood, elementary, middle school, or high school levels.
EDU 530 ED TECH: ECE/ELE (2)
This hands-on, project-based course is designed to foster a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology for elementary and middle school teachers. Topics will include how technologies foster learning, understanding issues and concerns important when implementing technology resources in schools and classrooms, current best practices for project-based learning with technology, strategies for authentic assessment, electronic portfolios, criteria for selecting appropriate educational software, participating in virtual learning communities, and awareness of the new international ISTE/NETS Educational Technology Standards for Teachers and Students.

EDU 532 LRN THRY & PRAC MID/HIGH (3)
This course will provide the basic psychological knowledge and skills for classroom teaching; especially for the third and fourth authorization levels. It provides information from the field of educational psychology that will enable beginning teachers to understand the complex processes involved in teaching and learning.

EDU 533 ED TECH MID/HIGH (2)
This hands-on, project-based course is designed to foster a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology, within the educator’s specific content area. Topics will include how technologies foster learning, computers as “mindtools,” electronic portfolios, strategies for authentic assessment, teacher productivity software, criteria for selecting appropriate educational software, participating in virtual learning communities, professional development planning using the new international ISTE Educational Technology Standards for Teachers, and contemporary issues associated with information literacy and educational technology.

EDU 535 THEORIES OF TCHNG/ LRNING (3)
This course is designed to provide experienced, licensed teachers with the latest in psychological research findings that can be directly applied to the classroom. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring together the most accurate depiction of how the brain works with the experience and expertise of classroom teachers.

EDU 535W THEORIES OF TEACH & LEARN (3)
This course provides experienced, licensed teachers with the latest in psychological research findings that can be directly applied to their classrooms. Topics will include the functions and anatomy of the brain and multiple intelligences. The course will bring to-
gether the most accurate depiction of how the brain works with the experience and expertise of classroom teachers.

*On-line course*

**EDU 536 EVL/ASSMNT LRNG ECE/ELE** (2)

This class prepares pre-service teachers in Early Childhood and Elementary Education to assess learning through a variety of instruments. Standardized test interpretation, preparations of teacher-generated tests that accurately assess objectives, authentic assessment, and a philosophy of evaluation and assessment are emphasized. Special consideration is given to developmentally appropriate practice for early childhood and elementary learners. Students will also consider legal and ethical issues in learner assessment and communication of progress.

**EDU 537 EVL/ASSMNT LRNG ML/HS** (2)

This class prepares pre-service teachers at the Middle and High School levels to assess learning through a variety of instruments. Standardized test interpretation, preparations teacher-generated tests that accurately assess objectives, authentic assessment, and a philosophy of evaluation and assessment are emphasized. Special consideration is given to developmentally appropriate practice for middle level and high school learners. Students will also consider legal and ethical issues in learner assessment and communication of progress.

**EDU 538 ESOL METHODS** (3)

This course helps students develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

**EDU 539 LINGUISTICS** (3)

This course provides an in-depth study of the principles of linguistics (phonology, morphology, syntax, and semantics) from a historical, cultural, and socio-linguistics perspective.

**EDU 540 MULTICULT COUNS & EDUC** (3)

This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

**EDU 541 ESOL CURR & TECH** (1)

This seminar examines the teaching of English to speakers of other languages (ESOL) from the perspective of curricular design and educational technology.
An understanding of issues and resources related to curriculum design and educational technology will assist participants in planning ESL programs and equipping students with appropriate media resources, and earning the ESOL.

**EDU 542 ISSUES IN BILINGUAL SOC**  
This seminar examines the teaching of English to speakers of other languages (ESOL) and bilingual education from the perspective of community relations, including the knowledge of local, state and federal laws pertaining to educating students with limited English proficiency. It also investigates a variety of methods that successfully promote school-community cooperation.

**EDU 543 ESOL ASSESS SEM**  
This seminar examines the teaching of English to speakers of other languages (ESOL) from an educational assessment and evaluation perspective. An understanding of issues and resources related to this topic will assist participants in planning ESL programs, equipping students, teachers and the community with the appropriate instructional resources, and earning the ESOL.

**EDU 544 ENGLISH GRAMMAR & STRUCTURE**  
This course provides an in-depth study of the structure of English. Students will examine the role of grammar in language acquisition and learn methods of teaching grammar both deductively and inductively.

**EDU 545 STRATEGIES FOR TCHNG ENGLISH**  
This course focuses on language teaching strategies, techniques, drills, and activities based on the latest research in language acquisition theories. This course provides content specific strategies for teaching all the language skills: reading, writing, listening, speaking. In addition, students will examine the roles of grammar and vocabulary in language learning.

**EDU 548 CLAS MG/PAR SCH - ECE/ELEM/ML**  
This course is designed to prepare students to organize and manage such classroom activities as discipline, scheduling, student assessments, record keeping, grouping, and conferencing. Students will also develop skills needed to foster a positive image of schools and teachers to parents and the general public.

**EDU 549 CLASS MG/PAR SCH - ML/HS**  
This course prepares students to organize and manage all elements of the middle or high school classroom. The topics include a review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and the need to establish a healthy classroom rapport that promotes student learning.

**EDU 550 EDUCATOR AS COUNSELOR**  
Experienced teachers know that they can teach almost anything. Yet, many have a desire to get to know their stu-
students more personally. This course is designed to improve the ability of teachers to adopt a counseling approach for the purpose of helping their students.

EDU 551 MAT PRACTICUM: EARLY CHILDHOOD (2-3)
This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 90 contact hours at their assigned schools at the lower elementary grade level. Candidates teach as often as possible and participate in all classroom activities.

Prerequisite(s): State Fingerprinting required
Requires completion of an online application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 551L MAT PRACTICUM: LUTH ECE (2-3)
This practicum is used to fulfill requirements for a Lutheran Teacher’s Certificate and a supplemental authorization level. Candidates are required to complete a minimum of 90 contact hours at their assigned Lutheran school classrooms. The candidates are assigned to schools and classrooms according to their endorsement and supplemental authorization levels.

Prerequisite(s): State Fingerprinting required
Requires completion of an online application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 552 MAT PRACTICUM: ELEMENTARY (2-3)
This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 90 contact hours at their assigned schools at the upper elementary grade level. Candidates teach as often as possible and participate in all classroom activities.

Prerequisite(s): State Fingerprinting required
Requires completion of an online application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 552L MAT PRACTICUM: LUTH ELE (2-3)
This practicum is used to fulfill requirements for a Lutheran Teacher’s Certificate and a supplemental authorization level. Candidates are required to complete a minimum of 90 contact hours at their assigned Lutheran school classrooms. The candidates are assigned to schools and classrooms according to their endorsement and supplemental authorization levels.

Prerequisite(s): State Fingerprinting required
Requires completion of an online application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 553 MAT PRACTICUM: MIDDLE LEVEL (2-3)
This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 90 contact hours at their assigned schools at the middle school level. Candidates teach as often as possible and participate in all classroom activities.

Prerequisite(s): State Fingerprinting required
Requires completion of an online application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only
EDU 553L MAT PRACTICUM: LUTH ML (2-3)

This practicum is used to fulfill requirements for a Lutheran Teacher's Certificate and a supplemental authorization level. Candidates are required to complete a minimum of 90 contact hours at their assigned Lutheran school classrooms. The candidates are assigned to schools and classrooms according to their endorsement and supplemental authorization levels.

Prerequisite(s): State Fingerprinting required
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No Pass only

EDU 555 C&l:LA/SOC ST ECE/ELEM (3)

This course emphasizes the teaching of language arts as speaking, listening, writing, and reading and furnishes students with the knowledge and resources to provide instruction to elementary students in the language arts. In addition, the course emphasizes curricular development, the creation of instructional materials, and numerous classroom techniques for effective learner progress via the social studies. Upon completing this course, the student will be able to write a lesson plan, and write a work sample in the areas of language arts or social studies.

EDU 556 DEV YG CLD TO ERLY ADOL (3)

This course studies human development from conception through grade 8, with an emphasis on the early childhood and middle childhood years (ages 3 through 11). Attention is directed towards physical, cognitive, and social and emotional development in four periods: infants and toddlers, early childhood, middle childhood, and early adolescence.

EDU 557 ADOLESCENT DEVELOPMENT (3)

This course provides a detailed investigation into human development during the adolescent years with an emphasis upon physical, mental, and emotional
growth as exhibited in specific cultural settings. Special attention is provided to the growth and cultural factors that often make adolescence a time of stress.

**EDU 558 C&I: HLTH/PE - ECE/ELEM/ML** (2)

This course is designed to help students identify and practice effective teaching behaviors that enhance the teaching-learning environment in health and physical education. Students will develop an understanding of the rationale, content, and curriculum for Early Childhood and Elementary level health and physical education. This class will also provide opportunities to practice teaching health and physical education lessons and implement strategies for analysis of instruction.

**EDU 559 C&I: MTH & SCIENCE - ECE/ELEM** (2)

The goal of this course is to prepare students for the role of teaching math and science in the preschool and elementary classroom. The course provides students with a varied repertoire of teaching skills and methods for teaching science and math in a way that is interesting, engaging, and informative and leads toward goals and objectives of the state, the school, and the teacher. In addition, the student will develop lesson plans and a unit plan in math/science.

**EDU 560 HUMAN & FINANCIAL RESC.** (3)

This course will introduce the techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of results. Human and fiscal resources and maximizing their use will be explored. Students will study finance, accounting practices, budget reporting procedures for faculty, board members, and district officials.

**EDU 561 LANGUAGE DEVELOPMENT** (3)

This course focuses on strengthening the elementary school teacher (levels ECE-ML) in the diverse classrooms. In addition, attention is given to language development and to the adaptation of instruction for LEP and other special needs students.

**EDU 563 C&I: RDNG & CHLD LIT - ECE/ELEM** (3)

This course helps students understand the essential components of the reading process, gives them reliable procedures and resources for teaching beginning and developmental reading, equip them to use a diagnostic teaching approach to reading, introduce them to a broad range of children's books and authors/illustrators in all genres, and carry out a reading program in an elementary classroom.

**EDU 565 C&I: ELEMENTARY ART EDUCATION** (2)

Students will examine and develop appropriate applications for art, music and drama in the elementary classroom. Students will review current research that supports the role of the arts in the elementary curriculum. The course emphasizes participation in various arts activities.
EDU 566 C&I:INTEGRATED METHODS - ML/HS (5)
This course provides students with a framework for integrating disciplines in middle school and high school classrooms. The curriculum also reviews current research in the integration of disciplines and the current state standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced. The students will develop one work sample, a unit of instruction which will incorporate the activities and materials covered in the course.

EDU 567 TCHNG CAREER/TECHNICAL EDUCATION (2)
This course is a prerequisite to three others required to complete the Concordia CTE Certificate of Completion, and introduces new career and technical teachers to the essential skills and competencies necessary to create student-centered learning environments. Candidates will review the current and historical perspectives of career and technical education (CTE), be assigned a mentor, and will learn to design and deliver effective CTE lessons and courses. This class is part of a preparation program that meets Oregon Teacher Standards and Practices requirements for a three-year Professional Technical License outlined in OAR 584-042-0006.

EDU 568 CAREER & TECH EDU COACH/MENTOR (3)
This course provides opportunities for the prospective CTE teacher to (1) gain CTE teaching practice with mentor teachers, (2) prepare and practice for the Instructor Appraisal Interview and school interviews, (3) understand the requirements for CTE licensure requirements by TSPC, and (4) access CTE networks, CTE events, and CTE job search resources.

EDU 571 WEB-ENHANCED CURRICULUM (3)
Web-Enhanced Curriculum is a hands-on, project-based course designed to foster a demonstrated understanding of a constructivist approach to teaching with appropriate uses of technology, within the educator’s specific content area and/or grade level. Topics will include how technologies foster learning, computers as 'mindtools', electronic portfolios, WebQuest, Virtual Field Trips, strategies for authentic assessment, creating and managing classroom websites, participating in virtual learning communities, NETS/ISTE International Educational Technology Standards for Teachers and Students, and contemporary issues associated with information literacy and using the Internet in the classroom.

EDU 573 EQUITY & ACCESS IN SCHOOL LAW (3)
This course will explore the work of major educational theorists, review research on administrative practices, and examine the use of those practices among teachers and students of differing gender, ethnicity and handicapping conditions. Specific administrative skills that promote equal learning opportunities in the classroom, including effective approaches to working with faculty, staff, parents and students who are culturally, ethnically and...
socio-economically diverse will be examined. Also, this course will examine the historical, legal, social, political, ethnic and economic perspectives and their impact on the role of educational leaders for contemporary schools.

EDU 576 TECH TRANSFORMS
THE ART
(3)
Students will discover how current technologies are transforming elementary classrooms in the areas of music, art, and theatre. Students will explore current applications in the "technologically-rich" fine arts classroom, as well as use technology as a resource for personal and professional growth. Students will also have the opportunity to network with other professional educators worldwide.

EDU 577 HANDS ON
MTH/SCIENCE
(3)
This is a practical class designed for in-service teachers interested in developing specific models and strategies for integrating math and the sciences. Participants are required to design and construct a curriculum fusing these two disciplines for their own classroom use.

EDU 580 TEAMING
LANG ART/SOC ST
(3)
This is a practical class designed for in-service teachers interested in developing special models and strategies for integrating the language arts and social studies. Participants are required to design and construct a curriculum fusing these two disciplines for their own classroom use.

EDU 581 ORG MNGMNT
READING PROG
(3)
This course studies the role of the reading specialist as a curricular leader, a staff developer, and as a reading professional. A 30-hour supervised practicum is required.

EDU 582 DIAGNOSIS &
ASSESSMENT OF RDNG
(3)
This course discusses the reading process and the factors that influence its development. The role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results. A 30-hour supervised practicum is required.

EDU 583 ADV TECH
FOR TCHNG LITERACY
(3)
This course explores the theoretical and knowledge bases of reading, includes literacy acquisition and the construction of meaning, then provides practical classroom applications and instructional practices. A 30-hour supervised practicum is required.

Prerequisite(s): EDU 582 or consent of instructor

EDU 584 YOUNG ADULT &
CHILDREN'S LIT
(3)
The student will have an overview of the authors, titles and genres of Pre-K through Grade 12 literature. The student will be able to match children and books for success, critique and assess literature, build an adequate and diversified collec-
tion of books, and determine appropriate readability levels of books and be aware of the current issues and trends in adolescent and children's literature.

**EDU 585 ESOL PRACTICUM** (2)  
This practicum is designed to help a student obtain an English to Speakers of Other Languages (ESOL) endorsement. A minimum of 90 contact hours is spent in an assigned ESOL classroom. Candidates are assigned to classrooms and schools in accordance with their authorization levels. Practicum candidates create and teach one TSPC-required work sample.

*Fee charged  
Offered Pass/No pass only*

**EDU 586 LITERACY ISSUE 21ST CEN** (3)  
This course discusses current areas of concern being researched and debated in the field of reading and the teaching of reading, studies new techniques and procedures for reading instruction, and reviews new State and TSPC mandates for teaching and testing elementary students in the area of reading.

**EDU 588 ADV STUDY IN CHILD DEVELOPMENT** (3)  
This course builds on the student's previous knowledge of child development by focusing on factors that affect the early development of young children. Emphasis will be placed on current research in the areas of brain development, language development, family and home environment, health and nutrition, as well as on moral development and faith nurturing. Students will also acquire skill in crisis management for young children and families and become familiar with social agencies that support children and families.

**EDU 589 EMERGENT LITERACY** (3)  
This course 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 591 MAT STUDENT TEACHING - ECE** (12-15)  
This course is a semester long, full-time immersion into all aspects of classroom life at a public school. Candidates are assigned to a lower grade level classroom at an elementary school and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one TSPC required work sample and attend professional seminars during this semester.

*Prerequisite(s): State Fingerprinting required  
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/  
Fee charged  
Offered Pass/No pass only*

**EDU 592 MAT STUDENT TEACHING - ELEM** (12-15)  
This course is a semester long, full-time immersion into all aspects of classroom life at a public school. Candidates are assigned to an upper grade level classroom at an elementary school and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one TSPC-required work sample,
and attend professional seminars during this semester.

Prerequisite(s): State Fingerprinting required
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 593 MAT STUDENT TEACHING - ML (12-15)

This course is a semester long, full-time immersion into all aspects of classroom life at a public school. Candidates are assigned to a middle level classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one TSPC-required work sample and attend professional seminars during this semester.

Prerequisite(s): State Fingerprinting required
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 594 MAT STUDENT TEACHING - HS (12-15)

This course is a semester long, full-time immersion into all aspects of classroom life at a public school. Candidates are assigned to a high school classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one TSPC-required work sample and attend professional seminars during this semester.

Prerequisite(s): State Fingerprinting required
Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Fee charged
Offered Pass/No pass only

EDU 595 COMMUNITY OF LEARNERS (3)

This course is designed for M.Ed. and MAT candidates who work with students who come to the classroom with a variety of learning styles and cultural backgrounds.

EDU 595W COMMUNITY OF LEARNERS (3)

This course is designed for M.Ed. and MAT candidates who work with students who come to the classroom with a variety of learning styles and cultural backgrounds.

EDU 598 PROF DEVELOPMENT (1)

ProDev Candidates (C&I) will, in most cases, utilize their current school environment as the arena in which to create and execute the required Professional Development Activity— as outlined in the M.Ed. C&I for continuing licensure (OAR-584-060-0100). Particular attention in developing the activity will be paid to the candidates’ authorization levels and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

EDU 599 M. ED. PRACTICUM (2)

This course provides candidates desiring to add another authorization level or endorsement a venue in which to demonstrate and document the additional competencies required for that specific instructional load. Candidates are assigned to schools and classrooms in accordance with their authorization
levels and district needs. Practicum candidates are required to complete 90 contact hours and create and teach one TSPC-required work sample.

Fee charged
Offered Pass/No pass only

**EDU 601 EDUCATIONAL RESEARCH** (3)
This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**EDU 601W EDUCATIONAL RESEARCH** (3)
This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan and conduct their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**EDU 605 INSTR LDRSHIP/CLASRM EVAL** (3)
This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

**EDU 607 THE PRINCIPALSHIP** (3)
This course introduces prospective administrators to the essential skills and competencies necessary for effective school leadership in an environment of change. The principles and processes of educational administration, the numerous roles of the principal, the need for collaboration and partnering with all members of the school community, and current research relating to school leadership are all emphasized. The course aims to intentionally provide students with a number of the administrative skills outlined in OAR 584-17-220 (Objectives for Initial Administrator Licensure).

**EDU 620 SCHOOL/COMM PARTNERS** (3)
This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for link- ing the school with constituents in the community such as parents, citizens, and special interest groups.

**EDU 620W SCHOOL & COMMUNITY PARTNERSHIP** (3)
This course examines the principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school to constituents in the community such as parents, citizens, and special interest groups.
EDU 622 SCHOOL LAW (3)

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it behooves the educator of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDU 622W SCHOOL LAW 1(3)

Law and the legal system have profoundly influenced the shaping of education in America. Many of today's issues of educational policy (e.g., desegregation, treatment of students with disabilities, English as a second language, religion in the schools, school finance), are also issues of law. As a consequence, we see decisions regarding our schools increasingly being made by the courts. Accordingly, it behooves the educator of today to have a basic knowledge of the judicial branch of our government and its impact on education. Specifically, this course encourages students to become familiar with the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy.

EDU 626 ORGANIZATIONAL CHANGE (3)

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lea teachers and agents of change. Organizational Change serves as a required course in Concordia's administrative licensing program.

EDU 626W ORGANIZATIONAL CHANGE (3)

This course provides students of educational administration with the opportunity to explore the interrelated elements of the school system. Each student will design a plan for school improvement in their own school that takes into account all components of the school, district, and community systems.

EDU 650 ADMINISTRATIVE PRACT (4)

The administrative practicum serves as the forum in which aspiring elementary, middle level or high school administrative candidates develop their leadership and supervisory skills while concurrently demonstrating and documenting achievement of the initial administrator competencies specified in OAR 584-080-0051. Administrative practicum students seeking an Oregon Initial Administrator License spends a
minimum of 360 total contact hours with mentor administrators at their preferred and supplemental levels. Candidates may complete this practicum at any time after completing 15 hours in the PAL program, or 6 hours in the Initial Administrator program.

Fee charged
Offered Pass/No pass only

EDU 652 DISTRICT_LVL_PRACT (6)
The practicum serves as the forum in which candidates gain additional leadership and supervisory experiences while concurrently demonstrating and documenting achievement of the advanced professional competencies specified in OAR-584-080-0090. The practicum enables administration students seeking the continuing license/Initial an opportunity under the guidance of an experienced mentor and university supervisor in a selected professional environment. Candidates may complete the district level practicum at any time in their Continuing Administrator/Initial Superintendent program.

Fee charged
Offered Pass/No Pass only

EDU 697 PROF_ASSESS SEMINAR (1)
During the last semester of their program, candidates in any M.Ed. program strand or Continuing Administrator/Initial Superintendent program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through oral presentation, and document through the portfolio, attainment of the advanced professional competencies outlined in either OAR-584-060-0041 (teacher) or 584-080-0151 (administrator). Additionally, the candidates’s professional education plan, personal and professional goals, professional development activity and any other artifacts that illustrate attainment of advanced skill levels, are documented and presented. The assessment seminar is the denouement of the Professional Education Plan (PEP).

EDU 697W PROFESSIONAL ASSESS SEM (1)
During the last semester of their program, candidates in any M.Ed. program strand or LEAD II program are required to complete the Professional Assessment Seminar (PAS). This seminar serves as the forum in which candidates demonstrate through the portfolio, attainment of the advanced professional competencies outlined in either OAR-584-060-0041 (teacher) or OAR-584-080-0151 (administrator).

EDU 698 ACTION RESEARCH (3)
Action research is one of the possible capstone projects for the M. Ed. Program. It involves the identification of an education problem in the student’s work setting, researching the literature regarding the educational problem, designing a proposal to solve the problem, implementing the solution (after the proposal has been approved), and reporting the results. Students will work with a project coordinator in the first phase of the course and then receive the majority of their guidance from their faculty advisor. The implementation phase of the course will last a minimum of 18 weeks in the student’s work set-
ting, and the student will have two full semesters to complete the project (not counting the summer months).

Fee charged

EDU 698W ACTION RESEARCH (3)
Action Research is one of the possible capstone projects for the M.Ed. Program. It involves the identification of an education problem in the student’s work setting, researching the literature regarding the educational problem, designing a proposal to solve the problem, implementing the solution (after the proposal has been approved), and reporting the results. Students will work with a project coordinator in the first phase of the course and then receive the majority of guidance from their faculty advisor. The implementation phase of the course will last a minimum of 18 weeks in the student’s work setting and the student will have two full semesters to complete the project (not counting the summer months). Fee attached.

EDU 699 THESIS (3)
The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in education. Working with an individual faculty mentor, following the full procedures of the College of Education.

Fee charged

EDU 699W THESIS (3)
The Thesis offers the graduate student the opportunity to investigate, in depth, a topic in education. Working with an individual faculty mentor, following the full procedures of the College of Education. Fee attached.

English

ENG 107 ENGLISH COMP (ESL) (3)
English writing skills (grammar, punctuation, word usage, sentence construction) for baccalaureate-level international students. This course should be taken concurrently with ENG 121. This class fulfills General Education requirements for non-native speakers of English.

Corequisite: ENG 121

ENG 115 WRITING STUDIO I (3)
ENG 115 serves as a preparatory writing class for students who elect or are required to complete the course prior to enrolling in ENG 121. The course focuses on foundational aspects of college writing and supports students’ writing in other courses. Taken as English 215, in preparation for ENG 302, students produce a final portfolio of writing that meets self-identified goals. ENG 115/215 may additionally use electronic media to enhance the individualized approach to writing used in this course.

ENG 121 ENGLISH COMPOSITION (3)
English Composition challenges students to be critical readers and writers of texts and culture across the curriculum. Students will practice a variety of rhetorical strategies as they develop responses to reading and class discussion about contemporary topics. Additionally, ENG 121 introduces students to the conventions of MLA and APA documentation style and the principles of using the writing of others in support of their own argument.

Prerequisite(s): Evaluation of writing skills
ENG 201 NEWSPAPER  (1)
This course enables students to develop and demonstrate skills in newsgathering, feature writing, writing for publication, editing copy, and desktop publishing. The product of the students in the course is the student newspaper, widely distributed on campus.

Prerequisite(s): Instructor approval required.

ENG 202 INTRO TO SPEECH  (2)
Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

ENG 206 INTRO TO THEATRE  (2)
Explores the world of the theatre as it stretches from the creation of the script to the opening night performance. Introduces students to the major genres of drama and styles of production. A representative selection of plays is read and discussed. Students will also view several live performances.

Cross-listed as TA 206

ENG 208 ACTING I  (2)
Investigates the actor’s art and discipline. The development of internal and external skill is stressed. Includes the performance of scenes.

Cross-listed as TA 208

ENG 210 WRITING CENTER  (1)
Students who wish to work in the writing center are required to take this training course. The class focuses on understanding the writing process, working with students on revision and editing practices, and meeting writing center staff responsibilities.

ENG 215 WRITING STUDIO II  (3)
Taken as English 215, in preparation for ENG 302, students produce a final portfolio of writing that meets self-identified goals. ENG 115/215 may additionally use electronic media to enhance the individualized approach to writing used in this course.

ENG 217 LITERARY JOURNAL I  (1)
A practicum in the composition, development, editing, and publication of The Promethean, Concordia University’s semi-annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

Prerequisite(s): ENG 121
May be repeated for credit
Offered Pass/No Pass only

ENG 218 LITERARY JOURNAL II  (1)
Continuation of the practicum in the composition, development, editing, and publication of The Promethean, Concordia University’s semi-annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

Prerequisite(s): ENG 121
May be repeated for credit
Offered Pass/No Pass only

ENG 221 FILMS OF JAMES BOND  (3)
A study of over forty years of the Bond films’ appropriation and manipulation of the iconography of late twentieth-century Anglo-American culture with spe-
cial attention devoted to the Bond films' visual and rhetorical consolidation, reinforcement and parodic exposure of an autocratic Western patriarchy's insecurities, social dysfunctionalism, sexism, militarism, ageism and xenophobia. The course is offered each summer.

Prerequisite(s): ENG 121
Offered during the summer

ENG 222 BRITISH LITERATURE I (3)
Readings include representative British prose, poetry and drama from the 8th-century Anglo-Latins through the 17th-century Cavalier poets. Special emphases in the course include pre-Norman literature (especially the epic, Beowulf), Arthurian literature, medieval lyric poetry, Chaucer and Elizabethan/Jacobean drama. Some examination of Middle English texts and language will be included.

Prerequisite(s): ENG 121

ENG 223 BRITISH LITERATURE II (3)
Readings include representative British prose, poetry and drama from the early 17th-century to the early 21st century. Special emphases in the course include Milton's Paradise Lost, the early English novel (especially Fielding), Romantic poetry, the Victorian novel (especially Dickens), the Aesthetic movement, the War Poets and absurdist theatre.

Prerequisite(s): ENG 121

ENG 231 AMERICAN LITERATURE I (3)
A critical and multi-cultural study of major writers and themes in 17th - 19th century American literature. Discusses the role of literature in the creation of our culturally diverse national identity.

Prerequisite(s): ENG 121

ENG 232 AMERICAN LITERATURE II (3)
A critical study of major writers of 20th century American literature (e.g., James, Hemingway, Faulkner, Bellow, Morrison). Special attention will be paid to the relationship between cultural/political ideas and literature, including the impact of the world wars, Existentialism, and the role of women and minorities.

Prerequisite(s): ENG 121

ENG 288 ENGLISH SEMINARS (1)
Seminars in subjects relating to the field of literary study.

For a listing of the courses see HUM 288 - Humanities Seminars

ENG 303 RHETORICAL APPR TO LIT/CULTURE (3)
Students will learn and practice explication and research skills for writing about literature, including introduction to contemporary critical methodology and literary review. The course will use a variety of short and long literary texts as the basis for reading, writing, and discussion.

Prerequisite(s): ENG 121

ENG 304 CREATIVE NON-FIC: ART OF ESSAY (3)
Students will practice the art of creative non-fiction writing in both long and short review and personal essays. Reading will consist of both classic and contemporary texts at the instructor's discretion.

Prerequisite(s): ENG 121
ENG 305 JOURNALISM & FEATURE WRITING (3)
Students will be introduced to the basics of journalism and feature writing. They will conduct research through conventional academic forums as well as learn interviewing and primary data gathering strategies. Students will write short reviews and news articles as well as a long, feature report project.
Prerequisite(s): ENG 121

ENG 306 TECHNICAL WRITING (3)
Students will write a variety of technical and/or scientific reports, case studies, research proposals, and technical documents. The course will not be redundant of BA 259, nor will it be focused exclusively on standard business communications.
Prerequisite(s): ENG 121

ENG 308 ACTING II (2)
Emphasis is given to the interpretive and technical skills necessary for the actor to understand and perform the stylistic play. Focuses upon such styles as Greek, Shakespearean, and comedy of manners. Includes the performance of scenes.
Prerequisite(s): ENG 121
Cross-listed as TA 308

ENG 308E LITERATURE OF SPORT (3)
Readings include the study of sportswriting in its various forms with particular foci on the literature of soccer, baseball, basketball, cricket and track and field. The course will include the study of novels, essays, short stories, documentaries, newspaper columns, biographies and autobiographies and as well as films about sport.
Prerequisite(s): ENG 121
Offered each summer

ENG 310 WORLD DRAMA (3)
A study of theatrical literature with emphasis on the theatre as an arena for the rehearsal of cultural arguments. Plays studied will include works representative of the comic, tragic, neoclassical, romantic, Marxist, realist and absurdist traditions by such playwrights as Aristophanes, Euripides, Shakespeare, Racine, Moliere, Ibsen, Shaw, Delaney, Bjorneboe, Brecht and Beckett.
Prerequisite(s): ENG 121

ENG 312 INTRO TO POETRY (3)
An introduction to the principles and practice of poetic interpretation and composition. Students will develop critical interpretation and evaluation skills through careful reading and discussion of classical and contemporary examples. The course will be augmented by class visits from local authors and opportunities to attend poetry readings.
Prerequisite(s): ENG 121

ENG 315 THE WORLD NOVEL (3)
A survey of the novel including writers within the world’s many literary communities with an emphasis on the novel as a medium for the transmission of personal, communitarian, political, religious, and philosophical values. Study will focus on the place and function of the novel in the literary traditions of and by writers from Germany, Russia, Brazil, Cuba, Nigeria, China, Japan, Israel, and Sri Lanka.
Prerequisite(s): ENG 121
ENG 317 CHILDREN'S DRAMATIC LIT (2)

Students are introduced to children's drama as a powerful means of storytelling, an exciting form of performance, and a useful tool for arts education. A select number of scripts will be read and discussed. The course will culminate in a study of the process involved in adapting children's literature to the stage.

Cross-listed as EDU 317, TA 317

ENG 321 SHAKESPEARE (3)

Selected reading in the Shakespearean comedies, tragedies, histories, romances and sonnets. Traditional and contemporary analytical methodologies and interpretive approaches to the canon will be utilized. Special attention will be directed to assessing the significance of the Shakespeare plays' and poems' meaning in light of doubts that have been raised suggesting the origin of the works of Shakespeare by a writer or writers other than the author to whom they conventionally have been attributed.

Prerequisite(s): ENG 121

ENG 337 THE SIXTIES IN ITS OWN WRITE (3)

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counter-culture, and the Women's movement.

Prerequisite(s): ENG 121
Cross-listed as HST 337

ENG 342 WOMEN'S HISTORY & LITERATURE (3)

A broadly interdisciplinary course (drawing from psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

Prerequisite(s): ENG 121
Cross-listed as HST 342

ENG 348 FILM & LITERATURE (3)

An exploration of the grammar of film, the relationship between film and literature, and the cultural concerns exposed in film.

Prerequisite(s): ENG 121

ENG 351 ADVANCED SPEECH (3)

The study of classical and contemporary rhetorical theory will provide a foundation for a critical assessment of the character and needs of modern oratory. Forums studied will include the courtroom, the classroom, the legislative assembly, the theatre, the church and radio and television broadcasting. Exercises will include propaganda writing and sessions of formal debate. Some attention will also be devoted to study of the character and development of modern street lyric and slang as vital components of social discourse.

Prerequisite(s): ENG 121, ENG 202

ENG 352 CREATIVE WRITING (3)

An introduction to the principles of short story and poetry writing. Students will read a variety of classic contemporary models, engage in journal writing, workshop discussion, and individual conferencing in the development of their portfolios. Publishing opportunities and protocols also discussed.
NOTE: Students wishing to do a creative writing thesis as their senior project should take this course as early as possible in their course work.

Prerequisite(s): ENG 121, Upper division writing course
May be repeated once for credit

ENG 363 THE EUROPEAN NOVEL (3)
A study of representative European fiction from the 18th to the 21st centuries. Readings will include works by such novelists as Voltaire, Victor Hugo, Gogol, Hesse, Silone, Camus, Sartre, and David Lodge. Special attention will be dedicated to identifying the relationship of these writers to their cultures and analyzing critical responses to their texts.

Prerequisite(s): ENG 121

ENG 397 C & I: WRITING (3)
For students who will be teaching English/Language Arts in the high school, junior high school, or middle school, this course is designed to familiarize them with the topics they will be required to know and teach as they help secondary students become articulate and thoughtful writers.

Prerequisite(s): ENG 121, Upper division writing course recommended
Cross-listed as EDU 397

ENG 398 C & I: ADOLESCENT LIT (3)
For students who will be teaching English/Language Arts in the high school, junior high school, or middle school, this course will explore literature of the adolescent, bridges to classics, thematic connections in literature, and integration with other disciplines.

Prerequisite(s): ENG 121
Cross-listed as EDU 398

ENG 439 LINGUISTICS (3)
Study of general principles of linguistics (phonology, morphology, syntax and semantics). Seen from a historical and socio-linguistics perspective.

Prerequisite(s): ENG 121
Cross-listed as EDU 439

ENG 462 THE HERO (3)
A study of selected heroes (both ancient, modern and contemporary) in order to understand the role of the hero in specific times and place, including especially our own time. Focus provided by Joseph Campbell’s idea of the hero’s journey. Representative heroes include Odysseus, Aeneas, Dante, King Arthur, Faust, and the hero of Robert Pirsig’s Zen and the Art of Motorcycle Maintenance.

Prerequisite(s): ENG 121

ENG 464 THE GOTHIC NOVEL (3)
An extensive study of the Dark Romantic tradition in British literature with special emphasis devoted to the 19th-century Gothic novel. Readings in the Literature of Terror will include The Monk by M.G. Lewis, Frankenstein by Mary Shelley, Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson, Uncle Silas by Joseph Sheridan Le Fanu, She by H. Rider Haggard, Dracula by Bram Stoker and The Sorrows of Satan by Marie Corelli. Supplementary readings will include Lord Byron’s closet drama, Manfred, excerpts from Milton’s epic poem, Paradise Lost and representative works by the Satanic school of Romantic poets. Particular attention will be paid to examining culturally volatile conditions that contributed to the generation of Dark Romantic sensibilities in 19th-century British fiction.

Prerequisite(s): ENG 121
ENG 481 REL & LIT I: TRAGEDY (2)
A comparative study of selected tragic and Biblical texts, such as Oedipus, Job, King Lear, I Peter, J.B., and Wiesel's Night, focusing on the perennial question, "What is man?"
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as REL 481

ENG 482 REL & LIT II: FANTASY (2)
A comparative study of selected texts, such as C.S. Lewis' Narnia, Tolkien's Lord of the Rings, and works by Ursula le Guin and Flannery O'Connell, with selected biblical texts, focusing on the recovery of transcendence, values, and the human for today.
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as REL 482

ENG 483 REL & LIT III: COMEDY (2)
A comparative study of selected texts by authors such as Aristophanes, Shakespeare, Moliere, Jane Austen, George Bernard Shaw, Christopher Fry, and Flannery O'Connell, with selected biblical texts, with a view toward norms, ultimate values, and their religious foundation and significance for today.
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as REL 483

ENG 487 SENIOR THESIS (3)
This course offers the opportunity for a directed study for English majors in the fields of literature, composition and rhetoric, or cultural studies conducted over the course of a semester under the close supervision of a member of the Humanities Department. Thesis projects typically reflect students' continued, in-depth studies of a topic—sometimes investigated in earlier coursework—and result in a multi-chapter manuscript of no fewer than 30 pages. Students may also complete a creative writing thesis of extended length, such as a manuscript of poetry, a collection of short stories or essays, a longer, dramatic work, a screenplay or a novella. Alternatively, English majors can fulfill this capstone experience through a supervised internship/practicum. The internship needs to be equal to the three-credit senior thesis in terms of time commitment. Students are asked to create a portfolio of their internship experience and present it at the end of the semester in a public forum similar to the thesis defense.
Prerequisite(s): Seniors only, ENG 492

ENG 488 ADVANCED ENGLISH SEMINAR (1)
Seminars in subjects relating to the field of literary study. For a listing of courses see HUM 488 - Humanities Seminars.

ENG 492 SENIOR PROJECT PREP (1)
This course is required for students planning to complete a senior thesis or project. The outcome of this course should be a thesis, internship or project proposal.
Environmental Management

ENV 101 HAZWOPER (3)
This course provides training in the areas required by OSHA 1910.120 for persons involved in hazardous waste operations. Regulatory overview, review, toxicology, medical monitoring, chemistry, site characterization, site safety plans, air monitoring equipment, personnel protective equipment, sampling, spill control, and emergency response are among the major topics covered.
ENV 201 RADIATION SAFETY (3)

The goal of this course is to provide basic technical and practical knowledge to prepare individuals to work in and around nuclear materials. Specific areas of instruction will include basic principles of radiation, radiation shielding, instrumentation to measure radiation (theory and practice), issues associated with possible radiation exposure and monitoring for exposure, radiopharmaceuticals, State and Federal Regulations, handling of radioactive waste and basic emergency procedures. Completion of this course enables graduates to qualify as Radiation Safety Officers in accordance with 10 CFR 33.15(b)(2) and Oregon Administrative Rules.

ENV 311 ENVIRON/NAT RESC LAW & ETHICS (3)

An introduction to the history of state and federal laws which apply to environmental/natural resources protection in the United States and discussion of ethical standards for environmental/natural resources professionals. Two or three specific Environmental/Natural Resources Acts will be reviewed. Overlying this legal component of the course is a review of the ethical dilemmas associated with the environment/natural resources.

ENV 401 ENV & NAT'L RESC ECN (3)

Factors affecting businesses and their ability to comply with environmental/natural resources regulations. Alternatives-based problem solving is used as a tool to arrive at practical solutions to real problems businesses face in this arena. Cost-benefit analysis and natural resource valuation are stressed.

ENV 422 RISK ASSESSMENT (3)

This course is designed as a “hand-on” introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student’s ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. A key element of this course is the use of microcomputers and commercially available software as tools for performing quantitative risk analysis.

Prerequisite(s): Statistics
Cross-listed as BA 455/555

ENV 431 ENVIRONMENTAL MODELING (2)

Review of the use of modeling in understanding the environment. Emphasis is provided for benchmarking exercises that will illustrate contaminant transport theory in air, water, and land. Data requirements, media effects, application of appropriate remediation schemes, and application of land/water restoration possibilities will also be addressed.

Prerequisite(s): Permission of EMP Director
ENV 451 FLd SAMPLING, ANALYSIS & INSTR (3)
A hands-on experience in the proper construction and implementation of field sampling programs using instrumentation currently standard in the field. The laboratory component of this course will emphasize specific off-campus sites and may involve several Saturday sessions.
Prerequisite(s): Permission of EMP Director

ENV 463 ALTERNATIVE DISPUTE RESOLUTION (1)
Litigation has proven to be a highly costly and ineffective manner for resolving conflicts. Accordingly, a number of alternative procedures to resolve disputes short of litigation have developed. This course reviews some of the procedures (e.g., mini-trial, mediation, arbitration, etc.) and explains their appropriateness and limitations.

ENV 461 NEGOTIATIONS (1)
More and more corporations, individuals, and non-profit organizations are becoming involved in situations in which they find themselves having to negotiate with outside parties (e.g., consumer organizations, environmental regulatory agencies, environmental actions groups, etc.). This course introduces the student to the fundamentals of negotiating and how to be an effective negotiator.

ENV 462 CONFLICT MANAGEMENT (1)
As our society becomes more cognizant of potential pollutants and their effect on humans and the environment, the cry by all points of view for active participation in the decision-making process often quickly polarizes the individuals, corporations, or non-profit organizations involved. This can cause both internal and external conflict. Managing this conflict is critically important. This course looks at various methods/theories for managing conflict in the environmental context in an effort to provide a framework for ultimate resolution.

ENV 481 ENVIRONMENTAL REMEDIATION TECH (3)
Traditional and recent developments in remediation and restoration of polluted environments. Case histories of effective approaches will be explored. For biology majors and others with a scientific background.

ENV 482 ENVIRONMENTAL PROJ MNGMNT (3)
Covers the theory and practice of project management in the environment/natural resources context. Looks at defining projects, determining resource requirements, writing requests for proposals, outlining contract requirements, defining and sequencing tasks and creating project schedules. A major goal will be to understand the development of the environmental/natural resources climate in which environmental/natural resources projects take place.

ENV 490 ENVIRONMENTAL PRACTICUM (1-6)
An opportunity to apply environmental/natural resources concepts and techniques through work with an organization or com-
pany active in the environmental/natural resources management field.

Prerequisite(s): Environmental Management program director approval.
Offered Pass/No Pass only

ENV 491 ENVIRON/NATURAL RESOURCE PROJ (1-6)
This course requires the student to construct a research project that will analyze a sustainability/natural resource/environment related situation or situations. It may be taken for 1-6 hours of credit and will typically involve delineation of the issue(s) to be studied, a detailed factual presentation, significant analysis of the facts in light of pertinent law and policy, and conclusions/recommendation(s).
Offered Pass/No Pass only

ENV 501 ENV & NAT RES ECON AND FINANCE (3)
Factors affecting businesses and their ability to comply with environmental/natural resources regulations. Alternatives-based problem solving is used as a tool to arrive at practical solutions to real problems businesses face in this arena. Cost-benefit analysis and natural resource valuation are stressed.

ENV 511 ENVIRON/NAT RESC LAW & ETHICS (3)
An introduction to the history of state and federal laws which apply to environmental/natural resources protection in the United States, and discussion of ethical standards for environmental/natural resources professionals. Two or three specific Environmental/Natural Resources Acts will be reviewed. Overlying this legal component of the course is a review of the ethical dilemmas associated with the environment/natural resources.

ENV 531 ENVIRONMENTAL REG & COMPLIANCE (3)
An in-depth look at the politics and practical realities of the regulations that govern the environment. Two or three Environmental Acts different from the ones studied in ENV 511 will be reviewed along with their implementing regulations.

ENV 555 RISK ASSESSMENT (3)
This course is designed as a "hand-on" introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. A key element of this course is the use of microcomputers and commercially available software as tools for performing quantitative risk analysis.
Prerequisite(s): Cross-listed as BA 555

ENV 561 NEGOTIATIONS (1)
More and more corporations, individuals, and non-profit organizations are becoming involved in situations in which they find themselves having to negotiate with outside parties (e.g., consumer organizations, environmental regulatory agencies, environmental actions groups, etc.). This course introduces the student to the fundamentals of negotiating and how to be an effective negotiator.
ENV 562 CONFLICT MANAGEMENT (1)
As our society becomes more cognizant of potential pollutants and their effect on humans and the environment, the cry by all points of view for active participation in the decision-making process often quickly polarized the individuals, corporations, or non-profit organizations involved. This can cause both internal and external conflict. Managing this conflict is critically important. This course looks at various methods/theories for managing conflict in the environmental context in an effort to provide a framework for ultimate resolution.

ENV 563 ALTERNATIVE DISPUTE RESOLUTION (1)
Litigation has proven to be a highly costly and ineffective manner for resolving conflicts. Accordingly, a number of alternative procedures to resolve disputes short of litigation have developed. This course reviews some of the procedures (e.g., mini-trial, mediation, arbitration, etc.) and explains their appropriateness and limitations.

ENV 582 ENVIRONMENTAL PROJ MNGMT (3)
Covers the theory and practice of project management in the environment/natural resources context. Looks at defining projects, determining resource requirements, writing request for proposals, outlining contract requirement, defining and sequencing tasks and creating project schedules. A major goal will be to understand the development of the environmental/natural resources climate in which environmental/natural resources projects take place.

ENV 590 ENVIRONMENTAL MGMT PRACTICUM (1-6)
An opportunity to apply environmental/natural resources concepts and techniques through work with an organization or company active in the environmental/natural resources management field.
Prerequisite(s): Environmental Management program director approval.
Offered Pass/No-Pass only

ENV 591 ENVIRON/NATURAL RESOURCE PROJ (1-6)
This course requires the student to construct a research project that will analyze a sustainability/natural resource/environment related situation or situations. It may be taken for 1-6 hours of credit and will typically involve delineation of the issue(s) to be studied, a detailed factual presentation, significant analysis of the facts in light of pertinent law and policy, and conclusions/recommendations.
Offered Pass/No-Pass only

Geography

GEO 110 INTRO TO CULTURAL GEOG (2)
An introduction to cultural geography. Language, religion, government, tribal, traditional and industrial societies and population trends and problems are among the topics covered.
Geology

GLG 101 INTRO TO GEOLOGY (3)
An introduction to geology through the study of the basic forces of geological change, the structures of geological phenomena, and study of specimens of rocks and minerals.
*Lab fee
*Lab section required

GLG 471 HYDROGEOLOGY (3)
Study of the physical and chemical properties of water and its interaction with the mineral component of the earth's surface. Includes discussions of aquifers, sedimentation, and geomorphic forces of water.
*Prerequisite(s): GLG 101
*Lab section required

Greek

GRK 201 ELEMENTARY GREEK I (5)
A study of the basic forms, vocabulary, and syntax of classical Greek, with practice in the techniques of translation.

GRK 202 ELEMENTARY GREEK II (4)
Continuation of the study of the basic forms, vocabulary, and syntax of classical Greek. Selected readings from Greek authors and memorization of the principal parts of common irregular verbs.
*Prerequisite(s): GRK 201

GER 101 ADVANCED GERMAN (3)
A study of the intermediate skills of listening comprehension, speaking, reading, and writing of the German language; and an acquaintance with the literature of contemporary Germany; oral and written composition.
*Prerequisite(s): GER 102

German

GER 101 ELEMENTARY GERMAN I (3)
A study of the fundamental skills of listening comprehension, speech, reading, and writing of the German language, and an acquaintance with the customs and culture of German-speaking countries.

GER 102 ELEMENTARY GERMAN II (3)
Extension of the development of skills begun in GER 101 with more emphasis on reading and grammar. Beginning of written composition.
*Prerequisite(s): GER 101

GRK 401 ADVANCED GREEK READING: GOSPEL (3)
*Prerequisite(s): GRK 202
*May be repeated for credit
GRK 402 ADVANCED GREEK READING: EPISTL (3)
Prerequisite(s): GRK 202
May be repeated for credit
Health & Physical Education

HPE 102 SOCCER (0.5)
In this course students will learn and practice the basic skills and rules of soccer. In addition, students will be introduced to specific offensive and defensive strategies.
Group Activity
May be repeated once for credit

HPE 103 VOLLEYBALL (0.5)
In this course students will learn and practice the basic skills and rules of volleyball. The course will also introduce specific offensive and defensive strategies used in the game of volleyball.
Group Activity
May be repeated once for credit

HPE 104 ULTIMATE FRISBEE (0.5)
In this course students will learn the basic skills, rules, and strategies necessary to successfully participate in the game of ultimate frisbee.
Group Activity
May be repeated once for credit

HPE 105 BASKETBALL (0.5)
In this course students will learn and practice the basic skills and rules of basketball. The course will also introduce specific offensive and defensive strategies in the game of basketball.
Group Activity
May be repeated once for credit

HPE 107 BADMINTON (0.5)
In this course students will learn the basic skills and rules of badminton. The course will also introduce specific offensive and defensive strategies for the singles and doubles game.
Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 108 BEGINNING TENNIS (0.5)
In this course students will learn the basic skills of ground strokes, volleying, serving, lob, and overhead smash will be developed. Rules and strategies of both singles and doubles play will also be covered.
Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 109 BEGINNING RACQUETBALL (0.5)
In this course students will learn the basic skills of racquetball. Strategies for singles and doubles will also be taught and practiced.
Lab fee
Lifetime Leisure Activity
May be repeated once for credit
HPE 113 PICKLEBALL  (0.5)
In this course students will learn the basic skills, rules, and strategies of pickleball. Strategies for singles and doubles will also be taught and practiced.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 114 TEAM HANDBALL  (0.5)
In this course students will learn the basic skills, rules, and strategies of Team Handball.
Group Activity
May be repeated once for credit

HPE 115 BEGINNING SWIMMING  (0.5)
In this course students will develop confidence in the water. Survival, floating safety skills and work on the basic swimming strokes will be covered. Emphasis will be placed on developing cardiovascular fitness.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 116 BEGINNING GOLF  (0.5)
In this course students will learn the fundamentals of the golf stance and swing, the etiquette and rules of the game, club selection and terminology. Driving range and green fees required.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 117 BEGINNING BOWLING  (0.5)
In this course, students will be taught various bowling approaches, proper release, and how to keep score. Rules, history, and lane etiquette will also be discussed.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 119 BEGINNING ICE SKATING  (0.5)
In this course, students will be taught the basic skills of ice skating, including forward/backward glides, forward/backward swizzles, snowplow and T-stops, and other advanced skills.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 120 WALKING  (1)
In this course students will learn to develop a lifetime, personal fitness program that is convenient, safe, and practical. Each student will learn techniques that improve walking efficiency and safety.

Lifetime Leisure Activity
May be repeated once for credit

HPE 121 CIRCUIT TRAINING  (1)
In this course students will learn proper use of cardio and resistance equipment along with the theory of various types of weight-training programs. The student will learn to develop a personalized cardiovascular and resistance training program.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit
HPE 123 WEIGHT LIFTING  (1)
In this course students will learn proper use of free weights along with the theory of various types of weight-training programs. The student will gain physical strength and muscular endurance in a progressive strength training program.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 125 AEROBIC CONDITIONING  (1)
In this course students will learn basic principles of cardiovascular fitness. The student will participate in aerobic-dance exercise routines and a variety of other cardiovascular exercise options. The student will also learn techniques for monitoring exercising and resting heart rates.

Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 127 BEGINNING KARATE  (0.5)
This course is an introduction to traditional Japanese karate. Students will learn the fundamental principles of karate, basic self-defense, self-control, general physical fitness, body coordination, focused concentration and karate etiquette.

Lifetime Leisure Activity
May be repeated once for credit

HPE 151 COLLEGIATE BASKETBALL  (1)
This course is designated for students participating on the Varsity or Junior Varsity basketball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices, and games. Students will learn advanced basketball skills and strategies as well as the concept of teamwork and NAIA core values.

Group Activity
May be repeated for credit

HPE 152 COLLEGIATE BASEBALL  (1)
This course is designated for students participating on the Varsity Baseball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced baseball skills and strategies as well as the concept of teamwork and the NAIA core values.

Group Activity
May be repeated for credit

HPE 153 COLLEGIATE VOLLEYBALL  (1)
This course is designated for students participating on the Varsity Volleyball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced volleyball skills and strategies as well as the concept of teamwork and NAIA core values.

Group Activity
May be repeated for credit

HPE 154 COLLEGIATE SOCCER  (1)
This course is designated for students participating on the Varsity Soccer team. Credit is earned through participation which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced soccer skills and strategies as well as the concept of teamwork and NAIA core values.

Group Activity
May be repeated for credit
HPE 155 COLLEGIATE FASTPITCH (1)
This course is designated for students participating on the Varsity Softball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced softball skills and strategies as well as the concept of teamwork and NAIA core values.
Group Activity
May be repeated once for credit

HPE 196 INTRO TO ATHLETIC TREATMENT (1)
The primary goal of this field experience is to provide students an opportunity to observe the day-to-day operations of the athletic treatment center. Based on systematic observations of one athlete’s injury, treatment, rehabilitation and general observations of the treatment facility, students will be able to evaluate the benefits and limitations of athletic training as a course of study.
Prerequisite(s): Instructor approval
Offered Pass/No pass only

HPE 215 ADVANCED SWIMMING (0.5)
In this course students will refine and strengthen their freestyle, back stroke, breast stroke, elementary back stroke and butterfly stroke. Emphasis will be placed on improving cardiovascular fitness.
Prerequisite(s): HPE 115 or Instructor approval
Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 216 ADVANCED GOLF (0.5)
This course will focus on advanced golf skills and techniques. The use of video analysis and charting strokes will be implemented to help the student improve their skills and enjoyment of the game.
Prerequisite(s): HPE 116 or Instructor approval
Lab fee
Lifetime Leisure Activity
May be repeated once for credit

HPE 218 ADVANCED TENNIS (0.5)
This course will focus on advanced individual skills as well as advanced strategies involved in singles and doubles competition.
Prerequisite(s): HPE 108 or Instructor approval
Lifetime Leisure Activity
May be repeated once for credit

HPE 227 ADVANCED KARATE (0.5)
This course offers students already experienced in Martial Arts the opportunity to strengthen and enhance basic skills, learn advanced skills, and develop self-defense strategies.
Prerequisite(s): HPE 127 or Instructor approval
Lifetime Leisure Activity

HPE 250 INTRO HEALTH PE & SPORT (2)
A survey of the profession of health and physical education. The student will study the principles, philosophies and history that form the values of the profession. The student will also examine the sciences, trends and career potentials related to physical education.

HPE 260 HLTH & FIT FOR LIFE (2)
The goal of this course is for each student to develop a positive, physically active and healthful lifestyle. Throughout the course, the student will participate in cardiovascular development, flexibility, strength, body composition, stress testing and other developmental programs.
Lab fee
HPE 296 BEGINNING ATHLETIC TREATMENT (1)

The major focus of this class is to increase the depth of knowledge and skill base in athletic taping techniques, modality usage, injury rehabilitation, and record keeping procedures. Students will observe game coverage and demonstrate effective time management skills. Furthermore, students will demonstrate a working knowledge of surface anatomy, basic first aid, and be able to complete an injury evaluation form.

Prerequisite(s): HPE 196 or Instructor approval
Offered Pass/No pass only

HPE 320 STRESS MANAGEMENT (3)

This course is designed to help the student understand the physiological, psychological, and sociological impact of the stress of daily life on the human body. The student will also examine and apply various stress management strategies and coping behaviors.

HPE 327 GAMES & RHYTHMS (1)

The student will participate in and lead a variety of rhythmic activities and gym games. Emphasis will be placed on instructional strategies and techniques. Special attention will be directed to the historical and ethnic background as well as the physiological, psychological and sociological implications of each activity.

Prerequisite(s): EDU 201, EDU 260

HPE 329 RHYTHMIC ACTIVITIES (1)

Students will participate in and lead a variety of rhythmic activities appropriate for middle and high school level instruction. Emphasis will be placed on instructional strategies and motivational techniques.

HPE 330 FIRST AID & CPR (0.5)

The student will study and demonstrate proficiency in the skills of CPR and First Aid. Successful completion of the course will certify the student in American Red Cross Adult, Child, and Infant CPR as well as Standard First Aid.

Lab fee
Offered Pass/No pass only
May be repeated once for credit

HPE 340 PREV/CARE ATHL INJ (3)

This introductory course is intended to provide the student with knowledge and experience in the prevention, care, and rehabilitation of athletic injuries. Through lectures, discussions, projects and practical training room experience students will gain knowledge and confidence in dealing with athletic-related injuries.

Prerequisite(s): BIO 264
Lab fee

HPE 352 SPORT SKILL ANALYSIS (3)

This course provides a systematic introduction to applied biomechanical principles, teaching cues, progressions, and observation strategies for leisure and team sports typically taught in middle and secondary physical education. Emphasis will be placed on live and video analysis to prepare students for providing specific, contingent, and appropriate skill feedback along with confidence in taking the PRAXIS video analysis exam.

HPE 360 COMMUNICABLE DISEASE (3)

This course will explore the impact of disease on society's and the individual's health and well-being. Students will examine modern concepts of disease: prevention and control of diseases;
characteristics of common communicable diseases; chronic disease control; and special chronic diseases.

**HPE 368 MOTOR LEARNING (3)**
This course examines neuropsychological aspects of human movement. Emphasis will focus on understanding learning, perception, motivation, memory and other variables affecting motor skill development.
*Prerequisite(s): BIO 101*

**HPE 370 PRINCIPLES OF COACHING (2)**
This course is designed to examine the role and function of the youth and interscholastic coach. The student will develop a philosophical basis for working with athletes and learn the essentials of motivation, conditioning, discipline, and communication with players of various ages and sports.

**HPE 371 THEORY OF VOLLEYBALL (1)**
This course involves a study of the skills, theories, and strategies of volleyball. Attention will focus on teaching skills and strategies of different positions in addition to covering rules and philosophies of the game.
*Prerequisite(s): HPE 370 or Instructor approval*

**HPE 372 THEORY OF BASKETBALL (1)**
In this course, students will study the skills, theories and strategies of basketball. Attention will focus on teaching skills and strategies of different positions in addition to learning rules and philosophies of the game.
*Prerequisite(s): HPE 370 or Instructor approval*

**HPE 373 THEORY OF BASEBALL (1)**
This course involves a study of the skills, theories, and strategies of baseball. Attention will focus on teaching skills and strategies of different positions in addition to learning rules and philosophies of the game.
*Prerequisite(s): HPE 370 or Instructor approval*

**HPE 374 THEORY OF SOCCER (1)**
In this course, students will study the skills, theories and strategies of soccer. Attention will focus on teaching skills and strategies of different positions in addition to covering rules and philosophies of the game.
*Prerequisite(s): HPE 370 or Instructor approval*

**HPE 375 THEORY OF FASTPITCH (1)**
This course involves a study of the skills, theories, and strategies of fastpitch. Attention will focus on teaching skills and strategies of different positions in addition to covering rules and philosophies of the game.
*Prerequisite(s): HPE 370 or Instructor approval*

**HPE 396 INTERMEDIATE ATHL TREATMENT (1)**
Students in this course will provide care for a high risk sport and continue to increase expertise in taping modules and usage of modalities. Students will develop time management skills and be able to do injury evaluations and suggest rehabilitation options for athletes.
*Prerequisite(s): HPE 196, HPE 296 or Instructor approval*
Offered Pass/No pass only
HPE 398 ORG/ADM IN HLTH & PE (2)
This course offers systematic study of organization and administration of a Physical Education Department, Athletic Department, or Fitness Center. Students will develop an understanding of administrative philosophy, practices, and issues as they relate to the various elements of education and sports management.

HPE 420 CONTEMP ISS IN HEALTH (3)
This course will enable students to analyze and discuss current health issues in our schools and society. Students will examine various health issues and develop an understanding of the ecological factors, political dynamics, and sociological and economic conditions related to human health. Students will also identify, evaluate, and select products and services appropriate for a healthful lifestyle.

HPE 422 PSYCH OF SPORT/PHYS ACT (3)
This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity, and how participation in sport and physical activity affect the psychological well-being of the individual.

Cross-listed as PSY 422

HPE 432 MEASURE/EVAL HLTH & PE (3)
This course provides an introduction to the basic statistical techniques essential to measurement and evaluation in health and physical education. Included are tests to determine body type, neuromuscular achievement, knowledge, power, endurance, and work capacity.

Prerequisite(s): MTH 110, HPE 260

HPE 440 ADV ATHLETIC TRN (3)
This course includes an in-depth study of evaluation of injuries that result from participation in sport and physical activity. Emphasis will be on injury evaluation techniques, injury nomenclature, and proper documentation methods. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, and Pre-Medical students.

Prerequisite(s): HPE 196, HPE 296, HPE 340, HPE 396 and Instructor approval

HPE 444 INJURY TREATMENT & REHAB (2)
This course includes an in-depth study of rehabilitation of injuries that result from participation in sport and physical activity. Emphasis will be on injury rehabilitation through the use of various therapeutic agents and rehabilitative techniques to return the individual to pre-injury status. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, and Pre-Medical students.

Prerequisite(s): HPE 196, HPE 296, HPE 340, HPE 396 and Instructor approval
HPE 452 ADAPTED PHYS ACTIVITY, SPORT (3)
This course will provide an overview of legal and educational issues related to individuals with disabilities. Students will observe and participate in activities designed for individuals with disabilities. As a result, students will recognize that individuals are entitled to and benefit from participation in physical activity programs.
Prerequisite(s): BIO 264, PSY 201

HPE 462 NUTRITION SPORT/PHYS ACTIVITY (3)
Upon successful completion of this course, students will understand the relationship of food, its nutrients, and other components of a healthy diet. Students will also learn how to obtain and evaluate current, authoritative information regarding nutrition. Furthermore, students will gain critical thinking skills valuable for assessing the nutritional habits, consumer decisions, and nutritional behaviors of middle school, high school, and college students.

HPE 472 KINESIOLOGY (3)
This course involves the study of human movement from an anatomical and mechanical perspective. Through development of a specific skill analysis project, students will gain an in-depth understanding about how and why our joints move as they do.
Prerequisite(s): BIO 101, BIO 264

HPE 492 EXERCISE PHYSIOLOGY (3)
This course involves a study of the physiological aspects of human performance, including basic nutrition and metabolic, endocrine, neuromuscular, respiratory and cardiovascular responses to exercise.
Prerequisite(s): BIO 101, BIO 264, BIO 265

HPE 496 ADVANCED ATHLETIC TREATMENT (3)
In this course, student trainers will provide care for one specific sport throughout their entire season and continue to increase expertise in taping modules and usage of modalities. Students will also develop skills in dealing with acute injury situations and developing rationale to deal with these challenges. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, and Pre-Medical students.
Prerequisite(s): HPE 196, HPE 296, HPE 340, HPE 396 and Instructor approval
Offered Pass/No pass only

HPE 498 INTERNSHIP (3-10)
This is a departmental specific course designed to provide a broad range of field-based experiences in exercise prescription, sport management, recreation, and other services or agencies related to health and physical education.
Prerequisite(s): Chair of Health & Physical Education approval
Offered Pass/No pass only
Health Care Administration
HCA 201 THE NATION'S HEALTH  (3)
Presents an overview of the organization, financing and delivery of health care services, including current issues and developments affecting the organization and delivery of health services.

HCA 299 PRIOR LEARNING ASSESSMENT  (2)
This course enables students to define, state, evaluate, and present a portfolio of college level learning they have acquired through experiences outside of the traditional college classroom with the goal of receiving college credit for that learning.
Prerequisite(s): Bachelor of Science degree students only
Offered Pass/No-Pass only
Cross-listed as BA 299

HCA 321 HCA & MANAGEMENT  (4)
A course designed to present the management functions in the many models and facilities within the health care system. Emphasis is given to innovative management applications appropriate to health care professionals. Included are the practice and functions of management planning, directing of staff, leadership styles, appraisal, negotiation, and organizational change.

HCA 331 MANAGED CARE SYSTEMS  (4)
This course examines the fundamentals of managed care systems, including risk arrangements, compensation, incentives, quality assurance, premium setting, financing, and public programs.

HCA 341 STRATEGIC PLAN & MARKET  (3)
It is the purpose of this course to develop the skills of applied organizational research and planning, including needs assessment, financial planning, long range planning and design with emphasis on applications appropriate to the health care setting.
Prerequisite(s): HCA 201 or Instructor approval

HCA 351 QUALITY ASSESS & IMPROV  (3)
This course examines the strategies for assessing and assuring quality of care in the U.S. health care system, including an emphasis on methods of examining the structure, processes, and outcomes of health care.

HCA 360 ORGANIZATIONAL FINANCE  (2)
This is an in-depth look at methods for funding business operations. It examines the types of financial statements used by organizations and the importance of each to the process of fiscal management within that organization.

HCA 365 VALUES SOC & FUTURE  (3)
This course analyzes the values and morals of society as they pertain to the moral and ethical foundations of civilization. Studies the role of these factors upon the decision makers in society/organizations and how these influences bear on the future of all humankind.
HCA 366 MARKETING MANAGEMENT (4)
This course studies the process of marketing from a customer-driven perspective. Product/service development, distribution and channeling, pricing, and effective promotional techniques are examined, as well as techniques for practical management of the entire process.

HCA 370 MANAGING HUMAN RESC (3)
This course demonstrates the direct relationship between the effective use of human resources and organizational success. It studies resource development from the standpoint of recruiting, selection, training, motivation, and other significant areas of management responsibility.

HCA 411 HC ETHICS & LAW (3)
This course addresses the legal and ethical aspects of health care delivery. It emphasizes the legal and ethical background for responsible decision making.
Prerequisite(s): HCA 201 or waiver

HCA 412 LAW & ETHICS IN GERIATRICS (1)
This course explores the legal and ethical aspects of the delivery of health and social services to the elderly. It will emphasize the legal, ethical, and moral background for decision making in such areas as paternalism, competency, equal distribution of resources, and end-of-life issues.
Prerequisite(s): HCA 201 or waiver

HCA 421 HC FIN MNGMNT IN HEALTH SRV (4)
Budgeting, records control, planning, and accounting; designed to give health care professionals a working knowledge of the interpretation of financial data, the recording and maintenance of financial records and the financial theory essential to the solutions of health management problems. Includes topics in reimbursement and cost control.

HCA 431 HC POLICY & REGULATION (1)
This course provides students the opportunity to learn how health care policy is developed and administered at the state and federal level, and allows for practical experience in developing health care policy statements.
Prerequisite(s): HCA 201 or waiver

HCA 450 PARISH NURSING (1)
This course examines components necessary for developing an effective parish nursing practice. It is designed to provide experienced RNs with an overview of practice issues and approaches to individuals and groups within a faith community. Strategies for management and promotion of wellness emphasize the interrelationship of spiritual, emotional, and physical health.

HCA 451 SEMINAR (1)
Current advanced health care topics in a workshop format. Topics will be announced by program director.

Lab fee charged
Offered Pass/No-Pass only
May be repeated for credit in accordance with the Seminar Policy in the catalog.
HCA 481 ISSUES WITH THE ELDERLY (3)
This course provides an in-depth understanding of the psycho-social need and illnesses of the elderly, recognizing symptoms, and selecting and applying appropriate therapies. Actual cases of dementia, toxicities, depression, ageism, etc. will be presented and appropriate therapies outlined.
Prerequisite(s): HCA 201 or waiver

HCA 482 SYSTEMS LONG-TERM CARE (1)
This course explores the multi-disciplinary nature of long-term care and its blend of health and human services. This continuum of care will be discussed from management and systems perspectives in order to provide guidelines for administration.
Prerequisite(s): HCA 201 or waiver

HCA 491 RESEARCH PROJECT/ INTERNSHIP (1-9)
To be arranged by the 9th week of the semester preceding the one in which the internship will be done. Site selection must be done prior to registration. This internship is jointly supervised by a Concordia internship advisor and an on-site internship provider. This course should provide experience which is qualitatively and quantitatively different from the work the student does in a paid position on a regular basis.
Prerequisite(s): Should be taken in the final two semesters of enrollment prior to graduation. Internship fee charged each semester. May be repeated for a total of 9 credits.

HCA 511 HC ETHICS AND LAW (3)
This course addresses the legal and ethical aspects of health care delivery. It emphasizes the legal and ethical background for responsible decision making.
Access to a computer with modem, printer and internet connection required.

HCA 512 LAW & ETHICS IN GERIATRICS (1)
This course explores the legal and ethical aspects of the delivery of health and social services to the elderly. It will emphasize the legal, ethical, and moral background for decision making in such areas as paternalism, competency, equal distribution of resources, and end-of-life issues.
Prerequisite(s): HCA 201 or waiver

HCA 521 HEALTH CARE ADMIN & MGMT (4)
A course designed to present the management functions in the many models and facilities within the health care system. Emphasis is given to innovative management applications appropriate to health care professionals. Included are the practice and functions of management planning, directing of staff, leadership styles, appraisal, negotiation and organizational change.
Access to a computer with modem, printer and internet connection required.

HCA 522 HC FIN MNGMT IN HEALTH SRV (4)
Budgeting, records control, planning, and accounting; designed to give health care professionals a working knowledge of the interpretation of financial data,
the recording and maintenance of financial records and the financial theory essential to the solution of health management problems. Includes topics in reimbursement and cost control.

HCA 531 HC POLICY & REGULATION (1)
This course provides students with the opportunity to learn how health care policy is developed and administered at the state and federal level, and allows for a practical experience in developing health care policy statements.

HCA 532 MANAGED CARE SYSTEMS (4)
This course examines the fundamentals of managed care systems, including risk arrangements, compensation, incentives, quality assurance, premium setting, financing and public programs.

HCA 541 STRATEGIC PLAN AND MARKET (3)
This course helps students develop the skills of applied organizational research and planning, including needs assessment, financial planning, long range planning and design with emphasis on applications appropriate to the health care setting.

HCA 551 SEMINAR (1)
Current advanced health care topics in a workshop format. Topics will be announced by program director.

HCA 552 QUALITY ASSESS & IMPROV (3)
This course examines strategies for assessing and assuring quality of care in the U.S. health care system, including an emphasis on methods of examining the structure, processes, and outcomes of health care.

HCA 570 MANAGING HUMAN RESOURCES (3)
This course demonstrates the direct relationship between the effective use of human resources and organizational success. It studies resource development from the standpoint of recruiting, selection, training, motivation, and other significant areas of management responsibility.

HCA 581 ISSUES WITH THE ELDERLY (3)
This course provides an in-depth understanding of the psycho-social needs and illnesses of the elderly, recognizing symptoms, selecting, and applying appropriate therapies. Actual cases of dementia, toxicities, depression, ageism, etc., will be presented and appropriate therapies outlined.

HCA 582 SYSTEMS IN LONG-TERM CARE (1)
This course explores the multi-disciplinary nature of long-term care and its blend of health and human services. This continuum of care will be discussed from a management and systems perspectives in order to provide guidelines for administration.
**Hebrew**

**HEB 301 ELEMENTARY BIBLICAL HEBREW I** (4)

Study of the basic forms, vocabulary, and syntax of Biblical Hebrew, with practice in the techniques of translation. Students will also learn Sephardic pronunciation and script writing techniques. Discussion of important terms and concepts from the Biblical readings.

**HEB 302 ELEMENTARY BIBLICAL HEBREW II** (4)

Advanced translation course based on unaltered passages of Biblical Hebrew representing various genres found in the Hebrew Bible/Old Testament. Study of advanced Hebrew syntax, memorization of basic vocabulary, and use of reference materials: BHS apparatus, lexicons, grammars, etc. Discussion of important terms and concepts from the Biblical readings.

Prerequisite(s): HEB 301

**History**

**HST 201 INTRO TO AMERICAN GOVT** (3)

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

Cross-listed as PSC 201

**HST 202 EUROPE IN TRANSITION 1300-1789** (3)

This course is an introduction to the major political, economic, religious and cultural events, and issues from the late Middle Ages to the French Revolution. Concentrated attention is given to the waning of the Middle Ages, the Renaissance, Reformation, the Thirty Years War, Scientific Revolution, Louis XIV, and the Enlightenment.

Prerequisite(s): Humanities core or instructor approval

**HST 203 EUROPE SINCE 1789** (3)

A survey of the political, economic, and cultural events and issues which have shaped Europe since the French Revolution. Concentrated attention is given to the French Revolution, Napoleon, the Metternich era, the unification of Italy, Germany, and Russia, the rise of Communism and Fascism, the World Wars, the Cold War, and Europe since the fall of the Soviet Union.

Prerequisite(s): Humanities core or instructor approval

**HST 215 AMERICAN CIV I** (3)

This course provides a survey of American civilization from pre-Columbus era through the Civil War. The class focuses
on the forces which shaped the political, economic, social and cultural history of the American colonies and the United States during these centuries. There will be a particular emphasis on the New World as a meeting place of different cultures, race, religions and ethnic backgrounds. How all of these multitudes of people have contributed to the creation of a uniquely American nation and society is one of the key issues and questions which will drive this course.

**HST 216 AMERICAN CIV II (3)**

This course provides a survey of American civilization from the Reconstruction period to the present. The goal and focus of the class is to trace the key developments in American history over the last 150 years in order to gain a deeper understanding of the present-day United States. For the same reason, the class will be purposefully interdisciplinary and combines an historical approach with the study of literature as well as films.

**HST 288 HISTORY SEMINAR (1)**

A reading and discussion course that has topics of general interest to both history majors and general audiences. For a listing of the courses see HUM 288 - Humanities Seminars.

**HST 312 ART AND CULTURE (4)**

Students will survey the historical and cultural roots of art, especially in western civilization, from the prehistoric to the present.

Prerequisite(s): HUM 151 recommended
Cross-listed as ART 312

**HST 331 MEDIA & CULT IN AMER (3)**

This course will provide students with an overview of the development of our media society and discuss some of the effects media had and have on our lives. It will cover the origins of the respective media (advertising, film, television, etc.) and analyze their interaction with the political, social, and economic changes of 20th century America. In the latter part of the course, the focus will shift on the most important current media debates and controversies in connection with journalism and media concentration, news as “infotainment,” sex and violence in the media, the ongoing gender and racial stereotypes perpetuated by the media, advertising and materialism, technology, media and society, and many others.

**HST 332 RACE & ETHNIC IN AM CUL (3)**

This course combines a thematic and chronological approach in surveying the race relations in the United States from the post-Civil War period to the present day. While far from comprehensive, it highlights some of the pivotal events and developments over the past 150 years. It is meant as an introductory course to some of the central and recurring themes and issues in terms of racial relations. Its focus is on three minorities in particular: African Americans, Asian Americans, and Latino/Latina Americans.

**HST 333 SCIENCE, TECH & ENVI IN AM HST (3)**

This course will survey the development and impact of scientific discoveries in America from the 18th through the 21st
centuries. The focus is not on the details of technological innovations, but rather on how these developments changed everyday life as well as transformed the outlook and worldview of the American people as a whole. This course will also explore questions surrounding the relative benefits and liabilities of “progress,” in particular, how it impacted the environment and whether technological (and economic) advances are sustainable in light of the precarious nature of American (and worldwide) ecosystems.

**HST 334 MODERN AMERICA (3)**

In a given year, this class will focus on one of the following three time periods in recent American history: the Great Depression and World War II, the Fifties, or the 1970s and 1980s. (The Sixties are already covered in a separate class—see ENG/HST 337.) The purpose of the course is to study one of these eras in greater depth and through an interdisciplinary approach which includes the use of literature, films and photographs. The course also includes an oral history component, which helps students create links to the past by interviewing someone who lived through the era and by contextualizing these personal histories in light of the larger historical developments and changes.

**HST 337 THE SIXTIES IN ITS OWN WRITE (3)**

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counterculture, and the Women’s movement.

**Prerequisite(s): ENG 121**

Cross-listed as ENG 337

**HST 342 WOMEN’S HISTORY & LITERATURE (3)**

A broadly interdisciplinary course (drawing from literature, psychology, sociology, and history) that will investigate how women’s roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women’s rights and depictions of women in contemporary media culture.

**Prerequisite(s): ENG 121**

Cross-listed as ENG 342

**HST 343 RENAISSANCE (3)**

An introduction to the major themes and issues of the Renaissance, ca. 1350-1555. The course explores Italian origins, humanism, and the politics, economics, literature, art, sculpture, and architecture of the Renaissance period.

**Prerequisite(s): HST 202 or instructor approval**

**HST 344 REFORMATION (3)**

The course focuses on Pre-Reformation Europe, Protestant Reform movements in Germany, Switzerland, and England, and the Catholic response.

**Prerequisite(s): HST 202 or instructor approval**

Cross-listed as REL 344

**HST 345 LUTHER AND SOCIETY (3)**

This course is an analysis and evaluation of primary source materials concerning Luther’s understanding of the Christian’s relationship and responsibility to society. Luther’s view of the state, authority, war, marriage and family, public education, public welfare, economics and the Jews are discussed.

**Prerequisite(s): HST 202 or instructor approval**

Cross-listed as REL 345
HST 346 EAST-CENTRAL
EUROPE 20TH CENT  (3)
This course is a survey of East-Central
Europe in the 20th century. The first
World War, the Inter-War period, the sec-
ond World War, and Eastern Europe af-
ter the disintegration of the Soviet Union
are emphasized. Specific countries dis-
cussed include the former Yugoslavia, the
Czech and Slovak Republics, Romania,
Hungary, Poland, Bulgaria and Ukraine.

HST 347 MODERN GERMANY  (3)
An overview of Germany in the 20th
Century. It examines the First World
War, the Weimar Republic, the Nazi
Era, East and West Germany, and fi-
nally, reunification.
Prerequisite(s): HST 203 or instructor approval

HST 348 RUSSIA IN THE
20TH CENTURY  (3)
The focus of this course is to survey the
major events, personalities and ideas that
have helped to shape Russia and its cul-
ture in the twentieth century. Emphasis
is given to the Revolution of 1989 and the
subsequent breakup of the U.S.S.R.
Prerequisite(s): HST 203 or instructor approval

HST 350 A HISTORY OF
CHRISTIANITY  (3)
A study of the history of Christianity from
Jesus through the Reformation to the
Modern World. Close examination of the
development of early Christian thought,
culture, and ethics in the Roman Empire,
the Byzantine Empire, Europe, and
America. Strong emphasis on the inter-
pretation of historical texts in translation.
Cross-listed as REL 350

HST 351 RELIGION IN AMER LIFE  (3)
A study of the history and character of
the principal religious traditions of the
United States, with special emphasis
upon contemporary issues involving
religion and society.
Cross-listed as REL 351

HST 361 20TH CENTURY
DICTATORSHIPS  (3)
An examination of Fascist Italy, Nazi
Germany, and Stalinist Russia. Themes
will include economics, propaganda, ter-
or, genocide, the role of women, reli-
gion, art, music, and cinema.

HST 362 20TH CENTURY
INTL STUDIES  (3)
An account of the Cold War in the 20th
Century, this course will examine this
conflict from the perspectives of the
United States, Western and Eastern
Europe, the Soviet Union, and the de-
veloping world.

HST 487 SENIOR THESIS  (3)
The senior thesis is the capstone experi-
ence for all history majors. The course
offers the opportunity for a directed
study conducted over the course of a se-
mester under the close supervision of a
member of the Humanities Department,
following enrollment in and successful
completon of the senior project prepara-
tion course (HST 492). Thesis projects
typically reflect students’ continued, in-
depth studies of a topic—often investigat-
ed in earlier coursework—and result in
a multi-chapter manuscript of no
fewer than 30 pages. The senior thesis
should involve the study of primary
documents as well as secondary sources and ideally provide a fresh perspective to the historical narrative. Alternatively, History majors can fulfill this capstone experience through a supervised internship/practicum. The internship needs to be equal to the three-credit senior thesis in terms of time commitment. Students are asked to create a portfolio of their internship experience and present it at the end of the semester in a public forum similar to the thesis defense.

Prerequisite(s): Department Chair approval

HST 488 HISTORICAL SEMINAR (1)
A reading and discussion course that has topics of general interest to both history majors and general audiences. Upper division credit will require greater participation. For a listing of courses see HUM 288 - Humanities Seminars.

HST 492 SENIOR THESIS PREP (1)
This course is required for students planning to complete a senior thesis or project. The outcome of this course should be a thesis, internship or project proposal.

Humanities

HUM 151 HUMAN IMAGES (3)
This course provides an exploration in the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience and resistance. The purpose is to familiarize students with the basic theories of moral philosophy, to explore the relationship between the individual and society and to ask perennial questions like: When is it appropriate to obey authority? When is it justified to resist? And what are the ethical principles underlying these decisions. This course is purposefully interdisciplinary and includes the discussion of philosophical and literary texts, historical documents, and ethical dilemmas, including modern ethical dilemmas, in order to highlight and understand the complicated nature of these issues.

HUM 251 THE GOOD SOCIETY (3)
An examination of various designs for the good or ideal society. Viewpoints include the idealism of Plato and More, the realism of Machiavelli and Marx, the horrors of fascism, the promise of democracy and the American dream, the dreams of recent utopians and the nightmares of their dystopian counterparts. Interdisciplinary and team-taught.

HUM 288 HUMANITIES SEMINAR (1)
These seminars are reading and discussion courses in areas related to the humanities. As part of the general education requirement, every student has to
take at least one of these seminars, preferably in the second semester of their freshmen year or their sophomore year. Some of the courses offered in a two-year cycle are: Who was Shakespeare?, Poetry & Religion, Holocaust, War on Film, Current Events, Media Literacy, Spy Novels, and Road to World War I.

*May be repeated for credit in accordance with the Seminar policy.*

**HUM 351 GLOBAL IMAGES (3)**

An interdisciplinary exploration of human images in non-American and often non-Western literature and history. Special focus on the political, economic and social problems associated with inequality and injustice.

*Prerequisite(s): HUM 151, HUM 251 or Junior status*

**HUM 487 SENIOR THESIS (3)**

The senior thesis is the capstone experience for all humanities majors. The course offers the opportunity for a directed study conducted over the course of a semester under the close supervision of a member of the Humanities Department, following the enrollment in and successful completion of the senior project preparation course (HUM 492). Thesis projects typically reflect students' continued, in-depth studies of a topic—often investigated in earlier coursework—and result in a multi-chapter manuscript of no fewer than 30 pages. Alternatively, Humanities majors can fulfill this capstone experience through a supervised internship/practicum. The internship needs to be equal to the three-credit senior thesis in terms of time commitment. Students are asked to create a portfolio of their internship experience and present it at the end of the semester in a public forum similar to the thesis defense.

*Prerequisite(s): Department Chair approval*

**HUM 488 HUMANITIES SEMINAR (1)**

A reading and discussion course that has topics of general interest to both history majors and general audience. Upper division credit will require greater participation. A chance to explore new ideas with faculty and fellow students without prerequisites. For a listing of courses see HUM 288—HUMANITIES SEMINARS.

**HUM 492 SENIOR THESIS PREP (1)**

This course is required for students planning to complete a senior thesis or project. The outcome of this course should be a thesis, internship or project proposal.

**Information Technology**

**IT 201 INTRODUCTION TO EBUSINESS (3)**

This is the opening course to the world of eBusiness with its opportunities, challenges, and solutions. Learn about the ever-changing theories of managing a business in the information age. Examine business technology applications as they enable and support business strategy. Find out how to apply eBusiness concepts to facilitate, enhance, and expedite business transactions. Assess the value of eBusiness as it relates to process, performance and productivity, decision quality, competitive advantage,
and client satisfaction. Understand the ethical implications of the use of technology in eCommerce transactions.

Prerequisite(s): BA 224, BA 225

**IT 221 COMPUTING BASICS FOR BUSINESS** (3)

A down-to-earth look at the computer and how it has changed the way we work and live. Learn about the history of modern information technology from bits and bytes to main frames and the personal computer to the local area network and beyond. Find out what makes the PC work (operating system and software applications) and how it sends and receives data (networking) around the world. Take a look at the Internet and see how a business uses it on a daily basis. This course concludes with a trip to a local computer store so the student can learn how to purchase a computer that meets one’s needs.

Prerequisite(s): BA 224, BA 225

**IT 301 NETWORKING FUNDAMENTALS** (3)

Discover the building blocks of IT communications theory. See how these pieces fit together to make up a computer network. Find out what networking is, how it got there, and why it is used. Be introduced to peer-to-peer and client/server networks, networking structure, architecture, and the hardware/software needed. Gain insight to the current trend of wireless technology along with cross platform information exchange and support.

Prerequisite(s): BA 224, BA 225, BA 324

**IT 321 PROGRAMMING FUNDAMENTALS** (3)

An introduction to the concepts found in programming. Find out what programming languages are, how they were developed, and when to use the right one for the right job. Understand the concepts of how structured programming techniques are used to solve business problems. The programming language called C++ is one of the languages currently used to teach programming in this course. Through using it in class, students learn a programming language that they will use extensively in education and business.

Prerequisite(s): BA 224, BA 225, BA 324

**IT 331 AUTHORING FOR THE WWW** (3)

Study the techniques necessary for publishing on the Web. Learn how to develop a website and create webpages, including document formatting, enabling hyperlinks, inserting graphical images, developing multimedia documents, and using fill-in forms. This course will conclude with discussions on emerging web technologies, issues raised by Internet publishing, and the concepts of e-commerce sales, order processing, secure payment transactions, order shipment, return policies, and customer retention.

Prerequisite(s): BA 224, BA 225, BA 324

**IT 341 MANAGEMENT INFORMATION SYSTEM** (3)

Be introduced to state-of-the-art business information systems, including the acquisition, processing, and distribution of information in a business environment. Understand the appropriate
place for the MIS organization in business with key trends and implications. Learn the basics of an information system's developmental life cycle, including problem identification, information gathering techniques, structured analysis concepts, report analysis, system flow charts, decision tables and data dictionary. Explores aspects of administering the MIS, such as setting up accounts, securing resources, installing hardware/software, checkout and testing the system, loading the data, and maintaining the information, all with an eye on process improvement.

Prerequisite(s): BA 224, BA 225, BA 324

**IT 351 PROJ MGMT FOR IT PROFESSIONALS**

Study the theory and practice of project management with a special emphasis in eBusiness contexts including defining projects, determining resource requirements, writing requests for proposals, evaluating proposals received, outlining contract requirements, defining the sequencing of tasks, creating project schedules, utilizing decision making tools, and managing the progress of the project. Understand the developmental environment of business technology, change management, cost valuation, resource constrictions, and security issues, including important communication and relational skills such as team-based problem solving, change adaptiveness, and presentation skills.

Prerequisite(s): BA 224, BA 225, BA 324

**IT 451 SEMINARS**

Business seminars are available primarily as electives focusing on (a) today's business community and (b) development of business technology skills. They are designed to strengthen a student's business concentration. The seminars are usually offered on weekends and/or in the evenings. Some topics have included marketing solutions, the multicultural work force, interviewing techniques, and conflict resolution. The seminars are usually offered as a "pass" or "no pass" and require completion of at least one project for evaluation.

May be repeated for credit in accordance with the seminar policy found in the catalog.

**IT 501 NETWORKING FUNDAMENTALS**

Discover the building blocks of IT communication theory. See how these pieces fit together to make up a computer network. Find out what networking is, how it got there, and why it is used. Be introduced to peer-to-peer and client/server networks, networking structure, architecture, and the hardware/software needed. Gain insight into the current trend of wireless technology along with cross platform information exchange and support.

Prerequisite(s): BA 224, BA 225, BA 324

**IT 521 PROGRAMMING FUNDAMENTALS**

An introduction to the concepts found in programming. Find out what programming languages are, how they were developed, and when to use the right one for the right job. Understand the concepts of how structured programming techniques are used to solve business problems. C++ is one of the programming languages currently used to teach programming in this course. Through its use in class, students learn a programming language that they will use extensively in education and business.

Prerequisite(s): BA 224, BA 225, BA 324
IT 531 AUTHORIZING FOR THE WWW (3)

Study the techniques necessary for publishing on the Web. Learn how to develop a website and create webpages, including document formatting, enabling hyperlinks, inserting graphical images, developing multimedia documents, and using fill-in forms. This course will conclude with discussions on emerging web technologies, issues raised by Internet publishing, and the concepts of electronic sales, order processing, secure payment transactions, order shipment, return policies, and customer retention.

Prerequisite(s): BA 224, BA 225, BA 324

IT 541 MGMT INFORMATION SYSTEMS (3)

Be introduced to state-of-the-art business information systems, including the acquisition, processing, and distribution of information in a business environment. Understand the appropriate place for the MIS organization in business with key trends and implications. Learn the basics of an information system's developmental life cycle, including problem identification, information gathering techniques, structured analysis concepts, report analysis, system flow charts, decision tables and data dictionary. Explores aspects of administering the MIS, such as setting up accounts, securing resources, installing hardware/software, checkout and testing the system, loading the data, and maintaining the information; all with an eye on process improvement.

Prerequisite(s): BA 224, BA 225, BA 324

IT 551 SEMINAR (1)

Information technology seminars are available primarily as electives focusing on today's business community and the development of business technology skills. They are designed to strengthen a student's business concentration. The seminars are usually offered on weekends and/or in the evenings. Some topics have included presentation software, desktop publishing, web authoring, relational database, and security issues.

IT 552 PROJECT MANAGEMENT (3)

Study the theory and practice of project management with a special emphasis in eBusiness contexts including defining projects, determining resource requirements, writing requests for proposals, evaluating proposals received, outlining contract requirements, defining the sequencing of tasks, creating project schedules, utilizing decision making tools, and managing the progress of the project. Understand the developmental environment of business technology, change management, cost valuation, resource constrictions, and security issues, including important communication and relational skills such as team-based problem solving, change adaptiveness, and presentation skills.

Prerequisite(s): BA 224, BA 225, BA 324
Latin

LAT 101 ELEMENTARY LATIN I (3)
A study of the basic forms, vocabulary, and grammar of classical Latin with extensive practice of the techniques of translating.

LAT 201 ELEMENTARY LATIN II (3)
Continuation of the study of the basic forms, vocabulary, and syntax of classical Latin. Reading of a variety of Latin authors. Memorization of selected Latin maxims and proverbs.
Prerequisite(s): LAT 101

LAT 302 ADVANCED LATIN READINGS (3)
Advanced translation course based on selected readings of classical authors including: Caesar, Cicero, Seneca, Vergil, et al. Advanced study of Latin syntax and introduction to reference materials: critical texts, lexicons, grammars, etc.
Prerequisite(s): LAT 201

Management Communication & Leadership

MCL 302 ECON FOR SOCIAL ISSUES (3)
This course examines the role of economics in dealing with the current issues and concerns of society, and examines methods and techniques which managers may use to respond to them with thoughtfulness and competency.

MCL 329 OPERATIONS MANAGEMENT (3)
This course studies the key concepts, techniques, and practices which are effectively used by modern managers in the production of goods and services. This includes study of planning, implementation, and control processes with proven track records.

MCL 334 E-BUSINESS (3)
Foundation survey course provides an overview of the emerging digital economy, focusing on the current role of eCommerce. An in-depth analysis of marketing and customer service issues as they relate to the integration of the Internet into overall business strategy for new and existing business.

MCL 342 ETHICAL FOUN FOR ORG (3)
This study is of the ethical and moral aspects of the conduct of both private and public organizations and their human resources. The course probes the basic values and standards which bear upon the operational choices and decisions of all organizations.
MCL 357 MATH AND MANAGING (3)
This course presents business concepts and fundamental mathematical calculations associated with these concepts. The goals are to ensure that students can apply basic business math, develop ratios, use the time value of money, probability, and describe data using summary measures and graphs.

MCL 360 ORGANIZATIONAL FINANCE (3)
This is an in-depth look at methods for funding business operations. It examines the types of financial statements used by organizations and the importance of each to the process of fiscal management within that organization.

MCL 365 VALUES, SOC AND FUTURE (3)
This course analyzes the values and morals of society as they pertain to the moral and ethical foundations of civilization. Studies the role of these factors upon the decision makers in society/organizations and how these influences bear on the future of all humankind.

MCL 366 MARKETING MANAGEMENT (3)
This course studies the process of marketing from a customer driven perspective. Product/service development, distribution and channeling, pricing, and effective promotional techniques are examined, as well as techniques for practical management of the entire marketing process.

MCL 370 MANAGING HUM RESOURCES (3)
This course demonstrates the direct relationship between the effective use of human resources and organizational success. It studies resource development from the standpoint of recruiting, selection, training, motivation, and other significant areas of management responsibility.

MCL 375 MANAGEMENT & LEADERSHIP (3)
This is a study of the principles/processes of administrative management; including emphasis upon planning, organizing, leading, and controlling an organization toward stated goals. It examines the role of individual and corporate behavior as a part of organizational development.

MCL 480 GROUP PROCESS & COMM (3)
This course demonstrates techniques for development and implementation of group process. It illustrates methods for group communications, group participation and leadership, and presents systems to enhance group effectiveness using experiential exercise blended with theory.

MCL 490 ORG POLICY AND STRATEGY (3)
This is the dynamic capstone course that illustrates how business strategies can be developed to ensure the achievement of the organizational mission and goals. It uses information from management, communications, finance, marketing, production, and other courses to
plan for organizational development and success. Participants judge the limits of their understanding against real-world situations.

**MCL 498 INDEPENDENT RESEARCH PROJECT (2-6)**

This course involves the construction of a research project which will involve the analysis of a career related situation or situations. It may be taken for 2 to 6 hours and will involve hypothesis, experimentation or observation, construction, and reporting. This course cannot be taken until the 3rd semester of MCL course work.

**MCL 499 MCL 499 BUSINESS INTERNSHIP (2-6)**

The internship option provides an executive/project management experience in a local business/corporation arranged in discussion with an advisor. The business internship is a hands-on experience and offers a unique opportunity for students to relate their academic education and career interests to "on-the-job" work experience in the corporate world.

Prerequisite(s): PREREQ: COMPLETION OF INTERNSHIP PROPOSAL APPROVED BY THE SCHOOL OF MANAGEMENT

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**Masters in Business Administration**

**MBA 501 FOUNDATIONS (1)**

A workshop designed to provide students with a foundation of skills necessary for the successful completion of the MBA degree. Topics include computer lab orientation, library research skills, theoretical frameworks, APA documentation standards, and case study methodology/presentation.

Prerequisite(s): Prerequisite: Completion of the MBA Orientation

**MBA 502 FINANCIAL REPORTING & CONTROL (3)**

Accounting is the primary channel for conveying information about the economics of any business. Managers must understand the concepts of accounting in order to use it effectively for monitoring and resource allocation. This is not a comprehensive accounting course. Rather, it provides a broad view of how accounting contributes to an organization and how managers can make best use of accountants, accounting information, records and systems as internal resources. By mastering the vocabulary of financial statements, students see how managers communicate with one another and other audiences.

**MBA 503 ETHICAL LDRSHIP/ORG BEHAVIOR (3)**

Why do some groups perform well while others fail? What does it take to build productive work relationships? What constitutes ethical leadership? How should organizations be designed to be
most effective? How can a firm transform itself? How do individuals build truly rewarding careers? This course explores what it means to manage today's business environment and how to become an effective leader. Case studies will provide glimpses into the lives of various organizations to help deepen the students' understanding of current leadership and organizational behavior issues. The cases look at leaders "in action" to see how they develop vision, align the organization behind it, and motivate people to achieve it. Key topics include leader character building, business ethics, corporate culture, decision-making, group dynamics, organizational change, management development, and social responsibility.

MBA 504 MARKETING (3)

Is customer orientation an essential driving force behind any successful business? Yes. But the implications of that answer reverberate throughout the organization, affecting every area. This course demonstrates the role of marketing in the company, explores the relationship of marketing to other functions, and helps students learn to make marketing decisions in the context of general management. The course shows how effective marketing builds on an understanding of buyer behavior. Students learn how to control the elements of the marketing mix (including: product policy, pricing, channels of distribution and promotion) to satisfy customer needs profitably. Students use this knowledge in a case that deals with managing a brand. The course culminates in examination of the evolution of marketing, focusing on opportunities presented by the Internet.

MBA 505 E-BUSINESS (3)

This course's objective is to understand how information age companies are building both physical and IT in fractures, and aligning them to deliver value. It is becoming clear that successful E-businesses, whether dot-com startups or incumbent firms, are often distinguished by superior operations, but management in this context is an emerging art, and one that hasn't been well-explored. In addition, new options like business-to-business exchanges and application service providers are appearing rapidly. This course will consider these and other recent developments. Course cases will be approached from the perspectives of both service providers and customers. Sessions on key technology issues (including: databases, Internet programming languages, and the rise and fall of enterprise information systems) will be included.

MBA 506 BUS, GOVT & INTL ECONOMY (3)

How does a country look when analyzed like a company? This course takes a conceptual approach to analysis of national and international economic decision-making. It provides students with management frameworks and analytical formulae for understanding the economic strategies of diverse countries. Tools for studying the economic background of business are introduced, including national income and balance of payment accounting, exchange rate theory, financial and monetary policy, institutions, and political regimes. Gains and problems from regional and global integration, international trade, foreign direct investment, portfolio capital flows, and environmental issues are explored.
MBA 507 COMPEITION & STRATEGY (3)
To be successful, a firm must create and sustain competitive advantage and understand the environment in which it operates. Not all industries offer equal opportunities for continuing profitability, and individual industry structures evolve over time. A company gains position when the configuration of its product mix and functional activities generates superior value for customers. This course helps students develop skills for formulating strategy through in-depth, value-based analysis of industries and competitors. Particular attention is paid to topics of positioning, comparative costs, and issues such as cannibalization, network externalities, and globalization.

MBA 508 FINANCE (3)
How does a company ensure that it has enough money to operate and grow? How do managers make good investment and financing decisions? This course examines the role of finance in marketing, production, and other functional areas of a firm, while fostering an understanding of how financial decisions themselves can create value. Through case studies, lectures and reading, students learn the basic analytical skills and value-based principles of corporate finance. Modern capital markets and financial institutions are introduced. Standard analysis techniques such as capital budgeting, pro forma statements, ratio analysis, discounted cash, flow valuation, and risk analysis are developed. Sources and forms of external financing are covered, along with trends and changes in financial markets.

MBA 509 THE ENTREPRENEURIAL MANAGER (3)
Develops skills required to recognize entrepreneurial opportunities and to manage organizations undergoing change. Cases are used to highlight a range of ventures, including low- and high-tech companies as well as profit-making and not-for-profit organizations. Concepts from other required courses also are incorporated. Often augmented by classroom visits or videos of the people involved, cases address how to obtain human and financial capital, suppliers, vendors, and customers. Issues of recruiting, hiring, training, motivating, and rewarding employees are also highlighted. Finally, various financing sources are discussed, and students are introduced to situations where entrepreneurs are structuring deals with these sources of capital.

MBA 510 STRATEGIC HUMAN RESOURCE MGMT (3)
Oriented towards managers and entrepreneurs interested in learning how to manage people, this course adopts a strategic perspective and examines how firms can leverage human capital for competitive advantage. Changes in the labor force, increased global competition and public policy on work force issues are considered at length. Although many companies understand the concept of workplace harmony and even know which management approaches are effective, they often fail to act. Our interest goes the other way: getting extraordinary results from ordinary people. Instruction is integrative and uses material from organizational behavior, economics, and strategy. Focus
is on arming organizations to utilize human assets. Cases include descriptions of firms that have been successful with human resources issues as well as those that have not.

**MBA 511 RESEARCHING MANAGERIAL ISSUES (3)**

Scientific and natural inquiry provide many answers to life's questions. Managers rely on accurate and well-researched information in order to make sound and prudent decisions. This course examines the foundations of qualitative and quantitative research methods. The course is designed to provide opportunities for learning specific concepts and techniques needed to conduct a wide range of research projects. Additionally, students will learn now qualitative and/or quantitative research approaches can be used successfully in organizations to gain deeper insights into such managerial issues as leadership, organizational behavior, human resources, consumer behavior, market trends, and stakeholder attitudes. This course is highly recommended for students planning to do a thesis or work-related research project.

**MBA 599 INTERNSHIP (3 - 7)**

The internship option provides an executive/project management experience in a local business/corporation arranged in discussion with an advisor. Can be combined with MBA 598.

**Mathematics**

**MTH 094 MATH LAB I (2)**

Arithmetic of signed numbers, algebraic expressions, solving equations.

*Prerequisite(s): Math placement exam*

**MTH 095 MATH LAB II (2)**

Graphs, linear equations, introduction to functions, and polynomials.

*Prerequisite(s): Math placement exam or MTH 094*

**MTH 096 MATH LAB III (2)**

Polynomials, factoring polynomials, introduction to rational expressions.

*Prerequisite(s): Math placement exam or MTH 095*

**MTH 097 MATH LAB IV (2)**

Rational expressions, solving systems of linear equations, radicals, exponents, quadratic functions.

*Prerequisite(s): Math placement exam or MTH 096*
MTH 110 MATH FOR LIFE  (3)
A general education course designed to give the student mathematical skills and techniques that can be used to solve real problems. The areas covered are algebra, geometry, probability, problem-solving, descriptive statistics, and graphing. The student will learn to use calculators and computers to solve problems.

Prerequisite(s): MTH 097 or Math placement exam

MTH 123 COLLEGE ALGEBRA W/ BUS  (3)
This course deals with the following algebraic principles with a special emphasis on how they can be used in the area of business and management: equations and inequalities; graphs of conic sections; polynomial functions; rational functions; exponential functions; logarithmic functions; systems of equations and inequalities; and linear programming. Required for students seeking a BA in Business.

Prerequisite(s): MTH 097 or Math placement exam
May not receive credit for both MTH 123 and MTH 124

MTH 124 PRE-CALCULUS (3)
An introduction to the fundamental aspects of algebra and trigonometry. Emphasis to include scientific applications. Required of all science majors and secondary education majors with endorsements in science and math.

Prerequisite(s): MTH 097 or Math placement exam
May not receive credit for both MTH 123 and MTH 124

MTH 133 MATH FOR TEACHERS I  (3)
A problem-solving approach to counting numbers, rational, irrational, real number, and integers through the use of concrete materials. The course is required for Elementary Education majors and satisfies a portion of their General Education mathematics requirement.

Prerequisite(s): MTH 095 or Math placement exam

MTH 134 MATH FOR TEACHERS II  (3)
A problem-solving approach to the study of geometry, measurements, metric system, transformations, congruence’s, similarity’s, ratio, proportion, and percents. The course is required for Elementary Education majors and satisfies a portion of their General Education mathematics requirement.

Prerequisite(s): MTH 095 or Math placement exam, MTH 133 recommended

MTH 211 CALCULUS I  (4)
A study of differential calculus, limit theory, and development of the integral.

Prerequisite(s): MTH 124 or Math placement exam

MTH 212 CALCULUS II  (4)
A continuation of MTH 211 with development of integral calculus, series, partial differentiation and multiple integrals.

Prerequisite(s): MTH 211

MTH 331 RESEARCH & STATISTICS  (3)
An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of
variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.
Prerequisite(s): MTH 097 required, MTH 124 recommended
Cross-listed as PSY 331 and SOC 331

MTH 341 LINEAR ALGEBRA (2)
A study of matrices, linear systems and vectors with applications to mathematics, science, and modeling.
Prerequisite(s): MTH 212 or Instructor approval

MTH 345 COMPUTER SCIENCE (3)
A study of computer logic, programming in a structured language, and applications of computers to problem solving. The programming language may vary.
Prerequisite(s): MTH 110

MTH 361 ABSTRACT ALGEBRA (2)
An investigation of the properties of groups, rings, integral domains, and fields. An emphasis on proof and structure will be taken.
Prerequisite(s): MTH 212 or Instructor approval

MTH 371 NUMBER THEORY (2)
A study of prime numbers, divisibility, modular systems, and remainder theorems. The course will emphasize proof and mathematical structures.
Prerequisite(s): MTH 212 or Instructor approval

MTH 401 ANALYSIS (2)
A study of metric spaces and the properties of the real number system.
Prerequisite(s): MTH 361 or Instructor approval

MTH 411 ADVANCED GEOMETRY (2)
A study of Euclidean geometry (plane and solid) and non-Euclidean geometries.
Prerequisite(s): MTH 212 or Instructor approval

Music

MUS 101 FUNDAMENTALS OF MUSIC (2)
An entry-level music theory course designed to provide fundamental skills in music reading, music composition and sufficient keyboard technique to play a melody and accompany it with primary triads in various rhythmic patterns.

MUS 121 MUSIC APPRECIATION (2)
An entry-level course designed to acquaint the student with representative music and composers from various musical periods and styles as well as skill development in evaluation and listening through concert attendance and recordings of music.

MUS 201 MUSIC THEORY (3)
Introduction to and practice in using melodic, harmonic, and rhythmic materials for analysis of existing music and for the creation of original music. The course assumes pitch and rhythm literacy, begins with scale systems, and continues through interval construction, triads, inversions, seventh chords, and other materials common to traditional harmonic practice. The course includes skill development in one of two areas: 1) Voice. Skill development in
aural perception including rhythmic, melodic, and harmonic dictation; practice in sight singing, or 2) Keyboard Harmony. Skill development at the keyboard including a review of major and minor scales; chord inversions and progressions; chord voicing and practice at developing harmonic accompaniments using various rhythm patterns.

Prerequisite(s): MUS 101, placement exam, or Instructor approval
Keyboard experience recommended

**MUS 324 HISTORY OF MUSIC I (2)**

A study of music and music literature from ancient times through the 20th century. Major musical developments are discussed as an expression of the general human condition of each historical age. A general survey of music, both ancient and modern, will be explored. Significant monuments of music will be explored in detail.

Prerequisite(s): MUS 101, MUS 121 or Instructor approval

**MUS 325 HISTORY OF MUSIC II (2)**

A study of music and music literature from the Classical period to the Modern period. Major musical developments are discussed as an expression of the general human condition in each historical age.

Prerequisite(s): MUS 101, MUS 121, or Instructor approval

**MUS 326 HISTORY OF MUSIC III (2)**

A survey of uniquely American music and music literature, including Jazz, Spirituals, Rock, Rap, and others.

Prerequisite(s): MUS 101, MUS 121 or Instructor approval

**MUS 327 HISTORY OF MUSIC IV (2)**

An introduction to the history and literature of music in film and theatre. An exploration of the manner in which music is used to enhance themes of film and theatrical presentations.

Prerequisite(s): MUS 101, MUS 121, or Instructor approval

**MUS 365 MUSIC FOR TEACHERS (2)**

Applications of music to the elementary classroom.
MUP 100F MUSIC PERF:
FLUTE (1-2)
Private instruction in flute. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 100G MUSIC PERF:
GUITAR (1-2)
Private instruction in guitar. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 100H MUSIC PERF:
HANDBELLS (1-2)
Private instruction in handbells. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 100N MUSIC PERF:
ORGAN (1-2)
Private instruction in organ. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 100P MUSIC PERF:
PIANO (1-2)
Private instruction in piano. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 100S MUSIC PERF:
STRINGS (1-2)
Private instruction in orchestral instruments. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee
MUP 100V MUSIC PERF:
VOICE (1 - 2)
Private instruction in voice. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university. An additional small fee is generally required of voice students when a professional accompanist is required for the final semester recital.
Lab fee

MUP 100W MUSIC PERF:
WINDS (1 - 2)
Private instruction in wind instruments. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 200B MUSIC PERF:
BRASS (1 - 2)
Private instruction in brass instruments. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 200D MUSIC PERF:
PERCUSSION (1 - 2)
Private instruction in percussion instruments. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 200F MUSIC PERF:
FLUTE (1 - 2)
Private instruction in flute. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 200G MUSIC PERF:
GUITAR (1 - 2)
Private instruction in guitar. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee
**MUP 200H MUSIC PERF:**
**HANDBELLS**
1-2
Private instruction in handbells. Students are placed in levels (100-400) based on the number of years they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
*Lab fee*

**MUP 200N MUSIC PERF:**
**ORGAN**
1-2
Private instruction in organ. Students are placed in levels (100-400) based on the number of years they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
*Lab fee*

**MUP 200P MUSIC PERF:**
**PIANO**
1-2
Private instruction in piano. Students are placed in levels (100-400) based on the number of years they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
*Lab fee*

**MUP 200S MUSIC PERF:**
**STRINGS**
1-2
Private instruction in orchestral instruments. Students are placed in levels (100-400) based on the number of years they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
*Lab fee*

**MUP 200V MUSIC PERF:**
**VOICE**
1-2
Private instruction in voice. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
*Lab fee*

**MUP 200W MUSIC PERF:**
**WINDS**
1-2
Private instruction in wind instruments. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
*Lab fee*
MUP 216 CONCORDIA CHOIR  (1)
Touring choral ensemble specializing in the performance of literature from all major style periods. There are weekly rehearsals, frequent appearances, and a spring concert tour. Concordia University Choir is a year-long commitment. Membership is by audition. Additional fees for tour and concert wear.
Prerequisite(s): Audition
Lab fee
May be repeated for credit

MUP 220 WOMEN'S VOCAL ENSEMBLE  (1)
A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.
Lab fee
May be repeated for credit

MUP 231 VOCAL ENSEMBLE  (1)
The Christi Crux small music ensembles consist of three entities: the Vocal Ensemble, the Praise Band, and the Concordia Brass. The Vocal Ensemble is a small group of singers selected from the membership of the CU Choir, which presents repertoire chosen from all styles of music appropriate for smaller vocal ensembles. The Praise Band is selected by audition apart from the CU Choir and presents contemporary Christian songs for worship leadership. The Concordia Brass is a brass quintet selected by audition apart from the Choir, which presents music from the traditional, classical repertoire. All of these ensembles regularly present music in chapel services and at area churches in worship services on Sunday mornings, and serve as student ambassadors of the University in a ministry-oriented function.
Prerequisite(s): Instructor permission
Lab fee
May be repeated for credit

MUP 233 CONCORDIA RINGERS  (1)
A beginning ensemble for those with little or no handbell experience. Beginning skills in ringing techniques, rhythm, music reading, and group expression will be developed as this group works toward limited concert performance and participates at campus worship. Concordia Ringers is also open to experienced ringers who are unable to meet the commitments of the Concert Handbell Ensemble. Membership is open to all. Two evening rehearsals per week.
Lab fee
May be repeated for credit

MUP 300B MUSIC PERF: BRASS  (1-2)
Private instruction in brass instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
Lab fee

MUP 300D MUSIC PERF: PERCUSSION  (1-2)
Private instruction in percussion instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.
course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 300F MUSIC PERF:
FLUTE (1 - 2)
Private instruction in flute. Students are individually placed in programs of study based on previous experience and skills. Credit granted on the basis of progress during the term and repertoire development. Lesson fee includes practice facilities and use of school-owned keyboard instruments.

Lab fee

MUP 300G MUSIC PERF:
GUITAR (1 - 2)
Private instruction in guitar. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 300H MUSIC PERF:
HANDBELLS (1 - 2)
Private instruction in handbells. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 300N MUSIC PERF:
ORGAN (1 - 2)
Private instruction in organ. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 300P MUSIC PERF:
Piano (1 - 2)
Private instruction in piano. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 300S MUSIC PERF:
STRINGS (1 - 2)
Private instruction in orchestral instruments. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 300V MUSIC PERF:
VOICE (1 - 2)
Private instruction in voice. Students are placed in levels (100-400) based on
the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university. An additional small fee is generally required of voice students when a professional accompanist is required for the final semester recital.

MUP 300W MUSIC PERF: WINDS (1 - 2)

Private instruction in wind instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 400B MUSIC PERF: BRASS (1 - 2)

Private instruction in brass instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 400D MUSIC PERF: PERCUSSION (1 - 2)

Private instruction in percussion instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 400F MUSIC PERF: FLUTE (1 - 2)

Private instruction in flute. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 400G MUSIC PERF: GUITAR (1 - 2)

Private instruction in guitar. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

MUP 400H MUSIC PERF: HANDBELLS (1 - 2)

Private instruction in handbells. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired.
(1/2 hour = 1 credit, 1 hour = 2 credits)
Lesson fee includes practice facilities at the university.

Lab fee

**MUP 400N MUSIC PERF:**
**ORGAN**  
(1 - 2)
Private instruction in organ. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

**MUP 400P MUSIC PERF:**
**PIANO**  
(1 - 2)
Private instruction in piano. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

**MUP 400S MUSIC PERF:**
**STRINGS**  
(1 - 2)
Private instruction in orchestral instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

**MUP 400V MUSIC PERF:**
**VOICE**  
(1 - 2)
Private instruction in voice. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university. An additional small fee is generally required of voice students when a professional accompanist is required for the final semester recital.

Lab fee

**MUP 400W MUSIC PERF:**
**WINDS**  
(1 - 2)
Private instruction in wind instruments. Students are place in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits) Lesson fee includes practice facilities at the university.

Lab fee

**MUP 416 CONCORDIA CHOIR**  
(1)
Touring choral ensemble specializing in the performance of literature from all major style periods. There are weekly rehearsals, frequent appearances, and a spring concert tour. Concordia University Choir is a year-long commitment. Membership is by audition. Additional fees for touring and concert wear.

Prerequisite(s): Audition
Lab fee
May be repeated for credit
MUP 420 WOMEN’S VOCAL ENSEMBLE (1)
A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women’s voices. Several presentations by the ensemble are made throughout each semester.

Lab fee
May be repeated for credit

MUP 431 MUSIC ENSEMBLE (1)
The Christi Crux small music ensembles consist of three entities: the Vocal Ensemble, the Praise Band, and the Concordia Brass. The Vocal Ensemble is a small group of singers selected from the membership of the CU Choir, which presents repertoire selected from all styles of music appropriate for smaller vocal ensembles. The Praise Band is selected by audition apart from the CU Choir and presents contemporary Christian songs for worship leadership. The Concordia Brass is a brass quintet selected by audition apart from the Choir, which presents music from the traditional, classical repertoire. All of these ensembles regularly present music in chapel services and at area churches in worship services on Sunday mornings, and serve as student ambassadors of the University in a ministry-oriented function.

Prerequisite(s): Instructor permission
Lab fee
May be repeated for credit

MUP 433 CONCERT HANDBELLS (1)
An advanced ensemble for students with previous handbell experience. This ensemble utilizes advanced repertoire and ringing techniques and aims at excellence in rhythm and musicality. The Concert Handbell Ensemble performs at concerts throughout the year, participates regularly at worship on campus and at area churches, and tours annually with the Concordia Choir. Membership is a year-long commitment. Three rehearsals per week.

Prerequisite(s): Instructor permission
Lab fee
May be repeated for credit

Orientation

OR 101 INT’L ORIENTATION (1)
The goal of this course is to provide international students with basic knowledge and skills for a meaningful learning and living experience at Concordia and the United States. The course builds upon the orientation experience at the beginning of each semester.

Philosophy

PHL 201 INTRO TO PHILOSOPHY (3)
Introduces the beginning student to the discipline, divisions, vocabulary and principal issues of philosophy. The course singles out ontology (being) and epistemology (knowledge) for special emphasis and utilizes excerpts from the writing of both classic and contemporary philosophers to illustrate the historical movement of thought.

PHL 361 INTRO TO ETHICS (3)
An introduction to the theory and practice of ethics from the Christian per-
spective, examining various aspects of both personal and social ethical issues within the biblical value system.

Cross-listed as REL 361

**Physics**

**PHY 101 PRINC OF PHYSICS (3)**
This course introduces the basic concepts of physics as illustrated in the areas of mechanics, heat, sound, electricity, light, and nuclear physics. This class will provide the students with many demonstrations and lab exercises which can be used in elementary and secondary schools.

Lab fee
Lab section required

**PHY 211 GENERAL PHYSICS I (4)**
This course includes such major topics as Newtonian mechanics, work, thermal energy, fluids, wave phenomena, and sound energy.

Prerequisite(s): MTH 097, MTH 124 recommended
Lab fee
Lab section required

**PHY 212 GENERAL PHYSICS II (4)**
A continuation of PHY 211. Topics such as light energy, electricity, magnetism, relativity, quantum mechanics, and radioactivity are studied in this class.

Prerequisite(s): PHY 211
Lab fee
Lab section required

**Political Science**

**PSC 201 INTRO TO AMER GOVERNMENT (3)**
Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

Cross-listed as PSC 201

**Psychology**

**PSY 198 CONCORDIA COMMITMENT (0.5)**
Students enrolled in this course develop a contract with Concordia University in which CU, under certain conditions, offers financial support after graduation if the student fails to gain employment in their field of choice. In return for this guarantee, students perform a series of activities designed to assist them in successfully completing their college degree and gaining employment.

Prerequisite(s): Signed contract with the Instructor

**PSY 199 LEARNING & SELF DEVELOP (1)**
This course will support and broaden the new college student’s academic skills and personal learning style through the theory and practice of learning. Students will experience various learning methods to develop their knowledge of self, to examine the liberal arts approach to learning, and to build awareness of resources available for lifelong learning. As students examine how personal biases affect thinking, they will be challenged to cultivate personal growth beyond their “comfort level.”
PSY 200 RESIDENT STAFF TRAINING (1)
Development of counseling and community-building skills through study of self-awareness, goal achievement, communication skills, problem solving and organizational skills, leadership training, counseling and therapy techniques. Course is available to Resident Advocates only.
*May be repeated for credit*

PSY 201 PRINC OF PSYCHOLOGY (3)
This course examines the study of human behavior, its principles, and terminology; a study of the mental growth of individuals, learning theory, personality, motivation, and individual differences.

PSY 202 APPL IN PSYCHOLOGY (2)
This course builds upon the content of PSY 201 and applies it to human development in the context of society. Students are encouraged to identify and apply basic psychological principles to life situations and to their potential future professions.
*Prerequisite(s): PSY 201*

PSY 232 EDUCATIONAL PSYCHOLOGY (2)
Examines basic learning theories and processes with application to aspects of classroom teaching and learning. Emphasis is given to learning styles and ways to individualize education. Assessment procedures are introduced with focus on standardized tests.
*Prerequisite(s): PSY 201
Cross-listed as EDU 232*

PSY 251 SEMINAR (1)
A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas and current research with faculty and other students without prerequisites.
*Offered Pass/No pass only
May be repeated for credit in accordance with the Seminar policy.*

PSY 288 DEPARTMENTAL SEMINAR (1)
A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas and current research with faculty and other students without prerequisites.
*Offered Pass/No pass only
May be repeated for credit in accordance with the Seminar policy.*

PSY 298 CONCORDIA COMMITMENT (0.5)
Students enrolled in this course develop a contract with Concordia University in which CU, under certain conditions, offers financial support after graduation if the student fails to gain employment in their field of choice. In return for this guarantee, students perform a series of activities designed to assist them in successfully completing their college degree and gaining employment.
*Signed contract with the instructor*
PSY 312 HUMAN SEXUALITY (3)
This course provides an introduction to human sexuality, including the psychological and physiological aspects of sexuality. Students will study human sexuality from a developmental and relational point of view.
Prerequisite(s): PSY 201

PSY 321 HUMAN GROWTH & DEVELOP (3)
An investigation of human development from conception through adulthood. Special emphasis upon determinants of development, review of theoretical viewpoints, stages of development, growth and functioning of intelligence, and special developmental problems.
Prerequisite(s): PSY 201

PSY 331 RESEARCH & STATISTICAL TECH (3)
An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.
Prerequisite(s): MTH 097, MTH 124 recommended
Cross-listed as MTH 331, SOC 331

PSY 341 ADOLESCENT PSYCHOLOGY (3)
An investigation of human development during the adolescent years. Emphasis upon physical, mental, and emotional growth. Special attention to growth and cultural factors which can make adolescence a time of stress.
Prerequisite(s): PSY 201

PSY 342 MARRIAGE & FAMILY LIFE (3)
This course provides an overview of the family as a system and social institution. Marital needs and benefits are also studied. Particular attention will be given to the psychological health of family members and family dynamics.
Prerequisite(s): PSY 201
Cross-listed as SOC 342

PSY 343 PSYCH OF PERSONALITY (3)
This course will foster an understanding of the current theories of personality. Also explored will be the application of personality theories in personality and temperament testing.
Prerequisite(s): PSY 201
Offered every other year

PSY 350 COUNSELING (3)
A survey of counseling and interviewing procedures as well as the study of recent contributions of psychological theory to counseling techniques.
Prerequisite(s): PSY 201

PSY 351 ADULT DEVELOPMENT (3)
This course exposes students to theories and research related to the developmental process in early, middle, and late adulthood.
Prerequisite(s): PSY 201

PSY 353 PARENTING & PARENT EDUC (3)
A critical study of the current research and concepts on parenting children from infancy through adolescence. Preparing curriculum and facilitating par-
ent education programs will also be a focus of this course.

Prerequisite(s): PSY 201

PSY 362 SOCIAL PSYCHOLOGY (3)
Social psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

Prerequisite(s): PSY 201
Cross-listed as SOC 362

PSY 390 CHILDREN W/ EXCEPTIONS (2)
Introduction to PL.94-192 and exceptional children with a focus on techniques for adapting materials, curriculum and teaching strategies, the exceptional child's family and community resources.

Prerequisite(s): PSY 201
Cross-listed as EDU 390

PSY 391 PRE-PRACTICUM SEMINAR (1)
This course is required for students planning to complete a psychology practicum. Students will obtain a site for the practicum Fall term, which will then be completed in spring semester.

PSY 398 CONCORDIA COMMITMENT (0.5)
Students enrolled in this course develop a contract with Concordia University in which CU, under certain conditions, offers financial support after graduation if the student fails to gain employment in their field of choice. In return for this guarantee, students perform a series of activities designed to assist them in successfully completing their college degree and gaining employment.

Signed contract with the instructor

PSY 401 PERSON CENTERED COMM (3)
Communication skills are presented and experienced through class involvement. These will include interpersonal relationships with individuals and groups. This course is designed for students in programs that involve communication with people. It is not limited to students in education and professional church work programs.

Prerequisite(s): PSY 201
Cross-listed as EDU 401

PSY 412 NEUROLOGICAL PSYCHOLOGY (3)
This course will study the brain and its functions as they relate to human behavior. Particular attention will be placed on brain abnormalities that can lead to mental illness.

Prerequisite(s): PSY 201
Offered every other year

PSY 422 PSYCH OF SPORT/PHYS ACT (3)
This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity and how participation in sport and physical activity affect the psychological well-being of the individual.

Cross-listed as HPE 422
PSY 432 EXPERIMENTAL
PSYCHOLOGY (3)
A critical advanced examination of the principles of research design, research methods, and testing in the field of psychology.
Prerequisite(s): PSY 201, PSY 331 or Instructor approval
Offered every other year

PSY 434 ABNORMAL
PSYCHOLOGY (3)
A survey and evaluation of disorders of personality and behavior. Includes a review of diagnostic techniques, preventive programs, biological and psychological therapies, logical therapies, and other strategies of intervention.
Prerequisite(s): PSY 201

PSY 440 MULTICULT
COUNS & EDUC (3)
This course introduces the student to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.
Cross-listed as EDU 440

PSY 451 SEMINAR (1)
A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas and current research with faculty and other students without prerequisites.
Offered Pass/No pass
May be repeated for credit in accordance with the Seminar policy.

PSY 457 GROWTH &
DEV YNG CHILD (2)
This course studies human development from conception through age eleven. Attention is directed towards physical, cognitive, and social and emotional development in three periods: infants and toddlers, early childhood, and middle childhood.
Prerequisite(s): PSY 201
Cross-listed as EDU 457

PSY 480 GROUP PROCESS (3)
Experiential approach to group process skills, including reading in theory and application to group theory.
Prerequisite(s): PSY 201

PSY 487 SENIOR THESIS (3)
Required of students majoring in psychology with a preparation for graduate school concentration. Students will develop an academic thesis and defend it before students and faculty.
Prerequisite(s): PSY 492, Department Chair approval

PSY 488 SEMINAR (1)
A reading and discussion course that has topics of general interest to both psychology majors and general audiences. Upper division credit will require greater participation. A chance to explore new ideas and current research
with faculty and other students without prerequisites.

Offered Pass/No Pass only
May be repeated in accordance with the Seminar policy.

PSY 491 PSYCHOLOGY PRACTICUM (5)
This course provides a supervised field placement along with a psychology seminar. The intent of this course is to give the psychology major a significant experience towards applying classroom learning.

Prerequisite(s): Department Chair approval
Offered Pass/No pass only

PSY 492 SENIOR PROJECT PREP (1)
This course is required for students planning to complete a senior thesis or project. The product of this course will be a thesis or project proposal.

Prerequisite(s): PSY 201, PSY 331, PSY 432

PSY 496 SENIOR PROJECT (3)
A departmental specific course.

Prerequisite(s): PSY 201, PSY 331, Department Chair approval
Offered Pass/No pass only

PSY 498 CONCORDIA COMMITMENT (0.5)
Students enrolled in this course develop a contract with Concordia University in which CU, under certain conditions, offers financial support after graduation if the student fails to gain employment in their field of choice. In return for this guarantee, students perform a series of activities designed to assist them in successfully completing their college degree and gaining employment.

Prerequisite(s): Signed contract with the Instructor

Religion

REL 141 FAITH FOR THE FUTURE (3)
This course will introduce students to the subject of religion by demonstrating how the Biblical faith addresses significant problems confronting individuals and societies now and in the future.

REL 211 HST/LIT OF OLD TESTAMENT (3)
This course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

Prerequisite(s): REL 141

REL 220 INTRO/CHRISTN MINISTRY I (1)
This team-taught course is for all DCE and pastoral studies students during their first two years on campus. Students are introduced to principles and topics common to a variety of fulltime congregation and mission-based ministries, as well as to the undergraduate experience that will move the students toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

Lab fee
REL 221 HST/LIT OF NEW TESTAMENT  (3)
This course surveys the origins and early history of Christianity. The main objectives are to comprehend the circumstances and causes of the emergence of Christianity, to trace its major early developments, to describe the beliefs and practices of early Christianity, to understand early Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.
Prerequisite(s): REL 141

REL 275 EVANGELISM: THEOL & PRAC  (3)
Students will identify how they, as Christians, can participate in outreach to seekers and the dechurched. The diverse components of a congregation's evangelism ministry will be discussed, while considering various methods and resources for that ministry. Primary emphasis will be on helping students understand the importance of the role of every Christian in evangelism, so that they can move into congregations to motivate and educate members, developing and implementing an effective and intentional ministry of evangelism. “Evangelism is the content, education is the process.”
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as CED 275

REL 276 PERSONAL CARE MINISTRY  (2)
Introduces students to active listening, spiritual resources in crisis situations, helping people care, peer counseling, and hospital visitation. Some field work in a local hospital will be required.

REL 288 DEPARTMENTAL SEMINAR  (1)
A seminar on a current issue in theology, ministry, or a mutual relationship with another discipline. Topic will be announced in advance of each seminar offered.
Offered Pass/No pass only
May be repeated in accordance with the Seminar policy.

REL 315 OLD TESTAMENT WRITINGS:  (2)
Students will study selected books of the Old Testament in depth; Psalms, Deuteronomy, Old Testament Prophets, etc. This course topic will vary each semester.
Prerequisite(s): REL 141, REL 211 or REL 221

REL 320 INTRO/CHRISTN MINISTRY II  (1)
This team-taught course is for all DCE and pastoral studies students during their first two years on campus. Students are introduced to principles and topics common to a variety of fulltime congregation and mission-based ministries, as well as to the undergraduate experience that will move the students toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.
Lab fee
REL 325 NEW TESTAMENT WRITINGS: (2)
Students will study selected books of the New Testament; Synoptic Gospels, Revelations to John, etc. Course topics will vary each semester.
Prerequisite(s): REL 141, REL 211 or REL 221

REL 331 THE CHRISTIAN FAITH (3)
An introduction to the teachings of the Christian faith according to Lutheran tradition, especially incorporating the perspective of the Lutheran Confessions.
Prerequisite(s): REL 141

REL 335 TRENDS MODERN THEOLOGY (2)
A study of the development of major religious trends from the Reformation to the present, especially as reflected in some of the leading theologians and philosophers, from Luther and Kant to Bultmann and Hans Kueng. These religious developments will be examined in relation to their various historical and cultural contexts.
Prerequisite(s): REL 141

REL 336 CHURCH WORK IN MISSION (2)
An introduction to the mission of the Church from the time of Jesus to the most recent strategies used at home and overseas. Students will discover their own roles in the mission of the Church, but will be able to analyze the characteristics of a healthy missionary congregation.
Prerequisite(s): REL 141, REL 211 or REL 221

REL 341 ART IN THE CHURCH (2)
A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.
Lab fee
Cross-listed as ART 341

REL 344 REFORMATION (3)
The course focuses on Pre-Reformation Europe, Protestant Reform movements in Germany, Switzerland, and England, and the Catholic response.
Prerequisite(s): HST 202 or Instructor approval
Cross-listed as HST 344

REL 345 LUTHER AND SOCIETY (3)
This course is an analysis and evaluation of source materials on Luther's understanding of the Christian's responsibility to society. Luther's view of the state, authority, war, marriage, public education, public welfare, economics, and the Jews are discussed.
Prerequisite(s): HST 201 or Instructor approval
Cross-listed as HST 345

REL 350 A HISTORY OF CHRISTIANITY (3)
A study of the history of Christianity from Jesus through the Reformation to the Modern World. Close examination of the development of early Christian thought, culture, and ethics in the Roman Empire, the Byzantine Empire, Europe, and America. Strong emphasis on the interpretation of historical texts in translation.
Cross-listed as HST 350
REL 351 RELIGION IN AMER LIFE (3)
A study of the history and character of the principal religious traditions of the United States, with special emphasis upon contemporary issues involving religion and society.
Cross-listed as HST 351

REL 361 INTRO TO ETHICS (3)
An introduction to the theory and practice of ethics from the Christian perspective, examining various aspects of both personal and social ethical issues within the biblical value system.
Cross-listed as PHL 361

REL 371 INTRO TO WORLD RELIGIONS (2)
An introduction to the major living religions of the world: Animism, Judaism, Islam, Hinduism, Buddhism, Taoism, and Confucianism. Classic teachings as well as contemporary religious developments are presented through lectures, speakers, and experiences.
Prerequisite(s): REL 141, REL 211 or REL 221

REL 375 SMALL GROUP MINISTRY (2)
This course explores the theoretical "why" of small group ministry and also the practical "hows" of making it work.

REL 385 PRACTICE OF SCRIPTURES (2)
This course is designed to help Christian leaders read the Scriptures devotionally and with understanding, that having digested the meaning for themselves, they may learn to share it with others in a devotional or educational setting.
Prerequisite(s): REL 141, REL 211 or REL 221

REL 399E PROMINENT THEOLOGIAN: NIEBUHR (3)

REL 431 LUTHERAN CONFESSIONAL THEOLOGY (3)
An introduction to the historic Lutheran Confessions, the Lutheran confessional-theological tradition, and the various contemporary approaches to understanding the Confessions as a distinctive witness to the gospel and as a creative and normative resource for contemporary evangelical theology.

REL 481 REL & LIT I: TRAGEDY (2)
A comparative study of selected tragic and Biblical texts, such as Oedipus, King Lear, and I Peter, J.B., Job, and Wiesel's Night, focusing on the perennial question, "What is man?"
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as ENG 481

REL 482 REL & LIT II: FANTASY (2)
A comparative study of selected texts, such as C.S. Lewis' Narnia, Tolkien's Lord of the Rings, and works by Ursula le Guin and Flannery O'Connor, with selected biblical texts, focusing on the recovery of transcendence, values, and the human for today.
Prerequisite(s): REL 141, REL 211 or REL 221
REL 483 REL & LIT III: COMEDY (2)
A comparative study of selected texts by authors such as Aristophanes, Shakespeare, Moliere, Jane Austen, George Bernard Shaw, Christopher Fay, and Flannery O'Connor, with selected biblical texts, with a view toward norms, ultimate values, and their religious foundation and significance for today.
Prerequisite(s): REL 141, REL 211 or REL 221
Cross-listed as ENG 485

REL 488 DEPARTMENTAL SEMINAR (1)
A seminar on a current issue in theology, ministry, or a mutual relationship with another discipline. Topic will be announced in advance of each seminar offered.
Offered Pass/No Pass only
May be repeated in accordance with the Seminar policy.

REL 495 SENIOR THESIS PREP (1)
This course is required for students planning to complete a senior thesis or project. The product of this course will be a thesis or project proposal.

REL 496 SENIOR THESIS (3)
The senior thesis provides the student an opportunity to explore in greater depth a particular theological and professional issue that is of interest to the student. The student meets regularly with the student's thesis advisor to write an original essay of approximately 50 pages that addresses the problem or issue formulated during REL 495. The student will defend the thesis before university faculty at the end of the course.

Sci 110 INTRO TO SCIENCE (3)
An introduction to the empirical nature of science, with emphasis placed on examining one or more current problems facing the world of life from a biological and physical science perspective.
Lab fee
Lab section required

SCI 112 ENVIRONMENTAL SCIENCE (3-4)
A study of the critical state of the earth's environment and how human affects and are affected by it.
Lab fee
Lab section required

SCI 251 SPECIAL TOPICS IN SCIENCE (1-2)
Brief courses that explore single topics of current interest in science.
Offered Pass/No pass only
May be repeated for credit in accordance with the Seminar policy.

SCI 451 SPECIAL TOPICS IN SCIENCE (1-2)
Brief courses that explore single topics of current interest in science.
Offered Pass/No pass only
May be repeated for credit in accordance with the Seminar policy.
Social Work

SCW 251 INTRO TO SOCIAL WORK (3)
An introduction to the profession and practice of social work with an emphasis on how the development of the social welfare institution shapes the social work profession, and how professional values, knowledge and skills define social work practice.

SCW 252 SOCIAL WELFARE POLICY (3)
An exploration of the philosophical basis and historical development of welfare as a social institution with an emphasis on contemporary issues and trends in the United States.

SCW 321 SOCIAL WORK INTERVIEWING (3)
This course prepares students to use a strengths-based perspective to interview clients in a variety of social work settings. Students will learn how to interview mandated clients and clients in crisis. The course includes hands-on practice in interviewing and uses videotaping to maximize student learning.
Prerequisite(s): SCW 251

SCW 351 HUMAN BEHAV IN SOC ENV (3)
This course provides an introduction to the various theories of human behavior and the social environment as a foundation for social work practice. The relationship among biological, social, psychological and cultural systems as they affect the “person-in-environment” will be examined.
Prerequisite(s): SCW 251

SCW 352 SW PRACTICE W/INDV/FAM/GRPS (3)
An introduction to the theories and skills essential for effective, beginning social work practice with individuals, families and groups, including the application of the problem-solving/solution-building process.
Prerequisite(s): SCW 251

SCW 361 CHEM DEP & ADDICT BEHAV (3)
A course designed to introduce the student to the area of chemical dependency by providing an overview of the social issues related to chemical dependency, examination of the social structure, and assessment and treatment methodologies.
Prerequisite(s): SCW 251 or instructor approval

SCW 371 SOCIAL WELFARE POLICY (3)
This course covers the history of the current structure of social welfare services and the role of policy in service delivery, social work practice, and the attainment of individual social well-being. Students will become equipped to participate in policymaking at the agency, local, state, and national level and be prepared to effectively analyze social policy.
Prerequisite(s): SCW 251
SCW 391 PRE-PRACTICUM
SEMINAR

The purpose of this seminar is to prepare junior-level Social Work students for their social work practicum experience. Students should enroll in this course the semester immediately preceding their practicum.

Prerequisite(s): SCW 352

SCW 399 INTERNATIONAL STUDY TOUR

This two-week social work study tour is designed to give students the opportunity to learn and experience how social work is practiced in another culture. A Concordia faculty member will accompany students as they visit social service agencies and attend lectures given by social work faculty from that culture. Students will be able to explore how culture and values influence the social work profession and the delivery of social services. This course is tentatively scheduled for May of 2003 and 2005.

SCW 421 SW W/ CHILDREN & ADOLESCENTS

This course provides an exploration of social work practice with children and adolescents, including provision of services to children and adolescents in schools, groups, out-of-home placements, in nontraditional families, and families affected by illness or death.

Prerequisite(s): SCW 251 or instructor approval

SCW 451 SEMINAR

Current advanced social work topics in a workshop format. Topics will be announced by the program director.

Offered Pass/No-Pass only
Lab fee charged.
May be repeated in accordance with the Seminar policy in the catalog.

SCW 452 NONPROFIT MANAGEMENT

Approximately 30% of today’s organizations are considered non-profit. While many concepts and practice are similar to private sector organizations, being a non-profit also creates many differences. This course introduces key elements of non-profit management activities. Focus is given to development of need assessments, program evaluation, program strategies, long- and short-term planning, goal setting, recruitment and training, motivation and supervision.

Cross-listed as BA 452

SCW 453 FUNDRAISING & GRANTWRITING

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, and receiving and managing grants. Emphasis is given to skills required for direct solicitation fundraising programs such as annual fund drives special events, phone-a-thons, direct mail campaigns, and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans, and design positive promotional materials.

Cross-listed as BA 453
SCW 471 SOCIAL RESEARCH METHODS (3)
This is an introductory course to the scientific, analytic approach to building knowledge for practice. In this course students learn to develop and use empirically based knowledge, including both qualitative and quantitative methods. Students will also become informed consumers of research reports for the purpose of informing social work policy and practice.
Prerequisite(s): SCW 351

SCW 482 THE PROFESSIONAL SOCIAL WORKER (3)
This course focuses on issues related to beginning generalist social work practice. How do personal values relate to professional practice? How does one develop a professional identity? How does one continue to develop professionally once working in the field? A special focus of this course will be looking at NASW code of ethics and strategies for dealing with ethical conflicts. This course will also look at the process of finding social work employment.

SCW 491 SOCIAL WORK PRACTICUM /SEMINAR (6-12)
Practicum needs to be arranged by the 13th week of the semester preceding the one in which the practicum will be done. This will be an educationally directed and monitored field placement focusing on the role of the generalist social worker. Students spend 200 hours per semester in a supervised social work setting. A seminar for practicum students will run concurrently.

Sociology

SOC 211 PRINC OF SOCIOLOGY I (2)
This course is an introduction to sociological principles, social institutions, social structure, social changes, and social and cultural trends.

SOC 212 PRINC SOCIOLOGY II (2)
Applications of sociological principles to current issues in society.
Prerequisite(s): SOC 211 or Instructor approval

SOC 321 SOCIOLOGY OF DIVERSITY (3)
An examination of social and cultural diversity in American society. The etiology of institutional discrimination and individual prejudices are examined, with a focus on their effect upon human behavior and institutional performance.

SOC 331 RESEARCH & STATISTICAL TEC (3)
An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.
Prerequisite(s): MTH 097, MTH 124 recommended
Cross-listed as PSY 331 and MTH 331
SOC 342 MARRIAGE & FAMILY LIFE (3)
This course provides an overview of the family as a system and social institution. Marital needs and benefits are also studied. Particular attention will be given on the psychological health of family members and family dynamics.

Prerequisite(s): PSY 201
Cross-listed as PSY 342

SOC 362 SOCIAL PSYCHOLOGY (3)
Social Psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

Cross-listed as PSY 362

SOC 492 SENIOR PROJ PREP (1)
This course is required for students planning to complete a senior thesis or project. The product of this course will be a thesis or project proposal.

Prerequisite(s): SOC 331

SOC 496 SENIOR PROJECT (3)
A departmental specific course.

Prerequisite(s): Department Chair approval

Spanish

SPA 101 SPANISH I (3)
A study of the fundamental skills of listening, comprehension, and speech of the Spanish language and acquaintance with customs and culture.

SPA 102 SPANISH II (3)
Continued development of the skills begun in SPA 101. Further emphasis on conversational skills.

Prerequisite(s): SPA 101

SPA 201 INTERMEDIATE SPANISH I (3)
A study of the intermediate skills of listening, comprehension, and conversation of the Spanish language.

Prerequisite(s): SPA 102

SPA 202 INTERMEDIATE SPANISH II (3)
Continued development of the skills begun in SPA 201.

Prerequisite(s): SPA 201

SPA 301 SPANISH LIT/CULTURE I (3)
A study of the literature and culture of Spanish-speaking countries with a primary focus on Mexico and Mexican history. Included will be readings from Spanish literature. The course will be conducted entirely in Spanish.

Prerequisite(s): SPA 202 or Instructor approval
SPA 302 SPANISH LIT/ CULTURE II (3)
This course is a continuation of SPA 301.
Prerequisite(s): SPA 301

SPA 401 ADVANCED SPANISH I (3)
A study of the advanced skills of listening, comprehension and conversation of the Spanish language.
Prerequisite(s): SPA 202 or Instructor approval

SPA 402 ADVANCED SPANISH II (3)
Continued development of skills begun in SPA 401.
Prerequisite(s): SPA 401 or Instructor approval

Theatre Arts

TA 206 INTRO TO THEATRE (2)
Explore the role and activity of theatre in society. Introduces students to the major genres of drama and styles of production, as well as to the artists and artisans of theatre. A representative selection of plays is read and discussed. Students will also view and critique several live performances outside of class. This is an ideal foundation course for students of theatre and dramatic literature.
Cross-listed as ENG 206

TA 208 ACTING I (2)
An introduction to the craft of acting including history, theory, and application through improvisation, created, and scripted work. Requires viewing theatre outside of class and performance.
Prerequisite(s): TA 206 or Instructor approval
Cross-listed as ENG 208
TA 216 STAGECRAFT I (2)

This course is an introduction to the theories and practices of technical production with specific emphasis on the engineering and construction of scenery and properties.
Prerequisite(s): TA 206

TA 217 STAGECRAFT II (2)
This course is an introduction to the theories and practices of technical production with specific emphasis on stage lighting and sound.
Prerequisite(s): TA 206, TA 216

TA 308 ACTING II (2)
Continues the work of Acting I on a more advanced level. Character work and technique will be explored. Includes viewing theatre outside of class and performance of scenes.
Prerequisite(s): TA 206, TA 208
Cross-listed as ENG 308

TA 317 CHILDREN'S DRAMATIC LIT (2)
Students are introduced to children's drama as a powerful means of storytelling, an exciting form of performance, and a useful tool of arts education. A select number of scripts will be read and discussed. The course will culminate in a study of the process involved in adapting children's literature to stage.
Cross-listed as EDU 317, ENG 317

TA 318 CREATIVE DRAMATICS (2)
Students are introduced to children's drama as a powerful means of storytelling, an exciting form of performance, and a useful tool for arts education. A select number of scripts will be read and discussed. The course will culminate in a study of the process involved in adapting children's literature to the stage.
Cross-listed as EDU 318
TA 321 SHAKESPEARE (3)
Selected reading in the Shakespearean comedies, tragedies, histories, romances and sonnets. Traditional and contemporary analytical methodologies and interpretive approaches to the canon will be utilized. Special attention will be directed to assessing the significance of the Shakespeare plays’ and poems’ meaning in light of doubts that have been raised suggesting the origin of the works of Shakespeare by a writer or writers other than the author to whom they conventionally have been attributed.
Prerequisite(s): ENG 121
Cross-listed as ENG 321

TA 402 VOICE FOR ACTORS (2)
Explores the actor’s vocal technique. Explores the production of sound, breath, articulation, projection, phonetics and stage technique.
Prerequisite(s): TA 206, TA 208

TA 403 MOVEMENT FOR ACTORS (2)
Refining an actor’s physical control through the techniques of dance.
Prerequisite(s): TA 206, TA 208

TA 410 DIRECTING (2)
A study of the creation, development, and performance of a play from the director’s viewpoint. Practical experience in directing techniques is gained through casting and rehearsal, interpretation of scripts, production organization, and the actual direction and performances of scenes.
Prerequisite(s): TA 206, TA 208, TA 216, TA 217

Theatre Arts Performance

TAP 203 PERF & PROD (1)
Students may receive credit for participating in mainstage productions either on-stage or off. Participation may include acting, set construction, lighting crew, or backstage crew. Requires a substantial time commitment. See director for more information.
Prerequisite(s): Auditions
Audition times will be prominently posted on campus.

TAP 296 DRAMA TROUPE (1 - 2)

TAP 403 PERF & PROD (1)
Students may receive credit for participating in mainstage productions either on-stage or off. Participation may include acting, set construction, lighting crew, or backstage crew. Requires a substantial time commitment. See director for more information.
Prerequisite(s): Audition
Audition times will be prominently posted on campus.
Upper division credit must be arranged with the Instructor.
FACULTY
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CHARLES E. SCHLIMPERT, 1983
President
B.A., Concordia University, River Forest, Illinois
M.Ed., University of Missouri, St. Louis, Missouri
Ph.D., University of Southern California, University Park, California

MARK WAHLERS, 1990
Provost; Chief Operating Officer; Professor of English
B.S., Concordia Teachers College, Seward, Nebraska
M.S., Portland State University, Portland, Oregon
Ph.D., University of Texas, Austin, Texas

JOHNNIE R. DRIESSNER, 1980
Executive Director, Concordia University Foundation
Professor of Biology and Education
B.S., Concordia Teachers College, Seward, Nebraska
Ed.D., Portland State University, Portland, Oregon

DENNIS J. STOECKLIN, 1984
Chief Financial Officer; Faculty without Rank
B.A., Southern Illinois University, Edwardsville, Illinois
C.P.A., Missouri State Board

DAVE A. ALBRECHT, 1995
Director of Environmental Management Program
B.A., Pacific Lutheran University, Tacoma, Washington
L.L.M., University of Washington School of Law, Seattle, Washington
L.L.M., Northwestern School of Law, Lewis & Clark College, Portland, Oregon
J.D., Willamette University School of Law, Salem, Oregon

JAN E. ALBRECHT, 1995
Professor of Secondary Education Director, Graduate Programs
B.A.Ed., Pacific Lutheran University, Tacoma, Washington
M.A.Ed., United States International University, San Diego, California
Ed.D., University of Southern California, Los Angeles, California

JUDY ANDERSON, 2004
Reference and Instruction Librarian Associate Professor
B.A., Concordia College, Moorhead, Minnesota
M.L.S., University of Arizona, Tucson, Arizona
M.P.A., Portland State University, Portland, Oregon
WILLIAM H. BALKE, 1984
Associate Professor of Mathematics
Assistant to the President, Church Relations
B.S., Concordia Teachers College, Seward, Nebraska
M.S.Ed., Millikin University, Decatur, Illinois
Ed.D., (ABD), Portland State University, Portland, Oregon

NOLAN R. BREMER, 1983
Emeritus Professor of Religion
B.A., Concordia College, Ft. Wayne, Indiana
M.Div., Concordia Seminary, St. Louis, Missouri
M.S.L.S., University of Illinois, Champaign, Illinois

DANIEL R. BIRKEY, 1988
Assistant Professor of Physical Education; Men’s Soccer Coach
B.S., Warner Pacific College, Portland, Oregon
M.S., Portland State University, Portland, Oregon

JOHN F. BURGESS, 1982
Emeritus Professor of Business and Economics
B.A., Kansas State University, Manhattan, Kansas
M.P.A., City University of Seattle, Seattle, Washington
M.B.A., City University of Seattle, Seattle, Washington

DWAIN C. BRANDT, 1959
Emeritus Professor of History
B.S., Oregon College of Education, Monmouth, Oregon
M.A., University of Oregon, Eugene, Oregon
Ph.D., University of Washington, Seattle, Washington

CARL F. CHRISTIAN, 1986
Emeritus Professor of Education
B.S., Concordia University, River Forest, Illinois
M.S.Ed., Wayne State University, Detroit, Michigan
Ed.D., University of Nebraska, Lincoln, Nebraska

STEPHEN B. BRAUN, 1987
Professor of Business
B.A., Xavier University, Cincinnati, Ohio
M.B.A., Fairleigh Dickenson University, Teaneck, New Jersey
Ph.D., Candidate, University of London, London, England

BERTRAM COLTMAN III, 2004
Associate Professor of Biology
B.S., Tulane University, New Orleans, Louisiana
M.S., Tulane University, New Orleans, Louisiana
Ph.D., Tulane University, New Orleans, Louisiana

CONCORDIA (university)
DUWAYNE L. DOCKTER, 1998
Professor of Business & Accounting
B.A., California State University, Fullerton, California
M.A., California State University, Fullerton, California
Ed.D., Utah State University, Logan, Utah

ERIC H. FREEMAN, 1999
Assistant Professor of Business
B.S., Portland State University, Portland, Oregon
M.B.A., University of Portland, Portland, Oregon

FRANK H. GEBHARD, 1960
Emeritus Professor of Physical Sciences and Mathematics
B.S., University of Oregon, Eugene, Oregon
M.A.T., Reed College, Portland, Oregon

KATHY G. DUNBAR, 1983
Associate Professor of Education
B.A., Augustana College, Rock Island, Illinois
M.Ed., University of Portland, Portland, Oregon

LYNNELL M. EDWARDS, 1994
Professor of English; Director of Writing Center
B.A., Centre College, Danville Kentucky
M.A., University of Louisville, Louisville, Kentucky
Ph.D., University of Louisville, Louisville, Kentucky

LARRY E. GROSS, 1978
Chair, Performing & Visual Arts; Associate Professor of Art
B.A., Concordia Teachers College, Seward, Nebraska
M.S.T., Portland State University, Portland, Oregon

JEANETTE G. EGGER, 2000
Assistant Professor of Math and Physics
B.A., Concordia Teachers College, River Forest, Illinois
M.A., Western Michigan University, Kalamazoo, Michigan

RICI DE FRIES HALLSTRAND, 2001
Associate Professor of Biology
B.A., University of California, San Diego, California
Ph.D., University of California, Los Angeles, California
GARY B. HANSON, 1994  
Emeritus Professor of Biology  
B.A., Wisconsin State University,  
Whitewater, Wisconsin  
M.A., Walla Walla College,  
Walla Walla, Washington  
Ph.D., Loma Linda University,  
Loma Linda, California

GERD J. HORTEN, 2000  
Chair, English and Humanities; Professor of History  
B.A., Universitat Heidelberg,  
Germany  
M.A., University of Oregon,  
Eugene, Oregon  
Ph.D., University of California at Berkeley, Berkeley, California

RICHARD A. HILL, 1976  
Professor of English and Humanities  
B.A., Gonzaga University,  
Spokane, Washington  
M.A., Emory University,  
Atlanta, Georgia  
Ph.D., Emory University,  
Atlanta, Georgia

ROBERT J. JACKE, 1985  
Emeritus Professor of Physical Sciences and Mathematics  
B.A., Concordia University,  
River Forest, Illinois  
M.Ed., University of Texas,  
Austin, Texas

HERBERT E. HOEFER, 1997  
Professor of Theological Studies  
B.A., Concordia Sr. College,  
Ft. Wayne, Indiana  
M.Div., Concordia Seminary,  
St. Louis, Missouri  
S.T.M., Concordia Seminary,  
St. Louis, Missouri  
Ed.D., Columbia University Teachers College, New York, New York

MARK D. JAGER, 1995  
Chair, Health & Social Services; Professor of Health Care Administration  
B.S., Central Michigan University,  
Mt. Pleasant, Michigan  
M.P.A., Western Michigan University,  
Kalamazoo, Michigan  
Ph.D., University of New Mexico,  
Albuquerque, New Mexico
LISA K. KEYNE, 1997
Assistant Provost for Academics; Professor of Education
B.A., Concordia College, St. Paul, Minnesota
M.P.A., University of Alabama, Birmingham, Alabama
Ph.D., University of Southern California, Los Angeles, California

STEVEN J. KRAUSE, 1999
Chair, Business; Professor of Business & Management
B.S., University of Oregon, Eugene, Oregon
M.S., Gonzaga University, Spokane, Washington
Graduate, Military Professional School
Ed.D., Texas Tech University, Lubbock, Texas

LYNN KEYNE-MICHAELS, 1998
Associate Professor of Education; Director of Placement
B.S., Concordia College, Seward, Nebraska
M.S., California State University, Hayward, California
Ed.D., Candidate (ABD), Washington State University, Vancouver, Washington

CHARLES J. KUNERT, 1969
Dean, College of Theology, Arts and Sciences; Professor of Biology
B.S., Concordia Teachers College, Seward, Nebraska
M.S., Portland State University, Portland, Oregon
Ph.D., University of Oregon, Eugene, Oregon

JANE KOIVISTO, 2003
Assistant Professor of Education; MAT Program Director
B.S.Ed. Western Oregon University, Monmouth, Oregon
M.S.Ed. Portland State University, Portland, Oregon

JONATHAN T. LEONARD, 1993
Professor of Elementary Education
Undergraduate Program Director
B.A., Concordia University, River Forest, Illinois
M.S., Mankato State University, Mankato, Minnesota
Ph.D., Ball State University, Muncie, Indiana

FREDERICK D. KRAMER, 1963
Emeritus Professor of Psychology
B.S., Concordia College, River Forest, Illinois
M.A., Northwestern University, Evanston, Illinois
Ph.D., University of Portland, Portland, Oregon
TRISH LICHAU, 2002  
Associate Professor of Education  
B.S., University of Portland, Portland, Oregon  
M.S., University of Portland, Portland, Oregon  
Ph.D., Candidate, Capella University, Minneapolis, Minnesota

DAVID MCNAMEE, 2003  
Assistant Professor of Business  
B.A., University of Portland, Portland, OR  
M.S., Syracuse University, Syracuse, New York

BRENT MAI, 2003  
Associate Professor, Library and Information Management; University Librarian  
B.A., Bethany College, Lindsborg, Kansas  
M.A., George Washington University, Washington D.C.  
M.L.I.S. University of Texas at Austin, Austin, Texas  
Ed.D. (Candidate) Vanderbilt University, Nashville, Tennessee

NORMAN P. J. METZLER, 1993  
Chair, Theology Department; Director of Continuing Theological Education; Professor of Theological Studies  
B.A., Concordia Senior College, Ft. Wayne, Indiana  
M.Div., Concordia Seminary, St. Louis, Missouri  
S.T.M., Yale Divinity School, Yale University, New Haven, Connecticut  
Th.D., University of Munich, Munich, Germany

JOSEPH C. MANNION, 1991  
Dean, College of Education; Professor of Education; Director of Secondary Education  
B.A., Concordia University, River Forest, Illinois  
M.Ed., University of Hawaii, Honolulu, Hawaii  
Ed.D., University of Hawaii, Honolulu, Hawaii

THOMAS O. MUNSON, 1999  
Professor of Chemistry  
B.A., University of California, Berkeley, California  
M.S., University of Wisconsin, Madison, Wisconsin  
Ph.D., University of Wisconsin, Madison, Wisconsin
CRAIG S. OLDENBURG, 2001
Assistant Professor of Education; Director of Christian Ministries
B.A., Concordia University, River Forest, Illinois
M.A., Concordia University, Seward, Nebraska

SHERYL REINISCH, 1999
Associate Professor of Education
B.A. Concordia College, River Forest, Illinois
M.Ed. University of Central Florida, Orlando, Florida
Ed.D., Candidate, Portland State University, Portland, Oregon

PAULA J. POLITTE, 1991
Co-Chair, Physical Education; Assistant Professor of Health & Physical Education
B.A., Concordia University, Portland, Oregon
M.S., United States Sports Academy, Daphne, Alabama

JULIE A. ROWLAND, 1979
Associate Professor of Mathematics
B.A., Gonzaga University, Spokane, Washington
B.E., Gonzaga University, Spokane, Washington
M.A., Gonzaga University, Spokane, Washington
Ed.D., Portland State University, Portland, Oregon

SERGEI A. POLOZOV, 1994
Chair, Math and Science; Professor of Biology;
M.A., Moscow Pedagogical State University, Moscow, Russia
Ph.D., Moscow Pedagogical State University, Moscow, Russia

FREDERICK W. RUHNKE, 1999
Associate Professor of Education
B.A., DePauw University, Greencastle, Indiana
M.A.T., Lewis & Clark College, Portland, Oregon
M.A., University of Portland, Portland, Oregon
Colloquy, Concordia University, River Forest, Illinois
Ed.D., Candidate (ABD), Nova Southeastern University, North Miami Beach, Florida

RICHARD O. REINISCH, 1955
Emeritus Professor of Theological Studies and Classical Languages
B.A., Concordia Seminary, St. Louis, Missouri
M.Div., Concordia Seminary, St. Louis, Missouri
M.A., Washington University, St. Louis, Missouri
Ph.D., University of Washington, Seattle, Washington
<table>
<thead>
<tr>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Education 1</th>
<th>Education 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>JOHN F. SCHECK, 1955</td>
<td></td>
<td>Emeritus Professor of History</td>
<td>B.A., Concordia Seminary, St. Louis, Missouri</td>
<td>M.Div., Concordia Seminary, St. Louis, Missouri</td>
</tr>
<tr>
<td>THOMAS M. SHUELL, 2000</td>
<td></td>
<td>Associate Professor of Mathematics</td>
<td>B.A., Concordia University, Portland, Oregon</td>
<td>M.S., Portland State University, Portland, Oregon</td>
</tr>
<tr>
<td>KEVIN E. SIMPSON, 2000</td>
<td></td>
<td>Chair, Social Sciences, Associate Professor of Psychology</td>
<td>B.S., John Brown University, Siloam Springs, Arkansas</td>
<td>M.S., University of Texas, Denton, Texas</td>
</tr>
<tr>
<td>GLENN C. SMITH, 1991</td>
<td></td>
<td>Chief Student Affairs Office; Assistant Professor of Psychology</td>
<td>B.A., Azusa Pacific College, Azusa, California</td>
<td>M.A., Azusa Pacific College, Azusa, California</td>
</tr>
<tr>
<td>JOEL M. SCHULDHEISZ, 1985</td>
<td></td>
<td>Professor of Education; Athletic Director</td>
<td>B.A., Concordia College, St. Paul, Minnesota</td>
<td>Ed.D., Portland State University, Portland, Oregon</td>
</tr>
<tr>
<td>JANE A. SMITH, 1998</td>
<td></td>
<td>Associate Professor of Psychology</td>
<td>B.A., Azusa Pacific College, Azusa, California</td>
<td>M.Ed., Whitworth College, Spokane, Washington</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ed.D., Candidate (ABD), Portland State University, Portland, Oregon</td>
<td></td>
</tr>
</tbody>
</table>
HANS G. R. SPALTEHOLZ, 1956
Emeritus Professor of Theological Studies
B.A., Concordia Seminary, St. Louis, Missouri
M.A., Columbia University, New York, New York
M.A., University of Chicago, Chicago, Illinois
M.Div., Concordia Seminary, St. Louis, Missouri

SONJA B. VEGDAHL, 1994
Associate Professor of Social Work
B.A., St. Olaf College, Northfield, Minnesota
M.A., University of Chicago, Chicago, Illinois
Ph.D., Portland State University, Portland, Oregon

HEATHER STUEVE, 1992
Assistant Professor (deployed to CUEnet)
B.A., Christ College Irvine, Irvine, California
M.A., Portland State University, Portland, Oregon

ARTHUR G. WAHLERS, 1946
Emeritus Professor of Education; Assistant to the President
B.A., Concordia Seminary, St. Louis, Missouri
M.A., University of Minnesota, Minneapolis, Minnesota
Ed.D., University of Oregon, Eugene, Oregon

MICHAEL THOMAS, 2003
Assistant Professor of Classical Languages / Humanities
B.A., Concordia University, Portland, OR
M.A., University of Washington, WA
Ph.D., (Candidate) University of Virginia, Charlottesville, Virginia

ERHARDT P. WEBER, 1959
President Emeritus
M.A., University of Florida, Gainesville, Florida
S.T.D., Chicago Lutheran Seminary, Chicago, Illinois

ANN G. WIDMER, 1983
Dean, School of Management; Professor of Health Care Administration
B.A., Centre College of Kentucky, Danville, Kentucky
M.A., University of Kentucky, Lexington, Kentucky
Ed.D., University of Kentucky, Lexington, Kentucky
RICHARD W. WISMAR III, 1990
Emeritus Professor of Education,
Director of Church Worker Placement
B.A., Concordia University,
River Forest, Illinois
M.Ed., Tulane University,
New Orleans, Louisiana
M.Ed., Louisiana State University,
Baton Rouge, Louisiana
Ph.D., University of New Orleans,
Lake Front, New Orleans

JONDAVID WYNEKEN, 2004
Assistant Professor of History
B.A., Humboldt State University,
Arcata, California
M.A., University of Nebraska-Lincoln,
Lincoln, Nebraska
Ph.D., Candidate (defense 9/04), Ohio
University, Athens, Ohio

JOYCE ZERWEKH, 2004
Professor and Director of Nursing Programs
B.S.N., St. Olaf College,
Northfield, Minnesota
M.A., New York University,
New York City, New York
Ed.D., Seattle University,
Seattle, Washington

LYNNE WOLTERS, 2000
Assistant Professor of Education
B.A., George Fox University,
Newberg, Oregon
Graduate work, Pepperdine
University, Malibu, California

DANIEL L. WRIGHT, 1991
Professor of English
Director of Institute for Shakespeare
Authorship Studies
B.A., Valparaiso University,
Valparaiso, Indiana
M.Div., The Lutheran School of
Theology at Chicago, Chicago, Illinois
M.A., Valparaiso University,
Valparaiso, Indiana
Ph.D., Ball State University,
Muncie, Indiana

TEACHING STAFF

BRAD BARBARICK, 1993
Men’s Basketball Coach
B.S., Columbia Christian College,
Portland, Oregon
M.S., Western Oregon State College,
Monmouth, Oregon
KURT BERENTSEN, 1998
Director of Choral Music
B.Mus., Utah State University, Logan, Utah
M.A., University of California, Santa Barbara, California
Colloquy, Concordia College, Seward Nebraska

KARIE KOSDERKA-FARRELL, 2003
Women’s Softball Coach
B.S., University of Utah, Salt Lake City, Utah

EMILY KOSDERKA, 2001
Head Athletic Trainer
B.S., Willamette University, Salem, Oregon
M.S., Indiana University, Bloomington, Indiana

CHRISTOPHER DUENOW, 2002
Volleyball Coach
B.A., University of Washington, Seattle, Washington

GRANT LANDY, 1997
Women’s Soccer Coach
B.A., California Polytechnic State University, San Luis Obispo, California

RON FONGER, 1984
Director of Information Services
B.S., University of Wisconsin, Superior, Wisconsin
Ph.D., (ABD) Michigan State University, East Lansing, Michigan

JULIE LEONARDO, 2002
Program Coordinator, School of Management
B.A., Concordia University, Portland, Oregon
M.B.A., Concordia University, Portland, Oregon

MICHAEL GOEBEL, 2000
Director, MCL Program
B.A., University of Washington, Seattle, Washington
M.B.A., Seattle City University, Seattle, Washington
M.P.A., Seattle City University, Seattle, Washington

RANDY LUNDGREN, 2000
Director of Academic Applications, Media and Support
B.A., University of Washington, Seattle, Washington
TERRY McGLASSON, 2001
Director of Counseling Services
M.A., Western Seminary, Portland, Oregon
M.Div., Western Seminary, Portland, Oregon

THOMAS A. MEIER, 2003
Men’s and Women’s Golf Coach
B.A., Millikin University, Decatur, Illinois

LINDA ROUNTREE, 1989
Director, International Student Programs
B.A., University of Oklahoma, Norman, Oklahoma
M.A., Oklahoma State University, Stillwater, Oklahoma
M.S., Oklahoma State University, Stillwater, Oklahoma

ROB VANCE, 1999
Baseball Coach
B.A., Pacific University, Forest Grove, Oregon
M.S.T., Portland State University, Portland, Oregon

Administrative Staff

KURT BERENTSEN
Choral Director
503-280-8511

MEGAN BOUSLAUGH
Associate Dean for Student Development
503-280-8512

JIM CULLEN
Director of Enrollment Services
503-280-8514

STEVE DEKLOTZ
Associate Dean for Student Life
503-493-6966

RON FONGER
Director of Information Services; Applications
503-280-8504

MADELINE GEFFROH
Assistant Director of Human Resources
503-493-6529

DONNA HOYT
Director of Graduate Admission
503-280-8501

GROVER LASEKE
Director of Campus Safety
503-280-8535

RANDY LUNDGREN
Director of Information Services - Academic Applications
503-493-6595

BRENT MAI
University Librarian
503-280-8507

TERRY McGLASSON
Director of Counseling & Learning Services
503-493-6545

DOUGLAS MEYER
Director of Physical Plant Services
503-280-8508

BRAD METZLER
Director of Information Services - Infrastructure
503-280-8504

JEN RONDEMA
Conference Coordinator
503-493-6580
LINDA RUHNKE, RN
Director of Health Services
503-280-8512

ERICA SCHWENNEKER
Director of Marketing/Public Relations
503-280-8505

GLENN SMITH
Dean of Students
503-493-6542

BOBI SWAN
Dean of Admissions
503-280-8501

VACANT
Director of Alumni / Special Events
503-280-8505

VACANT
Director of Institutional Research
503-493-6510

THOMAS MEIER
Women’s Golf Coach,
Men’s Golf Coach

ROB VANCE
Men’s Baseball Coach, Health & Physical
Education Instructor,
Chair PE Department

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President Emeritus

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Finance-Treasurer
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Director of Pastoral Education

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Executive Director/President

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DR. BEVERLY YAHNKE

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COORDINATING COUNCIL

DR. JOHNIE DREISSNER
Executive Director
Concordia University Foundation

DR. LISA KEYNE
Assistant Provost for Academics

DR. CHARLES KUNERT
Dean, College of Theology Arts & Sciences

DR. JOSEPH MANNION
Dean, College of Education

VACANT
Director of Institutional Research

DR. JAN ALBRECHT
Faculty Chair

DR. CHARLES SCHLIMPERT
President, Concordia University

DR. JOEL SCHULDHEISZ
Professor of Education; Athletic Director

MR. GLENN SMITH
Dean of Students

MR. DENNIS STOECKLIN
Chief Financial Officer

REV. ORLANDO TRIER
Campus Pastor

DR. MARK WAHLERS
Provost; Chief Operating Officer

DR. ANN WIDMER
Dean, School of Management
<table>
<thead>
<tr>
<th>FALL SEMESTER DATES</th>
<th>SPRING SEMESTER DATES</th>
</tr>
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<tbody>
<tr>
<td><strong>8/23-12/10</strong></td>
<td><strong>1/4 - 4/30</strong></td>
</tr>
<tr>
<td>Aug 21</td>
<td>Residence Halls Open for New Students/Orientation Begins</td>
</tr>
<tr>
<td>Aug 23</td>
<td>Continued Registration/Orientation</td>
</tr>
<tr>
<td>Aug 23</td>
<td>Evening Courses Begin <em>(Courses taught at or after 4:30pm)</em></td>
</tr>
<tr>
<td>Aug 24</td>
<td>Day Courses Begin</td>
</tr>
<tr>
<td>Aug 26</td>
<td>Last Day for 100% Tuition Refund</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>Sept 3</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Labor Day (No Day or Evening Courses)</td>
</tr>
<tr>
<td>Oct 11-15</td>
<td>Mid-term week</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Oct 29</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Nov 22-26</td>
<td>Thanksgiving Break (Mon-Fri)</td>
</tr>
<tr>
<td>Dec 3</td>
<td>No Classes (Final Prep Day)</td>
</tr>
<tr>
<td>Dec 6-10</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Dec 11</td>
<td>Fall Commencement</td>
</tr>
<tr>
<td>Dec 13-Jan 2</td>
<td>Christmas Break</td>
</tr>
<tr>
<td>Jan 2</td>
<td>Residence Halls Open for New Students/Orientation Begins</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Continued Registration/Orientation</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Evening Courses Begin <em>(Courses taught at or after 4:30pm)</em></td>
</tr>
<tr>
<td>Jan 4</td>
<td>Day Courses Begin</td>
</tr>
<tr>
<td>Jan 7</td>
<td>Last Day for 100% Tuition Refund <em>(See reverse for refund policy)</em></td>
</tr>
<tr>
<td>Jan 14</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>Jan 14</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Martin Luther King, Jr. Day - No Day or Evening Courses</td>
</tr>
<tr>
<td>Feb 18</td>
<td>LEST - No Day or Evening Courses <em>(Lutheran Elementary Schools Tournament)</em></td>
</tr>
<tr>
<td>Feb 21-25</td>
<td>Mid-term Week</td>
</tr>
<tr>
<td>Feb 28-Mar 4</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Mar 18</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Mar 25-27</td>
<td>Easter Break</td>
</tr>
<tr>
<td>Apr 22</td>
<td>No Classes (Final Prep Day)</td>
</tr>
<tr>
<td>Apr 25-29</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>
CAMPUS MAP

Departments & Offices

Academic Services ...................... 1
Admissions ............................. 1
AlumniOffice .......................... 2
Art .................................... 9
Athletics .............................. 4
Bookstore ............................. 18
Brandes Student Union .............. 2
Business Services .................... 1
Cafeteria ................................ 2
Career Resource Center .............. 8
Chapel of the Upper Room (CHPL) .. 1
College of Education .................. 12
College of Theology, Arts, & Sciences 13
Computer Lab(CMP) ................... 2
Counseling ............................ 7
CU Foundation ........................ 2
Dining Services ........................ 2
Drama ................................ 9
Education Media Services .......... 2
Elementary Education ............... 12
English Language School Offices .. 18
Financial Aid .......................... 1
Hagen Campus Center ................. 2
Health Services ........................ 8
Hospitality House ..................... 25
Information Office .................... 1
Information Services ................. 2
International Programs ............. 1
International Student Services ... 7
Library ................................ 2
Module (M) 101, 102 .................. 6
Module (M) 103, 104, 105 .......... 5
Music ................................ 9
Physical Plant Services .............. 2
President's Office/Registrar's Office.. 1
Residence Life Office ............... 8
Science ................................ 1
School of Management ............. 14
Department of Business .......... 14
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Secondary Education ................. 12
Security ................................ 13
Social Work .......................... 14
Student Services .................... 8
West Dining Hall (WDH) ............ 2
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Buildings

Luther Hall ............................ 1
Hagen Campus Center ............... 2
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Modular Classrooms ................. 6
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Student Services .................... 8
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