your love is...

Ephesians 3:18
How wide, long, high, deep...
is the love of Christ!

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USE OF THIS CATALOG

While this catalog is provided for guidance in course selection and program planning, students are expected to confer with their academic advisors for precise information concerning their academic programs. Every effort is made to ensure the accuracy of the information in this catalog. However, it is not considered a binding contract. Other publications which reflect additional policies of Concordia University include the Student Handbook and the Faculty Handbook.

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. Courses listed in this catalog are subject to change through normal academic processes. Changes to the curriculum are published in the program outlines and the university Schedule of Classes. Concordia University reserves the right to, at any time, change or withdraw courses, fees, rules, and calendar, as well as other regulations affecting the student body.
PRESIDENT’S WELCOME

Concordia is a wonderful place to go to school. We provide our students with a relevant and meaningful higher education experience within a Christian context. Our students are challenged in the classroom to reach high academic standards while integrating faith and learning to prepare them to be leaders in the home, workplace, and in their communities. As you investigate this catalog and, more importantly, talk with the faculty and students, you will see that we create a learner-centered environment with an emphasis on lifelong learning and service to the communities in which we live. As a result, as a part of their academic program, every student participates in a practical experience directly related to their chosen field of study and profession. You will be building your résumé as you earn your degree.

Concordia is a faith-based institution which has graduated thousands of students who are making a difference in our world. Concordia is making a difference in the lives of its students and our broader community. A Concordia education provides students with the experiences and skills to become leaders and make a difference in the world that needs help and hope.

I invite you to join us and transform your life and the lives of those around you.

Charles E. Schlimpert, Ph.D.
President
GENERAL INFORMATION

Concordia’s Mission Statement

Concordia is a Christian University preparing leaders for the transformation of society.

Concordia’s Core Values

At Concordia the following five core values, values currently in action, inform and delineate our decisions and choices:

- Christian
- Teaching and Learning
- Excellence
- Community
- Service

Concordia’s 2020 Vision

In the execution of its mission as informed by its core values, and its historic, active and ongoing relationship and partnership with The Lutheran Church Missouri Synod, in 2020 Concordia University will be known for and characterized throughout the region by the following attributes:

1. Servant Leaders
2. Community Connected
3. Student Choice
4. Relationships
5. Rigorous
6. Lutheran
7. Anchored
8. Agile

Concordia’s Rich History

Concordia opened its doors for the first time at its current location in 1905. The school began as a four-year academy to meet the needs of the region for pastors and school teachers for the Lutheran Church-Missouri Synod. The campus has evolved into a university that offers a solid liberal arts education, pre-professional
programs, professional church work programs, and undergraduate and graduate degrees in education and business. The campus’ 1,900 students come from all over the United States and the world, but primarily from the Pacific Northwest.

Concordia University is a Christian university preparing leaders for the transformation of society. Located on twenty acres in a residential neighborhood of Portland, Concordia’s mission drives all planning in academics and future directions. The campus builds on its strengths, pursuing programs that will assist students to prepare for work or to enhance their pursuit of lifelong learning. Students, staff, and faculty — the Concordia community — are valued as the most important components of this campus, as all strive to encourage, support, and equip for service and fulfillment.

Concordia History Chronology

1905    Concordia opens as a four-year academy for boys to meet the needs of the area for pastors and parochial school teachers for the Lutheran Church-Missouri Synod
1950    Junior College is established for men
1954    Concordia becomes co-educational
1962    Accreditation is achieved with the Northwest Association of Schools and Colleges
1977    Concordia becomes a four-year college.
1980    The first students graduate with Bachelor’s degrees.
1982    International Student Programs are initiated
1985    Health Care Administration and International Executive Program are added
1989    Accelerated Degree Program is added.
1991    Secondary Education is added.
1992    Concordia exceeds enrollment of 1,000
1995    Concordia College becomes Concordia University – Portland, a member of the Concordia University System.
1996    Distance learning classes and Concordia University System visiting Student program begin
1996    Master’s degree programs in teacher education offered by the College of Education
1997    Health Care Administration program is approved for associate membership to The Association of University Programs in Health Care Administration; Director of Christian Education program is expanded with calling of first full-time director
1998    New 245-bed residence complex opens, doubling resident student population
2001    Master of Business Administration offered by the School of Management.
2002    The first fully online program, the M.Ed., is offered
2004    Northwest Association of Schools and Colleges (NASC) becomes Northwest Commission on Colleges and Universities (NWCCU)
2005    Bachelor of Science in Nursing program receives accreditation from the Oregon State Board of Nursing 2006 School of Management opens an MBA program in Bend, Oregon
2006  School of Management opens an MBA program in Bend, Oregon
2007  Concordia reorganizes into four colleges, adding the College of Health & Human Services
2008  Concordia breaks ground on the George R. White Library and Learning Center, dedicates the Throw Center, and begins construction of a new residence hall
2009  Concordia opens the doors to the George R. White Library & Learning Center and Concordia Place Apartments and dedicates the Geraldine L. White Campanile

**Accreditation, Associations and Memberships**

- Concordia University is accredited by the Northwest Commission on Colleges and Universities at the undergraduate and graduate levels.
- Business programs are accredited by the International Assembly for Collegiate Business Education (IACBE).
- Concordia University is accredited by the Council on Social Work Education (CSWE)
- The nursing program has initial accreditation from the Oregon State Board of Nursing.
- Teacher education programs are approved by the Oregon Teacher Standards and Practices Commission.
- The University is a member of the Oregon Independent Colleges Association and the Oregon Independent College Foundation.
- Concordia University is authorized to transact business in the State of Idaho
- Concordia University is approved by the US government and the state of Oregon for the education of veterans.

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

**The Concordia University System (CUS)**

Concordia University Portland is the Pacific Northwest university of the Concordia University System. The CUS is a unique, nationwide consortium. It is a ten-school, intercampus partnership designed to provide enhanced educational experiences for students, efficient use of resources, and unique inter-institutional programming. A variety of initiatives are currently underway for the CUS.

The CUS is a confederation of the ten Concordia colleges and universities in the United States that are associated with the Lutheran Church-Missouri Synod (LCMS). Each college and university maintains its individual identity and autonomy, and is strengthened by the association with the sister institutions.
An area Board of Regents, elected by the LCMS in convention, carries the responsibility for the institution’s operation and control. The President of the university serves as the Chief Executive Officer of the Board. These initiatives include the continued development of distance learning opportunities, coordinated study abroad opportunities, “seamless” and easy inter-institutional transfer of students, 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:

1. Concordia College, Ann Arbor, Michigan
2. Concordia University, Austin, Texas
3. Concordia College, Bronxville, New York
4. Concordia University, Irvine, California
5. Concordia University, Mequon, Wisconsin
6. Concordia University, Portland, Oregon
7. Concordia University, River Forest, Illinois
8. Concordia University, St. Paul, Minnesota
9. Concordia College, Selma, Alabama
10. Concordia University, Seward, Nebraska

The LCMS also elects a Board for University Education (BUE) that implements and articulates the operation of the various synodical schools. Through its Executive Director, it serves as liaison between the national church and each school’s Board of Regents.

Worship

Worship is placed at the center of life and activity at Concordia. 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 and 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 the Northeast corner of campus Monday through Friday at 10:30 am, and on campus 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. To be involved in Concordia’s campus worship program, contact the Student Services Office.

Location and Facilities

Concordia University occupies an attractive twenty-acre campus with adjacent land for expansion. The Hagen Center Dining Hall, the George R. White Library & Learning Center, the Physical Education Building, the Fine Arts Building, and Luther and Centennial Halls are the primary facilities on campus. Spacious and
modern residence halls, student lounges, and recreation areas ensure residential students are comfortable and have a well-rounded experience at Concordia.

Concordia maintains a video-conferencing classroom used for two-way audio video classes, meetings, and interviews, as well as several “smart,” technologically-rich classrooms.

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

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.

Concordia University is located in a quiet residential neighborhood of Northeast Portland. Only ten minutes from downtown Portland or the airport, students have easy access to the rich cultures of Portland. The Oregon Symphony, the Portland Opera, Oregon Ballet Theatre, and traveling productions complement the athletic events that include NBA basketball with the Trailblazers. Recreational activities such as skiing on Mt. Hood, sailing on the Willamette, and windsurfing on the Columbia River are easy driving distance from the campus. Innovative and diverse restaurants, Saturday Market, museums, the Oregon Zoo, and a myriad of other activities and educational experiences are available to Concordia students.

Tri-Met, Portland’s transportation system, and MAX, Portland’s light rail system, provide students with ready access to Portland’s offerings. A very nice grocery store and pharmacy are within walking distance of the campus.

**Library**

The University Libraries are an integral part of the educational environment at Concordia. The *FWJ Sylwester Library*, located in the George R. White Library & Learning Center, is open 114 hours per week and provides space for individual study and group interaction. Librarians are available in person and via telephone or e-mail to assist students in identifying, evaluating, and locating the information needed to support their course work.

The Libraries’ print collections number over 80,000 volumes and support studies in the arts and sciences, business, education, nursing, theology, and athletics. The libraries’ collections also include thousands of video tapes and DVDs. The collections are arranged by the Library of Congress Classification System. The CU Libraries are also part of the ORBIS CASCADE Consortium, with access to over 28 million volumes among the consortium’s 36 regional campuses.

The Concordia University libraries provide electronic access to over 25,000 full-text journal titles and approximately 65,000 books. Statistical and other information is available through dozens of databases. All electronic resources are
available to any student with Internet access, regardless of the student’s physical location (dorm, home, office, etc.).

The Main CU Library is home to the Jody Thurston Northwest Center for Children’s Literature (NWCCCL), a non-circulating preview collection of the most recently published children’s and young adult literature, the Center for Volga German Studies, the Art & Carol Wahlers Center for Applied Lutheran Leadership, the Shakespeare Authorship Research Centre, and the Center for Excellence in Learning and Teaching There is also a Science Library located in Luther Hall along with the science faculty. All materials in the Centers and the Science Library are noted in the CU Libraries’ catalog.

**Computer Facilities**

Ready access to computer resources has become essential for student success in higher education. Students use computers to prepare course materials; communicate with peers, professors, and staff; access information and resources; and for engaging with instructional materials. As a result, Concordia University requires that all students own, or have ready and unlimited access to, a computer which is able to run all software required for coursework in their program. There is one student accessible computer lab in the Hagen Campus Center available for general computing needs during normal building hours. This lab may not suit each student’s computing needs and should not be considered the student’s primary computer for academic work.

The Concordia Technology Help Desk (located in the Hagen Campus Center) is available during normal business hours to assist with technology access and application questions. The Help Desk provides many online self-help tools and resources available during all hours. The Technology Help Desk can also assist with academic Audio/Visual needs.

All residence halls are equipped with one port per person per room. High speed wireless coverage is available in all campus buildings including all on-campus residence facilities.

Note: Concordia University is primarily a PC/Windows-based environment. While other operating systems may be compatible with the network, only limited support can be offered for other operating systems. For resource and liability reasons, IT staff can only offer limited support for student personally owned computers and students may be recommended to an outside vendor for advanced software or hardware support and repair.

**The Center for Excellence in Learning and Teaching (CELT)**

Concordia University created the Center for Excellence in Learning and Teaching (CELT) to enhance diverse learner-centered teaching. While CELT primarily exists for educators in order to enhance their contribution to prepare leaders for the transformation of society, Concordia students benefit as CELT’s values are upheld among teaching faculty:
• Education should be “learner-centered,” focusing on the attributes, needs, and context of the learner.
• Learning is a natural process that can be heightened through the crafting of an effective learning environment.
• The faculty at Concordia is gifted, caring, and the key influence in providing a learner-centered, mission-driven teaching environment at Concordia.
• The selection of instructional strategies, methodologies, and delivery modes in the classroom are best based upon the learner and the instructional objectives.
• The strongest instructional objectives are consistent with the university’s mission and vision, and include a focus on appropriate cognitive, psychomotor, and affective outcomes.
• Learner-centered education incorporates effective and appropriate formative and summative assessment strategies.
• Effective use of instructional technologies can greatly enhance the learning environment.
• Research and innovation about teaching and learning will provide future opportunities for development of CU faculty.

CELT serves the campus community in course design, discussing the teaching and learning processes, and in thinking through the development of the best in distance education. Faculty participates in development opportunities as well as in one-on-one training. CELT staff has helped to equip online instructors and challenge all faculty to think deeply about the teaching and learning processes.

ConcordiaOnline.net

Concordia University offers a fully online Master’s of Education in Curriculum and Instruction in four distinct concentrations:
• Educational Leadership
• English to Speakers of Other Languages (ESOL)
• Reading
• Methods and Curriculum

The engaging, interactive online courses in each concentration have been designed to create metacognitively sophisticated, scholarly practitioners. The teaching and learning attributes provided in CELT (above) are the focus of ConcordiaOnline.net, including student-centered, mission-driven applications.

These educational programs take Concordia University to the graduate-level “global classroom” and focus learner attention on Concordia’s mission, culture and academic excellence. No longer is quality student learning place bound in the brick and mortar campus; indeed, students from Upper Mongolia, Korea and Japan, as well as North and South America are enrolled, with excellent, measurable outcomes.

Course activities have been reviewed by teachers, administrators and experts from across the United States who have assessed each course for rigor, relevance and applicability in the 21st century classroom. ConcordiaOnline.net courses are
interchangeable with Concordia University’s onground M. Ed. courses and are based on Oregon (TSPC) standards and proficiencies.

**Jody Thurston Northwest Center for Children’s Literature (JTNWCL)**

The JTNWCL opened its doors at Concordia in September 2004. Housed in the main library, the JTNWCL is both a space and a service. A joint initiative of Concordia’s College of Education and the University Libraries, the JTNWCL provides access to the best in children’s literature and related resources to prepare future leaders that love reading and appreciate lifelong learning. The JTNWCL collection is non-circulating and includes:

- Review copies of nearly all trade books published each year in the United States from the major children’s book publishers.
- Recommended children’s and young adult trade books.
- Notable current, retrospective, and historical books for children and young adults.
- Current and historical reference materials related to literature for the young.
- Children’s and young adult books by Northwest authors and illustrators.
- Endowments of private collections.
- Gifts of complete book sets (Both specific-author and topical).

The JTNWCL offers Oregon and Southwest Washington librarians, teachers, students, and others informational and educational services based on the collection; and supports teaching, learning, and research needs related to children's and young adult literature. This is a tremendous resource for Concordia's education students.
ATTENDING CONCORDIA UNIVERSITY

Concordia University has four primary academic colleges: College of Education (COE), College of Health & Human Services (CHHS), School of Management (SOM), and College of Theology, Arts, & Sciences (CTAS). Students who are not yet decided about professional goals can explore career options and gain a liberal arts base during this exploration.

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 religion, race, color, national and ethnic origin, sex, age, sexual orientation and disability 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 religion, race, color, national and ethnic origin, gender, age, sexual orientation or disability in administration of its educational policies and programs, admission policies, merit scholarships and loan programs, and athletic or other university-administered programs. Complaints or concerns should be filed with the University's Title IX coordinator.

General admission to the university does not constitute admission to a program of study. Contact the Office of Admission at (503) 280-8501 for specific requirements.
PROGRAMS OF STUDY

Undergraduate Degree and Certification Programs

- Associate of Arts
  - General Studies

- Bachelor of Arts
  - Biology
    - Concentrations in:
      - Environmental Management
      - General Biology
      - Molecular Biology
      - Pre-Medical Studies
      - Pre-Occupational Therapy
      - Pre-Physical Therapy
      - Pre-Physician’s Assistant
  - Business
    - Majors:
      - Business Administration
        - Minors in:
          - Entrepreneurship
          - Environmental Management
          - Finance
          - International Management
          - Marketing
          - Sports Management
        - Concentration in:
          - Accounting
      - Marketing
        - Minors in:
          - Entrepreneurship
          - Environmental Management
          - Finance
          - International Management
          - Sports Management
        - Concentration in:
          - Accounting
  - Chemistry
  - Education
    - Initial Teaching License
      - Early Childhood Education
      - Elementary
      - Middle Level
      - High School
    - Career and Technical Teacher Education Certification
    - Christian Education
      - Lutheran Teacher Certification
      - Director of Christian Education (DCE)
• DCE Certificate, Post-BA
  o Teacher Colloquy
  o Endorsements for Middle School and High School Education
    ▪ Art
    ▪ Biology
    ▪ Business
    ▪ Chemistry
    ▪ Health
    ▪ Language Arts (English)
    ▪ Marketing
    ▪ Mathematics (Advanced and/or Basic)
    ▪ Physical Education
    ▪ Social Studies
    ▪ English for Speakers of Other Languages (ESOL)
  o English
    o Exercise & Sport Science
      o Minor in:
        ▪ Pre-Athletic Training
  o History
  o Humanities
  o Interdisciplinary Studies
  o Music
    Concentrations in:
    ▪ Director of Parish Music
    ▪ Musical Education Prep
    ▪ Musicology and Performance
  o Psychology
  o Social Work
  o Theology
    Concentrations in:
    ▪ Sacred Text
    ▪ Theology, History and Culture
    ▪ Missional and Practical Theory

• Bachelor of Science
  o Business*
  o Health Care Administration*
  o Nursing
  o Social Work
  o Sports Management*

*Indicates a non-traditional accelerated program in which professional experience is required for program admission.
Graduate Degree Programs and Licensures
- Continuing Teaching License
- Initial and Continuing Administrator License (IAL) & (CAL)
- Master of Business Administration (MBA)
- Master of Arts in Teaching (MAT)
  - Early Childhood Education
  - Elementary Education
  - Middle Level Education
  - High School Education
- Master of Education in Administration
- Master of Education in Curriculum and Instruction
  Strands:
  - Business (HS)
  - Early Childhood Education (ECE)
  - English to Speaker of Other Languages (ESOL)
  - Health & Physical Education
  - Leadership
  - Methods & Curriculum
  - Reading Specialist
- Master of Education in Educational Leadership
- Master of Education in Teaching English as a Second Language (TESL)
- Master of Career and Technical Education (MCTE)
- Career and Technical Education Certificate
STUDENT SERVICES

Student Services at Concordia University creates programs designed to help students build or attain 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 student will develop tools outside of the classroom 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 services. 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. Professional and resident advisor staff members work hard to offer programming relevant to the current world. The physical environment is structured to foster personal as well as recreational interaction between residents.

Concordia University has defined a set of values for the residential community. These values are implemented through a set of interpersonal and behavioral expectations for on-campus residents as well as visitors to the campus that emphasizes visitation and quiet hours, appropriate 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.

Housing Requirements

Traditional Students

The University 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.

International Students

International Students are provided the following housing options:

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

Freshmen or transfer students entering Concordia 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 knows Concordia and understands the student’s major course of study and career path, or who can assist in helping students to identify skills, aptitudes, and interests while considering major options.

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

Advisors will help each student plan a program of study, select courses, and assist them 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 and Counseling Services**

*Health Services*

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

*Insurance/Athletic Insurance*

Students are responsible for providing insurance coverage for their personal property, medical, and athletic needs. Most family insurance policies provide coverage for 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. By Concordia University policy, all international students on an F-1 or J-1 visa are required to have health and repatriation insurance.
Counseling and Learning Services

In many ways, college students stand at the crossroads of transformation. Through education, building relationships, and personal development, students are making decisions today that will impact the rest of their lives. Concordia University seeks to assist in this endeavor by providing opportunities for growth within a Christian context. The Counseling Center offers confidential, individual counseling sessions with a trained and experienced counselor to any student, free of charge.

The Counseling Center wants to help students have a positive and beneficial Concordia experience. Whether it’s academics, personal healing, or just a listening ear, students are encouraged to come in and talk.

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 focuses on career planning and job search skills.

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

Public Safety

Concordia’s Public Safety Office provides 24-hour security and is responsible for the safety of the campus community and for the protection of property. The Public Safety Office works with the residence staff and maintains close contact with local law enforcement agencies. After dark, students may request personal escorts.

Vehicle Registration

All vehicles are required to be registered with Concordia’s Public Safety Office. It is the student’s responsibility to observe all State of Oregon ordinances with respect to registration and operation of motor vehicles. Students are also required to adhere to all City of Portland and Concordia University-parking regulations (see Public Safety’s web site for more detailed parking information). Concordia 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 to cover any loss or damage.
Co-Curricular Activities

Concordia University sponsors numerous activities aimed at developing character, individual talents, and maturity. These co-curricular recreational opportunities allow a large percentage of students to participate. Listed below are some of the main activities offered on campus:

**Competitive Athletics**

Concordia University is a member of the National Association of Intercollegiate Athletics (NAIA). The NAIA is comprised of nearly 300 colleges and universities across the United States and Canada. As members of the NAIA, Concordia’s Cavaliers embrace the Champions of Character program that encourages leading lives of respect, responsibility, integrity, servant leadership, and sportsmanship. The Cavaliers compete in the Cascade Collegiate Conference and offer the following sports: baseball, men’s and women’s basketball, men’s and women’s cross country, men’s and women’s golf, men’s and women’s soccer, softball, men’s and women’s track and field, and volleyball.

**Intramural Athletics (IM)**

The goals of intramurals are to provide an opportunity to stay physically active, and to have fun and fellowship with other CU students. There are regularly scheduled times for team and individual sports and activities as well as time allocated for outdoor and indoor activities (i.e. volleyball, basketball, floor hockey, dodge ball, soccer, etc.). Special tournaments, leagues and competitions are organized and directed by the IM Director as part of student government. In addition, students can utilize the CU fitness center for individual cardiovascular or resistance training.

**Christian Life Ministries**

Christian Life Ministries (CLM) plans, organizes, and provides opportunities for the Concordia community to share in Christian fellowship and to grow in their spiritual walk with God. Reaching out to the Concordia community by living and encouraging authentic lifestyles of faith in Christ serves as the mission statement that guides and focuses CLM. The organization consists of a campus pastor and associate in ministry (shared with St. Michael’s Lutheran Church), two student coordinators, residence hall chaplains, and chaplains-at-large.

They provide worship opportunities Monday through Friday at 10:30 am, hosted at St. Michael’s, and a Wednesday evening student-led chapel in East Hall lounge. At least two retreats are held each academic year for all students to get away and spend time with one another to form new relationships, strengthen existing ones, and to grow in their walk with Christ. Each year a variety of small groups take place — they may be Bible study groups, accountability groups, or interest groups. For more information, contact the campus pastor.
**Music at Concordia University**

Concordia’s music department exists to prepare students for a life of music through its study and performance. Music majors prepare for careers in music education, church music or for further study in graduate programs. Music minors are able to enhance their knowledge and skills in music while performers in music, preparing for a non-music career, are able to perform in vocal and instrumental ensembles that give regular concerts, chapel performances, and national and international concert tours. Private lessons in voice and instruments are also available for both majors and non-majors. Current ensembles include Concert Choir, Christ Crux (select vocal ensemble), Wind Ensemble, Brass Ensemble, String Ensemble, and Concert Handbells.

**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. International students are welcome to participate in all social and cultural activities. Their participation in campus life provides unique opportunities for cultural awareness and understanding.

**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 and Business departments. 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.

**Media and Publications**

**The Promethean**

*The Promethean* is Concordia University’s literary and arts journal. It provides a forum for student, faculty, and visiting contributor opinion, scholarship, poetry, art, photography, and other creative endeavors. Students can contribute short stories, plays, and essays, as well as 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.

**Concordia Chronicles Student Newspaper**

A student newspaper, Concordia 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.

**Honor Societies**

**Kappa Delta Pi**

Your academic excellence and dedication to the teaching profession can earn you the opportunity to belong to Kappa Delta Pi, the world’s largest association of outstanding education professionals. Kappa Delta Pi is the only organization that represents all educators—regardless of subject area specialty, degree obtained, grade-level focus, or years of teaching experience. Though diverse, all KDP members share a common purpose: We are a dynamic community of exceptional educators committed to promoting excellence in the education profession by recognizing and advancing scholarship, leadership, and service. The Concordia University Chapter began in the spring of 2009 and is open those majoring in education or in the DCE program. For more information about the membership requirements, please send an e-mail to concordia.kdp@gmail.com.

**Psi Chi**

Psi Chi is the National Honor Society in Psychology established for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. Students with a major or minor in Psychology and who meet the minimum GPA requirements are eligible to apply.

**Sigma Beta Delta**

Sigma Beta Delta is a national honor society which recognizes high performing university students in business, management, and administration degree programs. Membership in Sigma Beta Delta is the highest national recognition a business student can receive at a college or university with a Sigma Beta Delta chapter. To be eligible for membership, a baccalaureate or graduate business student must rank in the upper 20 percent of the junior, senior or master's class and be invited to membership by the faculty officers. 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. The benefits of joining this society include lifetime membership and recognition for scholastic excellence, eligibility to compete for fellowship awards, professional networking opportunities, and society newsletters. Invitation and initiation of new members are conducted each spring term.
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 $5,000 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.

**Clubs and Organizations**

**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 interested students with additional educational opportunities, leadership development, career networking, community service opportunities, and access to an established alumni network. The club routinely meets and plans activities guided by its own leadership team. Examples of previous activities include sponsored monthly luncheons with business leaders, participation in the annual CEO Roundtable event, and attending a Portland Trailblazers sponsored “Behind the Scenes” tour of a NBA professional basketball game.

**Epsilon Pi Delta**

Epsilon Pi Delta is comprised of all church work career students at Concordia. Epsilon Pi Delta meets occasionally during the academic year (usually over meals) for fellowship, interaction with visiting church workers, discussion of issues of importance in churches today, and mutual encouragement and support as students prepare for their various ministries. More information is available from the church work program directors.

**Fellowship of Christian Athletes**

The goal of the Fellowship of Christian Athletes (FCA) is to present to athletes and coaches, and all whom they influence, the challenge and adventure of receiving Jesus Christ as Savior and Lord, serving Him in their relationships. Student-athletes recognize the unique position they have as leaders and representatives of the institution. The FCA is a student-led organization that coordinates their activities and service events with Concordia’s Christian Life Ministry. Typical Monday night fellowship times include ice-breaker activities, Bible study, prayer, and time for snacks, fellowship, and encouragement. Gym nights, off-campus
activities, service events, and retreats are fun-filled and life-changing ways for student-athletes to grow and mature.

**International Environment Club**

The Concordia International Environmental Club (CIEC) seeks to expand the Concordia community’s understanding of the world and particularly of human impact on it by hosting events and speakers that demonstrate the wonderful diversity of cultures and their relationship to the world of living creatures. Students, faculty, and staff all contribute their insight and wisdom in this shared venture. Meetings are usually held monthly through the school year.

**One Voice**

“You and I serve our country in a time of great consequence. During this session of Congress, we have the duty to reform domestic programs vital to our country; we have the opportunity to save millions of lives abroad from this terrible disease [AIDS]. ... Ladies and gentlemen, seldom has history offered a great opportunity to do so much for so many.” — President George Bush, State of the Union, 1-28-03

Born from a speech delivered by Bono on October 30, 2004, in Portland, One Voice came to life at Concordia during the spring of 2005. Inspired by the tragedy highlighted in Africa and the opportunity to make a difference, a group of students and a dozen faculty members combined their motivation in creating the club. One Voice’s objectives are to increase awareness of the AIDS epidemic, advocate national change, and provide international relief. In support of this, One Voice has sponsored an “AIDS Week” to get the Concordia community involved which included a dodge ball tournament and an information table. All proceeds from any events go to promote AIDS relief. One Voice is full of great ideas to make an impact: writing letters to Senators, hosting documentaries, hosting fundraisers like the dodge ball tournament, and selling ONE bands, supporting the national One Campaign. Knowing that AIDS is an epidemic that must be addressed, One Voice is doing their best to make a difference.

**Oregon Student Nurses Association**

Concordia nursing students are invited to join the Oregon Student Nurses Association (OSNA), which offers networking and leadership opportunities at the local, state, and national level. The mission of OSNA is to “foster unity, personal and collective responsibility to improve the future of nursing through professional development, collaboration, social advocacy, community service, and education.” OSNA offers a job board and career resource center.

**Peace Club**

Concordia’s Peace Club, open to all students, faculty and staff, is committed to studying issues of peace and justice and activism in pursuit of a more peaceful world.
**Pre-Law Society**

The Pre-Law Society is an informal society for students interested in pursuing a career in law. Lead by a faculty advisor, who is also a lawyer, the group routinely visits law schools, sponsors visits by local lawyers and law school students, visits local law firms and attends lectures at nearby law schools. Pre-law materials are available through the faculty advisor.

**Psychology Club**

The Concordia University Psychology Club offers students an opportunity to gather with a community of faculty, staff, and students to explore current topics in psychology. The club offers a combination of social and educational experiences intended to enhance the student’s coursework. In addition, club members seek to provide service to the CU community and the wider community beyond Concordia.

**Social Work Club**

The Social Work Club is an active organization that connects and provides support for social work majors. Club members do volunteer work, plan networking events, and promote a positive image of social work in the community. Annual events planned and conducted include a welcoming party for new students, a Christmas party, a social work celebration in March, and an end-of-the-year party. New social work students are invited to join.
UNDERGRADUATE EDUCATION

Concordia University has designed its academic programs to prepare graduates for further studies at the graduate level or to enter a variety of professions. In addition to a selected major, all undergraduate students are required to take a core of General Education courses that ensure a broad introduction to the liberal arts disciplines. Most programs can be completed in four years if a student carries a full load (16 hours) each semester.

Concordia is a Christian university, and integrates the study of religion as a requirement in all degree programs, specifically through the General Education curriculum for undergraduate students. Religion courses include faith discussions in the world of learning and are designed to:

- Facilitate the personal pursuit of understanding in the quest for meaning and answers to life’s ultimate questions.
- Assist in cultivating a better understanding of the religious character of others. Students develop their skills in communicating 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.

Admission

Academic Preparation

Concordia University reviews the whole person and their aptitude for academic, personal, and spiritual development to determine admissibility. High school or college grades, course content, test scores, essays, extra-curricular activities and recommendations from teachers, counselors, and principals play an important part in the admission process. All applicants are reviewed according to these criteria without discrimination on the basis of race, age, national or ethnic origins, marital or financial status, disability, gender, sexual orientation or any other non-merit factor. Concordia University reserves the right to accept and deny students for academic and non-academic reasons based upon the admission review committee’s determination of institutional fit and aptitude for success.

The best preparation for college is a solid academic foundation in high school. Concordia strongly recommends that applicants have taken the following: English (4), social studies (3), mathematics (3), science (3), foreign language (2), music-art (1), health-physical education (1), and computer applications.
Admission Criteria

Freshmen

Concordia University is on a rolling admission process (with the exception of the Nursing and Honors Programs) and therefore applications are evaluated in the order in which they are received. An admission decision is made within one-two weeks of the completion of the application process. Application to Concordia University is available online at www.applytocu.com. Also, Concordia University is part of the Common Application for Undergraduate Admission and accepts applications through their website found at www.commonapp.org.

High school graduates and college transfer with fewer than 12 semesters or 18 quarter credits may be eligible for freshmen admission, provided they fulfill and submit the following materials:

- **Undergraduate application for admission**: available online at: https://app.concordiaonline.net/login.

- **Official high school transcripts**: Applicants may submit high school transcripts as early as the completion of the first grade period of their senior year. Following high school graduation, the final official transcript must be submitted. If the applicant has taken college level course work while in high school or after high school graduation, all official college transcripts must be sent to Concordia University in a sealed envelope.

- **Admission essay**: Applicants are required to submit one essay and have three different options for fulfilling this requirement. 1. Students may submit a written response to the admission essay question included in the online application process. 2. Students may request the essay portion of the SAT exam to be used to fulfill this requirement. 3. Students applying through the Common Application may use the common admission essay question to fulfill this requirement.

- **Letters of Recommendation**: Applicants must submit two letters of recommendation (at least one teacher/professor recommendation). Letters of recommendation are confidential and not available to students.

- **Standardized tests scores**: SAT or the ACT may be taken to fulfill this requirement. Applicants may take standardized tests more than one time. The Office of Admission will accept the highest score on a given test for admission decision and merit scholarship.

- **GED students**: High school students completing their secondary education through a GED program must earn a passing score of 400 or above on all tests. GED students are eligible for academic merit scholarships and will need to meet with an admission counselor to convert
GED scores for the purpose of determining merit eligibility. GED students must complete all other documentation required for admission.

- **Homeschooled students and students graduating from non-accredited high schools:** Applicants must submit official high school transcripts provided by the person responsible for instruction and completion of degree. Homeschooled students are eligible for academic merit scholarships and will need to meet with an admission counselor to assist in determining merit eligibility. All students must complete required documentation for admission.

- **Earning college credit through Running Start (Washington residents), College Advantage, Early College Credit, College Now, and other high school programs while attending high school:** Students who are taking college level courses as part of their high school diploma program may receive college transfer credit for courses completed. Students may still apply as freshmen for the purpose of receiving freshmen level financial aid and scholarships. All transferable college level coursework will be applied to their degree at Concordia University upon approval from the registrar’s office. Running Start students who complete their Washington transfer degree (Direct Transfer Agreement (DTA)) will receive transfer credit for all CU general education requirements that are (a) non-major specific, (b) non-CU specific, (c) non-religion and (d) are lower division courses. Applicants, who graduate from high school, then attend a community college or university and earn more than 12 semester hours will need to apply to Concordia University as a transfer student. See below.

**Transfer Student Admission**
Applicants with more than 12 semester or 18 quarter credits from an accredited college or university are considered transfer students. Transcripts are reviewed by the Registrar to confirm transferability of completed coursework. Concordia University uses a 2 to 3 ratio to translate quarter credits from community colleges or other schools that operate on a quarter system into semester credits:

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Transferable credits intended to satisfy requirements in the student’s academic major must be graded “C” or better. Credits that are 10 years and older may fulfill pertinent course requirements but will not be incorporated into cumulative GPA. To receive admission, transfer students must fulfill and submit the following materials:

- **Undergraduate application for admission:** available online at: [https://app.concordiaonline.net/login](https://app.concordiaonline.net/login).
• **Official Transcripts:** Official transcripts of all completed and in progress coursework from each college previously attended

• **Letters of Recommendation:** Applicants must submit two letters of recommendation (at least one teacher/professor recommendation). Letters of recommendation are confidential and not available to students.

Freshman and transfer students may apply online for free. (This is limited to one time only) Go online to [https://app.concordiaonline.net/login](https://app.concordiaonline.net/login).

**International Student Admission**

International students are welcome to apply to Concordia University. Students from diverse backgrounds and cultures enhance the Concordia University community. The opportunities that occur when interacting with students of diverse backgrounds and cultures are exciting and encouraging parts of the culture at Concordia.

International students with academic records from non-U.S. academic institutions are evaluated individually. Admission is based upon the University’s ability to equate the student’s academic records with that of U.S. grading standards. A student’s grade point average (GPA) does not transfer from international institutions into Concordia. However, a 2.5 GPA equivalency is required for admission into undergraduate programs.

An international applicant is a student who is not a United States citizen or permanent resident.

**International Freshman Applicants**

International applicants who have graduated from a secondary school, and who have earned fewer than 12 semester or 18 quarter credits from an accredited college or university, may be eligible for admission, provided they have fulfilled the following minimum criteria:

- High School diploma or equivalent
- A score, no more than two years old, of 71 (Internet-based), 195 (computer-based), or 525 (paper-based) on the Test of English as a Foreign Language (TOEFL); or a score 6.0 on the International English Language Testing System (IELTS) test.
- 2 letter of recommendation from people who know the applicant’s academic record well (for example, a school teacher, Registrar, or Principal) and who is not related to the applicant.

Other testing may be acceptable. Please contact the Director of International Admission for more information.

Freshman applicants attending an American high school, or citizens of countries where English is the native language, are required to take the SAT-I or ACT test in lieu of the TOEFL. A minimum Critical Reading SAT-I of 480 or an ACT composite score of 18 is required.
**International Transfer Applicants**

International applicants with more than 12 semester or 18 quarter credits from an accredited college or university are generally considered transfer students. Transcripts are reviewed by Admissions to confirm transferability of completed coursework. Since Concordia University is a semester based university, we use a 2 to 3 ratio to translate quarter credits into semester credits:

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Transferable credits intended to satisfy requirements in the student’s academic major must be graded “C” or better. Credits that are 10 years and older or earned at an international institution may fulfill pertinent course requirements but will not be incorporated into the cumulative GPA. To receive admission, international transfer applicants must fulfill the following minimum criteria:

- 2.5 cumulative GPA from U.S. institutions
- A score, no more than two years old, of 71 (Internet-based), 195 (computer-based), or 525 (paper-based) on the TOEFL; or a score of 6.0 on the IELTS; or a cumulative GPA of 2.5 in freshman English composition courses equivalent to Concordia University’s WR 121
- 2 letters of recommendation
- An essay of 500 words stating purpose of study

Other testing may be acceptable. Please contact the Director of International Admission for more information.

International transfer applicants from countries where English is the native language are not required to submit a TOEFL score.

**International Undergraduate Application Process**

- Complete the International Student Application and include non-refundable $50 (U.S. currency) application fee at least two months before the start of the academic term for which applying.
- Provide a Statement of Financial Guarantee Form completed by the student or 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 academic year of tuition, fees, and living expenses.
- Provide a copy of the picture and registration page of the student’s passport*
- Request an official transcript from all previously attended high schools, language schools, colleges, and/or universities. All transcripts must be submitted in sealed envelopes from all previously attended academic institutions. Transcripts in languages other than English must be accompanied by certified English translations, such as the World Education Service (WES).
- Submit one letter of recommendation from a current academic instructor, counselor, or employer/supervisor (form included with application).
Complete the Certificate of Immunization Form (required by Oregon state law). Students will not be allowed to register if the form has not been received by Health Services.

Fill out the International Health History Form.

Submit an essay of 500 words stating purpose of study

Submit a TOEFL or IELTS score, or academic English equivalent. Students with no TOEFL or IELTS score, alternative English test score, or with a TOEFL or IELTS score below the requirement may be conditionally admitted based on completion of the final level at this approved English language schools:

- ELS Language Centers - [www.els.edu](http://www.els.edu)

Concordia’s TOEFL code is 4079. (A TOEFL score is not required for students from countries where English is the native language.)

Students transferring a student visa from another school within the U.S. must: submit a completed U.S. Transfer Information Form and a copy of the student’s current I-20.*

Freshman applicants attending an American high school, a high school where the curriculum is a regionally-accredited program (e.g., some international high schools), or citizens of countries where English is the native language: Submit either SAT-I or ACT scores. Concordia’s institutional code numbers for the tests are: SAT 4079; ACT 3458.

*For students bringing dependents to the U.S., a copy of each dependent’s passport or I-20 must also be received.

**Admission of Non-native English Speakers to Education Programs**

The College of Education welcomes and encourages students of diverse ethnicities and cultures who plan to be future teachers. However, in some cases, students who do not have sufficient proficiency in English may not be successful candidates for clinical experiences. To help determine if non-native speakers possess the language skills necessary to succeed in an English speaking classroom, a score of 90 on the iBT exam (TOEFL) or a 7.0 on the IELTS exam must be met by any non-native English speaking student seeking a teaching license in the United States. This test also includes a mandatory speaking component. Candidates who meet this requirement are eligible to be considered for clinical experiences. Candidates who do not meet the English language proficiency requirements may still earn a bachelor's degree in education, but will not be able to pursue an Oregon teacher’s license.

**International Application Fee Payment Options**

Students may submit the application fee using the following methods: Send a money order of $50 (payable in U.S. Dollars) to Concordia’s address below (make sure the student’s name is included with the order).
1. Ask someone in the U.S. to send a $50 (U.S.) check, made payable to Concordia University, to Concordia’s address below (make sure the student’s name is written on the memo line).

   Concordia University
   Office of Admission
   2811 NE Holman St
   Portland OR 97211-6099
   USA

2. Pay the $50 (payable in U.S. Dollars) by using a MasterCard, American Express, or Discover Card online. If an applicant pays by credit card he/she will incur an added processing fee.

Please make sure that the student’s name is written in the memo of any payment with the label “international application fee.” Please direct any questions about international application fee payment to the Office of Admission or the Director of International Admission.

Please make sure that the student’s name is written in the memo of any payment with the label “international application fee.” Please direct any questions about international application fee payments to the Office of Admission.

**International Admission Decision**

- Upon receipt of the above documents, the candidate for admission will be considered for acceptance. An I-20 will not be issued until all items have been received and admission granted.
- Upon acceptance to the University, a $200 (U.S. currency) non-refundable deposit is required for enrollment confirmation for students living on-campus or off campus on their own. A $500 (U.S.) non-refundable deposit is required for students requesting a home stay with an American family. Upon registration, the fee will be applied to the student’s tuition account.
- International students are required to show proof of health and repatriation insurance prior to registering for classes.

**Accepted Transfer Degrees**

Students can earn credit for all of Concordia University’s lower division general education requirements (with the exception of Religion and degree specific requirements) and receive guaranteed admission as a junior by completing the Associate of Arts Oregon Transfer (AAOT) or a recognized Washington DTA Associate’s degree.

The Registrar will evaluate transcripts of transfer students bringing in other associate degrees to determine satisfaction of Concordia University general education requirements and transfer level status. Please contact a Transfer Coordinator for more details about additional degree requirements.
UNDERGRADUATE TUITION AND FEES

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

Traditional BA and AA Tuition

- Tuition/Hr .5 to 5.5 credits: $380-per semester credit
- Tuition/Hr 6.0 to 11.5 credits: $750 per semester credit
- Tuition 12-18 credits: $11,950 per semester
- Tuition/Hr in excess of 18 credits/semester: $240 per semester credit
- Tuition/Hr for Senior Citizens: $55 per semester credit (see below)
- Tuition/Hr for Auditing a Course: $190 per semester credit
- Tuition/Hr for (Klamath Falls Cohorts) $380 per semester credit

Note: all credits are billed at this rate, but students in the program at Klamath Falls are not eligible for institutionally funded financial aid grants

- Tuition/Hr for CTE Certificate Program: $380 per semester credit

Note: Students enrolled in traditional academic programs are eligible to apply for Concordia University grants-in-aid.

Education Program Specific Fees

- Offsite Cohorts (FY2011): $530 per credit
- Offsite Cohorts (FY2010): $510 per credit
- Offsite Cohorts (FY2009): $485 per credit
- Online Program (FY2011): $620 per credit
- Online Program (FY2010): $595 per credit

Tuition for Health & Human Services Program

- Tuition HHS BS Majors: $380 per semester credit
- Tuition BS Social Work: $380 per semester credit
- Cohort Majors (beginning Summer 2008): $4,410 per semester up to 12 credits ($192 in excess of 12 credits)
- Cohort Majors (beginning Summer 2009): $4,630 per semester up to 12 credits ($200 in excess of 12 credits)
- Cohort Majors (beginning Summer 2010): $4,835 per semester up to 12 credits ($210 in excess of 12 credits)
- Cohort tuition per credit, Post HHS Core Classes: $380.325 per semester credit

The fixed semester fee includes the cost of tuition for up to the maximum number of credits indicated above and textbooks for the core program courses.
Once a student is admitted to the program, s/he is subject to the tuition rate under which his/her cohort class was originally enrolled. Should the student withdraw from the program, s/he will be subject to the tuition rate at the time of his/her readmission.

**Tuition for BS Business On-Line Cohorts**

- Classes GH11: $390 per credit (textbooks are not included)
- Classes GH10: $375 per credit (textbooks are not included)

**Tuition for BS Business On-Campus Cohorts**

*Full-time Tuition – 12 Semester Credits*

- Classes 130: $390 per credit (textbooks are not included)
- Classes 128-129: $375 per credit (textbooks are not included)
- Classes 126-127: $5,700 per semester (up to 12 credits)
- Classes 122-125: $5,700 per semester (up to 12 credits)

*Tuition in Excess of 12 Semester Credits*

- Classes 126-130: $195 per credit
- Classes 122-125: $185 per credit
- Tuition per credit-after completing core classes: $325 per credit (Not applicable after Cohort 127)

The fixed semester fee includes the cost of tuition for up to the maximum number of credits indicated above. Textbooks for Classes 122 through 129 are included for the core program courses. Because these courses do not follow the traditional semester calendar the cost of courses from the University's traditional curriculum will vary with each class cohort. All questions should be referred to the Financial Aid Coordinator Staff for clarification.

Once a student is admitted to a BS program, s/he is subject to the tuition rate under which his/her class was originally enrolled. Should a student withdraw from the program, s/he will be subject to the tuition rate at the time of his/her readmission.

**Tuition for Honored Citizens**

The "Honored Citizen Rate" applies to individuals age 62 and over who are not matriculating towards a degree at Concordia University. These individuals may take ONE course per semester at the rate of $55 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 only as they are available over and above the seats taken by matriculating students. This discount will be applied during the three weeks prior to the beginning of the term, and decisions on class availability are made by the Registrar. The "Honored Citizen
Rate" applies only to regularly-scheduled and taught courses that have sufficient enrollment, and does not apply to concurrent enrollment at another school, Independent or Directed Study, private lessons, or tutoring.

**Tuition for DELTO/LAP**

- DELTO/LAP courses for academic credit: $500 per course

**Dining and Housing Fees**

**Campus Dining Services**

- 50 meals + $675 Flex Dollars = $1,795 per semester
- 75 meals + $625 Flex Dollars = $1,855 per semester
- 100 meals + $600 Flex Dollars = $1,920 per semester
- 7 meals per week + $400 Flex Dollars = $1,750 per semester
- Apartment plan (30 meals + $345 Flex Dollars) = $850 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

**Campus Housing**

- Elizabeth Hall, Neils Hall, Weber Hall
  - Standard Rate (2+ persons per room): $1,570 per semester
  - Single: $1,855 per semester
  - Neils Hall – Apartment: $1,945
- East Hall
  - Suite Rate (2+ persons per room): $1,695 per semester
  - Suite Rate (Single): $2,040 per semester
  - 2 Bedroom Apartment: $2,135 per semester
  - 4 Bedroom Apartment: $2,040 per semester
- Holman Apartments
  - $2,040 per semester
- 27th Avenue Commons
  - Studio Apartments: $2,775 per semester
  - 2 Bedroom Apartment: $2,485 per semester
  - 3 Bedroom Apartment: $2,325 per semester
  - 4 Bedroom Apartment: $2,215 per semester
- Residence Hall Damage Deposit (refundable): $150 per year

Campus Housing fee includes a student-assessed fee of $30 per semester for student activities. Students electing to terminate their campus-housing contract before June 1 are subject to a contract cancellation fee of $250.
Miscellaneous Fees

- **Admission Application Fee:** Varies depending on program
- **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.
- **Deferred Payment Plan Charge:** Students who opt to pay their tuition on a monthly payment plan are assessed a charge based on the length of the semester.
  - For deferring on a traditional semester: $90 per semester
  - For deferring on a semester greater in length than a traditional semester: $140
- **Graduation Fees**
  - Full participation: $150 (subject to adjustment)
  - Without ceremony: $75
- **Independent Study or Directed Study Fees:** Students may arrange for independent study or directed study course work in accordance with existing academic policies. A flat fee of $300 will be assessed to any course taught in either an independent study or directed study format. This course fee will be in addition to any tuition fee assessed for the credit hours enrolled.
- **Lab Fees:** refer to course descriptions and schedules
- **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 repayment agreement. 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. Students who fail to complete a repayment 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 Assessment (PLA) Fees:** $175 Portfolio reading fee (non-refundable); $40 per credit accepted
- **Prior Service Learning (SLE) Fee:** $10 Service Learning Consultation and Placement fee (nonrefundable)
- **Private Music Lessons**
  - 1/2 hour lesson per week: $380 per semester
  - 1 hour lesson per week: $760 per semester
- **Student Activity Fee:** Sanctioned by the Associated Students of Concordia University (ASCU), the Student Government Fee supports student publications, clubs, and activities. All full-time students in the traditional undergraduate programs will be assessed a fee of $57 per semester. Traditional B.A. students enrolled in 6 to 11.5 hours will be assessed a fee of $23, while no fee is charged of those enrolled in fewer than 6 hours. All graduate students, as well as students in the B.S. Health and Social Services and B.S. Business programs, are assessed a fee of $23 per semester.

No Student Government Fee is assessed for summer term for undergraduate students.
• **Technology Fee**: All students are assessed a technology fee that is utilized to provide state-of-the-art instructional technology, provide equitable access to technology resources at Concordia University, maximize the impact of both student-owned and institution-owned computing and information resources, and provide Concordia University students with a competitive advantage.
  o All undergraduate and graduate students enrolled regardless of credit hour total: $50 per semester

• **Transcript Fee**: $5 each
  o Same-Day Processing Fee: $10

• **Tuition Deposit** (due after admission acceptance): $150

### Other Expenses

• **Estimated cost of books**: $400 per semester

• **Optional Student Medical Insurance**: $498 per year (estimated). 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. Applications are available in the Business Office. For complete information see direct link: [http://www.cu-portland.edu/services/health_wellness/docs/Insurance_brochure_FY2008.pdf](http://www.cu-portland.edu/services/health_wellness/docs/Insurance_brochure_FY2008.pdf)

### Payment Policy

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.

The following are considered payments:

• Cash, Check, Money Order, or payments made by American Express, Discover, Diners Card, or MasterCard.

• Student loan proceeds that have been received by the Office of Administrative Services. Students must apply for loans at least six 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.

• A letter of financial guarantee from a sponsoring embassy or agency.

Please note:

• A service charge of up to $90 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.

Tuition Assessment and Refund Policy

Concordia University’s Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Because many classes do not meet regularly throughout an entire term, it is important for students to know which term their classes are in so that they know when a tuition refund may be available. This policy applies to classes in any given term, even if students intend to remain in their program and return for classes in a subsequent term.

The last date to drop from any course(s) and receive a tuition refund is the 10th day of the term the course is in. Since Summer term is shorter than other terms, that date will be different for Summer terms. Although a tuition refund is not available after the 10th day of any term, students may be able to replace a dropped or withdrawn class with another class in the same term, without additional tuition assessment.

For students who withdraw from all courses in any given term:
• If withdrawal from all courses within a given term occurs prior to the 10th day of the term, no tuition will be assessed, no financial aid will be disbursed, and there will be no transcript record of the course(s).
• If withdrawal from all courses within a given term occurs after the 10th day of the term, but prior to the 60% completion time of the term, both tuition and financial aid will be pro-rated according to the federal Return of Title IV Funds policy as listed in the university catalog. Any tuition refund is allocated pro-rata to its payment source (financial aid, personal resources, etc.). Courses withdrawn during this period will have a transcript record.
• If withdrawal from all courses within a given term occurs after the 60% completion time of the term, there will be no adjustment for either tuition or financial aid, unless late withdrawal has been approved by the Dean of Students for medical reasons, death of an immediate family member, or required military service. Courses withdrawn during this period may have a transcript record.
To begin the process of withdrawing from all courses within a given term, a student must contact their advisor or Graduate Program Director.

For students who withdraw from one or more courses but remain enrolled in other courses in any given term:

- No tuition will be assessed for courses dropped prior to close of business (4:30 pm) on the 10th day of the term, and there will be no transcript record of the course. Financial aid disbursement will be made after the 10th day of the term.
- No tuition refund will be available for individual courses withdrawn after the 10th day of the term, but withdrawn courses can be replaced with an equivalent number of credits during the same term, with no additional tuition assessment. Additional tuition will be assessed if subsequent registration increases the total number of credits. Courses withdrawn during this period will have a transcript record.

Refer to the published Academic Calendar for Tuition Assessment dates for Standard Summer, Fall, and Spring terms. Students enrolled in the BS-BUS or MBA programs should contact Student Accounts for Tuition Assessment dates for their terms.
FINANCIAL ASSISTANCE

Basis for Student Financial Aid

The primary responsibility for paying for a college education belongs to students and to the families of dependent students. However, Concordia realizes that most students and families are not able to pay the full cost of attending private universities such as Concordia. The CU financial aid programs help or assist to make up that difference between what families should reasonably be expected to provide and the total cost of attending Concordia. Each year, Concordia provides aid to over 85% of eligible students.

Eligibility for Aid

Students who are admitted to a degree or education licensure 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 United States must provide appropriate documentation from the Immigration and Naturalization Service before receiving aid.

How to Apply for Financial Aid

Concordia requires that all students applying for financial aid file a Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available online, from high school guidance and counseling offices, or from any college financial aid office, including Concordia’s.

Once the FAFSA is filed, a Student Aid Report (SAR) is produced. The SAR reports the amount that the student and family are expected to contribute toward educational expenses. This calculated contribution is subtracted from the Cost of Attendance budget established by Concordia to determine demonstrated financial need. In many cases, a financial aid package will offer financial assistance to meet 100% of demonstrated financial need.

Primary Types of Financial Aid

Concordia’s financial aid package combines three basic types of aid: grants and scholarships, student loans, and college work/study opportunities. Most often, over half of demonstrated financial need is provided 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**

**College Funding Sources***

- Lutheran High School Graduate Award
- Lutheran Pastor Family Award
- Sylwester LCMS Church Work Family Award
- Transfer Awards
- Concordia Student Grant
- FAFSA Filer Award
- Endowment Grants
- LCMS Professional Church Work Grants
- Academic Merit Scholarships
- Athletic Scholarships
- Honors Scholarship
- Concordia University Nursing Scholarship
- Instrumental Scholarships
- Leadership Scholarships
- Phi Theta Kappa Scholarships
- PGE Scholarships
- Vocal Scholarships

* College Funding Sources are not available to students enrolled in the Master’s programs or BS programs in Business, Health Care Administration or Social work.

**Government Funding Sources†**

- Academic Competiveness Grant (ACG)
- Oregon Opportunity Grant
- PELL Grant
- SEOG Grant
- SMART Grant
- TEACH Grant

† Government Grant Funding Sources are available to students enrolled in the TEACH Grant Master’s programs. Government Grant Funding Sources cannot be used for other Master’s programs.

**Student Loan Programs**

- William D. Ford Federal Direct Loan Program
  - Stafford Loans
  - Parent PLUS Loans
• 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, there is some assistance for students in finding some off-campus jobs from local employers or individuals.

Additional scholarships can be researched at:

• www.finaid.org
• www.fastweb.com
• www.getcollegefunds.org

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 advisor, 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.

Veterans Administration

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

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 Bachelor’s degree programs must complete their program within 186 attempted credits, and students in associate’s programs must complete their program within 93 attempted credits. Students 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 “P” including those with a “+/-.” Courses graded as “F”, “NP”, “I”, 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.
ACADEMIC INFORMATION AND 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.

Privacy Rights of Students (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974, is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the US Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department’s regulations are found at 34 CFR Part 99.

In accordance with FERPA, as amended by P.L. 93-380, Concordia University grants all the rights under the law to all enrolled students. Enrollment begins on the first day of the first course taken at Concordia University and extends until the student graduates. The act establishes the rights of currently enrolled, eligible students to inspect and review their educational records; and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. No one outside the institution shall have access to, nor will the institution disclose any personally identifiable information from any student’s educational records without the written consent of students except to university officials, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of the student or other persons. All these exceptions are permitted under FERPA law. Please be assured that Concordia University uses discretion when releasing information and does not routinely give out addresses, telephone numbers, or email addresses.

At its discretion, Concordia University may provide Directory Information in accordance with the following FERPA provisions: Student name, address, phone, dates of attendance, degrees and awards received participating 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 is also provided. Concordia University’s primary use of ‘directory information’ is in writing press releases for students involved in music, drama, athletics or representing Concordia University in other public capacities.

The University may disclose directory information without the student’s prior written consent, unless the student notifies the university by completing a Student Directory Exemption Form located in the Registrar’s Office. Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Exemption prior to filing such a request. Request for nondisclosure will be honored by the institution for only one academic year commencing with fall semester; therefore, the exemption form must be filed annually in the Registrar’s Office within the first two weeks of the fall semester.
Get more information concerning FERPA at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html or contact the Vice Provost or Registrar.

**Information Not Disclosed**

According to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the following is not considered directory information and may not be disclosed in any way (except to a school official with a legitimate educational interest, or to a third party with a signed and dated consent from the student):

- Student identification numbers
- Social Security numbers
- Ethnicity / race / nationality

If an individual requests student information not included under the term “directory information”, the university must obtain written permission (signed and dated) from the student before disclosing this information.

**Academic Integrity at Concordia University**

A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia’s goal to prepare students to be leaders for the transformation of society, students are expected to pursue their studies with integrity and character. By choosing to attend Concordia, students agree to the following statements and practices.

**Purpose**

The Code of Academic Integrity at Concordia University reflects the community’s values of honesty and integrity in the work of all scholars and students. Students are charged to honestly complete and present their work under the terms specified by the instructor. As a Christian community, the covenant of trust pledged among community members is honored, and the values expressed in Philippians 4:8-9 are modeled:

“Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.”

**Statement of Academic Integrity**

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.
**Explanation**

What does “fraudulent” mean?

“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics, and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a student’s final work without full and complete documentation.

What is “unauthorized” assistance?

“Unauthorized assistance” refers to any support students solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to: use of unauthorized notes or another’s work during a proctored test; use of unauthorized notes or personal assistance in a take-home exam setting; inappropriate collaboration in preparation or completion of a project; unauthorized solicitation of professional resources for the completion of the work.

**Breach of Academic Integrity: Sanctions Process**

If an instructor perceives that a student has committed a breach in academic integrity, the student and instructor meet to discuss the event.

That event is resolved as follows:

- It is determined that no breach in academic integrity has been committed. (In the case of perceived plagiarism, i.e. faulty or incorrect documentation, the student may be required to re-do parts of the paper or the paper may be graded down.)
  
  OR

- It is determined that a breach in academic integrity has occurred.
  - The student receives a “0” for the assignment and documentation (Academic Breach Reporting Form and evidence) of the event is sent to the Registrar’s Office and placed in the student’s file.
  - In the case of a second breach in academic integrity in the same class, same semester, the student is dismissed from the class, and the student receives an “F” grade in the course without opportunity to withdraw. The instructor sends an Academic Breach Report and evidence to be placed in the student’s file.
  - When documentation for two breaches has been recorded with the Registrar’s office, the student is placed on academic probation.
  - When documentation for three breaches has been recorded with the Registrar’s Office, the student is academically dismissed from school.
Appeals Process

If a student believes that the determination of a breach is in error, s/he has the right to appeal the decision, accordingly:

- The appeal, with appropriate documentation, must be delivered to the chair of the Academic Integrity Appeals Committee within 72 hours of action taken by an instructor which identifies a breach in academic integrity. Proposed members of the Academic Integrity Appeals Committee include: two students appointed by ASCU President, two faculty members appointed by the CLC Chair, and a college Dean (rotating) as chair. The committee then determines whether to repeal or uphold the decision.
- If the decision is upheld, the student may appeal again to the Provost, and then, if they choose, the President of the University. The President’s decision is final.
- If the decision is repealed, the record for the breach is erased and the student continues work in the class with no penalty.

Students indicate consent to the Academic Integrity Policy (and all policies and guidelines of the university contained in all official handbooks and the university catalog) when they sign their application for admission to Concordia.
ACADEMIC INFORMATION AND POLICIES (alphabetical)

Academic Credits and Load

Concordia’s unit of credit is the semester hour, normally granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Students can anticipate that one credit usually connotes 15 hours of course meeting time and 30 hours of outside or laboratory work over the semester. One credit in an online course can assume 30-45 hours of work for the semester.

The normal academic load is 15-17 credits per semester. The maximum load is 18 credits. However, students who have demonstrated superior academic achievement may work with their advisor to determine the efficacy of taking more than 18 credits. In order to be considered a full-time undergraduate student, students must carry a minimum of 12 credits.

Academic Grievance

Procedures for student grievances (e.g., concerns over grades, grading policies, grading practice, course design) are delineated in the CU Student Handbook. These procedures are designed to provide a mechanism by which students can seek to express concerns, disagreements, or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination, or inequity. Students are encouraged to start by discussing concerns face-to-face with the faculty member in an attempt to resolve issues. Students should also consider discussing concerns with his/her academic advisor or a professional staff person in Student Services. This will provide an opportunity to review the appropriate university policies and practices related to the student’s concern.

Adding and Dropping Courses

No course can be added after 10% of the class sessions have convened. Adding courses 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, a grade of “W” (withdrawn) is issued. After the tenth week, a student will not be allowed to withdraw from a course unless the Dean of Students identifies extenuating circumstances.

Advanced Placement

Concordia University recognizes AP credit. The Registrar’s office evaluates these for transfer purposes.
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 semester-long 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.

Class Rank

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

- Students who have earned 29.5 or fewer hours in courses numbered 100 or above are classified as Freshmen
- Students who have earned 30 to 59.5 hours in courses numbered 100 or above are classified as Sophomores
- Students who have earned 60 to 89.5 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

Co-Curricular Eligibility

Eligibility of students that are on academic probation who wish to participate in co-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 co-curricular activities until such time as the student is off academic probation.

College Level Examination Program (CLEP)

Concordia University grants credit for CLEP. Information regarding minimum score requirements and approved exams is available in the Registrar’s Office.
Computer Requirements

- Ready access to adequate computing resources has become essential for student success in higher education.
- For the latest computer guidelines, please click on the following hyperlink: Get the current recommended university personal computer guidelines

Completion of BA and BS Freshman English Sequence

Students in BA and BS programs are required to complete the Freshman English sequence or its equivalent before registering for 300- or 400-level courses. Bachelor’s degree 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.

Concurrent Enrollment

Matriculating students at Concordia University who wish to take concurrent coursework at another institution, to be applied toward graduation at Concordia University, should consult with their advisor, financial aid staff, and the Registrar before enrolling in such courses. If students do not receive such approval, these courses may not apply to graduation requirements.

Course In-Progress Grade

A number of courses at Concordia by design extend beyond one semester (e.g. internships, practica, and research). At the end of the first semester, the instructor will grant a grade of Course In-Progress (CIP). The CIP can be used for up to two terms, with a final grade granted at the end of the second or third term.

Course Numbering System

The course numbering system describes the level of experience and difficulty of each course. Course numbers 100 to 299 are considered lower division courses, generally geared towards freshmen and sophomores. Courses numbered 300 to 499 are upper division courses, and designed for juniors and seniors pursuing a major and its supporting courses. While some 300 and 400 level courses may not list any prerequisites, advisors work with students to ensure enrollment in courses in a sequence that enables greatest success.

Graduate courses carry a 500 or 600 number. Courses in the 800 sequence are awarded limited graduate seminar credit, and are designed to meet professional development needs. Continuing Education courses, awarded CEUs only, will carry the CEU prefix.

Courses with an “Online” (e.g., WR 121 ONLINE) after the course number are delivered online.

Courses that have an “E” (e.g., BA 399E) are experimental courses.
Courses that have an “H” (e.g. WR 121H) are honors courses.

**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 e.g. student has already completed coursework at a higher level. Applications for credit by exam can be obtained in the Registrar’s Office.

**Dean’s List**

Undergraduate 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 and receive notification on their transcript.

**Directed Study**

If a student, through no fault of his or her own, should be unable to complete a specific program or institutional requirement, 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. A flat fee of $300 will be assessed to any directed study course. This course fee will be in addition to any tuition fee assessed for the credit hours enrolled.

**Double Major, Double Concentration, Double Minor**

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

**Grades and Quality Points**

Academic work is evaluated each semester according to the following scale:

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<tr>
<th>Grade</th>
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<td>B+</td>
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<td>C+</td>
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</table>
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 honors are awarded based on the student's academic work at Concordia and on that earned within ten years prior to the student's admission to Concordia. Diplomas are granted with three grades of distinction as follows:

- Summa Cum Laude to students with a 3.90-4.0 cumulative grade point average
- Magna Cum Laude to students with a 3.70-3.89 cumulative grade point average
- Cum Laude to students with a 3.50-3.69 cumulative grade point average

Graduation Requirements

Any Bachelor’s degree at Concordia carries the following requirements for program completion:

- A minimum of 124 semester hours of 100-level or above courses
- At least:
  - 30 of the 40 final hours (excluding credit given by exam and PLA) must be completed at Concordia
  - 50% of the credits required for a major must be completed at Concordia
  - 45 hours must be earned in 300 to 400 level courses
  - A 2.0 cumulative GPA must be earned
  - No more than 20 credit hours can be earned from non-mandatory Pass/No Pass courses
  - No grade below a “C” will be accepted in a course that counts toward completion of a major or minor. Students who receive a “C-” or lower in a major or minor course must retake the course and earn a “C” or higher for the course to count toward completion of a major or minor.
- No grade below a “D” will be accepted in a course that counts toward completion of a general education requirement. Students who receive a “D-” or lower in a general education course must retake the course and earn a “D” or higher for the course to count toward completion of a general education requirement.
- Completion of the Portfolio Assessment course (LDR 150)

While 2.0 GPA and 124 earned hours are minimums to receive a Bachelor’s degree, some majors carry different requirements. Refer to major requirements for specific details and to identify exceptions.

**Inclement Weather Policy**

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

In instances of inclement weather, the decision to cancel classes will be determined by the Provost and be broadcast on local radio/TV stations as well as posted on the Concordia University web site. Please refer to the student handbook for a listing of local radio/TV stations that carry this information.

**Incomplete Courses**

Students are expected to complete all of the work for a course within the allotted time, generally one semester. However, there may occasionally be extenuating circumstances which prevent a student from completing a course. In those cases, the following process will be utilized:

- The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will also share a plan with timeline for how s/he intends to complete work still required.
- The instructor will use professional discretion to determine whether a grade of “I” should be awarded.
- At the time a grade of “I” is assigned, a back-up grade is provided by the instructor which reflects that grade the student will receive if the additional work is not completed.
- When the student completes the work, the instructor submits a “Grade Change” form to the Registrar’s Office.
- The grade of “I” is granted for a period of up to one academic term. If a Grade Change form is not received, grades of “I” will be converted to the backup grade at the end of the subsequent term (including summer term).

**Independent Study**

The independent study is designed for students to formulate unique and challenging courses of study which are not already offered at Concordia. Guidelines and petitions for independent studies are available in the Registrar’s
Office. A flat fee of $300 will be assessed to any independent study course. This course fee will be in addition to any tuition fee assessed for the credit hours enrolled.

**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.

**Paper Format**

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

**Pass/No Pass Policy**

Bachelor’s-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 meets with their advisor, fills out the necessary form, receives the signatures of the instructor and their advisor, 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. Honors courses may not be taken with a Pass/No Pass option.

No more than six semester hours per term, exclusive of those designated as mandatory Pass/No Pass, may be taken in Pass/No Pass courses. Courses used to fulfill English and Humanities General Education requirements may not be taken Pass/No Pass (with the exception of Humanities seminars). Courses successfully completed as Pass/No Pass count toward graduation but are not used in computing a student’s GPA. Once the request is submitted, a student may not change a “P” or “NP” to a grade. A maximum of 20 hours exclusive of those designated as mandatory Pass/No Pass may be taken as Pass/No Pass courses.

**PLA (Prior Learning Assessment)**

Students in select B.S. programs have the opportunity to receive academic credit for skills and knowledge acquired and used outside the classroom. PLA requires the student to articulate and document those skills and knowledge in competence essays following nationally structured standards. To get started, students participate in PLA 299, an introductory seminar.

PLA is designed for those who work well independently who have substantial "real-world" experience. For more information, see an academic counselor.
Probation/Dismissal/Appeal Process

In order to remain academically eligible for enrollment, an undergraduate student must maintain 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 must earn a 2.00 institutional GPA at the end of two semesters or be dismissed.

The student has the right to appeal academic dismissal through the Vice Provost. The student will be required to be present during the appeal process unless excused previously by the Vice Provost for extenuating circumstances. In any case, the student must make a written appeal. If a student is readmitted, s/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 can take a maximum of 12 credits during the first term of re-admittance. In addition, readmitted students will be required to meet with the appropriate support personnel assigned by the Academic Hearing Committee during their probation semester.

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.

Second Bachelor’s Degree

For those who have already received a Bachelor’s degree from other institutions, and who wish to earn a second Bachelor’s degree at Concordia, it is important to uphold the integrity of the original degree while also recognizing unique requirements at Concordia, particularly in the general liberal arts requirements.

- A student may petition to waive up to ten hours of general education 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 will render the final decision.

**Seminar Courses**

Each department can offer a lower division and upper division seminar course each semester. These courses usually are on a current topic of interest for those pursuing a particular major. The specific designation given to seminars usually is 251/451 (e.g., BIO 451) or 288/488 (e.g., REL 288), although the course number varies in some departments. Seminars are offered pass/no pass only, with the “P” being equivalent to a letter grade of “C” or higher. Honor seminars are offered as letter grade only. Students can receive no more than four credits per term in seminar courses. A maximum of nine seminar credits can be applied toward the 124 credits required of undergraduates, with a maximum of two seminar credits used to meet any category of General Education requirements.

**Transfer Courses**

Full-time students at Concordia who wish to take a course at another institution, to be applied toward graduation at Concordia University, must consult with the student’s advisor, in coordination with the Registrar’s Office, before enrolling in such courses. If students do not receive such input, these courses may not apply to graduation requirements.
GENERAL EDUCATION REQUIREMENTS

Desired Student Outcomes

The liberal arts core is designed to give students a broad understanding of the world in a progressive environment that integrates the best of learning theory and technology. Specific outcomes of the general education curriculum are -

1. Critical Thinking / Problem Solving Goal: Students will be skilled observers who can formulate meaningful questions, propose creative solutions, and utilize Information and knowledge for personnel and professional growth.

2. Communication Skills Goal: Students will understand the complexities of dynamic human exchange and learn to effectively express their responses in a variety of communication media.

3. Values Goal: 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.

4. Life Skills Goal: Students will acquire and continue to use knowledge and skills which enhance their physical, economic, psychological, and spiritual well-being, laying the groundwork for responsible leisure, satisfying work, and purposeful service within our diverse community.

5. Ways of Knowing Goal: 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.

6. Synthesis and Evaluation of Knowledge Goal: Students will integrate knowledge from the disciplines with the University's core values to create a broader and deeper context for understanding their life experience and prepare a foundation for the synthesis of new knowledge.

Assessment of these outcomes is made at various points in a student’s program of study at Concordia and is designed to provide information to the student to optimize his/her academic progress. To the extent possible, assessment activities are embedded in the day-to-day activities of the curriculum.

Bachelor of Arts — Freshmen Students (48 Credit Hours)

- Communications (8)
  - WR 121 English Composition (3)
  - ENG 202 Speech (2)
  - Choose one:
    - WR 303 Rhetorical Approaches to Literature and Culture (3)
    - WR 304 Creative Non-Fiction: Art of the Essay (3)
    - WR 305 Journalism and Feature Writing (3)
    - WR 306 Technical Writing (3)
    - WR 307 Science Writing (3)
- Fine Arts (4)
  - Choose one:
    - MUS 121 Music Appreciation (2)
    - ART 121 Art Appreciation (2)
    - TA 206 Introduction to Theatre (3)
  - Art Studio (AS) & Music Performance (MUP) electives (2)
- Humanities (10)
  - HUM 151 Ethics and Citizenship (3)
- HUM 251 From the Premodern to the Postmodern World (3)
- HUM 351 Challenges of Global Diversity (3)
- HUM 288/488 Seminar (1)
- Mathematics (3)
  - MTH 110 Math for Life (3)
- Natural Sciences (6)
  - SCI 110 Introduction to Science (3)
  - Science elective (3)
- Physical Education (3)
  - ESS 260 Health & Fitness for Life with Lab (2)
  - PAC Activity courses (1)
- Religion (10)
  - Choose one:
    - 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)
  - REL 401 Faith for Life (3)
  - Religion electives (2)
- Social Sciences (4)
  - PSY 201 Principles of Psychology (3)
  - Social Sciences elective (1) includes economics, geography, US history, political science, psychology and sociology.

Bachelor of Arts — Transfer Students (48 Credit Hours)

- Communications (8)
  - WR 121 English Composition (3)
  - ENG 202 Introduction to Speech (2)
  - Choose one:
    - WR 303 Rhetorical Approaches to Literature and Culture (3)
    - WR 304 Creative Non-Fiction: Art of the Essay (3)
    - WR 305 Journalism and Feature Writing (3)
    - WR 306 Technical Writing (3)
    - WR 307 Science Writing (3)
- Fine Arts (4)
  - Art, music, theatre arts electives (4)
- Humanities (10)
  - HUM 351 Challenges of Global Diversity (3)
  - Humanities electives: (7)
    - includes history of art or music, literature, non-US history and western or world civilization
- Mathematics (3) - varies depending on major
  - MTH 110 Math for Life (3)
- Natural Sciences (6) – varies depending on major
  - Lab Science electives (3)
  - Science electives (3)
- Physical Education (3)
  - ESS 260 Health & Fitness for Life with Lab (2)
  - PAC Activity courses (1)
- Religion (10)
  - Choose one:
    - 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)
  - REL 401 Faith for Life (3)
  - Religion Electives (2)
- Social Sciences (4)
  - Economics, geography, US history, political science, psychology and sociology
Bachelor of Arts — Non-native Speakers of English (48 Credit Hours)

- Communications (11)
  - WR 107 English Composition ESL (3)
  - WR 121 English Composition (3)
  - ENG 202 Introduction to Speech (2)
  - Choose one:
    - WR 303 Rhetorical Approaches to Literature and Culture (3)
    - WR 304 Creative Non-Fiction: Art of the Essay (3)
    - WR 305 Journalism and Feature Writing (3)
    - WR 306 Technical Writing (3)
    - WR 307 Science Writing (3)
- Fine Arts (4)
  - Choose one:
    - MUS 121 Music Appreciation (2)
    - ART 121 Art Appreciation (2)
    - TA 206 Introduction to Theatre (2)
    - Art Studio (AS) & Music Performance (MUP) electives (2)
- Humanities (7)
  - HUM 151 Ethics and Citizenship (3)
  - HUM 251 From the Premodern to the Post-modern World (3)
  - HUM 288/488 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)
  - ESS 260 Health & Fitness for Life with Lab (2)
  - PAC Activity courses (1)
- Religion (10)
  - Choose one:
    - 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)
  - REL 401 Faith for Life (3)
  - Religion Electives (2)
- Social Sciences (4)
  - Economics, geography, US history, political science, psychology and sociology

Bachelor of Science — Freshmen students (34-35 Credit Hours)

- Communications (6)
  - WR 121 English Composition (3)
  - WR 3XX upper division writing (3)
    - includes composition or speech (one speech course only)
- Humanities (6)
  - HUM 151 Ethics & Citizenship (3)
  - HUM 251 Premodern to Postmodern World (3)
- Mathematics (3)
  - MTH 123 College Algebra (3)
- Natural Sciences (7)
  - BIO 211 General Biology (4)
  - CHM 101 Chemistry for Life (3)
• Physical Education (2)  
  o ESS 260 Health & Fitness for Life w/Lab (2)  
• Religion (5)  
  o REL 221 Hist & Lit NT or REL 401 Faith for Life (3) *Course must be fulfilled at Concordia University  
  o REL 371 World Religions (2)  
• Social Sciences (5-6)  
  o PSY 201 Principles of Psychology (3)  
  o Cross-Cultural Course (2-3) *e.g. GEO 110, SOC 230, Cultural Anthropology y

**Bachelor of Science — Transfer students (33 Credit Hours)**

• Communications (6)  
  o WR 121 English Composition (3)  
  o English Communication electives: (3) composition or speech may apply depending on major (one speech course only)  
• Humanities (6)  
  o Humanities electives  
    include history of art or music, literature, non-US history and western or world civilization  
• Mathematics (3) – varies depending on major  
  o MTH 110 Math for Life (3)  
• Natural Sciences (6) – varies depending on major  
  o Lab Science Electives (3)  
  o Science Electives (3)  
• Physical Education (2)  
  o Physical Education, includes: ESS 260 Health & Fitness for Life (2), ESS 330 and PAC electives  
• Religion (6)  
  o Course requirements vary by major  
• Social Sciences (4)  
  o Economics, geography, US history, political science, psychology and sociology

**Associate of Arts (29 Credit Hours)**

• Communications (5)  
  o WR 121 English Composition (3)  
  o ENG 202 Introduction to Speech (2)  
• Fine Arts (2)  
  o Art Studio (AS) & Music Performance (MUP) electives (2)  
• Humanities (4)  
  o HUM 151 Ethics and Citizenship (3)  
  o HUM 288/488 Humanities Seminar (1)  
• Mathematics (3)  
  o MTH 110 Math for Life (3)  
• Natural Sciences (3)  
  o Lab Science Electives (3)  
• Physical Education (2)  
  o ESS 260 Health and Fitness for Life with Lab (2)  
• Religion (5)  
  o Choose one:  
    ▪ REL 211 History and Literature of the Old Testament (3)  
    ▪ REL 221 History and Literature of the New Testament (3)  
  o Religion electives (2)  
• Social Science (4)  
  o PSY 201 Principles of Psychology (3)
Social Sciences electives (1) includes economics, geography, US history, political science, psychology and sociology

**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 models the notion of Concordia University as a vibrant learning community
- Serves as a pilot venue for innovative pedagogical methods and new technologies that will benefit all students.
- Encourages students to take advantage of leadership opportunities on campus.
- Introduces students to sophisticated texts, ideas and issues
- Provides extra-curricular activities that are intellectually and socially enriching, activities open to members of the Concordia community from all colleges and majors.

The Honors Program consists of a series of courses offered throughout the undergraduate years. Each of the Honors courses is limited to 25 students to ensure close contact with the professor. All students in the Honors Program are selected based on a variety of criteria including prior academic achievement, evidence of critical thinking skills, and perceived ability to contribute to meaningful classroom discussions.

**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 incorporating the highest ethical ideals of the university.
- 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.
- Enhance awareness of citizenship in the Global Village and promote involvement in social justice activities.
- Promote disciplined learning as well as synthesis of information from a variety of academic fields.
- Envision learning as a natural human endeavor and promote curricular and extra-curricular learning opportunities across all colleges and majors.
Admission

Honors Program Admission for Incoming Freshmen

Admission to the Honors Program is highly competitive and the number of positions available is limited to 25 incoming freshmen each year. The applications receiving highest consideration by the Admissions Committee will be complete and submitted early. Students should submit their application for the Honors Program no later than March 1 for consideration for fall semester admission. Nursing students are not eligible for admission in the Honors Program due to the cohort nature of both programs.

Incoming freshmen students will be invited to participate in the Honors Program if they meet minimum test score and GPA standards: 1725 combined SAT and/or 26 ACT, and 3.65 high school GPA on a 4.0 scale. In addition, applicants must complete the online application form, provide official transcript of the student’s academic work, a personal essay, and at least two letters of recommendation, one of which should specifically address admission into the Honors Program and be written by a teacher who has had the student in class. Admission decisions will be based on academic record, test scores, personal essay and letters of recommendation. The Admissions Committee seeks to select students who show promise of fulfilling Concordia University’s Mission Statement.

Admission to the Honors Program also provides an academic scholarship equal to half tuition per academic year of qualifying new freshmen studying for a BA degree. Eligibility for renewal of the Honors Scholarship depends on maintaining a cumulative and term GPA of 3.25, full-time status as a student at CU, and making normal progress towards graduating with a total of 24 honors credits.

Honors Program Admission for Current Concordia Students and Transfer Students

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 Program Director. Current Concordia students and transfer students may apply to the Honors Program if they have a 3.5 cumulative GPA on a 4.0 scale for all college courses. Current Concordia students and transfer students who have achieved sophomore or junior states may apply to the Honors Program by submitting an Honors Program application form (available from the Honors Program Director) and a personal essay and one letter of recommendation from a full-time faculty member. Concordia faculty members are encouraged to nominate eligible students who may then apply to the Honors Program. Nominations should be sent directly to the Honors Program Director. Current students and transfer students are not eligible for Honors Scholarships but may receive “Honors Program Graduate” on their diploma (see Honors Program Handbook for specific details).
The 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 actively participates in the program and earns at least 24 credits of honors courses including successful completion of the Honors Senior Capstone seminar. Honors courses may not be taken with a Pass/No Pass option.

For students joining the Honors Program after their freshman year, see Honors Program Handbook for details.

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 courses to fulfill general education requirements. The Honors Program includes a strong service component and opportunities to experience the “City as Text.” The honors courses include:

- ART 121H Art Appreciation (2)
- WR 121H English Composition (3)
- ENG 202H Introduction to Speech (2)
- WR 303H / 304H / 305H / 306H/ 307H/Advanced Writing (3)
- HON 488H Honors Capstone Seminar (1)
- HUM 151H Ethics and Citizenship (3)
- HUM 251H From the Premodern to the Postmodern World (3)
- HUM 351H Challenges of Global Diversity (3)
- HUM 288H/488H Humanities Seminar (1)
- MTH 231H Research and Statistical Techniques (3)
- MUS 121H Music Appreciation (2)
- PSY 201H Principles of Psychology (3)
- REL 211H / 221H History of the Old/New Testament (3)
- REL 371H World Religions (2)
- REL 401H Faith for Life (3)
- SCI 112H Environmental Science (3)

Students are urged to take the Honors courses at the following points in their academic preparation:

**Freshman Year:**
- Semester One
  - HUM 151H Ethics and Citizenship (3)  (each year)
  - WR 121H English Composition (3)  (each year)
- Semester Two
  - REL 211H / 221H History and Literature of the Old/ New Testament (3)  (alternating years)
  - ENG 202H Introduction to Speech (2)  (each year)
o PSY 201H Principles of Psychology (3)
(each year)

**Sophomore Year:**
- Semester One
  o HUM 251H From the Premodern to the Postmodern World (3)
    (each year)
  o ART 121H Art Appreciation (2) or MUS 121H Music Appreciation (2)
    (each year)
- Semester Two
  o An advanced writing course will be offered each spring
    - WR 303H Rhetorical Approaches to Literature and Culture (3)
    - WR 304H Creative Non-Fiction: Art of the Essay (3)
    - WR 305H Journalism and Feature Writing (3)
    - WR 307H Science Writing (3)
    - WR 306H Technical Writing (3)
  o SCI 112H Environmental Science (3)
    (odd years)

**Junior and/or Senior Year:**
- Semester One
  o HUM 351H Challenges of Global Diversity (3)
    (each year)
  o REL 371H World Religions (2)
    (each year)
- Semester Two
  o MTH 231H Research and Statistical research (3)
    (odd years)
  o HUM 488H Humanities Seminar (1)
    (each year)

**Senior Year:**
- Semester One
  o HON 488H Honors Capstone Seminar (1)
    (each year)
- Semester Two
  o REL 401H Faith for Life (3)
    (each year)

**Honors Program Co-Curricular Activities**

Members of the Honors Program in conjunction with the Student Honors Council 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. Honors students are encouraged to develop an ethos of servant leadership, both on campus and in the larger community.
MINORS

Undergraduate students may be required or may choose to complete a minor as part of their Bachelor’s degree. Some programs may have specific program recommendations as to the minors to pursue.

A student may also consider proposing his/her own minor. A minor consists of at least 12 semester hours of, typically, upper-level academic work concentrated in one academic discipline. The student interested in devising a minor not listed should talk with the academic advisor of the particular discipline they want to pursue.

Credits used to complete the minor cannot duplicate credits used to fulfill general education or major requirements. No more than 50% of credits may overlap between any two majors, two minors, two concentrations, or a combination of minors and concentrations. Course requirements for approved minors follow:

Art Minor (15 Credit Hours)

- Choose one:
  - ART 101 Fundamentals of Art (3)
  - ART 201 Design Concepts (3)
- ART 312 Art and Culture (4)
- ART 314 Non-Western Art Traditions (2)
- AS 181 Drawing Studio (2)
- AS 191 Ceramics Studio (2)
- AS 281 Painting Studio (1)
- Choose one:
  - AS 225 Stained Glass (1)
  - AS 161 Calligraphy Studio (1)

Biology Minor (14 Credit Hours)

- BIO 211 General Biology I (4)
- BIO 212 General Biology II (4)
- Upper division electives (6)

Business Administration Minor for Non-majors (13 Credit Hours)

- BA 101 The Business & Economic Environment (3)
- BA 203 Fundamentals of Economics (4)
- Upper division Business electives (must be department approved. All prerequisites for courses must be satisfied) (6)

Chemistry Minor (16 Credit Hours)

- CHM 211 General Chemistry I (4)
- CHM 212 General Chemistry II (4)
- CHM 344 Organic Chemistry I (4)
• CHM 414 Biochemistry I (4)

**Communications Studies Minor (15 Credit Hours)**

Choose 15 hours from the following according to listed requirements:

• ENG 201 Newspaper (up to two credits)
• ENG 217/218 Literary Journal (up to two credits)
• WR 303 Rhetorical Approaches to Literature and Culture (3)
• WR 304 Creative Non-Fiction: Art of the Essay (3)
• WR 305 Journalism and Feature Writing (3)
• WR 306 Technical Writing (3)
• WR 307 Science Writing (3)
• ENG 348 Film and Literature (3)
• WR 352 Creative Writing (3)
• HST 332 Media and Culture (3)
• HUM 288/488 Communications Studies Seminar (up to 3 credits)
• Up to six hours may be from the following:
  o MKT 360 Principles of Marketing (3)
  o MKT 361 Advertising and Sales Promotion (3)
  o MKT 363 Marketing Research (3)
  o MKT 364 Marketing on the Internet (3)
  o MKT 366 Global Marketing (3)

**General Mathematics Minor (15 Credit Hours)**

• MTH 211 Calculus I (4)
• MTH 212 Calculus II (4)
• MTH 231 Research and Statistical Techniques (3)
• Upper-division Math electives (4)

**History Minor (16 Credit Hours)**

• Choose one:
  o HST 202 Europe in Transition 1300-1789 (3)
  o HST 203 Europe Since 1789 (3)
• Choose one:
  o HST 215 American Civilization I (3)
  o HST 216 American Civilization II (3)
• HUM 488 Humanities Seminar (1)
• Upper-division History electives (9)

**Literature Minor (16 Credit Hours)**

• Choose one:
  o ENG 231 American Literature I (3)
  o ENG 232 American Literature II (3)
• Choose one:
  o ENG 222 British Literature I (3)
• ENG 223 British Literature II (3)
• Upper-division Literature electives (9)
• Choose one hour:
  o HUM 488 Humanities Seminar
  o ENG 217 Literary Journal I
  o ENG 201 Newspaper

**Missions Minor (14 Credit Hours)**

• CED 275 Mission Outreach, Assimilation, and Visitation (3)
• CED 395 Teaching the Faith (3)
• Choose one:
  o REL 211 History and Literature of the Old Testament (3)
  o 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)

**Music Minor (15 Credit Hours)**

• MUS 101 Fundamentals of Music (2)
• MUS 102 Music Theory I (2)
• MUS 121 Music Appreciation (2)
• MUS 142 Aural Skills (1)
• Choose one:
  o MUS 351 Conducting I (2)
  o MUS 365 Music for Classroom Teachers (2)
• Music Performance (MUP) representing at least two different areas (6)

**Psychology Minor (14 Credit Hours)**

• PSY 321 Human Development (3)
• Two Psychology Seminars PSY 251/288/451/488 (1) (1)
• Upper-division Psychology electives (9)

**Religion Minor (15 Credit Hours)**

• Choose one not taken as a general education requirement:
  o REL 211 History and Literature of the Old Testament (3)
  o REL 221 History and Literature of the New Testament (3)
• REL 331 The Christian Faith (3)
• Religion electives, including at least 6 hours at the 300 level or above (9)

**Youth Ministry Minor (12 Credit Hours)**

• PSY 312 Human Sexuality (3)
• PSY 440 Multicultural Counseling and Education (3)
• PSY 434 Abnormal Psychology (3)
• CED 315 Youth Ministry (3)
COOPERATIVE EDUCATION PROGRAMS

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, a sister OICA (Oregon Independent Colleges Association) school. 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 two 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, view the program description on the University of Portland web site or contact the Registrar’s Office.

BacPac

Concordia partners with five Lutheran high schools throughout the Western United States to provide up to 12 hours of transferable college credit for graduating high school seniors. BacPac (Baccalaureate Package) includes general education courses that are offered either online or by video conferencing technology. For additional information, contact the BacPac coordinator.

Clark College Co-Admission

• For students interested in attending both Concordia University and Clark College in Vancouver, WA, the two schools have partnered in a co-admission arrangement that is designed to reduce barriers, promote smooth transitions between institutions, and assure that student success is optimized. Students taking advantage of the partnership have increased curricular choices and are able to tailor their educational experiences to fit personal goals, preferences, and needs.

• To be eligible for co-admission, students must be in pursuit of an Associate of Arts degree, an Associate of Science degree, or a degree program that is formally articulated between the two institutions. Co-admission students must meet current Concordia admission requirements. Transfer students must have successfully completed a minimum of 18 quarter or 12 semester transferable credits from an accredited U.S. institution.

• Students who do not meet the above admissions criteria, but have demonstrated the potential to succeed in earning a baccalaureate degree, may be granted conditional admission to the program upon the agreement of both institutions. Students admitted under this provision may be asked to participate in activities intended to enhance their success as a condition of their admission.

For more information, students should contact their advisor or the Office of Admissions at either institution.
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.

Portland Community College (PCC) Dual Admission

- For students interested in attending both Concordia University and Portland Community College, Tillamook Bay Community College, or Columbia Gorge Community College, the schools have partnered in a dual admission arrangement that is designed to reduce barriers, promote smooth transitions between institutions, and assure that student success is optimized. Students taking advantage of the partnership have increased curricular choices and are able to tailor their educational experiences to fit personal goals, preferences, and needs.
- To be eligible for dual admission, students must be in pursuit of an Associate of Arts degree, an Associate of Science degree, or a degree program that is formally articulated among the institutions. Dual admission students must meet current Concordia admission requirements. Transfer students must have successfully completed a minimum of 18 quarter or 12 semester transferable credits from an accredited U.S. institution.
- Students who do not meet the above admissions criteria, but have demonstrated the potential to succeed in earning a baccalaureate degree, may be granted conditional admission to the program upon the agreement of both institutions. Students admitted under this provision may be asked to participate in activities intended to enhance their success as a condition of their admission.

For more information, students should contact their advisor or the Office of Admissions at either institution.

Simultaneous Enrollment in the Concordia University System

With the approval of the two campuses involved, a Concordia Portland student can study for up to one year at another Concordia campus within the Concordia University System without transferring, submitting transcripts, or complex paperwork. The academic credits earned are entered on the student’s transcript at his/her “home” Concordia.
STUDY ABROAD

Studying abroad, whether for a year, a semester, or short-term, is a rewarding educational experience students remember all of their lives. There are numerous options to study abroad at Concordia. The Department of International Studies (IST) in the College of Theology, Arts & Sciences provides information and assistance for all Concordia University students who want to make the world their classroom. If interested in studying abroad, students should talk to their advisors early in their time at Concordia to consider which semester will best fit with their program requirements.

In addition to the programs listed, the Department of International Studies receives information from many other study abroad programs and can provide information about other options such as the Semester at Sea program. The International Studies office will work with students to facilitate application and assist with questions about transfer credits.

Summer, Semester, or Year-long Programs

AHA

Concordia is a member of the Northwest Council of Study Abroad, a consortium of AHA International. Students who take courses at any of the AHA sites receive home credit at Concordia. Students can study at any of the AHA sites for a year, a semester, or a summer.

Get more information: www.ahastudyabroad.org

AHA sites include:

- Rosario, Argentina
- Perth and Canberra, Australia
- Vienna, Austria
- Valdivia, Chile
- Shanghai, China
- London, England
- Angers, France
- Accra, Ghana
- Athens, Greece
- Dublin, Ireland
- Macerate and Siena, Italy
- Morelia, Mexico
- Fez, Morocco
- Oviedo and Segovia, Spain
- Dunedin, New Zealand
AIFS

Concordia also has an affiliation agreement with the American Institute for Foreign Study (AIFS), a national study abroad organization. Students can study for a year, semester, or a summer. Courses count as transfer credit. Students enrolled in the Business Administration degree program, especially those pursuing an International Business minor, may wish to travel overseas on an AIFS-arranged trip to meet their internship requirements. To learn more about AIFS, visit their web site: [www.aifsabroad.com](http://www.aifsabroad.com).

The AIFS sites include:

- Limerick, Ireland
- St. Petersburg, Russia
- London, England
- Prague, Czech Republic
- Paris, France
- Salzburg, Austria
- Grenoble, France
- Florence, Italy
- Cannes, Italy
- Salamanca, Spain
- Granada, Spain
- Stellenbosch, South Africa
- Sydney, Australia
- Buenos Aires, Argentina
- Nanjing China
- Hyderabad India

International Studies Abroad (ISA)

ISA offers the most varied and numerous sites for students who wish to study in a Spanish speaking country. There are programs in Argentina, Chile, Costa Rica, Dominican Republic, Mexico, Peru, and 10 cities in Spain. In addition, ISA has programs in Belgium, Brazil, Czech Republic, England, France, Italy and Morocco. [www.studiesabroad.com](http://www.studiesabroad.com)

IE3 Global Internships

IE3 Global Internships (The Oregon International Internship Program) was created by the Oregon University System to provide university students in the Pacific Northwest with an improved understanding of global issues and equip them with professional experience and international competence. Concordia students can earn academic credit on their home campuses while abroad on their internship. IE3 Global Internships arranges placement and provides pre-departure orientation, international health insurance, learning tools, monitoring and support. A program fee is charged in lieu of tuition. The program fee includes academic credit (up to 12 quarter credit hours the first term). Most forms of financial aid can be applied toward the costs of an internship. Internships are available in a variety of private-sector companies, nonprofit organizations and
educational institutions around the world. Go to the IE3 Web site to see a current list of internship openings with links to detailed position descriptions. Each position description includes information about the host organization, intern responsibilities, and estimated costs. For more information, see the Director of International Studies. Source: http://ie3global.ous.edu/students/overview.html

Direct Enrollment

Concordia has cooperative agreements directly with universities in Mexico, Japan and Egypt.

**UDLA, the Universidad de las Americas in Pueblo, Mexico**, is an excellent option for students who want to study Spanish in an intensive program with opportunities for cultural visits and Latino history and culture. [www.udlap.mx](http://www.udlap.mx)

**American University in Cairo, Egypt** gives students the opportunity to study Arabic and Arabic culture. Students can also take courses in English in a variety of academic programs including humanities, social sciences, business, and science.

**Budo International University, Katsuura, Japan**

**Bunkyo University, Tokyo, Japan**

Concordia has a direct exchange program with these two universities in Japan. UDLA, the Universidad de las Americas in Pueblo, Mexico, for semester-long programs, intensive summer programs, and special programs taught by Concordia faculty. UDLA is an excellent option for students who want to study Spanish in an intensive program with opportunities for cultural visits and Latino history and culture.

SHORT TERM PROGRAMS

Field Studies Programs

Concordia University has joined its sister college, Concordia University in Austin, Texas, in offering an ongoing series of field courses in a variety of interesting locations throughout the world and the United States. Past field courses have focused on the biology, geology, ecology, and/or anthropology of such places as Belize, the Pacific Northwest, 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 for future field courses in the Russian Far East, Australia, and Costa Rica. Information may be obtained from the Department Chair of Math-Sciences.
University of Vechta, Germany

Up to six Concordia students and one faculty member are selected to travel for a month each May to 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.

Concordia Faculty-led Courses

Each year, faculty from Concordia organize and teach special courses to expose students to the places which make history, art, and culture come alive. Art History may be taught as a two-week course in Europe; Social Work Seminars offer a two-week course in Korea and Japan; and British Theater includes a two-week course in London. Check the schedule for current listings.

Concordia Semester in Costa Rica

Seven Concordia campuses have joined together to create a semester program in San Jose, Costa Rica. Students will study with a visiting faculty member from one of the Concordia campuses and also study Spanish and take one or two courses in English at Veritas University.

CU System Study Abroad Cooperative

Study abroad programs at any of the 10 universities in the Concordia University System are available. These include study trips such as Sociology of Brazil and a program for teacher candidates to study at Australian schools for a summer. A link to the CUS programs can be found on the Concordia study abroad web site.
COLLEGE OF EDUCATION

College Philosophy

Since our founding in 1905, the training of educators has been central to Concordia University’s mission. Today, our objective remains the same: to prepare quality teachers who understand that education demands tremendous energy, creativity, dedication, and service. The core 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.

Undergraduate Program options in the College of Education include:

- Bachelor of Arts in Education (Initial I Teaching License)
- Post B.A. Licensure in Education
- Professional Church Work Certification for Teachers
- Career and Technical Education Certificate of Completion
- Director of Christian Education (DCE)
- Post-BA DCE Certificate

Initial Teaching License Options

Students can pursue the Initial I Teaching License by choosing one of the following three options. There are part-time or full-time schedules and some online coursework available.

Bachelor of Arts Degree with Recommendation for Initial I Teaching Licensure

Concordia’s College of Education offers an undergraduate teacher preparation program that integrates a liberal arts foundation toward the four authorization levels for teaching licenses issued by the state of Oregon. Students must select two consecutive authorization levels.

- Level 1: Early Childhood (ECE) – Pre-K – Grade 4
- Level 2: Elementary (ELE) – Grades 3 - 8
- Level 3: Middle Level (ML) – Grades 5 – 9
- Level 4: High School (HS) – Grades 7 – 12

Those choosing the middle or high school authorization must also select an endorsement area. All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Initial I Teaching License.
Licensure Only

Students who have already earned a Bachelor’s degree may earn an Initial I Teaching License at the undergraduate level by completing the licensure only program. This is a credentialing program only and does not result in an additional degree.

Master of Arts in Teaching (MAT/MATE)

Students must have already earned a Bachelor’s degree and will earn a graduate degree, as well as the Initial I Teaching License (ITL). Refer to the College of Education Graduate Programs.

Bachelor of Arts in Education/Initial Teaching License

The goal of Concordia University’s undergraduate teacher education program is to prepare 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.

There are day, evening, and some online classes available that provide an exciting, hands-on, learner-centered, project-based curriculum where teacher candidates work with children.

BA Education Program Objectives

The BA in Education strives to prepare students to be competent and ethical educators. To accomplish that critical goal, the BA in Education is designed to enable students to demonstrate

- Appropriate personal characteristics for success in the teaching profession;
- Professional conduct and ethics;
- A broad liberal arts foundation and knowledge of specific subject matter and instructional strategies appropriate to particular age levels and content areas;
- 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 Licensure

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

• Level 1: Early Childhood (ECE) = Pre-K – Grade 4
• Level 2: Elementary (ELE) = Grades 3 – 8
• Level 3: Middle Level (ML) = Grades 5 – 9
• Level 4: High School (HS) = Grades 7 – 12

Students are required to pursue licensure at two consecutive authorization levels.

All College of Education graduates who successfully complete the program requirements are eligible to be recommended for licensure through the Oregon Teacher Standards and Practices Commission, www.tspc.state.or.us. With minor adjustments, it may also be 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 must apply to the College of Education for program admission no later than the first semester of their sophomore year. Transfer students should apply during their first semester on campus.

Requirements for Program Admission Are:

• A College of Education application (which can be found on the Intranet)
• A cumulative GPA of 2.5 or better
• Passing scores on either the CBEST, WESTB, or PPST examinations
• Transfer students applying for entrance into the licensure-only program must also submit passing scores on one of basic skills tests listed above and provide a cumulative GPA of 2.50 for admission to the university
• Beginning September 1, 2009, the ORELA Protecting Student and Civil Rights in the Educational Environment Examination is required of all candidates seeking Oregon licensure, including authorizations at the early childhood, elementary, middle, and/or high school levels as a teacher, personnel specialist, administrator, or school nurse. This test is required in place of the Oregon-approved pre-service educator preparation program coursework or workshops that were previously used to fulfill the certification requirement. The only exception to the test requirement is for candidates who enrolled in pre-service coursework to meet the test requirement and apply for licensure before September 1, 2010.
• Those with a Bachelor’s degree from an accredited institution seeking only the Initial I Teaching License should have an overall GPA of 2.5 for admission.
• Fingerprints processed through Teacher Standards and Practices Commission (TSPC)

Upon admission to the College of Education, all students must maintain a cumulative GPA of 2.5 and a 2.75 GPA in all professional education courses. In addition, students must successfully complete a Field Experience and Practicum to be recommended for Student Teaching. Please note that all professional education courses in which a C- or below is earned must be retaken. Prior to beginning a Practicum experience students are required to take sub-test 1 and sub-test 2 of the ORELA exam. Additionally, passing scores are required on the Praxis II exams related to the endorsement area(s) for secondary students prior to student teaching.

Testing Requirements for Initial I Licensure

Applicants are required to have taken and passed one of the following basic skills tests: CBEST, WESTB, or Praxis PPST prior to being admitted to the College of Education. In addition, the State of Oregon requires the ORELA subtests I and II, the Praxis II specialty area exams, and the ORELA Protecting Student and Civil Rights in the Educational Environment Examination.

Test bulletins can be obtained from Concordia, as well as from most universities. You can also access information at the following web sites: www.ets.org/praxis/ or http://www.cbest.nesinc.com/ or http://www.orela. nesinc.com/index.asp

Admission of Non-native English Speakers to Education Programs

The College of Education welcomes and encourages students of diverse ethnicities and cultures who plan to be future teachers. In order to help determine whether or not non-native speakers possess the language skills necessary to succeed in an English speaking classroom, a score of 90 on the new iBT exam (TOEFL) must be met by any non-native English speaking student seeking a teaching license in the United States. This test also includes a mandatory speaking component. Students who meet this requirement are eligible to be considered for clinical experiences. Students who do not meet the English language proficiency requirements may still earn a bachelor’s degree in education, but will not be able to pursue an Oregon Initial I Teaching License.

Curricular Requirements

Professional Education Courses

The start of professional education courses is dependent upon the completion of the general education requirements. This typically happens by the end of the
sophomore year. All professional education courses are determined based on the
authorization level and endorsement area(s) for each student.

**BA General Education Requirements (39 Credit Hours)**

The following are exceptions for ECE/ELE to the General Education requirements:

- Mathematics
  - MTH 133 Mathematics for Teachers I (3)
  - MTH 134 Mathematics for Teachers II (3)
- Social Sciences
  - PSY 201 Principles of Psychology (3)

**Electives and Minors**

The number of electives required for each student is determined by the
authorization level and endorsement area(s) to meet the 124 hours required for
graduation. 45 of the 124 hours must be taken at the 300 and 400 level. If students
choose to pursue a minor, courses taken to complete a minor may not duplicate
general or professional education courses.

**Early Childhood (Age 3 — Grade 4) or Elementary (Grades 3-8)
(48 Credit Hours plus Curriculum & Instruction coursework)**

- EDU 201 Principles of Education (3)
- EDU 232 Educational Psychology (2)
- EDU 260 Instructional Strategies (2)
- EDU 330 Educational Technology (2)
- EDU 336 Assessment and Evaluation (2)
- EDU 341/342 Field Experience (2)
- EDU 348 Classroom Management/Parent Relations (3)
- EDU 354 Curriculum and Instruction: Early Childhood (3)
- EDU 355 Introduction to Early Childhood Education (2)
- EDU 358 Curriculum and Instruction: Health and PE (3)
- EDU 362 Curriculum and Instruction: Math (2)
- EDU 368 Curriculum and Instruction: Science (2)
- Choose one:
  - ART 365 Elementary Art Education (2) (recommended)
  - MUS 365 Music for Teachers (2)
  - TA 318 Creative Dramatics for Teachers (2)
- EDU 375 Curriculum and Instruction: Language Arts and Reading (4)
- EDU 379 Curriculum and Instruction: Social Studies (2)
- EDU 390 Children with Exceptionalities (2)
- EDU 451/452 Practicum (4)
- EDU 457 Development of the Young Child (2)
- EDU 461 Curriculum and Instruction: Children’s Literature (2)
- EDU 491/492 Student Teaching (15)
- PSY 321 Human Development (3)
Middle (Grades 5-10) or High School (Grades 7-12)
(33 Credit Hours plus Curriculum & Instruction Courses)

Middle Level/High School

- EDU 201 Principles of Education (3)
- EDU 232 Educational Psychology (2)
- EDU 260 Instructional Strategies (2)
- EDU 330 Educational Technology (2)
- EDU 336 Assessment and Evaluation (2)
- EDU 343/344 Field Experience (2)
- EDU 384 Classroom Management/Parent Relations (2)
- EDU 390 Children with Exceptionalities (2)
- EDU 453/454 Practicum (4)
- EDU 493/494 Student Teaching (15)
- PSY 321 Human Development (3)
- PSY 341 Adolescent Psychology (3)
- One or more of the Curriculum and Instruction courses is required based on endorsement area:
  - EDU 385 Curriculum and Instruction: Math and Science (3)
  - EDU 386 Curriculum and Instruction: Language Arts and Social Studies (3)
  - EDU 387 Curriculum and Instruction: Physical Education (3)
  - EDU 389 Curriculum and Instruction: Health Education (2)
- Subject Area Endorsement courses

Clinical Experience Placement

The College of Education Placement Office provides undergraduate and MAT students 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.

Once a student is admitted to the program the Placement Office will contact the student in order to begin the placement process. The Placement Office will email the student a survey to complete so that he or she can make specific placement requests. Students will also need to submit (via email) an education-focused resume that will be used to secure a placement. Once a placement has been secured, the Placement Office will contact the students to inform them where they have been placed and with whom.

Placement confirmations and exiting procedures must be conducted through the Placement Office. No placements can be made at schools where students have relatives or family friends. Also, no clinical experience should ever be terminated by a candidate without prior consultation with the Placement Director. Failure to follow these policies jeopardizes future placements and may result in credit loss and additional fees. Clinical experiences dropped at student initiative after a placement has been secured will result in forfeiture of course fees.
Subject Area Endorsements for Middle Level and High School

Students who choose the Middle Level or High School authorization levels must choose at least one endorsement area. Concordia currently offers 13 endorsement areas which are listed below:

- Accounting
- Art
- Biology
- Business
- Chemistry
- Health
- Health and Physical Education
- Language Arts (English)
- Marketing
- Mathematics (Basic)
- Mathematics (Advanced)
- Physical Education
- Social Studies

Endorsement Area Courses

For students who are pursuing a Middle Level or High School authorization level, courses will vary according to endorsement area. Each of the required courses are listed below by endorsement area, please contact your advisor if you have any questions.

**Accounting (39 Credit Hours)**

- ACT 201 Financial Accounting (3)
- ACT 202 Managerial Accounting (3)
- ACT 301 Intermediate Accounting I (4)
- ACT 302 Intermediate Accounting II (3)
- ACT 406 Accounting for Consolidations, Government, and Not-for-Profit Entities (4)
- BA 203 Fundamentals of Economics (4)
- BA 226 Computer Business Applications: MS Office (3)
- BA 247 Quantitative Methods and Analysis (3)
- BA 260 Principles of Organizational Management (3)
- BA 342 Finance (3)
- BA 352 Business Law (3)
- BA 457 Ethical Leadership (3)

**Art (28 Credit Hours)**

- Art Appreciation/Art History (10)
  - ART 121 Art Appreciation (2)
  - ART 312 Art and Culture (4)
  - ART 314 Non-Western Art Traditions (2)
- ART 341 Art in the Christian Church (2)

- Studio Art (18)
  - Required Core Courses:
    - ART 201 Basic Design Concepts (3)
    - ART 368 Secondary Art Education (2)
    - ART 265 Computer Graphics Design (3)
  - Studio (8 total – must include at least 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 (35 Credit Hours)**

- BIO 211 General Biology I (4)
- BIO 212 General Biology II (4)
- BIO 284 Microbiology (3)
- BIO 315 Genetics (3)
- BIO 411 Ecology (3)
- BIO 426 Evolution (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 (24 Credit Hours)**

- 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)
General Business (31 Credit Hours)

- ACT 201 Financial Accounting (3)
- ACT 202 Managerial Accounting (3)
- BA 203 Fundamentals of Economics (4)
- BA 226 Computer Business Applications: MS Office (3)
- BA 247 Quantitative Methods and Analysis (3)
- BA 260 Principles of Organizational Management (3)
- BA 342 Finance (3)
- BA 352 Business Law (3)
- BA 457 Ethical Leadership (3)
- MKT360 Principles of Marketing (3)

Health Education (36.5 Credit Hours)

- BIO 264 – Intro to Anatomy (3)
- BIO 265 – Intro to Physiology (3)
- ESS 220 – Stress Management (3)
- ESS 250 – Introduction to Exercise & Sport Science (2)
- ESS 280 – Diseases (2)
- ESS 330 – First Aid & CPR (.5)
- ESS 340 – Prevention & Care Athletic Injuries (2)
- ESS 432 – Measurement & Evaluation in Exercise & Sport Science (3)
- ESS 452 – Physical Activity & Sport for Special Populations (3)
- ESS 464 – Nutrition for Exercise and Human Performance (3)
- ESS 492 – Exercise Physiology (3)
- PSY 312 – Human Sexuality (3)
- SCI 112 – Environmental Science (3)
- SCW 361 – Chemical Depend & Addiction (3)

Health and Physical Education (54 Credit Hours)

- BIO 264 – Intro to Anatomy (3)
- BIO 265 – Intro to Physiology (3)
- PAC 115/215 – Beg/Adv Swimming (.5)
- PAC 121/123 – Circuit Tr/Wt Lift (1)
- PAC 125 – Aerobic Cond. (1)
- ESS 220 – Stress Management (3)
- ESS 250 – Introduction to Exercise & Sport Science (2)
- ESS 280 – Diseases (2)
- ESS 330 – First Aid & CPR (0.5)
- ESS 340 – Prevention & Care Athletic Injuries (3)
- ESS 352 – Sport Skill Analysis (3)
- ESS 368 – Motor Learning (3)
- ESS 370 – Principles of Coaching (2)
- ESS 371-375 – Coaching Theory (1)
- ESS 398 – Organization & Administration in Exercise & Sport Science (2)
- ESS 432 – Measurement & Evaluation in Exercise & Sport Science (3)
- ESS 452 – Physical Activity & Sport for Special Populations (3)
- ESS 464 – Nutrition for Exercise and Human Performance (3)
• ESS 472 – Kinesiology (3)
• ESS 492 – Exercise Physiology (3)
• PSY 312 – Human Sexuality (3)
• SCI 112 – Environmental Science (3)
• SCW 361 – Chem Depend & Addict (3)

**Language Arts (English) (38 Credit Hours)**

• ENG 231 American Literature I (3)
• ENG 232 American Literature II (3)
• ENG 312 Poetry (3)
• WR 352 Creative Writing (3)
• ENG 439 Linguistics (3)
• British Literature (Choose two from the following):
  o ENG 222 British Literature I (3)
  o ENG 223 British Literature II (3)
  o ENG 321 Shakespeare (3)
• World Literature (Choose one from the following):
  o ENG 315 The World Novel (3)
  o ENG 363 The European Novel (3)
  o ENG 462 The Hero: A Study in Ideal Types (3)
• Genre Literature (Choose one from the following):
  o ENG 310 World Drama (3)
  o ENG 315 The World Novel (3)
  o ENG 348 Film and Literature (3)
• Thematic Literature (Choose one from the following):
  o ENG 337 The Sixties: In Its Own Write (3)
  o ENG 462 The Hero: A Study in Ideal Types (3)
  o ENG 464 The Gothic Novel (3)
• ENG 480 Religion and Literature (2)
• TA 317 Children’s Dramatic Lit (2) OR
• TA 318 Creative Dramatics (2)
• Literature Elective Courses (6)

**Marketing (40 Credit Hours)**

• ACT 201 Financial Accounting (3)
• ACT 202 Managerial Accounting (3)
• BA 203 Fundamentals of Economics (4)
• BA 226 Computer Business Applications: MS Office (3)
• BA 247 Quantitative Methods & Analysis (3)
• BA 342 Finance (3)
• BA 352 Business Law (3)
• MKT 360 Principles of Marketing (3)
• MKT 362 Consumer Behavior (3)
• MKT 363 Marketing Research (3)
• MKT 365 Innovation and Product Life Cycle (3)
• MKT 366 Global Marketing (3)
• MKT 467 Marketing Strategy (3)
Mathematics (Basic) (15 Credit Hours)

- MTH 123 College Algebra (3)
- MTH 133 Math for Teachers I (3)
- MTH 134 Math for Teachers II (3)
- MTH 231 Principles of Research and Statistical Techniques (3)
- MTH ___ Elective (3)

Mathematics (Advanced) (24 Credit Hours)

- MTH 124 Pre-Calculus (3)
- MTH 211 Calculus I (4)
- MTH 212 Calculus II (4)
- MTH 231 Principles of Research and Statistical Techniques (3)
- MTH 341 Linear Algebra (2)
- MTH 361 Abstract Algebra (2)
- MTH 371 Number Theory (2)
- MTH 401 Analysis (2)
- MTH 411 Advanced Geometry (2)

Physical Education (40 Credit Hours)

- BIO 264 – Intro to Anatomy (3)
- BIO 265 – Intro to Physiology (3)
- PAC 115/215 – Beg/Adv Swimming (.5)
- PAC 121/123 – Circuit Tr/Wt Lift (1)
- PAC 125 – Aerobic Cond. (1)
- ESS 250 – Introduction to Exercise & Sport Science (2)
- ESS 330 – First Aid & CPR (0.5)
- ESS 340 – Prevention & Care Athletic Injuries (3)
- ESS 352 – Sport Skill Analysis (3)
- ESS 368 – Motor Learning (3)
- ESS 370 – Principles of Coaching (2)
- ESS 371-375 – Coaching Theory (1)
- ESS 398 – Organization & Administration in Exercise & Sport Science (2)
- ESS 432 – Measurement & Evaluation in Exercise & Sport Science (3)
- ESS 452 – Physical Activity & Sport for Special Populations (3)
- ESS 464 – Nutrition for Exercise and Human Performance (3)
- ESS 472 – Kinesiology (3)
- ESS 492 – Exercise Physiology (3)

Social Studies (30 Credit Hours)

- ECN 203 Fundamentals of Economics (4)
- HST 203 Europe since 1789 (3)
- HST 215 American Civilization I (3)
- HST 216 American Civilization II (3)
- PSC 201 Introduction to American Government (3)
- PSC 365 International Relations (3)
- GEO 110 Cultural Geography (2)
Choose one from U.S. History:
  - HST 331 Media and Culture (3)
  - HST 332 Race and Ethnicity (3)
  - HST 336 United States. since 1945 (3)
  - HST 337 The Sixties in its own Write (3)

Choose one from Contemporary Issues:
  - HST 331 Media and Culture (3)
  - HST 332 Race and Ethnicity (3)
  - SOC 321 Sociology of Diversity (3)

Choose one from World History:
  - HST 335 History & Culture of India (3)
  - HST 355 History of the Middle East (3)
  - HST 364 Modern Asia (3)

**Specialty Area Endorsement**

*English to Speakers of Other Languages (ESOL) (13)*

Elementary, Middle Level, and High School students that are interested in fully preparing for today’s diverse classrooms may choose an additional endorsement that equips them with skills in cultural competency. This specialty area endorsement serves as a professional endorsement, and can be taken during the undergraduate curriculum or at a graduate level after receiving the Bachelor of Arts. ESOL does not replace a subject area endorsement.

- EDU 421 ESOL Methods (3)
- EDU 439 Linguistics (3)
- EDU 440 Multicultural Counseling and Education (3)
- EDU 441 ESOL Curriculum and Technology (2)
- EDU 442 Issues in a Bilingual Society (1)
- EDU 443 ESOL Educational Assessment Seminar (1)

**Professional Church Work**

For over one hundred years, Concordia University has trained men and women for teaching careers in over 1,300 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 as a Commissioned Minister of Religion. They are assigned their first call by the Council of Presidents acting as the Board of Assignments.

**Professional Church Work Requirements**

Students interested in certification as a Minister of Religion - Commissioned the Lutheran Church-Missouri Synod must:

- Notify the Director or Assistant Director of Christian Ministries of intent to teach in a Lutheran school
- Be a member in good standing of a Lutheran Church-Missouri Synod
Congregation for a minimum of two years

- 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.)
- Complete and submit the application for Synodical Placement.
- Schedule an interview with the Director of Christian Ministries.
- Successfully complete the following additional courses:
  - CED 395 Teaching the Faith (3)
  - EDU 451L, 452L, 453L, or 454L Practicum for Lutheran Teacher Students (4)
  - REL 331 The Christian Faith (3)
  - REL 211 Old Testament (3)
  - REL 221 New Testament (3)
Teacher Colloquy Program

The teacher colloquy program is a course of study which leads to LCMS certification as a Minister of Religion, Commissioned for those teachers who are not on the roster of the Lutheran Church-Missouri Synod. It is a joint program of the Concordia University System schools under the auspices of the Synod’s Board for University Education (BUE). The program is managed by and delivered through Concordia University Education Network (CUENet). An on-campus program is also available on many of the Concordia University System campuses. Teacher Colloquy 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. The Lutheran Teacher (a double course)

This program is open to teachers with a Bachelor’s degree.

Frequently Asked Questions

How frequently will the courses be offered?
A new course will be offered each month in a carousel sequence. Students 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 a home or workplace computer at any time. 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.

Do courses have to be taken in order?
No. Courses may be offered as often as three times a year.

How long does it take to finish this program?
Eight months, if students take one course every month, or sixteen months if students 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 accessed with personal computer. Students may log on when it is
convenient. However, each course requires three hours when all learners are online 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.

**Can courses be transferred into this program?**
Yes, up to four courses (except the capstone courses, course 7 and 8), can be transferred into the program. Students may also apply for credit by examination with payment of $250 per course. The test may be taken only once. Up to four courses (except the capstone courses) may be earned through testing.

**What is the cost of tuition?**
Tuition information is available on the CUENet website and is subject to change. Churches or schools may provide their teachers a scholarship or grant for these credits.

**Is academic credit earned?**
No, but if interested, students can contact Concordia University-Irvine for information on how to earn continuing education credit.

**What additional steps are required to receive LCMS certification and rostering as a Minister of Religion?**
Upon completion of the course work, students are assigned to one of the Concordia University system colleges or universities, which processes certification according to established procedure. After completion of colloquy course work, students participate in an oral examination (once they receive their first teaching assignment in a Lutheran school). (LCMS handbook 6.105-6.110). Only members of a Lutheran Church-Missouri Synod congregation employed by an LCMS school are eligible to be rostered.

To apply for the Teacher Colloquy program, fill out the application form and submit it to: Education Network, 345 SW Cyber Drive, Bend, OR 97702, FAX: 541-322-7282, Phone: 800-238-3037. Questions? colloquy@cuenet.edu.
Career and Technical Teacher Education Program

Concordia’s CTE program provides a course of study for beginning career and technical education teachers to complete TSPC requirements for a Career and Technical Teaching I License.

Concordia’s CTE program:

- Provides a comprehensive teacher induction program leading to a Concordia University CTE Certificate of Completion
- Provides a teaching licensure pathway for students pursuing state certification as a CTE instructor by providing instructional methodology, internship experiences, guidance and program planning
- 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
- Compliments a student’s technical skills experience in one of the 22 TSPC approved career and technical endorsement areas

The program prepares students 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, 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 community through effective communication and interpersonal relationships

Eligibility for CTE Certification

To be eligible for this program, students must:

- Have earned an associate or bachelor degree
- Have at least two years of related work experience
- Pass the CBEST

TSPC Approved CTE Teacher Endorsement areas:

- Endorsements in the Agriculture, Food and Natural Resource Systems area include:
  (A) Agriculture Science and Technology;
  (B) Natural Resources Management; and
Endorsements in the Arts, Information and Communications area include:
(A) Publishing and Broadcasting;
(B) Information and Communications Technology; and
(C) Visual, Performing and Media Arts

Endorsements in the Business and Management area include:
(A) Business Management and Administration;
(B) Finance;
(C) Hospitality and Tourism;
(D) Information and Communications Technology; and
(E) Marketing.

Endorsements in the Health Sciences area include: Health Sciences

Endorsements in the Human Resource Systems area include:
A) Education and Related Fields;
(B) Hospitality and Tourism;
(C) Human Services; and
(D) Public-Services

Endorsements in the Industrial and Engineering Systems area include:
(A) Construction Technology;
(B) Engineering Technology;
(C) Information and Communications Technology;
(D) Transportation Technology; and
(E) Manufacturing Technology

Curriculum (12 Credit Hours)

Concordia’s undergraduate CTE program is designed to help teachers develop instructional strategies, classroom management methods, and assessment skills. Course content also includes CTE fundamentals, how CTE fits into high school restructuring, and program management skills such as budgeting, program recruiting and promotion, building business partnerships, and CTE legislative awareness.

- EDU 260 Instructional Strategies (2)
- EDU 336 Assessment and Evaluation of Teaching and Learning (2)
- EDU 384 Classroom Management/ Parent Relations (2)
- EDU 467 Teaching Career and Technical Education (3)
- EDU 469 CTE Seminars (1) (take three different seminars) (3)

Concordia University CTE Certificate of Completion

At the conclusion of the 12 course hours, students receive a Concordia University CTE Certificate of Completion. This Certificate will be a key component of students’ Professional Growth Plan that is required for renewal of TSPC’s Career and Technical Teaching I License. Those who have already earned a BA or BS can
earn the Certificate with graduate courses that can lead to a Masters of Career and Technical Education (MCTE).

**Director of Christian Education (DCE)**

The DCE major is designed for students desiring to serve in the educational ministries of the Church (children’s, youth, adult, family, and/or outreach ministries). Students prepare to lead in society and serve as lifespan Christian educators equipping others to passionately and courageously live their faith in word and action. DCEs work in congregations and other ministry organizations, nurturing the faith of members and equipping them for ministry. The typical job description of a first-year DCE could include youth and education ministry, child and family ministry, outreach ministry, ministry development, or other related ministry areas.

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 minister, 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 Concordia. An overall GPA of 2.50 and a GPA of 2.75 in the Professional Education requirements is required for admission to the program and is necessary for graduation.

**Director of Christian Education Certificate**

A Director of Christian Education is a Synodically certified, called, and commissioned, life span educational leader prepared for team ministry in a congregational setting. (1999, Synodical Convention). To be certified as a DCE in the Lutheran Church-Missouri Synod, a year-long internship in a congregation is required upon completion of your BA in Christian Education. A student applies for the DCE internship two semesters prior to when s/he hopes to begin the internship. Applications are available from the Director of Christian Ministries.

**Christian Education Major Requirements**

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

**Program Goals and Objectives**

**Program Goals**

The DCE:

a) The DCE will provide quality Christian education across the life-span within the congregations of the Lutheran Church Missouri Synod.
b) The DCE will be able to assess needs, provide direction, plan and evaluate ministry within the congregation and the community they serve.

c) The DCE will be a capable administrator with skills in dealing with people, managing resources, and equipping others.

d) The DCE will practice caring and compassionate ministry assisting in meeting the spiritual, emotional, and physical needs of people, both in the congregation and the area the congregation serves.

Program objectives
Upon program completion, DCE candidates will demonstrate:

1. A strong Christian character in accord with scripture and the LCMS DCE Code of Ethics
2. A mature Christian faith grounded in the Scriptures and the Lutheran Confessions
3. An ability to relate well to people of all ages
4. An ability to function well within a team
5. A balance between personal and professional life
6. Skills in teaching techniques and their application across the life span and to a diverse population
7. A deep knowledge of scripture with a passion for teaching the Word
8. Skills in equipping, encouraging, and leading people as well as resolving conflict
9. Strong oral and written communication skills
10. A skill to plan and develop educational opportunities to meet the needs of congregational members and individuals in the community
11. A Servant heart, compassionate and equipped to do ministry
12. A passion to fulfill Christ mission to the world to make disciple of all people

BA Christian Education (working toward a Director of Christian Education) Curriculum

BA General Education Requirements (49)
The following are exceptions to the General Education requirements.

- Religion (11)
  - 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)
  - REL 401 Faith for Life (3)
- Social Sciences (4)
  - PSY 201 Principles of Psychology (3)
  - PSY Option Hour – MET BY MAJOR

Director of Christian Education Professional Requirements (57 Credit Hours)

- CED 220 – Intro to Christian Ministry I (1)
• CED 275 – Missional Outreach, Assim, Vist. (3)
• CED 310 – Children’s Ministries (3)
• CED 311 – History & Practice of DCE I (2)
• CED 312 – History & Practice of DCE II (2)
• CED 315 – Youth Ministries (3)
• CED 320 – Intro to Christian Ministry II (1)
• CED 383 – Adult Ministries (3)
• CED 395 – Teaching the Faith (3)
• CED 435 – Confirmation Curriculum. & Inst. (3)
• CED 483 – Leadership Development (2)
• CED 485 – Family Ministries (3)
• EDU 232 – Educational Psychology (2)
• PSY 321 – Human Development (3)
• PSY 341 – Adolescent Psychology (3)
• PSY 351 – Adult Development (3)
• PSY 410 – Helping Skills (3)
• REL 315 – Old Testament Writings (2)
• REL 325 – New Testament Writings (2)
• REL 352 – Church History I: Early Church to Reformation (3) or
• REL 353 – Church History II: Reformation to Today (3)
• REL 431 – Lutheran Confessional Theology (3)

• Choose TWO of the following Christian Education seminars (CED 288):
  o Ministry to Differently Gifted (2)
  o Care Ministry (2)
  o Death & Dying (2)
  o Visual and Creative Arts Ministry (2)
  o Conflict Resolution (2)
  o Outdoor Christian Education (2)
  o And others as appropriate

**Electives (19 Credit Hours)**

**Post-Bachelor’s DCE Certificate**

The post-Bachelor’s 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. A maximum of 56 hours plus the 12 hour internship will be required.

**Admission Process for Post-BA DCE Certificate**

- Apply to Concordia University-Portland requesting official transcripts from all colleges and universities attended. Complete the university application process as described in admissions materials.
- Contact the Director of Christian Ministries (DCM) requesting application materials for the post-BA DCE certification program.
- Complete an autobiography.
- Request that two references be sent to the DCM. One should be from your pastor; the other a work-related reference.
- Schedule an interview with the DCM.
- Participate in on-campus interview. Share current experiences and understandings related to ministry.
- Initiate course work towards becoming a certified DCE.

At the admission interview, courses will be identified that can be taken off-campus or in a distance-learning setting, if applicable.

**Post-BA DCE Certificate Curriculum**

- CED 275 – Missional Outreach, Assimilation, and Visitation (3)
- CED 310 – Children’s Ministries (3)
- CED 311 – History & Practice of DCE Part 1 (2)
- CED 312 – History & Practice of DCE Part 2 (2)
- CED 315 – Youth Ministries (3)
- CED 383 – Adult Ministries (3)
- CED 395 – Teaching the Faith (3)
- CED 483 – Leadership Development (2)
- CED 485 – Family Ministries (3)
- EDU 232 – Educational Psychology (2)
- PSY 321 – Human Development (3)
- PSY 341 – Adolescent Psychology (3)
- PSY 410 – Helping Skills (3)
- REL 211 – History and Literature of the OT (3)
- REL 221 – History and Literature of the NT (3)
- REL 371 – Introduction to World Religions (2)
- REL 431 – Lutheran Confessional Theology (3)

**After completion of the course work:**

- CED 490 – DCE Internship (8)
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 (MAT) program, a BA graduate can work towards licensure as a teacher. After receiving the BA, one would need to complete both of the following:

- A year-long congregational internship
- The 11-month Master of Arts in Teaching (June-May)

While it does not matter which is completed first, they cannot be completed simultaneously. Students who choose this route will complete five years of course work and a year-long internship. They will receive a BA 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 MAT program and its processes, contact the program director.

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.

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 Washington Educators Skills Test Basic (WESTB). Authorizations in Early Childhood, Elementary, and Middle level teaching require passing scores on the Oregon Educator Licensure Assessment (ORELA). Students with the Middle and High School level must pass the PRAXIS II in their specific endorsement area.
**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**

2008-2009 = 100%

**Section II – Required Program Information**

1. During the 2008-2009 academic year, 516 students were enrolled in initial licensure programs.
2. During the same year, 522 students were supervised in Student Teaching experiences by 77 full-time and part-time faculty resulting in a student/faculty ratio of 6.45 to 1.
3. Education students invest a minimum of 508 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).
5. None of Concordia University’s education programs have been designated “low-performing” by the state (as per section 208[a] of HEA of 1998).
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. Students are challenged 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. Majors offered are in a variety of exciting fields including biology, chemistry, English, history, humanities, interdisciplinary studies, music, psychology, social science, and theology. New students join 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 who are a community of learners guided by caring, Christian faculty who know each student as a person and work hard to support all students in their quest for fulfillment and meaning in life.

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

**Art 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 and Visual Arts Department.

**Field Biology Program**

Concordia is proud to offer a well-established Field Biology Program with a broad spectrum of experiences available domestically and abroad both for science and non-science majors. We strongly believe that firsthand experience in the outside world is a must for a contemporary liberal arts education. Different formats are available within this program to meet student’s needs: field labs within traditional science lab courses; short field-based biology seminars and topics in science courses (two weekends in the field); ten day long field courses (with biology, ecology, geology, history and culture components) in the United States (Ecology and Geology of Pacific Northwest, Grand Canyon and Sonora Desert, Hawaii), and abroad (Tropical Biology in Belize, Guatemala, Honduras). For students interested in field research, upper division research-based classes are offered annually in different parts of the world (Australia, New Zealand, Russia, etc). Part of the Field Biology Program is a collaborative effort of CU Portland and CU, Austin, TX when students and professors from both universities travel and study together.

**The Shakespeare Authorship Studies Conference**

Concordia University’s Shakespeare Authorship Research Centre sponsors the annual Shakespeare Authorship Studies Conference, an international congress of scholars and students of Shakespeare that convenes each spring semester, usually in April, 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 encouraged.

The Shakespeare Authorship Studies Seminar

The annual Shakespeare Authorship Studies Seminar is the cornerstone of the summer educational project of the Shakespeare Authorship Research Centre.

Each August, for a period of one week, the SARC offers intensive instruction and discussion on topics related to the study of the Shakespeare texts that proceed, in part, from the thesis that the works of Shakespeare may have been the pseudonymous composition by a writer or writers other than the tradesman to whom the authorship of the Shakespeare canon conventionally has been attributed. Recent topics have included Shakespeare and Religion, Shakespeare and the Apocrypha, The Tudor Heir Thesis, Canonicity, and Shakespeare’s Poetry.

Study weeks include instruction, as well as occasional diversions such as local tours, recreational opportunities and theatrical entertainment. For more information, contact Professor Daniel Wright, Director of the Shakespeare Authorship Research Centre.

Admissions Standards to Programs and Majors

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

1. Completion of 45 semester hours of credit with a cumulative GPA of 2.50.
2. Successful completion of 30 semester hours of courses required to meet the general education requirements of the university.
3. 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.
4. 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.
5. 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.
6. 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).
7. 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.

Specific admission standards may vary by major. For Psychology majors, a background check will be conducted through the state police.

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.

**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. Those pursuing the Associate of Arts in General Studies program complete the following graduation requirements:

- After full admission to Concordia, a student must complete 30 of the final 40 hours (excluding credit by exam and PLE) at Concordia.
- At least 63 semester credits are earned in 100-level or above courses with a GPA of 2.00.
- At least 50 hours must be earned in courses which carry a letter grade rather than P/NP.

**General Education Requirements (30.5)**

- BIO 288/PSY 288 Departmental Seminar (1)
- ECN 203 Fundamentals of Economics (4)
- ENG 231/232 American Literature I or American Literature II (3)
- Fine Arts (Choose one):
  - MUS 121 Music Appreciation (2)
  - ART 121 Art Appreciation (2)
  - TA 206 Introduction to Theatre (2)
- GEO 110 Cultural Geography (2)
- HST 215 American Civilization I (3)
- HST 216 American Civilization II (3)
- PHL 201 Introduction to Philosophy (3)
- PSY 321 Human Development (3)
- REL 211/221 History of Old Testament or History of New Testament (3)
- SOC 220 Principles of Sociology (3)
- PAC elective (.5)

**Elective Requirements (32.5)**
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 environmental management, 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.

BA General Education Requirements (42)

The following are exceptions to the General Education requirements.

- MTH 124 Pre-Calculus (3) or MTH 211 Calculus (4) must be taken to meet the General Education mathematics requirement.
- Natural Science requirements are met through major.

Biology Core Requirements (29 — 30)

- BIO 211* General Biology I (4)
- BIO 212* General Biology II (4)
- BIO 288 Biology Seminar (1)
- BIO 315 Genetics (4)
- BIO 488 Biology Seminar (1)
- Choose One:
  - BIO 492, 493, 494 Thesis Preparation, Thesis I, Thesis II (1,2,2)
  - BIO 496/ESS 496** Biology/Athletic Treatment Practicum (3)
- CHM 211 Inorganic Chemistry I (4)
- CHM 212 Inorganic Chemistry II (4)
- CHM 344 Organic Chemistry I (4)

* Students who have exceptional records in high school biology may be able to waive these courses by successfully completing the Credit by Exam program and receiving the approval of the Department Chair. **ESS 496 is available only to students in the Pre-Athletic Training concentration.

Concentration Requirements

Biology majors must complete one area of concentration.

- Environmental Management
- General Biology
- Molecular Biology
- Pre-Medical Studies
- Pre-Occupational Therapy
- Pre-Physical Therapy
• Pre-Physician Assistant

**Environmental Management (28)**

- BIO 411 Ecology (3)
- CHM 321 Environmental Chemistry (3)
- ENV 311 Environmental/Natural Resources Law and Ethics (3)
- ENV 401 Environmental/Natural Resources Economics (3)
- MTH 231 Research and Statistical Techniques (3)
- PHY 211 General Physics I (4)
- SCI 112† Environmental Science (3)
- Choose 6 additional hours from the following:
  - BIO 370 Field Biology (3)
  - CHM 345 Organic Chemistry II (4)
  - CHM 414 Biochemistry I (4)
  - CHM 421 Toxicology and Risk Assessment (3)
  - GLG 101 Geology (3)
  - GLG 471 Hydrogeology (3)
  - PHY 212 General Physics II (4)

† May be waived upon successful completion of the Credit by Exam process and approval of the Department Chair.

**General Biology (24)**

- BIO 426 Evolution (3)
- MTH 231 Research and Statistical Techniques (3)
- Choose 18 additional hours from the following:
  - BIO 284 Microbiology (3)
  - BIO 321 Developmental Biology (3)
  - BIO 325 Immunology (3)
  - BIO 364 Human Anatomy and Physiology I (4)
  - BIO 365 Human Anatomy and Physiology II (4)
  - BIO 370 Field Biology (3)
  - BIO 411 Ecology (3)
  - BIO 457 Molecular Biology (3)
  - CHM 345 Organic Chemistry II (4)
  - CHM 414 Biochemistry I (4)
  - CHM 415 Biochemistry II (4)
  - PHY 211 General Physics I (4)
  - PHY 212 General Physics II (4)

**Molecular Biology (24)**

- BIO 457 Molecular Biology (3)
- CHM 414 Biochemistry I (4)
- CHM 415 Biochemistry II (4)
- MTH 231 Research and Statistical Techniques (3)
- Choose 10 additional hours from the following:
  - BIO 321 Developmental Biology (3)
- BIO 325 Immunology (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-Medical Studies (26)**

- CHM 414 Biochemistry I (4)
- MTH 211 Calculus I (4)
- MTH 231 Research and Statistical Techniques (3)
- PHY 211 General Physics I (4)
- PHY 212 General Physics II (4)
- Choose 7 additional hours from the following:
  - BIO 284 Microbiology (3)
  - BIO 321 Developmental Biology (3)
  - BIO 325 Immunology (3)
  - BIO 364 Human Anatomy and Physiology I (4)
  - BIO 365 Human Anatomy and Physiology II (4)
  - BIO 457 Molecular Biology
  - CHM 345 Organic Chemistry II (4)
  - CHM 415 Biochemistry II (4)
  - MTH 212 Calculus II (4)

**Pre-Occupational Therapy (23.5)**

- BA 226 (3) Computer Business Applications: MS Office†
- BIO 364 Human Anatomy and Physiology I (4)
- BIO 365 Human Anatomy and Physiology II (4)
- ESS 330 First Aid and CPR (.5)
- MTH 231 Research and Statistical Techniques (3)
- OT 106 Medical Terminology (1) (Taught from Portland Community College)
- PHY 211 General Physics I (4)
- PSY 321 Human Development (3)
- PSY 434 Abnormal Psychology (3)

† OR: Demonstrate competency in computer applications (word processing, spreadsheet, internet accessing)

**Pre-Physical Therapy (26)**

- BIO 364 Human Anatomy and Physiology I (4)
- BIO 365 Human Anatomy and Physiology II (4)
- MTH 231 Research and Statistical Techniques (3)
- PHY 211 General Physics I (4)
- PHY 212 General Physics II (4)
• Choose 7 additional hours from the following:
  o BIO 284 Microbiology (3)
  o BIO 321 Developmental Biology (3)
  o BIO 325 Immunology (3)
  o CHM 345 Organic Chemistry II (4)
  o CHM 414 Biochemistry I (4)
  o CHM 415 Biochemistry II (4)
  o ESS 340 Prevention, Care and Rehabilitation of Athletic Injuries (3)
  o ESS 368 Motor Learning (3)
  o ESS 422 Psychology of Sport and Physical Activity (3)
  o ESS 432 Measurement and Evaluation in Exercise & Sport Science (3)
  o ESS 440 Advanced Athletic Training (2)
  o ESS 444 Injury Treatment and Rehabilitation (2)
  o ESS 472 Kinesiology (3)
  o ESS 492 Exercise Physiology (3)

Pre-Physician Assistant (31)

• BA 226 Computer Business Application (3) MS Office†
• BIO 284 Microbiology (3)
• BIO 364 Human Anatomy and Physiology I (4)
• BIO 365 Human Anatomy and Physiology II (4)
• CHM 414 Biochemistry I (4)
• MTH 231 Research and Statistical Techniques (3)
• PSY 321 Human Development (3)
• Choose 7 additional hours from the following:
  o BIO 321 Developmental Biology (3)
  o BIO 325 Immunology (3)
  o BIO 457 Molecular Biology (3)
  o CHM 345 Organic Chemistry II (4)
  o CHM 415 Biochemistry II (4)
  o MTH 211 Calculus I (4)
  o MTH 212 Calculus II (4)
  o PHY 211 General Physics I (4)
  o PHY 212 General Physics II (4)

† OR: Demonstrate competency in computer applications (word processing, spreadsheet, internet accessing)

Chemistry

The Math-Science department prepares 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.
BA General Education Requirements (39)

The following are exceptions to the General Education requirements:

Mathematics and Natural Science requirements are met through major.

Chemistry Core Requirements (55 — 57)

- BIO 211 General Biology I (4)
- CHM 211 Inorganic Chemistry I (4)
- CHM 212 Inorganic Chemistry II (4)
- CHM 288/CHM 488 Departmental Seminar (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)
- MTH 211 Calculus I (4)
- MTH 212 Calculus II (4)
- MTH 231 Research and Statistical Techniques (3)
- PHY 211 General Physics I (4)
- PHY 212 General Physics II (4)
- Choose One:
  - CHM 492, 493, 494 Thesis Preparation, Thesis I, Thesis II (1,2,2)
  - OR
  - CHM 496 Chemistry Practicum (3)

Minor Electives (12)

Cannot include any of the Chemistry core requirements

Electives (16-18)

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.

**BA 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 337 The Sixties in its Own Write (3)
  - ENG 342 Women’s History and Literature (3)
  - ENG 343 Gender, Race, and Literature (3)
  - ENG 348 Film and Literature (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)
  - WR 210 Writing Center Staff (1)
  - ENG 217 Literary Journal I (1)
  - ENG 218 Literary Journal II (1)
  - WR 304 Creative Non-Fiction: Art of the Essay (3)
  - WR 305 Journalism and Feature Writing (3)
  - WR 306 Technical Writing (3)
  - WR 307 Science Writing (3)
  - WR 352 Creative Writing (3)
- Senior Project (3-5)
  - ENG 492 Senior Thesis Prep (1)
  - ENG 493 Senior Thesis Part I (2)
  - ENG 494 Senior Thesis Part II (2)
  - OR
  - ENG 496 English Practicum (3)
- English Elective Credits (25-27)
  - Choose English or Writing 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.
History

The History major 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 and 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 of Arts in Teaching (MAT), 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. Admission to the History major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and attainment of junior status.

BA General Education Requirements (44)

The following are exceptions to the General Education requirements.

Social Science requirements are met through major.

History Major Requirements (44)

- Core Requirements (21)
  - HST 201/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)
  - HUM 288/488 Departmental Seminar (1)
  - HST 492 Thesis Preparation (1)
  - HST 493 Senior Thesis I (2)
  - HST 494 Senior Thesis II (2)

Upper-Division Courses (23)

Offered on a rotating, biannual schedule. Choose 23 hours from the following:

- HST 312 Art and Culture (4)
- HST 331 Media and Culture in America (3)
- HST 332 Race and Ethnicity in American Culture (3)
- HST 335 History and Culture of India (3)
- HST 336 United States Since 1945 (3)
- HST 337 The Sixties in its Own Write (3)
- HST 342 Women’s History and Literature (3)
- HST 347 Modern Germany (3)
- HST 348 Modern Russia (3)
- HST 349 Renaissance and Reformation (3)
- HST 351 Religion in American Life (3)
- HST 352 Church History I: Early Church to Reformation
- HST 353 Church History II: Reformation to Today
• HST 355 History of the Middle East (3)
• HST 363 Totalitarianism in History (3)
• HST 364 Modern Asia (3)
• HST/PSC 365 Introduction to International Relations (3)
• HST 389 Classical Greece and Rome (3)

**Electives (36)**

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. Admission to the Humanities major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and attainment of junior status.

**BA General Education Requirements (48)**

**Literature Core Requirements (18)**

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

- **American Literature emphasis:**
  - ENG 231 American Literature I (3)
  - ENG 232 American Literature II (3)
  - ENG 337 The Sixties in Its Own Write (3)
  - ENG 342 Women’s History and Literature (3)
  - ENG 343 Gender, Race, and Literature (3)
  - ENG 348 Film and Literature (3)

- **British and World Literature emphasis:**
  - ENG 222 British Literature I (3)
  - ENG 223 British Literature II (3)
  - ENG 310 World Drama (3)
  - ENG 315 The World Novel (3)
  - ENG 321 Shakespeare (3)
  - ENG 363 European Novel (3)
  - ENG 462 The Hero: A Study in Ideal Types (3)
  - ENG 464 The Gothic Novel (3)
History Core Requirements (15)

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

- Choose one:
  - HST 202 Europe in Transition: 1300-1789 (3)
  - HST 203 Europe Since 1789 (3)

- American History emphasis:
  - HST 215 American Civilization I (3)
  - HST 216 American Civilization II (3)
  - HST 332 Race and Ethnicity in American History (3)
  - HST 337 The Sixties in its Own Write (3) NOTE: May not be used for both English and History Core Requirements.
  - HST 351 Religion in American Life (3)
  - HST 336 Unites States Since 1945 (3)

- European/World History emphasis:
  - HST 335 History and Culture of India (3)
  - HST 347 Modern Germany (3)
  - HST 348 Modern Russia (3)
  - HST 349 Renaissance and Reformation (3)
  - HST 352 Church History I: Early Church to Reformation
  - HST 353 Church History II: Reformation to Today
  - HST 355 History of the Middle East (3)
  - HST 363 Totalitarianism in History (3)
  - HST 364 Modern Asia (3)
  - HST/PSC 365 Introduction to International Relations (3)
  - HST 389 Classical Greece and Rome (3)

Religion Core Requirements (6)

Choose at least 6 credits:

- Both REL 211 and REL 221 must be taken. Choose the one that was not completed for the General Education requirements. (3)
- REL 211 History and Literature of the Old Testament (3)
- REL 221 History and Literature of the New Testament (3)
- REL 288/488 Religion Seminar (1)
- REL 361 Introduction to Ethics (3)
- REL 382 Issues Between Christianity and Another Religion (2)
- REL 411 Early Christian Thought (3)
- REL 480 Religion and Literature (2)

Thesis Requirements (5)

- HUM 492 Senior Thesis Preparation (1)
- HUM 493 Senior Thesis Part I (2)
- HUM 494 Senior Thesis Part II (2)
**Minor Electives (12)**

Cannot duplicate major requirements.

**Electives (19 — 20)**

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 enter graduate school or 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 GPA of 2.00, demonstration of competency in general education requirements, and attainment of junior status.

**BA 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, Music, 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)**

These courses must be a part of a recognized program, major, or minor offered at Concordia University. The secondary discipline must include at least 6 hours of upper-division credits in one field and cannot duplicate general education or primary discipline courses.

**Distribution Credits (16)**

Distribution credits cannot duplicate general education, primary or secondary discipline courses and 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.

**Music**

The music major program includes core work in the study of music theory, music history and conducting. Majors also participate in departmental ensembles and take private lessons on their principal instrument (voice, keyboard or orchestral instrument). Concentrations in music education (MAT prep.), parish music, or graduate school preparation fine tune the major to a student’s particular interest and career goals. Admission to the Music Major program requires a minimum cumulative GPA of 2.50, demonstration of competency in the principles of music theory and history and on a principle instrument, and attainment of junior status.

**BA General Education Requirements (44)**

The following are exceptions to the General Education requirements.

Performing and Visual Arts requirements are met through major.

**Music Core Requirements (23-28)**

- MUS 101 Fundamentals of Music (2) (or waiver by exam)
- MUS 102 Music Theory I (2)
- MUS 121 Music Appreciation (2)
- MUS 142 Aural Skills I (1)
- MUS 201 Music Theory II (2)
- MUS 202 Music Theory III (2)
- MUS 241 Aural Skills II (1)
- MUS 242 Aural Skills III (1)
- MUS 265 Music Technology (2)
- MUS 351 Conducting I (2)
- MUP 100x, 200x Private Instrument Instruction (4 total)
- MUP 111, 112, 211 Piano Proficiency (1,1,1 or by exam)
- MUP 2xx/4xx Ensemble (4 total)

**Concentration Requirements**

Music majors must complete one area of concentration.

- Director of Parish Music Preparation
- Graduate School Preparation
- Music Education Preparation (followed by a Master of Arts in Teaching program in order to be certified to teach)
**Director of Parish Music (21)**

- Complete one of these two courses:
  - MUS 324 History of Music I (3)
  - MUS 325 History of Music II (3)
- MUS 364 Christian Hymns & Liturgy (2)
- MUS 365 Music for the Classroom Teacher (2)
- MUS 422 Christian Music, Worship & Spirituality (2)
- MUS 452 Conducting II (2)
- MUS 496 Senior Practicum (3)
- 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. 2 credits fulfill the General Education elective requirement.
- REL 331 The Christian Faith (3)
- REL 431 Lutheran Confessional Theology (3)

**Graduate School Prep – Musicology & Performance Professional (27)**

- MUS 301 Music Theory IV (2)
- MUS 324 History of Music I (3)
- MUS 325 History of Music II (3)
- MUS 341 Aural Skills IV (1)
- MUS 401 Arranging and Orchestration (2)
- MUS 461 Composition (2)
- MUS 492, 493, 494 Senior Thesis (5)
- MUP 300X, 400X Private Instrument Instruction (4 total)
- MUP 4xx Ensemble (1 credit per semester, 4 total)
- MUP 495 Senior Recital (1)

**Music Education Preparation (for Master of Arts in Teaching) (21)**

- MUS 324 History of Music I (3)
- MUS 325 History of Music II (3)
- MUS 401 Arranging and Orchestration (2)
- MUS 452 Conducting II (2)
- MUS 496 Senior Practicum (3)
- MUP 300X, 400X Private Instrument Instruction (4 total)
- MUP 4XX Ensemble (1 credit per semester, 4 total)

**Electives (25-36)**

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 take upper level courses in several categories and complete either an internship or senior thesis. This degree program provides outstanding preparation for working in the mental health profession, 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.

**BA General Education Requirements (44)**

The following are exceptions to the General Education requirements.

*Social Science requirements are met through major.*

**Psychology Major Requirements (50-51)**

**Psychology Core Requirements (23)**

- PSY 201 Principles of Psychology (3)
- PSY 288/488 Understand psych Major (1)
- PSY 231 Research and Statistical Techniques (3)
- PSY 321 Human Development (3)
- PSY 332 – Research Methods w/Lab (4)
- PSY 434 Abnormal Psychology (3)
- SOC 220 Principles of Sociology (3)
- SOC 321 Sociology of Diversity (3)

Choose 6 credits from the following: (6)

- PSY 341 – Adolescent Psych (3)
- PSY 351 – Adult Development (3)
- PSY 360 – Family Development (3)
- PSY 457 – Growth & Dev. Young Child (2)

Choose 6 credits from the following: (6)

- PSY 312 – Human Sexuality (3)
- PSY 420 – History and Systems (3)
- PSY 422 – Psych of PE & Phys Act (3)
- PSY 442 – Brain and Behavior (3)
Choose 3 credits from the following: (3)

- PSY 343 – Psych of Personality (3)
- PSY 362 – Social Psychology (3)
- PSY 380 – Global Perspectives on Psych (3)

Choose 3 credits from the following: (3)

- PSY 350 – Counseling Theory (3)
- PSY 410 – Helping Skills & Group Theory (3)

Choose 4 unique Psychology Seminars: (4)

- PSY 251/288/451/488 (1) _________________________
- PSY 251/288/451/488 (1) _________________________
- PSY 251/288/451/488 (1) _________________________
- PSY 251/288/451/488 (1) _________________________

Choose either: (5 or 6)

- PSY 492 – Thesis Prep (1)
- PSY 493 – Senior Thesis I (2)
- PSY 494 – Senior Thesis II (2)

OR

- PSY 391 – Internship Prep (1)
- PSY 491 – Internship (5)

**Electives (29-30)**

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.
Division of Theology

The mission of the Division of Theology, in accord 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 original and historic purpose of Concordia Portland was the education of future pastors for ministry in the Lutheran Church – Missouri Synod. While Concordia has greatly expanded its mission in the last century, the preparation of pastors, other church workers, and church leaders continues to stand at the core of Concordia’s identity.

The Division of Theology offers a flexible major which provides a solid theological grounding for those who are called in a variety of directions: seminary studies and pastoral ministry; graduate studies and teaching in religion; professional ministry directly following the bachelor’s degree; and those simply interested in studying theology. It also offers a Pastoral Studies Certificate to better prepare those who already have a bachelor’s degree for seminary-level education. The Leadership Advancement Process (LAP) equips persons for pastoral ministry or service as lay assistants.

Theology Major

BA General Education Requirements (49)

As part of the General Education Requirements, Theology students are required to take 11 hours of General Education courses in religion (the regular requirements for non-theology majors is 10 hours)

- Religion (11)
  - REL 211 History and Literature of the Old Testament (3)
  - REL 221 History and Literature of the New Testament (3)
  - REL 371 World Religions (2)
  - REL 401 Faith for Life (3)

Theology Core Requirements (31)

In addition to the General Education Requirements in religion, the following core courses are required of all theology majors:

- REL 331 The Christian Faith (3)
- REL 336 The Church at Work in Mission (2)
- Choose one:
  - REL 352 Church History I: Early Church to the Reformation (3)
  - REL 353 Church History II: Reformation to Today (3)
- REL 361 Introduction to Ethics (3)
- REL 372 Biblical Interpretation and Proclamation (3)
Emphases (18)

Theology includes three areas of emphasis within which students will pursue a degree, beyond General Education requirements and the Theology core curriculum: sacred texts; theology, history and culture; and missional and practical theology. Students will select 9 hours of courses from each of two out of three areas of emphasis:

1. **Sacred Texts**
   - GRK 201 Elementary Greek I (5)
   - GRK 202 Elementary Greek II (4)
   - GRK 401 Classical Greek Readings (3)
   - GRK 402 Biblical Greek Readings (3)
   - HEB 301 Elementary Biblical Hebrew I (4)
   - HEB 302 Elementary Biblical Hebrew II (4)
   - LAT 101 Elementary Latin I (3)
   - LAT 201 Elementary Latin II (3)
   - REL 288/488 Seminar (1) (e.g. Prominent Sacred Texts: Koran, classic Hindu texts, or other seminars that deal primarily with sacred texts)
   - REL 315 Old Testament Writings (2) (e.g. Job, 2nd Temple Judaism)
   - REL 325 New Testament Writings (2) (e.g. Synoptics, Johannine writings, Pauline writings)
   - REL 411 Early Christian Thought (3)

2. **Theology, History and Culture**
   - PHL 201 Introduction to Philosophy (3)
   - REL 288/488 Seminar (1) (e.g. Prominent Theologians: Pannenberg; Creation and Evolution; or other seminars that deal primarily with theological issues)
   - REL 335 Trends in Modern Theology (2)
   - REL 341 Art in the Christian Church (2)
   - REL 349 Renaissance and Reformation (3)
   - REL 351 Religion in American Life (3)
   - REL 352 OR REL 353 (3) – students may take the other church history course that they did not take as part of the theology core
   - REL 389 Classical Greece and Rome (3)
   - REL 411 Early Christian Thought (3)
- REL 431 Lutheran Confessional Theology (3)
- REL 480 Religion and Literature (2)

3. **Missional and Practical Theology**

- CED 395 Teaching the Faith (3)
- REL 275 Outreach, Assimilation, Visitation (3)
- REL 288/488 Seminar (1) (e.g. Introduction to Christian Ministry; Prominent World Religions: Judaism)
- REL 341 Art in the Christian Church (2)
- REL 351 Religion in American Life (3)
- REL 354 Ministry in the Pacific Northwest (2)
- REL 380 Christian Encounter with Other Religions (2)
- REL 381 Field Experience in Mission Outreach (3)
- REL 422 Christian Music, Worship and Spirituality (2)
- Modern Foreign Languages (maximum 3 credits)
- PSY 350 or Social Work elective, (maximum 3 credits)

**Electives (26)**

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.

**Seminary Preparation Certificate Program**

Students who have already earned a Bachelor’s degree and desire to prepare for entrance to a seminary may benefit from a year-long certificate that strengthens theological foundations. The Certificate in Pastoral Studies assists students in successfully taking Luther Church-Missouri Synod seminary entrance examinations (normally excepting the Hebrew language test), as well as deepening and broadening their theological understanding in general and their grasp of Lutheran theology and practice in particular. The seminary entrance examinations include tests in Old Testament, New Testament, Christian Doctrine, Elementary Greek, and Elementary Hebrew. The Certificate in Pastoral Studies Program at Concordia University seeks to provide for as many of these requirements as possible. After completion of the Certificate, the one course students may need to take at the seminary is will be either Elementary Greek or Elementary Hebrew.

**Seminary Preparation Certificate (29-30)**

- 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 288 Departmental Seminar (1)
- GRK 201 Elementary Greek I (5) & GRK 202 Elementary Greek II (4)
- HEB 301 Elementary Hebrew I (4) & HEB 302 Elementary Hebrew II (4)
- REL 401 Faith for Life (3)
- REL 371 Introduction to World Religions (2)
The Certificate Program ordinarily may be completed within one full year, including two semesters and one summer. The summer courses would ordinarily best be taken in the summer before the two semesters, so that the Certificate Program can be completed after spring semester, and the seminary entrance tests completed by that time. The student would then be free to attend the seminary’s summer course in Elementary Hebrew in preparation for the beginning of regular seminary studies in the fall.

**Options for Fulfilling Requirements**

A Student may meet the Certification requirements through a number of options:

- Transfer in credit for courses already previously completed
- Take the seminary test in a given area (for example Old Testament) and test out of the course. The seminary tests are administered at Concordia through the Division of Theology, and may be taken at any time. The student may use the “Bible Tutor” computer program to assist in preparing for the seminary biblical tests
- Take the necessary courses for regular university academic credit at Concordia at the regular university fee rate
- Take the necessary courses for the university audit credit at the audit fee rate
- Note: Academic credit is not necessary for seminary admission. Taking them for the audit rate obviously reduces the cost to the student while still preparing the student for seminary entrance
- Some of the required courses are available online through the Leadership Advancement Process program affiliated with Concordia University or through the CUEnet Colloquy program

**Leadership Advancement Process**

The Leadership Advancement Process (LAP) of the Northwest District of the Lutheran Church-Missouri Synod educates, encourages, empowers, equips, and mobilizes leaders for Christian ministry in the world. LAP is an education program designed to enable motivated lay persons to be more effective in their ministries. For some, completion of related courses will lead to certification as a recognized Lay Assistant (Word and Service), licensing as a Deacon (Word and Sacrament), or eligibility for the DELTO (Distance Education Leading to Ordination) program. Others will gain greater confidence and joy in ministry as they complete one or more courses.
The LAP was designed to support, recognize, and certify those who are currently ministering within their congregations; involve congregations in training and using their lay people effectively; nurture the gifts within each congregation; enable churches to reach out to more people; and help provide a sound educational foundation to those shaping the future of the Church.

The LAP enhances the ministry of lay assistants by helping to provide education that will deepen and broaden the lay assistant’s knowledge, skills, and attitudes. The specific areas of ministry will vary from church to church and person to person. Areas of ministry could include church administration, nurture, evangelism, outreach, or any area of ministry that could benefit from the services of the lay assistant.

Course Offerings

Ten courses are offered in the LAP program in an online format with some synchronous connections with classmates and the instructor. These courses are taught as non-academic credit courses. For those interested in academic credit, Concordia University offers undergraduate credit when additional, independent work is completed under the supervision of a Concordia University professor. Courses offered in this program include:

- REL 211 History and Literature of the Old Testament (3)
- REL 221 History and Literature of the New Testament (3)
- REL 275 Outreach, Assimilation, Visitation (3)
- REL 276 Personal Care Ministry (2)
- REL 331 The Christian Faith (3)
- REL 352 Church History I: Early Church History to the Reformation (3)
- REL 372 Biblical Interpretation and Proclamation (3)
- REL 422 Christian Music, Worship and Spirituality (3)
- CED 395 Teaching the Faith (3)

Registration and additional information are available on the web site of the Northwest District of the Lutheran Church-Missouri Synod [www.nowlcms.org](http://www.nowlcms.org).

You can also contact LAP directly at:

Leadership Advancement Process
23 W. Lost Lake Rd.
Tonasket, WA (98855)
Phone: (509) 485-3311
Toll-free 1-888-277-7597 PIN (0513)
Fax: (509) 485-2217
E-mail: lschuldheisz@cu-portland.edu

For information on earning academic credit for the LAP courses, contact the Dean of Concordia University’s College of Theology, Arts, & Sciences.
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 program, 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 four years of Spanish. Chinese 101 and 102 will be taught beginning fall of 2010.

English as a Second Language

The Department of International Studies works with the ELS, a partner organization, for international students who do not meet the minimum TOEFL requirement for entrance into the Bachelor's degree program.
THE COLLEGE OF HEALTH & HUMAN SERVICES

College Mission
The College of Health and Human Services provides a strong academic background for students to develop professional competence grounded in compassion and high regard for human dignity. Graduates of the program will promote physical, social, emotional, community and organizational well-being as appropriate to the responsibilities of their discipline. The college prepares them to provide transformational leadership to promote positive change within organizations and the community.

Introduction
The health and social service related professions are one of the fastest growing segments of the job market. There is an increasing demand for additional health care and social service professionals to meet the current and projected needs of a growing and increasingly more diverse population. Through its various undergraduate degree programs, the College of Health & Human Services is committed to providing learning opportunities to students aspiring to careers in professions that serve the contemporary health and social service needs of society. Service to disadvantaged segments of society most in need of care across age, cultural, and socioeconomic spectrums are central to the mission of the College’s educational programs. To this end, the College of Health and Human Services is committed to fostering community-centered education and to educating future health and social service professionals who are knowledgeable, competent, ethical, and caring, with a strong commitment to human service.

Departments & Programs
Concordia University’s College of Health and Human Services consists of four departments: Health Care Administration, Social Work, Nursing, and Health & Physical Education. The College of Health & Human Services offers the following undergraduate degrees:

- Bachelor of Science in Health Care Administration (HCA)
- Bachelor of Arts in Exercise & Sport Science
- Bachelor of Science in Nursing
- Bachelor of Arts in Social Work
- Bachelor of Science in Social Work

The College of Health & Human Services degree programs are designed to be comprehensive and include all of the academic and clinical educational components needed to promote high quality health and social services delivery. Internships, clinical experiences and service learning opportunities are integral components of the College’s degree programs.
Health Care Administration Program

The Bachelor of Science in Health Care Administration (HCA) offers an accelerated program to individuals who have completed two years of college, and have achieved five 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 format 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 HCA 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 GPA 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 Examinations current course work, credit by examination, and Prior Learning Assessment 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

BS 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 (12)
  - HCA 201 The Nation’s Health (3)
  - HCA 321 Health Care Administration and Management (4)
  - HCA 370 Managing Human Resources (3)
  - HCA 431 Health Care Policy and Regulation (1)
  - HHS/SOM 451 Seminar (1)
- Semester 2 (12)
  - HCA 365 Values, Society and the Future (3)
  - HCA 366 Marketing Management (4)
  - HCA 351 Quality Assessment and Improvement (3)
  - HCA 412 Law and Ethics in Geriatrics (1)
  - HHS/SOM 451 Seminar (1)
- Semester 3 (12)
  - HCA 360 Organizational Finance (2)
  - HCA 331 Managed Care Systems (4)
  - HCA 421 Financial Management in Health Services (4)
  - HCA 482 Systems in Long-Term Care (1)
  - HCA 451 Seminar (1)
- Semester 4 (12)
  - HCA 411 Health Care Law and Ethics (3)
  - HCA 481 Perspectives on Aging (3)
  - HCA 341 Strategic Planning and Marketing (3)
  - HCA 491 Internship (3)

Electives (49)

HCA majors may elect to complete additional HCA 491-Research Project/Internship credits to help fulfill the elective requirements. The student needs sufficient electives to meet the 124 hours required for graduation.

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 many disciplines, including Social Work and Business. The courses taken for the minor or concentration 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.
Exercise and Sport Science Degree Program

The Bachelor of Arts in Exercise and Sport Science (ESS) will enable you to make a positive difference in the quality of life of those they work with and serve. Concordia University's ESS program is designed to prepare students for work in the health and fitness industry. Possible employment settings may include health clubs, sport performance labs, athletic teams, personal training, recreational facilities, and work-site wellness programs.

A degree in ESS will also prepare students for graduate study in a variety of fields including Community Health, Health Promotion and Wellness, Athletic Training, Biomechanics, Exercise Physiology, Kinesiology, Nutrition, Occupational Therapy, Physician Assistant, Physical Therapy and other programs.

The focus of the program is on mastery of skills, research projects, and internships. Small class sizes accelerate learning and prepare student’s to pass the necessary exams and to be employed or admitted to a graduate program upon graduation.

BA General Education Requirements (45)

The following are exceptions to the General Education requirements:

- Mathematics
  - MTH 231 Research & Statistics (3)

ESS Major Requirements (48.5)

- BIO 264 – Intro to Anatomy (3)
- BIO 265 – Intro to Physiology (3)
- HHS 451 – Seminar __________________________ (1)
- HHS 451 – Seminar __________________________ (1)
- SOC 230 – Diversity Studies OR SOC 321 – Sociology of Diversity (3)
- ESS 250 – Introduction to Exercise & Sport Science (2)
- ESS 330 – First Aid & CPR (0.5)
- ESS 340 – Prevention & Care Athletic Injuries (3)
- ESS 368 – Motor Learning (3)
- ESS 398 – Organization & Administration in Exercise & Sport Science (2)
- ESS 422 – Psychology of Sport and Physical Activity (3)
- ESS 432 – Measurement & Evaluation in Exercise & Sport Science (3)
- ESS 452 – Physical Activity & Sport for Special Populations (3)
- ESS 464 – Nutrition for Exercise and Human Performance (3)
- ESS 482 – Exercise Prescription & Programming (3)
- ESS 472 – Kinesiology (3)
- ESS 492 – Exercise Physiology (3)

Option 1:
- ESS 495 – Research Project in Exercise & Sport Science (3) and
- ESS 498 – Internship in Exercise & Sport Science (3)

Option 2:
- ESS 498 – Internship in Exercise & Sport Science (6)
**Electives (30.5)**

Students need 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.

**ESS Minor (12 credits)**

Students majoring in Biology (pre-physical therapy, pre-medicine, etc.), Business, Education, Psychology, or other majors could benefit from taking a recognized minor in ESS as an option to compliment their major course of study. If a Biology major elects to minor in ESS they would need to select additional ESS course listed below to substitute for BIO 264 or BIO 365 to total 12 credits.

**Required:**
- BIO 264 Introduction to Anatomy (3) {BIO 101}
  or
- BIO 364 Human Anatomy (4) {BIO 212 & CHM 211}
- ESS 250 Introduction to ESS (2)

**Select from the following (to total 12 credits):**
- ESS 330 First Aid (0.5)
- ESS 340 Prevention & Care of Athletic Injuries (3) {BIO 264 or BIO 365}*
- ESS 368 Motor Learning (3) {ESS 250}*
- ESS 398 Organization & Administration (2) {ESS 250}*
- ESS 422 Sports Psychology (3) {PSY 201}*
- ESS 432 Measurement & Evaluation in ESS (3) {ESS 250, MTH 231}*
- ESS 452 Physical Activity & Sport for Special Populations (3) {ESS 250}*
- ESS 464 Nutrition for Exercise & Human Performance (3) {BIO 264 or BIO 365}*
- ESS 472 Kinesiology (3) {BIO 264 or BIO 365}*
- ESS 482 Exercise Prescription and Programming (3) {ESS 250, ESS 432}*
- ESS 492 Exercise Physiology (3) {BIO 264 or BIO 365}*

* Denotes {prerequisites}

**ESS Coaching Minor (13-15 credits)**

Students majoring in Biology, Business, Education, Psychology, or other majors could expand their career options and benefit from taking a recognized ESS minor in coaching. The following courses will comprise the coaching minor:

- ESS 330 First Aid and CPR (0.5)
- ESS 340 Prevention and Care of Athletic Injuries (3) {BIO 264 or BIO 365}*
- ESS 352 Sports Skill Analysis (3)
- ESS 370 Principles of Coaching (2)
- ESS 371-375 Theory of Coaching (1)
- ESS 380 ASEP Certification Seminar (0.5)
- ESS 498 Coaching Internship (3-5 credits)

* Denotes {prerequisites}
ESS Pre-Athletic Training Minor (15 credits)

Students majoring in ESS may also elect to minor in Pre-Athletic Training. ESS Majors selecting Pre-Athletic training as their minor are required to take BIO 364 and BIO 365 as part of their ESS core (instead of BIO 264 and BIO 265). This minor, along with the ESS major, will prepare graduates to apply to an entry level Master’s degree program in Athletic Training (not currently offered at Concordia). General Education requirements in natural science require BIO 211/212 and CHEM 211.

ESS 196 Introduction to Athletic Training (1)
ESS 296 Beginning Athletic Training (2) {ESS196}
ESS 396 Intermediate Athletic Training (3) {ESS 296}
ESS 440 Advanced Injury Management (2) {ESS 340}
ESS 444 Injury Treatment and Rehabilitation (3) {ESS 340}
ESS 496 Advanced Athletic Training (4) {ESS 396}

* Denotes {prerequisites}
Bachelor of Science in Nursing (BSN) Degree Program

Concordia’s nursing curriculum is completed in two full years, with students beginning in the summer before their junior year of college. The mission of the BSN Program is to develop clinical competence and reflective compassion to prepare nurses who will promote health, provide proficient bedside care, and provide leadership within health care organizations and the community.

Growth in effective communication is emphasized from the beginning. The program is founded on the belief that nursing is a Christian calling. Every semester will include grounding that promotes development of the individual student’s own faith and ability to provide spiritual care. The practice of compassion is emphasized throughout the program, and cultural competence is systematically developed to prepare nurses committed to caring for diverse populations. The junior year emphasizes physiological nursing of adults experiencing physical illness in preparation for the study of specialties that follow. The program develops student proficiency and confidence in practice skills, and deliberately intertwines pathophysiology, pharmacology, clinical reasoning, and understanding of the human experience of illness to develop strong practice judgment. The senior year begins with a summer focused on mental health nursing, care of children and child bearing women in fall, and an intensive clinical preceptorship in spring. Two courses focus on nursing in the community. Key curriculum concepts include ethical reasoning and evidence based care.

Accreditation

The Concordia Nursing Program is approved by the Oregon State Board of Nursing. Graduates are eligible to sit for the National Council Licensure Examinations (NCLEX) which all nursing candidates in the United States must pass to become Registered Nurses.

Nursing Program Objectives

Upon program completion, BSN graduates will:

- Draw upon their spiritual roots and intentional self care strategies to sustain self in the face of suffering and hardship.
- Articulate a well-grounded personal philosophy of professional nursing that demonstrates a commitment to improving the health of individuals and communities.
- Integrate strong interpersonal skills and deep understanding of human experience to provide therapeutic communication and health counseling.
- Promote healthy behavior that fosters client/patient empowerment.
- Integrate knowledge of natural and social sciences to assess, plan, implement, and evaluate nursing care.
- Respond to common nursing needs applying reasoned judgment in acute, long term, and community settings.
- Proficiently perform common nursing procedures.
- Apply deliberate reflection to examine nursing practice.
• Apply ethical reasoning to take responsibility for quality patient care and advocate for the vulnerable.
• Respond to diverse populations with cultural sensitivity.
• Integrate literature after critical examination to develop an evidence-based nursing practice.
• Have developed beginning leadership skills to organize and delegate care.
• Collaborate with interdisciplinary teams and work in partnership with individuals and groups in communities.
• Proficiently use health care information and communication technologies.

Nursing Program Admission

Admission to the BSN Freshmen Program

• Follow the Undergraduate Admission Process in the Undergraduate Admission section.
• Submit a letter of recommendation, preferably from a science teacher who can attest to your qualifications as a strong candidate for Concordia’s nursing program.
• Provide a typed essay on “Why I want to become a Nurse” (250-500 words)
• Submit any of the following optional items: Additional letters of recommendation, documentation of volunteer experience in health care, academic honors if any, and extra-curricular involvement.

Lower Division BSN Benchmarks

Concordia University Freshmen who were admitted to the BSN Freshman Program and who have successfully completed the benchmarks as described below DO NOT have to apply separately for acceptance into the upper division nursing program.

• Maintain a 3.25 minimum cumulative grade point average in all classes.
• Maintain a 3.25 minimum cumulative grade point average in math and science classes including College Algebra, Chemistry 101 & 102, Biology, Microbiology, and Anatomy and Physiology 364 & 365.
• Complete an Oregon State Board of Nursing (OSBN) approved (or equivalent) Basic Certified Nursing Assistant (CNA) training course before fall semester of the junior year.
• Attend a Nursing Community Meeting each semester.
• Demonstrate evidence of good citizenship and responsibility while on campus.
• Recommendations from Concordia professors, essays, and/or an interview may be part of the process.

BSN students will be notified in early spring of their sophomore year whether they meet the above criteria and can proceed into the BSN cohort. Grades for two semesters of chemistry, one semester of biology, and one semester of anatomy and physiology should be available at that time. The BSN cohort begins the summer prior to student’s junior year. Concordia students who have not met the BSN
benchmarks but have maintained at least a 3.0 grade point average must submit an Admit to Major application and participate in an interview with nursing faculty.

**Transfer Requirements:**

For admission to the upper division nursing major that begins in summer before the junior year, all outside candidates and Concordia students who have not achieved the lower division BSN benchmarks, must submit a complete BSN Application Portfolio. All application portfolio materials must be submitted at one time in the portfolio envelope. Please note, applications will not be considered for admission if they are not complete upon receipt. The highly competitive review process will examine grades, and personal qualities identified in required essays and recommendations. Applicants may also be asked to participate in an interview. BSN candidates can begin submitting applications for the upcoming summer BSN cohort on December 1 of the preceding year. BSN candidates must submit (or postmark) their completed BSN Application Portfolio by February 1 before the summer entrance.

A complete BSN Application Portfolio contains the following:

1. Completed and signed BSN Application Checklist.
2. Completed BSN Application Form with $250 non-refundable nursing application fee made payable to Concordia University.
3. Required essays as described in the nursing application form.
4. Two confidential letters of recommendation from a current professor, supervisor, or clergy that affirm ability to study at the university level and aptitude for nursing.
5. Official transcripts from all institutions previously attended. Transcripts must remain in their sealed unopened envelopes to be considered official. (Concordia students must submit only transcripts from other institutions attended since they began attending at CU.)
6. Evidence of training as a Nursing Assistant in a CNA program approved by the Oregon State Board of Nursing or another state board.
7. Documentation of completed general education and prerequisite courses.

**Curricular Requirements**

Nursing students will complete most general education courses by the end of their sophomore year. Beginning with the summer before the junior year, students register for nursing major courses.

*Bachelor of Science in Nursing (BSN) General Education Requirements (34-35)*

The following are General Education requirements specific to BSN students:

- Communications (6)
  - WR 121 English Composition (3)
  - Choose one:
- WR 303 Rhetorical Approaches to Literature and Culture (3)
- WR 304 Creative Non-Fiction: Art of the Essay (3)
- WR 305 Journalism and Feature Writing (3)
- WR 306 Technical Writing (3)
- WR 307 Science Writing (3)

- Humanities (6)
  - HUM 151 Ethics and Citizenship (3)
  - HUM 251 From the Premodern to the Post-modern World (3)

- Mathematics (3)
  - MTH 123 College Algebra (3)

- Natural Sciences (7)
  - BIO 211 General Biology (4)
  - CHM 101 Chemistry for Life (3)

- Physical Education (2)
  - ESS 260 Health and Fitness (2)

- Religion (5)
  - One of the following courses must be taken at Concordia University
    - REL 221 History and Literature of the New Testament (3)
    - REL 401 Faith for Life (3)
  - REL 371 Introduction to World Religion (2)

- Social Sciences (5 — 6)
  - PSY 201 Principles of Psychology (3)
  - Choose one:
    - GEO 110 Cultural Geography (2)
    - SOC 230 Diversity Studies (3)

**Nursing Core Prerequisites (23)**

- BIO 364 Human Anatomy and Physiology (4)
- BIO 365 Human Anatomy and Physiology II (4)
- CHM 102 Principles of Organic and Biochemistry (3)
- BIO 284 Microbiology (3)
- PSY 321 Human Development (3)
- MTH 231 Research and Statistics (3)
- ESS 462 Nutrition (3)

**Nursing Core Requirements (68)**

- NUR 301 Introduction to the Patient Experience (6)
- NUR 303 Clinical Nursing I: Care of the Adult with Physical Illness (7)
- NUR 304 Integration of Pathophysiology and Pharmacology I (3)
- NUR 305 Health Promotion (3)
- NUR 313 Clinical Nursing II: Care of the Hospitalized Adult with Acute Physical Illness (7)
- NUR 314 Integration of Pathophysiology and Pharmacology II (3)
- NUR 341 Psychosocial and Spiritual Caring (3)
- NUR 401 Clinical Nursing III: Care of People Living with Mental Health Challenges (4)
- NUR 402 Clinical Nursing IV: Care of Children and Care of the Childbearing Family (8)
• NUR 403 Nursing Research and Evidence-Based Practice (2)
• NUR 404 Nursing Leadership and Management (2)
• NUR 405 Clinical Nursing V: Senior Integration – Complex Care and Student Preceptorship (8)
• NUR 406 Clinical Nursing VI: Community Nursing (4)
• HCA 201 Nation’s Health (3)
• HCA 411 Health Care Ethics (3)
• Fine Arts Studio electives (2)
Social Work Degree Program

Concordia’s Social Work Program is nationally accredited by the Council on Social Work Education. National social work accreditation makes our graduates eligible to apply for advanced standing in graduate social work programs. Advanced standing students are able to complete a master’s in social work degree in one year rather than two.

The mission of the Social Work Program is to develop social work professionals who will identify and build on individual, family, and community strengths, while promoting human dignity and positive social change. In order to achieve this goal, the Social Work Program strives to provide a curriculum and learning environment that is accessible to a broad diversity of students who will make important and unique contributions in their service to clients, communities, and the profession at large. Social work is a practice-oriented discipline, and a social work degree qualifies students for a variety of entry-level positions in the human service field including mental health, gerontology, child welfare, adult and juvenile justice, and substance abuse prevention.

Students have two options in pursuing a degree in Social Work.

The Bachelor of Arts in Social Work is the more traditional program that permits students to be involved throughout campus during their time at Concordia. Concordia’s Bachelor of Science degree in Social Work is designed for non-traditional students, recognizing the value of relevant work experience.

Concordia’s social work programs prepare students:

- to become leaders who work actively towards a transformed society in which all can lead lives of human dignity.
- for competent, ethical and self-reflective generalist social work practice.
- to draw on their spiritual beliefs to demonstrate a deep respect and honor for others and for oneself.
- to work in diverse communities

Those who successfully complete one of the Concordia’s social work programs will be able to:

- analyze and influence social policy.
- apply strategies of advocacy and social change within communities and organizations.
- demonstrate a commitment to promoting social justice and the equality of all people with regard to full participation in society.
- employ critical thinking skills.
- use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span, as well as interactions among individuals, groups, organizations and communities.
- apply entry level generalist knowledge and skills with individuals, groups, organizations, and communities.
• identify and build on strengths in clients and their environments.
• identify their own values as they relate to social work.
• identify and thoughtfully address ethical dilemmas in professional settings in the context of the NASW Code of Ethics and their own values.
• use supervision and consultation effectively.
• work effectively on one’s own, as well as part of a team.
• communicate effectively, orally and in writing
• evaluate their own practice.
• evaluate and effectively use empirical studies.
• describe their own spiritual development and spiritual beliefs.
• help clients identify and utilize their own spiritual beliefs, which may be different from the student’s own.
• recognize the need for self-care and have a strategy for addressing work and personal stress in their own life.
• demonstrate an awareness of how oppression and discrimination impacts people, as well as methods for addressing discrimination in multiple levels.
• comfortably work with clients different from themselves without discrimination.

Field experience is an integral part of Concordia’s social work major. During two semesters of the senior year, students participate in a supervised learning experience in a community agency that reflects their interests and needs.

A number of campus activities are geared specifically for social work students, including the Social Work Club, the annual Social Work Graduate School Workshop, the annual Social Work Job Workshop, the annual Social Work Celebration, and Social Work Lobby Day. In addition, relationships with faculty mentors help students direct their own learning to meet personal and professional goals.

**BA Social Work Curriculum**

**BA General Education Requirements (51)**

The following are exceptions to the General Education requirements.

- PSY 201 Principles of Psychology (3)
- SOC 220 Principles of Sociology (3)
- SOC 321 Sociology of Diversity (3)
- WR 306 (3)

**Social Work Core Requirements (41)**

- SCW 251 Introduction to Social Work (3)
- SCW 321 Social Work Interviewing (3)
- SCW 341 Psychosocial and Spiritual Caring (3)
- SCW 351 Human Behavior in the Social Environment (3)
- SCW 352 Social Work Practice with Individuals, Families, and Groups (3)
- SCW 353 Social Work Practice with Communities and Organizations (3)
- SCW 391 Pre-practicum Seminar (1)
- SCW 441 Grant Writing (1)
- SCW 471 Social Research Methods (3)
- SCW 472 Social Welfare Policy (3)
- SCW 482 The Professional Social Worker (3)
- SCW 491 Social Work Practicum (1; 8 needed)
- SCW 492 Social Work Practicum Seminar (1; 4 credits needed)

**Social Work Elective Requirements (9)**

Choose 9 credit hours from the following:

- SCW 361 Chemical Dependency and Addictive Behavior (3)
- SCW 399 International Study Tour (3)
- SCW 421 Social Work with Children and Adolescents (3)
- HHS 451 Seminars (1-3)
- HCA 411 Health Care Ethics (3)
- HCA 481 Perspectives on Aging (3)
- SOC/MTH 231 Research and Statistics (3)
- 3 hours in any PSY or SOC in the CU Catalog (except PSY 199, 200)

**Social Work Entrance and Exit Exam**

**Electives (23)**

Students need 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 Curriculum**

**BS General Education Requirements (37)**

The following are exceptions to the General Education requirements:

- PSY 201 Principles of Psychology (3)
- SOC 220 Principles of Sociology (3)
- SOC 321 Sociology of Diversity (3)
- WR 306 Technical Writing (3)

**Religion Requirements (6)**

- Choose one
  - REL 211 History and Literature of Old Testament (3)
  - REL 221 History and Literature of New Testament (3)
  - HCA 365 Values, Society and the Future (3)
- REL 371 (2)
- Remainder included in major (SCW 341)
**Social Work Core Requirements (41)**

- SCW 251 Introduction to Social Work (3)
- SCW 321 Social Work Interviewing (3)
- SCW 341 Psychosocial and Spiritual Caring (3)
- SCW 351 Human Behavior in the Social Environment (3)
- SCW 352 Social Work Practice with Individuals, Families, and Groups (3)
- SCW 353 Social Work Practice with Communities and Organizations (3)
- SCW 391 Pre-practicum Seminar (1)
- SCW 441 Grant Writing (1)
- SCW 471 Social Research Methods (3)
- SCW 472 Social Welfare Policy (3)
- SCW 482 The Professional Social Worker (3)
- SCW 491 Social Work Practicum (1 credit; 8 credits needed)
- SCW 492 Social Work Practicum Seminar (1 credit; 4 credits needed)

**Social Work Electives Requirements (3)**

Choose 3 credit hours from the following:

- SCW 361 Chemical Dependency and Addictive Behavior (3)
- SCW 399 International Study Tour (3)
- SCW 421 Social Work with Children and Adolescents (3)
- HHS 451 Seminars (1 — 3)
- HCA 411 Health Care Ethics (3)
- HCA 481 Perspectives on Aging (3)
- SOC/MTH 231 Research or Statistics (3)
- 3 hours in any PSY or SOC in the CU Catalog (except PSY 199, 200)

**Social Work Entrance and Exit Exam**

**Electives (43)**

Students need 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.
SCHOOL OF MANAGEMENT

MISSION

The School of Management prepares leaders who will transform society through business, government or non-profit organizations.

In support of this mission, the School of Management (SOM) strives to create student-centered learning experiences with a focus on hands on learning and an emphasis on “real-world” experience to support theoretical knowledge. 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 School of Management curriculum prepares students to meet these challenges. Concordia’s programs are unique in that graduates will not only understand the management aspects but will also possess a firm grasp on the ethical, creative and adaptive components necessary to practice within these professions. As a result, Concordia’s business majors are sought by local, regional, national, and international firms, along with government and non-profit organizations.

OBJECTIVES

Through the School of Management’s commitment to excellence in teaching and mentoring, it will develop students who:

Think critically and creatively
Communicate clearly
Act ethically
and
Lead others to do the same

These capabilities, integrated into a framework of Christian values, prepare students to become agents of positive change, thereby transforming society and the workplace.

DEGREE PROGRAMS

The School of Management offers two traditional undergraduate degree programs, one degree completion program for working adults and one graduate academic degree program. The programs include:

Traditional Undergraduate Business Education Programs

- Bachelor of Arts (BA) degree in Business Administration
- Bachelor of Arts (BA) degree in Marketing
Degree Completion Programs

- Bachelor of Science (BS) degree in Business

Graduate Business Education Programs

- Masters of Business Administration (MBA) – refer to the Graduate Education portion of the catalog.

Undergraduate Outcomes

The below set of Intended Educational Outcomes apply to the traditional undergraduate BA programs and the adult degree completion BS program. These Intended Educational Outcomes directly support the Strategic Vision Elements and Institutional Goals document of the university, and in turn, the institution’s Mission Statement.

Upon completion of the undergraduate business program, students will demonstrate:

- A relevant knowledge base for their field
- An understanding of diversity and multicultural impact in business
- The ability to understand and adapt to change and innovation
- High ethical standards and an understanding of lives of service
- Critical thinking and effective reflection and decision making skills
- Practical leadership skills
- Practical use of information technology
- Effective communications skills

Graduate Outcomes

The MBA program has a similar set of Intended Educational Outcomes, but they are tailored to graduate student expectations. The goals of the MBA program are designed to help MBA students further develop their skills and abilities to do the following:

Upon program completion, MBA candidates will demonstrate:

- An extended knowledge base for their field
- The ability to foster diversity and a multicultural perspective in business
- An ability to drive and foster change and innovation
- A honed sense of ethical values, living lives of service, and understanding of the law as they relate to society and organizations
- Critical thinking and well-developed analytical and decision making skills
- Refined management leadership capabilities
- Advanced use of informational technology
- Highly effective communication skills
- The ability to embrace change and developing technology
Accreditation

Concordia University is accredited by the Northwest Commission on Colleges and Universities. The School of Management is professionally accredited by the International Assembly for Collegiate Business Education (IACBE) for all of its business degree programs.

School of Management Sponsored Activities

In order to expand personal and professional awareness, students are encouraged to participate in a wide variety of campus activities. The School of Management is also privileged to offer students membership in an honor society, Sigma Beta Delta (see the Co-Curricular Opportunities in the introduction of this catalog).

Other SOM sponsored activities include Chi Beta Chi business club (open to all students), pre-law society, the CEO Roundtable, Dining with an Exec Program, international study-travel, international internships, CASH Oregon, and student-faculty functions.

Business students are encouraged to join or to participate in a variety of off-campus activities including community service opportunities, guest lectures, and corporate visits.

Finally, for students interested in bringing their business/marketing experience to the secondary classroom, the College of Education and School of Management offer a teaching endorsement in these areas.

Undergraduate Business Education Degree Programs

Students pursuing the Bachelor of Arts (BA) degree in business may major in either Business Administration or Marketing. These two majors are designed as traditional undergraduate, four-year programs. They provide 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 three distinct areas:

1. The first area requires students to complete the General Business CORE.
2. The second area requires students to complete CORE courses for their chosen major (either Business Administration or Marketing).
3. The third area requires students to complete advance study in a business related concentration or minor or a choose a minor within the liberal arts field. The advanced study concentrations or minors include: Accounting with a CPA track, Entrepreneurship, Environmental Management, Finance, International Business, Marketing, and Sports Management.

All students complete an internship. The purpose of this internship is to help students apply academic knowledge to a supervised work environment. The
internship brings together academic preparation with an actual employment situation providing the students with an opportunity to apply their knowledge, 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.

Students enrolled in the School of Management, especially those who have selected the International Business as a minor, may wish to travel overseas to study or complete an internship with a company in another country. For review of opportunities, look at the Study Abroad section of this catalog.

**BA General Education Requirements (48)**

The following are exceptions to the General Education requirements.

- MTH 123 College Algebra (3) fulfills the general education math requirement

**General Business Core Requirements (37)**

- ACT 201 Financial Accounting (3)
- ACT 202 Managerial Accounting (3)
- BA 101 The Business and Economic Environment (3)
- BA 203 Fundamentals of Economics (4)
- BA 226 Computer Business Applications: MS Office (3)
- BA 247 Quantitative Methods and Analysis (3)
- BA 301 Pre-Internship Seminar (1)
- BA 342 Finance (3)
- BA 352 Business Law (3)
- BA 457 Ethical Leadership (3)
- BA 499 Internship (5)
- MKT 360 Principles of Marketing (3)

**Business Administration Core (12)**

- BA 260 Principles of Organizational Management (3)
- BA 351 Production and Operations (3)
- BA 381 Human Resources Management (3)
- BA 458 Business Policy and Strategy (3)

**Marketing Core (15)**

- MKT 362 Consumer Behavior (3)
- MKT 363 Marketing Research (3)
- MKT 365 Innovation and Product Life Cycle (3)
- MKT 366 Global Marketing (3)
- MKT 467 Marketing Strategy and Management (3)
All undergraduate business students who major in either Business Administration or Marketing must also complete one of the business-related advanced study areas as shown in this section or select a minor in the Liberal Arts. Students majoring in Marketing must select a minor other than a Marketing minor.

**Minor Requirements**

- **Entrepreneurship (12)**
  
  Choose four:
  
  - BA 321 Today’s Entrepreneurs (3)
  - MKT 361 Sales and Advertising (3)
  - MKT 363 Marketing Research (3)
  - BA 471 Starting New Ventures (3)
  - BA 472 Entrepreneurial Finance (3)

- **Environmental Management (12)**
  
  - BA 452 Non-Profit Management (2)
  - BA 453 Fundraising and Grant Writing (2)
  - ENV 311 Environmental/Natural Resources Law and Ethics (3)
  - ENV 401 Environmental/Natural Resources Finance and Economics (3)
  
  Choose two:
  
  - ENV 461 Negotiations (1)
  - ENV 462 Conflict Management (1)
  - ENV 463 Alternative Dispute Resolution Mechanisms (1)
  
  - Students should take SCI 112 Environmental Science (3) as part of their general education requirements for this minor.

- **Finance (12)**
  
  Choose four:
  
  - ACT 301 Intermediate Accounting I (4)
  - BA 341 Investments (3)
  - BA 344 International Trade, Finance and Monetary Issues (3)
  - BA 455 Risk Assessment (3)
  - BA 472 Entrepreneurial Finance (3)

- **International Business (18)**
  
  - BA 331 Global Business (3)
  - BA 344 International Trade, Finance and Monetary Issues (3)
  - BA 450 International Management (3)
  - MKT 366 Global Marketing (3)
  - BA 450 International Management (3)
  - Modern Language (2 semesters of one language) (6)
  
  Choose one option:
  
  - Complete at least three (3) credit hours of BA 499 Business Internship either by (a) an international travel/educational experience, (b) an international internship, or (c) a stateside internship directly related to international commerce.

- **Marketing (12)**
  
  - MKT 361 Sales and Advertising (3)
  - MKT 363 Marketing Research (3)
  - MKT 364 Marketing on the Internet (3)
- MKT 366 Global Marketing (3)
  - Sports Management (12)
    - SPT 461 Principles of Sports Management (3)
    - SPT 462 Sports Marketing (3)
    - SPT 463 Sports Financing and Sponsorship (3)
    - SPT 464 Legal Issues in Sports Management (3)

**Accounting Concentration**

- Accounting - CPA Track (20)
  - 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 & Partnership (3)
  - ACT 406 Accounting for Consolidations, Government and Nonprofits (4)
  - 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 advisor for further details.

**Minor in Liberal Arts (varied credit)**

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 or Marketing degree program. Refer to Minors section of this catalog.

**Electives**

Students need 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 three additional hours in BA 499-Business Internship. A maximum of six total hours in BA 499 are permitted toward meeting graduation requirements.

**Business Exit Exam**

To graduate, all undergraduate business majors must complete the Business Exit Exam (designed by the Education Testing Service). The exam is administered during the student's last semester.
BS Business Degree Program

Purpose

The mission of the Bachelor of Science degree in Business program is to enable adult learners to integrate life and work experience with knowledge and skills in analysis and critical thinking. The cohort-based learning process combines business theory and practice with general education competencies in writing, speaking, and ethical leadership. This program positions graduates for better jobs, promotions, and professional fulfillment in business and other organizations.

Description

The Bachelor of Science degree in Business is an accelerated program for students who possess a minimum of three years work experience and have completed 60 semester transferable credits of college level work. Students typically attend class at least one night per week in modules lasting six weeks in duration. The format consists of a cohort model, generally no larger than 20 students, who complete the program together as a group. The program allows working adults to complete the requirements for their major in 18 months.

Drawing on adult learning principles, the format provides an opportunity to study, share ideas and experiences through cooperative learning experiences, and develops new personal and professional networks. Students complete both general education courses and a core curriculum in business related subjects. Students can also choose from a variety of means to complete their upper division requirements by completion of an optional minor, case study and/or seminars, and/or internship/project.

Two unique features of the program are the class size and structure. Typically, 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

- 60 semester credits from accredited institutions
- Three years of work background

BS Business 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 (of which 44 are provided within the BS core).
• No more than 20 credits from Pass/No Pass courses (exclusive of Prior Learning Assessment credits) and Internship credits.
• Credits are accepted from course work taken at accredited colleges, CLEP (national testing program), current course work, and Prior Learning Assessment (PLA) petitions.
• No course with a grade below a C will be counted in the core (Grade of C- or lower must be repeated).
• The BS core modules must be taken in their entirety.
• To graduate, business majors must complete the Business Exit Exam (designed by the Education Testing Service). The exam is administered during the student’s last semester.

BS General Education Requirements (27)

The following is an exception to the General Education requirement:
  • Religion requirements are met through major

BS in Business Core Modules (44)

• BUS 302 Economics of Social Issues (4)
• BUS 329 Operations and Project Management (4)
• BUS 331 Global Business (4)
• BUS 357 Quantitative Methods for Managers (4)
• BUS 360 Organizational Finance (4)
• BUS 361 Managerial Accounting (4)
• BUS 365 Values, Society, and the Future (4)
• BUS 366 Marketing Management (4)
• BUS 370 Managing Human Resources (4)
• BUS 375 Ethical Leadership and Communication (4)
• BUS 490 Organizational Policy and Strategy (4)

General Electives

Students need 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 Business majors may choose to take BUS 498-Independent Research Project, or BUS 499-Business Internship to help fulfill the General Elective requirements. Students may complete up to 6 credits toward degree completion in Independent Research Projects or Business Internships.

The courses taken beyond the BS Core will not be scheduled in cohort or modular format but will be offered as traditional semester offerings. However, when possible, these courses may be presented in the half-semester mode or during evening hours, or weekend formats.

Seminars

Students may enroll in one credit hour seminars (special topics) offered in a weekend format. Up to 9 credits of SOM seminars may be applied to degree requirements.
Case Studies

Students may enroll in one credit hour case studies (the subject matter associated with companion cases are tied directly to selected core modules). Up to 9 credits of companion cases may be applied to degree requirements.

Business Exit Exam

To graduate, business majors must complete the Business Exit Exam (designed by the Education Testing Service). The exam is administered during the student’s last semester.

Career and Technical Education Option

For those interested in teaching in a high school or community college setting, Concordia offers a Career and Technical Education (CTE) certification which can be completed as part of the general electives in the BS in Business. Students complete a total of 13 semester credit hours, and work with the Teacher Standards and Practices Commission and Concordia's College of Education to fulfill state certification requirements. For additional information, contact the CTE coordinator in the College of Education.
GRADUATE EDUCATION

Concordia University offers graduate degree programs in Education and in Business Administration.

College of Education

Advanced degrees in the field of education include:

- Master of Arts in Teaching (MAT)
- Master of Education (M.Ed.) in:
  - Curriculum and Instruction
  - Administration
  - Teaching English as a Second Language (TESL)
  - Leadership
- Master of Career and Technical Education (MCTE)

Continuing education programs are also available for post-masters students seeking an Oregon Initial Administrator License, an Oregon Continuing Administrator License, and/or the Continuing Teaching License.

School of Management

The School of Management offers a general Master of Business Administration (MBA) degree. Curriculum emphasizes real-world, case-based learning through course materials developed in collaboration with Harvard Business School. The School of Management is introducing a new area of development in its accredited MBA program: An innovative, real-world focus on business between the United States and China. For information on the MBA program, please refer to the detailed program description later in this Graduate Education section.

Admission Note: Those interested in admission to a graduate program are encouraged to apply online. If you would like a paper application packet for the program of your choice mailed to your home, please call the Office of Admission at (503) 280-8501 or 1-800-321-9371.

Please review the graduate program information within the College of Education and MBA program information within the School of Management graduate sections for specific admission requirements.

Letter of Recommendation Policy

Letters of recommendation, required for admission to the University, are guaranteed confidential and will not become a part of the student’s permanent record. After the admission decision is made, all letters of recommendation are shredded to comply with Concordia University policy. Students do not have access to their application file until they become an enrolled student at Concordia University.
Admission and Application Deadlines

Admission to Concordia University graduate programs is competitive. While Concordia University has a rolling admission deadline for most graduate programs, applications submitted by the deadlines listed below are given priority for admission, with the exception of Master of Arts in Teaching (MAT) applications, due January 10th for the full-time program and June 1st for the part-time program. Please contact the Office of Admission to confirm all deadlines.

### Planned Enrollment Priority Application Deadline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Deadline</th>
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<tr>
<td>Fall Semester</td>
<td>March 1</td>
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<tr>
<td>Spring Semester</td>
<td>November 1</td>
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<tr>
<td>Summer Semester</td>
<td>February 1</td>
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Admission Decision

Students will be notified of the admission decision by mail approximately two weeks after all necessary application documents for initial file review have been submitted. When acceptance is granted, the student will be required to submit the following:

- A request for a tuition deposit of $150 to confirm enrollment. The deposit is due 30 days after the financial aid award is received. However, students applying within a month of the start of the semester may be required to remit the deposit upon acceptance. The deposit is applied directly to the student’s tuition account and is non-refundable.
- Certificate of Immunization Form (required by Oregon State Law)
- Health History Form

International Graduate Student Applicants

International graduate 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.

In addition to stated graduate program admission requirements, the following criteria and process is applicable to graduate applicants who are not United States citizens:

- Provide a Statement of Financial Guarantee Form completed by the student or 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 tuition, fees, and living expenses for one academic year.
- Provide a copy of the picture and registration page of the passport*
- Official transcripts in languages other than English must be accompanied by English translations.
• Complete the Certificate of Immunization Form (required by Oregon state law). Students will not be allowed to register if the form has not been received by Health Services.
• Fill out the International Health History Form.
• Submit a TOEFL or IELTS score, no more than two years old. Graduate minimum requirements for the TOEFL are 80 (Internet-based), 213 (computer-based), or 550 (paper-based); minimum requirements for the IELTS test is 6.5. Students with no TOEFL or IELTS score, or a TOEFL or IELTS score below the requirement may be conditionally admitted based on completion of the final level at this approved English language school:
  o ELS Language Centers – www.els.edu

Concordia’s TOEFL code is 4079. (A TOEFL score is not required for students from countries where English is the native language.)

In the place of a TOEFL or IELTS score or completion of the final level at ELS Language Centers, a student may also submit proof of completion of a Bachelors degree from a university or college where English is the mode of instruction for all courses taught in the program.

• Students transferring a visa from another school within the U.S. must submit a completed U.S. Transfer Information Form and a copy of the student’s current I-20.*

* For students bringing dependents to the U.S., a copy of each dependent’s passport or I-20 must also be received.

**International Application Fee Payment Options**

Students may submit the application fee through the following methods. Please make sure that the student’s name is written in the memo of any payment with the label “international application fee.”

1. Send a money order of $50 (payable in U.S. Dollars) to Concordia’s address below (make sure the student’s name is included with the order):
2. Ask someone in the U.S. to send a $50 (payable in U.S. Dollars) check, made payable to Concordia University, to Concordia’s address below (make sure the student’s name is written on the memo line).
   1. Concordia University
      Office of Admission
      2811 NE Holman St
      Portland OR 97211-6099
      USA
   3. Pay the $50 (payable in U.S. Dollars) by using MasterCard, American Express, or Discover Card online. If an applicant pays by credit card he/she will incur an added processing fee.

Please make sure that the student’s name is written in the memo of any payment with the label “international application fee.” Please direct any questions about
international application fee payment to the Office of Admission or Director of International Admission.

**International Graduate Admission Decision**

- Upon receipt of the above documents, the candidate for admission will be considered for acceptance. An I-20 will not be issued until all items have been received and admission granted.
- Upon acceptance to the University, a $200 (U.S. currency) non-refundable deposit is required for enrollment confirmation for students living on-campus or off campus on their own. A $500 (U.S. currency) non-refundable deposit is required for students requesting a home stay with an American family. Upon registration, the fee will be applied to the student’s tuition account.
- International students are required to show proof of health and repatriation insurance before registering for classes.

**Other Admission Processes**

**Non-matriculating Students**

Formal admission is not needed for those students wishing to take fewer than 12 credit hours per semester. Registration for fewer than 12 credit hours takes place directly through the College of Education. Course prerequisites must be satisfied as stated in the catalog. Once a student desires to pursue a degree, application must be made to the institution. Payment for courses is due at time of registration.

**Reactivating an Application**

Students who have been admitted to Concordia University during the past academic year, 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 Office of Admission. After one academic year from the initial application entry term has passed, students will need to reapply to the University and pay the current application fee.

**Re-admission Following Dismissal**

If a student is academically dismissed, the student may appeal that decision by writing to the Vice Provost. See the Academic Appeals process for more information. If, however, the student chooses to return to Concordia after an absence of one year or more, the student will need to appeal, as well as apply and pay the current application fee, for re-admission to Concordia.

**Application Entry Term Deferment Policy**

- Applicants may request to defer their application entry term one time only up to three semesters (including summer, fall, and spring) without being required to reapply.
• If an applicant previously submitted a free online application or had the fee waived by the admission counselor, s/he must pay an application fee with his/her new application
• MAT/E applicants may defer from a summer start date to the following year’s fall start date.
• MBA applicants may defer up to two start dates. Applicants who have requested deferment of their application entry term may, without reapplying, decide to begin classes at an earlier date. However, they may not again request to defer their application entry term without reapplying.
• Applicants deferring their entry term more than one time or past the allotted time frame are required to submit a new application, the current application fee, updated transcripts, and new documentation. Please contact the Office of Admission for details on exceptions regarding new documentation, and prior acceptance and enrollment confirmation to the University.
• When an application entry term is deferred, transfer credits previously approved by the Registrar will need to be reevaluated. It is possible that a different GPA or program credit could be assessed in the new evaluation, due to the age of certain credits. Please contact the Registrar for details.

Financial Aid Information Regarding Entry Term Deferment

Applicants deferring their entry term to a new academic year will need to submit a new FAFSA for the correct year. An academic year begins in summer and concludes with the spring semester. The 2010-11 academic year includes Summer 2010, Fall 2010, and Spring 2011.
Graduate Program Tuition and Fees

Tuition for College of Education Graduate 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 Master of Arts in Teaching (MAT), Master of Education (M.Ed.) and Master’s in Career and Technical Education (MCTE) programs and the Licensure programs 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 Master of Arts in Teaching Program, Elementary: ECE/ELE or ELE/ECE (47 Credit Program)

- Standard Rate: $9,715 per semester
- Alumni Rate: $8,695 per semester
- PCW Rate: $7,755 per semester

11-Month Master of Arts in Teaching Program, Secondary: ML/HS or HS/ML (43 Credit Program)

- Standard Rate: $8,890 per semester
- Alumni Rate: $7,955 per semester
- PCW Rate: $7,095 per semester

22-Month Master of Arts in Teaching (Portland and Medford)

- Standard Rate: $620 per semester credit
- Alumni Rate: $555 per semester credit
- PCW Rate: $495 per semester credit

Master of Education (on-campus and Oregon Licensure online) Programs ....

- Standard Rate: $ 595 per semester credit
- Alumni Rate: $530 per semester credit
- PCW Rate: $475 per semester credit

Concordia Online Cohort Programs (not for Oregon licensure)

- Standard Rate: $ 620 per semester credit
- Alumni Rate: $555 per semester credit
- PCW Rate: $495 per semester credit

Career and Technical Education Certificate and Master’s

- $420 per semester credit for core
- $595 per semester credit for all remaining classes
Off-Campus

- NW Regional ESD: $450 per semester credit
- Centennial District (pricing pertains to cohorts 1 and 2 only): $300 per semester credit
- Other District Programs: $420 per semester credit for the core courses

Education Program Specific Fees

- Student Teaching Fee: $375
- Education Practicum Fee: $55 per credit
- Field Experience: $160
- EDU 585, 599: $275
- EDU 598: $175
- EDU 650: $350
- EDU 652: $240

Tuition for Master of Business Administration (MBA) Program

- Standard Rate: $675 per semester credit
- Alumni Rate: $610 per semester credit

Miscellaneous Fees

Admission Application Fee: Varies depending on program

Deferred Payment Plan Charge:

Students who opt to pay their tuition on a monthly payment plan are assessed a charge based on the length of term/semester.

- For traditional term: $90 per semester
- For summer term: $70
- For term longer than traditional term: $140 per semester

Directed Study Fees:

$300 Flat fee in addition to any tuition fee assessed for the credit hours enrolled. (See Directed Study Policy)

Graduation Fees:

Full participation = $150 (subject to adjustment); without ceremony = $75

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 repayment agreement. The repayment 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.

Students who fail to complete a repayment 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.

**Student Government Fee:**

Sanctioned by the Associated Students of Concordia University (ASCU), the Student Government Fee supports student publications, clubs, and activities. All full-time students are assessed a fee of $57 per semester. Part-time students are assessed a fee of $23 per semester. All graduate students are assessed a fee of $23 per semester, regardless of the number of credit hours enrolled. No Student Government Fee is assessed for summer term.

**Technology Fee:**

All graduate students enrolled regardless of credit hour total are assessed a technology fee of $50 in the Fall and Spring semesters that is utilized to provide state-of-the-art instructional technology, provide equitable access to technology resources at Concordia University, maximize the impact of both student-owned and institution-owned computing and information resources, and provide Concordia University students with a competitive advantage. (No technology fee will be assessed in the Summer semester.)

**Transcript Fee:**

$5 each
- Same-Day Processing Fee: $10

**Tuition Deposit**

(Due after admission acceptance): $150

**Other Expenses**

- Estimated cost of books: $400 per semester
- Optional Student Medical Insurance: $480 (estimated) 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. Applications are available in the Business Office.
Tuition Assessment and Refund Policy

Concordia University’s Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Because many classes do not meet regularly throughout an entire term, it is important for students to know which term their classes are in so that they know when a tuition refund is available. This policy applies to classes in any given term, even if students intend to remain in their program and return for classes in a subsequent term.

The last date to withdraw from any course(s) and receive a tuition refund is the 10th day of the term the course is in. Since Summer term is shorter than other terms, that date will be different for Summer terms. Although a tuition refund is not available after the 10th day of any term, students may be able to replace a dropped or withdrawn class with another class in the same term, without additional tuition assessment.

For students who withdraw from all courses in any given term:

- If withdrawal from all courses within a given term occurs prior to the 10th day of the term, no tuition will be assessed, no financial aid will be disbursed, and there will be no transcript record of the course(s).
- If withdrawal from all courses within a given term occurs after the 10th day of the term, but prior to the 60% completion time of the term, both tuition and financial aid will be pro-rated according to the federal Return of Title IV Funds policy as listed in the university catalog. Any tuition refund is allocated pro-rata to its payment source (financial aid, personal resources, etc.). Courses withdrawn during this period will have a transcript record.
- If withdrawal from all courses within a given term occurs after the 60% completion time of the term, there will be no adjustment for either tuition or financial aid, unless late withdrawal has been approved by the Dean of Students for medical reasons, death of an immediate family member, or required military service. Courses withdrawn during this period may have a transcript record.
- To begin the process of withdrawing from all courses within a given term, a student must contact their academic advisor or Graduate Program Director.

For students who withdraw from one or more courses but remain enrolled in other courses in any given term:

- No tuition will be assessed for courses dropped prior to close of business (4:30 pm) on the 10th day of the term, and there will be no transcript record of the course. Financial aid disbursement will be made after the 10th day of the term.
- No tuition refund will be available for individual courses withdrawn after the 10th day of the term, but withdrawn courses can be replaced with an equivalent number of credits during the same term, with no additional tuition assessment. Additional tuition will be assessed if subsequent registration increases the total number of credits. Courses withdrawn during this period will have a transcript record.
For M.Ed. students who withdraw from one or more courses but remain enrolled in other courses in any given term:

- No tuition will be assessed for courses dropped prior to close of business (4:30 pm) on the 10th day of the term, and there will be no transcript record of the course. Financial aid disbursement will be made after the 10th day of the term.
- No tuition refund will be available for individual courses withdrawn after the 10th day of the term, but withdrawn courses can be replaced with an equivalent number of credits during the same term, with no additional tuition assessment, or a tuition credit may be used in subsequent terms for the same course for students who drop a class before its first meeting date or withdraw from a class after its first meeting date. There will be no transcript record of a course dropped before its first meeting date.
- A tuition credit will be issued only if tuition has been paid in full for that course by student loans, personal resources, or other payment (e.g. district employer).
- Tuition credit amount will be based on tuition rate in effect during the term the course is dropped or withdrawn, not in the term that the credit is used. Students will be responsible to pay the difference between the new term tuition amount and the tuition credit used.
- A tuition credit must be used within 3 terms after it is issued, whether or not student is enrolled in any of those 3 terms.
- A student may not receive a tuition credit in more than 3 terms.
- Students must advise CU Business Services of availability of tuition credit prior to payment deadline for subsequent term.
- If credited tuition was paid by student loans, tuition credit used in subsequent term will reduce student loan funding, which will require enrollment in at least 3 credits in addition to the course paid in full or in part by tuition credit.

Refer to the published Academic Calendar for Tuition Assessment dates for Summer, Fall, and Spring terms. Students enrolled in the MBA program should contact Student Accounts for Tuition Assessment dates for their terms.
FINANCIAL ASSISTANCE

Student Loans

Every student admitted to a program and enrolled at least half-time in Concordia University’s graduate programs is eligible for Federal Stafford Loans and Federal Graduate PLUS loans that can pay for the entire tuition amount, plus provide additional funds to assist with living expenses and other educationally-related costs.

Tuition Scholarships

Certain students may receive tuition scholarships for the graduate programs if they fit into one of the categories listed below:

- Concordia alumni who have graduated with a Bachelor’s degree receive a 10% tuition scholarship.
- Full-time, rostered LCMS Professional Church Workers (i.e., teacher, DCE, pastor, or youth minister) receive 20% tuition scholarship. These individuals must be active members of an LCMS congregation.
- In-service educators who teach in any Lutheran elementary or secondary school receive 20% tuition scholarship.
- In-service educators who have served as cooperating teachers for Concordia students during the student teaching semester or the practicum semester receive a non-transferable scholarship equivalent to one credit’s tuition for their first graduate course.
- SIFE mentors for Administrative Practicum students receive one non-transferable graduate credit.
- Master of Arts in Teaching students who are LCMS members and are currently enrolled in the PCW track receive a 20% scholarship.

Note: Eligible students will receive the single tuition scholarship that provides the greatest value to them.

Veterans Administration

Academic programs offered at Concordia are approved by the Oregon State Approving Agency. Veterans and other persons eligible for educational benefits may obtain application forms at the nearest VA office or the Concordia University Registrar’s Office. Concordia University participates in the Yellow Ribbon Program.
ACADEMIC INFORMATION AND POLICIES

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

Privacy Rights of Students (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 is a Federal law that applies to educational agencies and institutions that receive funding under a program administered by the US Department of Education. The statute is found at 20 U.S.C. § 1232g and the Department’s regulations are found at 34 CFR Part 99.

In accordance with the FERPA, as amended by P.L. 93-380, Concordia University grants all the rights under the law to all enrolled students. Enrollment begins on the first day of the first course taken at Concordia University and extends until the student graduates. The act establishes the rights of currently enrolled, eligible students to inspect and review their educational records; and provides guidelines for the correction of inaccurate or misleading data through informal and formal hearings. No one outside the institution shall have access to, nor will the institution disclose any personally identifiable information from any student’s educational records without the written consent of students except to university officials, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of the student or other persons. All these exceptions are permitted under FERPA law.

At its discretion, Concordia University may provide Directory Information in accordance with the following FERPA provisions: Student name, 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 is also provided. Concordia University’s primary use of “directory information” is in writing press releases for students involved in music, drama, athletics or representing Concordia University in other public capacities. Please be assured that Concordia University uses discretion when releasing information and does not routinely give out addresses, telephone numbers, or email addresses.

The University may disclose directory information without the student’s prior written consent, unless the student notifies the university by completing a Student Directory Exemption Form located in the Registrar’s Office. Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a Directory Exemption 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, the exemption form must be filed annually in the Registrar’s Office within the first two weeks of the fall semester.
For more information concerning FERPA, please contact the Registrar’s Office or go to www.ed.gov/policy/gen/guid/fpco/indes.html.

**Information Not Disclosed**

According to the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the following is not considered directory information and may not be disclosed in any way (except to a school official with a legitimate educational interest, or to a third party with a signed and dated consent from the student):

- Student identification numbers
- Social Security numbers
- Ethnicity / race/ nationality
- Gender

If an individual requests student information not included under the term “directory information”, the university must obtain written permission (signed and dated) from the student before disclosing this information.

**Academic Integrity at Concordia University**

A college degree prepares people to serve as professionals in society. All professions expect that their members conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia’s goal to prepare students to be leaders for the transformation of society, students are expected to pursue their studies with integrity and character. By choosing to attend Concordia, students agree to the following statements and practices.

**Purpose**

The Code of Academic Integrity at Concordia University reflects the community’s values of honesty and integrity in the work of all scholars and students. Students are charged to honestly complete and present their work under the terms specified by the instructor. As a Christian community, the covenant of trust pledged among community members is honored, and the values expressed in Philippians 4:8-9 are modeled:

“Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you.”

**Statement of Academic Integrity**

As a member of the Concordia University community, I will neither engage in fraudulent or unauthorized behaviors in the presentation and completion of my work nor will I provide unauthorized assistance to others.
Explanation

What does “fraudulent” mean?
“Fraudulent” work is any material submitted for evaluation that is falsely or improperly presented as one’s own. This includes, but is not limited to texts, graphics, and other multi-media files appropriated from any source, including another individual, that are intentionally presented as all or part of a student’s final work without full and complete documentation.

What is “unauthorized” assistance?
“Unauthorized assistance” refers to any support students solicit in the completion of their work that has not been either explicitly specified as appropriate by the instructor, or any assistance that is understood in the class context as inappropriate. This can include, but is not limited to: use of unauthorized notes or another’s work during a proctored test; use of unauthorized notes or personal assistance in a take-home exam setting; inappropriate collaboration in preparation or completion of a project; unauthorized solicitation of professional resources for the completion of the work.

Breach of Academic Integrity: Sanctions Process

If an instructor perceives that a student has committed a breach in academic integrity, the student and instructor meet to discuss the event.

That event is resolved as follows:

- It is determined that no breach in academic integrity has been committed. (In the case of perceived plagiarism, i.e. faulty or incorrect documentation, the student may be required to re-do parts of the paper or the paper may be graded down.)
  OR
- It is determined that a breach in academic integrity has occurred. The student receives a “0” for the assignment and documentation (Academic Breach Reporting Form and evidence) of the event is sent to the Registrar’s Office and placed in the student’s file.
- In the case of a second breach in academic integrity in the same class, same semester, the student is dismissed from the class, and the student receives an “F” grade in the course without opportunity to withdraw. The instructor sends an Academic Breach Report and evidence to be placed in the student’s file.
- When documentation for two cumulative breaches has been recorded with the Registrar’s office, the student is placed on academic probation.
- When documentation for three cumulative breaches has been recorded with the Registrar’s office, the student is academically dismissed from school.
Appeals Process

If a student believes that the determination of a breach is in error, s/he has the right to appeal the decision, accordingly:

- The appeal, with appropriate documentation, must be delivered to the chair of the Academic Integrity Appeals Committee within 72 hours of action taken by an instructor which identifies a breach in academic integrity. Proposed members of the Academic Integrity Appeals Committee include: two students appointed by ASCU President, two faculty members appointed by the CLC Chair, and a college Dean (rotating) as chair. The committee then determines whether to repeal or uphold the decision.
- If the decision is upheld, the student may appeal again to the Provost, and then, if they choose, the President of the University. The President’s decision is final.
- If the decision is repealed, the record for the breach is erased and the student continues work in the class with no penalty.

Students indicate consent to the Academic Integrity Policy (and all policies and guidelines of the university contained in all official handbooks and the university catalog) when they sign their application for admission to Concordia.
Academic Credits and Load

Concordia’s unit of credit is the semester hour, normally granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. Students can anticipate that one credit usually connotes 15 hours of course meeting time and 30 hours of outside or laboratory work over the semester. One credit in an online course can assume 30–45 hours of work for the semester.

Graduate students carrying six credits and above are considered full-time, while three hours is half-time.

Academic Grievance

Procedures for student grievances (e.g., concerns over grades, grading policies, grading practice, course design) are delineated in the cu Student Handbook. These procedures are designed to provide a mechanism by which students can seek to express concerns, disagreements, or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination, or inequity. Students are encouraged to start by discussing concerns face-to-face with the faculty member in an attempt to resolve issues. Students should also consider discussing concerns with his/her academic advisor or a professional staff person in Student Services. This will provide an opportunity to review the appropriate university policies and practices related to the student’s concern.

Academic Standing

To remain in “good standing,” graduate candidates are expected to maintain a GPA of 3.0 or better throughout their progress towards their degrees. In addition, College of Education graduate candidates must repeat any course lower than a B-, and School of Management graduate student any grade lower than a C. Failure to remain in good standing can result in dismissal from the program and Concordia University. The student has the right to appeal academic dismissal through the Vice Provost. 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.

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>
</tr>
</tbody>
</table>
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 courses must be approved by both the instructor and the student’s academic advisor.

A Candidate 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, a grade of “W” (withdrawn) is issued. After the tenth week, a candidate will not be allowed to withdraw from a course unless unusual circumstances exist.

Audit

Candidates 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

Candidates 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.
Commencement Ceremonies

Some graduate programs are offered off-site. Candidates at the off-site location may choose to attend commencement exercises at the main campus instead of at the local site.

Computer Requirements

Ready access to adequate computing resources has become essential for student success in high education. Get the current university-recommended personal computer guidelines.

Concurrent Enrollment

Matriculating students at Concordia University who wish to take concurrent coursework at another institution, to be applied toward graduation at Concordia University, should consult with their advisor, financial aid staff, and the Registrar before enrolling in such courses. If students do not receive such approval, these courses may not apply to graduation requirements.

Course In-Progress Grade

A number of graduate level courses at Concordia by design may extend beyond one semester (internships, practica, research). At the end of the first semester, the instructor will grant a grade of Course In Progress (CIP). The CIP can be used for up to two terms, with a final grade granted at the end of the second or third term.

Course Numbering System

Graduate courses carry a 500 or 600 number. Courses in the 800 sequence are awarded limited graduate seminar credit, and are designed to meet professional development needs. Continuing Education courses, awarded CEUs only, will carry the CEU prefix.

Course Offerings for Graduate Students

Course descriptions for all graduate offerings are listed in the Graduate Course section at the end of this catalog. A note at the end of each course description indicates which courses are available both as on-campus and online offerings.

Classes that do not meet the minimum enrollment established by the university may be cancelled as late as the first session

Experimental Courses

Courses that have an E (e.g., BA 596E) are experimental courses, offered on a one time basis before being considered for offering on a regular basis.
Graduation Application

An application for graduation must be turned in to the Registrar’s Office at least two semester before the student wishes to graduate.

Graduation Requirements

- Please consult the specific program section of this catalog for program-specific graduation requirements.
- Up to nine semester hours of graduate work (depending on program), completed at other accredited institutions may be transferred to Concordia based on the age of the credits and their appropriateness to the degree. All graduate courses transferred into CU must be at least a B grade.
- Candidates may accumulate up to nine hours as an unclassified student before matriculating to a graduate program.
- Completion of a minimum number of semester credits at Concordia University is required in each graduate program and in education strands.

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, s/he should contact instructors at the earliest possible time.

In instances of inclement weather, the decision to cancel classes will be determined by the Provost and be broadcast on local radio/TV stations, as well as posted on the Concordia University web site. Please refer to the student handbook for a listing of local radio/TV stations that carry this information.

Incomplete Courses

Students are expected to complete all of the work for a course within the allotted time, generally one semester. However, there may occasionally be extenuating circumstances which prevent a student from completing a course. In those cases, the following process will be utilized:

The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will also share a plan with timeline for how s/he intends to complete work still required. The instructor will use professional discretion to determine whether a grade of “I” should be awarded. At the time a grade of “I” is assigned, a back-up grade is provided by the instructor which reflects that grade the student will receive if the additional work is not completed. When the student completes the work, the instructor submits the grade change to the Registrar’s Office. The grade of “I” is granted for a period of up to one academic term. If the grade is not changed, grades of “I” will be converted to the backup grade at the end of the subsequent term (including summer term).
The only exception to this rule may be clinical experiences, internships or research projects.

**Leave of Absence Process**

Students who must request a leave of absence from studies for any reason should contact their program director.

**Limited graduate seminar credit**

When a continuing education experience or seminar is deemed substantive enough to be considered for academic credit, the course may be awarded limited graduate seminar credit. These courses are generally more experiential and practical-oriented than traditional theory-based master’s level courses, and generally project-based, with assessment included as part of the course. The courses may allow limited application in graduate programs. Each hour of limited graduate seminar credit reflects approximately 30 hours of work, and the equivalent of 3 continuing education units.

**Online Courses**

An increasing number of courses are available in an online format. Those courses will be designated as Online in the course schedules.

**Paper Format**

The latest edition of the APA Publication Manual has been adopted for writing assignments in Concordia’s graduate programs. A copy of the manual is available for purchase in the Concordia bookstore, and can be viewed in the Concordia library.

**Pass/No Pass Courses**

The only graduate courses that utilize the pass/no pass option are seminars and designated practica.

**Repeat Course**

A candidate may repeat any course. A course may be taken either at Concordia University-Portland or another institution with approval by the program director 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 GPA, quality points, and credit. Both attempts and grades will be recorded on the transcript. Transfer coursework will not replace Concordia University classes.
Transfer Courses

The candidate's previous transcripts are assessed before final enrollment at Concordia University. Up to nine semester hours of graduate courses, depending on program, related to the Concordia program may be transferred into the graduate program. All courses requested for transfer to Concordia University must be at least a "B" grade or higher, and from an accredited college or university.
COLLEGE OF EDUCATION - GRADUATE DEGREES

Concordia University’s College of Education has been a pioneer in graduate education. Since 1996, the College of Education has offered the Master of Arts in Teaching and the Master of Education. Many courses in both programs are now offered online to assist preservice and inservice teachers with earning and maintaining licensing requirements.

Today candidates can pursue a variety of graduate options through the College of Education:

- The Master of Arts in Teaching (MAT) / Initial I Teaching License. 11-month (daytime) and 22-month (evening) formats. The evening format is also offered in Medford, Oregon. A professional church worker option is also available.
- The Master of Education
  - Administration (also offered Online)
  - Curriculum and Instruction
  - Leadership (also offered Online)
  - Teaching English as a Second Language (TESL)
- Master's in Career and Technical Education (MCTE)
- Licensing Programs
  - Initial Administrator License (also offered Online)
  - Continuing Administrator (also offered Online)
- Continuing Teaching License
- Career and Technical Education Certificate of Completion

Application Deadlines

Application deadline for the June start of the 11-month full-time Master of Arts in Teaching programs is January 10 of the year in which entry is desired. For the 22-month part time evening MAT program, students can apply as late as July 1 for an August program start.

Individuals in the M.Ed. or licensure program can begin any semester and complete the application process as a part of a first class, EDU 500, Professional Planning Seminar, offered each semester.

Candidates seeking the Continuing Teaching License or help with their individual Continuing Professional Development Plan may begin their programs in any semester.
Master of Arts in Education Foundations (MA)

The MA in Education Foundations program is designed for those with a non-education major Bachelor's degree who want to earn a Master's degree in education but do not choose to complete the clinical experiences nor apply for teacher licensing. The MA also provides an education degree that may be of interest to non-teachers who can serve in school or district offices or who may choose to home school.

Desired Program Outcome

The MA in Education Foundations has the same goals as the Master of Arts in Teaching: 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, and demonstrate competency in various methods of authentic assessment. The main difference is that the MA in Education Foundations is designed for candidates who will use their degree in educational settings outside of the classroom.

There are increasing numbers of individuals interested in pursuing knowledge and understanding relating to educational thought and practice: some to strengthen their home schooling efforts, and others to support classroom education (i.e., student services, office administration). This degree allows candidates in these categories to improve their research skills, thus enabling them to consider competing educational reforms as well as the implementation of educational philosophies in ways that improve the learning environment. Also, the capstone experience develops assessment skills that can be utilized in numerous educational venues.

Program Objectives

Program objectives for this MA were written to support the TSPC standards, and the mission statements of both Concordia University and its College of Education. Upon program completion, MA candidates will demonstrate:

- Knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching
- Appropriate personal characteristics for success in an education-related profession
- Professional conduct and ethics in all professional relationships
- Knowledge of specific subject matter and instructional strategies appropriate to particular developmental levels and content areas
- Skills in the application and integration of new technologies to enhance the teaching and learning processes
- Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs
• Effective communication and interpersonal relationship skills to promote collaboration with colleagues, school staff, administrators, parents, and other members of the school community
• Skills in the design, implementation and presentation of an action research project or thesis developed expressly to practice educational research
• The ability to effectively engage colleagues in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

**MA Admission Requirements**

Applicants for the MA in Education Foundations will complete the same application process as MAT candidates with the following modifications:

• A one-page letter of intent stating why the candidate wishes to pursue this degree
• Two confidential letters of reference, dated within six months of application, verifying the candidate's potential for completing the MA
• Interview with the dean and the MAT program director
• International applicants should refer to the Graduate Admission section for additional requirements.

**Curriculum**

**Course Requirements**

All M.A. in Education Foundations candidates enter either an 11-month, full-time MAT cohort or a 22-month, part-time MAT cohort for the majority of their course work. They will complete courses from the following, depending upon their ultimate goal for their degree, and upon the cohort they join.

**Option One (31-35 hours)**

- MAT 501  Issues in Education (2)
- MAT 503/506 Basic Teaching Skills (3)
- MAT 508  Character and the Curriculum (2)
- MAT 533 Technology for Teachers ML/HS (2)
- MAT 532 Learning Theory and Practice (3)
- MAT 536/MAT 537 Assessment and Evaluation (2)
- MAT 548/MAT 549 Classroom Management (3)
- MAT 555 *C & I: Social Studies in a Diverse World (2)
- MAT 556 The Whole Child and Learning (3)
- MAT 557 Adolescent Development (3)
- MAT 558 *C & I: Health and Physical Education (2)
- MAT 559 *C & I: Math and Science (3)
- MAT 562 *C & I: Math and Sciences ML/HS (3)
- MAT 561 *C & I: Children’s Literature (2)
- MAT 563 *C & I: Reading and Language Arts (3)
- MAT 564 *C & I: Integrated Methods ML/HS (3)
- MAT 565 *C & I: Integrating the Arts (2)
• MAT 566 *C & I: Instructional Themes to Production ML/HS (2)
• MAT 570 *C & I: Health and Physical Education ML/HS (5)
• MAT 590 The Learning Community (3)
• Capstone:
  o EDU 601 Educational Research (3) **
  o EDU 698 or EDU 699 Action Research or Thesis (3)

* C & I = Curriculum and Instruction

**This course is highly recommended for those who have no previous coursework in educational research.

Option Two (30 hours)

Students take 21 hours from the list above and complete:

• EDU 601 Educational Research (3)
• Independent Study in the candidate's selected research topic (3)
• EDU 698 Action Research or EDU 699 thesis (3)
Master of Arts in Teaching (MAT)

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

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

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 (elementary program)
- ML/HS or HS/ML (secondary program)

Those choosing middle or high school level authorizations must also select an endorsement area. All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Initial I Teaching License.

Mission: With Christ as our teacher, the College of Education prepares educators to serve diverse communities, promote moral leadership, demonstrate effective teaching skills, and encourage life-long learning.

Program Goal:

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, it is our goal that 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 an Initial I Teaching License and the mission statements of both Concordia University and its College of Education.

Upon program completion, MAT candidates will demonstrate:

1. Knowledge of and 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 appropriate to particular developmental levels and content areas, integrating literacy in all content areas.
5. Skills in the application and integration of new technologies to enhance the teaching and learning processes.
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 to promote collaboration with colleagues, school staff, administrators, parents, and other members of the school community.

**MAT Admission Requirements**

- A Concordia University graduate application fee for online or paper application ($50)
- A one-page letter of intent stating why the candidate wishes to become a teacher
- Proof of a Bachelor’s degree from a regionally accredited college or university via official transcripts from an institution granting BA or BS degree
- A 2.80 cumulative GPA for undergraduate work, and a 3.0 for any graduate courses taken
- Two confidential letters of reference, dated within six months of application, verifying the candidate’s potential for working with children or youth
- Submission of a character questionnaire
- Passing scores on the tests that apply to candidate’s authorization and endorsement areas (this includes Basic Skills, ORELA Multiple Subject Exam, and subject-specific tests that prove mastery of individual endorsements (PRAXIS II or Pearson tests)
- International applicants should refer to the Graduate Admission section for additional requirements.
- Interview with Admission committee

**Curriculum**

Cohorts are developed around the level candidates desire to teach. All MAT students will complete the following courses:
Elementary Program (authorization at one of the two levels combinations: ECE/ELE or ELE/ECE)

- MAT 501  Issues in Education (2)
- MAT 503  Basic Teaching Skills (3)
- MAT 508  Character and the Curriculum (2)
- MAT 536  Assessment and Evaluation (2)
- MAT 548  Classroom Management (3)
- MAT 555  *C & I: Social Studies in a Diverse World (2)
- MAT 556  The Whole Child and Learning (3)
- MAT 558  *C & I: Health and Physical Education (2)
- MAT 559  *C & I: Math and Science (3)
- MAT 561  *C & I: Children’s Literature (2)
- MAT 563  *C & I: Reading and Language Arts (3)
- MAT 565  *C & I: Integrating the Arts (2)
- MAT 590  The Learning Community (3)

Secondary Program (authorization at one of the two level combinations: ML/HS or HS/ML)

- MAT 501  Issues in Education (2)
- MAT 506  Basic Teaching Skills (3)
- MAT 508  Character and the Curriculum (2)
- MAT 533  Technology for Teachers ML/HS (2)
- MAT 532  Learning Theory and Practice (3)
- MAT 537  Assessment and Evaluation (2)
- MAT 549  Classroom Management (3)
- MAT 557  Adolescent Development (3)

- One of the following sequences:
  - MAT 562  *C & I: Math and Sciences ML/HS (3) and MAT 566  *C & I: Instructional Themes to Production ML/HS (2)
  - MAT 564  *C & I: Integrated Methods ML/HS (3) and MAT 566  *C & I: Instructional Themes to Production ML/HS (2)
  - MAT 570  *C & I: Health and Physical Education ML/HS (5)
- MAT 590  The Learning Community (3)

* C&I = Curriculum and Instruction

Research and practice-based methods and strategy courses are complemented with classroom clinical experiences. Candidates are assigned to two schools during their studies. The first assignment is in a practicum experience at the supplemental level (5 semester hours). The second is in a student teaching experience at the preferred level (10 semester hours).

Program Options

Candidates join a group of 25-30 like-minded people in a Master of Arts cohort. Two options are available:
• 11-month, full-time program (MAT). Candidates choose this option if they want to attend school full-time (day and evening classes). Classes begin in June with commencement the following May.
• 22-month, part-time program (MATE). This schedule is designed for the working professional. During four semesters, classes are held two nights a week, on occasional Saturdays, and/or online. In the fifth and final semester the student is required to work full time in his or her practicum and student teaching experiences. Classes start at the beginning of fall semester. This program is also available in Medford, OR.

11-month MAT Program Credit Hours

Authorization Level: ECE/ELE or ELE/ECE (elementary program)

• Coursework Credits
  ▪ Summer: 16
  ▪ Fall: 16
  ▪ Spring: 0
• Classroom Teaching Credits
  ▪ Summer: 0
  ▪ Fall: 2
  ▪ Spring: 13
• Total Semester Credits: 47

2. Authorization Level: ML/HS or HS/ML (secondary program)

• Coursework Credits
  ▪ Summer: 14
  ▪ Fall: 14
  ▪ Spring: 0
• Classroom Teaching Credits:
  ▪ Summer: 0
  ▪ Fall: 2
  ▪ Spring: 13
• Total Semester Credits: 43

22-month Part-Time MATE Program Credit Hours

Authorization Level: ECE/ELE or ELE/ECE (elementary program)

• Coursework Credits
  ▪ Fall One: 8
  ▪ Spring One: 7
  ▪ Summer One: 8
  ▪ Fall Two: 7
  ▪ Spring Two: 17
• Total Semester Credits: 47 (Some slight variations may occur in Medford)

2. Authorization Level: ML/HS or HS/ML (secondary program)

• Coursework Credits
  ▪ Fall One: 7
  ▪ Spring One: 8
- Summer One: 5
- Fall Two: 8
- Spring Two: 15
  - Total Semester Credits: 43-(Some slight variations may occur in Medford)

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

**Endorsement Options for MAT/E Students**

Students seeking Middle Level and High School authorizations may choose up to two endorsement areas. One endorsement for the Middle Level and one endorsement for the High School Level:

**Middle Level Endorsement Options:**

- Art
- Drama
- Health Integrated Science
- Language Arts (English)
- Mathematics (Basic)
- Music
- PE
- Social Studies
- Spanish
- Technology Education

**High School Endorsement Option:**

- Art
- Biology
- Business
- Chemistry
- Drama
- Health
- Language Arts (English)
- Marketing
- Mathematics (Advanced)
- Music
- PE
- Physics
- Spanish
- Speech
- Technology Education
Professional Church Work (PCW) Certificate

Lutheran Church-Missouri Synod students enrolled in the MAT program who meet the necessary criteria may elect to enroll in the PCW program. By completing an additional 12 credit hours and a practicum in a Lutheran school, MAT students may 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 Professional Church Worker rate. The PCW candidate must interview with the Director of Christian Ministries and submit an application for Synodical Placement.

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, 552L, 553L, or 554L Practicum in a Lutheran School (2-5) (This would be in place of EDU 551-554)

Testing

Prior to acceptance into the MAT/E program, applicants are required to have passed one of the following basic skills tests:

- CBEST – *California Basic Educational Skills Test*
  - 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.
- PPST – *Pre-Professional Skills Test (or Computerized PPST)*
  - Reading 174; Writing 171; Math 175
- WEST-B - *Washington Educator Skills Test—Basic*
  - 240 represents the minimum passing score

Candidates enrolled in the MAT/E program must pass the following exams before they are allowed to begin their student teaching experience:

- ORELA subtests I and II (ECE, ELE, and ML authorization levels)
  - MSE: Subtest I – 240
  - MSE: Subtest II – 240
- Specialty Area Exams – Pearson or Praxis II (ML and HS authorization levels)
  - For current fees, minimum score requirements, and other testing requirements visit [www.ets.org/praxis](http://www.ets.org/praxis)
  - After September 01, 2010, there will be a new set of required tests *in lieu* of the present PRAXIS II exams. These tests are listed on the Teacher Standards and Practices Commission (TSPC) website: [http://www.oregon.gov/TSPC](http://www.oregon.gov/TSPC) or at the ORELA Website: [http://www.orela.nesinc.com/](http://www.orela.nesinc.com/)
Prior to applying for licensure in the State of Oregon, MAT/E candidates must pass:

- ORELA Protecting Student and Civil Rights in the Educational Environment Examination (all authorization levels)
  - The only exception to the test requirement is for candidates who enrolled in pre-service coursework to meet the test requirement and apply for licensure before September 1, 2010.

You may access testing information at the following web sites:

CBEST: http://www.cbest.nesinc.com/
PRAAXIS: www.ets.org/praxis/
WEST B: http://www.west.nesinc.com/
ORELA: http://www.orela.nesinc.com/index.asp

**Placement Procedures**

Once a candidate has been accepted and registered into the Masters of Arts in Teaching Program, Placement Office personnel will make contact via email/phone to gather required information necessary in order to locate a student teaching and practicum placement.

Specific placement requests may be made but cannot 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 at (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. Clinical experiences dropped at student initiative after placement has been secured will result in forfeiture of course fees.

**Standards for MAT Program Completion**

1. All program credits must be completed through Concordia University (waivers are not granted for any portion of the MAT program)
2. Candidates must receive a grade of “B-” or higher in all course work.
3. The MAT Evening program requires 30 volunteer hours in a classroom setting prior to beginning year two.
4. All ORELA (subtests 1 and II) and Specialty Area Test (Pearson or PRAXIS II) requirements must be met before proceeding to student teaching.
5. All clinical experiences (i.e., practicum and student teaching) must be 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 the Master of Arts in Teaching degree.
The Master of Education

There are several options for those who wish to pursue their education at the graduate level. The programs offer flexibility and are designed to accommodate inservice educators.

M.Ed. in Administration (M.Ed. Admin) (available on campus and online)

M.Ed. in Curriculum and Instruction (M.Ed. C&I) (core courses available on line)

The strand options for the M.Ed. C&I are:

- Business
- Early Childhood Education
- ESOL
- Health and Physical Education
- Leadership (available on line and on campus)
- Methods and Curriculum
- Reading (available on line and on campus)

M.Ed. in Educational Leadership (On campus and online)

M.Ed. in Teaching English as a Second Language (M.Ed. TESL)

Master’s in Career and Technical Education (MCTE) (On campus and online)

Licensure Programs:
- Initial Administrator License (available on campus and online)
- Continuing Administrator (online)
- Continuing Teaching License

Adding Endorsements and authorization levels

Career and Technical Education Certificate of Completion

M.Ed. Goals

The M.Ed. in Administration and the M.Ed. in Curriculum and Instruction programs at Concordia are designed specifically for in-service educators and provide the opportunity for candidates to meet the program requirements for the Oregon Continuing Teaching License or the Initial Administrator License.

The Master of Education:

- Encourages positive change in the school environment through collaboration, community building, the use of technology, and with a focus on literacy and on best practices that enhance the teaching and learning process
• Enables in-service teachers to demonstrate the advanced competencies required for an Oregon Continuing Teaching License as specified in the current OARs
• Assists administration candidates in acquiring skills as leaders through a program that stresses building a learning community and developing reflective practices, being culturally competent, and preparing them to meet the Initial Administrator Competencies as outlined in the latest OARs.

**M.Ed. Program Objectives**

Upon program completion, M.Ed. 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, promote literacy, 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
• Knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of successful teaching, learning, and administering
• The ability to effectively engage colleagues in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement
• Techniques that support the development of positive school-community relations
• Effective partnering with parents that assists school staff in achieving district and/or building goals
• Collaboratively developing a learning organization that meets the needs of the students within the constraints of school, district, and community resources and priorities
• Values, ethics, beliefs, and attitudes that achieve the educational goals of the state, district, and local school communities
• A desire to continue professional and leadership development
• Emphasis on service as a fundamental element of teaching and learning
Admission to the Master of Education programs

Candidates submit the following:

- The online application or the paper application. There will be a non-refundable application fee of $50, and a new application must be completed for each program pursued
- Official transcripts demonstrating completion of a Bachelor’s degree
- Two letters of recommendation dated within one year of application verifying work with children or youth and addressing the candidate’s ability to do graduate level work. Letters of recommendation are confidential and not available to student
- The TSPC-required Personal Character Questionnaire
- A letter of intent (no longer than two pages) explaining why the candidate desires to enter Concordia’s Master of Education program
- A résumé that lists all licensed educational experiences (one year of teaching equals eight consecutive months in a licensed, contracted position)
- A copy of current license as appropriate
- Interview with College of Education Director of Graduate Studies

M.Ed. in Administration — Candidates Must Submit:

- Two letters of recommendation that verify the applicant’s administrative potential based on assessment of skill in leadership, management, and human relations
- Evidence of completion of a teacher or personnel service preparation program AND an Oregon teaching or personal service license. Administrative candidates wishing to serve in the State of Washington meet these criteria with proof of a Washington teaching certificate: WAC 180-79A-211
- Evidence of three years of successful contracted licensed teaching or personnel service experience in public schools or regionally accredited private schools.
- A résumé that delineates licensed education experiences
- A letter of intent outlining goals and professional administrative objectives
- A completed application with a non-refundable $50.00 application fee.
- Completion of Oregon TSPC Character questionnaire.
- Interview with the Director of Graduate Studies
- International applicants should refer to the Graduate Admission section for additional requirements

Course Delivery — Choosing from Options

On-campus

Graduate courses are offered on campus at times that fit an educator’s work schedule. During the fall and spring terms, classes on ground run from 6:00 – 9:00 pm.
**Online**

Many of Concordia’s graduate level education courses are available online to support those who do not live near a university, who may have difficulty attending classes on campus, or for those who prefer that learning environment. In fact, the M.Ed. in Educational Leadership, the M.Ed. in Administration, the Initial Administrator License, the M.Ed. C&I with the Reading or the Leadership strands, and the Continuing Administrator License can be completed totally online. Concordia utilizes a variety of web-based technologies for instructional delivery. Adherence to Concordia’s recommended minimum computer standards ensures candidates will be able to access the resources for each web-based class. For those new to online learning, a tutorial is available. Textbooks can be ordered online. A help desk is available via e-mail and telephone. Online candidates are a vital part of the Concordia community, and as such are afforded the same services for connectivity as are the on ground students.

**Off-Campus Cohort**

Concordia offers several M.Ed. and license programs in off-campus cohorts. These are designed to be completed within a set schedule (usually a two-year timeframe). Students attend these condensed seven week courses one evening a week. For information on where these off-campus cohorts are being offered, contact the Office of Admission at 503-280-8501.

**District Cohort**

When there are at least 17 teachers interested in pursuing a masters level degree, Concordia will work with a school district to provide a graduate degree or a continuing license that marries Concordia’s program of study with the instructional training and preparation desired by the district for its candidates.

**International Cohort**

The M.Ed. in Teaching English as a Second Language (TESL) is designed for cohorts overseas as well as for those who will be working with second language learners in other venues. International cohorts come to Concordia for two summers, and then finish the remaining requirements at the candidate’s at home.

**Flexible Configurations**

Candidates can combine any of the above configurations; they can choose to participate in a cohort, take courses online, or participate in on campus courses as personal schedules and course schedules permit.

**Professional Planning Seminar (EDU 500) as part of the admission process:**

By the second semester of program matriculation, all candidates in all Master of Education options are required to enroll in and complete the Professional Planning
Seminar (PPS), EDU 500. During this course, candidates outline personal and professional goals as well as the activities that will be pursued to meet these goals. Based on a pre-assessment of the candidate’s competencies, the plan includes a mentoring component, portfolio development, academic course work, and capstone research (where applicable). Completion of the application process for admission is also a requirement of the course.
Master of Education in Administration (M.Ed. Admin) (On-campus and Online)

The M.Ed. in Administration provides a masters degree and the coursework for an initial license for administrative candidates

Program Objectives

Program objectives for the M.Ed. in Administration are written to meet TSPC’s standards for the Initial Administrator License (listed in the latest OARs). In addition to meeting the objectives for all CU M.Ed. programs, successful candidates who complete the M.Ed. in Administration will demonstrate:

- **Visionary Leadership:** Educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- **Instructional Improvement:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- **Inclusive Practice:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

- **Ethical Leadership:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

- **The Socio-Political Context:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

M.Ed. in Administration Course Requirements (35)

- EDU 500 Professional Planning Seminar (1)
- EDU 535 Theories of Teaching and Learning (3)
- EDU 560 Human and Financial Resources (3)
- EDU 595 Community of Learners (3)
- EDU 601 Educational Research (3)
• EDU 605 Instructional Leadership and Classroom Evaluation (3)
• EDU 607 The Principalship (3)
• EDU 620 School and Community Partnership (3)
• EDU 622 School Law (3)
• EDU 626 Organizational Change (3)
• EDU 650 Administrative Practicum (4)
• EDU 698 Action Research or EDU 699 Thesis (3)
• Portfolio and research projects are presented in EDU 697(0)

Additional Requirements for program completion

http://www.orela.nesinc.com/
Subtest I: Visionary Leadership and Instructional Improvement (006)
Subtest II: Management Procedures and Requirements for Oregon Administrators (007)
Master of Education in Curriculum and Instruction (M.Ed. C& I) (Core courses on campus and online)

Concordia’s Master of Education in Curriculum and Instruction is designed to provide in-service teachers with those additional skills that enhance the teaching and learning processes in their own classrooms. The professional core classes not only study common issues and theories, but also cement the connection between these theories and the implementation of classroom best practices.

The course of study is a combination of: a professional core of courses, a personalized strand that is designed to meet the candidate’s personal and professional goals, and the capstone experiences. The strand selected will determine the ultimate number of credit hours for the program and the degree earned. Average completion time tends to be 24 to 30 months.

Program Objectives

In addition to meeting the objectives for all CU M.Ed. programs, successful candidates in the M.Ed. in Curriculum and Instruction will demonstrate:

- Familiarity with and utilization of new methods of authentic assessment and strategies as tools to evaluate student learning progress in relation to Oregon’s Common Curriculum Goals and district standards
- The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment findings
- Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students

M.Ed. in Curriculum and Instruction Requirements (35-38 Credit Hours)

Professional Core and capstone (23)

- EDU 500 Professional Planning Seminar (1)
- EDU 502 Developing Character through the Curriculum (3)
- EDU 535 Theories of Teaching and Learning (3)
- EDU 595 Community of Learners (3)
- EDU 601 Educational Research (3)
- EDU 602 Contemporary Educational Thought (3)
- EDU 605 Instructional Leadership and Classroom Evaluation (3)
- EDU 698 Action Research (3) or EDU 699 Thesis (3)
- EDU 697 Professional Assessment Seminar (1)
Personalized Strands (12—15)

Strand options:

- Business (12)
- Early Childhood (14-15)
- English to Speakers of Other Languages (ESOL) (13)
- Health and Physical Education (12)
- Leadership (12)
- Methods and Curriculum (12)
- Reading (15)

General Business Strand (12 Credit Hours)

This strand, designed for high school instructors, increases educational acumen regarding current trends and pertinent information in the world of business. Choose 12 graduate semester hours from the offerings in Concordia’s School of Management’s Graduate Catalog.

Early Childhood Education (ECE) Strand (14-15 Credit Hours)

This strand is designed for those who have a strong passion for teaching young children, ages 3 through 8 (pre-kindergarten through grade four) and who believe that children learn best through active, hands-on learning. Candidates will explore current trends and research, design developmentally-appropriate curriculum, and develop skills in advocating for young children.

- 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)
- And select one from the following:
  - EDU 582 Diagnosis and Assessment of Reading (3)
  - EDU 584 Young Adult and Children’s Literature (3)
  - EDU 599 ECE Practicum (2)*

* Select this option if adding the authorization level

ESOL – English to Speakers of Other Languages Strand (13-15 Credit Hours)

A strand for teachers in all authorization levels who want to develop instructional strategies to better accommodate students whose native language is not English. Adding the ESOL endorsement to one’s license requires: this strand of courses, taking EDU 585 – Practicum (includes teaching from one work sample), and passing the ORELA exam.

- EDU 538 ESOL Methods (3)
- EDU 539 Linguistics (3)
- EDU 540 Multicultural Counseling and Education (3)
• EDU 541 ESOL Language Acquisition (2)
• EDU 543 ESOL Educational Assessment Seminar (2)
• (a practicum – EDU 585 – if adding the authorization to your license) (2)

**Health and Physical Education (HPE) Strand (12-14) Credit Hours**

PE teachers from PK through grade 12 will explore 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 with the passing of the Praxis II exams. (3 in PE and 1 in Health)

• EDU 514 Instructional Analysis and Development of Teaching HPE (3)
• EDU 515 Current Issues and Research in HPE (3)
• And select three from of the following:
  o EDU 516 Authentic and Alternative Assessment in H/PE (2)
  o EDU 517 Innovative Curriculum in H/PE (2)
  o EDU 518 Management and Behavioral Issues in H/PE (2)
  o EDU 519 Diversity in H/PE (2)
  o EDU 599 Practicum (2)* (A practicum, incorporating one work sample, is required for each authorization level when this endorsement is added to an existing license)

**Leadership Strand (12 Credit Hours) – also available Online**

This strand is designed for classroom teachers, at any authorization level, who desire a leadership role in their school communities and or who may wish to identify state and national education priorities that will help them and their schools to move confidently into the future.

Select nine hours:

• EDU 620 School & Community Partnerships (3)
• EDU 622 School Law (3)
• EDU 626 Organizational Change (3)
• EDU 520 Curriculum Design and Assessment (3)

**Methods and Curriculum Strand (12 Credit Hours)**

This is an elective program for all classroom teachers who desire strengthening instructional skills in a variety of curricular areas.

Select four courses from the following:

• EDU 504 Early Childhood Curriculum: A Constructivist Approach (3)
• EDU 505 Play in Early Childhood Education (3)
• EDU 509 Effective Classroom Climates (3)
• EDU 514 Instructional Analysis and Development of Teaching H/PE (3)
• EDU 515 Current Issues and Research in H/PE (3)
• EDU 520 Curriculum Design and Assessment (3)
• EDU 523 Transforming Teaching through Reading/Writing Connections (2)
• EDU 524 Transforming Teaching through Writing for Audience and Purpose (2)
• EDU 525 Transforming Teaching through Reading to Understand (2)
• EDU 538 – ESOL Methods (3)
• EDU 540 – Multicultural Counseling & Education (3) – which SCM approved this addition?
• EDU 577 Hands on Math/Science (3)
• EDU 580 Teaching Language Arts and Social Studies (3)
• EDU 582 Diagnosis and Assessment (3)
• EDU 584 Young Adult and Children’s Literature (3)
• EDU 586 Current Issues in Literacy (3)
• EDU 589 Emergent Literacy (3)
• EDU 596 ONLINE How to Teach the Bible in Public School: Content, First Amendment Guidelines, Lessons from Genesis to Revelation (3)

Reading Specialist Strand (15 Credit Hours)

This strand enhances instructional skills in the area of reading, provides the knowledge and experience base needed to serve as a reading specialist, and prepares candidates for the required reading PRAXIS II Exam. It also meets 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.

• EDU 581 Organization and Management of School Reading Programs (3) (Practicum assignments align with this course)
• EDU 582 Diagnosis and Assessment of Reading (3) (Practicum assignments align with this course)*
• EDU 583 Advanced Techniques for the Teaching of Reading (3) (Practicum assignments align with this course)*
• EDU 584 Young Adult and Children’s Literature (3)
• EDU 586 Current Issues in Literacy (3)

Note: EDU 582 must be taken prior to taking EDU 583; EDU 582 and EDU 583 must be taken prior to taking EDU 581.

Students new to the program (matriculating after 01 September 2010) will be required to do a 90 hour practicum (2) in the schools in conjunction with EDU 582, EDU 583, and EDU 581.
M.Ed. in Educational Leadership — available also Online

Classes in the M.Ed. in Educational Leadership are designed for asynchronous delivery on your home computer, or on the Concordia campus. Online classes are seven weeks in length, and can be accessed via the Internet at the time and location that is most convenient for the student. The degree is designed for classroom teachers who wish to develop leadership skills, for teachers considering leadership roles other than administration, and for education professionals who are not directly aligned with the PK-12 education system.

It has also been accepted as a course of study for those who are currently employed in Community Colleges and for those who are in organized preschool settings. It is a viable program of study for those who are in the world of education, but not necessarily in the Pre K-12 licensed arena.

Program Objectives

In addition to meeting the objectives for all CU M.Ed. programs, successful candidates in the M.Ed. in Educational Leadership will demonstrate skills in:

- Designing and implementing curriculum
- Integrating technology into the faculty development process
- Taking a leadership role in working to develop a collaborative work environment that incorporates the use of research-based best practices
- Consulting, being able to assess the classroom and school environments, and making appropriate, research-based recommendations for school and classroom improvement

M.Ed. in Educational Leadership Course Requirements (30 — 32 Credit Hours)

- EDU 502 Developing Character through the Curriculum (3)
- EDU 520 Curriculum Design and Assessment (3)
- EDU 535 Theories of Teaching and Learning (3)
- EDU 595 Community of Learners (3)
- EDU 601 Principles of Education Research (3)
- EDU 602 Contemporary Educational Thought (3)
- EDU 620 School and Community Partnership (3)
- EDU 622 School Law (3)
- EDU 626 Organizational Change (3)
- EDU 698/699 Action Research/Thesis (3)

Those pursuing this Master’s degree to obtain the Continuing Teaching License (CTL) need to take two additional courses:

- EDU 500 Professional Planning Seminar* (1)
- EDU 697 Professional Assessment Seminar (1)

* Taken as the first or second course in the program
Candidates may enter the program with any course, unless they are earning a CTL, then EDU 500 should be taken either the first or second semester of entry into the program. EDU 601, however, must be taken prior to EDU 698/699. Courses repeat in a 12 month cycle and can be completed in about two years.
Master of Education in Teaching English as a Second Language (M.Ed. TESL)

Concordia University’s College of Education, in conjunction with the Department of International Studies, offers a Master of Education in Teaching English as a Second Language (TESL). This 30-33 hour Master’s program is a combination of theory and practice and is offered for candidates who work primarily with second language learners outside of the PK-12 classroom setting both in the United States and abroad.

Program Objectives

In addition to meeting the objectives for all CU M.Ed. programs, successful international candidates in the M.Ed. in TESL will:

- Gain expertise in teaching English as a foreign or second language
- Develop an appreciation and understanding of English and its structure
- Learn the latest theories and techniques for teaching a second language
- Develop competence in using English as well as improvement in their ability to teach a foreign language

American students who complete this program will:

- Possess the qualifications to teach in ESL programs in community colleges or universities, social service agencies, and churches
- Possess the additional knowledge and skills to help them seek employment in foreign countries as teachers of English as a second language

This degree does not meet requirements for state public school certification. Candidates who are interested in teaching ESOL in K-12 public schools in the United States must have completed a teacher education program. Option B is recommended for K-12 licensed teachers.

M.Ed. in TESL Required Core Courses (27 Credit Hours)

- EDU 534 TESL Professional Planning Seminar (1)
- EDU 535 Theories of Teaching and Learning (3)
- EDU 539 Linguistics (3)
- EDU 541 ESOL Language Acquisition (2)
- EDU 544 English Grammar and Structure (3)
- EDU 545 Strategies for Teaching English (3)
- EDU 546 TESL Methods (3)
- EDU 547 TESL Educational Assessment (2)
- EDU 585 ESOL Practicum (3)
- EDU 601 Principles of Education Research (3)
- EDU 597 TESL Professional Assessment Seminar (1)

Candidates may choose one of the following options:
**Option A: Thesis (3)**

In addition to the core courses, candidates will complete EDU 699 Thesis.

**Option B: Electives/Non-thesis (6)**

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

Select two:

- EDU 538 ESOL Methods (3)
- EDU 540 Multicultural Counseling & Education (3)
- EDU 595 Community of Learners (3)

Students in the non-thesis option will also complete a substantive research project as part of EDU 597.

**Option C: International Education Component (3)**

Students in this option will complete an international immersion TESL practicum – EDU 587. Students will spend a minimum of four weeks abroad teaching ESL. In addition, students will write a paper which will be presented and defended for completion of the credits. International teachers cannot use their current employment for this option.

The international practicum follows similar guidelines as laid out in other College of Education practica. A CU advisor monitors the student’s work by computer and telephone, communicating with both the student and the student’s on-site mentor/supervisor.

**Individualized Cohort for TESL**

When there are at least 15 students from the same country interested in earning the M.Ed. in TESL, Concordia will offer a program that is scheduled for that group. Students will travel to Concordia for two separate summers. The remaining courses will be taken online in the candidate’s home country. Concordia will work with educational institutions, religious organizations, governments, or agents to modify the schedule of courses to meet that country’s vacation and school schedules. A sample cohort schedule would include:

**Summer One (at Concordia University)**

- EDU 534 TESL Professional Planning Seminar (1)
- EDU 546 TESL Methods (3)
- EDU 544 English Grammar and Structure (3)
Fall (in the home country)

- EDU 541 ESOL Language Acquisition (2) (completed online)
- EDU 601 Principles of Education Research (3) (completed online and with visiting Concordia professor)

Winter (in the home country)

- EDU 545 Strategies for Teaching English (3) (visiting Concordia professor)

Spring (in the home country — Online)

- EDU 585 TESL Practicum (3) (students can use their current teaching positions)
- EDU 547 TESL Educational Assessment (2)
- EDU 699 Action Research or Thesis (3) (if choosing the Thesis option for the M.Ed.)

Summer Two (at Concordia University)

- EDU 539 Linguistics (3)
- EDU 535 Theories of Teaching and Learning (3)
- EDU 597 TESL Professional Assessment Seminar (1)
Licensure Only Programs

Concordia offers several Licensure Programs for those who have already earned a Master’s degree:

- Initial Administrator License
- Continuing Administrator License
- Continuing Teaching License

To be eligible for these programs, educators and administrators must:

- Have an earned Master’s degree or higher from a regionally-accredited institution
- Have the requisite number of years of successful experience
  - For the Initial Administrator License, three years of licensed, contracted teaching or personnel service experience in public schools or regionally-accredited private schools
  - For the Continuing Administrator License, at least three years of half-time administrative experience in Oregon public schools or Oregon private schools that are regionally accredited
  - For the Continuing Teaching License, at least five years half-time contracted teaching on an Oregon Teaching License (it can accrue on any combination of a transitional and/or initial license)

Interested candidates need to submit the following to apply for either of the administrative licenses:

- Concordia’s online or paper application. There will be a non-refundable application fee of $50, and a new application must be completed for each Concordia program pursued
- An official transcript from an accredited college or university that indicates a Master’s degree was conferred
- One confidential letter of reference dated within one year of application that verifies the candidate’s administrative potential based on assessment of skill in leadership, management, and human relations
- The TSPC-required Personal Character Questionnaire
- A letter of intent (no longer than two pages) outlining the candidate’s goals and professional administrative objectives
- Verification of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. If from Washington, administrative candidates submit proof of a Washington teaching certificate
- Verification of three years of a successful licensed contracted teaching or personnel service experience in public schools or regionally accredited private schools
- Interview with College of Education Director of Graduate Studies
Initial Administrator License (On campus and online)

For those candidates who already possess a recognized masters degree from an accredited institution, completion of this program enables candidates interested in careers as building administrators to apply for the Oregon Initial Administrator License as outlined in the current OARs.

Courses can be taken on campus, online, or as a combination of the two.

Initial Administrator License Course Requirements (20-23 Credit Hours)

- EDU 500 Professional Planning Seminar (PPS) 1 (completed by second semester)
- EDU 560 Human and Financial Resources (3)
- EDU 601 Education Research (3) (a transcript analysis may be requested if taken in another graduate program)
- EDU 605 Instructional Leadership and Classroom Evaluation (3)
- EDU 607 The Principalship (3)
- EDU 622 School Law (3)
- EDU 626 Organizational Change (3)
- EDU 650 Administrative Practicum (4)
- EDU 697 Professional Assessment Seminar - Portfolio Presentation (0)

Additional Requirements for program completion:

http://www.orela.nesinc.com/
Subtest I: Visionary Leadership and Instructional Improvement (006)
Subtest II: Management Procedures and Requirements for Oregon Administrators (007)

Continuing Administrator License

This program is designed for educators who possess an Oregon Initial Administrator License and have the requisite hours of administrative experience and desire to continue their careers in building positions or prepare for district-level administrative posts. All administrators must earn this second tier of licensure. Completion of this program enables candidates to apply for the Oregon Continuing Administrator License. The program complies with the TSPC requirement that all candidates must complete a minimum of 18 hours of graduate credit beyond the Master's degree in order to be eligible for the Continuing Administrator License.

Courses in this program can be taken on campus, online, or in combination.

The TSPC standards as outlined in the most recent OARs are central to Concordia University's Continuing Administrator Licensure program goals and objectives, and are specifically designed to enable administrators to demonstrate the
advanced competencies required for the continuing license. Administrators will
demonstrate the district level competencies as they proceed through the program.

Continuing Administrator Program Objectives

Upon program completion, candidates will demonstrate, at the district level:

- **Visionary Leadership:** Educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- **Instructional Improvement:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- **Inclusive Practice:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources in order to demonstrate and promote ethical standards of democracy, equity, diversity, and excellence, and to promote communication among diverse groups.

- **Ethical Leadership:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by acting with integrity, fairly, and in an ethical manner.

- **The Socio-Political Context:** Candidates who complete the program are educational leaders who have the knowledge, ability, and cultural competence to improve learning and achievement to ensure success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Continuing Administrator Course Requirements (21 Credit Hours)

Educational Research is a pre-requisite for beginning this course of study.

- EDU 500 Professional Planning Seminar (PPS) (1) (completed as first or second course)
- EDU 598 Professional Development Activity (1)
- Select nine hours from the following:
  - EDU 520 Curriculum Design and Assessment (3)
  - EDU 560 Human and Financial Resources (3)
- Choose one:
  - EDU 573 Equity and Access in School Law (3)
  - EDU 622 School Law (3) (if not taken in an approved Initial Administrator program)
Choose one:
  o EDU 578 Social, Political, and Cultural Issues (3)
  o EDU 620 School and Community Partnerships (3)
  o EDU 672 Communication and Conflict Management (3)
  o EDU 652 District-Level Practicum (6)
  o EDU 697 Professional Assessment Seminar (1)

**Professional Development Activity (EDU 598)**

Candidates select or create one professional development activity to be initiated any time after completing at least six hours from their program. This activity can be site-specific, but should address at least one of the advanced competencies outlined in the most recent OARs. The purpose of this activity is to allow the candidate to choose a topic or an issue that could use some focused attention so that there can be an appropriate mini-study that can prove growth in either the student teacher/learning process, or in teacher/administrator professional growth and development.

**Professional Assessment Seminar (EDU 697)**

Candidates must be registered for EDU 697 during the semester in which they plan to complete all requirements for the Continuing Administrator Licensure program. Candidates will present their administrator portfolios and any research projects they have conducted during the course of their study. While the professional administrative portfolio will follow university guidelines based on the current OARs, it will also include a compilation of the artifacts as stipulated in the syllabus for EDU 697 – Professional Assessment Seminar (1).

**Licensure Completion**

Prior to recommending candidates for the Continuing Administrator License, the Director of Graduate Studies, the administrative mentor, and the University advisor will verify that candidates have met the expectations for quality performance as outlined in the Professional Planning Seminar (EDU 500). All paperwork is submitted to the Director of Graduate Studies, and the final recommendation for Continuing Administrator’s License is signed by the Dean of the College of Education.

Note: If candidates have not taken an Oregon recognized and accepted Administrative Licensure exam, they must take and pass the following prior to being recommended for licensure:

Subtest I: Visionary Leadership and Instructional Improvement (006)
Subtest II: Management Procedures and Requirements for Oregon Administrators (007)
Continuing Teaching License

The Continuing Teaching License is an option for educators who hold the Oregon Initial I or the Initial II Teaching License. The Initial I Teaching License and the Initial II Teaching Licenses are valid for three years, and then must be renewed. The Initial I Teaching License may be renewed two times, for three years, upon showing progress toward completion of the renewal requirements as described in the current OARs. The educator must qualify for an Initial II Teaching License within ten years following the issuance of the first Initial I Teaching License. The Initial II may be renewed repeatedly, when requirements are fulfilled as outlined in the OARs. Candidates, however, may, opt for the continuing Teaching License. This must be accomplished within 10 years from the issuance of their first Initial Teaching I License.

Educators holding the Initial License who have NOT earned a Master’s degree may fulfill requirements for the Continuing Teaching License by completing a Master of Education program at Concordia or any school with a TSPC-approved Continuing Teaching Licensure program, or complete a Master’s equivalent of 30 semester hours as outlined in the current OARs.

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) requirements.

Continuing Licensure: 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 in-service educators to demonstrate the advanced competencies as outlined for the Oregon Continuing Teaching License.

The goals for the Continuing Teaching License are listed in the most current OARs.

Continuing Licensure Eligibility

Continuing Teaching Licenses are issued by TSPC for a period of five years. To receive this license from the Commission, candidates must:

- Hold a Master’s degree or higher. If an MAT initial licensing program, the candidate should have completed as part of the degree, or separately, at least six semester hours of graduate credit in advanced teaching competencies beyond that required for the initial license preparation.
- Have five years of successful contracted teaching at least half-time on any non-provisional license appropriate for the assignment

Continuing Teaching Licenses can be renewed for five years whenever the following requirements have been met during the preceding five year period:
• Completion of one academic year as a full-time licensed educator, two years as a half-time teacher, or 180 days of substitute teaching
• Establishment, maintenance, and reporting of a continuing professional development plan
  or
• 6 semester hours (9 quarter hours) of academic work

**Continuing Teaching License Options**

Those with an Initial Teaching License but no Master’s degree may complete a Master’s degree, or they may do an equivalent program of study of at least 30 semester hours.

Those with both an Initial Teaching License and a master’s degree (MAT or M.Ed.), earn a Continuing Teaching License through one of the following options:

• Adding an endorsement of at least six semester hours
• Adding an authorization level
• Earning a Ph.D. or an Ed.D.
• Adding a Continuing Teaching License elective strand
• Taking six semester hours of study in courses that will enhance their classroom teaching
• Obtaining National Board Certification (NBPTC)

**Concordia’s Continuing Teaching License Elective Strands (6)**

All candidates who opt for a university-approved program will take the following one semester courses, and then choose a three-hour class from the strands listed below:

• EDU 500 Professional Planning Seminar (1) (take within first or second semester of program entry — includes completion of the Professional Education Plan (PEP)
• EDU 598 Professional Development Activity (1)
• EDU 697 Professional Assessment Seminar (1) (includes Portfolio for CTL recommendation)

**Business Strand**

Select at least three hours from courses in the Master of Business Administration program

**Early Childhood Education Strand**

Select one:

• 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)
ESOL — English for Speakers of Other Languages Strand

Select one:

- EDU 538 ESOL Methods (3)
- EDU 539 Linguistics (3)
- EDU 540 Multicultural Counseling and Education (3)

Health and Physical Education Strand

Select at least three hours from the following:

- EDU 514 Instructional Analysis and Development of Teaching Health and Physical Education (3)
- EDU 515 Current Issues and Research in Health and Physical Education (3)
- EDU 516 Authentic and Alternative Assessment in Health and 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)

Leadership Strand

Select one:

- EDU 620 School Community Partnerships (3)
- EDU 622 School Law (3)
- EDU 626 Organizational Change (3)

Methods and Curriculum Strand

Select one:

- EDU 504 Early Childhood Curriculum: A Constructivist Approach (3)
- EDU 505 Play in Early Childhood (3)
- EDU 509 Effective Classroom Climates (3)
- EDU 514 Instructional Analysis and Development of Teaching Health and Physical Education (3)
- EDU 515 Current Issues and Research in Health and Physical Education (3)
- EDU 520 Curriculum Design and Assessment (3)
- EDU 530D Educational Technologies (3)
- EDU 538 ESOL Methods (3)
- EDU 540 Multicultural Counseling & Education (3)
- EDU 544 English Grammar & Structure (3)
- EDU 577 Hands-on Math/Science (3)
- EDU 580 Teaming Language Arts and 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 596W Bible Literacy (3)

**Reading Specialist Strand**

Select one:

- EDU 581 Organization/Management of School Reading Programs (3) *Note: Prerequisites: EDU 582 and EDU 583*
- EDU 582 Diagnosis and Assessment of Reading (3)
- EDU 583 Advanced Techniques for the Teaching of Literacy (ECE-HS) (3) *Note: Pre-requisite: EDU 582*
- EDU 584 Young Adult and Children’s Literature (3)
- EDU 586 Current Issues in Literacy (3)

*Note: Students new to the program will be required to do a 90 hour practicum (2) in the schools in conjunction with EDU 582, EDU 583, and EDU 581.*

**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 five-year initial license period.

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 (6)**

- EDU 500 Professional Planning Seminar and completion of the Professional Education Plan (PEP) (1)
- EDU 600 Research Seminar (an option) (1)
- EDU 601 Educational Research (Recommended) (3)
- EDU 698 Action Research (3)
- EDU 697 Professional Assessment Seminar (1)

*It is strongly recommended if an Educational Research course has not been taken by the candidate that they avail themselves of EDU 601 – Educational Research, prior to doing the Action Research project.*
Adding a Specialty Endorsement

Adding an endorsement to existing Initial or Continuing Teaching Licenses can be completed in one of the following ways:

- Practicum and Praxis (4)
  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 authorization level via a supervised practicum, completing one work sample, and teaching from that sample.

- Coursework and Practicum and 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.

Course Requirements for Practicum and Praxis Option

- EDU 500 Professional Planning Seminar and completion of the Professional Education Plan (PEP) (1)
- EDU 599 Practicum (2) (Demonstration of instructional expertise in the additional endorsement area. Includes development of one work sample)
- EDU 697 Professional Assessment Seminar (1) (Passing score on the Praxis II specialty area)

Choose one strand:

**Early Childhood Education (ECE) Strand (14 — 15)**

- 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 at least 3 hours:
  - EDU 582 Diagnosis and Assessment of Reading (3)
  - EDU 584 Young Adult and Children’s Literature (3)
  - EDU 599 ECE Practicum (2)

- If the candidate is adding the contiguous authorization level to a license then the practicum with work sample must be selected (EDU 599). If the candidate is already authorized at the early childhood level, the course work is appropriate.

**ESOL — English to Speakers of Other Languages Strand (15)**

- EDU 538 ESOL Methods (3)
• EDU 539 Linguistics (3)
• EDU 540 Multicultural Counseling and Education (3)
• EDU 541 ESOL Language Acquisition (2)
• EDU 543 ESOL Educational Assessment Seminar (2)
• EDU 585 Practicum (incl. development and teaching of one work sample) (2)
• Passing score on the Praxis II specialty test for the endorsement

Health and Physical Education Strand (17)

• EDU 514 Instructional Analysis and Development of Teaching Health and Physical Education (3)
• EDU 515 Current issues and Research in Health and Physical Education (3)
• Select at least three of the four classes listed below:
  o EDU 516 Authentic and Alternative Assessment in Health and Physical Education (2)
  o EDU 517 Innovative Curriculum in Health and Physical Education (2)
  o EDU 518 Management and Behavioral Issues in Health and Physical Education (2)
  o EDU 519 Diversity in Health and Physical Education (2)
• Complete the following:
  o EDU 598 ProDev Activity (Professional Development Activity) (1)
  o Would recommend that this not be a part of the program
  o EDU 599 Practicum (Includes development of one work sample) (2)
• Passing score on the Praxis II specialty tests for the endorsement

Reading Specialist Strand (15)

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 (new testing will be required for those testing after 01 September 2010). A 90 hour practicum requirement is imbedded within the designated course structures.

Course Requirements:

• 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 and Children’s Literature (3)
• EDU 586 Current Issues in Literacy (3)

Note: EDU 582 must be taken and passed before EDU 583 may be taken; EDU 582 AND EDU 583 must be completed prior to taking EDU 581. The practicum requirement of 90 hours is embedded in EDU 582, EDU 583, and EDU 581.

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Students new to the program will be required to do a 90 hour practicum (2) in the schools in conjunction with EDU 582, EDU 583, and EDU 581.

Adding an Authorization Level (10 - 12 credits)

Candidates who wish to add the next contiguous authorization level to an Initial or Continuing Teaching License complete the following:

Course Requirements (10-12 credits)

- EDU 500 Professional Planning Seminar
- Select one that matches the new authorization level:
  - EDU 504 Early Childhood Curriculum: A Constructivist Approach (3)
  - EDU 531 Learning Theory and Practice (ECE-HS) (3)
  - MAT 532 Learning Theory and Practice (ML/HS) (3)
  - MAT 556 The Whole Child & Learning (ECE/ELE) (3)
  - MAT 557 Adolescent Development (3)
- Select one that matches the new authorization levels:
  - EDU 517 Innovative Curriculum in Health and Physical Education (2)
  - EDU 530D Educational Technology Levels (ECE-HS) (3)
  - EDU 577 Hands-on Math/Science (3)
  - EDU 580 Teaming Language Arts and Social Studies (3)
  - Or a specifically approved course that enhances a candidate’s specific field of expertise
- Complete the following:
  - EDU 598 ProDev Activity (Professional Development Activity) (1)
  - EDU 599 Level-appropriate Practicum 2 (Minimum of 90 clock hours at the new level. Includes development and teaching of one work sample)
- EDU 697 Professional Assessment Seminar (1)

Note: On rare occasions, courses may be substituted by the Director of Graduate Studies (in consultation with the Dean and with the registrar’s office) in lieu of those listed as appropriate for the authorization level.


Continuing Professional Development

Any educator who holds a Basic, Standard, or Continuing License is required to work on Continuing Professional Development (CPD) that will enhance the teaching and learning process. Requirements for this may be found at the Teacher Standards and Practices Commission (TSPC) website: www.tspc.or.us and the specific information is laid out in the OARs, Division 90.

Career and Technical Teacher Education – Certificate of Completion (also available online)

Concordia’s CTE program will help those with 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 a candidate’s technical skills experience in one of the 21 TSPC-approved professional technical endorsement areas
- Assists candidates in pursuing state certification as a CTE instructor by providing instructional methodology, internship experiences, guidance, and program planning.

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 community through effective communication and interpersonal relationships
Eligibility for CTE certification

To be eligible for this program, candidates:

- Have earned a Bachelor’s degree
- Have worked a minimum of two years in one of the 21 TSPC-approved career and technical endorsement areas:
  - Endorsements in the Agriculture, Food and Natural Resource Systems area include:
    - Agriculture Science and Technology;
    - Natural Resources Management; and
    - Environmental Services.
  - Endorsements in the Arts, Information and Communications area include:
    - Publishing and Broadcasting;
    - Information and Communications Technology; and
    - Visual, Performing and Media Arts.
  - Endorsements in the Business and Management area include:
    - Business Management and Administration;
    - Finance;
    - Hospitality and Tourism;
    - Information and Communications Technology; and
    - Marketing.
  - Endorsements in the Health Sciences area include: Health Sciences.
  - Endorsements in the Human Resource Systems area include:
    - (A) Education and Related Fields;
    - Hospitality and Tourism;
    - Human Services; and
    - Public-Services.
  - Endorsements in the Industrial and Engineering Systems area include:
    - Construction Technology;
    - Engineering Technology;
    - Information and Communications Technology;
    - Transportation Technology; and
    - Manufacturing Technology.
- Will work with an Instructor Appraisal Committee that ensures technical skill competency and the assignment of a mentor
- Complete a three-year professional development plan

Course Work Requirements (13 Credit Hours)

Most courses are available in both an on-campus and online format.
Graduate CTE certification option

For those with a Bachelor’s degree and the required related work experience:

- MAT 506 Basic Teaching Skills (2)
- MAT 537 Assessment and Evaluation of Teaching and Learning (2)
- MAT 549 Classroom Management/Parent-School Relations (3)
- EDU 567 Teaching Career and Technical Education CTE (3)
- EDU 569 CTE Seminar (Take three times) (1)

At the conclusion of the certification option, candidates receive a Concordia University CTE Certificate of Completion which is a key component of a candidate’s Professional Growth Plan that is required for renewal of TSPC’s Career and Technical Teaching I.

Ten hours (15 quarter hours) of instructional methodology are required for renewal of TSPC’s Career and Technical Teaching I License.
Master of Career and Technical Education (MCTE) (also available Online)

For those professional technical candidates who want to go beyond the course work required by TSPC for a Career and Technical Teaching I License, Concordia University combines the graduate level CTE certification courses with the best in Concordia’s teacher education courses, thereby better preparing CTE teacher candidates to excel in the classroom. Typical candidates for the Master of Career and Technical Education are new (within three years) career and technical teachers in a high school or community college, or someone with technical skill experience in business, industry or the military who desires to teach career and technical education courses at a high school or community college. They do not have a teaching degree, and are not required by the state to earn one. For those with an undergraduate degree, a Master in Career and Technical Education will help them meet TSPC licensure requirements and provide a foundation for quality classroom teaching.

Master of Career and Technical Education Program Goals

Upon program completion, MCTE candidates will demonstrate:

1. Use of instructional theories and strategies that provide the skills for successful CTE teaching
2. Skills in developing, implementing, and assessing curricular and instructional plans specific to CTE instruction that encourage parental involvement, consider students’ current developmental levels, and exhibit a sensitivity to individual student differences and cultural backgrounds
3. Skills in the application and integration of new technologies to enhance teaching in the CTE field
4. Skills in the design, implementation, and presentation of an action research project or thesis developed expressly to improve classroom instruction and student learning outcomes in CTE
5. Strategies to involve the community in school CTE initiatives and school-to-work activities
6. Values, ethics, and attitudes that reflect a belief that teaching is a supreme service to students and their families
7. A desire to continue professional development and a belief that excellence in teaching is a lifelong process
8. The skills, attitude, and education necessary to pursue TSPC’s process to earn the CTE teaching license

Admission to the MCTE Program

All applicants for the MCTE need to provide:

1. A completed Concordia University graduate application form along with a $50 non-refundable application fee. A new graduate application is required of former Concordia University students
2. A one-page letter of intent stating why the candidate wishes to pursue the Master of Career and Technical Education, related work experience, and personal and professional goals
3. Proof of a Bachelor’s degree from an accredited college or university via official transcripts from institution granting BA or BS degree
4. A 2.80 cumulative GPA for undergraduate work and a 3.0 for any graduate courses taken
5. Two confidential letters of reference, dated within one year of application, one verifying the candidate’s potential for working with high school students, and the other the candidate’s technical skills ability in one or more of the 21 TSPC-approved CTE endorsement areas
6. A completed Oregon Teacher Standards and Practices Commission (TSPC) character questionnaire (Oregon candidates only)
7. CBEST (California Basic Educational Skills Test) test scores. CBEST must be passed prior to MCTE program acceptance with at least these minimum scores: reading 41; math 44; writing 41. Any one or two scores may be as low as 37, but the composite must be at least 123. Get additional information.
8. An application fee for either online or paper application
9. International applicants should refer to the Graduate Admission section for additional requirements.

Admission to candidacy requires a formal screening interview with the Director of Career and Technical Education.

**Master of Career and Technical Education Requirements (33)**

The MCTE utilizes courses from Concordia’s TSPC-approved curriculum for the M.Ed. in Curriculum and Instruction, as well as the Career and Technical core classes. All courses offered are available online and on-campus, so students can complete the entire degree online, on the main campus, or by combining the delivery options.

EDU 500 Professional Planning Seminar – we have, over time, required this course – it has proven beneficial to the MCTE students.

- MAT 500 Professional Planning Seminar
- MAT 535 Theories of Teaching and Learning (3)
- EDU 567 Teaching Career and Technical Education (3)
- EDU 569 CTE Seminar 1(take three times)
- MAT 595 Community of Learners (3)
- MAT 601 Principles of Education Research (3)
- MAT 620 School and Community Partnership (3)
- EDU 698/699 Action Research/Thesis (3)
- MAT 506 Basic Teaching Skills (2)
- MAT 537 Assessment of Evaluation of Teaching and Learning (2)
- MAT 549 Classroom Management (3)
- MAT 602 Contemporary Educational Thought (3)
- EDU 697 – Professional Assessment Seminar (1)
Note: EDU 567, Teaching Career and Technical Education should be taken by the second semester of program entry.

**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, multiple measures are used to determine who is a “program completer.” One component of this system requires the educator to pass both a basic skills test and a series of subject matter tests. For basic skills testing, the educator may choose to take the California Basic Educational Skills Test (CBEST) or the PRAXIS I: Pre-Professional Skills Test (PPST), or the C-PPST on computer, or the Washington Educator Skills Test – Basic (WEST-B). Authorizations in early childhood, elementary, and middle level teaching require passing scores on the MSE-ORELA. After September 01, 2010, there will be a new set of required tests *in lieu* of the present PRAXIS II exams. These tests are listed on the Teacher Standards and Practices Commission (TSPC) website: [http://www.oregon.gov/TSPC](http://www.oregon.gov/TSPC). Students planning to teach in the State of Washington must pass the required tests for that State.

Beginning September 1, 2009, the ORELA Protecting Student and Civil Rights in the Educational Environment Examination is required of all candidates seeking Oregon licensure, including authorizations at the early childhood, elementary, middle, and/or high school levels as a teacher, personnel specialist, administrator, or school nurse.

This test is required in place of the Oregon-approved pre-service educator preparation program coursework or workshops that were previously used to fulfill the licensure requirement. The only exception to the test requirement is for candidates in Oregon-approved programs who enrolled in pre-service coursework to meet the test requirement and apply for licensure before September 1, 2010.

Secondary educators must also pass content-specific tests. As of 01 September 2010, some Praxis II exams will remain the same, but the majority of the tests will be appointment-based tests from Pearson at specified testing centers. All tests are listed on the Teacher Standards and Practices Commission (TSPC) website: [http://www.oregon.gov/TSPC](http://www.oregon.gov/TSPC).

**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

2008-2009 = 100%

Section II – Required Program Information

1. During the 2008-2009 academic year, 516 students were enrolled in initial licensure programs.
2. During the same year, 522 students were supervised in Student Teaching experiences by 77 full-time and part-time faculty resulting in a student/faculty ratio of 6.45 to 1.
3. Education students invest a minimum of 508 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).
5. None of Concordia University’s education programs have been designated “low-performing” by the state (as per section 208[a] of HEA of 1998).
MISSION

The principle aim of the Master of Business Administration program is to bring together a variety of key subject matter areas and skills that are applicable in general management situations. These are integrated with concepts and themes from multiple fields to aid students in the development of understanding, to assist in the process of directing change, and to help in the decision-making process as it relates to individuals and organizations. The opportunity for students to implement these concepts and learning experiences to life and work situations is a significant feature of the MBA program.

PROGRAM DESCRIPTION

Concordia University’s MBA is a 37-semester-hour graduate degree in management. Business experiences are offered in the areas of Health Care Administration, Asian Business, and Entrepreneurship. Research projects, internships, and thesis options are available in entrepreneurship and environmental management. Pursuing this degree will give students the opportunity to strengthen existing skills, broaden knowledge of management techniques, think creatively and globally, and test values and ethics. The MBA core courses must be completed in sequence and require 18 months to complete. The entire program can be completed in 18 to 24 months. The MBA Core uses one weekend per month – Friday evening and all day Saturday.

The Concordia MBA curriculum emphasizes reality through case-based learning, and simulates on-the-job experience as closely as possible. Case studies and course materials developed by Harvard Business School for Concordia are an integral part of this program.

Case-based instruction is an intense process where students and faculty teach and learn from each other. The cases themselves are first-hand accounts of actual management situations. Analytics are stressed. Problems span such areas as 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 Admissions

Admission Criteria

Admission to the Master of Business Administration program is based on work history, evidence of managerial proficiency, academic ability, and leadership potential. Minimum requirements for MBA program admission include the following:

- A Bachelor’s degree from a regionally accredited college or university.
- An undergraduate GPA of 3.0 or better in the student’s last 60 semester credits of undergraduate college coursework
- Professional or managerial experience (five or more years is recommended)
- Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE)

Admission Process

The following items are required for a complete application. Contact the Office of Admission for application deadlines.

- A completed Master of Business Administration application (available at www.concordiamba.com)
- A non-refundable application fee of $50
- A written narrative statement that presents relevant information about previous experiences, explains professional interests and career goals, and discusses reasons for wanting to obtain the MBA degree
- A résumé that provides a history of professional experience, including both salaried and volunteer positions. Five or more years of professional work experience is recommended.
- Two confidential 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.
- Scores from the Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) score (Note: In certain cases, the GMAT/GRE exam may be waived if the candidate meets established criteria and completes the GMATGRE waiver process. For more information about the waiver process, please contact the Office of Admission at 503-280-8501)
- Proof of completion of bachelor’s degree from an accredited institution. Submit official, sealed transcripts from every school you have attended. Records should be sent directly to Concordia University. You may submit the Transcript Release Form to authorize Concordia University to request official transcripts on your behalf. This is available only to US residents for US colleges and universities
MBA Completion Requirements

The MBA program consists of 37 hours of course work: 31 hours of required courses in the MBA Core and 6 hours in a business experience program (for example healthcare or Asian business) or thesis/internship or research project. To graduate, an end of course assessment test is also required. 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 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 two options to complete the remaining required hours:

**Option 1**

Students may choose to complete 6 hours specialization in one of the following areas:

- Asian Business and Management
- Entrepreneurship
- Environmental Management
- Health Care Administration

**Option 2**

Students may choose to develop a research project, thesis, or internship.

*Note:* Concordia will accept up to 6 hours of graduate work completed at other accredited institutions. These may be transferred into the student’s business experience area only. Review of the student’s transcript will help determine which previous courses are acceptable. Additionally, no credits earned toward a Concordia MBA can be more than seven years old and only final grades of A or B may be transferred into the MBA program.

**MBA Core Requirements (31)**

- MBA 501 Foundations (4)
- MBA 502 Financial Reporting and Control (3)
- MBA 503 Ethical Leadership and Organizational Behavior (3)
- MBA 504 Marketing (3)
- MBA 505 e-Business (3)
- MBA 506 Business, Government and International Economy (3)
- MBA 507 Competition and Strategy (3)
- MBA 508 Finance (3)
- MBA 509 The Entrepreneurial Manager (3)
- MBA 510 Strategic Human Resource Management (3)
Business Experience (6)

- MBA 597E China Experience, March-July 2010 (3 – 6)*
- MBA 598 Research Thesis (3 — 6)
- MBA 599 Internship (3 — 6)
- Healthcare Administration (3 – 6): Because of Concordia University’s unique relationship with the healthcare industry in the Northwest, the School of Management provides experienced healthcare industry individuals who complete the MBA Core the opportunity to do a specialized business experience, thesis, or internship in the healthcare area. For those who wish to enter the field, the School of Management and the College of Health and Human Services will work with them to develop appropriate recommendations to augment the MBA program to assist them in their goal of entering the field. (An appointment should be scheduled with the School of Management or the College of Health and Human Services to develop an appropriate program.)
UNDERGRADUATE COURSE DESCRIPTIONS

ACT 201 - Financial Accounting  
Credits: 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.

Prerequisites: BA 101

ACT 202 - Managerial Accounting  
Credits: 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.

Prerequisites: ACT 201

ACT 301 - Intermediate Accounting I  
Credits: 4

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
**ACT 302 - Intermediate Accounting II**  
Credits: 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.

**Prerequisites:** ACT 301 with a C or higher

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**ACT 401 - Auditing**  
Credits: 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.

**Prerequisites:** ACT 302 with a C or higher

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**ACT 402 - Income Tax I: Individual**  
Credits: 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.

**Prerequisites:** ACT 202 or permission of instructor

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**ACT 403 - Income Tax II: Corporate and Partnership**  
Credits: 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 regulations regarding corporations and partnerships) and application of the internal revenue code.

**Prerequisites:** ACT 302 with a C or higher
ACT 406 - Accounting for Consolidations; Government and Non-profit Entities  
Credits: 4

The first section of the course, Accounting for Consolidations, focuses on accounting and reporting for investment activities of businesses where significant influence or control is present after a business combination. The second section, Accounting for Government and Not-for-Profit Entities, introduces students to recording and reporting standards of financial information in government and not-for-profit entities. Emphasis is placed on providing a conceptual and procedural framework in accounting for government entities (state and local governments), not-for-profit organizations (e.g., public and private colleges and universities; and health care entities), partnerships, and estates/trusts. The course will also review accounting and reporting for foreign currency transactions, hedging foreign exchange risks, and discuss world-wide accounting diversity and international accounting standards.

Prerequisites: ACT 302 with a C or higher
Note: Student needs Excel experience and web access.

ART 101 - Fundamentals of Art  
Credits: 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.

Note: Lab fee

ART 121 - Art Appreciation  
Credits: 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 201 - Design Concepts  
Credits: 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.

Note: Lab fee

ART 251 - Study Tour  
Credits: 3

A study of the art, architecture, and culture of foreign countries.

Note: Tour fee
ART 265 - Computer Graphic Design  Credits: 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.

Prerequisites: ART 201 recommended

ART 312- Art and Culture  Credits: 4

Students will survey the historical and cultural roots of art, especially in western civilization, from the prehistoric to the present.

Prerequisites: HUM 151 recommended
Note: Cross-listed as HST 312

ART 314 - Non-Western Art Traditions  Credits: 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  Credits: 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.

Note: Lab fee; Cross-listed as REL 341

ART 365 - Art for Elementary Teachers  Credits: 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.

Note: Lab fee
ART 368 - Secondary Art Education Credits: 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.

AS161 - Calligraphy Studio Credits: 1

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.

Note: May be repeated for a total of 6 credit

AS 181 - Drawing Studio Credits: 1

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.

Note: Lab fee; May be repeated for a total of 6 credits

AS 191 - Ceramics Studio Credits: 1

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.

Note: Lab fee; May be repeated for a total of 6 credits

AS 199 - Watercolor Studio Credits: 1

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.

Prerequisites: AS 181 recommended

Note: Lab fee; May be repeated for a total of 6 credits

AS 225 - Stained Glass Studio Credits: 1

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.

Note: Lab fee; May be repeated for a total of 6 credits
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
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<td>Painting Studio</td>
<td>1</td>
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<td><strong>Note:</strong> May be repeated for a total of 6 credits</td>
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AS 425 - Stained Glass Studio Credits: 1

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.

Prerequisites: AS 225
Note: Lab fee; May be repeated for a total of 6 credits

AS 481 - Painting Studio Credits: 1

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.

Prerequisites: AS 281
Note: Lab fee; May be repeated for a total of 6 credits

AST 101 - Astronomy Credits: 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.

Note: Not considered a lab course

BA 101 - The Business and Economic Environment Credits: 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.

Note: Students must have access to a computer and possess basic skills in word processing and WEB site searches.

BA 203 - Fundamentals of Economics Credits: 4

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.
BA 226 - Computer Business Application: MS Office  Credits: 3

In this self-paced, guided introduction to Microsoft Office Suite, students will work through a series of exercises and assignments designed to develop mastery of business related computer application skills utilizing word processing (WORD), spreadsheets (EXCEL), relational databases (ACCESS), communication software (OUTLOOK), and presentation software (POWERPOINT). Students who successfully complete this course will master sufficient skills to use the computer as an effective tool in their educational and professional careers.

BA 247 - Quantitative Methods and Analysis  Credits: 3

Today's business environment requires a solid background in business related quantitative methods and analysis. This course focuses on key subjects related to the business community including probabilities, descriptive statistics, standard deviation, business related statistical operations, and research designs.

Prerequisites: BA 101, 226, MTH 123

BA 260 - Principles of Organizational Management  Credits: 3

This course focuses on an integrated study of the principles and processes of organizational management. Students will examine the concepts of planning, leading, directing, and controlling from the classical and behavioral perspectives, and the current view for managing in the 21st Century. The successful student will have a solid understanding of management styles, social responsibility and business ethics, productivity and quality in operations, human motivation theory, organizational culture and change, and team dynamics.

Prerequisites: BA 101

BA 299 - Prior Learning Assessment  Credits: 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.

Prerequisites: Bachelor of Science degree students only.
Note: Offered Pass/No-Pass only; Cross-listed HCA 299
BA 301 - Pre-Internship Seminar  Credits: 1

This pre-internship seminar is designed to give students career development insights and important information about (a) the requirements of the BA499 Business Internship, (b) the key ingredients necessary for a successful internship experience, and (c) essential search strategies for acquiring an internship (and eventual fulltime employment following graduation). Students will be able to effectively articulate their strengths in a cover letter and resume while developing a strategy for obtaining an internship with a local business.

BA 321 - Entrepreneurship  Credits: 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.

Prerequisites: BA 101, BA/ECN 203

BA 331 - Global Business  Credits: 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.

Prerequisites: BA 101, BA/ECN 203

BA 341 - Investments  Credits: 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.

Prerequisites: BA 101, BA/ECN 203
BA 342 - Finance

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.

Prerequisites: BA 101, BA/ECN 203

BA 344 - International Trade, Finance, and Monetary Issue

Given the global environment faced by today's managers, the objective of the course is to introduce students to the basic concepts and institutional arrangements that underlie financial management in a global economy. Topics covered include the international monetary system, the balance of payments, exchange rate determination, currency futures and options, parity conditions in international finance, and management of foreign exchange risk through hedging. The course examines issues related to the international markets, including international trade and commercial policy, international investment, foreign exchange markets, the euromarkets, and currency derivative markets. The course also considers financial issues associated with the operation of a firm in the international environment.

Prerequisites: BA 331, 342

BA 351 - Production and Operation

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.

Prerequisites: BA 101, BA/ECN 203, BA 247, MTH 123

BA 352 - Business Law

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.

Prerequisites: BA 101, BA/ECN 203
BA 381 - Human Resource Management  Credits: 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.

Prerequisites:  BA 101, BA/ECN 203

BA 450 - International Management  Credits: 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.

Prerequisites:  BA 331

BA 452 - Nonprofit Management  Credits: 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.

Prerequisite:  BA 101

BA 453 - Fundraising and Grant Writing  Credits: 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.

Prerequisite:  BA 101
BA 455 - Risk Assessment  
This course is designed as a "hands-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.

Prerequisites: BA 247  
Note: Cross-listed as ENV 422/555

BA 457 - Ethical Leadership  
Special attention is given to characteristics of leaders and how they operate ethically within the organizations they lead, as well as how leaders interact with society in terms of corporate responsibility. Classical leadership approaches and ethical frameworks are examined and compared to emerging new leadership practices. The course closely examines values, abilities, skills, and leadership traits as portrayed in a comprehensive video case approach as a means for applying theory to leadership practice.

Prerequisites: Senior status and currently in last year of Business Administration program

BA 458 - Business Policy and Strategy  
This is a dynamic course bringing together the elements studied in various 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.

Prerequisites: Senior status and currently in last year of Business program

BA 471 - Starting New Ventures  
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.

Prerequisites: BA 342, BA 360 (may be taken concurrently with BA 471)
**BA 472 - Entrepreneurial Finance**  
Credits: 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 499 - Business Internship**  
Credits: 1

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.

**Prerequisites:** BA 301 and Senior status as Business Administration major  
**Note:** May be repeated for a maximum of 10 credits; Offered Pass/No Pass only

**BIO 101 - Principles of Biology**  
Credits: 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.

**Note:** Lab section required; Lab fee

**BIO 211 - General Biology I**  
Credits: 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.

**Prerequisites:** BIO 101 or high school biology, high school chemistry (or concurrent enrollment in CHM 101 or CHM 211); Completion of MTH 123 is highly recommended  
**Note:** Lab section required; Lab fee
BIO 212 - General Biology II     Credits: 4
A continuation of BIO 211 with special emphasis on evolution, ecology, structure and functions (anatomy and physiology) of plants and animals.

Prerequisites: BIO 211
Note: Lab fee; Lab section required

BIO 251 - Biology Seminar     Credits: 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.

Note: Offered Pass/No pass; May be repeated for credit in accordance with the Seminar policy.

BIO 264 - Introduction to Anatomy     Credits: 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.

Prerequisites: BIO 101 or equivalent
Note: Lab fee; Lab section required

BIO 265 - Introduction to Physiology     Credits: 3
An introduction to the fundamental physiology of the human body with emphasis on the functioning of cell, circulatory, endocrine, reproductive, and muscular systems.

Prerequisites: BIO 264
Note: Lab fee; Lab section required

BIO 284 - Microbiology     Credits: 3
A laboratory based introduction to bacteria, viruses, protozoa, fungi, and invertebrates with a particular emphasis on their relation to human disease. Laboratory sessions emphasize aseptic technique and the metabolic requirements of microorganisms. In addition, students are introduced to the latest technological approaches to identifying pathogens.

Prerequisites: BIO 211 and CHM 102 or CHM 211
Note: Lab fee; Lab section required
**BIO 288 - Departmental Seminar**  
Credits: 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.

**Note:** 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**  
Credits: 4

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.

**Prerequisites:** BIO 212, CHM 211, MTH 231

**Note:** Lab fee

**BIO 321 - Developmental Biology**  
Credits: 3

A study of the development and differentiation of multicellular organisms from single-celled zygotes. Topics include genetic regulation, nucleocytoplasmic interactions, organellogenesis, morphogenesis, pattern formation, cell differentiation, and oncology.

**Prerequisites:** BIO 315

**BIO 325 - Immunology**  
Credits: 3

This course will cover fundamental aspects of immunology including mechanisms of antibody-mediated and cell-mediated immunity. Topics will include the anatomy of the immune system, the role and function of T and B cells, MHC restriction and antigen presentation, the structure and genetics of antibody and T cell receptor molecules and regulation of immune responses. Applications of immunology to infectious disease and cancer as well as clinical syndromes resulting from loss of immune function will also be discussed.

**Prerequisite:** BIO 315

**BIO 364 - Human Anatomy and Physiology I**  
Credits: 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.

**Prerequisites:** BIO 212, CHM 211

**Note:** Lab fee; Lab section required
BIO 365 - Human Anatomy and Physiology II  Credits: 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.

Prerequisites: BIO 364
Note: Lab fee; Lab section required

BIO 370 - Field Biology  Credits: 0

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.

Prerequisites: Sophomore status, basic biology course and/or instructor permission
Note: May be repeated for credit if to a different location.

BIO 411 - Ecology  Credits: 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.

Prerequisites: BIO 212, CHM 211 and MTH 331
Note: Lab fee; Lab section required

BIO 426 - Evolution  Credits: 3

An examination of theories of organic evolution with an emphasis on their mechanisms. Analysis of the creationist-evolutionist controversy.

Prerequisites: BIO 315 or instructor approval

BIO 451 - Biology Seminar  Credits: 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.

Note: Offered Pass/No pass; May be repeated for credit in accordance with the Seminar policy.
**BIO 457 - Molecular Biology**  
Credits: 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.  

**Prerequisites:** BIO 212, CHM 212, BIO 315  
**Note:** Lab fee; Lab section required  

**BIO 488 - Departmental Seminar**  
Credits: 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.  

**Note:** 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 492 - Senior Thesis Preparation**  
Credits: 1  
This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.  

**BIO 493 - Biology Thesis Part I: Literature Review and Experimental Design**  
Credits: 2  
The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.  

**Prerequisites:** Successful completion of BIO 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.  

**BIO 494 - Biology Thesis Part II: Research, Thesis Writing, and Defense**  
Credits: 2  
The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.  

**Prerequisites:** Successful completion of BIO 493 with a grade of C or better.
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**BIO 496 - Biology Practicum**

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.

**Prerequisites:** Senior status as a biology major  
**Note:** Practicum fee charged; Pass/No pass only

**BUS 302 - Economics for Socla Issues**

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.

**BUS 329 - Operations Management**

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.

**BUS 331 - Global Business**

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,
BUS 360 - Organizational Finance  Credits: 4

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.

BUS 361 - Managerial Accounting  Credits: 4

This course emphasizes accounting for people inside the business who direct and control its operations. Managerial Accounting provides the essential data that is needed to run the business, as opposed to financial accounting, which provides the data that is used by outsiders to judge a company's past financial performance. Students will apply accounting principles, financial concepts, management theories and marketing precepts to the development of internal reports. Some reports focus on how well managers or business units have performed-comparing results to plans and to benchmarks. Some reports provide timely, frequent operations updates and other reports on analyzing a developing business situation or opportunity. Because this course is manager oriented, this course needs to be preceded by student understanding of what managers do and the general business environment.

BUS 365 - Values, Society, and the Future  Credits: 4

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.

BUS 366 - Marketing Management  Credits: 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 marketing process.

BUS 370 - Managing Human Resources  Credits: 4

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.
BUS 375 - Ethical Leadership and Communication   Credits: 4

Emphasis in this course will be placed on the competence of being and ethical leader, with special attention given to leadership from the heart and leadership that has courage and moral underpinnings. After introducing students to various ethical frameworks, the course will examine the processes for planning, organizing, leading and controlling an organization in order to reach organizational goals. Students will study various leadership styles and techniques used to improve organizational effectiveness, increase productivity by positively influencing the human resources of the firm while demonstrating moral responsibility to society.

BUS 398 - Business Case Analysis   Credits: 1

A course utilizing real-world case studies in business. The course will provide an in-depth business exercise in discerning the essential elements in a situation and applying the principles of organization, trade, and finance. The student will use a structured framework for approaching, understanding, and dealing with business problems in cases which describe real-life companies, executives, and markets.

BUS 480 - Group Process and Communication   Credits: 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.

BUS 490 - Organizational Policy and Strategy   Credits: 4

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.

BUS 498 - Independent Research Project   Credits: 2

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.
BUS 499 - Business Internship  Credits: 1

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.

Prerequisites: Completion of Internship Proposal approved by the School of Management
Note: Offered Pass/no pass only

CED 220 - Introduction to Christian Ministry I  Credits: 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 full time 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

Note: Lab fee

CED 275 - Missional Outreach, Assimilation, and Visitation  Credits: 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."

Prerequisites: REL 211 or REL 221
Note: Cross-listed as REL 275

CED 288 - Issues in Christian Education  Credits: 2

Timely and relevant topics for those serving in parish and social service ministries, or for those desiring to further their knowledge of current issues in Christian education
CED 290 - Practicum/Mission Experience   Credits: 1

The student can earn one to three credits for work in a missions environment (ie. 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.

Note: Offered Pass/No Pass only

CED 291 - Summer Practicum in a Parish   Credits: 1

The student can earn one to three credits for work in a congregation or para-church 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.

Note: Pass/No Pass only

CED 292 - Camp Leadership Practicum   Credits: 1

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.

Note: Pass/No Pass only

CED 305 - Outdoor Christian Education   Credits: 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.

Note: Lab fee charged
CED 310 - Children’s Ministry  Credits: 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.

CED 311 - History and Practice of a DCE I  Credits: 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 allows for in-congregation experiences. 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 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 field work of at least five hours.

Note: Lab fee charged

CED 312 - History and Practice of a DCE II  Credits: 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.

Note: Lab fee charged
CED 315 - Youth Ministry  Credits: 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.

CED 320 - Introduction to Christian Ministry II  Credits: 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 full time 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.

Note: Lab fee

CED 344 - Field Experience, Religious Education  Credits: 1

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.

Prerequisites: State Fingerprinting required; EDU 232, EDU 260, CED 395; Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Note: Lab fee charged; Cross-listed as EDU 344

CED 383 - Adult Ministry  Credits: 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.
CED 395 - Teaching the Faith  Credits: 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 field-work observation, participation, lesson planning and demonstration teaching. Lab fee covers current membership fees in Lutheran Education Association (LEA).

Prerequisites: EDU 232,  
Note: Lab fee charged

CED 435 - Confirmation Curriculum and Instruction  Credits: 3

The purpose, history, and current practices of Confirmation in the Lutheran Church are reviewed an assessed for the purpose of implementing strategies to be used in both Junior and Adult Confirmation programs.

CED 483 - Leadership Development  Credits: 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  Credits: 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 holistic, 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.

CED 490 - DCE internship  Credits: 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 by made in exceptional cases by the director of the DCE program. Required in order to receive certification as a DCE.

Prerequisites: Completion of BA in Christian Education or permission of Director of DCE program.  
Note: Internship fee charged; Offered Pass/No Pass only
**CHM 101 - Chemistry for Life**  
Credits: 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.

**Prerequisites:** MTH 097 or demonstrated competency at that level

**Note:** Lab fee; Lab section required

**CHM 102 - Principles of Organic and Biochemistry**  
Credits: 3

An introduction to health care related topics in the chemistry of organic molecules and the chemical reactions of living organisms.

**Prerequisites:** CHM 101

**CHM 211 - Inorganic Chemistry I**  
Credits: 4

A study of atomic structure, stoichiometry, chemical bonding, the periodic table, states of matter, and solutions.

**Prerequisites:** MTH 123 required, MTH 124 recommended

**Note:** Lab fee; Lab section required

**CHM 212 - Inorganic Chemistry II**  
Credits: 4

A continuation of CHM 212 with a study of thermodynamics, reaction rates, chemical equilibrium, acid-base equilibrium, electrochemistry, transition elements, and nuclear chemistry.

**Prerequisites:** CHM 211

**Note:** Lab fee; Lab section required

**CHM 288 - Departmental Seminar**  
Credits: 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.

**Note:** Cross-listed as BIO 288; Offered Pass/No pass only
**CHM 321 - Environmental Chemistry**  
**Credits: 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.

**Prerequisites:** CHM 212, SCI 112  
**Note:** Lab section required

**CHM 344 - Organic Chemistry I**  
**Credits: 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.

**Prerequisites:** CHM 212  
**Note:** Lab fee; Lab section required

**CHM 345 - Organic Chemistry II**  
**Credits: 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 alcohols, aromatic compounds, esters, and carbonyl compounds.

**Prerequisites:** CHM 344  
**Note:** Lab fee; Lab section required

**CHM 414 - Biochemistry I**  
**Credits: 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.

**Prerequisites:** CHM 344, CHM 345, BIO 211, MTH 331; or consent of the instructor  
**Note:** Lab fee; Lab section required


**CHM 415 - Biochemistry II**  
Credits: 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.  

**Prerequisites:** CHM 414  
**Note:** Lab fee; Lab section required

**CHM 421 - Toxicology and Risk Assessment**  
Credits: 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.  

**Prerequisites:** CHM 321  
**Note:** Co-requisite: ENV 431

**CHM 441 - Physical Chemistry**  
Credits: 3  
Atomic and molecular properties including such areas as thermodynamics, chemical kinetics, macroscopic chemical systems, and molecular spectroscopy.  

**Prerequisites:** CHM 345, MTH 212

**CHM 488 - Departmental Seminar**  
Credits: 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.  

**Note:** Cross-listed as BIO 488; Offered Pass/No pass only

**CHM 492 - Senior Thesis Preparation**  
Credits: 1  
This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.
CHM 493 - Chemistry Thesis Part I: Literature Review and Experimental Design       Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project designing, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: Successful completion of CHM 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

CHM 494 - Chemistry Thesis Part II: Research, Thesis Writing, and Defense       Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of CHM 493 with a grade of C or better.

CHM 496 - Chemistry Senior Project       Credits: 3

Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary of activities by the student.

Prerequisites: Senior status as a Chemistry major
Note: Practicum fee charged; Offered Pass/No pass only

CHN 101 - Chinese I       Credits: 3

Chinese 101 is the first half of a yearlong beginning level course in Modern Standard Chinese (Mandarin). This course is designed for students who have none or little prior experience in the language. Students will gain listening, speaking, reading and writing skills. Students will study the language in the context of Chinese culture.

CHN 102 - Chinese II       Credits: 3

Continued development of the skills begun in CHN 101.

Prerequisites: CHN 101
ECN 203 - Fundamentals of Economics  Credits: 4

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.

EDU 201 - Principles of Education  Credits: 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 30-hour tutoring component is also required with this course.

Prerequisites: State Fingerprinting required; Sophomore standing

EDU 232 - Educational Psychology  Credits: 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.

Prerequisites: PSY 201
Note: Cross-listed as PSY 232

EDU 260 - Instructional Strategies  Credits: 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 pre-assessment and formative evaluation skills essential for professional development in subsequent course and practicum activities. This course is a prerequisite to all methods classes.

Note: Lab fee charged
EDU 330 - Educational Technology Credits: 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.

Prerequisites: EDU 201, EDU 232, EDU 260
Note: Lab fee charged

EDU 333 - Educational Technology - ML/HS Credits: 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.

Prerequisites: EDU 201, EDU 260
Note: Lab fee charged

EDU 336 - Assessments and Evaluation of Teaching and Learning Credits: 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.

Prerequisites: EDU 201, EDU 232, EDU 260
EDU 341 - Field Experience - Early Childhood      Credits: 1

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.

Prerequisites: State Fingerprinting required and admission to College of Education. EDU 201, EDU 232, EDU 260. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Pass/No Pass only

EDU 342 - Field Experience - Elementary      Credits: 1

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.

Prerequisites: State Fingerprinting required and admission to College of Education. EDU 201, EDU 232, EDU 260. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No pass only

EDU 343 - Field Experience - Middle Level      Credits: 1

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.

Prerequisites: State Fingerprinting required and admission to College of Education. EDU 201, EDU 232, EDU 260. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No Pass only
EDU 344 - Field Experience - High School  Credits: 1

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.

Prerequisites: State Fingerprinting required and admission to College of Education EDU 201, EDU 232, EDU 260. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No Pass only

EDU 348 - Classroom Management and Parent Relations  Credits: 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.

Prerequisites: EDU 201, EDU 232, EDU 260

EDU 354 - Curriculum and Instruction: Early Childhood  Credits: 3

This course provides the foundation for students to successfully design and implement a developmentally appropriate curriculum for young children. Sessions focus on developing a child-centered learning environment and integrating curricular areas through thematic units and project work.

Prerequisites: EDU 260, EDU 355 or EDU 457

EDU 355 - Introduction to Early Childhood Education  Credits: 2

This course provides students with knowledge of a variety of early childhood programs and models, their underlying assumptions, organizational patterns, and teaching methods.

Prerequisites: Sophomore status
EDU 358 - Curriculum and Instruction: Health and PE  
Credits: 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.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 336

EDU 362 - Curriculum and Instruction: Math - ECE/ELE  
Credits: 2

Focuses on development of mathematics skills for the elementary school student. Designed to prepare teachers to instruct young learners in basic arithmetical processes. Examines curricular materials and appropriate techniques and procedures for effective pupil learning. Provides field work experience.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 336

EDU 368 - Curriculum and Instruction: Science - ECE/ELE  
Credits: 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. Field-work experiences are required.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 336

EDU 375 - Curriculum and Instruction: Language/ Arts/ Reading- ECE/ELE  
Credits: 4

This course will furnish the teacher education student with the knowledge and resources to provide pre-K to 8th grade instruction and assessment in reading, writing, listening and speaking.

Prerequisites: EDU 336
EDU 379 - Curriculum and Instruction: Social Studies- ECE/ELE
Credits: 2

This course will give the students 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 history, arts and culture of the world around him/her...past, present and future. The students will learn the required components for work samples and will create one base on a social studies topic. and 4) Promotes an awareness of life and career opportunities.

Prerequisites: EDU 336

EDU 384 - Classroom Management - ML/HS Credits: 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.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 333, PSY 321, PSY 341

EDU 385 - Curriculum and Instruction: Math and Science - ML/HS Credits: 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 samples.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 333, EDU 336, PSY 321, PSY 341

EDU 386 - Curriculum and Instruction: Language/ Art/ Social Studies – ML/HS Credits: 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. Emphasis 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.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 333, EDU 336, PSY 321, PSY 341
EDU 387 - Curriculum and Instruction: PE  
Credits: 2

This course provides an introduction to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels, daily lesson planning, and completion of state required work samples.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 336, PSY 321, PSY 341

EDU 389 – Curriculum and Instruction: Health  
Credits: 2

This course provides an introduction to curriculum, instructional materials, classroom and cooperative strategies for effective student learning in Health. Emphasis is placed on instructional teaming, the integration of Health on the middle and high school levels, daily lesson planning and completion of state required work samples.

Prerequisites: EDU 201, EDU 232, EDU 260, EDU 336, PSY 321, PSY 341

EDU 390 - Children with Exceptionalities  
Credits: 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.

Prerequisites: PSY 201

Note: Cross-listed as PSY 390

EDU 395 - Teaching the Faith  
Credits: 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 field-work observation, participation, lesson planning and demonstration teaching. Lab fee covers current membership fees in Lutheran Education Association (LEA).

Prerequisites: EDU 232, EDU 260 Cross-listed as CED 395.

Note: Lab fee charged

EDU 438 - ESOL Methods  
Credits: 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 English to Speakers of other Languages (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 - Introduction to Linguistics  
Credits: 3

An introduction to the structure of English and general theories in linguistics. A major focus of this course is descriptive and prescriptive approaches to English grammar. During the second half of the course, students will understand the processes of language change as they examine the historical development of English from Old English to Modern English.

Prerequisites: ENG 121  
Note: Cross-listed as ENG 439

EDU 440 - Multicultural Counseling and Education  
Credits: 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.

Note: Cross-listed as PSY 440

EDU 441 - ESOL Language Acquisition  
Credits: 2

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 Society  
Credits: 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 Assessment Seminar  
Credits: 2

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 Education  Credits: 1
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.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 201, EDU 232, EDU 260, EDU 336. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Note: Fee charged; Offered Pass/No Pass only

EDU 452 - Practicum: Elementary  Credits: 1
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.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 201, EDU 232, EDU 260, EDU 336. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Note: Fee charged; Offered Pass/No Pass only

EDU 453 - Practicum: Middle Level  Credits: 1
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.

Prerequisites: State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 201, EDU 232, EDU 260, EDU 336. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/
Note: Fee charged; Offered Pass/No Pass only
EDU 454 - Practicum: High School Credits: 1

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.

**Prerequisites:** State Fingerprinting required. Admission to College of Education and passing scores on ORELA required. EDU 201, EDU 232, EDU 260, EDU 335. Requires completion of an on-line application for placement: http://www.cup- portland.edu/coe/placement/

**Note:** Fee charged; Offered Pass/No pass only

EDU 457 - Growth and Development of the Young Child Credits: 2

This course studies human development from conception through age eleven. Over the term, students will increase their understanding of developmental principles and theories as they explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

**Note:** Cross-listed PSY 457

EDU 461 - Curriculum and Instruction: Children’s Literature- ECE/ELE Credits: 2

An introduction to all genres of literature for children in grades K-8 in relation to their needs, interests, and abilities. Emphasizes authors and illustrators, educational uses, and the writing process.

**Prerequisites:** EDU 201, EDU 232, EDU 260, EDU 336

EDU 467 - Teaching Student - Centered Career and Technical Education Credits: 3

This course 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 Teachers Standards and Practices requirements for a three year Professional Technical License outlined in OAR 584-042-0006.

EDU 469 - Career and Technical Education Seminar Credits: 1

This is a hands-on, activity driven learning experience focused on professional development in specific career and technical education topical areas. The topic is announced the preceding semester by the program director, is offered pass/no pass, and is repeated three times for CTE certificate students.
EDU 485 - ESOL Practicum

Credits: 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.

Prerequisites: State Fingerprinting required
Note: Fee charged; Offered Pass/No pass only

EDU 491 - Student Teaching: Early Childhood

Credits: 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.

Prerequisites: State Fingerprinting required. All professional education courses and practicum must have been successfully completed.

Note: Requires completion of an on-line application for placement:
http://www.cu-portland.edu/coe/placement/ Fee charged; Offered Pass/No pass only

EDU 492 - Student Teaching: Elementary

Credits: 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.

Prerequisites: State Fingerprinting required; All professional education courses and practicum must have been successfully completed.

Note: Requires completion of an on-line application for placement:
http://www.cu-portland.edu/coe/placement Fee charged; Offered Pass/No pass only
EDU 493 - Student Teaching: Middle Level  Credits: 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.

Prerequisites: State Fingerprinting required. All professional education and endorsement area courses and practicum must have been successfully completed. Note: 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 Teaching: High School  Credits: 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.

Prerequisites: State Fingerprinting required. All professional education and endorsement area courses and practicum must have been successfully completed. Note: Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/ Fee charged; Offered Pass/No pass only

ENG 201 - Newspaper  Credits: 1

This course enables students to develop and demonstrate skills in news gathering, 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.

Note: May be repeated for credit

ENG 202 - Introduction to Speech  Credits: 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 - Introduction to Theatre  Credits: 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. May be used to fulfill part of the General Education Fine Arts requirement.

Note: Cross-listed as TA 206

ENG 208 - Acting I  Credits: 2

Investigates the actor's art and discipline. The development of internal and external skill is stressed. Includes the performance of scenes.

ENG 217 - Literary Journal I  Credits: 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.

Prerequisites: WR 121

Note: May be repeated for credit; Offered Pass/No Pass only

ENG 218 - Literary Journal II  Credits: 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.

Prerequisites: WR 121

Note: May be repeated for credit; Offered Pass/No Pass only

ENG 221 - Films of James Bond  Credits: 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 special 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.

Prerequisites: WR 121

Note: Offered during the summer
**ENG 222 - British Literature**  
Credits: 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.

**Prerequisites:** WR 121

**ENG 223 - British Literature**  
Credits: 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.

**Prerequisites:** WR 121

**ENG 231- American Literature I**  
Credits: 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.

**Prerequisites:** WR 121

**ENG 232 - American Literarue II**  
Credits: 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.

**Prerequisites:** WR 121

**ENG 288 - English Seminars**  
Credits: 1

Seminars in subjects relating to the field of literary study.

**Note:** Cross-listed as HST 288 and HUM 288. See HUM 288 for a listing of courses. Pass/No-Pass Only
ENG 310 - World Drama  
Credtis: 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.

Prerequisites: WR 121

ENG 312 - Introduction to Poetry  
Credtis: 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.

Prerequisites: WR 121

ENG 315 - The World Novel  
Credtis: 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.

Prerequisites: WR 121

ENG 317 - Children’s Dramatic Literature  
Credtis: 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.

Note: Cross-listed as EDU 317, TA 317
ENG 321 - Shakespeare  
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.  

Prerequisites: WR 121

ENG 337 - The Sixties in its own Write  
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.  

Prerequisites: WR 121  
Note: Cross-listed as HST 337

ENG 342 - Women's History and Literature  
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.  

Prerequisites: WR 121  
Note: Cross-listed as HST 342

ENG 343 - Gender, Race and Literature  
In this course, we will examine race and gender, as well as economic class as issues played out and discussed in fiction and nonfiction works from American literature, as well as in film and advertising. Although the focal point of the course is on the American experience, students will be exposed to comparative studies involving international contexts. Race, gender, and class pervade our lives in seen and often unseen ways, and our awareness of them increases our capacity for compassion and critical thought. This is a literature-based course centered on discussion, research and writing.  

Prerequisites: WR 121
ENG 348 - Film and Literature  
An exploration of the grammar of film, the relationship between film and literature, and the cultural concerns exposed in film.  
Prerequisites: WR 121

ENG 363 - The European Novel  
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.  
Prerequisites: WR 121

ENG 439 - Introduction to Linguistics  
An introduction to the structure of English and general theories in linguistics. A major focus of this course is descriptive and prescriptive approaches to English grammar. During the second half of the course, students will understand the processes of language change as they examine the historical development of English from Old English to Modern English.  
Prerequisites: WR 121  
Note: Cross-listed as EDU 439

ENG 462 - The Hero  
A study of selected heroes (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.  
Prerequisites: WR 121
ENG 464 - The Gothic Novel  

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.

**Prerequisites:** WR 121

ENG 480 - Religion and Literature  

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' Narnia, tragic literature such as Elie Wiesel's Night, or comedic literature such as Shakespeare's As You Like It.

**Prerequisites:** REL 211 or 221

**Note:** Cross-listed as REL 480

ENG 488 - Advanced English Seminar  

Seminars in subjects relating to the field of literary study.

**Note:** Cross-listed as HST 488 and HUM 488. See HUM 288 for a listing of subjects. Pass/No-Pass Only

ENG 492 - Senior Thesis Preparation  

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.
ENG 493 - English Thesis Part I: Literature Review and Experimental Design Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: Successful completion of ENG 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

ENG 494 - English Thesis Part II: Research, Thesis Writing, and Defense Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of ENG 493 with a grade of C or better.

ENG 496 - English Practicum Credits: 3

Supervised experience is a setting related to the student’s concentration of choice. Requires a final written summary and presentation of activities by the student.

Prerequisites: Senior status as an English major.
Note: Pass/No Pass Only

ENV 201 - Radiation Safety Credits: 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 - Environmental and Natural Resources Law and Ethics  
**Credits: 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.

**Note:** Cross listed as ENV 511

ENV 401 - Environmental and Natural Resources Finance and Economics  
**Credits: 3**

This course explores the impact of environmental and natural resource financial and economic factors affecting businesses and their ability to comply with environmental/natural resources regulations. Alternatives-based problem solving is used as tool to arrive at practical solutions to real business issues. Cost-benefit analysis and natural resource valuation are stressed.

**Note:** Cross-listed as ENV 501

ENV 422 - Risk Assessment  
**Credits: 3**

This course is designed as a "hands-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.

**Prerequisites:** MTH 231  
**Note:** Cross-listed as BA 455, ENV 555, MBA 555

ENV 431 - Environmental Modeling  
**Credits: 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.

**Prerequisites:** Permission of EMP Director
ENV 451 - Field Sampling, Analysis and Instrumentation  
Credtis: 3

This is 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.

Prerequisites: Permission of EMP Director

ENV 461 - Negotiations  
Credits: 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  
Credits: 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.

Note: Cross listed with ENV 562, SOM 451, and SOM 551

ENV 463 - Alternative Dispute Resolution  
Credits: 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.

Note: Cross listed with ENV 563, SOM 451, and SOM 551

ENV 481 - Environmental Remediation Technology  
Credits: 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 Project Management  Credits: 2

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  Credits: 1

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.

Prerequisites: Environmental Management program director approval
Note: Offered Pass/No Pass only

ENV 491 - Environmental/Natural Resource Projects  Credits: 1

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).

Note: Offered Pass/No Pass only

ESS 196 - Introduction to Athletic Treatment  Credits: 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.

Prerequisites: None
Note: Pass/No pass only

ESS 220 - Stress Management  Credits: 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.
ESS 250 - Introduction to Exercise Science Credits: 2

This course will survey career options in exercise, fitness, health promotions, and sport sciences. Students will study the exciting opportunity to positively impact our society through promoting health and fitness. The student will also examine trends and career potentials related to exercise, fitness, health, and sport sciences.

ESS 260 - Health and Fitness for Life with Lab Credits: 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, flexibility, muscular strength and endurance, body composition, and stress testing. Students will use the results of this assessment to develop a personalized wellness plan.

Note: Lab fee

ESS 280 - Diseases Credits: 2

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.

ESS 296 - Beginning Athletic Treatment Credits: 2

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.

Prerequisites: ESS 196 or Instructor approval

Note: Pass/No pass only

ESS 330 - First Aid & CPR Credits: 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.

Note: Lab fee; Pass/No pass only; May be repeated once for credit; This course does not meet the health care provider requirements for the certified nursing assistant program.
ESS 340 - Prevention and Care of Athletic Injuries  Credits: 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.

Prerequisites: BIO 264 or BIO 364

Note: Lab fee

ESS 352 - Sport Skill Analysis  Credits: 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.

ESS 368 - Motor Learning  Credits: 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 across the lifespan.

Prerequisites: BIO 101

ESS 370 - Principles of Coaching  Credits: 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.

ESS 371 - Theory of Volleyball  Credits: 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.

Prerequisites: ESS 370 or Instructor approval

ESS 372 - Theory of Basketball  Credits: 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.

Prerequisites: HPE 370 or Instructor approval
### ESS 373 - Theory of Baseball
Credits: 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.

**Prerequisites:** ESS 370 or Instructor approval

### ESS 374 - Theory of Soccer
Credits: 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.

**Prerequisites:** HPE 370 or Instructor approval

### ESS 375 - Theory of Softball
Credits: 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.

**Prerequisites:** ESS 370 or Instructor approval

### ESS 380 - ASEP Certification Seminar
Credits: 1

The American Sport Education Program (ASEP) is one of the more widely recognized sport education certification programs in the United States. This course will enable students to meet ASEP entry coaching requirements for several states, including Oregon and Washington.

### ESS 396 - Intermediate Athletic Treatment
Credits: 3

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.

**Prerequisites:** ESS 296 or Instructor approval

**Note:** Offered Pass/No pass only

### ESS 398 - Organization and Administration of Exercise and Sport Science
Credits: 2

This course offers systematic study of organization, management, and promotion of Physical Education, Athletics, and Fitness Centers. Students will develop an understanding of administrative philosophy, management practices, and issues as they relate to the various elements of education, sports, and fitness facility management.
ESS 422 - Psychology of Sport and Physical Activity  Credits: 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.

**Prerequisites:** PSY 201  
**Note:** Cross-listed as PSY 422

ESS 432 - Measurements and Evaluation in Exercise and Sport Science  Credits: 3

This course provides an introduction to the basic statistical techniques essential to measurement and evaluation in exercise, fitness, and sport sciences. Included are practice experiences in testing body type, health-related fitness, skill-related fitness, affective and psychological variables. Experience in reading, synthesizing, and reporting current exercise research will also be gained in this course.

**Prerequisites:** MTH 110, MTH 231, ESS 260

ESS 440 - Advanced Prevention, Care, Rehabilitation of Athletic Injuries  Credits: 2

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.

**Prerequisites:** ESS 340, ESS 396 and Instructor approval

ESS 444 - Injury Treatment and Rehabilitation  Credits: 3

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.

**Prerequisites:** ESS 340, ESS 396 and Instructor approval
ESS 452 - Physical Activity and Sport for Special Populations  
Credits: 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 to include individuals with disabilities in sport and physical activity. As a result, students will recognize that individuals are entitled to and benefit from participation in physical activity programs.

Prerequisites: BIO 264, PSY 201

ESS 462 - Nutrition  
Credits: 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 their patients.

Prerequisites: BIO 101, ESS 260

ESS 464 - Nutrition for Exercise and Human Performance  
Credits: 3

This course will focus on the study of the body and how it uses the basic nutrients, the impact of the nutrients and foods on a person's health in the prevention of disease, and how nutrition can impact maximum efficiency. Particular attention will be on how cultural and psycho-social factors influence food choices, as well as how food choice impacts health, exercise, fitness, and sport performance.

Prerequisites: BIO 101, ESS 260

ESS 472 - Kinesiology  
Credits: 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.

Prerequisites: BIO 101, BIO 264

ESS 482 - Exercise Prescription and Programming  
Credits: 3

This course will focus on the interpretation of fitness assessment data and the developing of programs for a variety of clients/individuals. Students will develop experience and confidence in creating personal fitness prescriptions and programs based on results of fitness testing and other relevant information.

Prerequisites: BIO 264, ESS 432
ESS 492 - Exercise Physiology  
**Credits: 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. Practical labs will enable the student to gain valuable experience in observing, recording and interpreting human physiological response to exercise.

**Prerequisites:** BIO 264, BIO 265

ESS 495 - ESS Research Project  
**Credits: 3**

This capstone course will enable the student to synthesize their knowledge and develop skills that will enable them to be successful in future employment or in their chosen area of graduate study. Through synthesis and presentation of a current research project, the student will show competence and confidence necessary to be an effective contributor in the fitness industry.

**Prerequisites:** ESS 482, ESS 492

ESS 496 - Advanced Athletic Treatment  
**Credits: 4**

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.

**Prerequisites:** ESS 340, ESS 396 and Instructor approval  
**Note:** Pass/No pass only

ESS 498 - Internship  
**Credits: 1**

This course connects the ESS major with practical, relevant and challenging real-world experiences in the fitness industry. Throughout this experience Concordia students apply the knowledge they gained through technical, laboratory, and theoretical classes. The internship experience leads to connection with professionals in fitness clubs and sports labs; these networking opportunities shape and lead our students to employment after graduation.

**Prerequisites:** Completion of a majority of the ESS 400 level core courses and ESS Department Chair approval  
**Note:** Pass/No pass only
GEO 110 - Introduction to Cultural Geography  Credits: 2

An introduction to cultural geography. Language, religion, government, tribal, traditional and industrial societies and population trends and problems are among the topics covered.

**Note:** A 3 credit version is available for Bac Pac students only.

GER 101 - Elementary German I  Credits: 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  Credits: 3

Extension of the development of skills begun in GER 101 with more emphasis on reading and grammar. Beginning of written composition.

**Prerequisites:** GER 101

GER 201 - Advanced German  Credits: 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.

**Prerequisites:** GER 102

GLG 101 - Introduction to Geology  Credits: 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.

**Note:** Lab fee; Lab section required

GLG 471 - Hydrogeology  Credits: 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.

**Prerequisites:** GLG 101

**Note:** Lab section required
GRK 201 - Elementary Greek I     Credits: 5

The purpose of this course is to offer an introduction to the basics of Classical Greek pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical and Koine Greek with speed and proficiency. It is first part of a two course sequence generally offered during the first or second year; the second course in the sequence is GRK 202: Elementary Classical Greek II.

GRK 202 - Elementary Greek II     Credits: 4

The purpose of this course is to offer a continuation of the introduction to the basics of Classical Greek pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical and Koine Greek with speed and proficiency. It is the second part of a two course sequence offered generally during the first or second year.

Prerequisites: GRK 201

GRK 401 - Classical Greek Readings     Credits: 3

GRK 401 is an advanced Greek translation course based on various classical Greek sources. Students will gain an increasing mastery over classical Greek syntax and vocabulary by reading selections from Aesop’s Fables, Theophrastus, Herodotus, and Plato. Students will review Greek forms, syntax, grammar, and master the most important principal parts of Greek verbs and begin to read continuous passages of classical Greek with speed and proficiency. In addition, students will also gain an appreciation for four classical authors who offer a window into the world of the ancient Greeks.

Prerequisites: GRK 202

GRK 402 - Biblical Greek Readings     Credits: 3

An advanced Greek translation course based on the canonical gospels, the Pauline epistles, Hebrews, Revelation, and other early Christian literature. Students will gain an appreciation of the differences between Classical and Biblical Greek (koine) syntax, master the principal parts of Greek verbs, learn the basic vocabulary commonly found in the New Testament, and begin to read continuous passages of koine Greek with speed and proficiency. Students will learn to use the critical apparatus of the Nestle-Aland edition of the Novum Testamentum Graece. Students will also gain an appreciation for the gospel, epistololary, and apocalyptic genres utilized by early Christians and the distinctive theology presented these representative works.

Prerequisites: GRK 401
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCA 201</td>
<td>The Nations Health</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
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<tr>
<td>HCA 299</td>
<td>Prior Learning Assessment</td>
<td>2</td>
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<tr>
<td></td>
<td>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.</td>
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</tbody>
</table>
|              | **Prerequisites:** Bachelor of Science degree students only  
|              | **Note:** Offered Pass/No-Pass only; Cross-listed as BA 299 |
| HCA 321      | Health Care Administration and 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 Planning and Marketing                 | 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. |
|              | **Prerequisites:** HCA 201 or Instructor approval |
| HCA 351      | Quality Assessment and Improvement               | 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  
Credits: 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, Society and the Future  
Credits: 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  
Credits: 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 Resources  
Credits: 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 - Health Care Ethics and Law  
Credits: 3

This course addresses the legal and ethical aspects of health care delivery. It emphasizes the legal and ethical background for responsible decision making.

Prerequisites: HCA 201 or waiver

HCA 412 - Law and Ethics in Geriatrics  
Credits: 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.

Prerequisites: HCA 201 or waiver
**HCA 421 - Health Care Financial Management in Health Services**  
*Credits: 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 - Health Care Policy and Regulation**  
*Credits: 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.

**Prerequisites:** HCA 201 or waiver

**HCA 450 - Parish Nursing**  
*Credits: 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**  
*Credits: 1*

Current advanced health care topics in a workshop format. Topics will be announced by program director.

**Note:** Lab fee charged; Offered Pass/No-Pass only

**HCA 481 - Issues in Working with the Elderly**  
*Credits: 3*

This course provides a basic understanding of biopsychosocial issues prevalent when working with older adults, as well as related policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

**Prerequisites:** HCA 201 or waiver

**HCA 482 - Systems Long-Term Care**  
*Credits: 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.

**Prerequisites:** HCA 201 or waiver
HCA 491 - Research Project / Internship  Credits: 1

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.

Prerequisites: Should be taken in the final two semesters of enrollment prior to graduation
Note: Internship fee charged each semester; May be repeated for a total of 9 credits

HEB 301 - Elementary Biblical Hebrew I  Credits: 4

The purpose of this course is to offer an introduction to the basics of classical Biblical Hebrew pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages from the Biblia Hebraica Stuttgartensia, the critical text of the Hebrew Bible, with speed and proficiency. It is first part of a two course sequence generally offered during the third or fourth year; the second course in the sequence is HEB 302: Elementary Hebrew II.

HEB 302 - Elementary Biblical Hebrew II  Credits: 4

The purpose of this course is to offer a continuation of the introduction to the basics of classical Biblical Hebrew pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages from the Biblia Hebraica Stuttgartensia, the critical text of the Hebrew Bible, with speed and proficiency. It is the second part of a two course sequence generally offered during the third or fourth year.

Prerequisites: HEB 301

HHS 451 - HHS Seminar  Credits: 1

Current advanced health and human service topics in a workshop format. Topics will be announced by program director.

Note: Lab fee charged; Offered Pass/No-Pass only

HPE 127 - Beginning Karate  Credits: 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.

Note: Lifetime Leisure Activity; May be repeated once for credit
HPE 371 - Theory of Volleyball  
Credits: 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.

Prerequisites: HPE 370 or Instructor approval

HPE 375 - Theory of Fastpitch  
Credits: 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.

Prerequisites: HPE 370 or Instructor approval

HST 201 - Introduction to American Government  
Credits: 3

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

Note: Cross-listed as PSC 201

HST 202 - Europe in Transition 1300-1789  
Credits: 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.

Prerequisites: Humanities core or instructor approval

HST 203 - Europe Since 1789  
Credits: 3

This course will survey the development of European civilization from 1789 (the outbreak of the French Revolution) to the present day, with particular focus on the events of the twentieth century. The course will identify the connections between and common threads within these developments in order to gain a better understanding of how the rise of Europe as the center of global power shaped it and, increasingly, the rest of the world. Throughout the course connections will be made between these past events and contemporary events in order to better understand current political, social, economic, religious, and strategic issues. The course will focus on examining the legacy of European history in light of the industrialization and imperialism of the nineteenth century, the two world wars, the Holocaust, and the Cold War. The course is a mixture of political, international, social, gender, cultural, economic, and military history. Particular focus will be given to the intellectual development of the ideas that drove (and were, in turn, driven by) these events.
HST 215 - American Civilization I  Credits: 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 Civilization II  Credits: 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 - Departmental Seminar  Credits: 1

Seminars in subjects relating to the field of literary study.

Note: Cross-listed as ENG 288 and HUM 288. See HUM 288 for a listing of courses.
Pass/No-Pass Only

HST 312 - Art and Culture  Credits: 4

Students will survey the historical and cultural roots of art, especially in western civilization, from the prehistoric to the present.

Prerequisites: HUM 151 recommended
Note: Cross-listed as ART 312

HST 331 - Media and Culture in American  Credits: 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 has 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 and Ethnicity in American Culture Credits: 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 335 - History and Culture of India Credits: 3

The course will present the long history and varied culture of the land of India. The lasting influences of the great empires that covered the land and the major religions that continue to live in the land will be discussed, with special reference to the pervasive influence of the ancient Hindu traditions. Speakers, excursions, and videos will be featured in the course.

HST 336 - United States Since 1945 Credits: 3

An exploration of the major political economic and cultural transformations of the United States in the second half of the 20th century. Among others, this course will examine impact of the cold War and the new role of the United States in the world, the political realignments of the postwar era and the social and political upheavals of the 1960s, 1970s and 1980s. An integral part of this class will be the analysis of films in terms of how they reflected and contributed to these vast changes in politics and everyday life.

HST 337 - The Sixties in its own Write Credits: 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.

Prerequisites: WR 121
Note: Cross-listed as ENG 337

HST 342 - Women’s History and Literature Credits: 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.

Prerequisites: ENG 121
Note: Cross-listed as ENG 342
HST 345 - Luther and Society  
Credits: 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.

Prerequisites: HST 202 or instructor approval  
Note: Cross-listed as REL 345

HST 347 - Modern Germany  
Credits: 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 finally, reunification.

Prerequisites: HST 203 or instructor approval

HST 348 - Modern Russia  
Credits: 3
This course focuses on the development of Russian politics, society, economics, and international relations between 1905 and the present. Emphases include the 1917 Bolshevik Revolution, the Terror Famine and the Great Terror, the Second World War, the Cold War, the final collapse of the Soviet Union, and contemporary issues in Russian society.

Prerequisites: HST 203 or instructor approval

HST 349 - Renaissance and Reformation  
Credits: 3
An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

Prerequisites: HST/REL 352 or 353 recommended  
Note: Cross listed as REL 349

HST 351 - Religion in American Life  
Credits: 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.

Note: Cross-listed as REL 351
HST 352 - Church History I: Early Church to Reformation  
Credits: 3

This course provides the student with a basic understanding of the history of the Christian Church in its early formative years until the Reformation period. The course covers the intellectual, artistic, liturgical, organizations, devotional and mission activities of the church, utilizing primary source materials. Emphasis is given to inspiring figures of the era and the challenge they bring also to our contemporary church work.

Note: Cross-listed as REL 352

HST 353 - Church History II: Reformation to Today  
Credits: 3

This course explores the history of the Christian Church from era of the Reformation through the present, with special attention paid to broad movements which continue to impact the religious scene in much of the world, but especially in North America. Extensive readings in original documents will facilitate an ability to grasp the thought and importance of various figures as well as build critical thinking skills associated with the study of History.

Note: Cross-listed as REL 353

HST 355 - History of the Middle East  
Credits: 3

The Middle East ranks as one of the most troubled regions of the globe politically, economically and culturally. The Israeli-Palestinian conflict, the resurgence of a militant Islam and the other ongoing conflicts throughout the region have given the Middle East a reputation as a powder keg. This course will attempt to account for the instability of the region, which already began in the early 20th century. It will examine the vacuum left by the decline and collapse of the Ottoman Empire, the attempt of Western powers to fill this vacuum, the emergence of quasi-secular nationalism and, finally, the explosive growth of militant Islam.

HST 361 - 20th Century Dictatorships  
Credits: 3

An examination of Fascist Italy, Nazi Germany, and Stalinist Russia. Themes will include economics, propaganda, terror, genocide, the role of women, religion, art, music, and cinema.

HST 363 - Totalitarianism in History  
Credits: 3

This course assesses the concept of totalitarianism through the examination of various case studies ranging from Robespierre and the French Revolution through the dictatorships of Hitler, Stalin, Mao, Pol Pot, Kim II-Sung and others, and discusses the contemporary applications of the concept through examination of current international affairs and contemporary intellectual debate.
HST 364 - Modern Asia  Credits: 3

This course explores the political, social, economic and military development of modern Asia from the early nineteenth century to the present. An emphasis on relations between Asian nations themselves and with the outside world will be paramount, with particular focus placed on the emergence of China, Japan, Korea, Taiwan and the nations of Southeast Asia as modern states.

HST 365 - Introduction to International Relations  Credits: 3

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

Note: Cross-listed as PSC 365

HST 389 - Classical Greece and Rome  Credits: 3

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-state (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

Cross-listed as REL 389

HST 488 - Departmental Seminar  Credits: 1

Seminars in subjects relating to the field of literary study.

Note: Cross-listed as eng 488 and HUM 488. See HUM 288 for a listing of subjects; Pass/No-Pass Only

HST 492 - Senior Thesis Preparation  Credits: 1

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.
HST 493 - History Thesis Part I: Literature Review and Project Design
Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: Successful completion of HST 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

HST 494 - History Thesis Part II: Research, Thesis Writing, and Defense
Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of HST 493 with a grade of C or better.

HUM 151 - Ethics and Citizenship
Credits: 3

An exploration into 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 philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?

HUM 251 - From the Premodern to the Postmodern World
Credits: 3

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and theology.

Prerequisites: HUM 151
HUM 288 - Humanities Seminar  Credits: 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?, Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy,

Note: Cross-listed as ENG 288 and HST 288; Pass/No Pass only

HUM 351 - Challenges of Global Diversity  Credits: 3

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

Prerequisites: HUM 151, HUM 251 or Junior status

HUM 381 - Field Experience in Cross-Cultural Understanding  Credits: 3

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. S/He will gain some skill in the language of ministry and research points of contact for effective witnessing.

HUM 382 - Issues between Christianity and Another Religion  Credits: 2

This course presents the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relationships between the two religions and grow in the ability to relate effectively to another religion.

Prerequisites: REL 211 or 221
HUM 488 - Humanities Seminar  Credits: 1

These seminars are reading and discussion courses in areas related to the humanities. Upper division credit will require greater participation. Some of the courses offered in a two-year cycle are: Who was Shakespeare? Urban Ecology, Peace Studies, Eating Disorders, Current Events, and Media Literacy.

Note: Cross-listed as ENG 488 and HST 488; Pass/No Pass only

HUM 492 - Senior Thesis Preparation  Credits: 1

This course is required for students planning to complete a senior thesis. The outcome of this course should be a thesis proposal.

HUM 493 - Humanities Thesis Part I: Literature Review and Project Design  Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: Successful completion of HUM 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

HUM 494 - Humanities Thesis Part II: Research, Thesis Writing, and Defense  Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of HUM 493 with a grade of C or better.

LAT 101 - Elementary Latin I  Credits: 3

The purpose of this course is to offer an introduction to the basics of Classical Latin pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical Latin with speed and proficiency. It is first part of a two course sequence generally offered during the first or second year; the second course in the sequence is LAT 201: Elementary Latin II.
LAT 201 - Elementary Latin II  
Credits: 3

The purpose of this course is to offer a continuation of the introduction to the basics of Classical Latin pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical Latin with speed and proficiency. It is the second part of a two course sequence offered generally during the first or second year.

Prerequisites: LAT 101

LDR 150/850 - Portfolio Assessment  
(form non credit)

Credits: 0

This course prepares students to understand and utilize Concordia’s assessment system. The course is designed to introduce students to the value and benefits of student portfolios and to provide instruction in the creation, maintenance, sharing, and publishing of student portfolios for academic and professional use.

Note: Portfolio Fee.

LDR 198 - Concordia Commitment  
Credits: 1

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.

Prerequisites: Signed contract with the Instructor

MKT 360 - Principles of Marketing  
Credits: 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.

Prerequisites: BA 101, BA/ECN 203

MKT 361 - Advertising and Sales Promotion  
Credits: 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.

Prerequisites: MKT 360
MKT 362 - Consumer Behavior     Credits: 3

Consumer behavior is the study of the cognitive, affective, behavioral and environmental factors that influence decision-making in the marketplace. Students will explore theoretical concepts and learn how the consumer engages in the buyer-seller relationship and the psychological factors that influence and shape consumer behavior. In addition, students will read some of the primary research and will develop a final paper or other project to demonstrate their integrated understanding.

Prerequisites: MKT 360

MKT 363 - Marketing Research     Credits: 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.

Prerequisites: MKT 360

MKT 364 - Marketing on the Internet     Credits: 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.

Prerequisites: MKT 360

MKT 365 - Innovation and Product Life Cycle     Credits: 3

This course focuses on the principles, strategies, practices and applications of product lifecycle management (PLM) and how PLM is implemented by today's most innovative organizations. Particular emphasis is placed on the perceived risks and benefits of product innovation throughout the entire product lifecycle and the impact on corporate structure, operations and growth.

Prerequisites: MKT 360

MKT 366 - Global Marketing     Credits: 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.

Prerequisites: MKT 360
**MKT 467 - Marketing Strategy and Management**  
**Credits: 3**  
Primary focus is on the management perspective of strategic development in marketing. Emphasis is on developing and implementing marketing strategies and determining their impact on customer satisfactions, profitability, and competitive advantage.

**Prerequisites:** MKT 360

**MTH 094 - Math Lab I**  
**Credits: 1.5**  
Arithmetic of signed numbers, algebraic expressions, solving equations.

**Prerequisites:** Math placement exam

**MTH 095 - Math Lab II**  
**Credits: 1.5**  
Introduction to functions, solving linear equations, and Cartesian graphing

**Prerequisites:** Math placement exam or MTH 094

**MTH 096 - Math Lab III**  
**Credits: 1.5**  
Exponential expressions, polynomial expressions, factoring polynomials, and solving quadratic equations with rational roots.

**Prerequisites:** Math placement exam or MTH 095

**MTH 097 - Math Lab IV**  
**Credits: 1.5**  
Simplifying radical expressions, solving quadratic equations, and simplifying a variety of rational expressions.

**Prerequisites:** Math placement exam or MTH 096

**MTH 110 - Math for Life**  
**Credits: 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. 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.

**Prerequisites:** Math placement exam or MTH 097
MTH 123 - College Algebra  
Credits: 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.

Prerequisites: Math placement exam or MTH 097

MTH 124 - Pre-Calculus  
Credits: 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 or advance mathematics.

Prerequisites: Math placement exam or MTH 097

MTH 133 - Math for Teachers I  
Credits: 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.

Prerequisites: Math placement exam or MTH 095

MTH 134 - Math for Teachers II  
Credits: 3
A problem-solving approach to the study of geometry, measurements, metric system, transformations, congruence’s, similarities, ratio, proportion, and percents. The course is required for Elementary Education majors and satisfies a portion of their General Education mathematics requirement.

Prerequisites: Math placement exam, MTH 095, MTH 133 recommended

MTH 211 - Calculus I  
Credits: 4
A study of differential calculus, limit theory, and development of the integral.

Prerequisites: Math placement exam or MTH 124

MTH 212 - Calculus II  
Credits: 4
A continuation of MTH 211 with development of integral calculus, series, partial differentiation and multiple integrals.

Prerequisites: MTH 211
MTH 213 - Multivariable Calculus  Credits: 3

This course is designed to take the concepts that students have already learned in Calculus I and II and expand these into three dimensions. Topics explored will include three dimensional graphing, Partial Derivatives, Exrema of functions with 2 independent variables, double and triple integrals. All topics include applications in Engineering, physics and other discipline areas. A graphing calculator is required and will be used for 3 dimensional graphing and modeling data.

Prerequisites:  MTH 212

MTH 231 - Research and Statistical Techniques  Credits: 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.

Prerequisites:  MTH 097 required, MTH 123 recommended
Note:  Cross-listed as PSY 231 and SOC 231

MTH 341 - Linear Algebra  Credits: 2

A study of matrices, linear systems and vectors with applications to mathematics, science, and modeling.

Prerequisites:  MTH 212 or Instructor approval

MTH 345 - Computer Science  Credits: 3

A study of computer logic, programming in a structured language, and applications of computers to problem solving. The programming language may vary.

Prerequisites:  MTH 110

MTH 361 - Abstract Algebra  Credits: 2

An investigation of the properties of groups, rings, integral domains, and fields. An emphasis on proof and structure will be taken.

Prerequisites:  MTH 212 or Instructor approval

MTH 371 - Number Theory  Credits: 2

A study of prime numbers, divisibility, modular systems, and remainder theorems. The course will emphasize proof and mathematical structures.

Prerequisites:  MTH 212 or Instructor approval
MTH 401 - Analysis        Credits: 2
A study of metric spaces and the properties of the real number system.
Prerequisites: MTH 361 or Instructor approval

MTH 411 - Advanced Geometry        Credits: 2
A study of Euclidean geometry (plane and solid) and non-Euclidean geometries.
Prerequisites: MTH 212 or Instructor approval

MUP 100B - Music Performance: Brass        Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 100D - Music Performance: Percussion        Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 100F - Music Performance: Flute        Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 100G - Music Performance: Guitar        Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 100H - Music Performance: Handbells        Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.
**MUP 100N - Music Performance: Organ**  
Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

**MUP 100P - Music Performance: Piano**  
Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

**MUP 100R - Music Performance: Reeds**  
Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

**MUP 100S - Music Performance: Strings**  
Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

**MUP 100V - Music Performance: Voice**  
Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

**MUP 111 - Class Piano I**  
Credits: 1

Classroom instruction to facilitate basic keyboard skills.

**MUP 112 - Class Piano II**  
Credits: 1

Continuation of MUP 111.

**Prerequisites:** MUP 111 or consent of instructor.
MUP 200B - Musical Performance: Brass    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200D - Musical Performance: Percussion    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200F - Musical Performance: Flute    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200G - Musical Performance: Guitar    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200H - Musical Performance: Handbells    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200N - Musical Performance: Organ    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200P - Musical Performance: Piano    Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.
MUP 200R - Music Performance: Reeds  Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200S - Music Performance: Strings  Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 200V - Music Performance: Voice  Credits: 1
Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 211 - Class Piano III  Credits: 1
Continuation of MUP 112.

Prerequisites: MUP 112 or consent of instructor.

MUP 215 - Concordia University Choir Tour  Credits: 0.5
The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues. Although most of tour costs are paid by the university, a fee may be assessed each student when air-travel is required.

Corequisite enrollment: MUP 216 or MUP 231
Note: A travel fee may be assessed; Course may be repeated for credit
MUP 216 - Concordia University Concert Choir Credits: 1

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations as well as regional and international concerts in annual choir tours. (Tour - see MUP 215 & MUP 415) This ensemble is a year-long commitment and admission is by audition. A $130 fee is assessed each new member for the purchase of formal and informal concert attire which becomes their personal property.

Prerequisites: Audition
Note: Lab fee charged; Course may be repeated for credit

MUP 220 - Women's Vocal Ensemble Credits: 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.

MUP 231 - Christi Crux Vocal Ensemble Credits: 1

The Christi Crux Vocal Ensemble is a small vocal ensemble with 28 to 34 members who are selected from the membership of the Concordia University Choir based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble. This ensemble presents music in weekly chapel services as well as in five to six worship venues during the course of each semester. Christi Crux also presents music in the Concordia University Choir tour as well separate tours that are planned specifically for this ensemble.

Prerequisites: Audition/Instructor permission
Note: Lab fee; May be repeated for credit

MUP 233 - Concordia Ringers Credits: 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.

Note: Lab fee; May be repeated for credit
MUP 234 - CU Handbell Tour

Credits: 0.5

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia Ringers, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

Prerequisites: Enrollment in MUP 233
Note: A travel fee may be assessed; Course may be repeated for credit

MUP 236 - Concordia Brass

Credits: 1

Brass Ensemble performs on concerts, at chapel and various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

Prerequisites: Audition and Instructor Permission
Note: Lab fee charges; May be repeated for credit.

MUP 237 - Concordia Praise Ensemble

Credits: 1

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members who are selected by audition and are chosen by their abilities and the required instrumentalists needed to fill the personnel needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other selected worship and outreach venues during the course of each semester.

Prerequisites: Audition/Instructor permission
Note: Lab fee charged; May be repeated for credit

MUP 238 - Small String Ensemble

Credits: 1

String Ensemble is available for students with a background in orchestral stringed instrurments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly on concerts, chapel services and other events. Membership is by audition.

Prerequisites: Audition/instructor permission.
Note: Lab fee charged; May be repeated for credit.

MUP 239 - Orchestra

Credits: 1

Performance of significant literature for orchestral instruments in concert and worship.

Prerequisites: Audition
MUP 240 - Wind Ensemble Credits: 1

Wind Ensemble is the university's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs on concerts, at chapel and will soon begin touring. Membership is by audition.

Prerequisites: Audition/instructor permission.
Note: Lab fee charged; May be repeated for credit.

MUP 300B - Music Performance: Brass Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300D - Music Performance: Percussion Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300F - Music Performance: Flute Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300G - Music Performance: Guitar Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300H - Musical Performance: Handbells Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.
MUP 300N - Music Performance: Organ Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300P - Music Performance: Piano Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300R - Music Performance: Reeds Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300S - Music Performance: Strings Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 300V - Music Performance: Voice Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 399E - Music Experimental Course Credits: 2

MUP 400B - Music Performance: Brass Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.
MUP 400D - Music Performance: Percussion  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400F - Music Performance: Flute  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400G - Music Performance: Guitar  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400H - Music Performance  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400N - Music Performance: Organ  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400P - Music Performance: Piano  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400R - Music Performance: Reeds  Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.
MUP 400S - Music Performance: Strings Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 400V - Music Performance: Voice Credits: 1

Private instruction. 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) Lab Fee includes practice facilities at the university.

MUP 415 - CU Choir Tour Credits: 0.5

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues. Although most of tour costs are paid by the university, a fee may be assessed each student when air-travel is required.

Corequisite Enrollment: MUP 416 or MUP 431
Note: A travel fee may be assessed; Course may be repeated for credit.

MUP 416 - CU Concert Choir Credits: 1

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations as well as regional and international concerts in annual choir tours. (Tour - see MUP 215 & MUP 415) This ensemble is a year-long commitment and admission is by audition. A $130 fee is assessed each new member for the purchase of formal and informal concert attire which becomes their personal property.

Prerequisites: Audition
Note: Lab fee charged; Course may be repeated for credit

MUP 420 - Woman’s Vocal Ensemble Credits: 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.
MUP 431 - Christi Crux Vocal Ensemble  
Credits: 1

The Christi Crux Vocal Ensemble is a small vocal ensemble with 18 to 26 members who are selected from the membership of the Concordia University Choir based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble. This ensemble presents music in weekly chapel services as well as in five to six worship venues during the course of each semester. Christi Crux also presents music in the Concordia University Choir tour as well separate tours that are planned specifically for this ensemble.

**Prerequisites:** Four semesters of MUP 216 and audition/instructor permission  
**Note:** Lab Fee; May be repeated for credit

MUP 433 – Concert Handbells  
Credits: 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.

**Prerequisites:** Instructor permission  
**Note:** Lab Fee; May be repeated for credit;

MUP 434 - Concordia University Handbells Tour  
Credits: 0.5

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Handbells, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

**Corequisite Enrollment:** MUP 433  
**Note:** A travel fee may be assessed; Course may be repeated for credit

MUP 436 - Concordia Brass  
Credits: 1

Brass Ensemble performs on concerts, at chapel and various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

**Prerequisites:** Audition and Instructor Permission  
**Note:** Lab fee charges; May be repeated for credit.
MUP 437 - Concordia Praise Ensemble Credits: 1

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members who are selected by audition and are chosen by their abilities and the required instrumentalists needed to fill the personnel needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other selected worship and outreach venues during the course of each semester.

Prerequisites: Four semesters of MUP 237 and audition/instructor permission
Note: Lab fee charged; May be repeated for credit

MUP 438 - Small String Ensemble Credits: 1

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly on concerts, chapel services and other events. Membership is by audition.

Prerequisites: Four semesters of MUP 238 and audition/instructor permission.
Note: Lab fee charged; May be repeated for credit.

MUP 439 - Orchestra Credits: 1

Performance of significant literature for orchestral instruments in concert and worship.

Prerequisites: Audition

MUP 440 - Wind Ensemble Credits: 1

Wind Ensemble is the university's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs on concerts, at chapel and will soon begin touring. Membership is by audition.

Prerequisites: Four semesters of MUP 250 and audition/instructor permission.
Note: Lab fee charged; May be repeated for credit.

MUS 101 - Fundamentals of Music Credits: 2

An entry-level music theory course designed to provide fundamental skills in music reading, understanding melodic and harmonic construction, major and minor keys, remedial music analysis, and small-for composition.
MUS 102 - Music Theory  Credits: 2
Beginning study of the craft of music for music majors and minors or general students with considerable music experience. Includes study and application of scales, intervals, triads, rhythms and elementary chord progression through analysis and writing.

Prerequisites: Concurrent enrollment in MUS 101, MUS 142 or instructor approval

MUS 121 - Music Appreciation  Credits: 2
An introductory-level course for non-music majors designed to acquaint the student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

MUS 142 - Aural Skills I  Credits: 1
The course includes skill development in aural perception as students learn to identify rhythmic, melodic and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.
Corequisite enrollment: MUS 102

MUS 201 - Music Theory II  Credits: 2
This course assumes students have an intermediate level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music. It includes intermediate level use of harmonic progressions as related to melodic patterns of the Baroque and Classical eras, and explores polyphonic/contrapuntal writing techniques as developed/evolved in the Renaissance and Baroque eras of music. The course includes development of musical written skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisites: MUS 102 or instructor approval
Corequisite enrollment: MUS 241
MUS 202 - Music Theory II  Credits: 2

This course assumes students have an intermediate-advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music of the Romantice Era to the beginning of the Modern/20th Century era of music. It includes advanced use of traditional and modern notation and compositional techniques used in the creation of music of those eras. The course includes development of musical written skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisite: MUS 202
Corequisite enrollment: MUS 242

MUS 241 - Aural Skills II  Credits: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Corequisite enrollment: MUS 201

MUS 242 - Aural Skills III  Credits: 1

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

Corequisite enrollment: MUS 202

MUS 265 - Music Technology  Credits: 2

Introduction to advances in music technology, including MIDI and other computer-aided composition, recording, sampling, and combining acoustic with electronic music. Historical overview of technological developments and composers who have helped form the medium.

Prerequisites: MUS 101 or consent of instructor
MUS 301 - Music Theory IV  Credits: 2

This course assumes students have an advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of exiting music and for the creation of original music of the Modern/20th Century era of music. It includes advanced use of traditional and "modern musical" notation and compositional techniques used in the creation of music of this era. The course includes development of musical written skills through creating musical notation that demonstrates knowledge and understanding of the musical material.

Prerequisites: MUS 202 or instructor approval
Corequisite enrollment: MUS 341

MUS 324 - History of Music I  Credits: 3

A study of musical composers and their compositions - from ancient times through the musical Baroque Era. Major musical developments are discussed as an expression of the general human condition of each historical age.

Prerequisites: MUS 101, MUS 121 or instructor approval

MUS 325 - History of Music II  Credits: 3

A study of musical composers and their compositions from the Classical period to the Modern period in music. Major musical developments are discussed as an expression of the general human condition in each historical age.

Prerequisites: MUS 101, MUS 121, or instructor approval

MUS 326 - History of Music III  Credits: 3

A survey of "World Music" - music that explores musical traditions that have evolved apart from the musical tradition of western civilization.

Prerequisites: MUS 101, MUS 121 or instructor approval

MUS 327 - History of Music IV  Credits: 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.

Prerequisites: MUS 101, MUS 121, or instructor approval
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUS 341</td>
<td>Aural Skills IV</td>
<td>1</td>
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<td></td>
<td>The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.</td>
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<td><strong>Corequisite enrollment:</strong> MUS 301</td>
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<tr>
<td>MUS 351</td>
<td>Conducting I</td>
<td>2</td>
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<td></td>
<td>Beginning study in the craft of conducting, including basic beat patterns, preparatory and release gestures, and simple not-verbal stylistic cues. Students will conduct a music ensemble comprised of members of the class.</td>
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<td><strong>Prerequisites:</strong> MUP 211, MUS 202, MUS 242</td>
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<tr>
<td>MUS 364</td>
<td>Christian Hymns and Liturgy</td>
<td>2</td>
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<td></td>
<td>Survey of Christian hymnody and liturgical practices to develop awareness of the text and music treasures as well as Biblical sound worship practices. Different forms of hymns will be explored from classical to contemporary. Students will visit churches with different worship styles.</td>
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<td><strong>Prerequisites:</strong> MUP 211, MUS 242, REL 331</td>
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<tr>
<td>MUS 365</td>
<td>Music for Teachers</td>
<td>2</td>
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<td>Designed to explore the variety of musical resources appropriate for teaching music in the elementary classroom. Students develop their musical skills and creativity in the process of preparing lesson plans to teach specific aspects of music. The course will emphasize developing skills in understanding, presenting, and interpreting music while developing an awareness of the reasoning and required skills of teaching music in the elementary level classroom. MUS 101 and MUS 121 recommended</td>
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<tr>
<td>MUS 401</td>
<td>Arranging and Orchestration</td>
<td>2</td>
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<td>Application of theoretical, stylistic and technical principles to adapting original music for a variety of performing groups including vocal, band, orchestra and small ensembles.</td>
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<tr>
<td></td>
<td><strong>Prerequisites:</strong> MUS 241 or consent of instructor</td>
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</tbody>
</table>
MUS 452 - Conducting II Credits: 2
Continuation of MUS 351. Students will build upon their conducting skills with more advance study in expressive gestures, left hand independence, cueing, psychological conducting and score preparation.

Prerequisites: MUS 351

MUS 461 - Composition Credits: 2
The study of 21st century composition techniques. Students will compose chamber works using techniques studied in the class.

Prerequisites: MUS 202, MUS 242

MUS 492 - Senior Thesis Preparation Credits: 1
This course is a required course for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: Upper-division status as a music major and approval of the instructor.

MUS 493 - Senior Thesis I Credits: 2
The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: Successful completion of MUS 492 with a grade of B or better. Upper-division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis proj

MUS 494 - Senior Thesis II Credits: 2
The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of MUS 493 with a grade of C or better.
MUS 496 - Senior Project Credits: 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.

Prerequisites: Senior status as a music major.

NUR 301 - The Nursing Experience Credits: 6
This introductory course prepares the student to provide basic nursing care. The course parallels clinical training to receive certification as a nursing assistant and includes classroom study of the human experience of being a patient, helping interpersonal skills, and selected basic nursing concepts. Cultural sensitivity will be introduced.

NUR 303 - Clinical Nursing I: Care of the Adult With Physical Illness Credits: 7
The student in this course will study fundamental nursing concepts and develop proficiency in beginning therapeutic nursing interventions. The course will foster understanding of chronic illness, care of the aging, rehabilitation, long term care, and end-of-life nursing. Physiological nursing assessment and intervention for patients with selected conditions will be introduced. Theory is presented concurrent with skills laboratory (introductory assessment skills and nursing procedures) and clinical experience in long term care.

NUR 304 - Integration of Pathophysiology and Pharmacology Credits: 3
This course explores processes common to all pathologies, and then systematically reviews pathophysiological changes in selected body systems. The course also provides an overview of pharmacology with systematic study of one representative drug in each drug category. Underlying disease processes and pharmacology are presented concurrent with discussion of nursing process in Clinical Nursing I.

NUR 305 - Health Promotion Credits: 3
This course begins with an examination of ways the nursing student can sustain and enhance his/her own physical, emotional, and spiritual health throughout the nursing curriculum. Evidence based information on health promoting activities will be examined. Holistic health measures will be discussed in this context. Essential health promotion activities throughout the lifespan will be explored, as well as current knowledge about effective health education and the challenges of behavior change. This course will include the opportunity to teach and develop health promoting relationships in various settings that may include schools, day care centers, senior centers and living facilities, community centers, and campus. Cross cultural competence will be stressed.
NUR 313 - Clinical Nursing II: Care of the Hospitalized Adult with Acute Physical Illness  Credits: 7

This course continues the study of physiological nursing assessment and intervention initiated in Clinical Nursing I. Special emphasis is given to expanding the student's understanding of the nursing process and clinical reasoning using case narratives that include stories of human illness experiences as well as clinical data. Theory is presented concurrent with skills laboratory (intermediate assessment skills and more complex nursing procedures) and clinical practice in the hospital setting.

NUR 314 - Integration of Pathophysiology and Pharmacology II  Credits: 3

This course completes the examination of pathophysiological changes in the human body and examines pharmacology in greater depth with emphasis on clinical decision making. Underlying disease processes and pharmacological therapies are presented concurrent with relevant discussion of nursing process in Clinical Nursing II. Efficacy of herbal and other complementary remedies will be examined in this course.

NUR 341 - Psycosocial and Spiritual Caring  Credits: 3

This course focuses on spiritual self-awareness, sensitive spiritual assessment, and caring spiritual interventions. Also introduced are selected concepts that focus on family assessment and intervention, as well as cross cultural assessment and culturally competent practice. This will be an interdisciplinary course taught with both nursing and social work students.

Prerequisites: REL 371 World Religions
Note: Cross-listed as SCW 341

NUR 401 - Clinical Nursing III: Care of People Living with Mental Health Challenges  Credits: 4

This course examines mental health and strategies to enhance mental health of the healthy individual and family within their social and cultural context. Cross cultural understandings of mental health and illness will be examined. Skills in therapeutic communication and group dynamics will be developed. In addition, the course examines the most common psychiatric problems including their recognition, underlying biological and psychosocial dynamics, and effective interventions. The course includes clinical placements in outpatient and hospital settings.
NUR 402 - Clinical Nursing IV: Care of Children and Care of the Childbearing Family  
Credits: 8

In this course, the student studies both the family-centered care of children (pediatric nursing) and care of childbearing mothers and newborns (obstetrical nursing). Special emphasis is given to expanding the student's understanding of the nursing process and clinical reasoning using case narratives that include stories of human illness experiences as well as clinical data. The student will develop sensitivity to the needs of families from diverse cultures. Theory is presented concurrent with skills laboratory (pediatric and obstetric assessment and nursing procedures) and clinical practice in hospital and outpatient settings.

NUR 403 - Nursing Research and Evidence-Based Practice  
Credits: 2

This course enables the student to understand the purpose of nursing research, to identify common research designs, and to critique common research studies. The student will become familiar with the ways that notable nursing research has influenced quality practice. Likewise, this course examines the rationale for nursing practice to be grounded in research and other sources of evidence and explores evidence-based practice.

NUR 404 - Leadership Management  
Credits: 2

This course examines nursing leadership and management within contemporary health care services. Positive change, conflict management, delegation, supervision, and team building are emphasized. Professional responsibility and ethical practice are strongly emphasized.

NUR 405 - Clinical Nursing V: Senior Integration: Complex Care and Student Preceptorship  
Credits: 8

This culminating senior level course serves several purposes. Students will examine essential concepts and skills of nursing the critically ill and apply this to clinical placements where patients are receiving intensive care for highly unstable conditions. Care of the chronically ill, aging, and dying will be examined at the senior level. Students will have a half semester opportunity to practice in a clinical practicum site of their choice. This course will also incorporate an intensive NCLEX review to pass the licensing examination. In addition, this class will require laboratory hours to strengthen nursing assessment and intervention skills in preparation for professional practice.

NUR 406 - Community Nursing  
Credits: 4

The senior level course integrates student learning about health and illness to provide care that focuses on health promotion for entire communities and populations, as well as to provide individual and family focused care through practice in homes, clinics, shelters, and other community-based settings. The student will deepen ability to provide culturally competent care.
PAC 102 - Soccer  
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 and will develop an appreciation for soccer as a lifetime physical activity.

Note: May be repeated once for credit

PAC 103 - Volleyball  
In this course students will learn and practice the basic skills and rules of volleyball. Students will be introduced to specific offensive and defensive strategies and will develop an appreciation for volleyball as a lifetime physical activity.

Note: May be repeated once for credit

PAC 104 - Ultimate Frisbee  
In this course students will learn the basic skills, rules, and strategies necessary to successfully participate in the game of Ultimate Frisbee. Students will also develop an appreciation for Ultimate Frisbee as a lifetime physical activity.

Note: May be repeated once for credit

PAC 105 - Basketball  
In this course students will learn and practice the basic skills and rules of basketball. Students will be introduced to specific offensive and defensive strategies and will develop an appreciation for basketball as a lifetime physical activity.

Note: May be repeated once for credit

PAC 107 - Badminton  
In this course students will learn the basic skills and rules of badminton. Students will be introduced to specific offensive and defensive strategies for singles and doubles and will develop an appreciation for badminton as a lifetime physical activity.

Note: Lab fee; May be repeated once for credit
PAC 108 - Beginning Tennis  
Credits: 0.5

In this course students will learn the basic skills of ground strokes, volleying, and serving. Students will learn basic rules and strategies for singles and doubles and will develop an appreciation for tennis as a lifetime physical activity.

Note: Lab fee; May be repeated once for credit

PAC 109 - Racquetball  
Credits: 0.5

In this course students will learn the basic skills of racquetball. Students will learn basic rules and strategies for singles and doubles and will develop an appreciation for racquetball as a lifetime physical activity.

Note: Lab fee; May be repeated once for credit

PAC 113 - Pickleball  
Credits: 0.5

In this course students will learn the basic skills of pickleball. Students will learn basic rules and strategies for singles and doubles and will develop an appreciation for pickleball as a lifetime physical activity.

Note: Lab fee; May be repeated once for credit

PAC 114 - Team handball  
Credits: 0.5

In this course students will learn the basic skills, rules, and strategies of Team Handball and will develop an appreciation for Team Handball as a lifetime physical activity.

Note: May be repeated once for credit

PAC 115 - Beginning Swimming  
Credits: 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 and an appreciation for swimming as a lifetime physical activity.

Note: Lab fee; May be repeated once for credit

PAC 116 - Beginning Golf  
Credits: 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. Emphasis will be placed on developing confidence to complete a round of golf and an appreciation for golf as a lifetime physical activity.

Note: Lab fee; May be repeated once for credit
**PAC 117 - Beginning Bowling**  
**Credits: 0.5**

In this course, students will be taught various bowling approaches, proper release, and how to keep score. Students will learn about the rules, history, and lane etiquette and will develop an appreciation for bowling as a lifetime physical activity.

**Note:** Lab fee; May be repeated once for credit

**PAC 119 - Ice Skating**  
**Credits: 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. Students will also develop an appreciation for ice skating as lifetime physical activity.

**Note:** Lab fee; May be repeated once for credit

**PAC 120 - Walking**  
**Credits: 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 and will develop an appreciation for walking as a lifetime physical activity.

**Note:** May be repeated once for credit

**PAC 121 - Circuit Training**  
**Credits: 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 and will develop an appreciation for circuit training as a lifetime physical activity.

**Note:** Lab fee; May be repeated once for credit

**PAC 123 - Weight Lifting**  
**Credits: 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 and will develop an appreciation for weightlifting as a lifetime physical activity.

**Note:** Lab fee; May be repeated once for credit
PAC 125 - Aerobic Conditioning  
Credits: 1

In this course students will learn basic principles of cardiovascular fitness. Students will participate in aerobic exercise routines and a variety of cardiovascular exercises. Students will also learn techniques for monitoring exercising and resting heart rates and will develop an appreciation for aerobic exercise as a lifetime physical activity.

Note: Lab fee; May be repeated for once for credit

PAC 131 - Cycling  
Credits: 0.5

The purpose of this course is to introduce students to cycling (road) as a method to achieving health and fitness levels relative to personal goals. Students will be introduced to health related physical fitness concepts, develop personal health and fitness goals, and learn the principles behind basic fitness programming, all through the medium of cycling. Students will also be introduced to basic bicycle terminology and maintenance, riding technique and safety.

Note: May be repeated once for credit.

PAC 132 - Disc Golf  
Credits: 0.5

This course will provide the student with the understanding of the history, rules, skills, and strategies involved in disc golf. In addition to practicing skills of disc golf, students will get an opportunity to compete on regulation courses in the Portland-Vancouver metro area.

Note: May be repeated once for credit.

PAC 133 - Fitness Boot Camp  
Credits: 1

The goal of this course is enhance the students’ physical fitness with emphasis on basic conditioning, discipline, and exercises used in military health-related training and assessment.

Note: May be repeated once for credit.

PAC 134 - Hiking  
Credits: 0.5

The goal of this course is for students to experience hiking off-campus on designated trails. Course emphasizes basic safety and survival skills and practices low-impact hiking methods.

Note: May be repeated once for credit.
PAC 135 - Pilates       Credits: 0.5
This mat class is designed to help you achieve abdominal strength, full body control and greater flexibility of the spine and limbs, and improved posture.

Note: May be repeated once for credit.

PAC 136 - Rock Climbing       Credits: 0.5
This course is designed to introduce students to the sport of rock climbing using an indoor climbing facility. Emphasis will be placed on learning safety procedures, belay systems, climbing movement, training techniques, and rappelling. We will also cover basic conditioning exercises and stretches to improve muscular strength, flexibility and balance.

Note: May be repeated once for credit.

PAC 137 - Skiing and Snowboarding       Credits: 0.5
The goal of this course is for students to experience and learn the basic skills of skiing and/or snowboarding, selection and use of equipment, and safety rules. This course will include two weekend experiences at Mt. Hood.

Note: May be repeated once for credit.

PAC 138 - Speed, Agility and Quickness       Credits: 1
The goal of this course is enhance the students? speed, agility, and quickness (SAQ) through a variety of progressive drills and training techniques. The development of SAQ are skills and conditioning utilized in a variety of individual and team sports. This course is open to all students, although the focus will be on preparation for competition in varsity athletics.

Note: May be repeated once for credit.

PAC 139 - Yoga       Credits: 0.5
This course will provide the student with the understanding of the value of yoga asana (postures), meditation, and pranayama (breathing) techniques. Through participation in Yoga, considered to be the oldest physical discipline in existence, you will gain an appreciate for meditation, relaxation, as well value maintaining a fine balance between work and healthy mind.

Note: May be repeated once for credit.
PAC 151 - Intercollegiate Basketball    Credits: 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.

Note: May be repeated for credit

PAC 152 - Intercollegiate Baseball    Credits: 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.

Note: May be repeated for credit

PAC 153 - Intercollegiate Volleyball    Credits: 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.

Note: May be repeated for credit

PAC 154 - Intercollegiate Soccer    Credits: 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.

Note: May be repeated for credit

PAC 155 - Intercollegiate Softball    Credits: 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.

Note: May be repeated for credit
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAC 156</td>
<td>Intercollegiate Golf</td>
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<tr>
<td>PAC 157</td>
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<td>PAC 158</td>
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<tr>
<td>PAC 198</td>
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<tr>
<td>PAC 215</td>
<td>Advanced Swimming</td>
<td>0.5</td>
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</tbody>
</table>

**PAC 156 - Intercollegiate Golf**  
Credits: 1  
This course is designated for students participating on the Varsity Golf team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced golf skills and strategies as well as the concept of teamwork and NAIA core values.  

**Note:** May be repeated for credit

**PAC 157 - Intercollegiate Cross Country**  
Credits: 1  
This course is designated for students participating on the Varsity Cross Country team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced running skills and strategies as well as the concept of teamwork and NAIA core values.  

**Note:** Choose as Lifetime Leisure Activity; May be repeated for credit

**PAC 158 - Intercollegiate Track and Field**  
Credits: 1  
This course is designated for students participating on the Varsity Track & Field team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced track and field skills and strategies as well as the concept of teamwork and NAIA core values.  

**Note:** May be repeated for credit

**PAC 198 - Special Topics**  
Credits: 0.5  
This course will provide the student with the opportunity to learn the history, rules, skills, and strategies for special topics in fitness, physical activity, recreation, or sports. As a result of participation in the PAC Special Topics class the student will gain competencies and appreciation for physical activity and recognize the value of a lifetime of physical activity and wellness. Potential topics: Aerobic dance, Ballroom dance, Billiards & Ping pong, International games, Kick Boxing, Line dance, Martial Arts, Swing dance, Women’s self-defense, Zumba).  

**Note:** May be repeated once for credit.

**PAC 215 - Advanced Swimming**  
Credits: 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 and will develop an appreciation for swimming as a lifetime physical activity.  
**Prerequisites:** PAC 115 or Instructor approval  
**Note:** Lab fee; May be repeated once for credit
PAC 216 - Advanced Golf  
Credits: 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 students improve their skills and enjoyment of the game and develop an appreciation for golf as a lifetime physical activity.  

Prerequisites: PAC 116 or Instructor approval  
Note: Lab fee; May be repeated once for credit

PAC 218 - Advanced Tennis  
Credits: 0.5  
This course will focus on advanced skills and strategies involved in singles and doubles competition. Students will develop an appreciation for tennis as a lifetime physical activity.  

Prerequisites: PAC 108 or Instructor approval  
Note: May be repeated once for credit

PAC 262 - Personal Fitness and Wellness  
Credits: 1  
This course will provide the student with the opportunity to discover their current health-related fitness level, make personal fitness and wellness goals, plan activities and routines to improve or maintain fitness and wellness and implement an improvement plan.  

Prerequisites: ESS 260

PHL 201 - Introduction to Philosophy  
Credits: 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 - Introduction to Ethics  
Credits: 3  
This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.  

Note: Cross-listed as REL 361
**PHY 101 - Principles of Physics**  
Credits: 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.

**Note:** Lab fee; Lab section required

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**PHY 211 - General Physics I**  
Credits: 4

This course includes such major topics as Newtonian mechanics, work, thermal energy, fluids, wave phenomena, and sound energy.

**Prerequisites:** MTH 097, MTH 123 recommended  
**Note:** Lab fee; Lab section required

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**PHY 212 - General Physics II**  
Credits: 4

A continuation of PHY 211. Topics such as light energy, electricity, magnetism, relativity, quantum mechanics, and radioactivity are studied in this class.

**Prerequisites:** PHY 211  
**Note:** Lab fee; Lab section required

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**PLA 299 - Prior Learning Assessment**  
Credits: 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.

**Prerequisites:** Bachelor of Science degree students only.  
**Note:** Offered Pass/No-Pass only

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**PSC 201 - Introduction to American Government**  
Credits: 3

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

**Note:** Cross-listed as HST 201
PSC 365 - Introduction to International Relations Credits: 3

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

Note: Cross-listed as HST 365

PSY 201 - Principles of Psychology Credits: 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 231 - Research and Statistical Techniques Credits: 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.

Prerequisites: MTH 097, MTH 124 recommended

Note: Cross-listed as MTH 231, SOC 231

PSY 232 - Educational Psychology Credits: 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.

Prerequisites: PSY 201

Note: Cross-listed as EDU 232

PSY 251 - Seminar Credits: 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.

Note: Offered Pass/No pass only; May be repeated for credit in accordance with the Seminar policy
**PSY 288 - Departmental Seminar**  
Credits: 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.  

**Note:** Offered Pass/No pass only; May be repeated for credit in accordance with the Seminar policy

**PSY 312 - Human Sexuality**  
Credits: 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.  

**Prerequisites:** PSY 201

**PSY 321 - Human Development**  
Credits: 3  
An investigation of human development from conception throughout the lifespan. Special emphasis upon determinants of development, review of theoretical viewpoints, stages of development, growth and functioning of intelligence, and special developmental problems.  

**Prerequisites:** PSY 201

**PSY 332 - Research Methods with Lab**  
Credits: 4  
A critical examination of the principles of research design and research methods in the field of psychology. Students will have the opportunity to design and conduct their own experiments. A lab meeting provides each student with the opportunity to learn and practice quantitative analysis and other relevant skills.  

**Prerequisites:** PSY 201, 231

**PSY 341 - Adolescent Psychology**  
Credits: 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.  

**Prerequisites:** PSY 201, PSY 321
PSY 343 - Psychology and Personality  
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.

Prerequisites: PSY 201  
Note: Offered every other year

PSY 350 - Counseling  
A survey of counseling and interviewing procedures as well as the study of recent contributions of psychological theory to counseling techniques.

Prerequisites: PSY 201

PSY 351 - Adult Development  
This course exposes students to theories and research related to the developmental process in early, middle, and late adulthood.

Prerequisites: PSY 201, PSY 321

PSY 353 - Parenting and Parent Education  
A critical study of the current research and concepts on parenting children from infancy through adolescence. Preparing curriculum and facilitating parent education programs will also be a focus of this course.

Prerequisites: PSY 201

PSY 360 - Family Development  
This course provides an overview of the family as a developing system. Each stage of the complex family lifecycle will be explored. Throughout this exploration information on and appreciation of diversity of family forms will be given attention. Students will also explore healthy parenting practices and the research foundation for those practices.

Prerequisites: PSY 201
PSY 362 - Social Psychology  Credits: 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.

Prerequisites: PSY 201
Note: Cross-listed as SOC 362

PSY 380 - Global Perspectives on Psychology  Credits: 3

An examination of global perspectives on the history of psychology and current psychological practices across the globe.

Prerequisites: PSY 201

PSY 390 - Children with Exceptionalities  Credits: 2

Introduction to PL94-192 and exceptional children with a focus on techniques for adapting materials, curriculum and teaching strategies, the exceptional child's family, and community resources.

Prerequisites: PSY 201
Note: Cross-listed as EDU 390

PSY 391 - Pre-Internship Seminar  Credits: 1

This course is required for students planning to complete a psychology practicum. Students will obtain a site for the practicum during fall semester, which will then be completed in spring semester.

PSY 410 - Helping Skills  Credits: 3

Communication theory is explored and skills are presented and experienced through class involvement. These will include skills necessary for interpersonal relationships with individuals and groups.

Prerequisites: PSY 201

PSY 412 - Neurological Psychology  Credits: 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.

Prerequisites: PSY 201
Note: Offered every other year
PSY 420 - History and Systems of Psychology  Credits: 3

Students will have an opportunity to study the great thinkers in the field of psychology and its historical traditions. The course will provide a complete perspective as a foundation to an understanding of current psychological research.

Prerequisites:  PSY 201

PSY 422 - Psychology of Sport and Physical Activity  Credits: 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.

Prerequisites:  PSY 201
Note:  Cross-listed as PSY 422

PSY 434 - Abnormal Psychology  Credits: 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.

Prerequisites:  PSY 201

PSY 440 - Multicultural Counseling and Education  Credits: 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.

Note:  Cross-listed as EDU 440

PSY 451 - Psychology Seminar  Credits: 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.

Note:  Offered Pass/No pass; May be repeated for credit in accordance with the Seminar policy
PSY 457 - Growth and Development of the Young Child

Credits: 2

This course studies human development from conception through age eleven. Over the term, students will increase their understanding of developmental principles and theories as they explore biological and environmental factors that influence physical, cognitive, social and emotional development.

Prerequisites: PSY 201
Note: Cross-listed as EDU 457

PSY 488 - Seminar

Credits: 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.

Note: Offered Pass/No Pass only; May be repeated in accordance with the Seminar policy

PSY 491 - Psychology Internship

Credits: 5

This course provides a supervised field placement along with a psychology seminar. The intent of this course is to give the psychology major significant experience towards applying classroom learning.

Prerequisites: Department Chair approval

Note: Offered Pass/No pass only

PSY 492 - Senior Thesis Preparation

Credits: 1

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

Prerequisites: PSY 201, PSY 231, PSY 432
PSY 493 - Thesis Part I: Literature Review and Experimental Design  
Credits: 2

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

Prerequisites: Successful completion of PSY 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.

PSY 494 - Psychology Thesis Part II: Research, Thesis Writing, and Defense  
Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of PSY 493 with a grade of C or better.

PSY 496 - Psychology Practicum  
Credits: 3

A departmental specific course.

Prerequisites: PSY 201, PSY 231, Department Chair approval

Note: Offered Pass/No pass only

REL 211 - History and Literature of the Old Testament  
Credits: 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.
REL 221 - History and Literature of the New Testament  
Credits: 3

This course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip the student to undertake the study of theology at the university level by understanding authoritative 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.

REL 275 - Outreach, Assimilation, and Visitation  
Credits: 3

Students will identify how they, as Christians, can participate in outreach to seekers and the unchurched. 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."

Prerequisites: REL 141, REL 211 or REL 221
Note: Cross-listed as CED 275

REL 276 - Personal Care Ministry  
Credits: 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  
Credits: 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.

Note: Offered Pass/No pass only; May be repeated in accordance with the Seminar policy
REL 315 - Old Testament Writings    Credits: 2

This course examines and analyzes individual texts (e.g. Genesis, Exodus, Isaiah, Jeremiah, etc.), collections of texts (e.g. Pentateuch, Prophets), historical periods (Deuteronomistic History, Second Temple Judaism, etc.) and/or themes (wisdom, apocalyptic, pseudepigraphic texts) from the Old Testament/Hebrew Bible. Commensurate with course topic (which varies each semester), students will explore the varieties of religious, historical, literary, and socio-cultural context which underlies the primary texts. Inquiry into these themes will be aided by modern scholarly methods and tools. Students will also examine how these writings function as Holy Scripture both in Jewish and Christian communities, both in the ancient world and today.

Prerequisites: REL 211 or REL 221

REL 325 - New Testament Writings    Credits: 2

This course examines and analyzes individual texts (e.g. Matthew, Luke, Romans, Revelation, etc.), collections of texts (e.g. Synoptic Gospels, Pauline Epistles), and/or themes (Johannine Signs, Apocalyptic Thought, Miracles as Performed Parables, etc.). Commensurate with course topic (which varies each semester), students will explore the varieties of religious, historical, literary, and socio-cultural context which underlies the primary texts. Inquiry into these themes will be aided by modern scholarly methods and tools. Students will also examine how these writings function as Holy Scripture.

Prerequisites: REL 211 or REL 221

REL 331 - The Christian Faith    Credits: 3

An exploration of the various teachings of the Christian faith, including the doctrines of God and atheism, the relationship of Christianity to the world religions, creation, the person and work of Christ, the work of the Holy Spirit in Christian life, in Scriptures, the church, ministry, sacraments, and the return of Christ to usher in the kingdom of God. We will approach these teachings from the Lutheran perspective, using also the Lutheran confessions, but will compare other denominational views of doctrinal issues.

Prerequisites: REL 211 or REL 221

REL 335 - Trends in Modern Theology    Credits: 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.

Prerequisites: REL 211 or REL 221
REL 336 - The Church at Work in Mission  
Credits: 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.

Prerequisites: REL 211 or REL 221

REL 341 - Art in the Christian Church  
Credits: 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.

Note: Lab fee; Cross-listed as ART 341

REL 345 - Luther and Society  
Credits: 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.

Prerequisites: HST 201 or Instructor approval
Note: Cross-listed as HST 345

REL 349 - Renaissance and Reformation  
Credits: 3

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

Prerequisites: REL 352 or 353 recommended
Note: Cross-listed as HST 349

REL 351 - Religion in American Life  
Credits: 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.

Note: Cross-listed as HST 351
REL 352 - Christian History I: Early Church to Reformation  
**Credits: 3**

This course provides the student with a basic understanding of the history of the Christian Church in its early formative years until the Reformation period. The course covers the intellectual, artistic, liturgical, organizational, devotional, and mission activities of the church, utilizing primary source materials. Emphasis is given to inspiring figures of the era and the challenge they bring also to our contemporary church work.

REL 353 - Church History II: Reformation to Today  
**Credits: 3**

This course explores the history of the Christian Church from era of the Reformation through the present, with special attention paid to broad movements which continue to impact the religious scene in much of the world, but especially in North America. Extensive readings in original documents will facilitate an ability to grasp the thought and importance of various figures as well as build critical thinking skills associated with the study of History.

**Note:** Cross-listed as HST 353

REL 354 - Ministry in the Pacific Northwest  
**Credits: 2**

The course will discuss the issues of ministry peculiar to the Northwest, studying the particular geography and history of the region. Students will study the social issues of particular concern to the peoples of the region and the effective models of ministry that have been developed, as well as developing their own.

REL 361 - Introduction to Ethics  
**Credits: 3**

This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.

**Note:** Cross-listed as PHL 361

REL 371 - World Religions  
**Credits: 2**

This course introduces the student to the other major religious traditions of the world: Animism, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. Analysis of these religions includes their historical development, basic teachings and beliefs, practices, institutions and cultural expressions. Similarities and differences between various religious traditions as expressions of human spirituality are explored through lectures, discussions, guest speakers and field experiences.

**Prerequisites:** REL 211 or REL 221 recommended
REL 372 - Biblical Internship and Proclamation  Credits: 3

The purpose of this course is to engage students in learning and practicing the steps of careful biblical interpretation, which is the task of hermeneutics. They will become familiar with various tools for biblical interpretation, and learn how to apply biblical insights in preaching and teachings settings.

**Prerequisites:** REL 211 or REL 221

REL 380 - Christian Encounter with Other Religions  Credits: 2

This course enables students to increase their understanding of the relationships between Christianity and several other religions. The course will look at the basics of traditional Biblical Christianity and explore ways in which other religions parallel and diverge in thought, in belief and in practice. As a result the student will be able to see and appreciate the depth and breadth of Christianity as it relates to other religions as well as understand more clearly what makes Christianity unique.

**Prerequisites:** REL 371 recommended

REL 381 - Field Experience in Cross-Cultural Understanding  Credits: 3

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. S/He will gain some skill in the language of ministry and research points of contact for effective witnessing.

**Prerequisites:** REL 371 recommended

REL 382 - Issues between Christianity and Another Religion  Credits: 2

This course presents the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relationships between the two religions and grow in the ability to relate effectively to another religion.

**Prerequisites:** REL 211 or 221; REL 371 recommended

**Note:** May be repeated if course covers a different religion from the prior course.
REL 389 - Classical Greece and Rome  Credits: 3

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-state (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

Note: Cross-listed as HST 389

REL 401 - Faith for Life  Credits: 3

This course provides a religion capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research within at least one area of social need. The student will explore the nature of servant leadership and its implications for a meaningful life.

Prerequisites: REL 211 or 221, REL 371 (may be enrolled concurrently), Junior Status or instructor approval

REL 411 - Early Christian Thought  Credits: 3

This course surveys a particular body of literature produced by the Fathers of the Early Christian Church, covering topics such as Christian worship, ethics, persecution and martyrdom, Trinitarian and Christological theology, anthropology and soteriology, and biblical interpretation. We will consider how these writings have impacted medieval and modern Christian communities and theology.

REL 422 - Christian Music, Worship and Spirituality  Credits: 2

The student will study the theology and history of Christian worship, spirituality, and the arts, especially music. S/he will learn to develop effective corporate worship experiences and to develop a personal practice of spiritual discipline.

Note: cross-listed as MUS 422

REL 431 - Lutheran Confessional Theology  Credits: 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.

Prerequisites: REL 211 or REL 221; REL 371 recommended
**REL 480 - Religion and Literature**  
Credits: 2  

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis’ Narnia, tragic literature such as Elie Wiesel’s Night, or comedic literature such as Shakespeare’s As You Like It.

**Prerequisites:** REL 211 or 221, Cross-listed as ENG 480

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**REL 488 - Departmental Seminar**  
Credits: 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.

**Note:** Offered Pass/No Pass only; May be repeated in accordance with the Seminar policy

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**REL 492 - Senior Thesis Preparation**  
Credits: 1  

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as a Theology major and Division Chair approval.

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**REL 493 - Religion Thesis Part I: Literature Review and Project Design**  
Credits: 2  

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project desing, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

**Prerequisites:** Successful completion of REL 492 with a grade of B or better. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for thesis project.
REL 494 - Religion Thesis Part II: Research, Thesis Writing, and Defense  
Credits: 2

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Theology, Arts, and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

Prerequisites: Successful completion of REL 493 with a grade of C or better.

SCI 110 - Introduction to Science  
Credits: 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.

Note: Lab fee; Lab section required

SCI 112 - Environmental Science  
Credits: 3

A study of the critical state of the earth's environment and how humans affect and are affected by it.

Note: Lab fee; Lab section required

SCI 251 - Topics in Science  
Credits: 1

Brief courses that explore single topics of current interest in science.

Note: Offered Pass/No pass only; May be repeated for credit in accordance with the Seminar policy

SCI 451 - Special Topics in Science  
Credits: 1

Brief courses that explore single topics of current interest in science.

Note: Offered Pass/No pass only; May be repeated for credit in accordance with the Seminar policy

SCW 251 - Introduction to Social Work  
Credits: 3

The purpose of this course is to introduce students to the profession of social work, including the goals, values and history of the profession. Students will have an opportunity to visit community agencies and begin to determine if social work is a profession they would like to pursue. Students will be introduced to the fields of social work and to the requirements and levels of social work practice.
SCW 321 - Social Work Interviewing    Credits: 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.

Prerequisites: SCW 351

SCW 341 - Psychosocial and Spiritual Caring    Credits: 3
This course focuses on spiritual self-awareness, sensitive spiritual assessment, and caring spiritual interventions. Also introduced are selected concepts that focus on family assessment and intervention, as well as cross cultural assessment and culturally competent practice. This will be an interdisciplinary course taught with both nursing and social work students.

Prerequisites: REL 371
Note: Cross listed as NUR 341

SCW 351 - Human Behavior in Social Environments    Credits: 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.

Prerequisites: SCW 251

SCW 352 - Social Work Practice with Individuals, Families, and Groups    Credits: 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.

Prerequisites: SCW 351

SCW 353 - Social Work Practice with Communities and Organizations    Credits: 3
An introduction to the knowledge, theories, and skills essential for effective, beginning social work practice with communities and service organizations. This course emphasizes social justice and planned change at the community and organizational levels.

Prerequisites: SCW 351
SCW 361 - Chemical Dependency and Addictive Behavior  
**Credits: 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.  
**Prerequisites:** SCW 251 or instructor approval

SCW 391 - Pre-Practicum Seminar  
**Credits: 1**

The purpose of this seminar is to prepare junior-level Social Work students to begin their first semester of social work practicum. Students will examine their career goals, the social work knowledge, skills and values they want to further develop, and the practicum settings where they will best be able to accomplish these goals. By the end of the seminar, students are expected to have finalized their practicum site and supervisor arrangements.

**Prerequisites:** SCW 251  
**Note:** Students should enroll in this course the semester immediately preceding their practicum.

SCW 399 - International Study Tour  
**Credits: 0**

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 generally scheduled for May.

SCW 421 - Social Work with Children and Adolescents  
**Credits: 3**

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.

**Prerequisites:** SCW 251 or instructor approval

SCW 441 - Grant Writing  
**Credits: 1**

This seminar provides beginning skill instruction in the seeking and management of grants. Topics covered include grant-related concepts, investigating grant opportunities, research for grant development, proposal writing and presentation, and receiving and managing grants.

**Prerequisites** SCW 251

336
SCW 451 - Seminar  
Credits: 1

Current advanced social work topics in a workshop format. Topics will be announced by the program director.

Note: Offered Pass/No-Pass only; Lab fee charged; May be repeated in accordance with the Seminar policy.

SCW 471 - Social Research Methods  
Credits: 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.

Prerequisites: SCW 351

SCW 472 - Social Welfare Policy  
Credits: 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.

Prerequisites: SCW 351

SCW 482 - The Professional Social Worker  
Credits: 3

This course focuses on issues related to beginning generalist social work practice. How do personal values relate to professional practice? How does one continue to develop professionally once working in the field? How can one do self care to avoid burnout? Since part of being a professional is understanding and adhering to a professional code of ethics, the NASW code of ethics will be examined, and students will develop strategies for dealing with ethical conflicts. This course should be taken during the student's last semester in the Social Work Program.

Prerequisites: SCW 321, 351, 352, 353 and Senior status
SCW 491 - Social Work Practicum  
Credits: 1  
This course is an educationally directed, coordinated and monitored field practicum focusing on the role of the generalist social worker. Senior level students spend 400 clock hours over two or three semesters in a supervised social work setting. The emphasis is on the student’s application of the knowledge, skills and values developed in previous social work courses and through life experience. It must be taken concurrently with SCW 492; see Social Work Practicum Manual for details.  
Prerequisites: SCW 341, 352, 353, 391

SCW 492 - Practicum Seminar  
Credits: 1  
This seminar course supports social work practicum students in their integration of classroom learning and field instruction. Academic assignments are designed to facilitate professional, reflective, evidence-based, and resilient social work practice. Must be taken concurrently with SCW 491; see Social Work Practicum Manual for details.  
Prerequisites: SCW 341, 352, 353, 391

SOC 220 - Principles of Sociology  
Credits: 3  
This course is an introduction to sociological principles, social institutions, social structure, social changes, and social and cultural trends.

SOC 230 - Diversity Studies  
Credits: 3  
An examination of sociological theory and concepts as a foundation for the study of social and cultural diversity in American society. The etiology of institutional discrimination and individual prejudices are examined with the focus on their effect upon human behavior and institutional performance.

SOC 321 - Sociology of Diversity  
Credits: 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.  
Prerequisites: SOC 220

SOC 362 - Social Psychology  
Credits: 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.  
Note: Cross-listed as PSY 362
SOC 496 - Sociology Practicum  Credits: 3

A departmental specific course.

Prerequisites: Department Chair approval

SOM 251 - School of Management Seminar  Credits: 1

A seminar on a current issue in business, health care, social work, or a combination within those disciplines. Topic will be announced in advance of each seminar offered.

Note: Offered Pass/No pass only; May be repeated in accordance with the Seminar policy

SOM 451 - School of Management Seminar  Credits: 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. Some topics have included marketing solutions, the multi-cultural workforce, interviewing techniques, and conflict resolution. The seminars are usually offered on a "pass" or "no pass" basis, and require completion of at least one project for evaluation.

Note: May be repeated for credit in accordance with the Seminar policy

SPA 101 - Spanish I  Credits: 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  Credits: 3

Continued development of the skills begun in SPA 101. Further emphasis on conversational skills.

Prerequisites: SPA 101

SPA 201 - Intermediate Spanish I  Credits: 3

A study of the intermediate skills of listening, comprehension, and conversation of the Spanish language.

Prerequisites: SPA 102
### SPA 202 - Intermediate Spanish II  
**Credits: 3**  
Continued development of the skills begun in SPA 201.  
**Prerequisites:** SPA 201

### SPA 301 - Spanish Literature and Culture I  
**Credits: 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.  
**Prerequisites:** SPA 202 or Instructor approval

### SPA 302 - Spanish Literature and Culture II  
**Credits: 3**  
This course is a continuation of SPA 301.  
**Prerequisites:** SPA 301

### SPA 401 - Advanced Spanish I  
**Credits: 3**  
A study of the advanced skills of listening, comprehension and conversation of the Spanish language.  
**Prerequisites:** SPA 202 or Instructor approval

### SPA 402 - Advanced Spanish II  
**Credits: 3**  
Continued development of skills begun in SPA 401.  
**Prerequisites:** SPA 401 or Instructor approval

### SPT 451 - Principles and Practice in Sports Management  
**Credits: 4**  
This course offers a comprehensive introduction to the Sports Management industry. From the basic knowledge and skill sets of a sports leader to the current trends and issues of the sports industry, this course provides the foundation for students as they study and prepare for a variety of sports management careers, as well as strategies to prepare for entry into the industry. The textbook and the course will teach students how to apply their new knowledge and skills to any career opportunities in sport from amateur to professional, club sports to collegiate, and from U.S. to the international arena. Students gain a solid understanding of Sports Management structures and learn how to illuminate an “ethical compass and core values” as a future decision maker in sports while identifying the many challenges the industry faces on a daily basis all over the world.
SPT 452 - Sports Marketing and Sponsorship    Credits: 4

This course examines the challenges of attracting sports consumers. Topics will include market research techniques, pricing, promotional developments, strategies, and advertising to market of sports and marketing with sports. Detailed consideration of the relation between sports and corporate sponsorship programs will also be covered, focusing on alignment marketing, sponsor value, and sponsorship evaluation.

SPT 453 - Law and Sports Management    Credits: 4

This course is a comprehensive examination of traditional and innovative fund raising methods available to sports organizations. Topics include capital financing, joint ventures, ticket sales, concession operations and fund raising. This course is a study of the financial aspects of the sports industry. Topics include agents, contracts, sports franchise finance, sports industry finance, sports event financing, financial/legal issues, among others.

SPT 454 - Law and Sports Management    Credits: 4

This course focuses primarily on professional sports enterprises, with necessary discussions of amateurism as affects eligibility and other matters related to professional sports. Through lecture, interactive presentations and discussions, students will gain an understanding of the creation and regulation of professional athletics, antitrust, agency law, organizational structures of leagues and associations, labor relations, basic principles of tort and contract, privacy and certain intellectual property matters. In course problem-solving will be utilized to expose students to the application of the relevant law to particular situations

SPT 456 - Integrative Sports Business Simulation    Credits: 4

This capstone-style course is designed to introduce the student to the basic macro operation of a baseball organization, the Oakland A’s, and will cause you to think about how to run a baseball team from a macro business perspective. Over time a basic understanding of sports business and finance will evolve, more specifically, the relationship between managerial decisions and organizational outcomes. While baseball and the Oakland A’s is the foundation of the simulation, the course will serve an integrative tool to combine your knowledge and skills of the preceding sports business core courses. Skills and competencies developed in this course are transferable to other sport-specific organizations
SPT 461 - Principles of Sports Management  Credits: 3

The purpose of this course is to examine the elements and concept of sport and leisure in society. Topics will include the social science of sport and leisure. The sports and leisure industry's positive and negative social, cultural, economic, and ecological impacts in destination communities throughout the world will be examined. A thorough overview of the planning, development and management of the sports and leisure business at local, regional, national and international levels will be discussed.

SPT 462 - Sports Marketing  Credits: 3

This course examines the challenges of attracting sports and recreation consumers in an increasingly competitive, fragmented, and global entertainment marketplace. It surveys the current state of marketing practices and discusses specific strategies and tactics in the sports and leisure market. Students study the specific set of challenges and opportunities facing sports and recreation properties and apply these concepts to their own final project, in which they develop a brand transformation plan for an existing sports or recreation property.

SPT 463 - Sports Financing and Sponsorship  Credits: 3

This course presents an overview of the finance, fundraising skills, and methods with an emphasis on developing realistic objective and workable action plans. Topics include direct mail fundraising, endowments, major gift solicitation, memorial giving and philosophy of giving. Students will also study principles of sponsorship and other advanced marketing techniques applied to sports and other live events.

SPT 464 - Legal Issues in Sports Management  Credits: 3

This course introduces students to the influential role that law plays in both professional and amateur sports. The course will emphasize the legal aspects specific to the “sports marketing” field of play within the broader world of the business of sports. Through lectures, guest speakers with firsthand experience in the sports business, discussion, problem-solving, and research, students will learn fundamentals of our legal system and the essentials of those substantive areas of the law that impact sports marketing. Topics include the commercial interests of professional leagues and teams; the marketing interests and rights of athletes; and the opportunities and limits of commercialization within amateur sports. The course will also examine the ethics of modern day sports and how behavior, events, and attitude affect the “integrity of the game.”

Prerequisites: BA 352-Business Law
SPT 465 - Sports Law and Management  Credits: 4

This course focuses primarily on professional sports enterprises, with necessary discussions of amateurism as affects eligibility and other matters related to professional sports. Through lecture, interactive presentations and discussions, students will gain an understanding of the creation and regulation of professional athletics, antitrust, agency law, organizational structures of leagues and associations, labor relations, basic principles of tort and contract, privacy and certain intellectual property matters. In course problem-solving will be utilized to expose students to the application of the relevant law to particular situations.

SPT 466 - Integrative Sports Business Simulation  Credits: 4

This capstone-style course is designed to introduce the student to the basic macro operation of a baseball organization, the Oakland A’s, and will cause you to think about how to run a baseball team from a macro business perspective. Over time a basic understanding of sports business and finance will evolve, more specifically, the relationship between managerial decisions and organizational outcomes. While baseball and the Oakland A’s is the foundation of the simulation, the course will serve an integrative tool to combine your knowledge and skills of the preceding sports business core courses. Skills and competencies developed in this course are transferable to other sport-specific organizations.

SPT 470 - Baseball General Manager and Scouting  Credits: 2

This internship course offers the most unique cutting edge theories including sabermetrics, general manager and traditional scouting skills, and evaluative tools to create a new generation of modern general managers of professional and collegiate baseball teams. In the ever-changing dynamics of the business of baseball management, today’s Baseball Gen Mgr must learn to balance a budget in the club house and remain competitive on the field. This training course is for those individuals who are interested in jobs and careers in professional baseball.

SPT 471 - Basketball General Manager and Scouting  Credits: 2

The Basketball General Manager and Scouting internship course offers cutting edge theories on how to develop a career in professional basketball. This course will cover issues including basketball operations, team management, scouting talent, player personnel, new age ways of scouting, NBA traditional scouting, studying basketball on paper and other essential tools of modern general managers of professional and collegiate basketball organizations. Former NBA director of Player Personnel Ed Gregory and Frank Burlison facilitate the weekly audio chats.
SPT 472 - Football General Manager and Scouting  
Credits: 2

This internship course’s main focus is developing the student’s understanding of the game, how to evaluate talent, and introducing them to some of the cutting-edge theories in the world of Football. Scouts will learn how to scout for both talent as well as the opposing team’s offensive plays. Those students interested in working their way up in the world of football need insider knowledge on football operations, football scouting, player management, team financial management and evaluation and the overall business of football. If students want to further your understanding of football that you need to learn, you’ll need to be mentored by those in the game.

SPT 473 - Motor Sports Management  
Credits: 2

Auto Racing is the number one spectator sport in the world; yet, behind the scenes, there are thousands involved. The object of this internship course is to provide students with educational tools, concepts and training that will allow them to effectively carry out all business, administration, competition, structural, media and sponsor issues as drivers and as members of a team. This course will give you the foundation to many auto racing jobs including Race Director, Crew Chief, Spotter, Team Manager, etc. The student learns the strategies and skills necessary to get the best results from your Race team.

SPT 474 - Soccer Management and Scouting  
Credits: 2

The Soccer (Football) Management and Scouting internship course will teach cutting-edge theories on how to develop a career in professional soccer. It will cover issues including soccer club operations, team management, scouting talent, player personnel, new technology of scouting, traditional scouting, business aspects of running a soccer club and other essential tools of modern managers of professional and private soccer clubs.

SPT 475 - Hockey General Manager and Scouting  
Credits: 2

The Hockey General Manager an Scouting internship course will cover issues including hockey operations, team management, scouting relent, player personnel, cutting edge ways of scouting, NHL traditional scouting techniques, statistical analysis and other essential tools of modern general managers of professional, major, junior and collegiate hockey organizations. Students will be trained in RinkNet Software.
SPT 476 - Rugby Management
Credits: 2

The Rugby Management internship course will cover topics including an analysis of the structure of world rugby, and understanding of the business structure of a club, revenue streams, ticket sales, sponsorship opportunities, match day operations, PR and community initiatives. From a team management perspective, issues including rugby team operations, rugby club management, and talent identification, team sponsorship, refereeing, and coaching at all levels from international rugby down to amateur rugby are addressed. Operations at the local or international level including rugby union, rugby league, and rugby sevens.

SPT 477 - Cricket Management
Credits: 2

Learn cutting edge theories on how to develop a career in professional and amateur cricket. The Cricket Management internship course will cover issues including cricket team operations, cricket club management, talent identification, team sponsorship, umpiring, coaching, junior cricket, women’s cricket, new technologies of recruiting, traditional recruiting, the business of running a cricket club and other essential tools of modern administrators of professional and amateur cricket clubs.

SPT 478 - Game Operations
Credits: 2

The Game Operations internship course offers cutting-edge theories on how to develop an exciting career in Game Entertainment & Event Operations. Whether you are working for a major or minor league sports team, a stadium or arena, or a university athletic department, the fan experience is the focal point. Students learn to design a great entertainment experience from the time that the fans enter the grounds until the time he or she leaves.

SPT 480 - Athlete Management
Credits: 2

This internship course includes training in professional athlete contract negotiation, athlete endorsements, arranging promotional opportunities and appearances, individual sport certifications, legal and financial issues, recruitment, draft and/or workout preparation, athlete marketing, post career counseling, and athlete mentoring skills. After successful completion of the Athlete Management Course, graduates are offered the opportunity to work as a Sports Agent in their region and represent athletes through Sports Management Worldwide's international full-service sports agency.
SPT 481 - Sports PR and New Media
Credits: 2
The Sports PR and new Media Course is designed to provide the student with the skill set and competitive edge that will distinguish you from others when applying for sports journalism, sports public relations and information and communication jobs. Upon completion of the course you will be thoroughly trained and ready to make a difference in the communication side of a sports organization. Students will get hands on experience in the field of sports media, sports journalism, publicity, media relations, fan relations and marketing to add to their resume.

SPT 482 - Sports Administration
Credits: 2
The Sports Administration internship course catapults the student's career in facility and program management in athletics and sports venues around the world. The Sport Administration course provides aspiring students an opportunity to learn the skills that governing bodies, non-profit organizations, collegiate properties, club and community venues and sports management programs seek when hiring new employees. Apply these learnings to enhance revenues, manage cost effective programs, manage and maintain a full menu of sports, work community relations, and work with a board of directors and more.

SPT 483 - Sports Broadcasting
Credits: 2
In this internship course, students will learn the art of the play by play, how to host weekly coaching shows, how to create a sports personality, and even how to create their own sports talk shows. Sports broadcasting via the internet can be an opportunity for any sports organization to grow their fan base, generate money through sponsorship and advertising, and create career opportunities.

SPT 484 - Digital Video Editing
Credits: 2
The Digital Video Editing internship course provides aspiring students an opportunity to learn the skills and methods used by video departments at the high level of sports. This is a one of a kind, eight week online course for individuals who are passionate about securing or improving their career in the video department of any professional sports team. Many people will make the video department a career in and of itself, while others will want to use the video department as a stepping stone to a career in coaching or player personnel. When a game ends, who is responsible for breaking down the film? Who prepares tape for coaches and management for game preparation? How do scouts prefer film "cut up" on players? SMWW is partnered with Synergy Sports Technology to offer the most up to date technology being used in sports.
SPT 485 - Sports Business Management  Credits: 2

The Sports Business Management internship course offers students the opportunity to learn the skills professional sports organizations look for when hiring new employees. This is a unique, 8 week online course for individuals who are passionate about sports and want to work in the front office of a professional or collegiate sports team. Individuals who take this course will be catapulted to the top of the hiring lines because they have the specific skills and training that teams look for when hiring new employees. Through SMWW's network of relationships, graduates will be assisted in finding a job and/or internship upon completion of the course.

SPT 486 - Sports Capology  Credits: 2

The Sports Capology internship course provides the academic foundation for issues involved with salary cap management in top professional sports leagues. It is designed as a roadmap to better understanding player contracts in professional sports and the key components germane to becoming a successful Salary Cap Analyst. During the course students will also discuss the various facets of a subsequent career in which a solid understanding of salary cap management will apply to like athlete representation.

TA 206 - Introduction to Theatre  Credits: 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.

Note: Cross-listed as ENG 206

TA 208 - Acting I  Credits: 2

Investigates the actor's art and discipline, the development of internal and external skill is stressed. Includes the performance of scenes.

TA 317 - Children’s Dramatic Literature  Credits: 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.

Note: Cross-listed as EDU 317, ENG 317
TA 318 - Creative Dramatics  
Credits: 2

A study of drama as a means of encouraging and guiding the child’s creative imagination. Techniques explored include children’s theatre, storytelling, and improvisation. All students will have the opportunity to work with elementary school classrooms.

WR 107 - English Composition  
Credits: 3

English writing skills (grammar, punctuation, word usage, sentence construction) for baccalaureate-level international students. This course should be taken concurrently with WR 121. This class fulfills General Education requirements for non-native speakers of English.

Note: Co-requisite: WR 121

WR 115 - Writing Studio  
Credits: 3

WR 115 serves as a preparatory writing class for students who elect or are required to complete the course prior to enrolling in WR 121. The course focuses on foundational aspects of college writing and supports students' writing in other courses. Taken as WR 215, in preparation for WR 30x, students produce a final portfolio of writing that meets self-identified goals. WR 115/215 may additionally use electronic media to enhance the individualized approach to writing used in this course.

WR 121 - English Composition  
Credits: 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, WR 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.

Prerequisites: Evaluation of writing skills

WR 210 - Writing Center  
Credits: 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.

Prerequisites: Instructor permission
WR 215 - Writing Studio
Credits: 3

Taken as WR 215, in preparation for WR 30x, students produce a final portfolio of writing that meets self-identified goals. WR 115/215 may additionally use electronic media to enhance the individualized approach to writing used in this course.

WR 303 - Rhetorical Approach to Literature and Culture
Credits: 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.

Prerequisites: WR 121

WR 304 - Creative Non-Fiction: Art of the Essay
Credits: 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.

Prerequisites: WR 121

WR 305 - Journalism
Credits: 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.

Prerequisites: WR 121

WR 306 - Technical Writing
Credits: 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.

Prerequisites: WR 121

WR 307 - Science Writing
Credits: 3

This is a literary science and environmental writing course. Student will learn how to write about science and the environment in a way that communicates vital information as well as tells a good story. This is not a technical science writing course. We do not write lab reports or submit grants for scientific research.
WR 352 - Creative Writing  
Credits: 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.

**Prerequisites:** WR 121, Upper division writing course  
**Note:** May be repeated once for credit

WR 397 - Curriculum and Instruction: Writing  
Credits: 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.

**Prerequisites:** WR 121, Upper division writing course recommended  
**Note:** Cross-listed as EDU 397
GRADUATE COURSE DESCRIPTIONS

BA 551 - Business Seminar
Credits: 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. Some topics have included marketing solutions, the multi-cultural workforce, interviewing techniques, and conflict resolution. The seminars are usually offered on a "pass" or "no pass" basis, and require completion of at least one project for evaluation.

Note: May be repeated for credit in accordance with the Seminar policy

BA 552 - Business Law
Credits: 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
Credits: 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 and Operation
Credits: 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.

Note: Students should possess proficiency in Microsoft Excel and Quantitative Analysis
BA 555 - Risk Assessment       Credits: 3

This course is designed as a "hands-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.

Note: Cross listed as ENV 555
Note: Students should possess proficiency in Microsoft Excel and Quantitative Analysis

BA 556 - Fundraising and Grant Writing       Credits: 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.

BA 571 - Starting New Ventures       Credits: 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, performance 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.

Note: Students should possess proficiency in Finance

BA 572 - Entrepreneurial Finance       Credits: 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.

Note: Students should possess proficiency in Finance
EDU 500 - Professional Planning Seminar    Credits: 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 candidates? personal and professional goals, and lists the activities that will be pursued to meet these goals. The plan is based on a pre-assessment of the candidates? 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.

Note: Available on-campus and online

EDU 502 - Developing Character Through Curriculum    Credits: 3

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

Note: Available on-campus and online

EDU 503 - Issues of Advocacy in ECE    Credits: 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 Constructive Approach    Credits: 3

This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.
EDU 505 - Play in Early Childhood Education Credits: 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 – Character and the Ethics of Leadership Credits: 3

Organizational leadership is a social phenomenon that occurs when leaders interact with the collective values and vision of others in the organization. Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the critical need for ethical leadership in one’s professional, personal and family life, and will appreciate the vital importance of living and modeling such values and, perhaps most importantly, of serving others.

EDU 509 - Effective Classroom Climates Credits: 3

This course is designed for students new to teaching and for those who need additional information regarding the complexities of comprehensive classroom management. The course is designed to provide the student with an understanding of the different philosophies of classroom management and the social and school factors that influence student learning and behavior. The course will share a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between instruction and classroom management, and illustrate how the classroom system can be coordinated to the larger school system. In addition, candidates will develop a professional portfolio to be used with their current or future teaching assignments.

EDU 514 - Instructional Analysis & Development HPE Credits: 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 and Research in HPE**  
Credits: 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 for middle level and high school classes, and will include strategies for meeting the needs of a diverse student population, including students with special needs.

**EDU 516 - Authentic and Alternative Assessment in HPE**  
Credits: 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 Curriculum in HPE**  
Credits: 2

This course will provide content knowledge and methodological skill necessary for the health and physical education specialist to develop and implement an innovative health and physical education curriculum for their school. Emphasis will be placed on curriculum planning and innovative activities that are developmentally appropriate for K-12 students.

**EDU 518 - Managing Behavior Issues in HPE**  
Credits: 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**  
Credits: 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 and Assessment  Credits: 3

This course introduces graduate students to the process of curriculum design and assessment in a high accountability, standards-based educational environment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects coherent, meaningful blueprints for instruction based on state or national performance and content standards. The impact of formative and summative assessment will not only be explored, students will learn how to write selected- and constructed-response assessment items. This is a practical course that will prepare inservice teachers to design effective curriculum, instruction and assessment. It is also designed to allow district level administrators to have a serious look at these issues through the Central Office lens.

Note: Available on-campus and online

EDU 523 - Transforming Teaching Through Reading/Writing Connections  Credits: 2

This course allows teachers to examine their own reading and writing practices while examining the best of reading and writing research and practice and applying it to their own situations.

EDU 524 - Transforming Teaching Through Writing for Audience and Purpose  Credits: 2

This course helps teachers improve their confidence and ability to teach writing in any genre, in any curriculum.

EDU 525 - Transforming Teaching Through Reading to Understand  Credits: 2

This course helps teachers learn how to use guided reading, shared reading, read-aloud, and other research-based practices to help student make sense of text.

EDU 530 - Educational Technology  Credits: 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.

Note: EDU 530D: A 3-hour section designed for inservice teachers of all authorization levels.
EDU 534 - TESL Professional Planning Seminar       Credits: 1

Students in the Teaching English as a Second Language (TESL) program should plan to take the Professional Planning Seminar during their first semester whenever possible. This seminar outlines the candidate's personal and professional goals and provides students with a comprehensive plan for meeting those goals. Students will begin the process of assessing competencies necessary for the field of TESL/TEFL.

EDU 535 - Theories of Teaching and Learning       Credits: 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.

Note: Available on campus and online

EDU 538 - ESOL Methods       Credits: 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       Credits: 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 - Multicultural Counseling and Education       Credits: 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 Language Acquisition  
Credits: 2

This course examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationship with each other and the teaching/learning process. Additional topics include Oregon’s English Language Proficiency Standards, the Forms and Functions of language targeted in state assessments, and the impact of language proficiency on evaluation for TAG and Special Education services.

EDU 542 - Issues in Bilingual Society  
Credits: 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 543 - ESOL Educational Assessment  
Credits: 2

This course 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 and Structure  
Credits: 3

This course helps prospective and practicing teachers, especially of ESL/EFL, enhance their understanding of English grammar, expand their skills in linguistic analysis, and develop a pedagogical approach to teaching English.

EDU 545 - Strategies for Teaching English  
Credits: 3

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, and speaking. In addition, students will examine the roles of grammar and vocabulary in language learning.

EDU 546 - TESL Methods  
Credits: 3

This course provides students with a foundation in key concepts necessary for the field of TESL. Students will learn current theories related to second language acquisition, the nature and importance of learner variables, and the history and development of methods of teaching language.
EDU 547 - TESL Educational Assessment  
Credits: 2

This course provides a comprehensive survey of the essential principles of assessing second language learning and provides students with the critical tools that they will need as teachers to evaluate performance fairly and effectively. Students will examine assessment for all four language skills—listening, speaking, reading, and writing—and will explore standardized tests and standards-based assessment.

EDU 550 - Educators as Counselors  
Credits: 3

Experienced teachers know that they can teach almost anything. Yet, many have a desire to get to know their 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 560 - Human and Financial Resources  
Credits: 3

This course introduces graduate students to the process of understanding the funding of the educational process and how those funds are spent to accomplish the goals of the institution. Tracking the flow of revenue coming in and the expenditures going out per the state mandates are complicated, but vital to the educational processes. Students will become actively involved in the operational practices by means of becoming aware of the documents that are used as tools for those who are actually in the field.

Note: Available on campus and online

EDU 561 - Language Development  
Credits: 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 567 - Teaching Career/Technical Education  
Credits: 3

This course 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.

Note: Available on-campus and online
EDU 569 - Career and Technical Education Seminar Credits: 1

The seminar is a hands-on, activity driven learning experience focused on professional development in specific career and technical education topical areas. The topic is announced the preceding semester by the program director, is offered pass/no pass, and is repeated three times for CTE certified students.

EDU 571 - Teaching in an Online Curriculum Credits: 3

This is a hands-on, project-based course designed to facilitate teaching with appropriate use of technology. 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 utilizing technology, strategies for authentic assessment, electronic portfolios, cloud computing, virtual field trips, criteria for selecting appropriate educational software, participating in virtual learning communities, and discussion of contemporary issues associated with information literacy. Participants will gain additional skills with using the internet in instructional settings, and develop an awareness of the new international ISTE Educational Technology Standards for Teachers and Students.

EDU 573 - Equity and Access in School Law Credits: 3

In her opinion for the landmark Supreme Court decision supporting affirmative action programs, Sandra Day O'Connor issued a "25 Year Challenge" to end the need for affirmative action programs in education. In this course we will examine the relationship between educational inequities and access. Can this challenge be met? What is the role of education and schools of education in addressing various forms of inequality? Should education or schooling be seen not as THE "solution," but perhaps as contributing to the "problem." What other societal issues and challenges affect our public educational system? How can we examine where we've been, not only in the last 50 years and where we are going in the next 25 - but how does this time period reflect what the Founding Fathers saw for us? Are we (as a community and as educators/policymakers/scholars) heading in the right direction so that affirmative action programs may not be necessary in 2028? What are our visions for the next 25 years in terms of education, access, equality and social justice?

EDU 576 - Technology Transforms the Arts Credits: 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 Math and Science  
Credits: 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 578 - Social, Political, and Cultural Issues  
Credits: 3

This course examines the voyage of public education from its early beginnings to its current role and impact on American society as it addresses factors that have led American education to its current role in society. Candidates will examine the significant impact legal, social, political, ethical, cultural and economic issues have played in shaping the current learning community. Through research and collegial discussion, candidates will also hypothesize future issues that may confront schools, and will investigate individuals and interest groups that influence and develop educational policy and practice. Special emphasis will be placed on societal values and concerns that influence schools in a democracy and their role in determining schools' policies.

EDU 580 - Teaming Language Arts and Social Studies  
Credits: 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 - Organization and Management of Reading Programs  
Credits: 3

This course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of reading specialists and coaches, and program evaluation and improvement. The course will explore the major components of a school wide literacy program. A 30-hour supervised practicum is required.

Note: Available on-campus and online

EDU 582 - Diagnosis and Assessment of Reading  
Credits: 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.

Note: Available on-campus and online
EDU 583 - Advanced Techniques for Teaching Literacy

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.

Prerequisites: EDU 582 or consent of instructor

Note: Available on-campus and online

EDU 584 - Young Adult and Children’s Literature

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 collection of books, and determine appropriate readability levels of books and be aware of the current issues and trends in adolescent and children's literature.

Note: Available on-campus and online

EDU 585 - ESOL and TESL Practicums

ESOL: 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. TESL: Candidates spend a minimum of 135 hours in ESL classrooms. Based on career goals, candidates may be assigned to K-12 classrooms, community college programs, and intensive academic ESL programs.

Note: Fee charged; Offered Pass/No pass only

EDU 586 - Current Issues in Literacy

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.

Note: Available on-campus and online
EDU 587 - TESL International Immersion Practicum  Credits: 3

This practicum gives TESL candidates the opportunity to teach ESL in a setting outside the United States. Students complete at least 4 weeks of full-time teaching at an approved institution abroad and complete an assigned curriculum project. Placements are made by the program director in conjunction with the candidate. 
Note: Fee charged; Pass/no pass only

EDU 588 - Advanced Study in Child Development  Credits: 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  Credits: 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 595 - Community of Learners  Credits: 3

This course is designed for M.Ed. candidates who work with students who come to the classroom with a variety of learning styles and from a variety of cultural and ethnic backgrounds.

Note: Available on-campus and online

EDU 596 - Bible Literacy for English/Humanities Teachers  Credits: 3

This course is designed for teachers who want to better understand the Bible, integrate the Bible into an English or humanities course, or teach a "Bible as Literature" course. Participants will study the Bible literature and curriculum and instruction strategies so that they can acquire discreet Bible knowledge for a well-rounded education in order to integrate the Bible into their English or humanities course or teach a full course in Bible as literature.
EDU 597 - TESL Professional Assessment Seminar  Credits: 1

During the last semester of their program, candidates in the TESL program are required to complete the Professional Assessment Seminar. This seminar gives students the opportunity to demonstrate their competence in the field through oral presentation of their research and completion of the Final Assessment of Competencies and portfolio. Students will also look at job opportunities in TESL/TEFL, prepare a professional curriculum vita, and examine ways to continue to grow professionally.

EDU 598 - Professional Development  Credits: 1

This activity is designed for teachers pursuing the continuing teaching license or the continuing administrator license. Particular attention in developing the activity will be paid to the candidates' authorization levels or administrative site and to those advanced competencies that the candidate documented in the Professional Education Plan (PEP).

Note: Fee charged; offered pass/no pass only

EDU 599 - M. Ed. Practicum  Credits: 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.

Note: Fee charged; Offered Pass/No pass only

EDU 600 - Research Seminar  Credits: 1

This course is a required piece of the Research Strand, one of the options a person who has earned a masters degree may choose for earning the Continuing Teaching License. It is open to candidates at any authorization level. This overview course reviews the important elements of designing and implementing meaningful Action Research.

EDU 601 - Educational Research  Credits: 3

The primary goal of this course is to provide a learning environment for the graduate student to engage safely in the analysis and design of research at a scholarly level and to become a critical consumer of research as an informed practitioner. Students will learn the essential vocabulary and basic frameworks of research while they read and analyze educational research from the field. As the culminating activity, students will develop their own proposal for an Action Research study that would contribute new knowledge to the field of education.

Note: Available on-campus and online
EDU 602 - Contemporary Educational Thought Credits: 3
Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. 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 styles and educational philosophies. The course will assist graduate students in developing a familiarity with current educational issues to deal more effectively with the numerous reforms and changes directly affecting schools in the Pacific Northwest. Candidates will also consider how they can impact and influence change from their positions as teachers.

EDU 605 - Instructional Leadership and Classroom Evaluation Credits: 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, and will study the impact of educational reform efforts.

Note: Available on-campus and online

EDU 607 - The Principalship Credits: 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 the latest OARs (Objectives for Initial Administrator Licensure).

Note: Available on-campus and online

EDU 620 - School and Community Partnerships Credits: 3
This course introduces graduate students to the need to develop and maintain clear and meaningful communications within the school and community settings. Students will become actively involved in techniques that can be used to maintain open dialogue within the field.

Note: Available on-campus and online
EDU 622 - School Law

This course seeks to encourage 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.

Note: Available on-campus and online

EDU 626 - Organizational Change

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 lead teachers and agents of change. Organizational Change serves as a required course in Concordia’s administrative licensing program.

Note: Available on-campus and online

EDU 650 - Administrative Practicum

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 584-080-0015. Administrative practicum students seeking an Oregon Initial Administrator License spend 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.

Note: Fee charged; Pass/No pass only

EDU 652 - District Level Practicum

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.

Note: Fee charged; Pass/No Pass only
EDU 672 - Communication and Conflict Management  
Credits: 3

This course is intended to take a fresh look and review age-old issues: communication and conflict. The view is from a district-wide, organizational systems perspective. This course is designed to examine, understand, and make practical application of communication and conflict at the school district level through readings, reflection, small case studies, and work on a collective bargaining simulation.

EDU 697 - Professional Assessment Seminar  
Credits: 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 candidate'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).

Note: Available on-campus and online

EDU 698 - Action Research  
Credits: 3

Action research is one of the possible capstone projects for the M. Ed. Program. It involves the identification of an educational problem in the student's work setting, researching the literature regarding the problem, designing a proposal to solve the problem, implementing the solution (after the proposal has been approved), and reporting the results. Students will develop the first four chapters in EDU 601, but will ultimately receive the majority of their guidance from their faculty advisor once they are registered for this course. 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.

Note: Fee charged. Available on-campus and online

EDU 699 - Thesis  
Credits: 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.

Note: Fee charged. Available on-campus and online
EDU 820 - Education Seminar: Emotional Intelligence and Classroom Management       Credits: 4

Concordia University has developed a professional partnership with Dr. Becky Bailey, an international expert and published author in early childhood education and development. Concordia provides limited graduate seminar credit when candidates attend Dr. Bailey’s professional development workshop, Conscious Discipline, that provides training and education for early childhood educators and complete Action Research with a Concordia University faculty.

**Prerequisites:** Experience as early childhood educator and attendance at Becky Bailey conference

EDU 821 - Education Seminar: Emotional Intelligence and Classroom Management II       Credits: 4

For those who attend Conscious Discipline 2, a second of Dr. Becky Bailey’s professional development workshops. After attending the conference, participants can complete Action Research with a Concordia faculty, applying the theory learned into practice. The limited seminar graduate credit can be transferred as electives into some education graduate programs.

EDU 896 - Bible Literacy for English and Humanities Teachers       Credits: 4

Designed for interested high school teachers, the course covers foundational Bible texts, from Genesis to Revelation, in order to understand concepts and allusions that permeate Western culture. Course participants will develop expertise— including materials and strategies—for teaching Bible literature. Course participants earn four hours of "limited graduate seminar credit." These four hours of "limited graduate seminar credit" may be accepted at some universities as electives in education graduate programs. Approximately 120 hours of work, or the equivalent of 12 CEU hours, are invested to complete this course. It is almost a fully independent course designed to be completed in 16 weeks with limited assignments.

**Note:** Available online only

ENV 501 - Environmental/Natural Resource Economics and Finance       Credits: 3

This course explores the impact of environmental and natural resource financial and economic 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 business issues. Cost-benefit analysis and natural resource valuation are stressed.

**Note:** Cross-listed as ENV 401
ENV 511 - Environmental/Natural Resource Law and Ethics  
Credits: 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 555 - Risk Assessment  
Credits: 3

This course is designed as a "hands-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.

Note: Cross-listed as MBA 555

ENV 561 - Negotiations  
Credits: 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  
Credits: 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  
Credits: 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 Project Management  Credits: 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 Management Practicum  Credits: 1

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.

Prerequisites: Environmental Management program director approval
Note: Offered Pass/No-Pass only

ENV 591 - Environmental/Natural Resource Projects  Credits: 1

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.

Note: Offered Pass/No-Pass only

HCA 511 - Health Care Ethics and Law  Credits: 3

This course addresses the legal and ethical aspects of health care delivery. It emphasizes the legal and ethical background for responsible decision making.

HCA 512 - Law and Ethics in Geriatrics  Credits: 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.

HCA 521 - Health Care Administration and Management  Credits: 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 522 - Health Care Financial Management in Health Services  
Credits: 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 - Health Care Policy and Regulation  
Credits: 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  
Credits: 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 Planning and Marketing  
Credits: 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 - Health Care Seminar  
Credits: 1

Current advanced health care topics in a workshop format. Topics will be announced by program director.
Note: Lab fee charged; offered Pass/No-pass only

HCA 552 - Quality Assessment and Improvement  
Credits: 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  
Credits: 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 in Working with the Elderly  Credits: 3
This course provides a basic understanding of biopsychosocial issues prevalent when working with older adults, as well as related policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

Prerequisites:  HCA 201 or waiver

HCA 582 - Systems in Long Term Care  Credits: 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.

MAT 501 - Issues in Education  Credits: 2
This course reviews the current trends and issues impacting educators on the national and regional level and provides a fresh overview of the teaching profession. Class sessions provide candidates an opportunity to evaluate the advantages and liabilities of educational practice, trends, and issues from the perspective of their developing teaching style and personal educational beliefs. The course relies on various interactive activities to provide candidates a broad understanding of current trends and issues impacting the contemporary educational scene.

MAT 503 - Basic Teaching Skills  Credits: 3
This course is designed to equip pre-service elementary education candidates with a repertoire of the analytical, practical and creative attributes at the core of an authentic classroom instruction and learning. Specifically, this course will prepare each candidate with the keys to effective instructional strategies, development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, and curriculum integration.

MAT 506 - Basic Teaching Skills ML/HS  Credits: 3
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.
MAT 508 - Character and the Curriculum  Credits: 2

Using current research, small group projects, case studies and role play, this course introduces candidates to basic resources and skills necessary to integrate character theme and strategies for character development into their classroom curriculum. It also provides a forum where such questions as how important it is to be an ethical educator, should schools be more intentional about the development of a child's character, and how valuable is it to infuse the curriculum with themes and strategies that help children address the moral and ethical questions they encounter each day, are addressed. Course completion may not guarantee the answers, but it will make a case for the inclusion of character development in every classroom.

MAT 532 - Learning Theory and Practice ML/HS  Credits: 3

This course will provide the basic psychological theory, skills and practical strategies for classroom teaching, especially for the Middle Level and High School authorization levels. It provides information from the fields of educational psychology, neurophysiology, neuro-psychosocial research, and epistemology that will facilitate a transformative journey for beginning teachers as they seek to understand the complex processes involved in teach and learning.

MAT 533 - Educational Technology ML/HS  Credits: 2

This course is designed for MAT pre-service teachers preparing for licensure at the middle school and high school levels, any content area. At the conclusion of this course, participants will be able to show a proficiency in personal and classroom computing skills and gain an understanding of issues surrounding educational technology.

MAT 536 - Evaluation and Assessment of Learning ECE/ELE  Credits: 2

This class will prepare pre-service teachers to assess learning through a variety of instruments. Students will demonstrate through personal reflections, group presentation, discussions, and class projects that they are able to interpret standardized tests, prepare teacher-generated tests that accurately assess objectives, utilize authentic assessment, and define their personal philosophies of evaluation and assessment. Students will reflect on legal and ethical issues in learner assessment and communication of student progress. This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning.
MAT 537 - Evaluation and Assessment of Learning ML/HS  
Credits: 2

This course will provide students with the tools and resources to explore and develop a variety of opportunities to assess student learning. The class content is divided into three sections: Assessment FOR Learning, Understanding Methods and Communicating Results. The first section, Assessment FOR Learning, will cover the concepts of measurement, validity and reliability, the importance of clear achievement targets, including academic and performance standards, and assessment that informs instruction. The second part focuses on assessment methods, including selected response, essay and performance assessment. The last section is about communicating results, that is, grading, interpersonal skills and preparing for conferences and conferencing with parents.

MAT 548 - Classroom Management and Parent/School Relations  
ECE/ELE Credits: 3

This course 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.

MAT 549 - Classroom Management and Parent/School Relations  
ML/HS Credits: 3

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.

MAT 551 - Practicum: Early Childhood  
Credits: 2

This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 180 contact hours at their assigned schools at the lower elementary grade level. Candidates teach as often as possible and participate in all classroom activities. Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No pass only
MAT 552 - Practicum:  Elementary  

This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 180 contact hours at their assigned schools at the upper elementary grade level. Candidates teach as often as possible and participate in all classroom activities. 
Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note:  Fee charged; Offered Pass/No pass only

MAT 553 - Practicum:  Middle Level  

This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 180 contact hours at their assigned schools at the middle school level. Candidates teach as often as possible and participate in all classroom activities.
Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note:  Fee charged; Offered Pass/No pass only

MAT 554 - Practicum:  High School  

This practicum is used as a method to help obtain the supplemental authorization level. MAT students are required to complete a minimum of 180 contact hours at their assigned schools at the high school level. Candidates teach as often as possible and participate in all classroom activities.
Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note:  Fee charged; Offered Pass/No pass only

MAT 555 - Curriculum and Instruction: Social Studies in a Diverse World  

This course will give the elementary teacher candidate the necessary knowledge to provide K-9 grade Social Studies 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, 4) promotes an awareness of life and career opportunities, and 5) integrates multiple disciplines including The Arts and Movement.
MAT 556 - The Whole Child and Learning  
Credits: 3

This course explores the development of the whole child from early childhood through early adolescence. Students will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, students will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

MAT 557 - Adolescent Development  
Credits: 3

This course provides a detailed investigation into human growth and development during the adolescent years. Students will explore biological and environmental factors that impact physical, cognitive, social, and emotional development. Special attention is given to the environmental influences that often make adolescence a time of stress.

MAT 558 - Curriculum and Instruction: Health and PE – ECE/ELE  
Credits: 2

This course is designed to help students identify and practice effective teaching skills that enhance the teaching-learning environment in health and physical education. Students will develop an awareness of the current issues, research, and curriculum for health and physical education. This class will also provide opportunities to practice teaching health and physical education lessons and implement systematic observance of instruction.

MAT 559 – Curriculum and Instruction: Math and Science – ECE/ELE  
Credits: 3

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.

MAT 561 - Curriculum and Instruction: Children’s Literature  
Credits: 2

This course is an introduction to all genres of literature for children in grades K-8. The course emphasizes authors and illustrators, award winning book titles, educational uses of literature, and the writing process behind the books. Students will learn which books are best for a particular developmental level, how to match motivational books to students and what role current issues in children’s literature (censorship, general issues, etc.) have in the classroom.
MAT 562 - Curriculum and Instruction: Math and Science – ML/HS Credits: 3

This course focuses on ways in which education candidates can best develop mathematical and science skills for the middle and high school student. Candidates in this course are exposed to state and national math and science standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into math and science classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

MAT 563 - Curriculum and Instruction: Reading and Language Arts Credits: 3

This course will furnish the teacher education student with the knowledge and resources necessary to provide pre-K to 8th grade instruction and assessment in reading, writing, listening, and speaking. It will specifically help students understand the essential components of the reading and writing processes, give 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 variety of formats for carrying out a reading and writing program in an elementary classroom, and familiarize them with ways to teach and assess narrative, imaginative, expository, and persuasive writing.

MAT 564 - Curriculum and Instruction: Integrated Methods – ML/HS Credits: 3

This course provides students with a framework for integrating disciplines in middle and high school classrooms. The curriculum also reviews current research in the integration of disciplines and current Oregon and Washington standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced giving students valuable approaches and ideas they can use in their practicum and student teaching.

MAT 565 - Integrating the Arts Credits: 2

This course offers students the opportunity to engage in various experiences in the Arts that are appropriate for use in the elementary classroom. Students will examine effective resources, ideas, and lessons that can be used for integrating the arts into the curriculum as they develop a portfolio of ideas and activities that enhance teaching and learning.
MAT 566 - Instructional Themes to Production ML/HS  
Credits: 2

This course provides candidates an in-depth familiarization with current Oregon and Washington teaching standards as well as practice integrating these standards into lesson plans in preparation for the practicum and student teaching phase of the program. More importantly, candidates work in integrated discipline teams, select instructional themes, and develop engaging lessons and activities for presentation in the course as well as for use with their selected classroom age level. Another important element of this course is learning how to develop and implement text sets to enhance the improvement of literacy at the middle level and in the high school.

MAT 570 - Curriculum and Instruction: Health and Physical Education ML/HS  
Credits: 5

This course focuses on ways in which education candidates can best develop Health and Physical Education skills for the middle and high school student. Candidates in this course are exposed to the continually emerging state and national health and PE standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into health and PE classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health and physical education programs are also reviewed.

MAT 590 - The Learning Community  
Credits: 3

This course helps teacher candidates consider the variety of learning styles, differences and cultural backgrounds present in their future students. Theories and strategies that promote differentiated instruction, cultural competence and building community within their classrooms are discussed and practiced.

MAT 591 - Student Teaching – Early Childhood Education  
Credits: 10

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. Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No pass only
MAT 592 - Student Teaching – Elementary  
Credits: 10

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. Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No pass only

MAT 593 - Student Teaching – Middle Level  
Credits: 10

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. Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No pass only

MAT 594 - Student Teaching - High School  
Credits: 10

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. Prerequisites: State Fingerprinting required. Requires completion of an on-line application for placement: http://www.cu-portland.edu/coe/placement/

Note: Fee charged; Offered Pass/No pass only
MBA 501 - Foundations  Credits: 4

This course introduces graduate students to the fundamental skills necessary for success in Concordia's MBA program along with an orientation to the MBA program. Students are introduced to the case study methodology and case discussion as fundamental concepts for graduate management education that is defined as a blend of professional experience, insight and analysis. Students are acquainted with structured analysis techniques that translate a theoretical perspective to develop analytical frameworks in which key factors delineate the issues of the case. Students learn to gather, compare and interpret relevant data, and propose solutions or make decisions based on the analysis conducted. This course enables students to perform financial analysis and interpret financial statements, analyze business problems and issues, develop perspectives on the case issues, and engage classmates to meaningfully advance the case discussion process.

MBA 502 - Financial Reporting and Control  Credits: 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 Leadership and Organizational Behavior  Credits: 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  Credits: 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  Credits: 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 - Business, Government, and International Economy  Credits: 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 - Competition and Strategy**  
**Credits: 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**  
**Credits: 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**  
**Credits: 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 Management  Credits: 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  Credits: 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 555 - Risk Assessment  Credits: 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.
**MBA 598 - Research Thesis**  
Credits: 2

This capstone course allows students to research and create a business plan or conduct a major feasibility study for a firm. This course serves as an integrative, hands-on learning experience using the analysis, management and planning tools gained during the program resulting in a major paper. Can be combined with MBA 599.

**Prerequisites:** Completion of a minimum of 18 credits of the MBA core courses. MBA 511 or other courses in statistics and/or research design are required if completing the Research Thesis option.

**MBA 599 - Internship**  
Credits: 1

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.

**SOM 551 - School of Management Seminar**  
Credits: 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. Some topics have included marketing solutions, the multi-cultural workforce, interviewing techniques, and conflict resolution. The seminars are usually offered on a "pass" or "no pass" basis, and require completion of at least one project for evaluation.

**Note:** May be repeated for credit in accordance with the Seminar policy.
**APPENDIX A: ACADEMIC CALENDARS**

**Remember:** Watch the dates in the schedule. YOU are responsible for meeting the deadlines listed.

Summer 2010 – Term Code: 201110

Full Term 13 Weeks: 5/10/10-8/6/10

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>May 10</td>
<td>Classes begin*</td>
</tr>
<tr>
<td>May 21</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>May 21</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>May 21</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date if you have classes that are in this session or in both other sessions.</td>
</tr>
<tr>
<td>May 31</td>
<td>Memorial Day (Campus Closed)</td>
</tr>
<tr>
<td>June 25</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>July 5</td>
<td>Independence Day Holiday (Campus Closed)</td>
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<tr>
<td>July 5</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Aug 6</td>
<td>End of Session</td>
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<td>(No Finals Week)</td>
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5 Week Session: 5/10/10-6/11/10

There will be no addition of courses after the first day of class for courses listed in this session.

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>May 10</td>
<td>Classes Begin*</td>
</tr>
<tr>
<td>May 10</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>May 14</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>May 14</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date if all of your classes are in this session.</td>
</tr>
<tr>
<td>May 21</td>
<td>Pass/No Pass Forms Due</td>
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<tr>
<td>May 28</td>
<td>Last Day to Withdraw</td>
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<tr>
<td>May 31</td>
<td>Memorial Day (Campus Closed)</td>
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<tr>
<td>June 11</td>
<td>End of 5 Week Session</td>
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<td>(No Finals Week)</td>
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8 Week Session: 6/14/10-8/6/10

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 14</td>
<td>Classes Begin*</td>
</tr>
<tr>
<td>June 18</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>June 25</td>
<td>Last Day to Drop without Transcript Notation*</td>
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<tr>
<td>June 25</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date if all of your classes are in this session.</td>
</tr>
<tr>
<td>July 5</td>
<td>Independence Day Holiday (Campus Closed)</td>
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<tr>
<td>July 9</td>
<td>Pass/No Pass Forms Due</td>
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<tr>
<td>July 16</td>
<td>Last Day to Withdraw</td>
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<tr>
<td>Aug 6</td>
<td>End of 8 Week Session</td>
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<td></td>
<td>(No Finals Week)</td>
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*Please see refund policy*
**Fall 2010 – Term Code: 201120**

**Remember:** Watch the dates on this sheet and in the schedule. YOU are responsible for meeting the deadlines listed.

### Full Semester Dates: 8/23/10-12/10/10

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Aug 20</td>
<td>Residence Halls open for new students to move in</td>
</tr>
<tr>
<td>Aug 21</td>
<td>Orientation/Registration</td>
</tr>
<tr>
<td>Aug 23</td>
<td>Evening Courses Begin (Courses taught at or after 4:30pm)</td>
</tr>
<tr>
<td>Aug 24</td>
<td>Day Courses Begin</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 3</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date.</td>
</tr>
<tr>
<td>Sept 6</td>
<td>Labor Day (Campus Closed)</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>
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<tr>
<td>Nov 22-26</td>
<td>Thanksgiving Break</td>
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<tr>
<td>Dec 3</td>
<td>Finals Prep Day (No Classes)</td>
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<tr>
<td>Dec 6-10</td>
<td>Finals Week</td>
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<tr>
<td>Dec 11</td>
<td>Fall Commencement</td>
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<tr>
<td>Dec 13-Jan 2</td>
<td>Christmas Break</td>
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</tbody>
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### 1st Half Semester Dates: 8/23/10-10/15/10

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<td>Labor Day (Campus Closed)</td>
</tr>
<tr>
<td>Sept 17</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Sept 24</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Oct 15</td>
<td>End of First Half Semester</td>
</tr>
</tbody>
</table>

**First ½ semester finals are taken during the last class period.**

### 2nd Half Semester Dates: 10/18/10-12/10/10

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 3</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date.</td>
</tr>
<tr>
<td>Oct 18</td>
<td>Second Half Semester Begins</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>Oct 22</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>Nov 12</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Nov 19</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Nov 22-26</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Dec 3</td>
<td>Finals Prep Day (No Classes)</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>
</tbody>
</table>

*Please see refund policy.*
**Spring 2010 - Term Code 201140**

**Remember:** Watch the dates on this sheet and in the schedule. YOU are responsible for meeting the deadlines listed.

Full Semester Dates: 1/3/11-4/29/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2</td>
<td>Residence Halls open for new students</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Registration/Orientation</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Evening Courses Begin (Courses taught at or after 4:30pm)</td>
</tr>
<tr>
<td>Jan 4</td>
<td>Day Courses Begin</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 14</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date.</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Martin Luther King Jr. Day (Campus Closed)</td>
</tr>
<tr>
<td>Feb 18</td>
<td>L.E.S.T. – Lutheran Elementary Schools Tournament (No Classes)</td>
</tr>
<tr>
<td>Feb 21-25</td>
<td>Mid-term Week</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Mar 11</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Mar 21-25</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Apr 22-24</td>
<td>Easter Break</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Finals Prep Day (No Classes)</td>
</tr>
<tr>
<td>Apr 25-Apr 29</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>

1st Half Semester Dates: 1/3/11-2/25/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 2</td>
<td>Residence Halls open for new students</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Registration/Orientation</td>
</tr>
<tr>
<td>Jan 3</td>
<td>Evening Courses Begin (Courses taught at or after 4:30pm)</td>
</tr>
<tr>
<td>Jan 4</td>
<td>Day Courses Begin</td>
</tr>
<tr>
<td>Jan 7</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>Jan 7</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>Jan 14</td>
<td>Tuition Assessment Date – No tuition will be refunded after this date.</td>
</tr>
<tr>
<td>Jan 17</td>
<td>Martin Luther King Jr. Day (Campus Closed)</td>
</tr>
<tr>
<td>Jan 28</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Feb 4</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Feb 18</td>
<td>L.E.S.T. – Lutheran Elementary Schools Tournament (No Classes)</td>
</tr>
<tr>
<td>Feb 25</td>
<td>End of First Half Semester</td>
</tr>
</tbody>
</table>

First ½ semester finals are taken during the last class period.

2nd Half Semester Dates: 3/1/11-4/29/11

<table>
<thead>
<tr>
<th>Date</th>
<th>Event/Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 14</td>
<td>Tuition Assessment Date: No tuition refunded after this date.</td>
</tr>
<tr>
<td>Feb 28</td>
<td>Second Half Semester Begins</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Last Day to Add a Course/Option Hour</td>
</tr>
<tr>
<td>Mar 4</td>
<td>Last Day to Drop without Transcript Notation*</td>
</tr>
<tr>
<td>Mar 21-25</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 25</td>
<td>Pass/No Pass Forms Due</td>
</tr>
<tr>
<td>Apr 1</td>
<td>Last Day to Withdraw</td>
</tr>
<tr>
<td>Apr 22-24</td>
<td>Easter Break</td>
</tr>
<tr>
<td>Apr 22</td>
<td>Finals Prep Day (No Classes)</td>
</tr>
<tr>
<td>Apr 25-Apr 29</td>
<td>Finals Week</td>
</tr>
<tr>
<td>Apr 30</td>
<td>Spring Commencement</td>
</tr>
</tbody>
</table>

*Please see refund policy.
# APPENDIX B: ACRONYMS AND TERMS

**APPA:** Academic Probation Plan of Action, a form and process to be completed with students on academic probation and conditionally admitted students  
**BACPAC:** Baccalaureate Package — college level courses offered via video conferencing and online for LCMS high schools throughout the United States — currently have four high schools participating  
**BOR:** Board of Regents for CU. Five members are elected by the LCMS in Synodical convention, three elected at LCMS district convention, and four appointed by CU. The district president serves as the chairman.  
**CA:** Conditional Admission — a student admitted to the college with some specific conditions for continued enrollment, usually the result of perceived academic deficiencies  
**The Cedars:** CU’s retreat center located near Boring  
**CEU:** Continuing Education Unit  
**CELT:** Center for Excellence in Learning and Teaching — a faculty development center that focuses on enhancing learner-centered teaching at CU — offers workshops, one-on-one training — located in library  
**CFO:** Chief Financial Officer  
**CHHS:** College of Health & Human Services  
**CIO:** Chief Information Officer  
**CLC:** Community Life Committee — one of three standing committees of the faculty  
**CMP1:** Computer lab in Hagen Center  
**COE:** College of Education  
**COO:** Chief Operating Officer — Provost  
**CTAS:** College of Theology, Arts & Sciences  
**CU:** Preferred acronym for Concordia University (NOT CUP!)  
**CUF:** Concordia University Foundation, the fund raising arm of the university  
**CUS:** Concordia University System started in 1993 — 10 colleges and 2 seminaries — now comprised of two committees  
**Barnes & Noble:** Manages CU bookstore  
**BUE:** Board for University Education  
**BPE:** Board for Pastoral Education  
**DCE:** Director of Christian Education, one of our PCW training programs at CU  
**ELS:** English Language School on campus that is administered by Berlitz  
**FAA:** Concordia’s financial aid application  
**FAB:** Fine Arts Building  
**FAFSA:** Free Application for Federal Student Aid (standardized eligibility form)  
**HCA:** Health Care Administration  
**IACBE:** The International Assembly for Collegiate Business Education — accredits business programs  
**ICA:** Individual course assessments — student completed assessment of classes  
**ISS:** International Student Services  
**ITS:** Information Technology Services  
**L:** Luther Hall classroom designation  
**LCMS:** The Lutheran Church Missouri Synod
LEST: Lutheran Elementary School Tournament — hosted on campus second week in February — HUNDREDS of elementary students compete in athletic and scholastic events
Lyceum: Lecture series for the community and campus
MAT: Master of Arts in Teaching
MBA: Master in Business Administration
MED: Master of Education
MKT: Marketing
MN: Mary Neils classroom designator
my.CU: An online tool that helps manage advising, registration, grades
Northwest District: The LCMS is divided into 37 districts, primarily determined by region. CU falls in the Northwest District which comprises, Washington, Oregon, Alaska, Idaho and China
JTNWCCCL: Jody Thurston Northwest Center for Children’s Literature — housed in Guild Hall, the only of its kind in the Northwest
NWCCU: Northwest Commission of Colleges and Universities — CU’s accrediting body
ORBIS CASCADE ALLIANCE: A Consortium of 36 academic libraries in Oregon and Washington
P: PE building classroom designator
PCW: Professional Church Work students (preseminary, DCE and teacher education)
P/NP: Pass/No Pass — option of grading which can be requested by the student under certain restrictions
PAVA: Performing and Visual Art
PPS: Physical Plant Services
RA: Resident Assistant
SAR: Student Aid Report
ST. Michael’s Lutheran Church: Located at the north end of campus where daily chapel and some CU special events are held
SOM: School of Management
SPT: Sports Management
TSPC: Teaching Standards and Practices Commission
WC: Writing Center — directed out of the English department
WDH: West Dining Hall
WTRM: Weight Room — below the gym
APPENDIX C: BOARD OF REGENTS, CONCORDIA UNIVERSITY

Mr. Robert Fowls, Bend, Oregon, Chair

Dr. Gloria Edwards, Portola Valley, California, Vice Chair

Mr. Terry Wilson, Portland, Oregon, Secretary

Rev. Bruce Biesenthal, Seattle, Washington

Mrs. Julie Bronkala, Minneapolis, Minnesota

Mr. Keith Brosz, Fallbrook, California

Rev. Stewart Crown, Palo Alto, California

Mr. Del Fuhrman, Wheaton, Illinois

Mr. Keith Huettig, Jerome, Idaho

Rev. Paul Linnemann, Portland, Oregon, NW District President, LCMS

Mr. Jack Menashe, Seattle, Washington

Dr. Gerhard Mundinger, Madison, Mississippi

Mrs. Kathy Schulz, Augusta, Missouri

Mr. George Thurston, Jr., Portland, Oregon,

Rev. Walter Tietjen, Elk Grove, California Representative, CA-NV-HI District, LCMS

Dr. Andrew White, Boise, Idaho

Dr. Charles Schlimpert, Portland, Oregon, President, Concordia University
APPENDIX D: FACULTY AND FACULTY EMERITI

David Albrecht, 1995
Director, The Sustainable Management Program

- B.A., Pacific Lutheran University, Tacoma, Washington
- J.D., Willamette University School of Law, Salem, OR
- L.L.M., University of Washington School of Law, Seattle, Washington
- L.L.M., Northwestern School of Law, Lewis & Clark College, Portland, Oregon

Jan E. Albrecht, 1995
Director, Graduate Studies; Professor of Secondary Education

- 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; Professor

- B.A., Concordia College, Moorhead, Minnesota
- M.L.S., University of Arizona, Tucson, Arizona
- M.P.A., Portland State University, Portland, Oregon

Barbara L. Archer, 2010
Visiting Assistant Professor, HealthCare Administration

- B.A., Willamette University, Salem, Oregon
- M.B.A., University of Portland, Portland, Oregon
- D.P.A., University of Southern California, Los Angeles, California

Donna Bachand, 2005
Professor of Medical/Surgical Nursing

- B.S.N., Arkansas State University, Jonesboro, Arkansas
- M.S., Texas Woman’s University, Dallas, Texas
- Ph.D., Texas Woman’s University, Denton, Texas

Dana Barbarick, 2009
Assistant Professor of Elementary Education

- B.S., Columbia Christian College, Portland, Oregon
- M.Ed., Concordia University, Portland, Oregon

Kurt Berentsen, 1998
Chair, Performing and Visual Arts; Assistant Professor; Director of Choral Music

- B.Mus., Utah State University, Logan, Utah
- M.A., University of California, Santa Barbara, California
• Colloquy, Concordia College, Seward, Nebraska

**Kurt F. Bergdolt, 2009**  
Assistant Professor of Visual Arts

- B.S., Concordia University, Seward, Nebraska
- M.S.Ed., Southern Illinois University, Edwardsville, Illinois
- Ph.D. Candidate, University of Nebraska, Lincoln, Nebraska

**Phillip L. Brandt, 2005**  
Professor of Theology

- B.A., Concordia College, Seward, Nebraska
- M.A., Washington University, St. Louis, Missouri
- M.Div., Concordia Seminary, St. Louis, Missouri

**Stephen B. Braun, 1987**  
Dean, School of Management; Professor of Strategy and Entrepreneurship

- B.A., Xavier University, Cincinnati, Ohio
- M.B.A., Fairleigh Dickenson University, Teaneck, New Jersey
- Ph.D., Portland State University, Portland, Oregon

**Lesley L. Britton, 2010**  
Clinical Instructor, Nursing Skills Lab

- B.S.N., Linfield Nursing School, Portland, Oregon
- M.S.N. (pending), Washington State University, Vancouver, Washington

**Davida J. Ankeny Brown, 2010**  
Assistant Professor of Chemistry

- B.S., George Fox University, Newberg, Oregon
- Ph.D., Stanford University, Stanford, California

**Bertram Coltman III, 2004**  
Professor of Biology

- B.S., Tulane University, New Orleans, Louisiana
- M.S., Tulane University, New Orleans, Louisiana
- Ph.D., Tulane University, New Orleans, Louisiana

**Shawn T. Daley, 2010**  
Assistant Professor of Middle/High School Education

- B.A., Loyola College in Maryland, Baltimore, Maryland
- M.A.T., George Fox University, Newberg, Oregon
Joel Davis, 2008  
Assistant Professor of History  
- B.A., Oklahoma City University, Oklahoma City, Oklahoma  
- M.A., University of Chicago, Chicago, Illinois  
- Ph.D., University of Missouri, Columbia, Missouri

Julie A. Dodge, 2009  
Visiting Assistant Professor of Social Work  
- B.A., Biola University, La Mirada, California  
- M.S.W., University of Southern California, Los Angeles, California

Randall Donohue, 2009  
Chair, Graduate Business Education (MBA and China Program) Professor of Global Business  
- B.A., Willamette University, Salem, Oregon  
- M.Sc., University of Strathclyde, Glasgow, Scotland, UK  
- Ph.D., University of South Australia, Adelaide, SA

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

Kathleen G. Dunbar, 1983  
Associate Professor of Education  
- B.A., Augustana College, Rock Island, Illinois  
- M.Ed., University of Portland, Portland, Oregon

Jeanette G. Eggert, 2000  
Associate Professor of Math and Physics  
- B.A., Concordia Teachers College, River Forest, Illinois  
- M.A., Western Michigan University, Kalamazoo, Michigan  
- Ed.D., George Fox University, Newberg, Oregon

Barbara O’Malley Floyd, 2006  
Associate Professor of OB/Pediatric Nursing  
- B.S., University of California, Los Angeles, California  
- M.S., University of Illinois Medical Center
Keylah Boyer Frazier, 2006
Director, Undergraduate Studies; Assistant Professor of Education

- B.A., Concordia University, Portland, Oregon
- M.Ed., University of Portland, Portland, Oregon
- Ph.D. (ABD), Capella University, Minneapolis, Minnesota

Michael Godsey, 2005
Associate Professor of Chemistry/Biochemistry

- B.A., Concordia University, Portland, Oregon
- M.S., University of Oregon, Eugene, Oregon
- Ph.D., Oregon Health Sciences University, Portland, Oregon

Rici De Fries Hallstrand, 2001
Professor of Biology

- B.A., University of California, San Diego, California
- Ph.D., University of California, Los Angeles, California

Christie Bernklau Halvor, 2006
Assistant Professor of Social Work

- B.A., Pacific University, Tacoma, Washington
- M.S.S.W., University of Wisconsin-Madison, Madison, Wisconsin
- Ph.D., (ABD), Portland State University, Portland, Oregon

Dean R. Hansen, 2006
Director of Christian Ministries; Assistant Professor

- B.A., Concordia University, Seward, Nebraska
- M.A., Concordia University, Seward, Nebraska
- D.C.E., Concordia University, Portland, Oregon

Richard A. Hill, 1976
Chair, English and Humanities; Professor of English and Humanities

- B.A., Gonzaga University, Spokane, Washington
- M.A., Emory University, Atlanta, Georgia
- Ph.D., Emory University, Atlanta, Georgia

Herbert E. Hoefer, 1997
Head of the Mission Institute; 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
Gerd J. Horten, 2000
Professor of History

- B.A., Universitat Heidelberg, Germany
- M.A., University of Oregon, Eugene, Oregon
- Ph.D., University of California at Berkeley, Berkeley, California

Mihail Iordanov, 2010
Professor of Biology

- M.S., St. Kliment Ohridski University of Sofia, Sofia, Bulgaria
- Ph.D., Fridericana University of Karlsruhe, Karlsruhe, Germany

Mark D. Jager, 1995
Dean, College of Health and Human Services; Chair and 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

Michelle D. Jones, 2010
Visiting Associate Professor, School of Management

- B.A., Trinity University, San Antonio, Texas
- M.A., Claremont Graduate University, Claremont, California
- Ph.D., Claremont Graduate University, Claremont, California

Lynn Keyne-Michaels, 1998
Director, Concordia Teacher Corps; Associate Professor of Education

- B.S., Concordia College, Seward, Nebraska
- M.S., California State University, Hayward, California
- Ed.D., Candidate, Washington State University, Vancouver, Washington

Kim Knutsen, 2006
Associate Professor of English

- B.S., Portland State University, Portland, Oregon
- M.A., New Mexico State University, Las Cruces, New Mexico
- M.F.A., University of Iowa, Iowa City, Iowa
- Ph.D., Western Michigan University, Kalamazoo, Michigan

Jane Koivisto, 2003
Director, Jody Thurston Northwest Center for Children’s Literature; Reading Specialist; Assistant Professor of Education

- B.S.Ed., Western Oregon University, Monmouth, Oregon
- M.S.Ed., Portland State University, Portland, Oregon

395
William F. Kuhn, 2008
Professor of Music

- B.A., Concordia Teachers College, River Forest, Illinois
- M.Music, Northwestern University, Evanston, Illinois
- Ed.D., University of Nebraska, Lincoln, Nebraska

Charles J. Kunert, 1969
Dean, College of Theology, Arts & 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

Brent Mai, 2003
University Librarian; Professor, Library and Information Management

- 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

Joseph C. Mannion, 1991
Dean, College of Education; Professor of Education

- B.A., Concordia University, River Forest, Illinois
- M.Ed., University of Hawaii, Honolulu, Hawaii
- Ed.D., University of Hawaii, Honolulu, Hawaii

Jerry McGuire, 2007
Associate Professor of Education

- B.S., University of Oregon, Eugene, Oregon
- M.Ed., University of Oregon, Eugene, Oregon
- Ph.D., University of Oregon, Eugene, Oregon

Norman P. J. Metzler, 1993
Professor of Theology

- 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
Ronald S. Miolla, 2008
Associate Professor of Finance

- B.A., Colby College, Waterville, Maine
- M.B.A., University of Southern Maine, Portland, Maine
- Executive certificate, MIT Boston, Massachusetts
- Executive certificate, Dartmouth College, Hanover, New Hampshire
- Ph.D. candidate, Northcentral University, Prescott Valley, Arizona
- M.A., MIT, Boston, Massachusetts

Erin A. Mueller, 2007
Professor of Psychology

- B.A., University of Northern Iowa, Cedar Falls, Iowa
- Ph.D., Brigham Young University, Provo, Utah
- Post-Doctoral Residency: Oregon Health Sciences University, Portland, Oregon

Lee Paton, 2008
Associate Professor of Nursing

- B.S., University of Washington, Seattle, Washington
- B.S., Seattle Pacific University, Seattle, Washington
- M.S., Seattle Pacific University, Seattle, Washington
- Ph.D., Oregon Health Sciences University, Portland, Oregon

Paula J. Politte, 1991
Assistant Professor, College of Education

- B.A., Concordia University, Portland, Oregon
- M.S.S., United States Sports Academy, Daphne, Alabama

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
  Associate Professor of Education

Krista Marie Reichard, 2006
Assistant Professor; Reference and Instruction Librarian

- B.S., Willamette University, Salem, Oregon
- MLIS., University of Washington, Seattle, Washington
Mark C. Robertson, 2010
Assistant Professor of Middle/High School Education

• B.A., Concordia University, Portland, Oregon
• M.A.T., Concordia University, Portland, Oregon

Sheryl Reinisch, 1999
Director, MAT Program; Professor of Education

• B.A., Concordia College, River Forest, Illinois
• M.Ed., University of Central Florida, Orlando, Florida
• Ed.D., Portland State University, Portland, Oregon

Linda Rountree, 1989
Director, International Studies; Associate Professor

• B.A., University of Oklahoma, Norman, Oklahoma
• M.A., Oklahoma State University, Stillwater, Oklahoma
• M.S., Oklahoma State University, Stillwater, Oklahoma

Julie A. Rowland, 1979
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

Lori L. Sanchez, 2008
Associate Professor of Education

• B.A., Concordia University, Portland, Oregon
• M.Ed., Concordia University, Portland, Oregon
• Ed.D., George Fox University, Newberg, Oregon

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, Los Angeles, California

Joel M. Schuldheisz, 1985
Chair, Exercise & Sport Science; Professor of Exercise & Sport Science

• B.A., Concordia College, St. Paul, Minnesota
• M.Ed., University of Minnesota, Minneapolis, Minnesota
• Ph.D., Oregon State University, Corvallis, Oregon
Trish Lichau Shields, 2002
Director, Online Education; Professor of Education

- B.S., University of Portland, Portland, Oregon
- M.S., University of Portland, Portland, Oregon
- Ph.D., Capella University, Minneapolis, Minnesota

Tomas M. Shuell, 2000
Associate Professor of Mathematics

- B.A., Concordia University, Portland, Oregon
- M.S., Portland State University, Portland, Oregon

Kevin E. Simpson, 2000
Professor of Psychology

- B.S., John Brown University, Siloam Springs, Arkansas
- M.S., University of Texas, Denton, Texas
- Ph.D., University of Denver, Denver, Colorado

Glenn Smith, 1996
Vice Provost for Student Services and Enrollment Management; Faculty without rank

- B.A., Azusa Pacific College, Azusa, California
- M.A., Azusa Pacific College, Azusa, California
- Ed.D., Portland State University, Portland, Oregon

Jane Graves Smith, 1998
Chair, Social Sciences, Professor of Psychology

- B.A., Azusa Pacific College, Azusa, California
- M.Ed., Whitworth College, Spokane, Washington
- 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

Heather Stueve, 1992
Assistant Professor (deployed to CUENet)

- B.A., Christ College Irvine, Irvine, California
- M.A., Portland State University, Portland, Oregon
Ceiridwen Terrill, 2006  
Associate Professor of English

- B.A., The Evergreen State College, Olympia, Washington
- M.A., University of Arizona, Tucson, Arizona
- Ph.D., University of Nevada, Reno, Nevada

Michael Thomas, 2003  
Director, Honors Program; Associate Professor of Classical Languages/Humanities

- B.A., Concordia University, Portland, Oregon
- M.A., University of Washington, Seattle, Washington
- Ph.D., University of Virginia, Charlottesville, Virginia

David S. Tucker, 2008  
Professor of Accounting

- B.S., Harding University, Searcy, Arkansas
- M.A., Georgetown University, Washington, D.C.
- Ph.D., University of Arkansas, Fayetteville, Arkansas
- C.P.A., Arkansas State Board

Sonja B. Vegdahl, 1994  
Director, Social Work Program; 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

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

Gary Withers, 2005  
Executive Vice President; Faculty without rank

- B.S., Lewis and Clark College, Portland, Oregon
- J.D., Northwestern School of Law, Lewis & Clark College, Portland, Oregon

Daniel L. Wright, 1991  
Director of Institute for Shakespeare Authorship Studies; Professor of English

- 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
Wilson Zehr, 2007
Associate Professor of Entrepreneurship and Marketing

- B.S., Portland State University, Portland, Oregon
- M.B.A., Portland State University, Portland, Oregon
- Ph.D., (ABD) Portland State University, Portland, Oregon
Faculty Emeriti

William H. Balke, 1984
Professor Emeritus of Math

- B.S., Concordia Teachers College, Seward, Nebraska
- M.S., Ed. Millikin University, Decatur, Illinois
- Ed.D, (ABD), Portland State University, Portland, Oregon

Dwaine C. Brandt, 1959
Professor Emeritus of History

- B.S., Oregon College of Education, Monmouth, Oregon
- M.A., University of Oregon, Eugene, Oregon
- Ph.D., University of Washington, Seattle, Washington

Nolan R. Bremer, 1983
Professor Emeritus 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

John F. Burgess, 1982
Professor Emeritus 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

Carl F. Christian, 1986
Professor Emeritus of Education

- B.S., Concordia University, River Forest, Illinois
- M.S.Ed., Wayne State University, Detroit, Michigan
- Ed.D., University of Nebraska, Lincoln, Nebraska

Gary B. Hanson, 1994
Professor Emeritus of Biology

- B.A., Wisconsin State University, Whitewater, Wisconsin
- Ph.D., Loma Linda University, Loma Linda, California

Robert J. Jacke, 1985
Professor Emeritus of Physical Sciences and Mathematics

- B.A., Concordia University, River Forest, Illinois
- M.Ed., University of Texas, Austin, Texas
Frederick D. Kramer, 1963  
Professor Emeritus of Psychology

- B.S., Concordia College, River Forest, Illinois  
- M.A., Northwestern University, Evanston, Illinois  
- Ph.D., University of Portland, Portland, Oregon

Thomas O. Munson, 1999  
Professor Emeritus of Chemistry

- B.A., University of California, Berkeley, California  
- M.S., University of Wisconsin, Madison, Wisconsin  
- Ph.D., University of Wisconsin, Madison, Wisconsin

John F. Scheck, 1955  
Professor Emeritus of History

- B.A., Concordia Seminary, St. Louis, Missouri  
- M.Div., Concordia Seminary, St. Louis, Missouri  
- Ph.D., University of Oregon, Eugene, Oregon

Robert F. Schmidt, 1988  
Professor Emeritus of Theological Studies and Political Science

- B.A., Concordia Seminary, St. Louis, Missouri  
- S.T.M., Pacific School of Religion, Berkeley, California  
- M.Div., Concordia Seminary, St. Louis, Missouri  
- M.A., Colorado State University, Fort Collins, Colorado  
- Ph.D., University of Washington, Seattle, Washington

Hans G. R. Spalteholz, 1956  
Professor Emeritus 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

Orlando Trier, 1997  
Professor Emeritus of Theology

- A.A., Concordia, Ann Arbor, Michigan  
- B.A., Ft. Wayne Senior College  
- M.Div., Concordia Seminary, St. Louis, Missouri

Arthur G. Wahlers, 1946  
Professor Emeritus 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

Ann G. Widmer, 1983  
Professor Emeritus of MBA Internships, Thesis, and 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

• 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

Joyce Zerwekh, 2004  
Professor Emeritus of Nursing

• B.S.N., St. Olaf College, Northfield, Minnesota  
• M.A., New York University, New York City, New York  
• Ed.D., Seattle University, Seattle, Washington
APPENDIX E: TEACHING AND ATHLETIC STAFF

Brad Barbarick, 1993
Men’s Basketball Coach; Exercise & Sport Science Instructor

- B.S., Columbia Christian College, Portland, Oregon
- M.S., Western Oregon State College, Monmouth, Oregon

Daniel Birkey, 1988
Men’s Soccer Coach; Exercise & Sport Science Instructor

- B.S., Warner Pacific College, Portland, Oregon
- M.S., Portland State University, Portland, Oregon

Aaron Christian, 2006
Women’s Basketball Coach; Exercise & Sport Science Instructor

- B.A., Pacific Lutheran University, Tacoma, Washington
- M.Ed., Washington State University, Pullman, Washington

Scott D. Crawford, 2005
Assistant Athletic Trainer

- B.S., Oregon State University, Corvallis, Oregon
- M.S., Arizona School of Health Sciences, Mesa, Arizona

Thomas Daniels, 2004
Director, MBA Program, Bend, Oregon

- B.S., University of Mississippi, University, Mississippi
- M.S., Naval Postgraduate School, Monterey, California

Randy Dalzell, 2005
COE Placement Director, Men’s and Women’s Track and Field and Cross Country Coach

- B.S., Columbia Christian College, Portland, Oregon
- M.Ed., Linfield College, McMinnville, Oregon

Jason Dormeyer, 2007
Sports Information Director

- B.S., Minnesota State University-Moorhead, Moorhead, Minnesota

Matt English, 2008
Athletic Director

- B.A., Seattle Pacific University, Seattle, Washington
- M.B.A., University of Oregon, Eugene, Oregon
Michael Goebel, 2000
Chair, BS Business Program

- B.A., University of Washington, Seattle, Washington
- M.B.A., Seattle City University, Seattle, Washington
- M.P.A., Seattle City University, Seattle, Washington

Ronald A. Grove, 2007
Men’s and Women’s Golf Coach

- P.G.A. Business School

Melanie L. Hambelton, 2009
Head Volleyball Coach

- B.S., Portland State University, Portland, Oregon

Emily Kosderka, 2001
Head Athletic Trainer; Exercise & Sport Science Instructor

- B.S., Willamette University, Salem, Oregon
- M.S., Indiana University, Bloomington, Indiana

Carrie Kosderka-Farrell, 2003
Women’s Softball Coach

- B.S., University of Utah, Salt Lake City, Utah

Grant Landy, 1997
Women’s Soccer Coach; Exercise & Sport Science Instructor

- B.A., California Polytechnic State University, San Luis Obisbo, California

Terry Palmer, 2008
Director, Offsite Programs

- B.A., Freed-Hardeman College, Henderson, Tennessee
- M.S., Portland State University, Portland, Oregon

Rob Vance, 1999
Baseball Coach; Instructor, College of Education

- B.A., Pacific University, Forest Grove, Oregon
- M.S.T., Portland State University, Portland, Oregon
APPENDIX F: ADMINISTRATIVE STAFF

Megan Bouslaugh, Associate Dean for Student Development

Greg Close, Director of The Center for Excellence in Learning and Teaching (CELT)

Jim Cullen, Director of Enrollment Services

Steve DeKlotz, Dean of Students

Dan Ferguson, Director of International Admission

Ron Fonger, Director of Information Services, Institutional Research

Alan Luher, Director of Campus Safety

Douglas Meyer, Director of Physical Plant Services

Brad Metzler, Director of Information Services – Infrastructure

Jaklin Peake, Director of Counseling and Learning Services

Rhoda Reseburg, Director of Financial Aid

Paul Revere, Registrar

Barbara Russell, Campus Nurse

Andrea Sten, Human Resources Director

Bobi Swan, Dean of Admission

Debbie Zawada, Controller, Finance Department
APPENDIX G: BOARD OF DIRECTORS, CONCORDIA UNIVERSITY FOUNDATION

Mr. Rodney Boucher, San Jose, California
Chairman, Board of Directors

Dr. Charles Brondos, Spokane, Washington
Secretary, Board of Directors

Mr. Dennis Stoecklin, Portland, Oregon
Assistant Secretary, Treasurer, Board of Directors

Mr. Grieg Anderson, Portland, Oregon

Mr. Rich Baek, Beaverton, Oregon

Mr. Alvin Berg, Vancouver, Washington

Mr. Barry Caldwell, Bellevue, Washington

Mr. Rick Dillon, Vancouver, Washington

Mr. David Eash, Spokane, Washington

Dr. Gloria Edwards, Portola Valley, California

Mr. Ray Guenther, Portland, Oregon

Mrs. Diane Gunning, Spokane, Washington

Ms. Lilisa Hall, Portland, Oregon

Dr. Robert Hilken, Portland, Oregon

Ms. Kathleen Hone, Minden, Nevada

Mr. Paul Kelly, Jr., Portland, Oregon

Mr. Gerald Eugene Koll, Lake Oswego, Oregon

Dr. Kenneth Lien, Vancouver, Washington

Mr. Thomas Muhly, Cheyenne, Wyoming

Dr. Charles Schlimpert, President, Concordia University, Portland, Oregon

Dr. Norm Sell, St. Louis, Missouri

Mr. Carl Talton, Portland, Oregon
Mr. Hide Tanigami, Los Altos, California

Mr. George Thurston, Portland, Oregon

Mrs. Mary Tooze, Portland, Oregon

Mr. Larry Wade, Portland, Oregon

Dr. Andrew White, Boise, Idaho

Dr. Keren Brown Wilson, Portland, Oregon

Mr. Terry Wilson, Portland, Oregon

Mr. Gary Withers, Executive Vice President, Concordia University, Portland, Oregon

Mr. Michael Wray, Portland, Oregon
APPENDIX H: FOUNDATION STAFF, CONCORDIA UNIVERSITY

Leslie Aaron, Major Gift Officer, Special Campaigns

Pema Choephel, Web Developer

Julie Howe, Administrative Assistant for Development

Erinn DeGroot, Development Associate

Mark Deuel, Administrative Assistant for Alumni & Parent Relations

Katrina Dinges, Graphic Designer

Chris Dodge, Communications Manager

Lisa Goodwin, Annual Giving Director

Jason Hagen, Administrative Assistant

James Harbolt, Senior Director of Development

Linda James, Executive Assistant, Office of the President

Brooke Krystosek, Director of Alumni and Parent Relations

Karen Lowe, Administrative Assistant for Advancement Services

Mike Madison, Director of Development

Sandra Martin-Boehm, Director of Advancement Services

Keith Matheny, Chief Development Officer

Jill Murray, Director of Foundation & Corporate Relations

Jim Pressnell, Director of Church Relations

Charles Schlimpert, Chief Executive Officer

Scott Stauffer, Administrative Assistant, Advancement Services

Dana Thomas, Web Communications Director

Trish Turchiarolo-Vanoni, Donor Relations and Event Manager

Madeline Turnock, Director of Marketing and Communications
Gary Withers, Executive Vice President
APPENDIX I: THE OFFICERS AND BOARD MEMBERS OF THE LUTHERAN CHURCH-MISSOURI SYNOD

The Rev. Dr. Gerald B. Kieschnick, President

The Rev. Dr. Robert T. Kuhn, President Emeritus

The Rev. Dr. Ralph A. Bohlman, President Emeritus

The Rev. Dr. William R. Diekelman, First Vice-President

The Rev. Dr. Paul L. Maier, Second Vice-President

The Rev. Dr. John C. Wohlrabe Jr., Third Vice-President

The Rev. Dr. Dean W. Nadasdy, Fourth Vice-President

The Rev. Dr. David D. Buegler, Fifth Vice-President

The Rev. Dr. Raymond L. Hartwig, Secretary

Dr. Thomas W. Kuchta, Vice-President, Finance-Treasurer

The Concordia University System Board of The Lutheran Church-Missouri Synod

The Rev. Dr. Alan Borcherding, Interim Executive Director/President

Rev. Dr. Bryan Salminen, President’s Representative to the Board

The Rev. Dr. David Smith, Chair

Mr. David Hawk

The Rev. Dr. Daniel Jastram

Ms. Melissa Knippa

Mr. Dennis Meyer

Ms. Nancy Petrie

Mr. Ronald Reck

Dr. Paul Schilf
APPENDIX J: ADVISORY MEMBERS AND COLLOQUY COMMITTEE

Advisory Members

Dr. Gayle Grotjan

The Rev. Dr. Ray Mirly

Dr. Tom Cedel

Dr. Thomas Kuchta

The Rev. Dr. Glen Thomas

Colloquy Committee for Commissioned Ministry

The Rev. Dr. William Diekelman

The Rev. Dr. Patrick Ferry

The Rev. Dr. Robert Hoist
Coming from Portland International Airport

- Head east on NE Airport Way — away from the Airport. The first signal you will come to is NE 82nd Ave. Turn right onto 82nd.
- Follow 82nd around a few curves - you will soon be heading down what appears to be a highway.
- Take the “exit” for NE Columbia Blvd and turn right onto Columbia.
- Follow Columbia to a signal at NE 60th Ave. Turn left onto 60th.
- Turn right at the next signal onto NE Portland Hwy/US Bypass 30.
- 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 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-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 onramp 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.
Campus Facilities, Departments, & Offices
Building Number, Building Name, Grid Coordinates

1 Luther Hall — D3
- Admission Office
- Business Services Office
- Classrooms
- Faculty Offices
- Financial Aid Office
- International Studies Office
- Registrar’s Office

2 Luther Front Lawn — C4
- Health Services/Campus Nurse
- Physical Plant Services
- School of Management
  - BA Business Administration
  - BS Business Degree Completion
  - Master of Business Administration (MBA)

3 Hagen Campus Center — E3
- ASCU/Student Government Office
- ATM
- Brandes Dining Room
- Public Safety
- Cavalier Cafe
- Center for Service Leadership
- Christian Life Ministries Office
- Computing Center
- Concordia University Foundation
  - Alumni & Parent Relations
  - Church Relations
  - Development
  - Marketing & Communications
- Dining Services
- Information & Service Center
  - Mail and Shipping Services
  - Printing and Duplicating Services
  - Information Technology Services (ITS)
  - Technology Help Desk
- Student Events & Activities Center
- Student Involvement Center
- Student Lounge

4 Luther Courtyard — D4
- Career Resources Center
- Housing & Residence Life Office
- Tutoring & Learning Services

5 Centennial Hall — E5
- Counseling Services
- College of Education
  - Undergraduate Education & Christian Ministries Program
  - Graduate Education Program
  - Director of Christian Education Program (DCE)
  - Education Placement Office
  - ELS Language Center
  - Faculty Offices

6 The Bookmark — A7
- ELS Language Center Classroom — A8
- Coates Apartments: South — C6
- Coates Apartments: North — D6
- Weber Residence Hall — E6
- Mary Neils Building — E6
  - Classroom
  - Student Services
    - Career Resources Center
    - Housing & Residence Life Office
    - Tutoring & Learning Services

7 Luther Courtyard — A7
- Career Services
- College of Education
  - Undergraduate Education & Christian Ministries Program
  - Graduate Education Program
  - Director of Christian Education Program (DCE)
  - Education Placement Office
  - ELS Language Center
  - Faculty Offices

8 Luther Courtyard — A7
- Career Services
- College of Education
  - Undergraduate Education & Christian Ministries Program
  - Graduate Education Program
  - Director of Christian Education Program (DCE)
  - Education Placement Office
  - ELS Language Center
  - Faculty Offices

9 Luther Courtyard — A7
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  - Faculty Offices

10 Luther Courtyard — A7
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  - ELS Language Center
  - Faculty Offices

11 Luther Courtyard — A7
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12 Luther Courtyard — A7
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13 Luther Courtyard — A7
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14 Luther Courtyard — A7
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15 Luther Courtyard — A7
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16 Luther Courtyard — A7
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17 Luther Courtyard — A7
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18 Luther Courtyard — A7
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19 Luther Courtyard — A7
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20 Luther Courtyard — A7
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21 Luther Courtyard — A7
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22 Luther Courtyard — A7
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23 Luther Courtyard — A7
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24 Luther Courtyard — A7
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25 Luther Courtyard — A7
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  - ELS Language Center
  - Faculty Offices

Directions from campus to Concordia University Throw Center:
9140 NE Sunderland Ave  Portland, OR 97211

Drive:
1. Head east on NE Holman St toward NE 33rd Ave  0.3 mi
2. Turn left at NE 33rd Ave
3. Take the Col. Blvd W ramp to Marine Dr  0.2 mi
4. Slight right at NE 33rd Dr  1.1 mi
5. Turn left at NE Sunderland Ave  151 ft