



2024-2025

**UNDERGRADUATE**  
**ACADEMIC CATALOG**

**CONCORDIA**  
**UNIVERSITY**  
WISCONSIN & ANN ARBOR



# TABLE OF CONTENTS

Undergraduate Catalog .....	8	Marketing Major (A) .....	56
The University .....	8	Public Relations Major (A) .....	56
Academic Definitions .....	11	Sport and Entertainment Business Major (A) .....	56
Academic Policies .....	12	Minors .....	57
Academic Programs .....	22	Accounting Minor (A) .....	57
Post-Traditional Students .....	23	Business Communications Minor (A) .....	58
Post-Traditional - Core .....	24	Business Minor (A) .....	58
Post-Traditional - Intermediate Core .....	25	Economics Minor (A) .....	58
Post-Traditional - Transfer Core .....	26	Entrepreneurship Minor (A) .....	58
Traditional Students .....	27	Family Business Minor (A) .....	58
Traditional Students - Core .....	28	Finance Minor (A) .....	58
Traditional Students - Intermediate Core .....	30	Forensic Accounting Minor (A) .....	59
Traditional Students - Transfer Core .....	32	Hospitality and Event Business Minor (A) .....	59
Admission Procedures .....	34	Human Resource Management Minor (A) .....	59
Admission Procedures (Acc) .....	36	Individualized Business Minor (A) .....	59
Concordia International Center (CIC) .....	36	Justice & Public Policy Minor (A) .....	60
Financial Aid Overview .....	37	Management Minor (A) .....	60
Financial Aid Types of Assistance .....	38	Managerial Accounting Minor (A) .....	60
Pathways .....	41	Marketing Minor (A) .....	60
Student Services .....	42	Public Relations Minor (A) .....	60
Technology Requirements .....	45	Sport and Entertainment Business Minor (A) .....	60
Transfer Credit Policy and Options .....	46	Certificates .....	61
Tuition and Fees .....	47	Paralegal Studies Certificate (A) .....	61
Ann Arbor Main Campus (A) .....	50	School of Arts and Sciences (A) .....	61
Haab School of Business (A) .....	50	Majors .....	62
Majors .....	51	Applied Theology Major (A) .....	62
Accounting Major (A) .....	51	Art Major (A) .....	62
Business Analytics and Organizational Performance (A) .....	52	Athletic Training (A) .....	62
Business Communication Major (A) .....	52	Biblical Studies Major (A) .....	65
Economics Major (A) .....	52	Biology Major (A) .....	65
Entrepreneurship Major (A) .....	52	Biomedical Sciences Major (A) .....	66
Finance Major (A) .....	52	Christian Thought Major (A) .....	67
General Business Major (A) .....	53	Church Music Major (A) .....	67
Health Care Administration (A) .....	54	Classical Education - Bachelor of Arts (A) .....	68
Hospitality and Event Business Major (A) .....	54	Computer Science Major (A) .....	69
Human Resource and Strategic Leadership Major (A) .....	54	Digital Media Design (A) .....	70
Justice & Public Policy Major (A) .....	54	English Major (A) .....	71
Management Major (A) .....	55	Exercise Science (A) .....	71
		Family Life Ministry (A) .....	72
		History Major (A) .....	72
		Liberal Arts (A) .....	72
		Mass Communication Major (A) .....	72

Mathematics Major (A) .....	72	Contemporary Church Music Certificate (A) .....	83
Music Major (A) .....	72	Undergraduate Research Certificate (A) .....	84
Pharmaceutical Science (A) .....	73	School of Education (A) .....	86
Pre-Deaconess Program (A) .....	74	Majors .....	88
Pre-Seminary Program (A) .....	74	Elementary Education (A) .....	88
Psychology Major (A) .....	74	Elementary Education - Lower Elementary Grades	
Social Studies Major (A) .....	75	PreK - 3 (A) .....	88
Theological Languages Major (A) .....	75	Elementary Education - Upper Elementary Grades 3 -	
Minors .....	75	6 (A) .....	89
Adolescent Studies Minor (A) .....	75	K-12 Health and Physical Education (A) .....	90
Art Minor (A) .....	75	K-12 Music Education Major (A) .....	92
Artificial Intelligence & Robotics Minor (A) .....	76	Secondary Education (A) .....	92
Biblical Studies Minor (A) .....	76	Secondary Education - Comprehensive Social	
Biology Minor (A) .....	76	Studies (A) .....	93
Chemistry Minor (A) .....	77	Secondary Education - English (A) .....	94
Christian Thought Minor (A) .....	77	Secondary Education - Mathematics (A) .....	96
Computer Animation Minor (A) .....	77	Secondary Education - Science (A) .....	97
Contemporary Christian Music Minor (A) .....	77	Special Education Learning Disabilities Endorsement	
Cybersecurity Minor (A) .....	78	Grades K-12 (A) .....	99
Digital Media Design Minor (A) .....	78	Minors .....	100
English Minor (A) .....	78	Secondary Education Minors (A) .....	100
Ethics Minor (A) .....	78	Biology Education Minor (A) .....	100
History Minor (A) .....	79	English Education Minor (A) .....	100
Human Biology Minor (A) .....	79	History Education Minor (A) .....	100
Information Systems Minor (A) .....	79	Mathematics Education Minor (A) .....	100
Mass Communication Minor (A) .....	80	Spanish Education Minor (A) .....	101
Mathematics Minor (A) .....	80	Certificates .....	101
Music Minor (A) .....	80	School of Health Professions (A) .....	101
Musical Theatre Minor (A) .....	80	Majors .....	101
Philosophy Minor (A) .....	81	Diagnostic Medical Sonography (A) .....	101
Physical Science Minor (A) .....	81	Radiologic Technology Major (A) .....	104
Psychology Minor (A) .....	81	Rehabilitation Science (A) .....	106
Social Studies Minor (A) .....	81	Social Work Major (A) .....	109
Sociology Minor (A) .....	81	Minors .....	109
Software Engineering Minor (A) .....	82	Child Life Specialist Minor (A) .....	109
Spanish Minor (A) .....	82	Social Science Minor for Social Work Majors (A) .....	109
Sports Media Minor (A) .....	82	Social Work Minor (A) .....	109
Theatrical Communication Minor (A) .....	82	School of Nursing (A) .....	109
Theological Languages Minor (A) .....	83	Majors .....	110
Worship Arts Leadership Minor (A) .....	83	Nursing: Traditional Bachelor of Science in Nursing (A)	
Youth and Family Ministry Minor (A) .....	83	.....	110
Certificates .....	83	Accelerated Programs (ACC) .....	112
		Arts and Sciences Programs .....	112

Bachelor Degrees .....	113	Health Care Management Certificate (Acc) .....	125
Applied Computer Science (Acc) .....	113	Human Resource Management Certificate (Acc) .....	125
Applied Psychology (Acc) .....	114	Marketing Certificate (Acc) .....	125
Communication and Leadership (Acc) .....	115	Nonprofit Management Certificate (Acc) .....	125
Theological Studies (Acc) .....	116	Paralegal Studies Certificate (Acc) .....	125
Associate Degrees .....	118	Public Service Certificate (Acc) .....	125
Theological Studies (Acc) .....	118	Sport and Entertainment Management Certificate (Acc) .....	126
Minors .....	119	Education Programs .....	126
Theological Studies Minor (Acc) .....	119	Accelerated Cross Categorical Special Education (Acc) .....	126
Certificates .....	119	Accelerated CUAA Lower and Upper Elementary Education (Acc) .....	129
Director of Church Ministries (Acc) .....	119	Accelerated Elementary Education (Acc) .....	133
Batterman School of Business Programs .....	120	Accelerated Secondary Education - English and Language Arts (Acc) .....	136
Bachelor Degrees .....	120	Accelerated Secondary Education - Mathematics (Acc) .....	139
Accounting (Acc) .....	120	Accelerated Secondary Education - Social Studies (Acc) .....	142
Business Analytics and Change Management (Acc) .....	121	Project Invest (Acc) .....	145
Business Management (Acc) .....	121	Health Profession Programs .....	147
Construction and Trades Management (Acc) .....	121	Bachelor Degrees .....	147
Health Care Management (Acc) .....	121	Diagnostic Medical Sonographer Completion (Acc) .....	148
Human Resource Management (Acc) .....	121	Radiologic Technology Completion (Acc) .....	149
Public Service (Acc) .....	121	Social Work (Acc) .....	150
Associate Degrees .....	123	Nursing Programs .....	153
Business Management (Acc) .....	123	Bachelor Degrees .....	153
General Business (Acc) .....	123	Accelerated Second Degree BSN (Acc) .....	153
Health Care Management (Acc) .....	124	Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc) .....	155
Human Resource Management (Acc) .....	124	Mequon Main Campus (M) .....	156
Justice & Public Policy (Acc) .....	124	Batterman School of Business (M) .....	156
Minors .....	124	Majors .....	158
Accounting Minor (Acc) .....	124	Accounting Major (M) .....	158
Business Management Minor (Acc) .....	124	Actuarial Science Major (M) .....	159
Construction and Trades Management Minor (Acc) .....	124	Business Analytics and Organizational Performance (M) .....	159
Health Care Management Minor (Acc) .....	124	Business Communication Major (M) .....	161
Human Resource Management Minor (Acc) .....	124	Economics Major (M) .....	162
Marketing Minor (Acc) .....	124	Entrepreneurship Major (M) .....	162
Nonprofit Management Minor (Acc) .....	124	Fashion Merchandising Major (M) .....	163
Public Service Minor (Acc) .....	124	Finance Major (M) .....	163
Sport and Entertainment Management Minor (Acc) .....	125	General Business Major (M) .....	165
Certificates .....	125		
Business Management Certificate (Acc) .....	125		
Construction and Trades Management Certificate (Acc) .....	125		

Health Care Administration (M) .....	166	Biblical Languages for Translation and Missions Major (M) .....	184
Hospitality and Event Business Major (M) .....	167	Biblical Studies Major (M) .....	185
Human Resource and Strategic Leadership Major (M) .....	169	Biochemistry Major (M) .....	186
International Business Major (M) .....	170	Biology Major (M) .....	187
Justice & Public Policy Major (M) .....	170	Biomedical Sciences Major (M) .....	189
Management Major (M) .....	171	Chemistry Major (M) .....	193
Marketing Major (M) .....	172	Christian Thought Major (M) .....	195
Public Relations Major (M) .....	173	Classical Education - Bachelor of Arts (M) .....	195
Sport and Entertainment Business Major (M) .....	173	Computer Science Major (M) .....	196
Minors .....	175	Data Science Applied Analytics Major (M) .....	200
Accounting Minor (M) .....	175	Director of Church Ministries - Bachelor of Arts (M) .....	200
Actuarial Science Minor (M) .....	175	English Major (M) .....	202
Business Communication Minor (M) .....	175	Environmental Health and Water Quality Major (M) .....	203
Business Minor (M) .....	175	Environmental Science Major (M) .....	203
Economics Minor (M) .....	175	Environmental Studies Major (M) .....	205
Entrepreneurship Minor (M) .....	176	Exercise Physiology Major (M) .....	206
Family Business Studies Minor (M) .....	176	History Major (M) .....	208
Finance Minor (M) .....	176	Horticulture Major (M) .....	209
Forensic Accounting Minor (M) .....	176	Illustration Major (M) .....	210
Hospitality and Event Business Minor (M) .....	176	Interior Architecture and Design Major (M) .....	212
Human Resources Minor (M) .....	177	Liberal Arts Major (M) .....	214
Individualized Business Minor (M) .....	177	Mass Communication Major (M) .....	214
Justice & Public Policy Minor (M) .....	177	Mathematics Major (M) .....	215
Management Minor (M) .....	177	Missions Major (M) .....	216
Managerial Accounting Minor (M) .....	177	Music Major - Liberal Arts (M) .....	216
Marketing Minor (M) .....	178	Music Therapy Equivalency (M) .....	217
Nonprofit Management Minor (M) .....	178	Natural Sciences Major (M) .....	217
Public Relations Minor (M) .....	178	Parish Music Program - LCMS Rosterable (M) .....	219
Sport and Entertainment Business Minor (M) .....	178	Pharmaceutical Sciences Major (M) .....	219
Certificates .....	179	Philosophy Major (M) .....	220
Business Certificate (M) .....	179	Photography Major (M) .....	221
Economics Certificate (M) .....	179	Political Science Major (M) .....	221
Marketing Certificate (M) .....	179	Psychology Major (M) .....	223
Paralegal Studies Certificate (M) .....	179	Spanish Major (M) .....	224
School of Arts and Sciences (M) .....	179	Technical and Professional Communication Major (M) .....	224
Majors .....	181	Theological Languages Major (M) .....	224
Actuarial and Data Sciences (M) .....	181	Theology Major (M) .....	226
Applied Theology Major (M) .....	181	Visual Communication Major (M) .....	228
Art Major (M) .....	181	Minors .....	230
Athletic Training (M) .....	182		

Art Minor (Non-Licensable) (M) .....	230	Women's Studies Minor (M) .....	242
Artificial Intelligence & Robotics Minor (M) .....	231	Writing Emphasis Minor(M) .....	242
Athletic Coaching Minor (M) .....	231	Youth Ministry Minor (M) .....	242
Biblical Studies Minor (M) .....	231	Certificates .....	243
Bioethics Minor (M) .....	232	Athletic Coaching Certificate (M) .....	243
Biology Minor (M) .....	232	Biology Certificate (M) .....	243
Chemistry Minor (M) .....	233	Chemistry Certificate (M) .....	243
Christian Service Learning & Leadership Minor (M)		Christian Thought Certificate (M) .....	244
.....	233	Computer Science Certificate (M) .....	244
Christian Thought Minor (M) .....	233	Director of Church Ministries - Online Certificate (M)	
Classical Pedagogy Minor (M) .....	234	.....	244
Computer Animation Minor (M) .....	234	Earth and Space Science Certificate (M) .....	245
Cybersecurity Minor (M) .....	234	English Certificate (M) .....	245
Data Science Applied Analytics Minor (M) .....	235	Environmental Studies Certificate (M) .....	246
Director of Church Ministries Minor for Parish Music		Exegetical Theology Certificate (M) .....	246
Major (M) .....	235	Geography Certificate (M) .....	247
Director of Church Ministries Minor with Related Majors		Mathematics Certificate (M) .....	247
(M) .....	235	Physics Certificate (M) .....	247
English Minor (M) .....	236	Political Science Certificate (M) .....	248
Environmental Studies Minor (M) .....	236	Practical Theology Certificate (M) .....	248
Ethics Minor (M) .....	236	Psychology Certificate (M) .....	248
Game Programming Minor (M) .....	236	Sociology Certificate (M) .....	249
History Minor (M) .....	236	Spanish Certificate (M) .....	249
Human Biology Minor (M) .....	237	Spanish for Health Care Professionals Certificate (M)	
Information Systems Minor (M) .....	237	.....	250
Law and Politics Minor (M) .....	237	Speech Communication Certificate (M) .....	250
Mass Communication Minor (M) .....	237	Theatre Certificate (M) .....	250
Mathematics Minor (M) .....	237	Undergraduate Research Certificate (M) .....	251
Missions Minor (M) .....	238	School of Education (M) .....	253
Music Minor (M) .....	238	Majors .....	254
Philosophy Minor (M) .....	238	Cross Categorical Special Education Program (M) ....	255
Photography Minor (M) .....	239	Early Childhood and Elementary Education Dual Major	
Psychology Minor (M) .....	239	(M) .....	257
Social Science Minor (M) .....	239	Early Childhood Regular and Special Education Dual	
Software Engineering Minor (M) .....	240	Certification Program (M) .....	260
Spanish Minor (M) .....	240	Elementary/Middle (M) .....	263
Sports Media Minor (M) .....	240	Elementary/Middle Regular and Cross-Categorical	
Technical and Professional Communication Minor (M)		Special Education Dual Certificate Program (M) .....	266
.....	240	Secondary Education (Grades 4 - 12) and K-12 Education	
Theatre Minor (M) .....	240	Subject Area Majors and Minors (M) .....	269
Theological Languages Minor (M) .....	241	Art Education Major (M) .....	270
Theology Minor (M) .....	241	Broad Field Science Major (M) .....	273
Visual Communications Minor (M) .....	242	Broad Field Social Studies Education Major (M)	
		.....	276

Business Education Major (M) .....	279	Majors .....	320
English and Language Arts Education Major (M)		Public Health (M) .....	320
.....	282	Minors .....	323
Mathematics Education Major (M) .....	285	Public Health (M) .....	323
Music Education Major (M) .....	287	Certificates .....	323
Physical Education Major (M) .....	290	Interprofessional Education Undergraduate Certificate	
Spanish Education Major (M) .....	293	(M) .....	323
Teacher Colloquy Program - LCMS (M) .....	293	Undergraduate Research Certificate (M) .....	324
Minors .....	293	Code of Student Conduct .....	324
Adaptive Education Minor (M) .....	294	Important Student Information .....	324
Educational Studies Minor (Non-Licensable) (M) .....	294	Article 1 - Overview .....	324
English/Language Arts Minor (M) .....	294	Article 2 - Policies General .....	326
ESL: English as a Second Language Minor (M) .....	295	Article 3 - Policies Student Welfare .....	334
Mathematics Minor (M) .....	295	Article 4 - Procedures & Hearings .....	336
Science Education Minor (M) .....	296	Flowcharts .....	345
Social Studies Minor (M) .....	296	Resource Lists .....	345
Spanish Minor (M) .....	297	Full Time Faculty .....	346
Theology Minor (M) .....	297	Course Descriptions .....	357
Certificates .....	297	Accounting (ACCT) .....	358
Compassion Care Certificate (M) .....	297	Art (ART) .....	359
Physical Education Certificate (M) .....	297	Athletic Training (MSAT) .....	363
School of Health Professions (M) .....	298	Biology (BIO) .....	363
Majors .....	298	Business (BUS) .....	365
Communication Sciences and Disorders Major (M)		Business Analytics (BUAN) .....	366
.....	298	Business Communication (BCOM) .....	367
Diagnostic Medical Sonography (M) .....	300	Chemistry (CHEM) .....	367
Radiologic Technology Major (M) .....	303	Child Life Specialist (CLS) .....	368
Rehabilitation Science (M) .....	306	Christian Service Learning & Leadership (CSLL) .....	368
Social Work Major (M) .....	309	Comm Sciences & Disorders (CSD) .....	368
Social Work/Psychology Double Major (M) .....	312	Common Core Experience (CCE) .....	370
Minors .....	314	Communication (COMM) .....	370
Communication Sciences Minor (M) .....	314	Computer Science (CSC) .....	372
Director of Church Ministries Minor for Social Work		Construction and Trade Mgmt (CTM) .....	374
Majors (M) .....	314	Data Science and Applied Analytics (DSAA) .....	375
Social Science Minor for Social Work Majors (M) .....	315	Diagnostic Medical Sonography (DMS) .....	375
Social Work Minor (M) .....	315	Early Childhood (ECE) .....	377
Certificates .....	316	Economics (ECON) .....	377
Diagnostic Medical Sonography Certificate (M) .....	316	Education - CUAA (EDU) .....	378
School of Nursing (M) .....	317	Education - CUW (ED) .....	383
Majors .....	317	Education - Project INVEST (EDI) .....	392
Nursing: Traditional Bachelor of Science in Nursing (M)		English (ENG) .....	393
.....	318	Entrepreneurship (ENTR) .....	395
School of Pharmacy (M) .....	320		

Environmental Science (ENV) .....	395	Women's Studies (WST) .....	441
Exercise Physiology (EXPH) .....	396	Legal Notices .....	441
Family Life (FAM) .....	397	Index .....	444
Finance (FIN) .....	397		
French (FRE) .....	398		
Geography (GEOG) .....	398		
German (GER) .....	399		
Graphic Design (GD) .....	399		
Greek (GRK) .....	400		
Health & Human Performance (HHP) .....	400		
Health Care Management (HCM) .....	402		
Hebrew (HEB) .....	403		
History (HIST) .....	403		
Interprofessional Education (IPE) .....	407		
Justice & Public Policy (JPP) .....	407		
Latin (LAT) .....	408		
Legal Studies (LEGL) .....	409		
Liberal Arts (LA) .....	409		
Management (MGMT) .....	410		
Marketing (MKTG) .....	410		
Mathematics (MATH) .....	411		
Multicultural Studies (MCST) .....	412		
Music (MUS) .....	412		
Nursing-Undergrad (NURS) .....	418		
Paralegal Studies (PLGL) .....	421		
Pharmacy (PHAR) .....	421		
Philosophy (PHIL) .....	421		
Physics (PHYS) .....	423		
Political Science (POLS) .....	424		
Psychology (PSY) .....	425		
Public Health (PH) .....	427		
Public Service (PS) .....	427		
Radiologic Technology (RT) .....	428		
Rehabilitation Science (RSC) .....	428		
Religion (REL) .....	429		
Science (SCI) .....	433		
Sign Language (SIGN) .....	433		
Social Work (SW) .....	434		
Sociology (SOC) .....	436		
Spanish (SPAN) .....	437		
Sport and Hospitality Business (SHB) .....	438		
Theatre (THTR) .....	440		



# UNDERGRADUATE CATALOG



## The University

Concordia University is one of six colleges or universities in the Concordia University System, an entity of The Lutheran Church - Missouri Synod. We operate two residential campuses, Concordia University Wisconsin in Mequon, Wisconsin and Concordia University Ann Arbor in Ann Arbor, Michigan.

### Mission Statement

Concordia University is a Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the world.

### Vision Statement

Our vision is to be well known nationally and internationally as a premier Lutheran Christian university, widely recognized for meaningful integration of faith and learning. Our alumni will assume significant servant leadership responsibilities in the Church and communities across the nation and around the world.

### Concordia's Vision is Vigorously Pursued in Four Critical Ways:

#### We are a Faith and Learning Centered Higher Education Community.

Concordia students learn in innovative Christ-centered environments that are guided by comprehensive assessment. Our faculty, staff and University administrators are role models and servant leaders. Our

Christian faculty excel in teaching and mentoring, and successfully connect to faith to learning. Our academic programs are rigorous and diverse, consistent with the needs of the Church and our communities.

#### We Plan for Purposeful Growth.

Students grow as they develop in mind, body and spirit. Concordia grows as we reach more people with our mission. Our campuses, facilities, human and financial resources, and infrastructure expand to support a robust student experience in a welcoming environment that results in the professional, social, academic and spiritual formation of all Concordians.

#### We Make an Impact Through Service and Leadership.

Concordia impacts the Church and the world, developing globally-minded citizens who transform lives, influence communities, and value their neighbors near and far, through Christ-like service and leadership.

#### We Champion Access and Opportunity for All Learners.

We provide access to the highest value higher education experience. As a result, Concordia students discover and develop their vocations. Rigorous assessment of our academic offerings, university services, delivery systems, and market and organizational performance results in continuous improvement of the Concordia experience, which enables our students to pursue and persist in their chosen career paths.

## University Contact Information

### Concordia University, Inc.

12800 North Lake Shore Drive, Mequon, Wisconsin 53097-2402, Telephone: 262.243.5700, Website: [www.cuw.edu](http://www.cuw.edu)

### Campus Information

#### Concordia University Wisconsin

12800 North Lake Shore Drive, Mequon, Wisconsin 53097, Telephone: 262.243.5700, Website: [www.cuw.edu](http://www.cuw.edu) (<https://www.cuw.edu>)

#### Concordia University Ann Arbor

4090 Geddes Road, Ann Arbor, Michigan 48105, Telephone: 734-995-7300, Website: [www.cuaa.edu](http://www.cuaa.edu) (<https://www.cuaa.edu>)

## Administrative Officers

Position	Name
President	Erik Ankerberg
Vice President of Innovation & Chief of Staff	Steven Taylor
Vice President of Finance & CFO	Danielle Marsh
Vice President for Academics & Chief Academic Officer	Leah Dvorak
Vice President of Advancement	Jennifer Benanti
Vice President of Student Success	Elizabeth Polzin
Vice President of Marketing and Communications	
Vice President of Enrollment, Chief Strategy Officer	Michael Uden
Associate Vice President of Academics for Academic Operations	Brooke Johnson
Vice President for Mission, Identity & Church Relations	Aaron Moldenhauer
Chair, Faculty Senate	Van Mobley

## Deans

Department	Name
School of Arts and Sciences	Rachel Ware Carlton
Batterman School of Business	Matthew Hurtienne
School of Education	James Pingel
School of Health Professions	Linda Samuel
School of Nursing	Diane Ames
School of Pharmacy	Erik Jorvig
Student Success CUAA	Erin Laverick
Student Success CUW	Joseph Niswonger

## 2024-2025 Academic Calendar

### Fall Semester

Date	Day	Event
August 25	Sunday	Opening Service - Mequon
August 26	Monday	First day of classes (16-week & 8-week Session I); Opening service - Ann Arbor
August 30	Friday	Last day to add a 8-week Session I course 8AM CST
September 2	Monday	LABOR DAY- No classes
September 6	Friday	Last day to add a 16-week Semester course 8AM CST
September 20	Friday	Progress Reports due-8-week Session I courses
September 29	Sunday	Last day to withdraw from a 8-week Session I course
October 4	Friday	Sixth Friday Break-No Classes
October 18	Friday	Progress Reports due-16-week Semester courses
October 20	Sunday	Final day of classes (8-week Session I), 8-week Session I Degree Award Date
October 21	Monday	First day of classes (8-week Session II)
October 22	Tuesday	Final grades due (11:59PM) 8-week Session I
October 25	Friday	Last day to add a 8-week Session II course 8AM CST
November 3	Sunday	Last day to withdraw from a 16-week Semester course
November 15	Friday	Progress Reports due-8-week Session II

November 24	Sunday	Last day to withdraw from a 8-week Session II course
November 27	Wednesday	Thanksgiving Break-No Classes
November 28	Thursday	Thanksgiving Day-No Classes
November 29	Friday	University Closed-No Classes
December 2	Monday	Classes resume
December 9-13	Monday-Friday	Final Examinations (16-week Semester)
December 14	Saturday	Commencement Ceremony (1:30PM)-Mequon
December 15	Sunday	Commencement Ceremony (2:00PM)-Ann Arbor, Final day of classes (16-week Semester, 8-week Session II), 16-week Semester, 8-week Session II Degree Award Date
December 16-January 5		Christmas Break-No Classes
December 17	Tuesday	Final grades due (11:59PM) 16-week Semester, 8-week Session II courses

### Spring Semester

Date	Day	Event
January 6	Monday	First day of classes (16-week & 8-week A)
January 10	Friday	Last day to add a 8-week Session I course 8AM CST
January 17	Friday	Last day to add a 16-week Semester course 8AM CST
January 20	Monday	Martin Luther King Day-No Classes
January 31	Friday	Progress Reports due-8-week Session I courses
February 9	Sunday	Last day to withdraw from a 8-week Session I course
February 14	Friday	Sixth Friday Break-No Classes
February 28	Friday	Progress Reports due-16-week Semester courses
March 2	Sunday	Final day of classes-8-week Session I, 8-week Session I Degree Award Date

March 3-9		Spring Break
March 4	Tuesday	Final grades due (11:59PM)-8-week Session I
March 10	Monday	First day of classes-8-week Session II
March 14	Friday	Last day to add a 8-week Session II course 8AM CST
March 23	Sunday	Last day to withdraw from a 16-week Semester course
April 4	Friday	Progress Reports due-8-week Session II courses
April 13	Sunday	Last day to withdraw from a 8-week Session II course
April 17	Thursday	Easter Break begins-No Classes meet after 4:00PM local time
April 18	Friday	University Closed-No Classes
April 20	Sunday	Easter Sunday
April 21	Monday	Classes resume at 4:00PM local time
April 28-May 2	Monday-Friday	Final Examinations-16-week Semester courses
May 2	Friday	Graduate student Commencement Ceremony 4:00PM-Mequon
May 3	Saturday	Undergraduate student Commencement Ceremony 1:30PM-Mequon
May 4	Sunday	Commencement Ceremony 2:00PM-Ann Arbor, Final day of classes-16-week Semester & 8-week Session II courses
May 5-9	Monday-Friday	May Break-No Classes
May 6	Tuesday	Final grades due (11:59PM)-16-week Semester, 8-week Session II

**Summer Semester**

Date	Day	Event
May 12	Monday	First day of classes-14-week term, 8-week Session I, 6-week Session I courses
May 16	Friday	Last day to add a 8-week Session I or 6-week Session I course 8AM CST

May 23	Friday	Last day to add a 14-week course
May 26	Monday	Memorial Day-No Classes
May 30	Friday	Progress Reports due 6-week Session I
June 6	Friday	Progress Reports due 8-week Session I
June 8	Sunday	Last day to withdraw from 6-week Session I courses
June 15	Sunday	Last day to withdraw from a 8-week Session I course
June 22	Sunday	Last day to add a 8-week B course 8AM CST, Final day of classes-6-week Session I, 6-week Session I Degree Award Date
June 23	Monday	First day of classes-8-week Session II
June 24	Tuesday	Final grades due (11:59PM) 6-week Session I
June 27	Friday	Last day to add a 8-week Session II course 8AM CST, Progress Reports due 14-week courses
July 4	Friday	Independence Day-No Classes
July 6	Sunday	Final day of classes-8-week Session I, 8-week Session I Degree Award Date, Final day to withdraw from a 14-week term course
July 7	Monday	First day of classes-6-week Session II
July 8	Tuesday	Final grades due (11:59PM) 8-week Session I
July 11	Friday	Last day to add a 6-week Session II course 8AM CST
July 18	Friday	Progress Reports due-8-week Session II
July 25	Friday	Progress Reports due-6-week Session II
July 27	Sunday	Last day to withdraw from a 8-week Session II course
August 3	Sunday	Last day to withdraw from a 6-week Session II course
August 11-15	Monday-Friday	Final Examinations-14-week term courses

August 17	Sunday	Final day of classes-14-week term, 8-week Session II, 6-week Session II, 14-week, 8-week Session II, 6-week Session II Degree Award Date
August 19	Tuesday	Final grades due (11:59PM) 14-week, 8-week Session II, 6-week Session II
August 18-22	Monday-Friday	August Break-No Classes

- Council on Social Work Education (CSWE) (Undergraduate Social Work & Graduate Social Work)
- International Assembly for Collegiate Business Education (IACBE) (Undergraduate and Graduate Business)
- Joint Review Committee on Education in Radiological Technology (Undergraduate Radiologic Technology)
- Michigan Board of Nursing (Undergraduate Nursing)
- Michigan Department of Education (Undergraduate & Graduation Teacher Education)
- The National Council on Family Relations (NCRF) (Undergraduate Family Life)
- Wisconsin Department of Public Instruction (Undergraduate & Graduate Teacher Education)
- Wisconsin State Board of Nursing (Undergraduate Nursing)

## Accreditation

Concordia University Wisconsin / Ann Arbor is accredited by the Higher Learning Commission.

The Higher Learning Commission  
230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604-1413,  
(312) 263-0456  
<http://www.ncahigherlearningcommission.org> (<http://www.ncahigherlearningcommission.org/>)

Concordia University Wisconsin / Ann Arbor is also registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

The CUW elementary and secondary teacher education programs are approved by the Wisconsin State Department of Public Instruction. The CUAU elementary and secondary teacher education programs are approved by the Michigan Department of Education.

The following agencies have accredited various programs of Concordia University:

- Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (Graduate Occupational Therapy)
- Accreditation Council for Pharmacy Education (ACPE) (Graduate Pharmacy)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (Graduate Physician Assistant)
- American Chemical Society (ACS) (Undergraduate Chemistry Major)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Undergraduate Medical Assisting)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP) (Diagnostic Medical Sonography)
- Commission on Accreditation of Athletic Training Education (CAATE) (Graduate Athletic Training)
- Commission on Accreditation of Physical Therapy Education (Graduate Physical Therapy)
- Commission on Collegiate Nursing Education (CCNE) (Undergraduate & Graduate Nursing)
- Council for the Accreditation of Educator Preparation (CAEP) (CUAA Undergraduate and Graduate Teacher Education)
- Council on Academic Accreditation in Audiology and Speech-Language Pathology (Graduate Speech-Language Pathology)

## Academic Definitions

### Academic Program Definitions

**Degree program:** A degree program is an area of study approved as such by the university and listed on the official inventory of degree programs (e.g., English, social work, pharmacy, accounting). The degree, which is a credential signifying a rank or level of educational attainment and which is conferred on students who have successfully completed a degree program, is represented by the official degree designation (e.g., B.A.—Bachelor of Arts, B.S.—Bachelor of Science, etc.)

Associates degrees are a minimum of 60 credits. Bachelor's degrees are a minimum of 120 credits. Master's degrees are a minimum of 30 credits beyond the bachelor's. There is no specified minimum for doctoral programs other than those required by accrediting agencies.

**Major:** An undergraduate major is a field of study within an approved undergraduate degree program, having its own curriculum. A degree program may have more than one major. A major must have a minimum of 30 credits. A major must have at least 21 credits that do not overlap with the undergraduate core curriculum, or with another major, including the student's concentration.

**Minor:** A minor is an area of study outside of the major that permits students to pursue a secondary academic discipline. A minor must include at least 18 credits. Minors are only available to students earning a baccalaureate degree. A minor must have at least 12 credits that do not overlap with the core curriculum, with a major including the student's concentration, or with another minor. Exceptions to this minimum of 12 unique credits for a minor can be made for students in majors that require at least 48 credits who are also seeking a minor. In such circumstances, students can earn a minor with a minimum of 8 unique credits.

**Certificate:** Concordia offers two types of certificates. A credit-bearing certificate program is a coherent, specialized curriculum designed for students seeking a specific body of knowledge for personal/career development or professional continuing education. Certificates may be earned by students already enrolled at the university, or may be stand-alone programs where students enroll specifically to earn the certificate.

Credit-bearing certificates may be offered at undergraduate level and are a minimum of 12 academic credits. There are no unique credit requirements for a certificate. A certificate is a subset of an existing degree program if 50 percent or more of its courses were derived from that program.

The university also offers non-credit, continuing education certificates which consist of continuing education credits (CEUs).

**Concentration** (AKA “area of emphasis” or “track”): A concentration is a specific subject area of focus within an approved degree program, such as an undergraduate program. A program concentration involves fewer than 50% of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

Undergraduate major concentrations must be at least 12 credits; at least 9 credits must be unique to that concentration, and cannot overlap with another concentration. None of the credits in a concentration may overlap with the undergraduate core curriculum.

**Pathway:** A Pathway is defined as a University-wide emphasis consisting of select sections of existing courses. Students must complete a minimum of 15 credits in course sections assigned to a specific Pathway. Fulfillment of Pathway requirements culminates in a transcript designation. In some cases, completion of a pathway may result in a digital or paper credential upon degree completion.

## Academic Policies

### Classification of Students

Class	Credits
Undergraduate Full-time	12+ Credits
Undergraduate Three-Quarter-time	9-11 Credits
Undergraduate Half-time	6-8 Credits
Undergraduate Less than Half-Time	0-5 Credits
Degree	Seeking an Associate of Arts (AA), a Bachelor of Arts (BA), a Bachelor of Science (BS), a Bachelor of Science in Nursing (BSN), or a Bachelor of Social Work (BSW). An associate degree is a minimum of 60 credit hours and a bachelor's degree is a minimum of 120 credit hours.
Non-Degree	Not seeking a degree
Church Vocation Students	Full-time students who are preparing themselves for one of the church vocations within The Lutheran Church-Missouri Synod and have maintained a grade point average of at least 2.00

A student's class is determined by the total number of credits completed, including those accepted by Concordia from other colleges or universities, and is established as follows:

Class	Credits
Freshman	0-29
Sophomore	30-59
Junior	60-89
Senior	90-graduation

### Student Course Load for Full-Time Student

Semester	Minimum	Average	Maximum
Regular Semester	12	15	18
Summer	3	3	6

## Grading

Formal reports of the student's progress are available at the close of each term. The following grade point system is used in connection with these grades:

Letter Grade	Points Per Credit
A	Equals 4.00 points per credit
A-	Equals 3.67 points per credit
B+	Equals 3.33 points per credit
B	Equals 3.00 points per credit
B-	Equals 2.67 points per credit
C+	Equals 2.33 points per credit
C	Equals 2.00 points per credit
C-	Equals 1.67 points per credit
D+	Equals 1.33 points per credit
D	Equals 1.00 points per credit
D-	Equals 0.67 points per credit
F	Equals 0.00 points per credit
P	0.0 points pass in pass-fail course, not computed in grade point average, credits counted.
NC	0.0 points, failure in pass-fail course, not computed in grade point average, no credit earned.
W	0.0 points, withdrawn without penalty, not computed in grade point average. Given for withdrawal previous to withdrawal deadline, and for certain extenuating circumstances thereafter, such as illness.
I	0.0 points, incomplete, not computed in grade point average, (see policy on incomplete grades below)

### Progress Report Grades

Instructors must keep the LMS (Blackboard) gradebook updated by the Progress Report deadlines so that students and academic advisors and others may access progress report grades for 16-week, 8-week and 6-week courses. The instructor should also directly notify the students whose mid-semester and mid-session grades are below a C, or whose performance does not meet the expectations of the academic program in which the student is enrolled.

### Incomplete Grades

An incomplete grade given in any term (i.e., Fall, Spring or Summer) may become a failing grade if the work is not completed within three weeks after the end of the final day of the term. A longer timeframe of 6 weeks may be justified in some cases. Requests for extension of time to resolve an incomplete (I) grade will be approved only when the instructor is satisfied that circumstances prompting the request justify waiving this three-week policy. Students must resolve the incomplete grade within six weeks from the end of term or session.

### Final Exams

Faculty policy requires a culminating experience, such as a final examination, paper or project, during the final exam week of a traditional

term. In certain schools, faculty may offer final exam exemptions. Specific requirements for these exemptions are outlined on the syllabus for each course offering an exemption. If a final exam exemption is not mentioned on the syllabus, no exemption is available.

## Registration Deadlines

**Full-time students:** students in this category are enrolled in more than 12 credits per term; they study on-campus or in a blended delivery program.

Returning: June 1 for fall semester/terms or full-year programs

December 1 for programs that have classes in spring semester/terms

April 1 for programs that have classes in summer semester/terms

New: First day of the term/semester

**Part-time students:** students in this category are enrolled in 11 or fewer credits per term; they study online or virtually.

Returning: First day of the term/semester

New: First day of the term/semester

## Individual Instruction/Independent Study

Students may be given the option of taking a course as Individual Instruction or Independent Study. Individual Instruction refers to a student taking a course that is regularly offered by the university and listed in the course catalog; however, the student has a valid reason to take the course individually. In an Independent Study, a student who wishes to study a topic not addressed in an existing university course may collaborate with an instructor to design a unique course of study. Further information and required forms are available on the CU Portal.

## Audit Policy

An audited class will appear on the transcript as a zero-grade point class with a grade of AU, and no credits earned. Students may sign up to audit a traditional class before the semester starts as long as there is room in the class. After the semester starts, students may change their registration status from *enrolled for credit* to *audit* up until the withdraw deadline. Students taking accelerated classes must register as an audit before the class starts. The university offers audits on a space-available basis, and programs/majors/instructors have the ability to disallow audits: such policies need to be stated in writing in program handbooks or on individual syllabi. Self-paced online classes cannot be audited.

A student who audits a course has access to the in-class (and/or online) didactic portions of the course. The student is expected to attend class, but the student is not required to participate in any of the course's assessment activities, and the instructor is not required to assess the student's progress in the course (that includes the formulation of a comprehensive assessment such as a course grade). The university does not require, expect, or allow the auditing student with a documented disability – other than a physical disability – to participate in its disability services process, as the students will not take part in the university's course assessment. Skills courses, such as foreign language, applied music, and some art courses are not available for audit. Students who audit a course will be charged a \$130 per credit fee.

## Waitlist Policy

Waitlisting is on a first-come, first-served basis. Students may add themselves to a waitlist for a course section that is full. If a seat becomes

available, the first student on the waitlist has 72 hours to resolve any conflicts or holds and register themselves for the course. If registration does not take place within the 72-hour window, the student is removed from the waitlist and the open seat is offered to the next student in the queue. One week before courses start, waitlist processing ends and students are removed from the waitlists.

## Very Low Enrollment Policy

Course sections with four or fewer students are normally cancelled four weeks before classes begin. Exceptions include but are not limited to: practicums, internships, student teaching, co-op, student research, music lessons and individual instruction (II).

## Low Enrollment Policy

Course sections with 5-9 students will run as scheduled provided that there are no other sections of that course offered in the same semester.

## Course Cancellation Policy

Course sections pending cancellation are no longer eligible for registration. Courses with very low enrollment are normally cancelled four weeks before the start of a semester or session to allow students to find alternative courses. When a course section is cancelled, students are notified via official university communication from the registrar's office. Impacted students must meet with their advisor to adjust their schedule for the upcoming semester or session. If a student in a cancelled course must have that course in that term in order to graduate at the end of that term, the student will be enrolled in an Individual Instruction (II), and the fee will be waived.

## Change of Name or Address

Students are to promptly notify the Registrar's Office in writing of any change in name or address. It is critical that current contact information is on file for each student as important documents may be mailed to the student's name and address on file.

Student official academic records are maintained by the Registrar's Office. Concordia University maintains the standards of the Family Educational Rights and Privacy Act of 1974 (FERPA), 20 U.S.C. 1232 et seq. (1975) which guarantees the confidentiality of all student records, while allowing the student the right to examine their official records.

A written request signed by the student shall be presented to the Registrar or appropriate office. The Registrar or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

A student's name of record includes the first name, middle initial or full middle name, and the family name. Currently-enrolled students may request a name of record change on the official academic record through a written request along with legal documentation of the name change. Request forms are available on the CUW/CUAA Registrar website or in the Registrar office. Any previous names will be archived; however, the official record will reflect the new name.

Concordia University reserves the right to make changes to the name of record based on receiving the appropriate written request and valid legal documentation of the name change.

Name changes for alumni can be done through the Office of Advancement or Alumni Relations.

## Prerequisite Requirement

A prerequisite is a requirement a student must successfully fulfill prior to being allowed to attend a subsequent higher-level course. Many courses have prerequisites which students are expected to satisfy prior to attending the higher-level course. Typical examples include a certain year-in-school (e.g., "Jr. standing"), other specific courses (e.g., "Physics 1204"), a particular placement test score, admission to a particular major, or consent of the instructor.

It is the student's responsibility to be aware of and meet prerequisite(s) prior to registration. Therefore, students will be permitted to register for all courses on an annual basis and will do so based on prerequisites and order of curriculum. However, students who register for future semester coursework will be dropped from a class should any prerequisites not be completed successfully. Faculty and advisors have the right to enforce prerequisite requirements and may deny enrollment to students who do not meet them. Instructors may also permit exceptions. If a student does not meet the prerequisites specified for a particular course but believes they have equivalent preparation, they can contact the instructor (or department) for more information.

## Academic Honors

### The President's Honors List

The President's Honors List for the University is composed of those full-time undergraduate students who have completed a minimum of 12 combined undergraduate and graduate credits in a 16-week semester and have a minimum grade point average of 3.75 or above.

### The Dean's List

The Dean's List for the University is composed each semester of those full-time students who have a semester grade point average of 3.6 or above. Students must earn at least 12 undergraduate credits in a semester to be eligible; graduate credits are not considered for this honor.

### Graduation with Honors

- A candidate who achieves a cumulative grade point average of 3.90 or better will be graduated **Summa Cum Laude**
- One who achieves a cumulative grade point average of 3.80 or better will be graduated **Magna Cum Laude**
- One who achieves a cumulative grade point average of 3.60 or better will be graduated **Cum Laude**

### Graduation Cords for Honor Students

For recognition in the commencement ceremony, students' GPA and credits are calculated through their second to last CUWAA semester. The final semester grades, which have not yet been finalized, cannot be included for honors to be recognized. Adjustments are made to diplomas and transcripts as warranted after the inclusion of final semester grades and credits.

- Summa Cum Laude - Solid Gold
- Magna Cum Laude - Solid Silver
- Cum Laude - Bronze

Concordia considers it right and proper to recognize through special awards unusual proficiency and performance in a certain area of learning as well as in worthwhile and purposeful co-curricular activity. Many such awards are given annually to students who have demonstrated exceptional achievement or who have made unusual contributions. From time to time, friends of Concordia have established such awards and have usually stipulated conditions under which the respective award should be given. Since in these instances the recognition aspect is more important

than the financial element, Concordia has listed these as awards rather than scholarships. Such awards include:

- American Bicentennial Award in Business
- Walter W. Stuenkel Award
- E .R . Brann Citizenship Award
- Science Awards in Life Sciences, Mathematics, and Physical Sciences
- Moeller Award in English, German, Greek, Hebrew, Latin, and Spanish
- Religion Award
- Northup-Bartelt Memorial Music Award
- Nightingale Nursing Award
- Charles W. Finke Health and Human Performance Award
- Marsha Konz Student Educator Award
- Marsha Konz Graduate Educator Award
- CUW Visual Arts Award
- Søren Kierkegaard Philosophy Award
- Zondervan Publishing House Award in Greek, Hebrew, and Theology

## Academic Probation and Dismissal Policy for Undergraduate Students

### Academic Standing

Academic standing is calculated at the end of each semester when a student enrolls in 6 or more credits.

### Good Standing

Students are considered to be in good academic standing when they maintain a minimum cumulative GPA of a 2.0 or higher, in addition to a semester GPA of 2.0 or higher.

### Academic Probation I

Students are placed on Academic Probation I when their cumulative GPA falls below 2.0. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. To remove probation status, students must complete a semester of coursework with a semester GPA above 2.0.

### Probation Remains

Students are placed on Probation Remains when they have been placed on probation and fail to raise their cumulative GPA to at least 2.00, but have earned a semester GPA of 2.0 or higher in the most recently completed semester. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students will remain on Probation Remains until both their cumulative GPA and semester GPA reach 2.0.

### Academic Dismissal

Any student on probation failing to raise his or her cumulative GPA to at least 2.0, and unable to earn a GPA of at least a 2.0 in his or her next semester, is placed on academic dismissal. Students are notified of their status via a letter and CUWAA email from the Registrar's Office. Students placed on academic dismissal will automatically be dropped from future course enrollment. Decisions regarding continued eligibility for federal financial aid are made independently of the academic dismissal/reinstatement policy.

### Academic Recovery Resources

After being placed on Academic Probation I or Probation Remains, it is critical for the student to return to good standing as quickly as possible to maintain progress toward graduation. In the immediate next semester, after being placed on probation, the student must engage in

the academic recovery process. This process includes working closely with his/her advisor to explore and address the circumstances that may have led to probation status and create a plan to earn both a semester and cumulative GPA of 2.0.

### Appeal for Academic Reinstatement

If the student believes his/her academic dismissal occurred under extraordinary circumstances, he/she may file an appeal for academic reinstatement. Examples of extenuating or extraordinary circumstances that may be considered acceptable for appeal include the death of an immediate relative, serious illness of a family member or yourself, recent diagnosis of a learning disability or emotional disorder, or severe financial issues.

The Academic Standards Committee will review appeals on the following dates. Please note that students are required to submit appeal materials on or before the appeal deadline. Incomplete appeals and/or appeals submitted after the deadline will not be considered.

#### Appeal Deadlines

- Fall Reinstatement: July 1
- Spring Reinstatement: October 1
- Summer Reinstatement: March 1

#### Steps to File an Appeal

The following materials are required when appealing for academic reinstatement:

- **Academic Reinstatement Form.** The student will complete the Academic Reinstatement Form ([https://falcon.cuw.edu/formrepo/UploadedForms/\(1\)RequestForReinstatementForm.pdf](https://falcon.cuw.edu/formrepo/UploadedForms/(1)RequestForReinstatementForm.pdf)). Students are encouraged to consult with their advisor when determining their intended major, course schedule, and plans for success, should their appeal be granted.
- **Typed Appeal Narrative.** The student will write a narrative of the extraordinary circumstances and explain why he/she has not been as academically successful as anticipated. Directions regarding requirements for the written appeal narrative can be found on the Appeal for Academic Reinstatement Form ([https://falcon.cuw.edu/formrepo/UploadedForms/\(1\)RequestForReinstatementForm.pdf](https://falcon.cuw.edu/formrepo/UploadedForms/(1)RequestForReinstatementForm.pdf)).
- **Verified Documentation.** The student will submit verified documentation of the extraordinary circumstances. For example, if the student was under the care of a medical professional during the semesters in question, provide documentation of this care including dates of service. All verification documents will be destroyed as soon as the appeal process has been completed.

Submit all required items to the Academic Office by the deadline. The Academic Standards Committee will review the appeal packet and other materials related to the student's comprehensive academic record (e.g. high school transcript, college transcript, student conduct records, etc.) when making their decision.

#### Appeal Results

Students will learn of the appeal decision from the Academic Office via letter and CUWAA email.

If the appeal is granted, the student will be eligible to enroll for the following semester. Students granted an appeal are not eligible to return during an 8-week session. If the appeal is granted, the student should complete the following steps:

- Register for the courses selected with your academic advisor and are written on your Appeal for Academic Reinstatement form. If you

have difficulty registering for these classes, you must contact your academic advisor.

- You will be academically reinstated on Probation Remaining and have one semester to earn BOTH a semester and cumulative GPA of 2.0, thus being removed from academic probation. If this does not happen, you will be dismissed.

If the appeal is denied:

- You will be unable to enroll at CU for at least one semester. We highly encourage you to meet with your academic advisor to discuss potential options and plans during your time away from CU.

#### Readmission Following Dismissal

Formal readmission is required for any student who has been dismissed from Concordia University. A student dismissed for academic reasons may apply for readmission after a period of at least one semester from the point of dismissal. The applicant must submit evidence of growth in maturity and responsibility indicative of capacity to perform university-level work. Declarations of good intentions are not sufficient. If the student has attended another institution while on dismissal, the student must submit an official transcript to be considered for readmission. Applications for readmission are reviewed by the Admissions Office and the Academic Standards Committee. Decisions are made on a case-by-case basis involving review of the student's file.

A student dismissed for poor academic performance who is readmitted but fails to progress academically, resulting in a second academic dismissal, will only be readmitted after completing a minimum of 6 credits at another institution and earning a GPA of 2.0 or higher. If a student is dismissed for academic reasons a third time, the student will not be readmitted to Concordia University.

#### Academic Ethics

Mutual respect and concern for one another in the atmosphere of a Christian caring community is the basic principle which should govern the relationship between student and instructor. Faculty are professional in their expectations of academic excellence and students respond with an appropriate level of effort and commitment. Unprofessional conduct and unethical behavioral are serious breaches of the academic contract.

#### Academic Honesty

Academic honesty is the foundation of our education institution. Without it, we make a mockery of the academic endeavor and the ultimate rewards associated with a degree in higher education. At Concordia, honesty is central to our Christian identity and way of relating to one another. The names of students found guilty of engaging in academic dishonesty will be reported to the Provost's Office. Types of academic dishonesty can be defined in the following manner:

- Cheating: includes, but is not limited to: a) the use of unauthorized assistance in taking any type of test or completing any type of classroom assignment; b) assisting another student in cheating on a test or class assignment, including impersonation of another student.
- Plagiarism: includes, but is not limited to: a) failure to give full and clear acknowledgement of the source of any idea that is not your own; b) handing in the same assignment for two different courses without the consent of the instructors.
- Fabrication: includes, but is not limited to: the forgery, alteration, or misuse of any University academic document, record, or instrument of instruction.



- Academic misconduct: includes, but is not limited to: intentionally or recklessly interfering with teaching, research, and/or other academic functions.

## Disciplinary Actions

- First instance: The faculty member determines the penalty. This may include any of the following: an opportunity to redo the assignment or test, a reduced grade on the assignment or test, a failing grade on the assignment or test, a lower grade in the course, a failing grade in the course, or removal of the student from the course.
- Second instance: The faculty member determines the penalty, and the campus-specific Chief Academic Officer (CAO) or designee connects with the student at which time additional sanctions may be imposed.
- Third instance: The faculty member determines the penalty, and the Academic Conduct Board meets with the student at which time additional sanctions may be imposed, including suspension or expulsion. The Academic Conduct Board (ACB) consists of the CAO, the appropriate Dean and other parties as determined by the CAO. If the student is a graduate student, the appropriate Program Director joins the ACB.

## Appeal Process

Students may appeal a faculty-issued academic dishonesty decision or penalty in writing to the Dean of the School in which the course was offered within 15 working days of receiving the report. The Dean (in consultation with the Department Chair or Program Director or Center Director) will consider the appeal and render a decision within 10 working days of receiving the appeal and issue a written response to the student.

## Final Course Grade Appeal

### Rights Concerning Grading Practices

The determination of grades is the responsibility of the course instructor. Instructors are required to inform students, through the course syllabus at the beginning of each semester, of the grading criteria for assignments and all grading policies. Instructors must apply all grading criteria uniformly and in a timely manner. A final grade is defined as the grade recorded on the student's academic record by term for each course. Final grades submitted to the Registrar's Office are presumed to be accurate and final.

### Grounds For A Final Course Grade Appeal

Students and faculty should make every effort to resolve questions about grades without seeking a grade appeal. A Final Course Grade Appeal is a last resort and should be pursued only if evidence exists that the student's final grade does not accurately reflect the grading policy. The responsibility for developing and presenting the case for changing a grade rests with the student making the appeal. In addition, depending on the nature of the appeal, a final grade appeal may involve re-examination of all components that constitute the final grade.

### Procedure For Final Course Grade Appeal

This procedure involves specific deadlines for pursuing an appeal. Students are required to follow the steps and timeline outlined within this procedure. At any step in the appeal process, issues presented past the deadlines will not be considered.

The steps listed below are to be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth.

Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. In such cases, a phone call or other real-time conversation may be substituted. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance.

**Step 1:** The student must take the appeal, in writing, to the instructor no later than sixty (60) calendar days after the final grade is posted on the transcript. The instructor has ten (10) business days of receiving the appeal to respond to the student, in writing. If the issue is rectified, or the student is satisfied in this meeting with the instructor, the matter is settled. The dean of the school in which the class is offered has the authority to extend the deadline for an appeal due to extenuating circumstances.

**Step 2:** If the student is dissatisfied with the instructor's response to the appeal, the student may take an appeal to the chair of the department in which the instructor involved is a member. If the instructor is one of these officials, the appeal should be made to the instructor's immediate supervisor. This appeal must be brought within ten (10) business days of the unsatisfactory response to the initial statement of appeal. The student must provide, in writing, relevant evidence that supports the argument that the final grade was assigned incorrectly, based on the criteria established in the Grounds for Final Course Grade Appeal section.

The department chair will review the material submitted by the student. The reviewer may choose to meet individually with the student and the faculty member, or may choose to meet together, in an attempt to resolve the grade.

The reviewer's decision will be given to the student in writing within ten (10) business days of receiving the student's appeal, and a written record of the decision and its basis must be kept by the chair and shared with the instructor. The chair must confine the grade analysis to the fidelity of the scoring as presented in the syllabus, along with the published grade scale and other pertinent information, and not rescore assessments as he/she wishes. The decision of the department chair is final.

## General Student Grievances

Concordia University is committed to providing students with an avenue to express concerns and to work with CU officials toward amicable resolutions. CU believes engaging in this process can also be an inherently valuable educational experience for students and can help prepare students to address issues in a professional and productive manner after they leave CU.

Grievances applicable under this policy:

- Arbitrary and/or capricious actions by a college employee or administrative office that caused demonstrable harm to a student;
- Policy or procedure applied unfairly and/or in a different manner than it was applied to others in like circumstances; or
- Administrative error in the application of a policy or procedure.

Grievances not applicable under this policy (but which may be covered under other existing policies):

- Accessibility services (e.g., student accommodations through the ARC);
- Final grade appeals;
- Academic misconduct;
- The Code of Student Conduct and the conduct system;
- Title IX (e.g., sexual harassment);

- Residence Life;
- Parking tickets;
- Financial debt to the University;
- Financial Aid appeals; and
- University-wide requirements (e.g., student fees).

The steps listed below shall be carried out by all parties with an attitude of Christian love and concern for academic, moral, and spiritual growth. Face-to-face meetings are expected throughout the process, but may not be possible depending on the specific circumstances. All parties will be expected to act in a professional and civil manner and make good-faith attempts to resolve the grievance in the spirit of Matthew 18.

### General Grievance Procedure

There are specific deadlines for pursuing a grievance. Students are required to follow the steps and timeline outlined within this procedure. At any step in the grievance procedure, issues presented past the deadlines will not be considered.

CU is committed to the Peacemakers model of conflict resolution (i.e., Biblical reconciliation). Peacemakers encourages all parties to discuss conflicts in person, when possible. Therefore, when a student does not feel comfortable directly confronting the alleged, the student is encouraged to schedule a “coaching session” with our Director of Counseling or his/her designee to help prepare the student for the conversation. The Assistant Vice President of Academics (for academic grievances) and the Dean of Students (for non-academic grievances) may also serve as resources for the grievance process.

### Informal Resolution

**Step 1:** Student complaints should first be communicated to the appropriate person to resolve the matter informally. Resolution of a majority of complaints can likely be resolved at this informal level. This communication must take place within ten (10) business days of the alleged injustice. If the complaint is resolved, or the student is satisfied with the outcome of this meeting, the matter is settled. If resolution does not occur, the student may elect to file a formal grievance.

### Formal Resolution

**Step 2:** Within ten (10) business days of the informal resolution attempt, a student may present the grievance in writing to the chair or director (or the dean if the complaint involves a chair or director), who hereinafter is referred to as the University Official, of the department or area where the person alleged to have caused the grievance is employed. The student shall include the following elements in his/her written grievance:

- a clear description of the incident(s) and the parties involved;
- a chronological timeline of all relevant communications and events;
- the efforts taken to resolve the matter (e.g., Informal Resolution);
- a list of potential witnesses (e.g., someone who overheard a conversation or observed something);
- the outcome being sought.

The student may use the help of an advisor or support person but the student must be the sole author of the document. The University Official will conduct an inquiry, gathering additional information if needed. Following this, the University Official will issue a formal written response within ten (10) business days of receiving the written grievance. If the student is satisfied, the matter is settled.

**Step 3:** If the student is dissatisfied with the decision regarding the grievance rendered by the individual at step 2, he/she may grieve the decision within ten (10) business days of the unsatisfactory decision to the supervising vice president (non-academic) or dean (academic). This grievance must be in writing, include the same elements described above, and also must indicate why a grievance should be heard.

The vice president/dean will review the documentation, may request a meeting with one or both parties, and will issue a decision within ten (10) business days of receiving the written grievance. Decisions at this level are final.

*Who may file a grievance under this policy?* Any student who is admitted, enrolled, or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. The full definition of a student is listed in the Code of Student Conduct. Please note that third parties (e.g., parents, faculty) are not allowed to file a grievance on behalf of a student under this policy.

*Utilizing an Advisor.* The University encourages the student to create a support network with an advisor. The advisor may be a member of the campus community or a family member of the student. The advisor may not make a presentation, speak on behalf of the student, or write the documentation. During any meetings, the student and advisor may speak quietly, request a short break to talk, or communicate in writing.

*Sanctions/Consequences.* Please note that any administrative actions or decisions imposed on a student stand until “overturned” in any of the steps listed above. For example, a student who has been dismissed from an athletic team remains dismissed until otherwise determined by the University.

*Retaliation Prohibited.* Retaliation against a complainant (i.e., student) or witness involved in the investigation is prohibited. Retaliation may be an implicit or explicit act (e.g., intimidation, hostility). The University will investigate any reports of retaliation and take appropriate action.

*Privacy.* All communications and investigative actions related to a grievance will be treated with as much privacy as possible without compromising the thoroughness and fairness of the process. Confidentiality cannot be guaranteed.

[1] (p. ) Typically, the appropriate person in Step 1 is the person who has allegedly violated the student’s rights. In some instances, the appropriate person could be the direct supervisor of the alleged.

## Transcripts

An official transcript bears the seal of the University and the signature of the Registrar or his/her representative. Official transcripts may be ordered by students or alumni and can be sent electronically through the National Student Clearinghouse e-transcripts system to institutions or persons considering the applicant for admission or for employment.

## Graduation

### Associate

Concordia University confers the degree of Associate in Arts on a student of good character who has met the following requirements:

1. a cumulative minimum grade point average of 2.00 for all academic credit earned at Concordia University;
2. satisfied any program-specific requirements; and
3. met all financial obligations to the University.

## Bachelor

Concordia University confers the degree of Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, or Bachelor of Social Work on a student of good character who has met the following requirements:

1. accumulated a cumulative minimum grade point average of 2.00 for all academic credit earned at Concordia University;
2. satisfied all program-specific requirements; and
3. met all financial obligations to the University.

## Graduation Application

Each candidate for graduation must complete a Graduation Application online by the assigned deadline, prior to commencement. Graduation Application deadline dates are the following:

Fall - October 1

Spring - February 1

Summer - June 1

## Commencement Participation

In order to participate in commencement, the student must have:

- completed all coursework toward the degree (or be currently in or registered for the final class);
- completed the Graduation Application

Students who are enrolled for (their final) six or fewer Concordia credits in the summer or who are registered for a culminating clinical experience in the summer, will be eligible to walk in the May commencement ceremony.

## Diploma Covers

Diploma covers are only given at commencement. Students not attending commencement will not receive a diploma cover.

## Degree Awarding

Degrees are awarded at the end of each semester and mini-session.

There are 7 degree awarding timeframes found on the Academic Calendar.

## Change of Enrollment

### Adding a Course

#### Courses Greater than 8 Weeks in Length

For courses that are greater than eight (8) weeks in length, students may add a course up to the end of the second week at 8AM CST; however, instructor approval must be provided to the Registrar's office or the student's Academic Advisor if a student wants to add a class in the second week.

#### Courses 6-8 Weeks in Length

For classes that are between six (6) and eight (8) weeks in length, students may add a course up to the end of the first week at 8AM CST. Instructor approval is required.

#### Courses Less than 6 Weeks in Length

For classes that are less than six (6) weeks in length, students must be registered prior to the class start date. Once the course begins, enrollment is no longer available.

## Withdrawing from a Course

After starting to participate in a class, a student may request to withdraw up to the withdraw deadline for the term. The student's transcript will reflect a withdraw ('W') for the course. The 'W' is not a grade and will not affect the student's overall GPA. A student participating in a course past the withdrawal deadline is not eligible for a withdrawal and will be assessed a final grade. Students should not assume the university will withdraw them for non-payment of fees or for non-attendance.

Students administratively withdrawn from a course for excessive absence may not re-enroll in the same course section during the same term or semester.

The timing of when a student withdraws has both academic and financial implications. Students must meet with their academic advisor and financial aid counselor prior to making changes as withdrawing from a course may have ramifications for student status, financial aid eligibility, athletic eligibility, immigration status or program progression. Please see the *Refund Policies* for details regarding the potential academic and financial implications of withdrawing from a course.

## Administrative Withdraw from a Course

The University reserves the right to administratively withdraw a student from a course. An administrative withdraw may occur for one of the following:

- Failure to comply with attendance policies;
- Disciplinary reasons (i.e. academic dishonesty).

If withdrawn, the student is responsible for any academic, financial, or athletic consequences that may result. Please see the *Refund Policies* for details regarding the potential academic and financial implications of being administratively withdrawn from a course.

## Continuous Enrollment

Students are expected to maintain continuous enrollment (defined as enrollment in sequential fall and spring semesters or subsequent 8-week terms depending on program structure; summer is optional). Students who are unable to maintain continuous enrollment may be granted a leave of absence under the conditions specified below.

## Leave of Absence

Students enrolled at Concordia University are anticipated and encouraged to maintain continuous enrollment every term from the time they matriculate until they graduate. However, it is sometimes necessary or desirable for a student to take a leave from enrollment for a period of time. Students who do not maintain continuous registration for any reason should consult with a representative from the financial aid office, an academic advisor, and program director, when applicable, about whether to request a leave of absence.

### Definition

A leave of absence ("leave") is defined as a period of time when a student is not enrolled in classes but intends to re-enroll. During a leave, the student is not enrolled in any classes (at any point during the semester(s) in question) and may return in subsequent semester(s) without reapplying.

A leave may be utilized for national service, serious illness, mental health concerns, academic reasons, career opportunities, or for personal or financial reasons. Since certain academic programs, departments, or schools may have additional specific criteria for leave, a student

considering a leave should consult his or her academic program, department, or school in addition to consulting this policy.

A leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a leave of absence at any point during active course enrollment. A leave of absence granted within the withdrawal period will result in the student being withdrawn from all active coursework and W's assigned for all enrolled coursework, resulting in no change to cumulative GPA. A leave of absence granted after the withdrawal period will result in grades earned in all enrolled coursework, affecting a student's cumulative GPA; any incomplete coursework will receive no credit. A leave of absence is not retroactive and cannot be sought for a previous semester.

This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices.

### Duration of Leave

The duration of the leave generally will be a minimum of one academic semester to a maximum of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

### Implications of a Leave of Absence

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a leave of absence, a student should contact his or her lender regarding repayment obligations that may arise as a result of their leave. A student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be financially responsible for expenses as described in the Refund Policy.

### Procedure

#### Planning for a Leave of Absence

When planning a leave of absence, a student must take the necessary steps to initiate the leave of absence:

- The student should discuss a leave of absence with his/her programs, departments, or schools,
- The student should discuss a leave of absence with his/her academic advisor,
- The student should discuss a leave of absence with his/her financial aid counselor,
- The student should arrange payment for any outstanding balance,
- If the student is residential, the student should discuss a leave of absence with his/her resident director,
- The student must complete the Change of Enrollment Survey to notify university personnel of their intent to take a leave of absence, as well as an anticipated return date.

The student will not be allowed to register for future courses until their balance has been paid in full.

### Returning from a Leave of Absence

When the student is ready to return from a leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student should discuss his/her intent to reenroll with his/her programs, departments, or schools,
- The student should contact his/her advisor to indicate the intent to reenroll,
- The student should contact his/her financial aid counselor to indicate the intent to reenroll,
- If the student intends to live on campus, the student must contact the Residence Life Office,
- The student must meet with his/her advisor to enroll in courses for the intended return term.

### Withdrawal from the University

Students who wish to cease coursework and withdraw completely from the University must notify their academic advisor and financial aid counselor prior to making changes as withdrawing will have implications on student status, financial aid, future athletic eligibility, and program progression. Students must withdraw from the University during the withdrawal period or at the end of a term. Withdrawals outside of the withdrawal period result in the grade based on what is earned through the student's time in the course; any incomplete coursework will receive no credit.

### Implications of a Withdrawal

If active in coursework at the time of the withdrawal, the student will be removed from all coursework and the last date of attendance will be used to determine course grades and financial responsibility following the Refund Policy. Prior to a withdrawal being fully processed, any outstanding balance must be paid in full. Should a student wish to return to his/her program at a later time, they must reapply for University admission.

Students who are inactive from coursework for 12 months, and who have not notified the University of their intention to take a leave of absence, will be withdrawn from the University for inactivity. Students will be required to reapply to the University if they wish to resume coursework.

### Procedure

When withdrawing from the University, a student must take the necessary steps to initiate the withdrawal:

- The student should discuss a withdrawal with his or her academic advisor,
- The student should discuss a withdrawal with his/her financial aid counselor,
- The student must arrange payment for any outstanding balance,
- The student must complete the Change of Enrollment Survey to indicate his/her intention to withdraw from the University.

Students will not be allowed to register for future courses until their balance has been paid in full.

### Medical Leave of Absence

The University recognizes that students may experience medical situations that significantly limit their ability to function successfully or safely in their role as students. In those situations, students should seek to determine whether their medical condition can be accommodated by the University. It may be possible for accommodations to be designed to

enable the student to remain in school and meet academic standards. All accommodation needs are assessed on an individual basis by the Academic Resource Center (ARC). Students must disclose to the ARC that they have a disability and/or medical condition.

This policy has been designed to ensure that students are given the individualized attention, consideration, and support needed to address medical issues that arise or escalate during their time at the University. This policy outlines an individualized process that students must follow to request a medical leave of absence to address their medical difficulties so that they can successfully return to the University.

### Definition

In some cases, despite accommodations, the student may wish to take a medical leave of absence. A medical leave of absence is defined as a break from University enrollment so that the student may receive medical treatment and later return to the University with an opportunity to achieve their academic and co-curricular goals. During a medical leave, the student is not enrolled in classes (at any point during the term(s) in question), but a degree-seeking student maintains matriculated status.

A medical leave may be utilized when academic progress and performance, or ability to otherwise function, has been seriously compromised by a medical condition (including mental health conditions). Since certain academic programs, departments, or schools may have additional specific criteria for a medical leave of absence, a student considering a medical leave should also consult their academic program, department, or school in addition to consulting this policy. A medical leave should be sought prior to the semester in which the leave is taken, if possible; however, the student may request a medical leave of absence at any point during active course enrollment. A medical leave of absence is not retroactive and cannot be sought for a previous term.

This policy may not be used in lieu of disciplinary action to address any violations of University rules, regulations, policies, or practices.

### Duration of Medical Leave

The duration of a medical leave will generally be a minimum of one academic semester. A medical leave may be as long as 12 months. The goal of taking a medical leave is to ensure that students return to the University with an increased opportunity for academic success.

### Implications of a Medical Leave

This policy does not have any effect on the exemption of students from student loan repayments. Before taking a medical leave of absence, a student should contact their lender regarding repayment obligations that may arise as a result of their leave. The student should also consult the University's Financial Aid Office to discuss any impact the leave may have on financial aid.

Students on a medical leave of absence are ineligible for any co-curricular activity, athletic participation, campus housing, and student employment. International students must contact the International Center to determine if a medical leave has an impact on their visa status.

If active in coursework at the time of the leave, the student will be removed from all coursework and the last date of attendance will be used to determine financial responsibility following the Refund Policy. The student will receive a "W" in all active courses.

### Procedure

#### Planning for a Medical Leave of Absence

The exit process proceeds as quickly as possible to allow a student experiencing difficulties due to a medical condition to immediately step away from University life and receive the support they need:

- The student should discuss a leave of absence with his or her academic advisor to discuss program progression.
- The student should arrange a payment plan for any outstanding balance.
- The student's medical provider must submit the Medical Leave of Absence form directly to the Health & Wellness Committee that indicates the student's inability to continue enrollment as well as the expected duration for treatment. The Health & Wellness Committee is a three-person committee including the Assistant Vice President of Academics for Student Success, the Director of Financial Aid or Business Operations Manager, and the student's program director.
- Once the review is completed, the Health & Wellness Committee will then notify the student of the decision to grant or deny a Medical Leave of Absence.
- If the medical leave is granted, the student status will be coded within the University system to reflect the medical leave standing. If the medical is denied, the student is welcome to continue enrollment or pursue a non-medical Leave of Absence.

Students will not be allowed to register for future courses until their balance has been paid in full.

#### Returning from a Medical Leave of Absence

During the medical leave, the student will be expected to obtain treatment for the condition that warranted the medical leave. When the student is ready to return from a medical leave of absence, they must take the necessary steps to initiate the re-enrollment process:

- The student will contact the Health & Wellness Committee, in writing, of his/her intent to return at least 45 calendar days prior to the beginning of the term in which the student wishes to begin classes, unless otherwise arranged. This allows the University sufficient time to review the appropriate materials as described below and re-enroll the student.
- If treatment was recommended at the time of the medical leave, the treating provider should complete a form certifying that the student is ready to resume academic and residential (if relevant) responsibilities, with specifications regarding any support or requested accommodations needed to ensure a successful return. A copy of this form can be found here (<https://falcon.cuw.edu/formrepo/UploadedForms/HealthRecommendationReturnMedicalLeave.docx>).
- The student must provide a brief statement when ready to return describing (1) the student's experience away from the University, including the activities undertaken while away, (2) the student's current understanding of the factors that led to the need for the leave, and the insights the student has gained from treatment and time away, and (3) and, how the student plans to ensure a successful return. The student is invited to be open and honest in this statement; however, the student is not required to provide private health information.
- Once a student has sent in all the required documentation, the Health & Wellness Committee will review the materials and schedule a Health and Wellness meeting with the student. The Health & Wellness Meeting may include additional participants at the discretion of the Committee. The student will be informed of additional participants prior to the scheduled meeting. During the Health &

Wellness Meeting, the faculty, staff, and student will work together to determine any resources and supports that may aid the student in a successful return to the University.

- Following the Health & Wellness Meeting, the student will contact his/her advisor to re-enroll.

While the return process is time-intensive for the University as well as for students, it is designed to ensure that a student will be in the best possible position to thrive when he or she returns to school.

### Medical Leave of Absence Beyond 12 Months

Specific approval by the Health & Wellness Committee is required a medical leave in excess of 12 months. Students who do not return to the University within 12 months will be withdrawn and must reapply to the University. Students required to reapply to the University may be subject to the program requirements and policies under the current academic catalog.

Students seeking accommodations or leave due to pregnancy and/or parenting should first reference the Pregnant & Parenting section of the Title IX Policy. (<https://www.cuw.edu/about/offices/title-ix/pregnant-parenting.html>)

### Experiential Learning Policy

An experiential learning activity is a single, off-campus educational/instructional experience provided by CU faculty/staff to their students which normally involves travel for the group. The Experiential Learning Policy does not include internships, clinical experiences, fieldwork experiences, or practicums. Policy regarding participation in such experiences are determined by individual departments.

University experiential learning expands student learning, knowledge and understanding of a subject and adds realism to the topic of study through active hands-on experience with the rich resources of the local community. Students can expect the following with regard to experiential learning in their courses:

- All required academic experiential learning will be linked to the course objectives and objectives for student learning during the experiential learning activity will be identified in the syllabus.
- All required academic experiential learning will be clearly identified as such in the course syllabus at the beginning of the term, with detailed information about date, time, locations, means of transportation, and any fees for which the student is responsible. If an unforeseen educational opportunity arises later in the term, as soon as possible the faculty member will discuss it with the class. In that case, such a trip cannot be required of all students.
- Faculty will work to schedule the experiential learning activity during their regularly-scheduled class session or during a time that causes the least disruption to other courses whenever possible (e.g. weekends or late afternoon/evenings for traditional undergraduates, alternate weeks for blended courses).
- In order to ensure that students with disabilities have equal access to experiential learning activities, faculty members will review student accommodations provided by the ARC and work closely with the student to ensure accommodations can be provided during the experiential learning activity. Students who have concerns about access to the experiential learning activity should discuss their concerns with the Academic Resource Center Director.

- Either the faculty member or some other responsible University official designated by the faculty member will accompany students to all academic experiential learning activities.
- All faculty will be notified of students participating in an experiential learning activity via email to excuse the participating students from class.
- Students are expected to notify faculty of other courses at least three days ahead of time that they will be absent and/or miss required assignments due to an experiential learning activity.

### Class Attendance

Class attendance is very important, not only to the instructor and the individual student, but also to the entire campus community. Students can expect faculty to have a clear attendance policy in each course syllabus. Students are expected to be aware of the attendance policy in each course for which they are enrolled.

### First Assignment

Students must complete the required first assignment by:

- 8-week or less course: First Friday by noon CST
- More than 8-week course: Second Friday by noon CST

### Unexcused/Excused Absences

For known attendance conflicts, students must contact their instructor in advance of the class session to notify him/her of the absence. In general, acceptable reasons for student absence from or failure to participate in class include:

- Participation as a representative of the University in a scheduled intercollegiate athletic event;
- Participation as a representative of the University in a scheduled professional/academic conference, academic competition or performance, or a experiential learning activity scheduled as part of a course;
- Participation as an officer of a University co-curricular organization in a scheduled conference for which participation is mandatory for the student (e.g., a required annual meeting for all presidents of a national student organization);
- Health-related absences for which valid documentation is presented;
- Accommodation-related absences for which documentation is provided through the Academic Resource Center;
- Death in the family;
- Military commitments;
- Other situations not specifically noted in this list, but approved by the Assistant Vice President of Academics and/or the dean of the school in which the student is enrolled.

Students may be required to submit documentation of absences to faculty members. Students shall be permitted a reasonable amount of time to make up the material or activities covered if their absence was excused by the instructor.

### Excessive Student Absence

Concordia University reserves the right to administratively withdraw a student from class for excessive, unexcused absences based on the thresholds articulated below. The chart below documents when a student meets excessive absences (defined as approximately 15% of the course).

If administratively withdrawn for excessive absence, the Registrar's office will indicate a "W" on the student's transcript if the student's last class participation was prior to the withdrawal deadline for the term. A student

who participated in a course past the withdrawal deadline, but who reaches an excessive absence threshold, is not eligible for a withdrawal and will be assessed a final grade.

Course Duration	Course Delivery Type	Excessive Absence
16 weeks	Face-to-face & Virtual	7 or more hours of class
16 weeks	Online	No assignment submissions for 3 or more total weeks online
14 weeks	Face-to-face & Virtual	Three or more 4-hour class sessions
14 weeks	Online	No assignment submissions for 3 or more total weeks online
8 weeks	Face-to-face & Virtual	Two or more 4-hour class sessions
8 weeks	Online	No assignment submissions for 2 or more total weeks online
6 weeks	Face-to-face & Virtual	Two or more 4-hour class sessions
6 weeks	Online	No assignment submissions for 1 or more total weeks online

#### Consequences of Excessive Absences

An administrative withdrawal due to excessive absences may impact a student's scholarships, athletic eligibility, federal financial aid, and his/her ability to live in Concordia University Residence Halls. Residence Life requires that students maintain full-time status to live in Residence Halls. The Cashier's Office will implement applicable provisions of the Refund Policy when a student is administratively withdrawn, and Financial Aid will take appropriate action under applicable policies related to student aid.

## Academic Programs

### Traditional and Post-Traditional Academic Programs

Concordia University serves diverse types of students at varying stages in their lives; therefore, it offers programs that meet the distinctive needs of its students. For the sake of clarity, Concordia identifies students by either of the two following classifications, traditional and post-traditional.

Both undergraduate and graduate/professional academic programs may attract post-traditional or traditional students. To meet the needs of those different types of students, Concordia University has developed academic programs to meet their distinctive needs.

This catalog includes all programs at Concordia University Ann Arbor and Concordia University Wisconsin (Mequon). In the undergraduate catalog, programs will be labeled with (A) if available at Ann Arbor, (M) if available at Mequon. Course modality varies and is indicated on the course schedule for each academic year. In the graduate catalog, programs specific to a certain campus will be labeled either (CUAA) or (CUW).

#### Traditional Academic Programs

Traditional students most often see their higher education experience as their primary vocation; they are able to devote "full-time" effort

to that experience. Traditional students are most likely to reside on campus, although many commute. While traditional students might work and continue to have family responsibilities, those responsibilities are complementary to their vocations as students. These academic programs are offered during the fall and spring semesters, supplemented by a summer semester. The courses in these programs are typically offered on campus in face-to-face or blended formats. Students generally receive financial aid on a semester-by-semester basis.

#### Post-Traditional Academic Programs

Post-traditional students include their higher education experiences as one of several vocations in their lives. Post-traditional students often have full-time employment; many have significant family responsibilities and participate in other church and community efforts. They often bring to their educational programs a wealth of professional and personal experience. These academic programs are offered during the fall, spring, and summer semesters, where students take classes in a face-to-face, blended, or online format. Students generally receive financial aid on a course-by-course format.

#### Program Changes

Requirements are subject to change in programs, majors or minors.

#### The Individualized Major and Minor

(Major 30 cr. minimum) (Minor 18 cr. minimum)

An exception to the requirement of a ready-made major may be granted to a limited number of capable students with special needs or interests. For example, the student whose particular academic interests or career goals may better be served by a distinctive and flexible, but related grouping of courses, that provide for sustained contact with some problem or topic, may develop an appropriate major within the existing resources of the college.

Such self-designated proposals are initiated by the student with the aid of the mentor or academic advisor, developed with the assistance of a professor from an appropriate field, and submitted to the Academic Council for evaluation and recommendation. Final action rests with the Vice President of Academics. If approved, a copy of the plan must be filed in the student's records by the Registrar.

#### Cooperative Programs

Concordia University Wisconsin enables students to enrich their academic preparation by taking courses at other higher education institutions with which CUW has a written agreement. Consult the Registrar's Office for eligibility and guidelines.

#### Independent Study

Independent Study allows students to develop a course of study in a subject area for which there is not already a module or credits on the student's transcript. Through the completion of the proposal, the student will state goals and objectives, materials to be used, and means of assessing the learning. An advisor will be assigned to the study. It is the responsibility of the advisor to supervise the completion of the study and to report to Concordia satisfactory completion of the work, at which time credit will be awarded.

#### Travel Studies

Travel opportunities are available to students through Concordia University's International Center. Travel study participants must contact the sponsor of the trip to obtain the required forms and must complete

the necessary paperwork. Credits earned through travel experience may apply to the core or elective areas.

## Reserve Officer Training Corps

### Air Force Reserve Officers Training Corps

Concordia University students have the opportunity to fully participate in the Air Force Reserve Officers Training Corps program. Students enrolled in the Air Force ROTC program attend AFROTC courses at Marquette University.

Through the program, Concordia offers its students the opportunity to prepare for initial active duty assignments as Air Force Commissioned Officers. In order to receive a commission, AFROTC cadets must complete all university requirements for a degree and courses specified by the Air Force. AFROTC offers four-, three-, two-, and one-year programs leading to a commission as an Air Force officer. Four-year program students complete the general military course, the professional officer course, in addition to a four-week summer field training between their second and third years in the program. Two-year students complete only the professional officer course. One-year students complete a seven-week field training session.

AFROTC College Scholarship and Scholarship Actions Programs: These programs provide scholarships to selected students participating in AFROTC. While participating in AFROTC, students receive \$250-400 per month along with paid tuition, fees, and a fixed textbook reimbursement.

For more information, contact the Department of Aerospace Studies at Marquette University (414) 288-7882.

### Army Reserve Officer Training Course

Concordia University students have the opportunity to fully participate in the Army Reserve Officer Training Course (AROTC) program. Students in the program attend AROTC courses at Marquette University. This program prepares Concordia University students for commissions in the U.S. Army, Army National Guard, or the U.S. Army Reserve.

There are two program options a four- or two-year program. The four-year program is divided into two phases: the basic course (taken during the freshman and sophomore years) and the advanced course (taken during the junior and senior years). The two-year program is designed for students at four-year institutions who did not take AROTC during the first two years of college, students entering a postgraduate course of study, or students who have prior military service. Students enrolling in the advanced course who have not taken the basic course will begin their training with a five-week paid summer session at Fort Knox called the Leader's Training Course or a one-week program held at Marquette called Accelerated Cadet Commissioning Training.

The Army offers a number of scholarship opportunities to Concordia University students enrolled in the ROTC program. There are two-year, three-year, and four-year active duty scholarships as well as two-year U.S. Army Reserve and National Guard scholarships available. These scholarships are awarded on a competitive basis by the Department of Military Science at Marquette University and can be applied to tuition expenses at Concordia University. In addition to the scholarships, all contracted students in the advanced course receive a \$250-400 monthly stipend.

Prospective students interested in the Army ROTC program are encouraged to visit the Army ROTC website [www.armyrotc.com](http://www.armyrotc.com) (<http://www.armyrotc.com>), the Marquette Army ROTC website [www.mu.edu/rotc/army/html](http://www.mu.edu/rotc/army/html), (<http://www.mu.edu/rotc/army/html>) or contact

our Enrollment and Scholarship Officer at Marquette University (414) 288-2046.

## Post-Traditional Students

### The Core Curriculum

The Core Curriculum of Concordia University takes the four following concerns as central to a student's education. The ultimate goal is to form a distinctive identity in our graduates that they may carry the university's mission out into their families, communities, workplaces, and the world at large.

#### Mission

As a "Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World," the development of "mature Christian students" forms the *raison d'être* for Concordia. The Core Curriculum functions as a primary means of fulfilling this mission. A Liberal Arts education at Concordia represents a broad course of study directed at educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for global society.

#### Liberal Arts

The Liberal Arts are the foundation and hallmark of Lutheran education.

At its heart, an education in the liberal arts was designed to prepare citizens for an active life of Christian public service, an invaluable goal in modern democratic society. The founders of Lutheran education urged learning in the redesigned Protestant university to cover a broad range of disciplines so that students could gain a full understanding of the world that is "genuine and useful for humankind."

#### Programs and Majors

The Core curriculum has dual purpose as a constituent part of a student's college career. It is both preparatory for, and complementary to, the education students receive in major programs and areas of study. In its preparatory function, it serves to provide foundational skills, knowledge, and background on which programs can build. As complementary it gives students cultural context, modes of inquiry, and opportunities for spiritual growth that enhance the many vocations they will fill in life.

#### Development of the Individual

Luther said, "Every occupation has its own honor before God as well as its own requirement and duties." As part of our commitment to this ideal, the Core Curriculum's design provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. This reflects our understanding that all of us are called by God to labor for the common good of society and for the welfare of our neighbor as a means to accomplish His will. The Core also provides students, through a study of the liberal arts, a broad understanding of their place in the world and a substantial augmentation to major programs of study. Thus, the Core Curriculum provides a meaningful, unifying influence for all Concordia graduates.

#### Core Themes

The model of the Core outlined here is learning-centered in its structure and Christ-centered in its philosophy and approach. These six areas represent key ideas, skills, and attitudes that comprise a Liberal Arts education at Concordia. The ultimate goal is to foundationally prepare students with the skills necessary for their future careers and the insights that will shape them for vocations as Christian citizens in the global community.



**Faith and Life**—Students will explain and analyze the basic tenets of the Christian faith and will apply the Christian worldview to consider the paradox of humans as eternal souls in a mortal world. Students are encouraged to use this understanding to shape engagement with historical and contemporary issues in the world around them.

**Natural World**—Students study the laws, language, and patterns of the natural world in order to take on the responsibility of its stewardship. Students will utilize the epistemologies of science and math, that is: knowledge about the natural world can be obtained through careful observations of the natural world; the natural world operates in a way that can be understood by the development of theories that are often mathematical in nature; and appropriate manipulation of numbers is essential to gather data, frame questions, and solve logical, algorithmic, empirical, and statistical problems.

**Society and Culture**—Students study the human interactions that form the basis of daily life, in order to develop a sense of citizenship in a global society. This should provide context for leading impactful lives in the church and the world through individual vocation. Society and Culture focuses on structures and systems devised by humans to maintain and provide for the common good, institutions that can be governmental or non-governmental in nature, that bring people together in social, horizontal relationships.

**Human Beings and Being Human**—Students study the interactions among the various aspects of being human. The understanding of human health & wellness, the workings of the human body, human thought, and psychology serves as the foundation for a joyful life of service. Human Beings and Being Human focuses on what it means to be an individual, how humans interact with systems not made by humans, such as nature, geography, and stewardship, and how humans interact with God's creation. Students here grapple with the roll of humans in the physical world and the question of what it means to be human.

**Human Creativity and Expression**—Students explore the expression of complex aspects of human experience through a variety of media and learn to comprehend the aesthetic expression of others across time and space.

**Communication and Language**—Students develop skills in oral, written, multimedia, and multimodal communication. This includes knowledge of different communication systems, varied rhetorical situations/strategies and foreign languages. Courses in this area train and require students to employ cogent, coherent, and effective language for a broad range of audiences, as well as to analyze how others have communicated effectively through language and its presentation.

*Students entering Concordia University without an Associates Degree, and not transferring in at least 45 credits will be required to fulfill the Core Curriculum (p. 24).*

*Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits will be required to fulfill the Intermediate Core Curriculum (p. 25).*

*Students entering Concordia University with an Associates Degree, or transferring in at least 60 credits will be required to fulfill the Transfer Core (p. 26).*

## Post-Traditional - Core

### The Post-Traditional Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (15 credits) and the Liberal Arts Dimensions (29 credits). The Concordia Common Core is comprised of five classes, each unique to Concordia, that cannot be transferred in; these classes would be required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other three classes each address two core themes.

The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This will provide a framework, a commonality, to the intellectual life of the student.

Code	Title	Hours
	Common Core Experience (p. 24)	15
	<i>Liberal Arts Dimensions</i>	29
	Faith and Life (3 credits) (p. 24)	
	Natural World (6 credits) (p. 24)	
	Society and Culture (6 credits) (p. 25)	
	Human Beings and Being Human (5 credits) (p. 25)	
	Human Creativity and Expression (3 credits) (p. 25)	
	Communication and Language (6 credits) (p. 25)	
<b>Total Hours</b>		<b>44</b>

### Post-Traditional Common Core Experience Core Courses

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
<b>Total Hours</b>		<b>15</b>

### Post-Traditional Faith and Life Core Courses

Code	Title	Hours
	<i>Select one from the following:</i>	3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
REL 2870	Christian Care Giving	
REL 3100	Religion in America Today	
REL 3120	Office of the Professional Church Worker	
REL 3140	Christian Ethics	
REL 3175	World Religions	
REL 3350	Life of Christ	
REL 3380	Gospel of Luke	
REL 3510	Christ's People through the Ages	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Natural World Core Courses

Code	Title	Hours
	<i>Science - Select one from the following:</i>	3
ENV 1050	Introduction to Environmental Science	
JPP 3040	Forensic Investigation	

<i>Mathematics - Select one from the following:</i>		3
MATH 1250	Contemporary Math	
MATH 1280	College Algebra	
BUS 3450	Business Statistics	

**Total Hours** 6

### Post-Traditional Society and Culture Core Courses

Code	Title	Hours
------	-------	-------

*Select two from the following:* 6

COMM 2020	Intercultural Communication	
ECON 2200	Macroeconomics	
HIST 1099	History and Worldviews of the Western World	
HIST 2099	Historical Methodology	
HIST 2685	Faces of Culture	
HIST 3440	Age of Enlightenment	
POLS 1350	Voices in Democracy	
POLS 3590	Constitutional Law	
SOC 1010	Introduction to Sociology	

**Total Hours** 6

### Post-Traditional Human Beings and Being Human Core Courses

Code	Title	Hours
------	-------	-------

*Social World - Select one from the following:* 3

COMM 3400	Gender and Communication	
HCM 3500	Eldercare	
HIST 3400	Classical Greece and Rome	
JPP 1020	Criminology	
PHIL 2560	Critical Thinking & Creativity	
PSY 2710	Social Psychology in the Workplace	
PSY 3240	Introduction to Psychopathology	
SW 3110	Human Behavior in the Social Environment I	

*Physical Development* 2

HHP 1115	Fit and Well	
----------	--------------	--

**Total Hours** 5

### Post-Traditional Human Creativity and Expression Core Courses

Code	Title	Hours
------	-------	-------

*Select one from the following:* 3

ART 1000	Basic Art Experience	
ART 2000	Art History I	
COMM 2010	American Cinema	
ENG 1300	Literature	
ENG 1360	Literary Visions	
MUS 1171	Creative Arts: Music	

**Total Hours** 3

### Post-Traditional Communication and Language Core Courses

Code	Title	Hours
------	-------	-------

*Writing:*

ENG 2100	College Writing	3
----------	-----------------	---

*Select one from the following:* 3

COMM 1010	Speech Communication	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
ENG 2050	English Language	

**Total Hours** 6

## Post-Traditional - Intermediate Core

### The Post-Traditional Intermediate Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (9 credits) and the Liberal Arts Dimensions (29 credits). The Concordia Common Core is comprised of three classes, each unique to Concordia, that cannot be transferred in; these classes would be required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This will provide a framework, a commonality, to the intellectual life of the student.

Code	Title	Hours
------	-------	-------

Common Core Experience (p. 25) 9

*Liberal Arts Dimensions* 29

Faith and Life (3 credits) (p. 25)	
Natural World (6 credits) (p. 26)	
Society and Culture (6 credits) (p. 26)	
Human Beings and Being Human (5 credits) (p. 26)	
Human Creativity and Expression (3 credits) (p. 26)	
Communication and Language (6 credits) (p. 26)	

**Total Hours** 38

### Post-Traditional Common Core Experience Intermediate Core Courses

Code	Title	Hours
------	-------	-------

*Select one from the following CCE courses:* 3

CCE 1020	Western Culture & Worldview	
CCE 1030	Western Thought & Worldview	
CCE 1040	Science & Humanity	

REL 1590 Heritage of Faith 3

REL 2030 Biblical Theology 3

**Total Hours** 9

### Post-Traditional Faith and Life Intermediate Core Courses

Code	Title	Hours
------	-------	-------

*Select one from the following:* 3

REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
REL 2870	Christian Care Giving	
REL 3100	Religion in America Today	
REL 3120	Office of the Professional Church Worker	
REL 3140	Christian Ethics	
REL 3175	World Religions	

REL 3350	Life of Christ	
REL 3380	Gospel of Luke	
REL 3510	Christ's People through the Ages	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Natural World Intermediate Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		
ENV 1050	Introduction to Environmental Science	3
JPP 3040	Forensic Investigation	
<i>Mathematics - Select one from the following:</i>		
MATH 1250	Contemporary Math	3
MATH 1280	College Algebra	
BUS 3450	Business Statistics	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Society and Culture Intermediate Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		
COMM 2020	Intercultural Communication	6
ECON 2200	Macroeconomics	
HIST 1099	History and Worldviews of the Western World	
HIST 2099	Historical Methodology	
HIST 2685	Faces of Culture	
HIST 3440	Age of Enlightenment	
POLS 1350	Voices in Democracy	
POLS 3590	Constitutional Law	
SOC 1010	Introduction to Sociology	
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Human Beings and Being Human Intermediate Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		
COMM 3400	Gender and Communication	3
HCM 3500	Eldercare	
HIST 3400	Classical Greece and Rome	
JPP 1020	Criminology	
PHIL 2560	Critical Thinking & Creativity	
PSY 2710	Social Psychology in the Workplace	
PSY 3240	Introduction to Psychopathology	
SW 3110	Human Behavior in the Social Environment I	
<i>Physical Development</i>		
HHP 1115	Fit and Well	2
<b>Total Hours</b>		<b>5</b>

### Post-Traditional Human Creativity and Expression Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		
ART 1000	Basic Art Experience	3

ART 2000	Art History I	
COMM 2010	American Cinema	
ENG 1300	Literature	
ENG 1360	Literary Visions	
MUS 1171	Creative Arts: Music	
<b>Total Hours</b>		<b>3</b>

### Post-Traditional Communication and Language Intermediate Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 2100	College Writing	3
<i>Select one from the following:</i>		
COMM 1010	Speech Communication	3
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
ENG 2050	English Language	
<b>Total Hours</b>		<b>6</b>

## Post-Traditional - Transfer Core

### The Post-Traditional Transfer Core Curriculum

Code	Title	Hours
<b>Liberal Arts Dimensions</b>		
		<b>30</b>
Faith and Life (6 credits) (p. 26)		
Natural World (6 credits) (p. 26)		
Society and Culture (6 credits) (p. 27)		
Human Beings and Being Human (3 credits) (p. 27)		
Human Creativity and Expression (3 Credits) (p. 27)		
Communication and Language (6 credits) (p. 27)		
<b>Total Hours</b>		<b>30</b>

### Post-Traditional Faith and Life Transfer Core Courses

Code	Title	Hours
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
<b>Total Hours</b>		<b>6</b>

### Post-Traditional Natural World Transfer Core Courses

Code	Title	Hours
<i>Science - Select one from the following:</i>		
ENV 1050	Introduction to Environmental Science	3
JPP 3040	Forensic Investigation	
<i>Mathematics - Select one from the following:</i>		
MATH 1250	Contemporary Math	3
MATH 1280	College Algebra	
BUS 3450	Business Statistics	
<b>Total Hours</b>		<b>6</b>

## Post-Traditional Society and Culture Transfer Core Courses

Code	Title	Hours
<i>Select two from the following:</i>		
COMM 2020	Intercultural Communication	6
ECON 2200	Macroeconomics	
HIST 1099	History and Worldviews of the Western World	
HIST 2099	Historical Methodology	
HIST 2685	Faces of Culture	
HIST 3440	Age of Enlightenment	
POLS 1350	Voices in Democracy	
POLS 3590	Constitutional Law	
SOC 1010	Introduction to Sociology	
<b>Total Hours</b>		<b>6</b>

## Post-Traditional Human Beings and Being Human Transfer Core Courses

Code	Title	Hours
<i>Social World - Select one from the following:</i>		
COMM 3400	Gender and Communication	3
HCM 3500	Eldercare	
HIST 3400	Classical Greece and Rome	
JPP 1020	Criminology	
PHIL 2560	Critical Thinking & Creativity	
PSY 2710	Social Psychology in the Workplace	
PSY 3240	Introduction to Psychopathology	
SW 3110	Human Behavior in the Social Environment I	
<b>Total Hours</b>		<b>3</b>

## Post-Traditional Human Creativity and Expression Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		
ART 1000	Basic Art Experience	3
ART 2000	Art History I	
COMM 2010	American Cinema	
ENG 1300	Literature	
ENG 1360	Literary Visions	
MUS 1171	Creative Arts: Music	
<b>Total Hours</b>		<b>3</b>

## Post-Traditional Communication and Language Transfer Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 2100	College Writing	3
<i>Select one from the following:</i>		
COMM 1010	Speech Communication	3
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	

ENG 2050	English Language
----------	------------------

<b>Total Hours</b>	<b>6</b>
--------------------	----------

## Traditional Students

### The Core Curriculum

The Core Curriculum of Concordia University takes the four following concerns as central to a student's education. The ultimate goal is to form a distinctive identity in our graduates that they may carry the university's mission out into their families, communities, workplaces, and the world at large.

### Mission

As a "Lutheran higher education community committed to helping students develop in mind, body, and spirit for service to Christ in the Church and the World," the development of "mature Christian students" forms the *raison d'être* for Concordia. The Core Curriculum functions as a primary means of fulfilling this mission. A Liberal Arts education at Concordia represents a broad course of study directed at educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for global society.

### Liberal Arts

The Liberal Arts are the foundation and hallmark of Lutheran education.

At its heart, an education in the liberal arts was designed to prepare citizens for an active life of Christian public service, an invaluable goal in modern democratic society. The founders of Lutheran education urged learning in the redesigned Protestant university to cover a broad range of disciplines so that students could gain a full understanding of the world that is "genuine and useful for humankind."

### Programs and Majors

The Core curriculum has dual purpose as a constituent part of a student's college career: it is both preparatory for, and complementary to, the education students receive in major programs and areas of study. In its preparatory function, it serves to provide foundational skills, knowledge, and background on which programs can build. As complementary it gives students cultural context, modes of inquiry, and opportunities for spiritual growth that enhance the many vocations they will fill in life.

### Development of the Individual

Luther said, "Every occupation has its own honor before God as well as its own requirement and duties." As part of our commitment to this ideal, the Core Curriculum's design provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. This reflects our understanding that all of us are called by God to labor for the common good of society and for the welfare of our neighbor as a means to accomplish His will. The Core also provides students, through a study of the liberal arts, a broad understanding of their place in the world and a substantial augmentation to major programs of study. Thus, the Core Curriculum provides a meaningful, unifying influence for all Concordia graduates.

### Core Themes

The model of the Core outlined here is learning-centered in its structure and Christ-centered in its philosophy and approach. These six areas represent key ideas, skills, and attitudes that comprise a Liberal Arts education at Concordia. The ultimate goal is to foundationally prepare students with the skills necessary for their future careers and the insights that will shape them for vocations as Christian citizens in the global community.

**Faith and Life**—Students will explain and analyze the basic tenets of the Christian faith and will apply the Christian worldview to consider the paradox of humans as eternal souls in a mortal world. Students are encouraged to use this understanding to shape engagement with historical and contemporary issues in the world around them.

**Natural World**—Students study the laws, language, and patterns of the natural world in order to take on the responsibility of its stewardship. Students will utilize the epistemologies of science and math, that is: knowledge about the natural world can be obtained through careful observations of the natural world; the natural world operates in a way that can be understood by the development of theories that are often mathematical in nature; and appropriate manipulation of numbers is essential to gather data, frame questions, and solve logical, algorithmic, empirical, and statistical problems.

**Society and Culture**—Students study the human interactions that form the basis of daily life, in order to develop a sense of citizenship in a global society. This should provide context for leading impactful lives in the church and the world through individual vocation. Society and Culture focuses on structures and systems devised by humans to maintain and provide for the common good, institutions that can be governmental or non-governmental in nature, that bring people together in social, horizontal relationships.

**Human Beings and Being Human**—Students study the interactions among the various aspects of being human. The understanding of human health & wellness, the workings of the human body, human thought, and psychology serves as the foundation for a joyful life of service. Human Beings and Being Human focuses on what it means to be an individual, how humans interact with systems not made by humans, such as nature, geography, and stewardship, and how humans interact with God's creation. Students here grapple with the roll of humans in the physical world and the question of what it means to be human.

**Human Creativity and Expression**—Students explore the expression of complex aspects of human experience through a variety of media and learn to comprehend the aesthetic expression of others across time and space.

**Communication and Language**—Students develop skills in oral, written, multimedia, and multimodal communication. This includes knowledge of different communication systems, varied rhetorical situations/strategies and foreign languages. Courses in this area train and require students to employ cogent, coherent, and effective language for a broad range of audiences, as well as to analyze how others have communicated effectively through language and its presentation.

**Students entering Concordia University without an Associates Degree, and not transferring in at least 45 credits, will be required to fulfill the Core Curriculum (p. 28).**

**Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits, will be required to fulfill the Intermediate Core Curriculum (p. 30).**

**Students entering Concordia University with an Associates Degree, or transferring in at least 60 credits, will be required to fulfill the Transfer Core Curriculum (p. 32).**

## Traditional Students - Core

### The Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (18 credits) and the Liberal Arts Dimensions (27 credits). The Concordia Common Core is comprised of six classes, each unique to Concordia, that cannot be transferred in; these classes are required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other four classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This provides a framework, a commonality, to the intellectual life of the campus. To this end, campus events are organized around selected themes that are presented in these classes.

Students entering Concordia University without an Associates Degree, and not transferring in at least 60 credits will be required to fulfill the Core Curriculum.

Code	Title	Hours
	Common Core Experience (p. 28)	18
	<i>Liberal Arts Dimensions</i>	27
	Faith and Life (3 credits) (p. 29)	
	Natural World (7 credits) (p. 29)	
	Society and Culture (3 credits) (p. 29)	
	Human Beings and Being Human (5 credits) (p. 29)	
	Human Creativity and Expression (3 credits) (p. 29)	
	Communication and Language (6 credits) (p. 30)	

#### Required Elements: (no additional credits hours needed)

Non Western Culture - One of the classes the student takes to satisfy the Liberal Arts Dimensions of the core must have a "Culture" designation. Selections are noted with an \*. Any travel study (TS) course also satisfies this requirement.

Writing Intensive - Two courses must have a "Writing Intensive" designation, one of which must be in the core. Currently CCE1020 is being offered as a Writing Intensive Course. Some sections of REL1000 and REL1100 are also being offered as Writing Intensive.

**Total Hours** **45**

### Traditional Common Core Experience Core Courses

Code	Title	Hours
REL 1000	The Bible (or)	3
REL 2010 & REL 2020	Old Testament and New Testament (Church Work students only)	
REL 1100	Christian Faith	3
REL 2030	Biblical Theology (Church Work students only)	
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

**Total Hours** **18**

## Traditional Faith and Life Core Courses

Code	Title	Hours
Non-church work students - any REL course with a number above 2030		3
Church work students - check with your advisor		3

## Traditional Natural World Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		4
BIO 1300	Essentials of Anatomy and Physiology	
BIO 1401	General Biology I	
BIO 1801	Human Anatomy and Physiology I	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab *	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1400	Introductory GIS	
ENV 1800	Environmental Science	
ENV 2200	Water Quality and Aquaponics	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1204	Introductory Astronomy	
PHYS 1514	General Physics I	
SCI 1100	Introduction to Life and Physical Sciences	
This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.		
<i>Mathematics or Computer Science - Select from the following:</i>		3
CSC 1010	Foundations of Computer Science	
MATH 1250	Contemporary Math <sup>1</sup>	
MATH 1190	Number Sense: Teaching Pre K-9 <sup>2</sup>	
	or MATH 1200 Data & Space: Teaching Pre K-9	
<b>Total Hours</b>		<b>7</b>

<sup>1</sup> Or any MATH course above 125, unless the student's program or major requires another class.

<sup>2</sup> Required for Elementary Education and Early Childhood

\* Satisfies the non-western culture requirement in the core.

## Traditional Society and Culture Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
BIO 3730	Global Health and Disease	
COMM 4100	Cross-Cultural Communication *	
ECON 2000	Principles of Economics	
ECON 2100	Microeconomics	
ECON 2200	Macroeconomics	
ED 1103	Human Relations for Teachers *	
GEOG 2200	Cultural Geography *	
HIST 1000	Introduction to American Civilization	
HIST 1400	Historical Perspectives	
HIST 1600	Non-Western World *	
HIST 2200	The Civil War	

HIST 2210	Women in America	
HIST 2400	History of Christianity	
HIST 2600	History of Food	
HIST 2605	Monsters	
HIST 2610	Sports of the World *	
HIST 2615	World of Superheroes *	
HIST 2620	Ancient Civilizations *	
HIST 2625	The Ancient World *	
HIST 2630	Modern Africa *	
HIST 2635	History & Culture of Latin America *	
HIST 2640	Modern Japan *	
HIST 2645	Modern Middle East *	
HIST 2650	Empires: East & West *	
HIST 2655	Asia on Fire *	
HIST 2660	Byzantium *	
HIST 2670	Modern China *	
HIST 2675	America and Vietnam *	
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics *	
HIST 4420	European National History	
PH 1050	Introduction to Public Health	
PH 3150	Introduction to Global Health	
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2550	Presidency	
POLS 2850	American Politics and Health Care Policy	
SOC 1010	Introduction to Sociology	
<b>Total Hours</b>		<b>3</b>

\* Satisfies the non-western culture requirement in the core.

## Traditional Human Beings and Being Human Core Courses

Code	Title	Hours
HHP 1100	Stewardship of the Body	1
HHP Activity Course or THTR 1200		1
<i>Select one from the following:</i>		3
COMM 3400	Gender and Communication	
ED 1102	Foundations of Education	
EDU 1020	Human Growth and Development	
LEGL 2300	Environmental Law & Politics	
Any PHIL course		
PSY 1010	General Psychology	
SCI 2400	Cosmogony	
SW 3110	Human Behavior in the Social Environment I	
<b>Total Hours</b>		<b>5</b>

## Traditional Human Creativity and Expression Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 1000	Basic Art Experience	

ART 1010	Arts & Craft Fundamentals
ART 1020	Digital Imaging Fundamentals
ART 1030	Darkroom Fundamentals
ART 1040	Drawing Fundamentals
ART 1050	Ceramic Fundamentals
ART 1060	Glass Fundamentals
ART 1070	Jewelry Fundamentals
ART 1200	Human Expression and the Arts
ART 1500	2-Dimensional Design
ART 1510	Observational Drawing
ART 1550	Color Theory Application
ART 2000	Art History I
ART 2010	Art History II
ART 2200	Art History Comprehensive
ART 2500	Digital Imaging Production
ART 2510	Ceramics: Throwing on the Wheel
ART 2540	Mixed Media Drawing
ART 2550	Typography I
ART 2560	Painting
ART 3800	Art Study Abroad
GD 1010	Digital Design Fundamentals
GD 1500	Digital Vector Design
ENG 1030	Civilization & Worldviews: Literature
ENG 2450	Art of the Personal Essay
ENG 2460	Creative Writing
MUS 1100	Piano Class for Beginners
MUS 1130	Guitar Class
MUS 1171	Creative Arts: Music
MUS 3170	Jazz Ensemble
MUS 3177	Pep Band
MUS 3180	Chapel Ringers
MUS 3181	University Band
MUS 3182	Chapel Choir
MUS 3183	Selah
MUS 3184	Concordia Civic Chorale
MUS 3185	String Ensemble/Chamber Orchestra
MUS 4181	Symphonic Wind Ensemble
MUS 4184	Kammerchor
MUS 4185	Alleluia Ringers
THTR 1000	Orientation to Theatre
THTR 1400	Stagecraft I: Intro Stagecraft
THTR 2000	Voice & Speech for the Actor
THTR 2200	Acting I: Intro to Acting
THTR 2220	Acting for the Camera
THTR 2230	Musical Theatre and Dancing
THTR 2400	Producing Children's Theatre
<b>Total Hours</b>	<b>3</b>

## Traditional Communication and Language Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 1040	Introduction to Writing	3

<i>Select one from the following:</i>		3
COMM 1100	Public Speaking	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
FRE (any) *		
GER (any) *		
GRK (any) *		
HEB (any) *		
LAT (any) *		
SIGN (any) *		
SPAN (any) *		
<b>Total Hours</b>		<b>6</b>

\* Satisfies the non-western culture requirement in the core.

## Traditional Students - Intermediate Core

### The Intermediate Core Curriculum

The Concordia Core is divided into two parts: the Concordia Common Core (12 credits) and the Liberal Arts Dimensions (27 credits). The Concordia Common Core is comprised of four classes, each unique to Concordia, that cannot be transferred in; these classes are required of all students, regardless of major. Two of the classes center on the core theme of Faith; the other classes each address two core themes. The intent is to build a sense of community, to instill a sense of what it means to be a Concordian, to provide an opportunity to present important subject matter from our distinctly Lutheran perspective. This provides a framework, a commonality, to the intellectual life of the campus. To this end, campus events are organized around selected themes that are presented in these classes.

Students entering Concordia University without an Associates Degree, and transferring in 45 to 59 credits will be required to follow the intermediate core curriculum listed below.

Code	Title	Hours
Common Core Experience (p. 31)		12
<i>Liberal Arts Dimensions</i>		27
Faith and Life (3 credits) (p. 31)		
Natural World (7 credits) (p. 31)		
Society and Culture (3 credits) (p. 31)		
Human Beings and Being Human (5 credits) (p. 32)		
Human Creativity and Expression (3 credits) (p. 32)		
Communication and Language (6 credits) (p. 32)		
<b>Required Elements: (no additional credits hours needed)</b>		
Non Western Culture - One of the classes the student takes to satisfy the Liberal Arts Dimensions of the core must have a "Culture" designation. Selections are noted with an *. Any travel study (TS) course also satisfies this requirement.		

Writing Intensive - Two courses must have a "Writing Intensive" designation, one of which must be in the core. Currently CCE1020 is being offered as a Writing Intensive Course. Some sections of REL1000 and REL1100 are also being offered as Writing Intensive.

**Total Hours** 39

### Traditional Common Core Experience Intermediate Core Courses

Code	Title	Hours
REL 1000	The Bible (or)	3
REL 2010 & REL 2020	Old Testament and New Testament	
REL 1100	Christian Faith	3
or REL 2030	Biblical Theology	
<i>Select two from the following CCE courses:</i>		6
CCE 1010	Christian Citizen	
CCE 1020	Western Culture & Worldview	
CCE 1030	Western Thought & Worldview	
CCE 1040	Science & Humanity	

**Total Hours** 12

### Traditional Faith and Life Intermediate Core Courses

Code	Title	Hours
Non-church work students - any REL course with a number above 2030		3
Church work students - check with your advisor		3

### Traditional Natural World Intermediate Core Courses

Code	Title	Hours
<i>Science Core with Lab - Select from the following:</i>		4
BIO 1300	Essentials of Anatomy and Physiology	
BIO 1401	General Biology I	
BIO 1801	Human Anatomy and Physiology I	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab *	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1400	Introductory GIS	
ENV 1800	Environmental Science	
ENV 2200	Water Quality and Aquaponics	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1204	Introductory Astronomy	
PHYS 1514	General Physics I	
SCI 1100	Introduction to Life and Physical Sciences	

This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.

<i>Mathematics or Computer Science - Select from the following:</i>		3
CSC 1010	Foundations of Computer Science	
MATH 1250	Contemporary Math <sup>1</sup>	
MATH 1190	Number Sense: Teaching Pre K-9 <sup>2</sup>	

or MATH 1200 Data & Space: Teaching Pre K-9

**Total Hours** 7

<sup>1</sup> Or any MATH course above 125, unless the student's program or major requires another class.

<sup>2</sup> Required for Elementary Education and Early Childhood

\* Satisfies the non-western culture requirement in the core.

### Traditional Society and Culture Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
BIO 3730	Global Health and Disease	
COMM 4100	Cross-Cultural Communication *	
ECON 2000	Principles of Economics	
ECON 2100	Microeconomics	
ECON 2200	Macroeconomics	
ED 1103	Human Relations for Teachers *	
GEOG 2200	Cultural Geography *	
HIST 1000	Introduction to American Civilization	
HIST 1400	Historical Perspectives	
HIST 1600	Non-Western World *	
HIST 2200	The Civil War	
HIST 2210	Women in America	
HIST 2400	History of Christianity	
HIST 2600	History of Food	
HIST 2605	Monsters	
HIST 2610	Sports of the World *	
HIST 2615	World of Superheroes *	
HIST 2620	Ancient Civilizations *	
HIST 2625	The Ancient World *	
HIST 2630	Modern Africa *	
HIST 2635	History & Culture of Latin America *	
HIST 2640	Modern Japan *	
HIST 2645	Modern Middle East *	
HIST 2650	Empires: East & West *	
HIST 2655	Asia on Fire *	
HIST 2660	Byzantium *	
HIST 2670	Modern China *	
HIST 2675	America and Vietnam *	
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics *	
HIST 4420	European National History	
PH 1050	Introduction to Public Health	
PH 3150	Introduction to Global Health	
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2550	Presidency	
POLS 2850	American Politics and Health Care Policy	
SOC 1010	Introduction to Sociology	

**Total Hours** 3



\* Satisfies the non-western culture requirement in the core.

### Traditional Human Beings and Being Human Intermediate Core Courses

Code	Title	Hours
HHP 1100	Stewardship of the Body	1
HHP Activity Course or THTR 1200		1
<i>Select one from the following:</i>		3
COMM 3400	Gender and Communication	
ED 1102	Foundations of Education	
EDU 1020	Human Growth and Development	
LEGL 2300	Environmental Law & Politics	
Any PHIL course		
PSY 1010	General Psychology	
SCI 2400	Cosmogony	
SW 3110	Human Behavior in the Social Environment I	
<b>Total Hours</b>		<b>5</b>

### Traditional Human Creativity and Expression Intermediate Core Courses

Code	Title	Hours
<i>Select one from the following:</i>		3
ART 1000	Basic Art Experience	
ART 1010	Arts & Craft Fundamentals	
ART 1020	Digital Imaging Fundamentals	
ART 1030	Darkroom Fundamentals	
ART 1040	Drawing Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1200	Human Expression and the Arts	
ART 1500	2-Dimensional Design	
ART 1510	Observational Drawing	
ART 1550	Color Theory Application	
ART 2000	Art History I	
ART 2010	Art History II	
ART 2200	Art History Comprehensive	
ART 2500	Digital Imaging Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2540	Mixed Media Drawing	
ART 2550	Typography I	
ART 2560	Painting	
ART 3800	Art Study Abroad	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
ENG 1030	Civilization & Worldviews: Literature	
ENG 2450	Art of the Personal Essay	
ENG 2460	Creative Writing	
MUS 1100	Piano Class for Beginners	
MUS 1130	Guitar Class	
MUS 1171	Creative Arts: Music	

MUS 3170	Jazz Ensemble	
MUS 3177	Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
THTR 1000	Orientation to Theatre	
THTR 1400	Stagecraft I: Intro Stagecraft	
THTR 2000	Voice & Speech for the Actor	
THTR 2200	Acting I: Intro to Acting	
THTR 2220	Acting for the Camera	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	

**Total Hours** 3

### Traditional Communication and Language Intermediate Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 1040	Introduction to Writing	3
<i>Select one from the following:</i>		3
COMM 1100	Public Speaking	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
FRE (any) *		
GER (any) *		
GRK (any) *		
HEB (any) *		
LAT (any) *		
SIGN (any) *		
SPAN (any) *		

**Total Hours** 6

\* Satisfies the non-western culture requirement in the core.

## Traditional Students - Transfer Core

### The Transfer Core Curriculum

Code	Title	Hours
<b>Liberal Arts Dimensions</b>		<b>31</b>
	Faith and Life (6 credits) (p. 33)	
	Natural World (7 credits) (p. 33)	
	Society and Culture (6 credits) (p. 33)	
	Human Beings and Being Human (3 credits) (p. 33)	
	Human Creativity and Expression (3 credits) (p. 34)	

Communication and Language (6 credits) (p. 34)

**Total Hours** 31

### Traditional Faith and Life Transfer Core Courses

Code	Title	Hours
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Code	Title	Hours
------	-------	-------

*Church Work students:*

REL 2010	Old Testament	3
REL 2030	Biblical Theology	3

### Traditional Natural World Transfer Core Courses

Code	Title	Hours
------	-------	-------

*Science Core with Lab - Select from the following:* 4

BIO 1300	Essentials of Anatomy and Physiology	
BIO 1401	General Biology I	
BIO 1801	Human Anatomy and Physiology I	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab *	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1400	Introductory GIS	
ENV 1800	Environmental Science	
ENV 2200	Water Quality and Aquaponics	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1204	Introductory Astronomy	
PHYS 1514	General Physics I	
SCI 1100	Introduction to Life and Physical Sciences	

This requirement is also met by any 4-credit lab course, including some that may be required by specific majors.

*Mathematics or Computer Science - Select from the following:* 3

CSC 1010	Foundations of Computer Science	
MATH 1250	Contemporary Math <sup>1</sup>	
MATH 1190	Number Sense: Teaching Pre K-9 <sup>2</sup>	
	or MATH 1200 Data & Space: Teaching Pre K-9	

**Total Hours** 7

<sup>1</sup> Or any MATH course above 125, unless the student's program or major requires another class.

<sup>2</sup> Required for Elementary Education and Early Childhood

\* Satisfies the non-western culture requirement in the core.

### Traditional Society and Culture Transfer Core Courses

Code	Title	Hours
------	-------	-------

*Select two from the following:* 6

BIO 3730	Global Health and Disease	
COMM 4100	Cross-Cultural Communication	
ECON 2000	Principles of Economics	
ECON 2100	Microeconomics	
ECON 2200	Macroeconomics	

ED 1103 Human Relations for Teachers

GEOG 2200	Cultural Geography	
HIST 1000	Introduction to American Civilization	
HIST 1400	Historical Perspectives	
HIST 1600	Non-Western World	
HIST 2200	The Civil War	
HIST 2210	Women in America	
HIST 2400	History of Christianity	
HIST 2600	History of Food	
HIST 2605	Monsters	
HIST 2610	Sports of the World	
HIST 2615	World of Superheroes	
HIST 2620	Ancient Civilizations	
HIST 2625	The Ancient World	
HIST 2630	Modern Africa	
HIST 2635	History & Culture of Latin America	
HIST 2640	Modern Japan	
HIST 2645	Modern Middle East	
HIST 2650	Empires: East & West	
HIST 2655	Asia on Fire	
HIST 2660	Byzantium	
HIST 2670	Modern China	
HIST 2675	America and Vietnam	
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics	
HIST 4420	European National History	
PH 1050	Introduction to Public Health	
PH 3150	Introduction to Global Health	
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2550	Presidency	
POLS 2850	American Politics and Health Care Policy	
SOC 1010	Introduction to Sociology	

**Total Hours** 6

### Traditional Human Beings and Being Human Transfer Core Courses

Code	Title	Hours
------	-------	-------

*Select one from the following:* 3

COMM 3400	Gender and Communication	
ED 1102	Foundations of Education	
EDU 1020	Human Growth and Development	
LEGL 2300	Environmental Law & Politics	
Any PHIL course		
PSY 1010	General Psychology	
SCI 2400	Cosmogony	
SW 3110	Human Behavior in the Social Environment I	

**Total Hours** 3

## Traditional Human Creativity and Expression Transfer Core Courses

Code	Title	Hours
<i>Select one from the following:</i> 3		
ART 1000	Basic Art Experience	
ART 1010	Arts & Craft Fundamentals	
ART 1020	Digital Imaging Fundamentals	
ART 1030	Darkroom Fundamentals	
ART 1040	Drawing Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1200	Human Expression and the Arts	
ART 1500	2-Dimensional Design	
ART 1510	Observational Drawing	
ART 1550	Color Theory Application	
ART 2000	Art History I	
ART 2010	Art History II	
ART 2200	Art History Comprehensive	
ART 2500	Digital Imaging Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2540	Mixed Media Drawing	
ART 2550	Typography I	
ART 2560	Painting	
ART 3800	Art Study Abroad	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
ENG 1030	Civilization & Worldviews: Literature	
ENG 2450	Art of the Personal Essay	
ENG 2460	Creative Writing	
MUS 1100	Piano Class for Beginners	
MUS 1130	Guitar Class	
MUS 1171	Creative Arts: Music	
MUS 3170	Jazz Ensemble	
MUS 3177	Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
THTR 1000	Orientation to Theatre	
THTR 1400	Stagecraft I: Intro Stagecraft	
THTR 2000	Voice & Speech for the Actor	
THTR 2200	Acting I: Intro to Acting	
THTR 2220	Acting for the Camera	
THTR 2230	Musical Theatre and Dancing	

THTR 2400	Producing Children's Theatre	
<b>Total Hours</b>		<b>3</b>

## Traditional Communication and Language Transfer Core Courses

Code	Title	Hours
<i>Writing:</i>		
ENG 1040	Introduction to Writing	3
<i>Select one from the following:</i> 3		
COMM 1100	Public Speaking	
COMM 2100	Interpersonal Communication	
COMM 3100	Social Media	
COMM 3300	Technical Writing and Speaking	
FRE (any)		
GER (any)		
GRK (any)		
HEB (any)		
LAT (any)		
SIGN (any)		
SPAN (any)		
<b>Total Hours</b>		<b>6</b>

## Admission Procedures

### Traditional Undergraduate Programs

Concordia University admits qualified students of any race, color, or national or ethnic origin to all programs and activities and is nondiscriminatory in the administration of its policies and programs.

To be considered for admission to Concordia University a student must be a graduate of a regionally accredited high school or one approved by its state university. Requests for exceptions to this requirement may be submitted by candidates who are otherwise qualified.

### Entrance Requirements

Each entering student must submit evidence of adequate preparation for college. A minimum of sixteen (16) units of secondary school work is required of which at least eleven (11) should be in basic liberal arts areas and should be distributed as follows:

- **English:** At least three units of English but four are strongly recommended.
- **Mathematics:** Two units of college preparatory mathematics, preferably, one each in algebra and geometry.
- **Social Studies:** Two units in social studies, preferably one each in world history and American history.
- **Natural Science:** Two units of science, preferably, one each in biology, physics or chemistry.
- **Liberal Arts Electives:** Two units of the same foreign language or additional units in one or more of the areas above or in fine arts.
- **Miscellaneous Electives:** Five units from any area of academic study. The student will find it to his/her advantage if the majority of this work is additional work in the areas listed above. German or Latin is recommended for the pre-seminary student.

Required is a minimum entrance grade point average of 2.5 which is based on at least:

- 3 units of English
- 2 units of Mathematics (Algebra and Geometry)
- 2 units of Science (Biology, Chemistry, Physics)
- 2 units of Social Studies (American History plus one elective)

However, certain programs require a higher grade point average. The University accepts the ESL Academic Report as satisfaction of English language proficiency for international students.

## Procedure for Admission

An application should be filed during the student's senior year in high school; however, later applications may be considered if space is available. Students may enter at the beginning of any term. The formal application can be completed online through our website at [www.cuw.edu/apply](http://www.cuw.edu/apply) or [www.cuaa.edu/apply](http://www.cuaa.edu/apply).

The application consists of the following documents and information:

1. The completed application form.
2. Official secondary/high school transcript (6 or more semesters) including test records. A final transcript is to be submitted after graduation.
3. Official transcript from each college attended.
4. *(Optional)* Report of ACT scores from the American College Testing Program. Information concerning this program may be obtained by writing American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240, or may be available from the high school guidance department. The SAT (Scholastic Aptitude Test) may be accepted in lieu of the ACT. Please note, International Students are not required to take the ACT or SAT tests.
5. English: Students without demonstrated experience in an English medium academic or professional setting must present a minimum TOEFL score of 61 on the internet based test, an overall band score of 6 on the IELTS, an overall 55 on the PTE or an overall 90 on Duolingo for regular acceptance. Admission to the School of Nursing requires a TOEFL score of > 79, an IELTS score of > 6.5, a PTE score of 61 or a Duolingo score of 100. Students may still be considered for conditional admission without providing an English test result.

## Test Optional Policy

We understand that standardized test scores (SAT/ACT) do not always accurately reflect the strength of every student's academic achievements. For those that would like to be considered as test optional in the admissions process, please contact your admission counselor. Students with a cumulative GPA below 3.0 are recommended to submit an SAT/ACT.

## Conditional Admission

Conditional admission at the undergraduate level is defined as admission to the university for students who do not meet the undergraduate admission standards (2.5 or higher cumulative GPA/ 18 or higher ACT). Upon review of a student's academic record, the Admissions Committee may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 2.0 or higher) and successful completion of the PROSPER Program within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a semester GPA of 2.0 or higher within their first semester of enrollment are removed from conditional admission status. Failure to fulfill stipulations of conditional admission,

including successful completion of the PROSPER Program, and/or failure to maintain good academic standing as an undergraduate student (GPA of 2.0 or higher) during enrollment in the first semester will result in probationary status (see the Probation and Dismissal Policy).

## Non-Degree Admission

1. Individuals registering on a full or part-time basis for courses without the intention of receiving a degree are classified as non-degree students. The work can be for audit or for credit but does not automatically apply toward a degree program.
2. Non-degree students who desire to make application for acceptance into a degree program must follow the regular application procedures for degree students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used in meeting degree requirements.

## Advanced Standing

The University will recognize unusual secondary school work by means of advanced placement, and will grant credit to those who have taken especially enriched or accelerated courses before entering college or who have appropriate vocational or professional experience. Applicants qualify for such credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), or faculty-authored challenge examinations. College credit total a maximum of 30 semester credits may be earned by satisfactorily completing such examinations.

Retroactive credit is available in foreign languages, wherein credit may be given for pre-college foreign language study if the student takes the next highest level of the foreign language at this university and achieves a C or better. The student must request credit for the lower level course(s) that were bypassed.

For further information regarding how transfer credits are awarded and applied, please contact the Registrar's Office.

## Transfer Policy

Transfer students applying for transfer credit at Concordia University are subject to the following requirements:

- They must furnish the Admission Office with an official college transcript from each college attended. Transfer credit may be awarded for each course in which the student received a grade of "D" or better provided that the course is similar to one being given at Concordia University or is one which could be considered an elective. Some programs may have specific grade requirements for transfer courses. The Office of the Registrar will issue an evaluation showing the transfer credit allowed established on the basis of an individual review of each student's transcripts.
- Normally only credits from a regionally accredited institution will be considered for transfer. Any exceptions will be made on an individual basis. In some cases there are articulated agreements that govern the transfer of credits.
- Transfer students must take entrance and other examinations in the same way as entering freshmen.
- Transfer credits are not used in calculating the student's grade point average.
- A maximum of 84 semester credits will be accepted in transfer.

## Pre-College Program

This program allows high school students in grades 9-12 to earn high school and college credit simultaneously through dual credit; or at CUW through utilizing the Early College Credit Program (ECCP)\*

The goal of the program is to help high achieving students get a head start on college, while paying a fraction of the cost for courses.

Students can enroll in courses online, face to face at the Mequon campus (CUW), Ann Arbor campus (CUAA) or blended at their high school by approved teachers. A student can enroll in two courses each semester with the ability to earn up to 36 credits total. *Additional information can be found on the Pre-College web page (<https://www.cuw.edu/admissions/undergraduate-admissions/high-school-students/pre-college.html>).*

In order to be considered for admission, you must meet the following requirements and submit the following items:

- Students must have a 3.0 grade point average in high school core academic subjects
- Typically juniors and seniors enroll but freshmen and sophomores with an 11<sup>th</sup> grade reading and writing skills may be admitted. A writing sample or test score may be required for younger students.
- A completed non-degree Pre-College application
- high school transcript
- Returning students must earn at least a 'C' grade in college courses to continue in the program

*\* CUW: If receiving funding through ECCP, the WAICU ECCP form is needed with approval from school district. CUAA: For state of MI funding, a qualifying college entrance test score must be submitted.*

## Admission Procedures (Acc)

### Accelerated Undergraduate Programs

#### Admission Requirements

1. Submit the online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.CUW.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. International students should visit [www.cuw.edu/international](http://www.cuw.edu/international) (<http://www.CUW.edu/international/>) to view additional admission requirements.

#### Admission Decisions

When an applicant's file is complete, the file is forwarded to the Admission Committee for review. The Admission Committee can make one of four decisions. An official decision letter is sent to the applicant, giving the decision of the Admission Committee.

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance letter the student receives.
3. The student is admitted as a Special Student Status – Non Degree Seeking. This applies to students who wish to enroll in courses but do

not plan to seek a degree. Students enrolled in a certificate program will be admitted as Special Status.

4. The student is denied admission.\*

*\*If an applicant is denied and is eligible to appeal, they must write a letter to the director of admission stating their intentions and reasons for appealing the decision.*

#### Conditional Admission

Conditional admission at the undergraduate level is defined as admission to the university for students who do not meet the undergraduate admission standards (2.0 or higher cumulative GPA). Upon review of a student's academic record, the Admissions Committee may grant applicants conditional admission to Concordia University.

Conditional admission requires the student to achieve good academic standing (GPA of a 2.0 or higher) and successful completion of the PROSPER Program within the first semester of enrollment. Students who are conditionally admitted may be required to fulfill stipulations specific to their program. Students who earn a semester GPA of 2.0 or higher within their first semester of enrollment are removed from conditional admission status. Failure to fulfill stipulations of conditional admission, including successful completion of the PROSPER Program, and/or failure to maintain good academic standing as an undergraduate student (GPA of 2.0 or higher) during enrollment in the first semester will result in probationary status (see the Probation and Dismissal Policy).

#### Non-Degree Applicants

1. Individuals registering on a full or part-time basis for courses without the intention of receiving a degree are classified as non-degree students. The work can be for audit or for credit but does not automatically apply toward a degree program.
2. Non-degree students who desire to make application for acceptance into a degree program must follow the regular application procedures for degree students. At the time of such application, credits earned as a non-degree student will be reviewed and the student apprised of how the credits can be used in meeting degree requirements.

#### Readmission Policy - Undergraduate Programs

Students who wish to resume their studies after an absence of one year or more must submit a new application. Students will re-enter the program under the rules and regulations of the current catalog. A new evaluation form will be completed at that time. Any new course requirements in either the major or the core must be met.

## Concordia International Center (CIC)

### Nature and the Scope of CUWAA International Services

The CUWAA Office of International Education is responsible for the internal and external international operations of Concordia University, which includes International Student Services, Study Abroad and International Relations, Programs & Partnerships. The Office of International Education is housed in the Concordia International Center (CIC) along with the Office of International Admissions.

**International Recruitment and Admission** is designed to provide a seamless international student experience starting with international student recruitment activities leading to comprehensive admission support through the collection of paperwork and admission counseling services. The admission team also provides immigration paperwork and

support leading up to international student arrival and on-boarding at orientation.

**International Student & Scholar Services (ISSS)** is part of the Office of International Education, housed within the Concordia International Center, with a focus on supporting international students and scholars from orientation to graduation/post-graduation work experience. We provide advising on F- and J-visa regulations, assist with travel guidelines, serve as a liaison between academic advising and student visa compliance, offer guidance on obtaining social security numbers, assist with on- or off-campus employment for international students/scholars, and process applications for Curricular Practical Training (CPT), Optional Practical Training (OPT), STEM Optional Practical Training opportunities, and visa extensions. We offer assistance with everyday life including information on food services, housing, transportation, health insurance, banking, tax preparation and assist our international students with appropriate referrals as needed. Our vision is to create a welcoming, supportive and culturally enriching campus experience for our international students/scholars and to build a strong global community of Concordians in mind, body, and spirit.

**The Study Abroad Office** links Concordia students to learning opportunities around the world, facilitating both short-term and semester-long academic programs abroad for undergraduate and graduate students. The office convenes a faculty advisory committee to assure academic excellence and oversees program evaluation, risk mitigation, faculty leader training, and travel insurance enrollment.

**International Relations, Programs & Partnerships** oversees Concordia's international operations and relationships and on-campus international programming. Concordia has a number of international partnerships that are designed to be sustainable, mutually beneficial relationships between two or more universities. We engage faculty and staff from both universities to design academic program offerings, provide students with a world-class education, and develop international awareness, cross-cultural sensitivity, and professional competency. We plan on-campus programming to facilitate the smooth integration of international students into the campus community, and to promote cross-cultural friendships and understanding.

## Financial Aid Overview

### Student Financial Aid

Concordia believes that the talents, hopes and ambitions of our students are among the most valuable resources our church and nation possess. With this in mind, Concordia continues to promote scholarship, loan, and employment opportunities for its qualified, deserving students who must find funds to attend college. The fundamental purpose of the financial aid program at Concordia is, therefore, to make it possible for students who would normally be deprived of a college education because of inadequate funds to attend Concordia. The amount of financial aid awarded is based mainly on the applicant's financial need. As a general rule the primary financial responsibility lies with the student and parents. Therefore, in order to help determine student need and make it possible to grant aid fairly, the parents of aid applicants are asked to file the Free Application for Federal Student Aid (FAFSA). On the basis of this financial information, the University is able to determine the difference between University costs and the amount a student and parents can reasonably be expected to provide. This difference is defined as need. If a student is independent according to the Federal Department of

Education definition, the student would submit a financial statement without parental information.

### How to Apply for Aid

A Free Application for Federal Student Aid (FAFSA) is necessary for application for scholarships, grants, loans, or employment from Concordia. These forms need to be completed annually for possible renewal of financial assistance. The FAFSA is to be completed after October 1 and returned for processing to the address indicated on the FAFSA. Signed copies of you and your parent's previous year's Federal Income Tax Returns are also required if federal verification is required. Within one month after your complete application has been received at Concordia, you will be advised as to the various types of financial assistance for which you are eligible. These include employment, loans, grants, and scholarships administered by Concordia. If you are accepted for admission, a firm financial commitment will be made to you. Students are encouraged to apply as early as they can, applications received by March 1st will receive full consideration for all Concordia assistance which is available. Applications received after that date will be subject to the limitations of available Concordia resources. As a general rule, one half of the grants, scholarships, and loans are applied toward each semester's tuition and fees. If you have any questions or need any forms, write or phone the Financial Aid Office. Detailed information is also available in the form of a fourteen page flipchart on the CUW web site. Any of the above forms are available on the CUW Financial Aid Website.

### Renewal of Financial Aid

Concordia makes every effort to continue assistance to a student through his/her years of college.

Renewal is based upon the following guidelines:

1. The non-need application must be filed with the Office of Financial Aid by January 31st (if not submitting the FAFSA). Late applications will be accepted and funded according to the availability of Concordia funds.
2. Free Application for Federal Student Aid (FAFSA) are encouraged to be filed between October 1st and March 1st in order to assure a timely application.
3. Renewal of scholarships, grants, campus employment, and loans depends upon Financial Aid, and the availability of funds and renewal criterion, including FAFSA results.
4. Any award or any portion thereof may be either declined by a student or revoked by Concordia if such assistance is not to the advantage of the student or the University.
5. As funds available must be divided among all deserving students, grants, scholarships, employment, or loans may not always be renewed in their original amounts.
6. You must be making satisfactory academic progress as defined below and maintain at least a 2.00 grade point average.

### Student Financial Responsibilities

Grade level is based on the below completed credits:

Level	Credits
Freshmen	0-29
Sophomore	30-59
Junior	60-89
Senior	90+

*A student's financial aid eligibility may change if a student changes their schedule after the term has begun by adding or dropping courses. It is highly recommended students meet with their academic advisor and financial aid counselor prior to dropping a course or registering for courses to avoid any schedule changes during the term. If a student fails to meet academic standards (maintain a 2.0 or better cumulative GPA), he/she will become ineligible for financial aid.*

Concordia University offers Federal Title IV funding in the form of Federal grants and Federal Subsidized and Unsubsidized Loans. To apply for financial aid, students must complete the "Free Application for Federal Student Aid" ([www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>)) each academic year.

## Federal Pell Grant

This federal grant is awarded to undergraduate students on the basis of financial need and is prorated per class enrollment. The maximum amount of this grant per year is \$7,395.

## Federal Direct Subsidized Loan

This federal loan may be offered up to \$5,500 per year depending on financial need and grade level. A Subsidized Loan does not accrue interest until repayment which begins 6 months after separation from the University or when a student is enrolled less than half-time (6 credits per term). The interest rate is fixed and changes each year. Interest fees and origination fees are subject to change per acts of Congress.

## Federal Direct Unsubsidized Loan

This federal loan is an additional loan for educational expenses of up to \$7,000 per year depending on eligibility and grade level. Interest begins when the loan is disbursed. Payments may be deferred while the student is enrolled at least half-time but interest does accrue during this time. Repayment with interest begins 6 months after separation from the University or when enrollment drops to less than half-time (6 credits per term). The interest rate is fixed and changes each year. Interest rates and origination fees are subject to change per acts of Congress.

Independent students may qualify for the following amounts of student loans:

Credits Earned	Loan	Subsidized	Unsubsidized
0-29	\$9,500 annually	\$3,500	\$6,000
30-59	\$10,500 annually	\$4,500	\$6,000
60 or more	\$12,500 annually	\$5,500	\$7,000

# Financial Aid Types of Assistance

## CUW Scholarships

Concordia does encourage, through scholarships, those students who present a strong composite picture of outstanding academic achievement, unusual diligence, consecrated creativity, and self-sacrificing service.

### Traditional Undergraduate Scholarships – CUW

<https://www.cuw.edu/admissions/financial-aid/undergraduate/scholarships/index.html> (<https://www.cuw.edu/admissions/financial-aid/undergraduate/scholarships/>)

### Traditional Undergraduate Scholarships – CUAA

<https://www.cuaa.edu/admissions/financial-aid/undergraduate/awards-eligibility/index.html> (<https://www.cuaa.edu/admissions/financial-aid/undergraduate/awards-eligibility/>)

### Adult Accelerated Undergraduate & Graduate Scholarships

<https://www.cuw.edu/admissions/financial-aid/uncommon-scholarships.html>

## Grants

The following grants (non-repayable funds) offered at Concordia are based primarily on the undergraduate student's demonstrated financial need.

### Pell Grants

A federal Pell Grant provides funds to help pay for higher education. Awards range from \$500 to \$7,395 per year. The actual amount the student receives depends on the financial information reported on the Free Application for Federal Student Aid (FAFSA), whether a full-time or part-time student, and the cost of education.

An application must be filed annually through the Office of Financial Aid, Concordia University Wisconsin.

### Wisconsin Tuition Grant Program

Wisconsin residents attending Concordia University Wisconsin are eligible to apply for the Wisconsin Grant. The purpose of the grant is "to provide the Wisconsin student with greater freedom of education choice, thus enabling students to follow a path of self-development in harmony with their desires and the welfare of society." The amount of the grant is based on the student's financial need and the tuition at Concordia. Grants range up to \$4,400 per year. An application should be filed by August 1st through the Office of Financial Aid, Concordia University Wisconsin.

### Supplemental Educational Opportunity Grant (SEOG)

A Federal Supplemental Educational Opportunity Grant (FSEOG) is a grant to help pay for education after high school. It is for undergraduates only and it does not have to be paid back.

Awards average \$500, depending on need, the availability of FSEOG funds, and the amount of other aid the student is receiving. FAFSA must be filed annually, are not automatically renewed, and should be filed through the Office of Financial Aid, Concordia University Wisconsin.

### Concordia University Grants - Scholarships

Through the generosity of many friends of Concordia University, numerous endowments have been established. The earnings of these endowments financially assist students on the basis of merit and/or need. These grants and scholarships can be up to \$5,000 per year. Additional information about the nature of the endowments and program eligibility is available from the Financial Aid Department.

### Route 36

Route 36 allows full-time traditional undergraduate students to utilize up to 36 credits of work in the fall, spring, and summer terms as part of the undergraduate tuition rate. Students must take a minimum of twelve credits in the fall and spring terms. Overload and winterim credits are not considered part of the 36 allowed total credits. Online and individualized courses will include a course fee equivalent to 25% of the summer tuition. \*Please note, this program is being taught out and students beginning in the fall of 2023 or later are not eligible- please see your academic advisor or Financial Aid for the most current policy information.

## Congregational Grants

### Lutheran Church - Missouri Synod

Many congregations directly assist their students with some educational expenses. Concordia encourages you to inquire about possible assistance through your pastor.

### District Grants

Most districts of The Lutheran Church-Missouri Synod, through their Board of Student Aid and/or Recruitment, provide grants to students preparing for a church vocation. Grants, and on occasion loans, are awarded in amounts ranging from \$100 to \$1000 per year. The contact person and address for your district may be obtained from Concordia, your pastor, or the Lutheran Annual. Application deadlines vary by district.

## Self Help

### Student Employment

Campus employment opportunities are available for students who wish to be employed. Eighteen (18) hours of work per week should be considered the maximum for full time students. A reasonable amount of employment could possibly improve the scholastic achievement of many students, as well as provide some financial resources for the student. Student employees will be paid via normal pay checks and pay periods.

Students interested in on-campus employment can apply through the Career Services office. Concordia participates in the Federal Work Study Program, which enhances the opportunities for employment.

### Loans

In some cases it is advisable for students to borrow in order to finance their education, provided they borrow only what is needed to maintain a minimum living standard. Students should use caution in borrowing and generally should not rely primarily on loans. Students who borrow will need to complete a promissory note for a Direct Student Loan through the federal web site or from the Financial Aid Office. This loan program allows students to begin repayment after they graduate or after they discontinue their education. No interest accrues for the subsidized loan while the student is enrolled in school as at least a half-time student. Repayment begins six months after the student terminates his education. A Federal PLUS loan is a program for parents. Parents may borrow up to the cost of education minus any other financial assistance and repayment begins within 60 days after the second disbursement. Interest rates and origination fees on these loans vary based on when they are first disbursed. These programs operate through Concordia's Financial Aid Office.

## Employee Reimbursement

Many employers offer tuition reimbursement for students advancing their education. Students using Employer Reimbursement must have either the payment for each class or have financial aid in place on the start day of the class.

## Veteran's Benefits

Concordia is dedicated to working with our Veteran students and their families to ensure affordable tuition and our education programs have been consistently recognized as a great return on investment. Veterans have numerous options using military education benefits, applying for scholarships, and utilizing financial aid if needed. Our department of specialists are dedicated to assisting you through the Admissions, Transfer, and Academic process. Our goal is to help every Active, Reserve, Veteran and their family member achieve their goal of graduating.

Veterans can utilize their military experience and training to receive college credits. The Joint Service Transcript (JST) has replaced the following:

- Coast Guard Institute Transcript (CGI)
- Army/American Council on Education Registry Transcript System (AARTS)
- Sailor/Marine American Council on Education Registry Transcript (SMART)
- Air Force personnel should contact the Community College of the Air Force (CCAF) to receive transcripts.

To order your official transcript from JST, set up an account by visiting <https://jst.doded.mil/official.html>. Please order a free official copy to be sent to the Mequon Campus (it will be received by the VA Certifying Official office within 48 hours).

Here is a list of Military Benefits used at Concordia University:

### Federal Benefits:

<https://www.va.gov/education/#get-gi-bill-and-other-educatio>

- Chapter 30 Montgomery G.I. Bill®
- Chapter 31 Veteran Readiness and Employment
- Chapter 33 Post 9/11 G.I. Bill®
- Chapter 35 Survivors and Dependents Educational Assistance
- Transfer of Post 9/11 to Dependents (TEB)
- Chapter 1606 Selected Reserve
- Military Spouse Career Advancement Accounts (MyCAA)
- Concordia University is a Yellow Ribbon Program School

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<https://www.benefits.va.gov/gibill/>)

### State of Wisconsin Benefits:

<https://dva.wi.gov/Pages/educationEmployment/Education.aspx>

- Wisconsin Veteran Grant for Private Non-Profit Schools
- Veterans Education Grant (VetEd)
- Wisconsin National Guard Tuition Grant

### Processing of Military Benefits:

We recommend for all veteran personnel who have not applied for education benefits, to do so at [www.vets.gov](http://www.vets.gov) (<https://www.vets.gov/>). Veterans will complete an application with their personal information and after submission, the process will review the eligibility status, and provide documentation regarding benefits that are available to use.

### Active Duty Personnel

Concordia University accepts the Armed Forces Tuition Assistance (TA) Programs. This program offers eligible Army, Navy, Air Force, Marines, Coast Guard, National Guard, and Reserve members a benefit that pays up to 100% of tuition expenses for voluntary higher education taken during off-duty hours in support of professional and personal self-development goals.

### Reserve Duty Personnel

Reserve personnel who are activated under Title 10 orders may qualify for the Tuition Assistance (TA) Program. Each branch of service administers



its own benefits criteria, including award amounts, eligibility, restrictions, and application process.

For more information regarding the use of Tuition Assistance please visit the following website: <http://www.fafsa.com/student-financial-aid/tuition-assistance-programs> (<https://fafsa.gov/student-financial-aid/tuition-assistance-programs/>)

### Veterans Benefits and Transition Act of 2018 (Chapter 31 and Chapter 33)

*Allowing Veterans to attend or participate in courses pending VA payment*

**Background:** Section 103 of Public Law (PL) 115-407, 'Veterans Benefits and Transition Act of 2018,' amends Title 38 US Code 3679 by adding a new subsection (e) that requires disapproval of courses of education, beginning August 1, 2019, at any educational institution that does not have a policy in place that will allow an individual to attend or participate in a course of education, pending VA payment, providing the individual submits a certificate of eligibility for entitlement to educational assistance under Chapter 31 or 33.

**Pending payment compliance:** In accordance with Title 38 US Code 3679(e), Concordia University Wisconsin/Ann Arbor adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch. 33) or Vocational Readiness & Employment (Ch. 31)

benefits, while payment to the institution is pending from VA. Concordia University Wisconsin/Ann Arbor will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certificate of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at <http://www.benefits.va.gov/gibill> (<http://www.benefits.va.gov/gibill/>)

If you have additional questions and would like to speak with someone in our Veterans Service Department, please feel free to contact our VA Certifying Officials. For CUW students, contact Barb Ellmaker at 262-243-4350 or email [barb.ellmaker@cuw.edu](mailto:barb.ellmaker@cuw.edu) and for CUAA students, contact Kwesi Betserai at 734.995.7396 or email [Kwesi.betserai@cuaa.edu](mailto:Kwesi.betserai@cuaa.edu).

### Financial Aid Good Standing and Satisfactory Progress Policy

Concordia University Wisconsin is required to establish and consistently apply standards of good standing and satisfactory progress to all students who receive funds from Title IV programs of federal financial assistance. These standards are applied to all students, in all levels, and in all programs, even to students in periods they are not receiving federal

aid. This federal requirement is meant to ensure that only those students who make good progress toward their degree or certificate objective continue to receive financial assistance.

The following policies of good standing and satisfactory progress have an appeal procedure for use by anyone whose financial aid eligibility is terminated as a result of the Financial Aid Good Standing or Satisfactory Progress Policy. Those students affected will receive written notice of the appeal procedure which is detailed in Section E. Both standards of Good Standing and Satisfactory Academic Progress must be met in order for a student to continue receiving financial aid. No part of this policy has an effect on any student's academic record either at this University or any other. Listed below is the financial aid Satisfactory Academic Progress policy, the academic Good Standing is located in the Academic Catalog.

1. **Good Standing:** A student enrolled in Concordia University Wisconsin is considered in good standing if allowed to continue in that degree or certificate program at Concordia University Wisconsin. Detailed information pertaining to the minimum academic requirements of the University can be obtained by referring to the appropriate section of the University's catalog; this includes both GPA expectations and the maximum length of time to complete a degree for graduate programs. Students who are not in Good Standing with the University academic probationary policies are not eligible to attend Concordia or obtain financial aid.
2. **Satisfactory Academic Progress:** Satisfactory academic progress is defined as successfully completing cumulative course requirements for a minimum of 67% of the cumulative number credits attempted (this includes transfer credits that are being used towards a students program), thereby making it possible for a student to make good progress toward a degree or certificate objective. "Successfully completing course requirements" is interpreted to mean that a grade of at least D- or P is received by a student. Incompletes, withdrawals/no credits, and audits, are considered unsatisfactory. Students repeating a course will be evaluated on the basis of whether or not the class taken in the given term is passed. However, incompletes, which are later changed into a grade of at least D- or P are satisfactory for Financial Aid Satisfactory Academic Progress policy purposes (please note that D- is only "satisfactory" by financial aid standards not by University academic standards). **It is the student's responsibility to notify the Financial Aid Office of such changes to previously incomplete grades.** Progress is also calculated on the basis of, the student having a cumulative GPA of 2.0 or better. This qualitative standard is reviewed every term. Students repeating a course will have the lower grade omitted for cumulative calculations.
3. **Normal Completion Time:** As a full time student, your eligibility for financial aid continues for a number of years equal to 150% of the normal completion time for the degree or certificate you are seeking to earn. This is tracked on the basis of the number of credits attempted. Transfer credits that are accepted, and used towards a degree, are included in the 150% criteria. The normal completion time for particular degrees or certificates are as follows (this is calculated in years, based on a student attending full-time each term):

Degree	Time
Doctorate in Physical Therapy	3 years
Master's Degree	3 years
Master's in Occupational Therapy	6 years
Bachelor's Degree - Education	5 years

Bachelor's Degree - All Other Programs 4 years

4. **Financial Aid Eligibility Warning Statuses:** When a student does not successfully complete a minimum of 67% of cumulative credits earned versus attempted or does not have a CGPA of 2.0, financial aid eligibility status of "WARNING" is imposed. Aid automatically continues through one semester of financial aid eligibility status of "WARNING". If a student does not make satisfactory progress during the semester of financial aid eligibility status of "WARNING", or the student has reached the 150% of normal completion time, the student's eligibility for financial aid in later semesters is terminated. Eligibility can be regained by raising the completion rate of credits attempted to 67% and CGPA to above 2.0, unless terminated for exceeding the 150% of normal completion time. The appeal procedure detailed in Section 5 exists for those students whose aid eligibility is terminated.
5. **Appeal Procedure:** Upon receiving a completed Satisfactory Academic Progress (SAP) appeal form from a student whose financial aid eligibility has been terminated according to the provisions of section 4, the Director of Financial Aid may reinstate the student's eligibility. The appeal form will be sent to the student who was terminated, by official University delivery, and must be completed by the student and by the student's academic advisor. Students can only appeal this status under one of the following extraordinary circumstances; illness, injury, death of family member or close friend, short term hardship, change of academic major (for completion time extension), or other significant extraordinary circumstance. The appeal must also include evidence that the academic advisor believes that the student can be successful, as well as include a plan from the student detailing what the extraordinary circumstance(s) were/are and their plan to be successful in future terms. Completed appeal forms must be returned to the Financial Aid Office, and will be reviewed by the Director of Financial Aid, or their designee. The outcome of students' appeals will be sent via official University delivery. Students reinstated will be placed on Satisfactory Academic Progress "Probation", and if they do not meet the standards in the next term will be terminated again. In circumstances where a student has appealed and is unable to meet both the 67% completion rate and the 2.0 CGPA requirements for SAP the outcome of the appeal may include an academic plan. This plan, which will be created from the SAP appeal process, will outline specific criteria that a student must meet during the semesters that this plan covers. Students who do not meet these criteria will be SAP terminated.
6. **Tracking Systems:** Those students placed on eligibility warning status or whose eligibility for aid has been terminated will have their progress tracked in the next semester. Once satisfactory progress is resumed, full eligibility for aid consideration will be reinstated and the student's name removed from the tracking system. A student's current SAP status is available for review at any time on their CUW portal account.

## Pathways

A Pathway is a University-wide emphasis consisting of select sections of existing courses. Students must complete 21 credits in courses assigned to a specific Pathway. Completion of Pathway requirements culminates in a transcript designation and certificate upon degree completion. Pathway options promote better enrollment decisions and prepare students for future success in an area of interest.

## Great Texts Pathway

The Great Texts Pathway (GTP) embraces the tradition of education that began in ancient Greece with Socrates, was used by centuries of educators in ancient and medieval church, was taken up by the Lutheran reformers in Wittenberg, and has been handed down to us by the Saxon immigrants who landed on Perry County, Missouri. That tradition of education puts texts and conversation first, and lets Holy Scripture be the first of all texts. This Pathway therefore reflects not only our identity and mission as a Lutheran university, but also our spiritual and academic heritage.

The Great Texts Pathway (GTP) through the curriculum is intended to form the soul and spirit of our students by giving attention to the meaning of seminal and central texts (including great works of art, music, and foundational scientific demonstrations and texts) that have been handed down to us. The philosophy of this Pathway is centered around knowledge not as mere data or information, but knowledge as understanding. Students who take these Great Texts Pathway courses will be formed by texts rather than by lecture. This more democratic form of education will allow students to be formed by their own careful study, reflection, and conversation, with the professor acting as a guide or tutor. A text-based education is inherently interdisciplinary, because the great texts that are studied are so often interdisciplinary, and deal with all facets of divine and human knowledge.

The Great Texts Pathway (GTP) consists of courses from diverse disciplines but united by the emphasis on the close reading and vigorous discussion of primary texts. GTP courses prepare students to read and to speak well with others about what they read. These skills have broad application throughout the curriculum and across the spectrum of vocations. Students who complete 21 credits of GTP courses and apply for admission to the program will receive a GTP designation on their transcript and a certificate of completion. GTP courses are also open to all students without admission requirements or obligation to complete the program.

Questions about the program on the campus, upcoming courses, or students seeking program admission should contact the coordinator.

**Concordia University Wisconsin:** Dr. Jason Soenksen 262-243-4412 or jason.soenksen@cuw.edu

**Concordia University Ann Arbor:** Dr. Charles Schulz 734-995-7384 or charles.schulz@cuaa.edu

*The following is a list of courses that could potentially be offered in the Great Text Pathway format. Not all courses or all sections of courses will be available or offered in this format each semester. Please look for Great Text Pathway designation on class schedules to verify GTP format.*

## Concordia University Wisconsin

Code	Title	Hours
<b>Please see the Great Texts Pathway coordinator for specific courses with CRNs being offered each semester.</b>		
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
CSC 1800	Systems Integration	3
ENG 1900	Intro to English Studies	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3650	History of the English Language	3
ENG 4750	Literary Criticism	3

PHIL 2010	Central Texts of Philosophy	3
PHIL 2500	Moral Philosophy	3
PHIL 3330	C.S. Lewis: His Life and Christian Philosophy	3
PHIL 3340	Christ and Culture	3
PHIL 3800	Philosophy of Language	3
PHIL 4000	Ancient Philosophy	3
PHIL 4100	Medieval Philosophy	3
PHIL 4500	Modern Philosophy	3
PHYS 2703	Modern Physics	3
REL 1000	The Bible	3
REL 1100	Christian Faith	3
REL 3100	Religion in America Today	3
REL 3200	Genesis	3
REL 3500	A Survey of Christian Thought	3
REL 3800	God, Man, and Creation	3
REL 3820	The Person and Work of Christ	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
REL 4010	Lutheran Worship: Theology and Practice	3

## Concordia University Ann Arbor

Code	Title	Hours
<b>Please see the Great Texts Pathway coordinator for specific courses with CRNs being offered each semester.</b>		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
ENG 3150	Contemporary Mosaic	3
ENG 3410	American Literature: Beginnings to 1865	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3450	British Literature: Late 1700s to Present	3
ENG 3470	Early World Literature	3
ENG 3480	Late World Literature	3
ENG 3860	Special Topics in Literature	3
ENG 4650	Shakespeare	3
HIST 1210	American Civilization I	3
PHIL 2210	Human Dignity	3
PHIL 2500	Moral Philosophy	3
REL 3500	A Survey of Christian Thought	3
REL 4000	Lutheran Confessions	3

## Student Services

### Student Life

Student life at Concordia is full of opportunities for the students to find and express themselves in their own way. Indeed, the whole educational venture is directed toward and dependent upon the individual student. What happens in the classroom, in the residence halls, and in the community is what a Concordia education is all about.

This may be accomplished in many ways. Students may elect to be a part of student leadership structure and serve on one of the student activity committees. They may decide to develop skills in the performing and creative arts and take part in some of the many dramatic, musical,

artistic, and literary pursuits available on campus. They may want to participate in intercollegiate or intramural athletics, religious or service activities, and social programs.

The co-curricular program at Concordia is designed to help explore many avenues.

### Christian Service and Worship

Concordia, in its Christian service and worship program, endeavors to give the students a real purpose in life, to believe more firmly in the redemption wrought by Jesus Christ, and to learn to live their lives more fully and more understandingly as constrained by the love of Jesus Christ.

Chapel services are held on both campuses Monday through Friday, as well as a Sunday morning worship service at Concordia University Wisconsin. Staff, faculty and students participate in these services through songs and messages, chancel dramas and other special presentations, along with guest speakers who have broad backgrounds in Christian service.

Devotions are held in the residence halls and personal Bible study is encouraged. In the classroom environment, faculty members seek to conduct classes emphasizing Christian growth and maturity along with the attainment of academic goals.

Numerous opportunities exist on and off campus for students who seek to serve the University and its larger community.

A variety of Christian service opportunities help individuals to express service through such related activities as tutoring fellow students, sharing the problems of the aged in area rest homes or joining with local churches in evangelism outreaches.

### Co-Curricular Activities

The co-curricular activities of the University are under the supervision of the Vice-President of Student Success. Faculty advisors and/or student leaders in the areas of Spiritual Life and Student Success do most of the planning for co-curricular activities.

Even though co-curricular activities are on a voluntary basis and no college credit is granted, except for specific music activities, students who do participate are afforded the opportunity to explore their leadership potential and learn basic skills of organization, planning, implementation, and evaluation.

Co-curricular activities include lectures, concerts, dances, exhibits, forums, and other social functions. Campus organizations and clubs include religious, music, dramatic, business, nursing and recreational.

Drama is an exciting area of campus life. Productions have included musicals, children's theatre, one-act plays and a variety of other dramatic offerings.

The Concordia student has a wide range of musical activities to choose from. The student can audition for a role in a musical drama and participate in a full range of musical activity in choral, handbell, or instrumental ensembles.

### Intramurals

A healthy balance between mental and physical activity is at the root of Concordia's intramural offerings. Exercise and competition can also help

men and women grow and mature, whether possessing many athletic talents or very few. The important result of participation will be fun.

To help make maximum use of leisure time, Concordia provides extensive intramural opportunities through a program of leagues, tournaments, and recreational free play.

## Intercollegiate Athletics

Concordia University offers a wide variety of intercollegiate level athletic options for students. Concordia University Wisconsin competes in NCAA Division III athletics and Concordia University Ann Arbor complete in NAIA athletics. Please see our websites for a full listing by campus.

Being a Concordia athlete isn't just about out-scoring competitors in the athletic arena. It's about developing as an individual, both in and out of the game. Dedicated coaches and staff put in the time to see that you walk away from your Concordia experience as a better athlete, a stronger Christian, and a champion of character.

## Professional Counseling

At Concordia University every student receives personal consideration and attention. The Counseling Center is staffed with professional counselors who are available to our students for counseling concerns that they may have. Currently, there is no fee for counseling services. Students are referred to agencies in the community as individual needs warrant and where there are costs for service.

## Computer Labs

Concordia University has several computer labs available for general use. In addition, computer lab, e-mail, and software access are accessible to all Concordia University students who fill out the Appropriate Use Agreement and agree to abide by the university's ethical use guidelines. Printing is free of charge for all students.

PC's and Mac's are available for student use in several labs on both campuses. Some labs are open to students 24 hours a day, seven days a week. In addition, Concordia University computers provide a variety of software applications.

## Bookstore

The CU Bookstore is located on the Mequon Campus. Textbooks, supplies, clothing, and gift items can be purchased in the CUW Bookstore. Textbooks for the CUAA and CUW campuses are available to purchase online at [cuwshop.com](http://cuwshop.com) or via the CU Portal ==> Student Tab ==> My Books. Some titles are available on a rental basis - ideal for students who want to save some money and don't want to keep the book after the class is complete. Head to the campus store website as soon as you know your courses and section numbers to view the materials. This way you'll be most likely to snag a used copy, and you can sign up for an email alert for anything not yet available. You can choose to ship the materials to any address or have them reserved and waiting for you to pick up in the Bookstore for free. It is also a good idea to check for your books on the Bookstore website because even if the Bookstore does not have an in-store copy, there may be one in another location that can ship to your Bookstore for free pickup. The Bookstore works every angle to provide students with the best prices - from partnering with faculty to choose the most cost-efficient items - to offering used or rental books. The Bookstore also have Care Packages on our website ([cuwshop.com](http://cuwshop.com)); parents and/or students can order Care Packages to be shipped to the Bookstore for free pickup or to a student's home address. At the end of each term (or whenever you no longer need the book), the Bookstore will buy back

books based on the book's current market value. If you're not in the area, visit [cuwhop.com](http://cuwhop.com) and sell your textbook(s) online.

For a listing of hours, questions, or additional information, contact the CUW Bookstore at 262-243-4349.

## Academic Resource Center (ARC)

The Academic Resource Center (ARC) provides free services, programs and supports for Undergraduate, Graduate, Center and Online students. The Academic Resource Center is located on the Mequon and Ann Arbor campuses. Hours of operation are Monday - Friday, 8:00 a.m. - 4:30 p.m. For more information email Mequon campus at [arc-as@cuw.edu](mailto:arc-as@cuw.edu) or Ann Arbor campus at [arc-as@cuaa.edu](mailto:arc-as@cuaa.edu).

**Tutoring** - Tutoring is available for frequently requested traditional courses offered at CUW and CUAA. The ARC's trained tutors help students understand course objectives, review material, prepare for quizzes and tests, and identify study techniques necessary to succeed in class. Students are typically matched with tutors who have taken the same class and instructor the prior year. Depending upon individual needs, either peer-to-peer or small group tutoring can be arranged.

**Supplemental Instruction (SI)** - SI is a peer-facilitated, large group study session for courses that are historically difficult. SI leaders will collaborate with students and compare notes, discuss readings, develop organizational tools, and predict test items. It's all about insider information. Supplemental Instruction sessions are led by students who've successfully completed your course — with the same professor. Simply put: they've been there!

**The Writing Center** - The Writing Center serves undergraduate and graduate students in all academic disciplines. Writing Consultants are available to help with all aspects of writing, including: generating ideas, conducting research, organization, editing, revising, and more. In person and online consultations are available for individual students or small groups. Students have two options to utilize the Writing Center: they can make in-person appointments at the Mequon campus or Ann Arbor campus, and/or they can submit their work online through the Online Writing Lab (OWL). For information on how to make an appointment or submit work online, contact the ARC on the CUW or CUAA campus for more information.

**Math Drop-In Desk** - The Math Drop-In Desk offers free tutoring for most 100-200 level and some 300-400 level math courses at CUW. Students may seek assistance with math questions in relation to a math course, finance/business course, or even a science course, by just dropping by. Tutoring takes place on a first-come first-served basis, in short 30-minute sessions. For more information about the Math Drop-In Desk, contact the ARC on the CUW or CUAA campus.

**Online Tutoring** - Free online tutoring service staffed by trained online instructors who can tutor students in the general undergraduate subject areas of Mathematics (Algebra, Geometry, Trigonometry, and Calculus), Science (General and Organic Chemistry, Physics, Biology, Anatomy, Physiology), Business (Introduction to Accounting, Economics, Statistics, Finance), Spanish, and Writing. For more information contact the ARC on the CUW or CUAA campus: [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

**Peer Academic Coaches/Mentors (PACs)** - PACs mentor their fellow students to develop the executive functioning skills necessary for success in college, such as time management, note-taking, test prep, understanding your syllabus, talking to your professor, and goal setting. PACs may also connect students to other campus support services/resources. Students who are off-site and unable to travel to either

campus should contact the ARC to access online workshops, videos and other resources. For more information, contact the ARC on the CUW or CUAA campus: [www.cuw.edu](http://www.cuw.edu) or [www.cuaa.edu](http://www.cuaa.edu).

## Accessibility Support Services

The Academic Resource Center (ARC) is home to Accessibility Services. Our office collaborates with the CUW and CUAA communities to coordinate support services and programs for students with disabilities. The ARC assists students with obtaining and implementing reasonable accommodations in accordance with Section 504 of the Vocational Rehabilitation Act, the Americans with Disabilities Act (ADA) and the Americans with Disabilities Amendments Act (ADAAA). Any CUW/ CUAA enrolled student with a disability who requires accessible accommodations in order to obtain equal access to an education and university life and accessible educational environments, can visit our website to get registered and request accommodations: [www.cuw.edu/arc](http://www.cuw.edu/arc) or [www.cuaa.edu/arc](http://www.cuaa.edu/arc). The ARC – Accessibility Services office is committed to students with disabilities and ensuring academic and campus life accessibility needs.

## Academic Advising

Academic Advising bolsters the holistic development of Concordia students by providing comprehensive academic support toward the development, implementation, and fulfillment of academic and vocational goals. We operate from a learning-centered paradigm; in essence, through your advising experience you will learn several skills with complement your academic preparation. We recognize God created you on purpose, for purpose and thus strive to learn about your many talents, interests, and aspirations. Our goal is to help you develop an awareness of what makes you *uncommon* so harness those gifts to fully engage with meaningful learning opportunities in the classroom, in the community and in the workforce. As with your academic experience, the ultimate responsibility is upon you—the learner—to fully engage in your educational and career pursuits. We will be with you every step of the way and simply ask that you keep us informed of questions, concerns, and changes to your plans as they arise, so we may best assist you along your journey.

## Career Engagement & Industry Relations (CEIR)

“The Office of Career Engagement & Industry Relations (CEIR) is designed to build a vibrant culture that blends and strengthens academic/professional development and industry relations both in and out of the classroom. This vision guides our efforts to develop access and opportunity for all students to extend their academic studies/service and connect with and learn from alumni, industry leaders, and potential employers in an intentional way.

On campus, the Career Engagement Studio is the beacon for career education and management programming and offers exceptional interactive resources and career coaching in areas of identifying God-given uniqueness, career and vocational exploration, and connecting students with workforce readiness and professional development opportunities. Moreover, the Career Engagement team and ambassadors are committed to helping all students and alumni assess key aspects of their aspirational design that will impact career choices; explore and reality test career options; make career decisions and develop action plans; prepare for their chosen career; make the transition from college to career or grad school successful; and, effectively induct into their first career destination as well as subsequent jobs. The success of the Career Engagement Studio, in collaboration with other factors in the University such as committed faculty, exists to equip our students to discern and

obtain work that is a calling, empowering them to steward their strengths and confidence for service to Christ in the Church and the world.”

## Housing

Residence halls at Concordia are in a real sense living/learning centers. We have 16 mini-communities largely directed and managed by students serving in the capacities of Resident Assistants. We also have a Resident Director and Director of Housing who live on campus and are here to support the students.

All rooms are suite style, two residents to a room. The University provides a desk, chair, wardrobe, and bed. The resident must furnish his/her own desk lamp, blankets, linens, pillows, towels, and toilet articles. All residential students are required to have a meal plan. Students who desire to stay in University housing should obtain further information from the Office of Residence Life. Each resident must submit an application and sign a housing a food contract before receiving a room assignment.

## Health Services at CUAA

Concordia University Ann Arbor undergraduate students now have access to **free** physical, mental, and emotional healthcare with the CUAA Health app. CUAA Health offers 24/7 Medical visits, TalkNow visits (24/7 mental health support), Scheduled Counseling visits and Health Coaching visits at no cost.

Please visit: [www.cuaa.health](http://www.cuaa.health) (<http://www.cuaa.health>) to access these virtual services

*Please utilize CUAA’s CAPS department (<https://www.cuaa.edu/academics/services/health-wellness/counseling-services/>) as a first resource for mental health support.*

---

## Center for Academic Advising & Career Engagement (CAACE)

The Center for Academic Advising & Career Engagement (CAACE) bolsters the holistic development of Concordia students and alumni by providing comprehensive academic and career support toward the development, implementation, and fulfillment of academic, career, and vocational goals. This mission is enhanced by the myriad of partnerships we have built both on campus and in the extended Concordia community.

By connecting with alumni and community partners throughout their academic and career journey, students complement their classroom learning with experiential learning. These opportunities help student gain valuable experiences to enhance their resume and refine their networking abilities; two critical components in their career toolbox.

## Departmental Structure

The CAACE team is comprised of staff who serve in varying capacities of academic and career advising. On the CUW campus, some advisors serve students as Academic & Career Advisors, primarily serving students in their first two years of their undergraduate program. Some Academic & Career Advisors primarily serve post-traditional students, both undergraduate and graduate, throughout the duration of their academic program.

## Housing

Living on campus is a fantastic opportunity to interact with other students from different backgrounds, cultures, and experiences. You can fully soak in the true “college experience,” by getting involved in the social,

intellectual, physical, cultural, and spiritual events CUW offers. Residence Life staff are here to share information and resources with all students.

CUW has 8 different residence halls, each with its own unique characteristics. There are singles, doubles, triples, quads and suite-style rooms. The University provides a desk, chair, wardrobe, and bed for every student. All residential students are required to have a meal plan. Each student is required to sign an annual room and board contract and submit a one-time housing deposit of \$300. Students can find further information by contacting Residence Life by email at [residence.life@cuw.edu](mailto:residence.life@cuw.edu) or by calling 262-243-4328.

## Library Services

The Rincker Memorial Library has the primary goal of meeting the information needs of CUW students as they participate in the University's programs of study in pursuit of Christian education at the undergraduate and graduate levels. The Library works together with the faculty and administration to select, acquire, and make available materials and resources consistent with fulfilling the University's mission of providing excellence in Christian education.

## Student Health Center at CUW

The Student Health Center (SHC) is a convenient, efficient, confidential and affordable health care clinic right on campus, located in the Student Life corridor. Staffed by nurses, nurse practitioners and physician assistants, the SHC strives to work in partnership with students to meet student's health care needs while on campus.

We offer many services, including:

- Assessment, diagnosis and treatment of illness/injury
- Complete physical exam for program of study, athletic requirement and annual physical
- Diagnostic testing (strep, mono, influenza, COVID, UTI, STI, ECG, drug screens, etc.)
- Immunizations, over-the-counter medications, prescriptions
- Wellness education and support, nutritional counseling
- TB screening & testing
- Pre-travel assessments & immunizations
- Referrals to and collaboration with CUW's counseling center and local medical and mental health professionals as needed

Hours of operation are Monday through Friday from 9:00 am - 4:00 pm. Appointments are required. There is no office visit charge and no limited number of appointments per semester. Minimal charges for diagnostic testing, medication and complete physical exams are billed to student's CUW account after discussion and consent from patient.

Every CUW student is encouraged to carry adequate health insurance that provides coverage in Southeastern Wisconsin. There is a voluntary WPS student health insurance plan available to interested students. For information regarding coverage, rates and application, please visit [www.wpshealth.com/waicu/](http://www.wpshealth.com/waicu/) (<http://www.wpshealth.com/waicu/>)

Appointments may be made by calling the Student Health Center at 262-243-4574. Please reach out with any concerns/questions/needs and the staff of the SHC will be happy to assist.

# Technology Requirements

## Technology Requirements

Student laptop requirements needed for taking classes at Concordia University:

### Windows

Operating System: Windows 10 Home, Pro, Ent

Processor: Core- minimum i3, recommended i5, highly recommended i7 or i9

Memory: 8 GB or higher, recommended 16 GB

Hard Drive: 250/500 GB or higher, recommended SSD

Graphics Card: Integrated min 512 MB video memory or higher, recommended HD

Wireless: 802.11

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

### Apple

Operating System: Apple OS X 10.13x or higher

Processor: Core- minimum i3, recommended i5, highly recommended i7 or i9

Memory: 8 GB or higher, recommended 16 GB

Hard Drive: 250/500 GB or higher, recommended SSD

Graphics Card: Integrated min 512 MB video memory or higher, recommended HD

Wireless: AirPort

Camera with Microphone: Required

Battery: Minimum life of 2 plus hours

Warranty: Highly recommended 3 year

### Optional, but recommended:

- USB Flash Memory Storage Device or External USB hard drive for data daily backup
- Antivirus and Malwarebytes (Windows does come with free Anti-virus)

Software required and supplied by Concordia University:

- Microsoft Office 365 (download / instructions) ([https://www.cuw.edu/academics/services/technology-services/\\_assets/Office365-Student.pdf](https://www.cuw.edu/academics/services/technology-services/_assets/Office365-Student.pdf))
- Zoom (download / instructions) (<https://cuwaa.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=0bba12c9-34cf-49ee-b06d-aa7100c8b7cc>)
- Respondus Lock Down Browser (download / instructions) (<http://celt.cuw.edu/respondus-monitor/>)

Please Note:

- Listed are University minimum recommendations. Specific programs of study may have additional technology needs. Please visit our website ([www.cuw.edu](http://www.cuw.edu)) and your program for more details
- Chrome Books, iPads, tablets or similar units are useful tools, but do NOT meet all course requirements
- For Mac users that need access to Windows, click here for BootCamp setup instructions ([https://www.cuw.edu/academics/services/technology-services/\\_assets/BootCampInstructions.pdf](https://www.cuw.edu/academics/services/technology-services/_assets/BootCampInstructions.pdf))
- Although a laptop is recommended, online students may use a desktop. The requirements above still apply

If you have related questions or have concerns about the affordability of this requirement, please contact Assistant Vice President of Academics for Student Success, Dr. Elizabeth Polzin at [Elizabeth.Polzin@cuw.edu](mailto:Elizabeth.Polzin@cuw.edu). Specific questions regarding technology should be directed to your program chair and/or Technology Services.

## Transfer Credit Policy and Options

A student may be allowed credit for work completed at the undergraduate level before enrolling at Concordia University Wisconsin / Ann Arbor (CUWAA). In some cases, an articulation agreement may govern the transfer of credits. In the absence of an articulation agreement, the following requirements are established.

- College level courses taken at CUWAA, no matter the format, are considered 'residency' courses. Some pre-identified continuing education unit (CEU) credits taken through CUWAA Continuing Education Studies may be used for transfer credit. CEU credits cannot be used to fulfill residency requirements.
  - A maximum of nine Concordia undergraduate level academic credits may be fulfilled by the CEU to academic credit transfer gateway.
  - To be considered for CEU transfer credits, a student must complete the continuing education offering(s) with a passing grade of "B" or better.
  - Prospective students have one year to apply to either a certificate or degree program and pay the required CEU to academic credit transfer fee of \$1500.
  - Any credit awarded through this avenue only qualifies toward a CUWAA degree and is not transferable to other institutions.
- Students must earn a minimum of 18 residency credits at CUWAA to be awarded an associate degree and a minimum of 36 residency credits at CUWAA for a bachelor's degree.
  - A minimum of 12 residency credits are required within a student's major.
  - A minimum of 6 residency credits are required within a student's minor/concentration.
- If there is no specified program policy, the university allows for transfer of up to 42 credits toward an associate degree and 84 credits toward a bachelor's degree, provided credits are from another regionally accredited university. For a certificate program, up to 25% of the overall credits may be transferred from another regionally accredited university.
- If the maximum number of transfer credits is not brought in at the start of a student's program, the student may discuss options with his/her academic advisor for additional course credit.

Before awarding transfer credits:

- The student must provide official transcripts documenting completion of undergraduate-level coursework and the grade(s) obtained for this work.
- Students transferring fewer than 60 college credits may be required to submit their official high school transcript.
- The number of undergraduate credits for a course taken at another institution must be equal to or greater than the number of credits for a comparable course at CUWAA (i.e., a two-credit course will not transfer in for a three-credit course).
- If there is no specified program policy, each course grade must meet the CUWAA undergraduate admission standard of a 'D' or better. Courses in which the student received lower than a 'D' will not be considered for transfer.
- Transfer credits related to a student's area of study (major/minor/concentration) may be reviewed by the specific program for age and content relevancy.

Additional Information:

- Transfer credits are not used in calculating a student's grade point average (GPA).
- Students must be 'in residence' (i.e., complete at least one course) at CUWAA during the graduation semester. It is recommended that students meet with their academic advisor prior to the final semester to review their degree evaluation and make plans for completion of all remaining program requirements.
- Specific program policies related to maximum transfer credits, currency of coursework, or minimum grade requirements will be listed in the program's section of the catalog or in the department's handbook.

In case of special extenuating circumstances, the Academic Office may approve exceptions to the policy.

### Approaches to Earning Credits

This option may not be applicable within all academic programs. Prior approval by a department level official must be obtained before enrolling in any of the options listed below. All transcripts must be on file at Concordia to ensure there will be no duplication of coursework.

#### Acadeum Course Sharing

Acadeum is a course-sharing platform that allows students to take courses taught by institutions of our choosing. Acadeum is a tool meant to support the mission of CUWAA by supporting student progression and retention. It also allows us to open our unfilled courses for other institutions' students to take.

Acadeum online courses should only be used for students who have immediate course scheduling needs that cannot be fulfilled by taking a course at CUWAA:

1. Transfer and non-traditional students who need to take a prerequisite course and/or are off sequence and unable to follow the student educational plan.
2. Graduating students needing a final course not offered prior to graduation.

3. Students whose class session has been canceled and have no other course options within the current academic year and/or cannot wait until it is offered to remain on track for graduation.

4. Students who fail a course and need to retake it without waiting until the next time it is offered to remain on track for graduation.

5. Students who must demonstrate improved academic ability due to continued probation.

Eligible CUWAA students will work with their staff or faculty advisor and department chair for Acadeum course approval. Eligible CUWAA graduate students will work with their program chair/director for Acadeum course approval. The program chair/director will send the approvals to the Registrar's Office for Acadeum course enrollment.

### Advanced Placement / Dual Credit

The University will recognize unusual secondary school work by means of advanced placement and dual credit courses and will grant credit to those who have taken especially enriched or accelerated courses before entering college or who have appropriate vocational or professional experience. Applicants qualify for such credit by satisfactory achievement on college-approved placement examinations, including the College Board Advanced Placement Tests, CLEP (College Level Examination Program), DSST (formerly DANTES Subject Standardized Tests) or faculty-authored challenge examinations. College credit total a maximum of 30 semester credits may be earned by satisfactorily completing such examinations.

### Retroactive Credit for Foreign Languages

Retroactive credit is available in foreign languages, wherein credit may be given for pre-college foreign language study if the student takes the next highest level of the foreign language at this University and achieves a C or better. The student must request credit for the lower-level course(s) that were by passed.

### Military Credits

Military Credits are granted based on the evaluation of an Official Joint Service (JST) transcript or Community College of the Air Force (CCAF) transcript. Concordia accepts up to 63 credits applied towards; electives, lower/upper level core, and/or major requirements.

### Prior Learning Assessment

Prior Learning Assessment of experiential learning allows accepted students to seek credit by documenting real-world performance, college-level knowledge and outcome-based competence acquired outside a classroom setting. Prior Learning Assessment (PLA) Workshops are offered each month via Zoom. During these sessions the students are guided through the process of determining what constitutes college-level learning, outcome-based competence, the process of developing each petition for credit, and how to document learning.

**Participation in a Concordia PLA Development Workshop is required for students who wish to submit a PLA proposal.** The student would contact their academic advisor to learn about how to participate in a workshop.

Prior learning credits, if awarded, may apply either toward the academic major or required elective coursework within the bachelor's degree. A maximum of 21 prior learning credits can be awarded and these credits may not be included within the thirty-six residency credits which must be completed at Concordia University in order to be awarded a bachelor's degree. Any other residency requirements, such as within majors and minors, may not be met through PLA.

All official transcripts for any credits to be transferred to Concordia should be on file prior to submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Prior Learning Assessment portfolio submissions may also not duplicate any coursework completed at Concordia. The Prior Learning Assessment Committee reviews submissions monthly. Petitions should be submitted for only the number of credits needed. Students will be notified by university email of the committee's decision. Credits denied may be resubmitted for reconsideration in certain cases. If the Prior Learning Assessment Committee requests a revision to a submitted proposal, there is no new fee assessed.

A per credit evaluation fee (\$80) is charged for Prior Learning Assessment portfolio submissions and is due at the time of submission. This evaluation fee is not returned if credits are not awarded. This fee is also ineligible within the university financial aid process. Credits awarded through Prior Learning Assessment are extremely unlikely to be transferrable to another school.

### Cambridge Assessment

A and AS levels for credit will be reviewed based on course content per a review of the syllabus. A grade of C or better is required for credit. These credits may be awarded toward general education requirements, degree requirements, or elective credit. In order to grant the credit, an official copy of the Exam Certificate or the Statement of Provisional Results from the examination board will be required. Course transfer equivalencies will be determined by the registrar upon admission to the university.

### International Baccalaureate

IB focuses on personal, professional and academic development and is globally recognized by universities for the holistic and rigorous education it provides.

- Students who attend schools authorized by the International Baccalaureate Organization (<http://www.ibo.org>) (IBO) can earn credits by participating in the IB curriculum. Credit awarded depends on the level and content of the exam, the score earned, and the Concordia University degree being pursued. Please contact the International Admissions office for more details on transfer credit.

### Alternative Credit Earning Options

American Council on Education (ACE) and National Program on Non-Collegiate Sponsored Instruction (PONSI)

ACE and PONSI are organizations which validate for-credit coursework completed through non-collegiate education and training programs. The student must have official copies of the educational transcripts sent to Concordia.

Life Office Management Association (LOMA) and American Institute of Banking (AIB)

LOMA and AIB provide means to receive college credit for company training professional development programs through an employer. The student must have official copies of the educational transcripts sent to Concordia.

## Tuition and Fees

Concordia University seeks to keep costs as low as is consistent with sound education requirements and proper provision for the daily needs of the student. Student costs for an education depends also on his/her living and spending habits. Payment of fees is an integral part of the registration. A student will not be fully registered and cannot attend class



until full payment of fees has been made. A student will not be permitted to register if previous financial obligations have not been met, nor will any student receive an official statement of credits grades or a degree/ diploma if all obligations have not been satisfied.

The University reserves the right to modify fees without advance notice.

## Room and Board Fees

Room fees cover the cost of furniture, utilities and maintenance. Board fees pay for meals in the university dining hall and other food options during the regular semester, not including vacations. A room security deposit will be assessed to resident students, refundable under the terms of the housing contract after proper checkout, assuming no damage claims.

Please contact Student Life for current room and board charges.

## Special Fees

Academic Fees are not refundable. All debit and credit card transactions are subject to a 2.75% transaction fee.

Food service fees are refunded on a pro-rated basis for the entire semester.

## Tuition Deposit

Accepted traditional undergraduate students are required to pay a refundable deposit of \$200.00 to reserve their space in the class. The deposit deadline is May 1, deposits will be accepted after that date on a space-available basis. The deposit is refundable if submitted prior to May 1, and if the student withdraws the deposit prior to May 1.

## Consolidated Fees

This fee includes the student government fee, the Technology fee, and the student health fee.

CUW Consolidated Fee-\$260.00

CUAA Consolidated Fee-\$230.00

## Student Government Program Fee

This fee is allocated upon the recommendation of the Student Government Association. The fee is administered by the Board for the support of student organizations, activities, and endeavors. Individuals, groups, and organizations may petition the Student Government Association for funding.

## Technology Fee

All students pay a technology fee based on total credits per semester, 3-11 credits or 12 or more credits.

## Student Health Fee

This fee gives students access to a first aid kit and over-the-counter medicine.

## International Student Fees

The tuition deposit for international students is \$300 and is non-refundable. Additional fees that may be applicable include:

- International Orientation Fee \$150
- International OPT Fee \$80
- International STEM OPT Fee \$220
- Deferral Fee \$100

## Student Teaching, HHP, Lab and Other Course Fees

An additional course fee is charged for Student Teaching. The fee is assessed at the current fee schedule amount. Several courses require additional fees for materials, studio time, labs, and other specialized activities where appropriate. Any course that carries a special fee will indicate there is a fee in the course description.

## Applied Music Fee

An additional per credit fee is assessed for certain applied music courses. The fee is assessed at the current fee schedule amount.

## Independent Study and Individual Instruction Fees

A fee will be assessed for independent study or individual instruction to cover special instructional costs. A full-time student, in a traditional program, will be assessed \$150 per credit during the fall or spring semesters for independent study or individual instruction up to an 18-credit load.

All fall or spring semester independent study or individual instruction credits which result in more than 18 credits in that semester, or that are taken during summer term are charged the current regular per credit fee.

A student in a post-traditional program pays the standard class per credit fee.

## Prior Learning Assessment

Prior Learning Assessment of experiential learning allows accepted students to seek credit by documenting real-world performance, college-level knowledge and outcome-based competence acquired outside a classroom setting. Prior Learning Assessment (PLA) Workshops are offered each month via Zoom. During these sessions the students are guided through the process of determining what constitutes college-level learning, outcome-based competence, the process of developing each petition for credit, and how to document learning. **Participation in a Concordia PLA Development Workshop is required for students who wish to submit a PLA proposal.** The student would contact their academic advisor to learn about how to participate in a workshop.

Prior learning credits, if awarded, may apply either toward the academic major or required elective coursework within the bachelor's degree. A maximum of 21 prior learning credits can be awarded and these credits may not be included within the thirty-six residency credits which must be completed at Concordia University in order to be awarded a bachelor's degree. Any other residency requirements, such as within majors and minors, may not be met through PLA.

All official transcripts for any credits to be transferred to Concordia should be on file before submitting a Prior Learning Assessment portfolio to avoid duplication of credits. Prior Learning Assessment portfolio submissions may also not duplicate any coursework completed at Concordia. The Prior Learning Assessment Committee reviews submissions monthly. Petitions should be submitted for only the number of credits needed. Students will be notified by university email of the committee's decision. Credits denied may be resubmitted for reconsideration in certain cases. If the Prior Learning Assessment Committee requests a revision to a submitted proposal, there is no new fee assessed.

A per credit evaluation fee (\$80) is charged for Prior Learning Assessment portfolio submissions and is due at the time of submission. This evaluation fee is not returned if credits are not awarded. This fee is also ineligible within the university financial aid process. Credits

awarded through Prior Learning Assessment are extremely unlikely to be transferrable to another school.

### Overload Fee

A student will be assessed the per credit overload fee for the amount of credits that exceed 18 in a semester.

### Parking Fee

Commuter and Residential students are required to pay a parking fee for the fall and spring semesters.

CUW Parking Fee - \$100 per semester

CUAA Parking Fee - \$75 per semester

### Transcript Fee

A \$10.00 fee is charged for each transcript provided.

### Summer Tuition

Full-time students attending both the fall and spring semesters are entitled to the summer offering at the current summer fee schedule. Students who are not enrolled and attending or working on campus are not permitted to use housing facilities during this time. Room and board fees will be pro-rated for students desiring housing.

### Methods of Payments

- The University requires full payment of each semester's charges by August 15 or January 15 before the semester's classes. Failing to observe this schedule or to make other satisfactory arrangements with the Business Office, the student will forfeit the right to begin or continue work at Concordia.
- Notification from the Financial Aid Office of grants, scholarships, or a Guaranteed Student loan will be accepted in lieu of payment by cash. Only one-half of such aid will be credited to the student's account for each semester.
- Pay by Credit/Debit card via the portal at [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). All credit/debit card transactions are subject to a 2.75% transaction fee.
- Pay by check via the portal at [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). All fee payments should be addressed to Concordia University Wisconsin, 12800 N. Lake Shore Drive, Mequon, Wisconsin 53097. ATTN: Accounts Receivable. Please include the student ID # on all check payments.
- CashNet Payment Plans are available to Undergraduate and Graduate students. To enroll in a payment plan please visit, [www.my.cuw.edu](http://www.my.cuw.edu) (<http://www.my.cuw.edu>). Exclusions may apply.

\* If students must rely on others for financial resources, they are held responsible for seeing to it that financial sponsors observe the payment schedule.

### Payment Plan

Tuition payments may be made automatically each month, for a maximum of 6 payments per semester. Students have the ability to pay either by ACH (checking or savings account) or by credit card. To sign up for the Cashnet payment plan please have the student log into [my.cuw.edu](http://my.cuw.edu) there will be a link on the student tab. Questions about the payment plan should be directed to the Business Office at 262-243-2609. There is a \$35 enrollment fee for each plan set up each semester and there is a 2.75% convenience fee associated with the credit card option.

Read all of the terms and conditions of the Cashnet payment plan here. ([https://www.cuw.edu/academics/services/billing/\\_assets/CashnetPaymentPlanTerms.pdf](https://www.cuw.edu/academics/services/billing/_assets/CashnetPaymentPlanTerms.pdf))

### Refund Policies

No refunds may be applied to the student's account without the completed official drop forms. Students who withdraw from classes will receive a pro-rated refund of educational fees and residence hall fees, according to the following schedule:

### Tuition

Students who withdraw from the University, or from one or more classes, will receive a pro-rated refund of tuition based on the following table. For traditional undergraduates, if the student remains at full-time status (12-18 credits), no adjustment in tuition is made.

Week #	Week #	Week #	Week #	Week #	Week #	Week #
<b>Week # in Co</b>						
16	Week 1 80% <sup>1</sup>	Week 2 75% <sup>1</sup>	Week 3 60% <sup>2</sup>	Week 4 40% <sup>2</sup>	Week 5 25% <sup>2</sup>	Weeks 6-10 0% <sup>2</sup> Weeks 11-16 0% <sup>3</sup>
14	Week 1 80% <sup>1</sup>	Week 2 75% <sup>1</sup>	Week 3 60% <sup>2</sup>	Week 4 40% <sup>2</sup>	Week 5 25% <sup>2</sup>	Weeks 6-9 0% <sup>2</sup> Weeks 10-14 0% <sup>3</sup>
12	Week 1 80% <sup>2</sup>	Week 2 75% <sup>2</sup>	Week 3 50% <sup>2</sup>	Week 4 25% <sup>2</sup>	Weeks 5-8 0% <sup>2</sup>	Weeks 9-12 0% <sup>3</sup>
10	Week 1 75% <sup>2</sup>	Week 2 50% <sup>2</sup>	Week 3 25% <sup>2</sup>	Weeks 4-7 0% <sup>2</sup>	Weeks 8-10 0% <sup>3</sup>	
8	Week 1 75% <sup>1</sup>	Week 2 50% <sup>2</sup>	Week 3 25% <sup>2</sup>	Weeks 4-5 0% <sup>2</sup>	Weeks 6-8 0% <sup>3</sup>	
6	Week 1 60% <sup>1</sup>	Week 2 40% <sup>2</sup>	Weeks 3-4 0% <sup>2</sup>	Weeks 5-6 0% <sup>3</sup>		
4	Week 1 50% <sup>2</sup>	Week 2 25% <sup>2</sup>	Week 3 0% <sup>2</sup>	Week 4 0% <sup>3</sup>		
3	Week 1 50% <sup>2</sup>	Week 2 0% <sup>2</sup>	Week 3 0% <sup>3</sup>			
1	Day 1 50% <sup>2</sup>	Day 2 25% <sup>2</sup>	Day 3 0% <sup>2</sup>	Days 4-5 0% <sup>3</sup>		

#### Grades reflected on transcript due to dropping of a class:

<sup>1</sup> Course not reflected on transcript.

<sup>2</sup> Grade of W will be issued for the course

<sup>3</sup> Student not eligible to withdraw. The letter grade earned will be issued for the course.

### Room Charges

Students who choose to live on campus are required to sign a housing contract effective for both the fall and spring semesters and have a room deposit on file. If the student cancels the housing contract after signing, the deposit will be forfeited, in addition to any damages assessed and/or any outstanding balance owed to the University. Students who cancel their housing contract after the start of a semester will not receive any refund of the room fee for that semester.

## Board Charges

Students who choose to live on campus are required to select a meal plan for each semester. Students who cancel their housing contract after the start of a semester will be able to receive a pro-rated refund of a meal plan charge according to the following schedule (a week runs Monday to Sunday):

Date	Percentage
During the first week of classes	90
During the second week of classes	80
During the third week of classes	70
During the fourth week of classes	60
During the fifth week of classes	50
During the sixth week of classes	40
During the seventh week of classes	30
During the eighth week of classes	20
During the ninth week of classes	10
During the tenth week of classes	0

## Ann Arbor Main Campus (A)

On September 30, 1962, Lutherans from across Michigan gathered on the grounds of the former Earhart estate in Ann Arbor to install the cornerstone of a building that would soon become the centerpiece of a new college. The motto inscribed on the cornerstone, "That in All Things Christ Might Have Preeminence," set the tone and function for the Chapel of the Holy Trinity and the surrounding buildings that would embody the college. Soon after the dedication, construction began and the college opened the following fall with 236 students and 24 instructors.

The institution was originally established as Concordia Lutheran Junior College, but underwent multiple name changes over time. The institution changed its name to Concordia College when it began offering four-year degree programs in 1976, and ultimately became Concordia University Ann Arbor in 2001.

In July 2013, a strategic partnership between CUAA and Concordia University Wisconsin became official. Within the first years after the merger, the campus underwent major renovations and enhancements, including to residence halls, the student union, athletic fields, and the dining hall.

In 2015, the university purchased a former law school building located just over two miles north of the main campus. The "North Building" now houses the campus' School of Nursing as well as the Athletic Training and Physician Assistant programs.

## Haab School of Business (A)

There are two divisions in the **Batterman School of Business** on the Mequon campus and the **Haab School of Business** on the Ann Arbor campus, the Business Division and the Justice and Public Policy Division. In addition, on the Mequon campus, two associate degree programs and a special cooperative program exists.

### Business Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 1000	The Bible	3
REL 1100	Christian Faith	3

CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<b>LIBERAL ARTS DIMENSIONS</b>		<b>27</b>
<b>FAITH &amp; LIFE</b>		<b>3</b>
Select a REL course above 204		
<b>SOCIETY &amp; CULTURE</b>		<b>3</b>
ECON 2200	Macroeconomics	3
<b>NATURAL WORLD BUS 3450 or MATH 2010 (for Actuarial Science Majors)</b>		<b>7</b>
BUS 3450	Business Statistics	3
or MATH 2010 Calculus I		
Science with a lab		
<b>COMMUNICATION &amp; LANGUAGE (COMM 2100 or COMM 1100)</b>		<b>6</b>
COMM 1100	Public Speaking	3
or COMM 2100 Interpersonal Communication		
ENG 1040	Introduction to Writing	3
<b>HUMAN BEINGS &amp; BEING HUMAN</b>		<b>5</b>
HHP 1100	Stewardship of the Body	1
Select an approved HPP Activity Course or Varsity Sport		
Psychology, Philosophy or Legal Studies		
<b>CREATIVE EXPRESSION</b>		<b>3</b>
See Core Options (Art, Music, Theater)		

### Justice and Public Policy Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<b>LIBERAL ARTS DIMENSIONS</b>		<b>27</b>
<b>FAITH &amp; LIFE</b>		<b>3</b>
Select a REL above 2030		
<b>SOCIETY &amp; CULTURE</b>		<b>3</b>
POLS 2010	American Government	3
<b>NATURAL WORLD</b>		<b>7</b>
MATH 1250	Contemporary Math	3
Science with a lab		
<b>COMMUNICATION &amp; LANGUAGE</b>		<b>6</b>
ENG 1040	Introduction to Writing	3
Select an approved Communication & Language course		
<b>HUMAN BEINGS &amp; BEING HUMAN</b>		<b>5</b>
HHP 1100	Stewardship of the Body	1
Select an approved HPP Activity Course or Varsity Sport		
Psychology, Philosophy or Legal Studies		
<b>CREATIVE EXPRESSIONS</b>		<b>3</b>
See Core Options (Art, Music, Theater)		

- Accounting Major (A) (p. 51)
- Business Communication Major (A) (p. 52)
- Finance Major (A) (p. 52)
- General Business Major (A) (p. 53)
- Health Care Administration (A) (p. 54)
- Justice & Public Policy Major (A) (p. 54)
- Management Major (A) (p. 55)
- Marketing Major (A) (p. 56)
- Sport and Entertainment Business Major (A) (p. 56)

- Accounting Minor (A) (p. 57)
- Business Communications Minor (A) (p. 58)
- Economics Minor (A) (p. 58)
- Entrepreneurship Minor (A) (p. 58)
- Family Business Minor (A) (p. 58)
- Finance Minor (A) (p. 58)
- Forensic Accounting Minor (A) (p. 59)
- Hospitality and Event Business Minor (A) (p. 59)
- Human Resource Management Minor (A) (p. 59)
- Individualized Business Minor (A) (p. 59)
- Justice & Public Policy Minor (A) (p. 60)
- Management Minor (A) (p. 60)
- Managerial Accounting Minor (A) (p. 60)
- Marketing Minor (A) (p. 60)
- Public Relations Minor (A) (p. 60)
- Sport and Entertainment Business Minor (A) (p. 60)

## Majors

- Accounting Major (A) (p. 51)
- Business Communication Major (A) (p. 52)
- Finance Major (A) (p. 52)
- General Business Major (A) (p. 53)
- Health Care Administration (A) (p. 54)
- Justice & Public Policy Major (A) (p. 54)
- Management Major (A) (p. 55)
- Marketing Major (A) (p. 56)
- Sport and Entertainment Business Major (A) (p. 56)

## Accounting Major (A)

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accordance with Generally Accepted Accounting Principles (GAAP).

2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.

3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.

4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.

5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

## Curriculum

Due to the rigor of the accounting profession, students who wish to register for BUS 3450 Business Statistics or higher accounting courses, will be required to have earned a minimum grade of "B" in ACCT 2100 Financial Accounting and ACCT 2200 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

Students who wish to complete the 150-hours to qualify for CPA Licensure have several options - including an MBA - and should consult with their advisor to plan their course of study.

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
	or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 2200	Business Law I	3
BUS 1400	Quantitative Business Essentials	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3

**Required Courses**

ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
ACCT 3200	Accounting Information Systems	3
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
ACCT 3510	Income Tax II	3
ACCT 4200	Auditing	3
ACCT 4400	Business Combinations, Governmental, and NFP	3
<b>Total Hours</b>		<b>57</b>

## Business Communication Major (A)

Communication is by far the most important skill professionals have in the business world. Main components of communication within the workplace involve nonverbal communication, audience analysis, data interpretation, and public speaking.

The Business Communication program provides an opportunity to study topics such as public relations, group dynamics, conflict management and cross-cultural communication. Students gain practical experience through mock-interviews, crisis response activities, networking events, journalism, social media campaigns, and servant leadership opportunities. Graduates of the program are well equipped for a variety of careers in management, corporate communication, negotiation and technical writing.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Business Communication, students will be able to:

1. Write and deliver effective speeches for a variety of audiences
2. Apply different managerial perspectives (e.g., classical, human relations, and human resources) to motivate and manage subordinates
3. Write clear letters, proposals, and persuasive messages that accomplish the intended purposes in the workplace
4. Write a research paper that uses and cites a variety of up-to-date and credible sources
5. Use empathetic listening to understand and support those experiencing issues, problems or emotions
6. Negotiate to obtain desired outcomes using either collaborative or competitive approaches, when appropriate
7. Possess readiness to use their God-given gifts effectively in their vocation to serve others.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>63</b>
<b>Electives</b>		<b>12</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Courses</b>		
BCOM 2400	Business Writing	3
BCOM 3000	Group Dynamics	3
BCOM 3900	Conflict Management	3
COMM 2200	Advanced Public Speaking	3
COMM 3100	Social Media	3
MGMT 3620	Organizational Behavior	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MKTG 2200	Public Relations	3
<b>Major Electives - Select four of the following:</b>		<b>12</b>
BCOM 3200	Intermediate Public Relations	
BCOM 3850	Interviewing Principles	
BCOM 4000	Advanced Public Relations	
COMM 4100	Cross-Cultural Communication	
COMM 3400	Gender and Communication	
MGMT 3660	Managing Change	
<b>Total Hours</b>		<b>63</b>

## Finance Major (A)

Students will use analytical reasoning to effectively problem solve and guide long-term planning. Graduates will be prepared to help businesses, organizations, and individuals plan and wisely allocate money, as well as other assets.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Finance, students will be able to:

1. Conduct financial analysis to assess the drivers of an organization's profitability and make recommendations to improve overall profitability or reduce risk.

2. Collect, organize, and analyze data to make allocation and investment decisions.

3. Make capital allocation recommendations to help institutions and individuals manage their resources and plan their operations using the various methods, instruments, and markets available.

4. Build an operating and financial plan for an institution or individual that includes financial projections.

5. Apply time value of money techniques to make capital allocation and project decisions.

6. Measure and properly analyze risk when comparing projects or other investment opportunities.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b> <sup>1</sup>		<b>45</b>
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (or COMM 2100) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
FIN 3100	Basic Investing	3
FIN 3400	Corporate Finance	3
ECON 3350	An Econometric Survey	3
FIN 4250	Securities Analysis	3
FIN 4200	Advanced Excel for Financial Analysis	3

FIN 4300	International Finance	3
FIN 3200	Money and Banking	3
DSAA 2000	Introduction to Data Science and Analysis	3
<b>Total Hours</b>		<b>57</b>

## General Business Major (A)

Students first receive a foundation in business skills and then select classes in accounting, business law, human resources, international business, marketing, economics, and finance according to their interest.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in General Business, students will be able to:

1. Demonstrate an understanding of how the Christian worldviews in formulating appropriate and enlightened responses to ethical issues and dilemmas.
2. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.
4. Identify and evaluates conclusions, implications, and consequences.
5. Utilize, interpret and assess quantitative data to inform and drive sound decision making.
6. Demonstrates language that skillfully communicates meaning to readers with clarity and fluency.
7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

## Curriculum

This major requires the business core and 12 credits of business electives plus BUS 240 and MGMT 472.

Code	Title	Hours
<b>Core Requirements (p. 28)</b> <sup>1</sup>		<b>45</b>
<b>Major Requirements</b>		<b>45</b>
<b>Electives</b>		<b>30</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<b>Core Business Requirements</b>		

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
MGMT 3660	Managing Change	3
BUS 2440	Project Management	3
<b>Major Electives</b>		
Select 12 credits of Business Electives		12
<b>Total Hours</b>		<b>45</b>

## Health Care Administration (A)

This program focuses on managing resources in a health care setting while working to understand the business implications on the health care system. Students will be equipped with the ability to evaluate research results focusing on health care, management and decision-making, operations and communications. Graduates are prepared for roles in hospitals, long-term care facilities, medical groups, medical device or pharmaceutical companies, and other clinical settings.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Health Care Administration, students will be able to:

1. Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual.
2. Respect diversity within the health care community for both those who are served and the providers of care.
3. Synthesize knowledge from a multi-disciplinary perspective including, but, not limited to: management, finance, marketing, and policy theories.
4. Recognize the differences and similarities of current trends and issues relative to the healthcare industry as a basis for problem-solving and decision-making in health care.
5. Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team; including demonstration of effective communication both written and oral.
6. Recognize current trends and issues relative to health care management to evaluate and research results applicable to health care practice.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	
COMM 1100	Public Speaking (counted in University Core)	
	or COMM 21 Interpersonal Communication	
<b>Core Business Requirements</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
HCM 3500	Eldercare	3
HCM 3200	Management Principles in Health Care	3
HCM 3400	Health Care Marketing	3
HCM 2000	Healthcare Ethics	3
HCM 3300	Financial Issues in Health Care	3
HCM 3100	Current Trends in Healthcare	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
HCM 4100	Health Care Planning and Evaluation	3
<b>Total Hours</b>		<b>51</b>

## Justice & Public Policy Major (A)

A Bachelor of Science in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply

theory to practice within the American civil and criminal court systems, correctional system, and justice system.

What does all that add up to? It creates a foundation for a career in a wide variety of criminal justice related fields by giving you quality instruction. One hundred percent of all faculty have certifications and/or extensive experience in their respective field. This lends itself to practical and experiential guidance in blending your personal and professional ethical values within a system of justice and public policy.

## Program Learning Outcomes

- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.
- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.
- Students will demonstrate the practical application of criminal justice research theory and numeracy needed to propose criminal justice research that adds to current research knowledge, restructures or changes current research knowledge, or adds new knowledge to the criminal justice research process.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>42</b>
<b>Electives</b>		<b>33</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
JPP 1010	Introduction to Law Enforcement	3
JPP 1020	Criminology	3
JPP 1030	Introduction to Courts	3
JPP 1040	Juvenile Justice Theory	3
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
JPP 2020	Substantive Criminal Law	3
JPP 2030	Criminal Investigation	3
JPP 2060	Stress Management	3
JPP 3010	Procedural Criminal Law	3
JPP 3030	Criminal Psychology	3
JPP 3070	Criminal Justice Liability Law	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3

## Recommended Electives

LEGL 2300	Environmental Law & Politics	
JPP 2040	Criminal Justice Research Methods	
JPP 2050	Terrorism	
JPP 3040	Forensic Investigation	
JPP 3050	Organized Crime	
JPP 3090	Special Topics in Criminal Justice	
JPP 4020	White Collar Crime	
<b>Total Hours</b>		<b>42</b>

## Management Major (A)

Students in the Management program will master current software for designing and managing business projects, while adopting proven project management tools and techniques at each stage in a project's life cycle. Coursework will prepare students to integrate organizational strategies that involve the parent, supplier, and sub-supplier organizations working together in domestic and global environments. A comprehensive business plan will be developed in a capstone experience.

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Management, students will be able to:

1. Demonstrate the ability to use critical thinking skills in the business context
2. Demonstrate the ability to use creative thinking skills in the business context
3. Demonstrate strategic decision making skills in the development of a business plan
4. Develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization
5. Demonstrate knowledge of human resource issues within the business organization
6. Understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis
7. Apply basic accounting principles and construct and interpret financial statements

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Major Requirements



Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
	or BUS 1400 Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
BUS 2200	Business Law I	3
BUS 2440	Project Management	3
BUS 2660	Organizational Management Principles	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MGMT 3640	Small Business Administration	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>48</b>

## Marketing Major (A)

The Marketing program covers a wide variety of areas, from an understanding of consumer audiences and product design to packaging and pricing all the way through advertising, selling and distribution, finally ending with the promotion of a product or service. Students will engage in public relations, digital marketing, web design and maintenance and learn how to ethically engage with the public.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Marketing, students will be able to:

1. Identify target markets.
2. Analyze target market needs.
3. Develop products and services attuned to target market needs.
4. Prepare a comprehensive communications plan to reach the target market.
5. Prepare a distribution plan to bring product to target market.
6. Price product to cover costs and meet return objectives.
7. Prepare a comprehensive marketing operational plan.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
<b>Required Major Courses</b>		
MKTG 2200	Public Relations	3
MKTG 3000	Retail Management	3
MKTG 3200	Promotion & Advertising	3
MKTG 3400	E-Commerce	3
MKTG 4200	Marketing Management	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3
GD 1500	Digital Vector Design	3
<b>Total Hours</b>		<b>48</b>

## Sport and Entertainment Business Major (A)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

*Sacrifice. Attitude. Effort. Clarity. Humility. Grit.*

The Sport and Entertainment Business degree allows you to pursue a variety of careers in athletic and entertainment management. Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

## Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>60</b>
<b>Electives</b>		<b>15</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Core Requirements</b>		
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core )	
or COMM 2100	Interpersonal Communication	
<i>Core Business Requirements</i>		

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
SHB 3000	SHB Internship (Replaces BUS 3999 in business core)	3
BUS 4420	Business Policy and Ethics	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	

### Required Courses

SHB 1100	Introduction to Sport & Entertainment Business	3
SHB 2000	Contemporary Leadership Behavior	3
SHB 2100	Facility Design & Management	3
SHB 2400	Administration & Organization of Sport & Entertainment	3
SHB 2500	Legal & Ethical Issues of Sport	3
SHB 3100	Integrated PR & Social Media	3
SHB 3200	Sport Economics & Finance	3
SHB 3400	Marketing of Sport & Entertainment	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4100	Event & Production Management	3
SHB 4500	SHB Senior Capstone	3

**Total Hours**

**57**

## Minors

- Accounting Minor (A) (p. 57)
- Business Communications Minor (A) (p. 58)
- Business Minor (A) (p. 58)
- Economics Minor (A) (p. 58)
- Entrepreneurship Minor (A) (p. 58)
- Family Business Minor (A) (p. 58)
- Finance Minor (A) (p. 58)
- Forensic Accounting Minor (A) (p. 59)
- Hospitality and Event Business Minor (A) (p. 59)
- Human Resource Management Minor (A) (p. 59)
- Individualized Business Minor (A) (p. 59)
- Justice & Public Policy Minor (A) (p. 60)
- Management Minor (A) (p. 60)
- Managerial Accounting Minor (A) (p. 60)
- Marketing Minor (A) (p. 60)
- Public Relations Minor (A) (p. 60)
- Sport and Entertainment Business Minor (A) (p. 60)

## Accounting Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3

ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
<b>Minor Electives</b>		
Select two Accounting Electives <sup>1</sup>		6
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> FIN 3000 Principles of Finance can be selected as an elective by non-business majors.

## Business Communications Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BCOM 2400	Business Writing	3
BCOM 3000	Group Dynamics	3
BCOM 3800	Organizational Communication	3
BCOM 3850	Interviewing Principles	3
COMM 3100	Social Media	3
MGMT 1200	Management & Leadership	3
<b>Total Hours</b>		<b>18</b>

## Business Minor (A)

Business Minor cannot be taken by Business Majors.

Business majors must complete all listed degree requirements and earn a minimum total of 120 credits to graduate.

All students pursuing a Business major or minor must earn a grade of C- or better in all Business core, major, or minor courses to earn a business degree.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
Select four of the following:		12
BUS 2200	Business Law I	
ECON 2000	Principles of Economics	
FIN 3000	Principles of Finance	
MGMT 1200	Management & Leadership	
MKTG 1300	Sales and Marketing	
<b>Total Hours</b>		<b>18</b>

## Economics Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ECON 2200	Macroeconomics	3
ECON 2100	Microeconomics	3
ECON 3350	An Econometric Survey	3
ECON 3700	International Economics	3

ECON 3070	History of Economic Thought	3
ECON 3100	Macroeconomic Crises in History	3
<b>Total Hours</b>		<b>18</b>

## Entrepreneurship Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
ENTR 2800	Planning New Ventures	3
ENTR 2500	Legal Landscape of Entrepreneurship	3
ENTR 3900	Entrepreneurship Practicum	3
Select one of the following:		3
BUS 3600	Family Business Management	
MGMT 3640	Small Business Administration	
<b>Total Hours</b>		<b>18</b>

## Family Business Minor (A)

### Curriculum

Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 3200	Business Law II	3
BUS 3620	Family Business Strategic Plan	3
BCOM 3900	Conflict Management	3
ENTR 2800	Planning New Ventures	3
BUS 2660	Organizational Management Principles	3
Select one of the following:		3
MGMT 3640	Small Business Administration	
ENTR 2900	Social Entrepreneurship	
ENTR 3900	Entrepreneurship Practicum	
<b>Total Hours</b>		<b>18</b>

## Finance Minor (A)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
FIN 3000	Principles of Finance	3
Select four of the following:		12
FIN 3100	Basic Investing	
FIN 3150	Principles of Insurance	
FIN 3200	Money and Banking	
FIN 3400	Corporate Finance	
FIN 4250	Securities Analysis	
FIN 4300	International Finance	
ECON 3070	History of Economic Thought	
ECON 3700	International Economics	

ECON 3100 Macroeconomic Crises in History

**Total Hours** 18

## Forensic Accounting Minor (A)

### Minor Requirements

If you are an accounting major/minor and wish to pursue the forensic accounting minor, you will be required to substitute ACCT 2100 Financial Accounting for an upper level accounting or JPP course that you did not already take for your accounting major/minor.

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
JPP 2030	Criminal Investigation	3
JPP 4020	White Collar Crime	3
ACCT 2700	Fraud Management	3
<b>Total Hours</b>		<b>18</b>

## Hospitality and Event Business Minor (A)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Department.

*How does the Hospitality and Event Business MINOR differ from the major?*

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Hospitality and Event Business are NOT required to take SHB 4500 - Program Capstone.
3. Students minoring in Hospitality and Event Business are NOT required to take SHB 3000 - SHB Internship.

*Business now finds itself firmly entrenched within the "Experience Economy." This minor is a popular option for students in the Batterman School of Business that are majoring in entrepreneurship, marketing and public relations, as it provides valuable customer service, guest engagement, event activation and hospitality skills that today are applied in ALL industries.*

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

Our program allows you to pursue a variety of careers in hospitality, tourism, culinary arts and event management. You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

We have a professional advisory board made up of industry experts, who design courses and experiences that will prepare you for your career. You'll have the ability to network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you'll earn the opportunity to gain intensive field experience at major events, like the Final Four and even the Super Bowl.

### Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 1200	Introduction to Hospitality & Event Business	3
SHB 2200	Concessions, Catering, & Vendor Strategies	3
SHB 3300	Financial Aspects of Hospitality	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4100	Event & Production Management	3
<i>Pick One of the following</i>		3
SHB 1400	Exposition & Special Event Management	
SHB 2300	Ceremonial Management	
<b>Total Hours</b>		<b>18</b>

## Human Resource Management Minor (A)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 2620	Staffing	3
BUS 2600	Employment and Labor Relations	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3660	Training and Employee Development	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Individualized Business Minor (A)

This minor is available only to students who are non-business majors. The student can select any 6 courses (18 credits) from the business

curriculum in a self-constructed minor that meets their own individualized career and/or educational goals. All course prerequisites must be met. Also, the courses selected by the student in this minor would not be eligible to count toward any other business minor.

## Justice & Public Policy Minor (A)

A minor in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
JPP 1010	Introduction to Law Enforcement	3
JPP 1030	Introduction to Courts	3
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
<b>Minor Electives</b>		
Select two JPP Electives		6
<b>Total Hours</b>		<b>18</b>

## Management Minor (A)

Management Minor cannot be taken by Business Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
ECON 2000	Principles of Economics	3
MGMT 3600	Human Resource Management	3
MGMT 4200	Operations Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Managerial Accounting Minor (A)

The Managerial Accounting Minor cannot be taken by Accounting or Finance Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3250	Cost Accounting	3
FIN 3000	Principles of Finance	3

FIN 3400	Corporate Finance	3
<b>Minor Electives</b>		
Upper level Accounting or Finance Elective		3
<b>Total Hours</b>		<b>18</b>

## Marketing Minor (A)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
MKTG 4200	Marketing Management	3
ECON 2200	Macroeconomics (Prerequisite for MKTG 4200)	
ECON 2100	Microeconomics (Prerequisite for MKTG 4200)	
Select three of the following:		9
MKTG 2200	Public Relations	
MKTG 3000	Retail Management	
MKTG 3200	Promotion & Advertising	
MKTG 3400	E-Commerce	
MKTG 4250	Marketing Research	
GD 1500	Digital Vector Design	
<b>Total Hours</b>		<b>18</b>

## Public Relations Minor (A)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MKTG 2200	Public Relations	3
BCOM 3200	Intermediate Public Relations	3
BCOM 4000	Advanced Public Relations	3
BCOM 2400	Business Writing	3
COMM 1200	Journalism	3
COMM 3200	Mass Communication Campaigns	3
<b>Recommended Core Courses</b>		
COMM 1100	Public Speaking (Communications & Language)	
COMM 4100	Cross-Cultural Communication (Society & Culture)	
GD 1010	Digital Design Fundamentals (Human Creativity & Expression)	
or GD 1500	Digital Vector Design	
<b>Total Hours</b>		<b>18</b>

## Sport and Entertainment Business Minor (A)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

How does the Sport and Entertainment Business MINOR differ from the major?

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.

(Click on the CURRICULUM tab for more information.)

- Students minoring in Sport and Entertainment Business are NOT required to take SHB 4500 - Program Capstone.
- Students minoring in Sport and Entertainment Business are NOT required to take SHB 3000 - SHB Internship.

The minor is a popular option for students in the Batterman School of Business that are majoring in accounting, finance, marketing and public relations, as it provides valuable insight into elements of the sport and entertainment industry that differ from more traditional career tracts.

The inter-related sports and entertainment industries show no signs of slowing down. The North American sports market alone will grow from \$63.9 billion to \$75.7 billion by 2020, according to PricewaterhouseCoopers. But that's nothing compared to the global market. In 2016, the size of the sports industry was a whopping \$1.3 trillion worldwide! So needless to say, there's a demand for people with a degree in sport and entertainment business.

**This specialized minor allows you to pursue a variety of careers by merging the skills developed in your major with the unique demands found in the athletic and entertainment industries.** Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

## Program Learning Outcomes

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 1100	Introduction to Sport & Entertainment Business	3
SHB 2500	Legal & Ethical Issues of Sport	3
SHB 3400	Marketing of Sport & Entertainment	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3

Select two of the following:		6
SHB 2100	Facility Design & Management	
SHB 2400	Administration & Organization of Sport & Entertainment	
SHB 3200	Sport Economics & Finance	

**Total Hours** **18**

## School of Arts and Sciences (A)

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures. It does this in two primary ways. First, the School offers over thirty programs of study, including the arts, communication, computer science, the humanities, the natural sciences, and the social sciences.

Each program focuses on educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for a global society. Second, the School of Arts and Sciences houses the Core Curriculum, which provides a framework for continued learning, development, and growth in a lifelong pursuit of Vocation. Through a study of the liberal arts, the Core offers students a broad understanding of their place in the world, and is a meaningful, unifying influence for all Concordia graduates.

- Athletic Training (A) (p. 62)
- Biology Major (A) (p. 65)
- Biomedical Sciences Major (A) (p. 66)
- Church Music Major (A) (p. 67)
- Classical Education - Bachelor of Arts (A) (p. 68)
- Computer Science Major (A) (p. 69)
- Digital Media Design (A) (p. 70)
- Exercise Science (A) (p. 71)
- Mass Communication Major (A) (p. 72)
- Music Major (A) (p. 72)
- Pharmaceutical Science (A) (p. 73)
- Psychology Major (A) (p. 74)
- Theology and Ministry Major (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/majors/theology-ministry-major/>)
- Adolescent Studies Minor (A) (p. 75)
- Art Minor (A) (p. 75)
- Artificial Intelligence & Robotics Minor (A) (p. 76)
- Biblical Studies Minor (A) (p. 76)
- Biology Minor (A) (p. 76)
- Chemistry Minor (A) (p. 77)
- Christian Thought Minor (A) (p. 77)
- Computer Animation Minor (A) (p. 77)
- Contemporary Christian Music Minor (A) (p. 77)
- Cybersecurity Minor (A) (p. 78)
- Digital Media Design Minor (A) (p. 78)
- English Minor (A) (p. 78)
- Ethics Minor (A) (p. 78)
- Family Life Ministry Minor (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/minors/family-life-ministry-minor/>)

- History Minor (A) (p. 79)
- Human Biology Minor (A) (p. 79)
- Information Systems Minor (A) (p. 79)
- Mass Communication Minor (A) (p. 80)
- Mathematics Minor (A) (p. 80)
- Music Minor (A) (p. 80)
- Musical Theatre Minor (A) (p. 80)
- Philosophy Minor (A) (p. 81)
- Physical Science Minor (A) (p. 81)
- Psychology Minor (A) (p. 81)
- Sociology Minor (A) (p. 81)
- Software Engineering Minor (A) (p. 82)
- Spanish Minor (A) (p. 82)
- Sports Media Minor (A) (p. 82)
- Theatrical Communication Minor (A) (p. 82)
- Theological Languages Minor (A) (p. 83)
- Theology and Ministry Minor (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/minors/theology-ministry-minor/>)
- Worship Arts Leadership Minor (A) (p. 83)
- Contemporary Church Music Certificate (A) (p. 83)
- Undergraduate Research Certificate (A) (p. 84)
- Associate of Arts Degree (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/associatedegrees/>)

## Majors

- Athletic Training (A) (p. 62)
- Biology Major (A) (p. 65)
- Biomedical Sciences Major (A) (p. 66)
- Church Music Major (A) (p. 67)
- Classical Education - Bachelor of Arts (A) (p. 68)
- Computer Science Major (A) (p. 69)
- Digital Media Design (A) (p. 70)
- Exercise Science (A) (p. 71)
- Mass Communication Major (A) (p. 72)
- Music Major (A) (p. 72)
- Pharmaceutical Science (A) (p. 73)
- Psychology Major (A) (p. 74)
- Theology and Ministry Major (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/majors/theology-ministry-major/>)

## Athletic Training (A)

The CAATE accredited Concordia University Ann Arbor (CUAA) Master of Science in Athletic Training (MSAT) program will provide students with the professional preparation necessary to succeed as an entry-level athletic trainer. The program will provide students an educational experience encompassing communication, problem solving, clinical skills, and service. As a result, students graduating from the program will possess the knowledge, skills, and abilities of a successful clinician, will be prepared to pass the Board of Certification Examination, and will be eligible for appropriate state credentialing. The CUAA MSAT program will

accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

Concordia's MSAT program consists of 74 graduate credits for the 5-year plan (over 6 semesters), 66 graduate credits for the 2-year plan (over 4 semesters and one summer). The program enhances this classroom education with extensive hands-on clinical experiences in a variety of settings, under the supervision of athletic training professionals.

**Dual Degree Program:** Students can pursue a dual degree program, earning a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree. Students in the dual degree program typically complete two years of prerequisite and core coursework prior to transitioning into the professional phase of the MSAT program. Two options are listed below:

**2+3 (Standard) Track:** Two years of prerequisite and core coursework + three years of graduate-level MSAT coursework. The typical total time to completion is five years. Students will receive a Bachelor's Degree in Sports Medicine and a Master's Degree in Athletic Training.

**2 Year Track:** Two years of graduate-level MSAT coursework. The typical total time to completion is two years. Students will receive only a Master's Degree in Athletic Training.

## Program Learning Outcomes

- Students will understand the anatomical and pathological concepts in athletic injuries.
- Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.
- Students will be able to apply knowledge of athletic training in a real world setting.
- Students will demonstrate a responsible sense of citizenship, professional attitude, ethical behavior, and embrace their obligations as an athletic trainer in the world.
- Students will acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze athletic injuries and medical conditions of an entry level athletic trainer.
- Students will use effective communication (oral and written) and pedagogical skills and strategies to enhance student engagement and learning
- Students will demonstrate knowledge of scientific and theoretical basis of athletic injuries so that they can apply appropriate problem solving techniques plan, implement, and evaluate health care clinical strategies.
- Students will demonstrate and articulate the core social science foundations for collaboration, reflection, and technology.
- Students will demonstrate and articulate the legal implications of professional practice.
- Students will demonstrate and articulate the primacy of their patients and team approach to professional practice.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>94</b>
<b>Electives</b>		<b>12</b>
<b>Total Hours</b>		<b>151</b>

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1801	Human Anatomy and Physiology I	
ENG 1040	Introduction to Writing	
HHP 1100	Stewardship of the Body	
HHP 1520	Weight Training	
MATH 2050	Statistics I	
PSY 1010	General Psychology	

<b>Required Major Courses</b>		
BIO 1802	Human Anatomy and Physiology II	4
SCI 1000	Introduction to Natural Science	4
EXS 4495	Ethical Principles in Health and Human Performance	3
HHP 1116	Health Profession Med Term	1
HHP 1192	Basic Taping & Wrapping Techniques	1
HHP 2202	Introduction to Kinesiology	3
HHP 2210	Health Care Delivery	2
HHP 2212	First Aid and Emergency Procedures w/Lab	3
HHP 2265	Healthy Lifestyles	3
HHP 2274	Care and Prevention of Athletic Injuries	3
HHP 3342	Nutrition for Wellness and Performance	3
HHP 3371	Exercise Physiology	3
HHP 3375	Biomechanics	3
NURS 5020	Basic Statistics for the Health Care Professions	3
MSAT 5100	Palpatory & Functional Anatomy for Athletic Trainers	3
MSAT 5110	Clinical Education I	2
MSAT 5120	Orthopedic Assessment and Management of Lower Extremity Injuries	3
MSAT 5130	Therapeutic Modalities for Athletic Injuries	3
MSAT 5210	Clinical Education II	2
MSAT 5220	Orthopedic Assessment and Management of Upper Extremity/Head/Spine Injuries	3
MSAT 5230	Therapeutic Exercise	3
MSAT 5240	Acute Emergency Care of Athletic Injuries	3
MSAT 5510	Psychosocial Aspects of Athletic Training	3
MSAT 6100	General Medical Conditions Assessment & Diagnosis	3
MSAT 6110	Clinical Education III	3
MSAT 6120	Advanced Injury Management	3
MSAT 6200	Administration & Organization of Athletic Training	3
MSAT 6210	Clinical Education IV	3
MSAT 6220	Pharmacology for Athletic Trainers	3
MSAT 6230	Research Methods in Sports Medicine	3
MSAT 7100	Athletic Training Seminar (Students take the course 4 different semesters.)	4

MSAT 7800	Immersion Experience in Athletic Training (Students will take twice, 6 credits each time.)	12
MSAT 7250	Thesis in Athletic Training (Students will take twice, 3 credits each time.)	6
or MSAT 7200 Athletic Training Capstone		
<b>Total Hours</b>		<b>107</b>

## Athletic Training Program Application Process

The ATP is a selective program. Students applying for the ATP must meet the following requirements to be considered for admission into the ATP.

- Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all major course work.
- Earn a Cumulative Grade Point Average (CGPA) of 3.00 in all course work.
- Complete the Athletic Training Application by the specified date.
- Interview with the Athletic Training Program Admissions Committee.
- Submit two CUAAT Program student evaluation forms from two personal references.
- Submit an essay answering each of the following questions in no more than 100 words per question.
  - Describe your understanding of the role of an athletic trainer in healthcare.
  - Why do you want to become a certified athletic trainer?
  - Describe your personal attributes that you feel are directly related to being successful in the profession of athletic training.
  - How would you evaluate your time management, organizational skills, and work ethic?
  - What are your primary career goals upon graduation from Concordia University Ann Arbor?
  - Any other information that you feel will enhance your application and is pertinent to athletic training or your academic studies.
- Complete and pass the following courses:
  - MSAT 116 with a grade of a B (3.0) or higher
  - MSAT 167 with a grade of a B (3.0) or higher
  - MSAT 205 with a grade of a B (3.0) or higher
  - MSAT 210 with a grade of a B (3.0) or higher
  - MSAT 274 with a grade of a B (3.0) or higher
  - BIO 191 & 192 Human Anatomy I & II with a grade of a C (2.0) or higher
- Submit a copy of a recent physical examination (see Program Director for details).
- Submit a copy of health insurance information.

Any possible transfer credits must be discussed and approved by the Program Director.

### Technical Standards for Admission

Students in the Athletic Training Program at Concordia University Ann Arbor should have the stamina and strength to endure the rigors of athletic training. The technical standards in the ATP are part of the admittance into the program and meet the expectations of the program's accreditation agency (Commission on Accreditation of Athletic Training Education [CAATE]). The following abilities and expectations must be met by all students admitted to the ATP, with reasonable accommodation. In the event a student is unable to fulfill these technical standards, with



reasonable accommodation, the student will not be admitted into the program.

Applicants for selection to the ATP must demonstrate:

1. Maintain BLS CPR/AED certification.
2. Show proof of a negative test for tuberculosis annually while enrolled in the program.
3. Receive a physical prior to acceptance into the program; should include in the health history immunizations received i.e. hepatitis B, measles, mumps, rubella, tetanus, and diphtheria.
4. Possess the physical capability to handle the day-to-day rigors of athletic training; e.g. physical examinations, evaluations, therapeutic exercise, weather extremes, and clinical rotations.
5. The ability to critically think and problem solve as it relates to the assessment of the injured and ill.
6. The ability to communicate effectively in both the verbal and in written form; i.e. awareness of and sensitivity to various cultures and social backgrounds, and documentation in medical records and forms.
7. Maintain professional behavior while representing the ATP; e.g. dress code, attitude, communication, and collegiality.
8. The ability to act and react appropriately to various stressful and changing situations in athletic training.
9. A commitment to progress as sequenced and completion of the ATP.
10. A genuine concern for others associated with the ATP and the patients served.
11. The mental capacity to assimilate, analyze, synthesize, integrate concepts and problem solve to formulate assessment and therapeutic judgments and to be able to distinguish deviations from the norm.
12. Sufficient postural and neuromuscular control, sensory function and coordination to perform appropriate physical examinations using accepted techniques; and accurately, safely and efficiently use equipment and materials during the assessment and treatment of patients.
13. The ability to record the physical examination results and treatment plan clearly and accurately.
14. The ability to adjust to changing situations and uncertainty in clinical situations.
15. Effective skills and appropriate demeanor and rapport that relate to professional education and quality patient care.
16. A respect for the LCMS doctrine and other religious beliefs.
17. Athletic training can be an inherently dangerous when around athletic practices and events. Therefore, each athletic training student must carry health insurance in the case of any injuries that may occur.

Applicants to the ATP will be required to verify they understand and meet these technical standards or that they believe that, with certain accommodations, they can meet the standards.

### Appeals Policy

Students who are denied admission into the ATP may appeal.

1. Each student has the opportunity to appeal once denied admission into the Athletic Training Program.
2. If the student would like to appeal, they first contact the ATP Director and state the desired intention to appeal.

3. The student and the ATP Director will then set up a meeting to discuss the student's concerns about admission denial.
4. The student and the ATP Director will discuss the reasons for admission denial into the ATP.
5. If the student is not satisfied with the initial meeting and discussion, the student may set a meeting with the ATP Director and Dean of Arts and Science. This meeting will address the reasons for admission denial into the ATP.
6. A final decision will be made regarding admission denial into the ATP after meeting with the Athletic Training Program Director and Dean of Arts and Science.

### Reapplication Policy

Any student who was not accepted into the ATP during the first attempt may reapply the following year. All students will be given equal opportunity to be admitted into the ATP. Each denied student will have to formally apply the following year and compete for any available openings in the ATP, with all of the students who are applying that academic year. Each student will have to resubmit all application materials for consideration into the ATP. If a student is denied admission, he/she will be notified of the reasons why they were denied into the ATP.

### Retention Standards

Once admitted to the MSAT program, all athletic training students must meet the following Retention Standards:

1. Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
2. Must pass all Clinical Education courses (MSAT 542, MSAT 543, MSAT 544, MSAT 545, MSAT 546, MSAT 547) with a grade of B (3.0) or higher.
3. Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.
4. Student's skills sheets list passing of a competency. If a student does not pass, they will be remediated prior to performing these skills on patients at their clinical rotation.
5. Maintain required and scheduled clinical experience hours.
6. Must follow all Athletic Training Program Policies and Procedures in the Athletic Training Program Handbook.

### Probation Policy

1. Any current student who fails to meet the retention standards will be put on a probationary status.
2. If a current student is on probationary status and fails to improve towards the deficient retention standard(s) within the following semester or does not pass a course during a particular semester, that student will then be terminated from the ATP.
3. If a student on probation fails to meet the retention standard within two consecutive semesters, he/she will be terminated from the ATP without the opportunity to reapply.
4. If a student has been on probation and then meets the retention requirements, he/she will be removed from probation. If that same student then fails to maintain the retention requirements a second

time, such student will then be terminated from the ATP without the opportunity to reapply.

- If a student is terminated from the ATP, the student will have one year to acquire the required retention policy level(s) while terminated. If the student meets the required retention policy during their year of termination, the student will have the opportunity to join the class level he/she was terminated from.

### Degree Completion Requirements

All ATS must meet the following requirements in order to be eligible for graduation:

NOTE: Students will be considered Undergraduate students for the first four semesters and Graduate students for the final six semesters.

- Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in major course work.
- Maintain a Cumulative Grade Point Average (CGPA) of 3.00 in all course work.
- Meet all Retention Standards.
- Must pass all required athletic training courses, in sequence, in order to progress in the Athletic Training Program. If a student does not pass a course during a particular semester, that student cannot progress in the program until the course has been re-taken and the student has passed the course. Students who do not pass an athletic training course during the first attempt may re-take that course one additional time in an effort to pass the class. Students will not be allowed to take any athletic training course more than two times.
- Must pass all required core curriculum courses during the first four semesters.
- Meet all CUAU undergraduate and graduate graduation requirements.

## Biology Major (A)

The goal of the Department of Life & Earth Sciences at Concordia University is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biology major provides a traditional background for students interested in careers in the biological sciences whether it be in industry, government, or academia, with the opportunity for students to identify and focus on areas of biology that are of specific interest. This major includes a broader focus (including more plants and animals) than the Biomedical Sciences Major, but still provides the foundational knowledge for most post-doctoral programs in a medical field. Accordingly, this major is commonly selected by students interested in pre-health professional education.

The Lutheran Church–Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>56</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Natural World: Lab Science)	
COMM 1100	Public Speaking (Recommended) (Communication)	
	or COMM 2100 Interpersonal Communication	
MATH 2050	Statistics I (Natural World: Mathematics)	
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings and Being Human)	
	or SCI 2400 Cosmogony	
<b>Recommended Core Courses</b>		
PSY 1010	General Psychology	
BIO 3760	Ecology of the Tropics (Core Culture Designation)	
<b>Required Major Courses</b>		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 1414	General Chemistry I (taken in core)	
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4

CHEM 2424	Organic Chemistry II	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4
<b>Major Electives</b>		
<i>Choose a minimum of 10 credits of the following:</i> <sup>1</sup>		10
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
BIO 2800	Pathophysiology	3
BIO 3200	Cell Biology	4
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics (Core Culture Designation)	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 3990	Biology Internship <sup>2</sup>	1-4
BIO 4100	Ecology	4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research <sup>2</sup>	1-4
CHEM 3214	Biochemistry	4
CHEM 3990	Chemistry Internship <sup>2</sup>	1-4
CHEM 4990	Undergraduate Research <sup>2</sup>	1-4
ENV 1800	Environmental Science	4
SCI 2400	Cosmogony (if not taken in the core)	3
<b>Total Hours</b>		<b>56</b>

<sup>1</sup> With approval from the Life and Earth Sciences Department on an individual basis, a student may use a 4 credit upper-level chemistry course in place of one of the courses listed here.

<sup>2</sup> No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

## Biomedical Sciences Major (A)

The goal of the Departments of Physical Sciences and Life & Earth Sciences at Concordia University is to develop competent scientists with a Christian worldview. The graduates of this program will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biomedical Sciences major, which combines human health sciences with Concordia University Wisconsin's distinctive core curriculum with courses in theology, humanities and social sciences, should provide students with the intellectual, scientific, and ethical tools to succeed in advanced studies in the health sciences (including medical, physician assistant, dentistry, optometry, pharmacy, graduate, chiropractic, or physical therapy school) or proceed directly into the growing fields of biotechnology and drug development.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);

- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>61</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Classes</b>		
CHEM 1414	General Chemistry I (Natural World: Lab Science)	
COMM 1100	Public Speaking (Recommended) (Communication)	
	or COMM 2100 Interpersonal Communication	
MATH 2050	Statistics I (Natural World: Mathematics)	
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)	
<b>Recommended Core/Elective Courses</b>		
MATH 2010	Calculus I (for pre-med students)	
PSY 1010	General Psychology	
SOC 1010	Introduction to Sociology (for pre-med students) (Society and Culture)	
<b>Required Major Requirements</b>		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
BIO 2600	Biology of Microorganisms	4
BIO 3200	Cell Biology	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

Major Electives (choose a minimum of 7 credits from the following)		7
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics (Core Culture Designation)	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 3990	Biology Internship <sup>1</sup>	1-4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research <sup>1</sup>	1-4
CHEM 3990	Chemistry Internship <sup>1</sup>	1-4
CHEM 4990	Undergraduate Research <sup>1</sup>	1-4
SCI 2400	Cosmogony	3
<b>Total Hours</b>		<b>61</b>

<sup>1</sup> No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements

## Church Music Major (A)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

A Church Music major provides students with an option to serve the Church as church musicians. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be placed on The Lutheran Church – Missouri Synod roster with the designation “*Minister of Religion Commissioned – Director of Parish Music.*” Application to the Church Music major involves steps in addition to application to the university. To be placed on the roster, students must receive a call from a congregation.

### Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>62</b>
<b>Electives</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
<i>Theory &amp; History Sequence</i>		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3244	Song Writing & Arranging	3
<i>Technique Studies</i>		
MUS 0800	Concert/Recital Attendance <sup>1</sup>	0
MUS 2204	Keyboard Skills <sup>2</sup>	2
MUS 3450	Beginning Conducting	3
MUS 3451	Advanced Conducting	3
Ensemble <sup>3</sup>		0
MUS 4181	Symphonic Wind Ensemble	
	or MUS 3182 Chapel Choir	
	or MUS 3183 String Ensemble/Chamber Orchestra	
	or MUS 3193 Women's Chorus	
	or MUS 3194 Men's Chorus	
<i>Professional Sequence</i>		
MUS 4430	Applying Worship Arts Leadership	3
MUS 4461	Music in Worship	3
REL 4010	Lutheran Worship: Theology and Practice	3
<i>20th Century Elective (both tracks, choose one)</i>		
MUS 2262	Music Theory IV	
MUS 3273	Music History III	
<b>Church Music Emphasis (Choose either Traditional or Contemporary Concentration)</b>		<b>21</b>
<i>Traditional Concentration</i>		
MUS 3192	Traditional Chapel Ensemble	
MUS 3196	Worship Arts Ensemble	
MUS 4491	Parish Music Practicum/Internship	
MUS 4499	Senior Recital	
Applied Lessons - (Organ/Piano/Voice)		
Secondary Applied Area (2 semesters)		
<i>Contemporary Concentration</i>		
MUS 3196	Worship Arts Ensemble	
MUS 3192	Traditional Chapel Ensemble	
MUS 4450	Worship Arts Practicum	
MUS 4499	Senior Recital	
Applied Lessons (Guitar/Piano/Voice)		
Secondary Applied Area (2 semesters)		
<b>Total Hours</b>		<b>62</b>

<sup>1</sup> Students must enroll in MUS 0800 every semester while in residence as a music major, with the exceptions of students in their student teaching semester or internships.

- <sup>2</sup> Instructor permission required; students with previous piano experience may test out of prerequisites (MUS 1202, MUS 1203)
- <sup>3</sup> Students must participate in the ensemble of their principal instrument and take private instruction in their principal instrument for each semester on campus.

### To become LCMS certified, the following courses are required and may be taken in place of the electives required above.

Code	Title	Hours
<b>LCMS Certification - Required Courses</b>		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
REL 3500	A Survey of Christian Thought	3
REL 4000	Lutheran Confessions	3
EDU 2510	Teaching the Christian Faith	2
EDU 3510	Office of the Christian Teacher	2
<b>Total Hours</b>		<b>19</b>

#### AUDITION PROCEDURES FOR ALL MUSIC MAJORS

To gain degree-seeking status as a music major, a student must:

1. Successfully pass the following:
  - Qualifying audition with performance of two contrasting works on his/her principal instrument (to be completed at the end of two semesters of study);
  - For vocalists, aural examination of sight-reading, and tonal memory ability. For instrumentalists, sight reading and scales.
2. Prepare a portfolio for musical activities (solo and ensemble) and examples of music course work. This portfolio is to be:
  - Presented at the time of the audition;
  - Returned to the student for additions to be made throughout the student's undergraduate career.
3. Transfer students will have their transcripts evaluated by the music faculty for determination of credited coursework and hours.
4. The deadline for auditioning is the end of the second semester from the time of declaration. There are three possible outcomes for an audition:
  - a. Active - This grants formal acceptance into upper division status.
  - b. Provisional - A repeat of the audition is requested by the Faculty at the end of the next semester to show more progress.
  - c. Fail - The student is not accepted as a music major.

## Classical Education - Bachelor of Arts (A)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections

between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies that have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation "Minister of Religion—Commissioned, Teacher." Nevertheless, admission to the program is open to members of any Christian denomination.

All students are required to have a minimum of 12 hours in Latin (or Greek), 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a "free" citizen, as defined in the Classical world.

Students can fulfill the requirements of the Classical Education program in two ways: by completing the Classical Studies major and the Classical Pedagogy minor; OR students may complete an Arts & Sciences major (such as Mathematics, History, English, etc.), the Classical Pedagogy minor, and an individualized minor in Classical Studies.

In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

### Classical Studies Major

The Classical Studies major is designed to give students a thorough grounding in Classical culture and the Christian intellectual tradition through a broad engagement with the Liberal Arts.

The Classical Studies major can be taken either as a stand alone major or as part of the Classical Education Program.

The Classical Pedagogy minor provides training in distinctively classical principles of instruction and learning.

### Program Learning Outcomes

Students will:

- Demonstrate knowledge of the major historical figures and events, ideas and themes, texts and artifacts, and worldviews of Western culture and civilization and in particular will be able to describe the influence of Christianity upon and within the Western tradition.
- Articulate an understanding of the philosophy of Classical Lutheran education, demonstrate the ability to distinguish between various educational philosophies and to assess them in light of Christian and/or Lutheran theology.
- Develop familiarity and facility with the methods distinctive of Classical Lutheran education, including content-driven pedagogy, rhetoric, and the Socratic method/shared inquiry model.
- Engage with Classical education curricula, textbooks, standards, rubrics, case studies, and classroom management techniques.
- Demonstrate competency in the principles and methods of Lutheran catechesis, including a knowledge of foundational Lutheran educational documents and a command of Luther's Small Catechism.
- Manifest proficiency in at least one of the classical languages (i.e., Latin or Greek or music theory).

- Develop pedagogical competency through practical experience in a classical education setting, by means of field work and/or internship and will cultivate a sense of vocation and an attitude of service as future Classical educators.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
Latin Proficiency Course (3 credits) <sup>1</sup>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
<b>Required Courses</b>		
<i>Latin</i>		6
<i>History</i>		6
<i>English/Literature</i>		6
<i>Philosophy</i>		6
<i>Fine Arts</i>		6
<i>Theology</i>		6
REL 2020	New Testament	
REL 4000	Lutheran Confessions	
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> For Latin proficiency requirement please speak with your advisor.

<sup>2</sup> For non Lutheran students, this course is strongly recommended; however, any 3000 or 4000 level course is allowed.

## Computer Science Major (A)

The Computer Science program produces graduates highly skilled in creating, applying, and communicating complex technological solutions to organizational problems in the context of a Biblical worldview.

The BS degree program features 4 concentrations in Software Engineering, AI & Robotics, Cybersecurity, Virtual & Augmented Reality, and Information Systems. All 4 concentrations share a common technology core which ensures students share an understanding of computer programming, computer hardware, and fundamental topics in Computer Science. The only concentration currently offered face to face in Ann Arbor is Software Engineering, however for all other concentrations, some courses may have to be taken synchronously via zoom with the Mequon campus.

The concentrations allow a student to specialize in a specific area of Computer Science. Given the number of allowed free electives, students are invited to choose more than one concentration if that is of interest to them. Our students find high paying jobs in the technology sector of industry in areas involving software development, data science, artificial intelligence, robotics, cybersecurity, video game design, animation, as

well as more hardware based vocations in the IT field. Students are often recruited by emerging technology firms looking for technology students capable of learning something new.

Our program emphasizes the idea that computer programming does not define Computer Science, but rather is the tool a Computer Scientist wields to solve problems. We also adopt the notion that the programming language is insignificant as programming is a skill, the language is how that skill is expressed. Programming is to the Computer Scientists as a tennis racket is to a tennis player. The grand ideas of Computer Science are then explored through the application of computer programming in the context of the various theoretical subjects offered by the department.

All students interested in problem solving in the world by leveraging technology should consider a major or minor in Computer Science!

## Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Technical Core</b>		<b>36</b>
<b>Major or Concentration</b>		<b>16-18</b>
<b>Electives</b>		<b>21-23</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Technical Core Courses</b>		
MATH 2050	Statistics I	3
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3

CSC 2020	Computer Architecture	3
CSC 2050	Coding II - Algorithms	3
CSC 3010	Computational Dilemmas	3
CSC 3020	User Experience and Interactive Systems	3
CSC 3030	Database Fundamentals	3
CSC 3050	Operating Systems	3
CSC 3070	Software Engineering	3
CSC 4060	Advanced Database and Web Development	3
CSC 4950	Capstone Project	3
<b>Total Hours</b>		<b>36</b>

### Select from the following 4 Concentrations:

Code	Title	Hours
<i>Software Engineering</i>		
CSC 3200	Systems Programming	3
CSC 3210	Programming Language Theory	3
CSC 4200	Theoretical Computer Science	3
CSC 4400	Coding III - Data Structures	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>AI &amp; Robotics</i>		
CSC 2400	Machine Learning and Robotics	3
CSC 3400	Artificial Intelligence	3
CSC 4400	Coding III - Data Structures	3
CSC 4410	Adv Artificial Intelligence	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Cyber Security</i>		
CSC 1800	Systems Integration	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
CSC 4600	Penetration Testing	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Virtual &amp; Augmented Reality</i>		
CSC 1800	Systems Integration	3
CSC 2800	Animation I	3
CSC 3800	Animation II	3
CSC 4800	Animation III	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

## Digital Media Design (A)

At Concordia University Ann Arbor, our Digital Media Major is all about fostering a community of creative minds, deeply invested in expressing compelling narratives through their art. Our educational approach is rooted in Lutheran principles, emphasizing integrity, service, and respect throughout our curriculum. We aim to ignite a passion for blending modern state of the art communication methods with digital expertise and cutting edge content.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse digital and communication mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of design, highlighting the role and responsibilities of designers in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Digital Media major consists of 46 credit hours of course work, offering a more in-depth interdisciplinary learning experience. Students will be able to pick from two concentrations, social media or communication and will learn a variety of experiential as well as technological art forms in this cross-functional integrated journey into the design. In addition to the 45-credit Liberal Arts core requirements and required courses listed, all Digital Media majors are encouraged to complete a minor. An animation, small business or marketing minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

### Program Learning Outcomes

Students will:

- Describe and understand the relationships that exist between the visual arts and the Christian faith.
- Describe image making as the embodiment of an innate God-given feature of the human condition; and will assess critical life issues using research from multiple sources to incorporate a balanced global perspective.
- Analyze complex questions within challenging visual problems and compare and contrast multiple alternatives.
- Critical Thinking/Creative Problem Solving: The creative process required for art-making is one that emphasizes critical thinking and creative problem solving.
- Use data for creative inspiration, to inform artistic decisions, and/or in the creation of data-driven art doing so in a manner that is efficient, accurate, and insightful.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.

- Demonstrate professional visual, oral and written communication to present their work and communicate to clients.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>33</b>
<b>Emphasis</b>		<b>15</b>
<b>Electives</b>		<b>27</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
ART 1020	Digital Imaging Fundamentals	3
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1550	Color Theory Application	3
ART 2000	Art History I	3
ART 2010	Art History II	3
ART 2520	History of Design	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
<b>Total Hours</b>		<b>33</b>

### Select one of the following emphases:

Code	Title	Hours
<i>Social Media Emphasis</i>		
COMM 3100	Social Media	3
COMM 3200	Mass Communication Campaigns	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
GD 3520	Web Design Solutions	3
<b>Total Hours</b>		<b>15</b>

Code	Title	Hours
<i>Communication Emphasis</i>		
ART 3020	Digital Imaging: Artificial Intelligence	3
ENG 2450	Art of the Personal Essay	3
COMM 1200	Journalism	3
COMM 3100	Social Media	3
COMM 3200	Mass Communication Campaigns	3
<b>Total Hours</b>		<b>15</b>

## Exercise Science (A)

The mission of the Exercise Science major is to promote physical activity and exercise as a means to attain and maintain health, physical fitness, and quality of life. Exercise science consists of several overlapping disciplines and courses of study that provide an understanding of the anatomy and physiology of the human body, how exercise impacts the body, and how to use this knowledge to improve human performance and

promote a healthy lifestyle. Professors combine classroom instruction, the latest research, laboratory experiences and field work opportunities to provide an effective blend of educational experiences. Students graduating with a Bachelor of Arts degree in exercise science are prepared for entry-level positions like exercise/fitness specialist, group fitness instructor, personal trainer, work in corporate fitness programs and health clubs, or as a strength and conditioning coach in high schools, colleges, and professional sports teams.

### Program Learning Outcomes

- Students will understand the anatomical and biomechanical bases of human movement.
- Students will understand and apply the principles of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.
- Students will be able to evaluate the scientific literature in the discipline, understand and synthesize relevant information from it, and be able to convey this information both orally and in writing.
- Students will be able to apply knowledge of exercise science in a real world setting.
- Students will demonstrate a responsible sense of citizenship, professional attitude, and ethical behavior.
- Acquire knowledge and demonstrate the skills/abilities to qualitatively and quantitatively analyze human movements during physical activity, training, and performance.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>69-72</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>120-123</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1801	Human Anatomy and Physiology I	
HHP 1100	Stewardship of the Body	
HHP 1520	Weight Training	
MATH 2050	Statistics I	
PSY 1010	General Psychology	
<b>Required Courses</b>		
BIO 1802	Human Anatomy and Physiology II	4
EXS 3442	Exercise Prescription & Testing	4
EXS 4480	Design Resistance Training Programs	3
EXS 4494	Exercise Management for Special Populations	3
EXS 4495	Ethical Principles in Health and Human Performance	3
HHP 1116	Health Profession Med Term	1
HHP 1171	Introduction to Exercise Science	1
HHP 1530	Advanced Weight Training	2
HHP 2202	Introduction to Kinesiology	3
HHP 2212	First Aid and Emergency Procedures w/Lab	3
HHP 2265	Healthy Lifestyles	3
HHP 2274	Care and Prevention of Athletic Injuries	3
HHP 2275	Administration and Organization of Sport	3



HHP 2280	Psychology of Sport	3
HHP 3342	Nutrition for Wellness and Performance	3
HHP 3350	Coaching Methods	3
HHP 3371	Exercise Physiology	3
HHP 3373	Motor Development	3
HHP 3375	Biomechanics	3
HHP 4410	Measurement and Evaluation in Health & Human Performance	3
HHP 4475	Seminar in Exercise Science	2
HHP 4960	Internship	3-6
HHP 4995	Senior Seminar	3
PHYS 1514	General Physics I	4

**Total Hours** 69-72

## Mass Communication Major (A)

As a graduate in the Mass Communication program, you'll leave with all the skills to communicate effectively through a variety of channels. You'll be able to use different media technologies to communicate messages effectively to your audience. You'll analyze mass media messages to understand their intended and actual effects on people. You'll be ready to work with diverse groups of people having studied topics like interpersonal communication and cross-cultural communication. What's more, you'll be leaders in student media by publishing and broadcasting through the university's newspaper and radio station. You'll be ready to handle challenges in the field, stand out in the workforce, and lead a life full of Christian service.

### Program Learning Outcomes

Students will:

- Develop and present cogent, coherent, and accurate writing for general and specialized audiences;
- Communicate effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts;
- Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied;
- Distinguish and examine communication-related problems from a Christian perspective to better serve society;
- Cultivate appropriate organizational skills related to professionalism, work ethic, and attitude;
- Examine the role and impact of visual communication, mass media in society, and communication media.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor Required (minimum 18 credits)		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 1000	Introduction to Mass Communication	3
COMM 1100	Public Speaking	3
COMM 1200	Journalism	3
COMM 1400	Audio and Video Production	3
COMM 2100	Interpersonal Communication	3
COMM 2200	Advanced Public Speaking	3
COMM 3000	Special Topics in Mass Communication (taken 3 times for a total of 3 credits)	3
COMM 3100	Social Media	3
COMM 3200	Mass Communication Campaigns	3
COMM 4000	Critical Analysis of Mass Communication	3
COMM 4100	Cross-Cultural Communication	3
COMM 4200	Internship	3
COMM 4400	Research Seminar	3
GD 1500	Digital Vector Design	3
GD 3510	Creative Pixel Studio	3
<i>Take three total credits of the following (at least one credit of each course):</i>		3
COMM 2000	Beacon Newspaper (CUW) or COMM 20 Lighthouse Newspaper (CUAA)	
COMM 2001	WCUW-Radio or COMM 2002 CUA-Radio	

**Total Hours** 48

## Music Major (A)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

### Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques, evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>49</b>

<b>Electives or Minor</b>	<b>26</b>
Minor: Optional	
<b>Total Hours</b>	<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
MUS 0800	Concert/Recital Attendance <sup>1</sup>	0
MUS 2204	Keyboard Skills <sup>2</sup>	2
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3273	Music History III	3
MUS 3450	Beginning Conducting	3
MUS 3451	Advanced Conducting	3
or MUS 4445	Composing and Arranging	
Applied Lessons (Studio) <sup>3</sup>		14
Ensemble <sup>4</sup>		0
MUS 4181	Symphonic Wind Ensemble	
or MUS 3182	Chapel Choir	
or MUS 3185	String Ensemble/Chamber Orchestra	
or MUS 3193	Women's Chorale	
or MUS 3194	Men's Chorus	
MUS 4499	Senior Recital	2
<b>Total Hours</b>		<b>49</b>

<sup>1</sup> Students must register for MUS 0800 every semester that they registered as a music major, with the exception of internship or student teaching semesters.

<sup>2</sup> Instructor permission required; students with previous piano experience may test out of prerequisites (MUS 1202; MUS 1203)

<sup>3</sup> Minimum 2 credits each semester in principal area.

<sup>4</sup> Students must participate in the ensemble of their principal instrument and take private instruction in their principal instrument for each semester on campus.

### AUDITION PROCEDURES FOR ALL MUSIC MAJORS

To gain degree-seeking status as a music major, a student must:

- Successfully pass the following:
  - Qualifying audition with performance of two contrasting works on his/her principal instrument (to be completed at the end of two semesters of study);
  - For vocalists, aural examination of sight-reading, and tonal memory ability. For instrumentalists, sight reading and scales.
- Prepare a portfolio for musical activities (solo and ensemble) and examples of music course work. This portfolio is to be:

- Presented at the time of the audition;
- Returned to the student for additions to be made throughout the student's undergraduate career.

- Transfer students will have their transcripts evaluated by the music faculty for determination of credited coursework and hours.
- The deadline for auditioning is the end of the second semester from the time of declaration. There are three possible outcomes for an audition:
  - Active - This grants formal acceptance into upper division status.
  - Provisional - A repeat of the audition is requested by the Faculty at the end of the next semester to show more progress.
  - Fail - The student is not accepted as a music major.

## Pharmaceutical Science (A)

The Bachelor of Science in Pharmaceutical Sciences is designed for students who wish to earn both a B.S. and a Doctor of Pharmacy degree at Concordia University. Students complete the core requirements, many of the major requirements, and the general elective requirements during the first three years at Concordia, then complete the remaining major requirements during their first year in the CUW School of Pharmacy.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental biological and chemical concepts;
- Analyze and interpret data to arrive at appropriate conclusions;
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems;
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists; and
- Act ethically and responsibly, demonstrating an understanding of the role science plays in societal issues, particularly in regards to healthcare.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>68</b>
<b>Electives</b>		<b>7</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Natural World, Lab Science 4 credits)	
MATH 2050	Statistics I (Natural World, Mathematics 3 credits)	
<b>Required Courses</b>		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4

MATH 2010	Calculus I	4
CHEM 4911	Chemistry Senior Seminar I *	1
CHEM 4921	Chemistry Senior Seminar II *	1
PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	
The Pharmaceutical Sciences Major must also complete at least 7 credits from the following:		7
BIO 2600	Biology of Microorganisms (4 credits)	
BIO 3200	Cell Biology (4 credits)	
BIO 3400	Genetics (4 credits)	
BIO 3500	Immunology (3 credits)	
BIO 4300	Pharmacology (3 credits)	
CHEM 3214	Biochemistry (4 credits)	
<b>The pharmaceutical sciences major must also complete the following 27 credits in the pharmacy curriculum as a Doctor of Pharmacy Student at CUW</b>		
PHAR 5110	Pharmacy Biochemistry *	
PHAR 5130	Pharmacy Anatomy and Physiology *	
PHAR 5140	Pharmacy Microbiology, Immunology, & Molecular Biology *	
PHAR 5210	Pharmaceutics I *	
PHAR 5220	Pharmaceutics II *	
PHAR 5310	Pharmacology & Medicinal Chemistry I *	
PHAR 5410	Pharmacy and the Healthcare System *	
PHAR 5510	Pharmacotherapy I: Self Care *	
PHAR 5560	Pharmacy Calculations *	
<b>Total Hours</b>		<b>68</b>

\*Course must be taken during P1 year at CUW School of Pharmacy

## Psychology Major (A)

The mission of the Psychology program is to increase the awareness of the boundaries and applications of psychology, foster intellectual development and problem solving, and encourage students to serve others within the context of Christian faith. The Psychology program is committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue helping professions and/or graduate study.

Psychologists find great meaning in helping other people build lives of wellness and emotional resilience. Most careers and vocations involve working with people which means the possibilities of where a Psychology degree can take you are endless. The Psychology program aims to produce students who are engaged citizens active in serving their communities. The program integrates faith and learning, providing students with opportunities for growth and leadership.

### Program Learning Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from a Christian perspective.
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective.
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry, including from a Christian perspective.

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from a Christian perspective.

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

Goal 6: Apply a Biblical Worldview to Psychology Coursework

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>37</b>
<b>Electives</b>		<b>38</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 1100	Public Speaking (Communication and Language)	
MATH 2050	Statistics I (Natural World)	
<b>Recommended Core Course</b>		
BIO 1300	Essentials of Anatomy and Physiology (Natural World)	
<b>Required Courses</b>		
COMM 2100	Interpersonal Communication	3
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
Select one of the following Development Courses:		3
PSY 2210	Child Development	
PSY 2220	Adolescent Development	
PSY 2300	Life Span Development	

PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY 4500	Psychology Practicum	3
PSY 4850	Research Proposal	1
PSY 4900	Psychology Senior Seminar	3
<b>Major Electives</b>		
Two 3000 or 4000 Level Psychology Electives <sup>1</sup>		6
<b>Total Hours</b>		<b>37</b>

<sup>1</sup> PSY 4450 Principles of Counseling is a recommended elective to be taken during spring of junior year.

## Minors

- Adolescent Studies Minor (A) (p. 75)
- Art Minor (A) (p. 75)
- Artificial Intelligence & Robotics Minor (A) (p. 76)
- Biblical Studies Minor (A) (p. 76)
- Biology Minor (A) (p. 76)
- Chemistry Minor (A) (p. 77)
- Christian Thought Minor (A) (p. 77)
- Computer Animation Minor (A) (p. 77)
- Contemporary Christian Music Minor (A) (p. 77)
- Cybersecurity Minor (A) (p. 78)
- Digital Media Design Minor (A) (p. 78)
- English Minor (A) (p. 78)
- Ethics Minor (A) (p. 78)
- Family Life Ministry Minor (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/minors/family-life-ministry-minor/>)
- History Minor (A) (p. 79)
- Human Biology Minor (A) (p. 79)
- Information Systems Minor (A) (p. 79)
- Mass Communication Minor (A) (p. 80)
- Mathematics Minor (A) (p. 80)
- Music Minor (A) (p. 80)
- Musical Theatre Minor (A) (p. 80)
- Philosophy Minor (A) (p. 81)
- Physical Science Minor (A) (p. 81)
- Psychology Minor (A) (p. 81)
- Sociology Minor (A) (p. 81)
- Software Engineering Minor (A) (p. 82)
- Spanish Minor (A) (p. 82)
- Sports Media Minor (A) (p. 82)
- Theatrical Communication Minor (A) (p. 82)
- Theological Languages Minor (A) (p. 83)
- Theology and Ministry Minor (A) (<https://catalog.cuw.edu/undergraduate/cuaacampus/arts-sciences/minors/theology-ministry-minor/>)
- Worship Arts Leadership Minor (A) (p. 83)

## Adolescent Studies Minor (A)

The Adolescent Studies minor prepares students to equip both caregivers and youth with knowledge and strategies to prevent negative behavior and restore or foster positive behavior in the areas of emotional well-being, academia, career, relationships, morality, and faith.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
FAM 4310	Youth Culture	3
JPP 1040	Juvenile Justice Theory	3
PSY 2210	Child Development	3
PSY 2220	Adolescent Development	3
PSY 4210	Human Sexuality	3
SOC 2030	Contemporary Social Problems	3
SOC 3330	Families in Society	3
<b>Total Hours</b>		<b>21</b>

## Art Minor (A)

At Concordia University Wisconsin, our Art Minor is all about fostering a community of creative minds, deeply invested in expressing compelling narratives through their art. Our educational approach is rooted in Lutheran principles, emphasizing integrity, service, and respect throughout our curriculum. We aim to ignite a passion for blending time-honored techniques like ceramics, painting, and jewelry making with modern digital art forms, creating a dynamic space where creativity and purpose converge.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Art Minor consists of 21 credit hours of course work, offering an interdisciplinary learning experience. Students will learn a variety of experiential as well as technological art forms in this cross-functional integrated journey into the arts. Students have access to a state of the art Mac lab with up to date software and archival printing capabilities.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 1510	Observational Drawing	3
ART 1550	Color Theory Application	3
ART 2000	Art History I	3
ART 2010	Art History II	3
<i>Select three courses from the following:</i>		<b>9</b>
ART 1010	Arts & Craft Fundamentals	

ART 1050	Ceramic Fundamentals
ART 1070	Jewelry Fundamentals
ART 1540	Interior Space Production
ART 2510	Ceramics: Throwing on the Wheel
ART 2560	Painting
ART 3800	Art Study Abroad
ART 4800	Senior Portfolio/Exhibition
GD 1010	Digital Design Fundamentals
GD 1500	Digital Vector Design
GD 1510	Digital Raster Design
GD 3000	Pixel Motion
GD 3500	Advanced Pixel Motion
GD 3510	Creative Pixel Studio
<b>Total Hours</b>	<b>21</b>

## Artificial Intelligence & Robotics Minor (A)

A minor which focuses on applied aspects of Computer Science related to Artificial Intelligence. Students will be introduced to modern techniques in software development, machine learning, and data science which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 2400	Machine Learning and Robotics	3
CSC 3400	Artificial Intelligence	3
CSC 4400	Coding III - Data Structures	3
CSC 4410	Adv Artificial Intelligence	3
<b>Total Hours</b>		<b>18</b>

## Biblical Studies Minor (A)

The Biblical Studies minor forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	

### Required Courses

REL 2020	New Testament	3
<b>2 Courses in Biblical Content</b>		<b>6</b>
one Old Testament upper level Bible course and one New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		
GRK 2010	Greek I	
GRK 2020	Greek II	
GRK 3010	Greek III	
<b>OR</b>		
HEB 2010	Hebrew I	
HEB 2020	Hebrew II	
HEB 3010	Hebrew III	
<i>II. Theology Track</i>		
Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)		
<b>Total Hours</b>		<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Biology Minor (A)

A Biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live.

### Curriculum

Code	Title	Hours	
<b>Recommended Core Course</b>			
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)		
<b>Required Courses: The biology minor consists of 6 required classes (21-24 credits). Note that prerequisites may apply.</b>			
1.			
BIO 1501	Functional Human Biology I	4	
2.			
BIO 1502	Functional Human Biology II	4	
3. Any biology or related class (see list below) (3-4 crs.)			3-4
4. Any biology or related class (see list below) (3-4 crs.)			3-4
5. Any class with a BIO prefix numbered 2000 or higher (3-4 crs.)			3-4
6. Any class with a BIO prefix numbered 2000 or higher that includes a lab (4 crs.)			4
<i>Requirements 3 or 4 may be met by these classes (or by classes on either of the lists below):</i>			
BIO 1600	Medical Microbiology <sup>1</sup>	4	
BIO 1801	Human Anatomy and Physiology I	4	
BIO 1802	Human Anatomy and Physiology II	4	
CHEM 3214	Biochemistry	4	
ENV 1800	Environmental Science	4	
SCI 2400	Cosmogony (Human Beings & Being Human)	3	
<i>Requirements 3, 4, or 5 may be met by these classes (or by classes on the list below):</i>			

BIO 2800 or NURS 2020	Pathophysiology Nursing Pathophysiology	3
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics (if taken without BIO 3761) (Core Culture Designation)	3
BIO 3990	Biology Internship <sup>2</sup>	1-4
NURS 2040 & NURS 2130 or BIO 4300	Nursing Pharmacology 1 and Nursing Pharmacology 2 Pharmacology	3-4
BIO 4800	Human Physiology	4
<i>Requirements 3, 4, 5, or 6 may be met by these classes:</i>		
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms <sup>1</sup>	4
BIO 3200	Cell Biology	4
BIO 3400	Genetics	4
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab (Core Culture Designation)	4
BIO 4100	Ecology	4
BIO 4990	Undergraduate Research <sup>2</sup>	1-4
<b>Total Hours</b>		<b>21-24</b>

<sup>1</sup> Only one of BIO 1600 and BIO 2600 may count towards the minor

<sup>2</sup> No more than 4 credits of BIO 3990 and/or BIO 4990 may count towards minor requirements

## Chemistry Minor (A)

A Chemistry minor may be of interest to students who desire a more in-depth understanding of the importance of chemistry in today's world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
CHEM 2204	Analytical Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
<b>Total Hours</b>		<b>24</b>

## Christian Thought Minor (A)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course with a number above 2030 <sup>1</sup>		
<b>Required Courses</b>		
REL 2020	New Testament	3
HIST 2400	History of Christianity	3
REL 3100	Religion in America Today	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3
HIST 4410	The Reformations	3
<i>Minor Elective</i>		
Any 3000-level or 4000-level class in history, theology, or philosophy.		3
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Strongly recommended: a course in historical theology, such as REL 3500 A Survey of Christian Thought.

## Computer Animation Minor (A)

The Animation minor introduces you to drawing and design skills which will be applied to basic digital animation for either stand-alone animations or web-based animated graphics. Animation has a wide variety of applications in the fields of Advertising, Graphic Design and Illustration.

### Curriculum

Code	Title	Hours
<b>Animation Minor for Non-Art Majors</b>		
ART 1510	Observational Drawing	3
CSC 2800	Animation I	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
<b>Total Hours</b>		<b>18</b>

## Contemporary Christian Music Minor (A)

*Sing to him a new song; play skillfully, and shout for joy. Psalm 33:3*

The successful modern music ministry requires well-rounded musicians with a broad skill-set, no longer limited to basic performance ability. The Contemporary Christian Music (CCM) minor at Concordia University affords students the opportunity to hone the necessarily musical skills to thrive in a modern worship setting. With a performance emphasis in either piano or guitar and the inclusion of voice lessons, the CCM minor student will gain the necessary tools to be a leader in any context. Elective courses in this minor allow the student to tailor her experience to her individual needs, and participation in the CUAA Worship Arts Ensembles gives a practical, real-world outlet for creative expression and worship. **The CCM minor does not lead to a rostered position in the LCMS.**

## Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MUS 0800	Concert/Recital Attendance (*)	0
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 3196	Worship Arts Ensemble (**)	0
MUS 3244	Song Writing & Arranging	3
<i>Music Elective - Select 6 credits</i>		6
MUS 1172	Music Appreciation	
MUS 1262	Music Theory II	
MUS 1272	Aural Theory II	
MUS 2205	Intro in Multimedia Production	
MUS 3240	World Music	
<b>Students must choose Piano or Guitar as a performance emphasis</b>		6
<i>Performance Emphasis (Piano) +</i>		
MUS 2301	Applied Piano	
MUS 2303	Applied Voice	
<i>Performance Emphasis (Guitar)</i>		
MUS 2303	Applied Voice	
MUS 2304	Applied Guitar	
<b>Total Hours</b>		<b>19</b>

\* Four semesters of participation are required.

\*\*Three semesters of participation are required.

## Cybersecurity Minor (A)

A minor which focuses on applied aspects of Computer Science related to Cyber Security. Students will be introduced to modern techniques in software development, penetration testing, and networking which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 1800	Systems Integration	3
CSC 2000	Coding I - Fundamentals	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
CSC 4600	Penetration Testing	3
<b>Total Hours</b>		<b>18</b>

## Digital Media Design Minor (A)

The Digital Design minor provides a foundation of design skills and software experience for individuals seeking to develop basic abilities in digital design. It is a useful complement to programs in Communication or Social Media.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
<i>Digital Elective (select one course from the following)</i>		3
ART 1020	Digital Imaging Fundamentals	
ART 2520	History of Design	
ART 3000	Digital Imaging: Social Media	
GD 3510	Creative Pixel Studio	
<i>Studio Elective (select ANY three credit art studio course)</i>		3
<b>Total Hours</b>		<b>18</b>

## English Minor (A)

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. The English minor makes an ideal pairing with majors in the Humanities, Business, Legal Studies, Health Sciences, Classical Education, and Pre-Seminary tracks.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Language</i>		
ENG 3050	English Grammar and Usage	3
or ENG 3650	History of the English Language	
<i>Expression</i>		
ENG 2450	Art of the Personal Essay	3
or ENG 2460	Creative Writing	
<i>American Literature</i>		
ENG 3410	American Literature: Beginnings to 1865	3
or ENG 3420	American Literature: 1865 to Present	
<i>English Literature</i>		
ENG 3440	British Literature: Beginnings to Early 1700s	3
or ENG 3450	British Literature: Late 1700s to Present	
<i>Minor Electives</i>		
Select six credits of English electives		6
<b>Total Hours</b>		<b>18</b>

## Ethics Minor (A)

With an emphasis on dialogue between Christian thought and secular philosophies, the Ethics minor explicitly upholds Concordia's mission by "helping students develop in mind, body, and spirit for service to Christ in the Church and the World." Specifically, the Ethics minor examines questions about right and wrong, virtue and vice, what it means to live a good life and be a good and wise person, and how Christians can properly love God and neighbor in this morally complex world—thereby promoting intellectual and character development, self-knowledge for the student's

personal growth and well-being, and providing insights for thoroughly Christian action in the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PHIL 2110	Elementary Logic	3
PHIL 2210	Human Dignity	3
PHIL 2500	Moral Philosophy	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
REL 3140	Christian Ethics	3
<i>Minor Electives</i> <sup>1</sup>		
Select three credits from the following:		3
BUS 4420	Business Policy and Ethics	
CSC 3010	Computational Dilemmas	
HCM 2000	Healthcare Ethics	
JPP 4010	Ethics in Justice and Public Service	
PHIL 4600	Research Ethics	
REL 2980	Faith and Culture	
SHB 2500	Legal & Ethical Issues of Sport	
SW 4230	Senior Integrative Seminar	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> To satisfy this elective, students shall choose or petition a course not listed in the Minor's Required Classes that demonstrates substantive ethical content to be evaluated by the overseer of the minor.

## History Minor (A)

Our History Department will help you develop an understanding of major events and historical themes over time and around the globe while acquiring the necessary skills to read, write, speak, and teach about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past and its influence on the ideas and values of the present.

The History program is designed to help students develop a knowledge of major events and themes in United States, European, and Global history; an understanding of the methods and debates in the historical field; and the research and communication skills needed to participate in intellectual life from a historical perspective.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
U.S. History		3
European History		3
Non-Western/Global History		3
HIST 3850	Historical Methods	3
Select one of the following emphases:		9
<i>I. Emphasis in American History</i>		
U.S. History (6 additional credits)		
European or Non-Western/ Global History (3 additional credits)		
<i>II. Emphasis in European History</i>		
European History (6 additional credits)		
U.S. or Non-Western/Global History (3 additional credits)		

### III. Emphasis in Global History

Non-Western/Global History (6 additional credits)

U.S. or European History (3 additional credits)

**Total Hours** 21

## Human Biology Minor (A)

A Human Biology minor is offered to those students who want to start with anatomy and physiology as a basis for understanding human biology.

### Curriculum

Code	Title	Hours
<b>Recommended Core Course</b>		
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)	
<b>Required Courses</b>		
BIO 1801 & BIO 1802	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
<i>Select at least 13 credits from the following courses</i> <sup>1</sup>		13
BIO 1600	Medical Microbiology	4
BIO 2800	Pathophysiology	3
	or NURS 2020 Nursing Pathophysiology	
BIO 3990	Biology Internship <sup>2</sup>	1-4
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research <sup>2</sup>	1-4
NURS 2040	Nursing Pharmacology 1	2
NURS 2130	Nursing Pharmacology 2	2
Other classes with the approval of the chair of life and earth sciences		
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Note that prerequisites may apply

<sup>2</sup> No more than 4 credits of BIO 3990 and/or BIO 4990 may count towards minor requirements

## Information Systems Minor (A)

A minor which focuses on applied aspects of Computer Science related to Information Systems. Students will be introduced to modern techniques in software development, networking, and systems integration which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 1800	Systems Integration	3
CSC 2000	Coding I - Fundamentals	3
CSC 3200	Systems Programming	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
<b>Total Hours</b>		<b>18</b>



## Mass Communication Minor (A)

As a graduate in the Mass Communication program, you'll leave with all the skills to communicate effectively through a variety of channels. You'll be able to use different media technologies to communicate messages effectively to your audience. You'll analyze mass media messages to understand their intended and actual effects on people. You'll be ready to work with diverse groups of people having studied topics like interpersonal communication and cross-cultural communication. What's more, you'll be leaders in student media by publishing and broadcasting through the university's newspaper and radio station. You'll be ready to handle challenges in the field, stand out in the workforce, and lead a life full of Christian service.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 1000	Introduction to Mass Communication	3
COMM 1200	Journalism	3
	or COMM 3100 Social Media	
COMM 1400	Audio and Video Production	3
COMM 3200	Mass Communication Campaigns	3
COMM 4000	Critical Analysis of Mass Communication	3
GD 1500	Digital Vector Design	3
	or GD 3510 Creative Pixel Studio	
<b>Total Hours</b>		<b>18</b>

## Mathematics Minor (A)

The Mathematics minor will give you a better understanding of areas of mathematics such as calculus and discrete mathematics that can support study in education or a science, or can allow you to pursue a math-related subject in graduate school.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 2050	Statistics I	3
<i>Select 6 credits from the following:</i>		6
MATH 2200	Discrete Math	
MATH 3050	Statistics II	
MATH 3210	Abstract Algebra	
MATH 3250	Linear Algebra and Differential Equations	
MATH 3310	Geometry	
MATH 4410	Real Analysis	
MATH 4610	Probability & Statistics	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Satisfies the mathematics requirement in the core.

## Music Minor (A)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular life aspects to campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 0800	Concert/Recital Attendance (+)	0
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
Ensemble - total of 4 credits		4
MUS 3182	Chapel Choir	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 3193	Women's Chorale	
MUS 3194	Men's Chorus	
MUS 4181	Symphonic Wind Ensemble	
Applied Lessons (Studio, 4 semesters)		4
<b>Music History Elective - Select one course for 3 credits</b>		<b>3</b>
MUS 1172	Music Appreciation	
MUS 3271	Music History I	
MUS 3272	Music History II	
MUS 3273	Music History III	
<b>Music Electives - Select 6 credits</b>		<b>6</b>
MUS 1202	Beginning Piano I	
MUS 1203	Beginning Piano II	
MUS 1262	Music Theory II	
MUS 1272	Aural Theory II	
MUS 2205	Intro in Multimedia Production	
MUS 3240	World Music	
MUS 3450	Beginning Conducting	
<b>Total Hours</b>		<b>21</b>

+ Four semesters of participation required.

## Musical Theatre Minor (A)

Concordia University Ann Arbor's theatre department strives to develop artists who use the stage as a tool to expound on their individual creativity to form stories into lasting performances that inspire and positively connect with the community. Students build their knowledge through a wide variety of participation from performances, classes, collaborations with other departments and work study positions.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 0800	Concert/Recital Attendance	0
MUS 1175	Musical Theater Workshop (2 semesters)	1
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1

MUS 2303	Applied Voice (4 semesters)	1
THTR 1000	Orientation to Theatre	3
THTR 1800	Theatre Practicum (3 semesters)	1
THTR 2200	Acting I: Intro to Acting	3
THTR 2230	Musical Theatre and Dancing	3
<b>Total Hours</b>		<b>22</b>

## Philosophy Minor (A)

With its strong emphasis on a dialogue between Christian thought and secular philosophies, the Philosophy minor explicitly upholds Concordia's mission by helping students develop their mind "for service to Christ in the church and the world." More specifically, the Philosophy minor fosters deep examination of who we are, what is real, and how we are called to think and act, thereby promoting intellectual development and self-knowledge for the student's personal growth and well-being and providing insights for Christian action in the world.

### Curriculum

Code	Title	Hours
<b>Recommended Core Courses</b>		
REL 2010	Old Testament (Bible Content) <sup>1</sup>	
REL 2030	Biblical Theology (Christian Doctrine) <sup>1</sup>	
	Any REL course above 2030 <sup>1</sup>	
<b>Required Courses</b>		
PHIL 2010	Central Texts of Philosophy	3
PHIL 2110	Elementary Logic	3
	or PHIL 3250 Christian Apologetics	
PHIL 2500	Moral Philosophy	3
REL 2020	New Testament <sup>2</sup>	3
	<i>Select one of the following:</i>	3
	PHIL 4000 Ancient Philosophy	
	PHIL 4100 Medieval Philosophy	
	PHIL 4500 Modern Philosophy	
<b>Minor Electives</b>		
	<i>Select six credits of the following:</i> <sup>3</sup>	6
	PHIL XXX	
	ENG 3500 Classical & Modern Rhetoric	
	ENG 4750 Literary Criticism	
	POLS 4100 Faith and Politics	
	REL 3500 A Survey of Christian Thought	
	SCI 2400 Cosmogony	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> In exceptional circumstances, students may petition the Philosophy Department for approved course substitutions.

<sup>2</sup> To complete the pair with REL 2010 Old Testament in the core.

<sup>3</sup> Minors may substitute one of the following approved 3 credit non-PHIL classes with other approved courses relevant to the student's special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science)

## Physical Science Minor (A)

The Physical Science minor is highly recommended as a complement for students seeking a Biology major in Secondary Education and other educational majors or for liberal arts students with an interest in physical science related careers.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
	or CHEM 1204 Elements of General and Biological Chemistry	
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4
SCI 2100	Atmospheric and Space Science	4
	or ENV 2500 Earth Science	
	or ENV 1800 Environmental Science	
<b>Total Hours</b>		<b>24</b>

## Psychology Minor (A)

Most careers and vocations involve working with people which means the possibilities of where a Psychology minor can take you are endless. This minor pairs well with majors in the health professions, such as biology, pre-med, diagnostic medical sonography, pre-physical therapy, nursing, and rehab science to name a few. Additionally, a Psychology minor will enhance degrees in business, communication, political science, and social work.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 2050	Statistics I	
<b>Required Courses</b>		
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
	<i>Select one of the following Development Courses:</i>	3
	PSY 2210 Child Development	
	PSY 2220 Adolescent Development	
	PSY 2300 Life Span Development	
<b>Minor Electives</b>		
	One 3000 or 4000 Psychology Elective	3
<b>Total Hours</b>		<b>24</b>

## Sociology Minor (A)

The Sociology minor is intended to provide the student with a broad liberal arts experience that will complement course work in other majors.

The Sociology minor will be most helpful to those students who major in an area directly related to preparation for service to diverse populations.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SOC 1010	Introduction to Sociology	3
SOC 1750	African American Reality and Culture	3
SOC 2030	Contemporary Social Problems	3
SOC 4510	Issues in Social Science	3
<b>Minor Electives</b>		
<i>Select 9 credits from the following:</i>		9
SOC 3330	Families in Society	
SOC 3450	Adulthood & Aging	
JPP 1030	Introduction to Courts	
<b>Total Hours</b>		<b>21</b>

## Software Engineering Minor (A)

A minor which focuses on applied aspects of Computer Science related to Software Engineering. Students will be introduced to modern techniques in software development, systems programming, and programming language theory which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 3200	Systems Programming	3
CSC 3210	Programming Language Theory	3
CSC 4200	Theoretical Computer Science	3
CSC 4400	Coding III - Data Structures	3
<b>Total Hours</b>		<b>18</b>

## Spanish Minor (A)

The Spanish minor consists of 24 hours of course work including a variety of language courses, as well as courses in culture, civilization, literature, linguistics, advanced grammar and Spanish for the professions. The minor is intended to compliment any CUAA major and help students prepare both linguistically as well as culturally to live out Concordia's mission of serving Christ in the Church and the World.

Incoming students are encouraged to meet with Multicultural Studies faculty to determine placement in the language course sequence. The highest placement allowed by Concordia is Span 301, and retroactive credits are available for prior courses (down to Span 101) upon successful completion of the initial language taken course at CUW. Span 101 and 102 do not count towards the minor.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 2010	Intermediate Spanish I	3
SPAN 2020	Intermediate Spanish II	3
SPAN 3010	Spanish Conversation and Composition	3

SPAN 3070	Linguistics	3
SPAN 3300	Advanced Spanish Grammar	3
<i>Minor Electives</i>		
Upper level electives in Spanish		9
<b>Total Hours</b>		<b>24</b>

SPAN 1010 Beginning Spanish I and SPAN 1020 Beginning Spanish II do not count toward the minor.

## Sports Media Minor (A)

With a Sports Media minor, you'll leave with the skills to communicate effectively about sports through a variety of channels. You'll be able to use digital technologies to produce journalistic and marketing content to report and promote teams, players and fans. What's more, you'll spend a semester working with the university's Athletic Department, getting hands-on experience in a practicum-style course.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 2400	Sports Journalism	3
COMM 2500	Sports Broadcasting	3
COMM 3100	Social Media	3
COMM 4300	Fan Comm Practicum	3
GD 1500	Digital Vector Design	3
or GD 3510	Creative Pixel Studio	
SHB 3400	Marketing of Sport & Entertainment	3
<b>Total Hours</b>		<b>18</b>

## Theatrical Communication Minor (A)

A Theatrical Communication minor supports the mission of CU by strengthening one's faith, convictions, and action by developing necessary critical thinking, communication, and interpersonal relationship skills needed for service in the church, the world, and professional vocations. Theatre courses fulfill this by building a community of artists and creative thinkers who are working at increasing their communication and performance skills, as well as teambuilding and problem solving that can be applied to their personal and professional lives. Students entering the fields of teaching, ministry, education, business, and even the medical sciences will find the skills developed in theatre courses and theatre productions will enhance their speaking abilities and increase their effectiveness in communicating the written word to an audience. The critical analysis that is involved in all the Theatre courses is exceptional in enhancing one's ability to self-express and examine the thoughts/behaviors of others as they relate to themselves and others. Every profession today involves communication on its multiple levels and the need for understanding peers, superiors, and constituencies.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
THTR 1000	Orientation to Theatre	3
THTR 1400	Stagecraft I: Intro Stagecraft	3
THTR 1800	Theatre Practicum	1

THTR 2200	Acting I: Intro to Acting	3
THTR 3020	20th Century American Drama	3
THTR 4600	Theatre Internship	2
THTR 4800	Senior Capstone in Theatre	3
<b>Total Hours</b>		<b>18</b>

## Theological Languages Minor (A)

Students learn Hebrew and Greek in order to read the Bible. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. **All pre-seminary students take at least the minor.**

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030 (It is strongly recommended that the theological elective be fulfilled by taking an upper-level course in biblical content.)		
GRK 2010	Greek I	
<b>Required Courses</b>		
REL 2020	New Testament	3
<i>Select 21 credits in Theological Languages</i>		<b>21</b>
GRK 2020	Greek II	
GRK 3010	Greek III	
GRK 3020	Greek IV	
HEB 2010	Hebrew I	
HEB 2020	Hebrew II	
HEB 3010	Hebrew III	
HEB 3020	Hebrew IV	
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Must include REL 2020 New Testament (3 credits), theological languages in the core (3 credits), and theological languages in the minor (21 credits). It is recommended that students end up with 12 credits each of Greek and Hebrew, but if a student cannot complete the 12 credits each of Greek and Hebrew successfully, other language courses from the Theological Languages major can be used to fulfill the 24 required credits for this minor.

## Worship Arts Leadership Minor (A)

*"Wherever I cause my name to be honored, I will come to you and bless you."*  
Exodus 20:24b

The worship life of the Christian church is God's ministry to us, and is as multi-faceted as the church itself. Worship ministries in today's local churches no longer require artists trained exclusively as musicians. These ministries require skilled musicians with strong leadership skills, thorough knowledge of Sacred Scripture and worship theology, and the ability to navigate the rapidly changing landscape of audio and visual

technology. The Worship Arts Leadership (WAL) minor at Concordia University offers music courses to develop musical skills, Biblical studies to develop knowledge of worship theology, and courses in modern worship arts leadership and music technology. The WAL minor also includes practical application of skills in local congregations and the involvement in campus worship arts ensembles throughout the course of study. **The WAL minor does not lead to a rostered position in the LCMS.**

### Curriculum

Code	Title	Hours
<b>Required Religion Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
REL 2020	New Testament	3
REL 4000	Lutheran Confessions	3
REL 4010	Lutheran Worship: Theology and Practice	3
(Note: some of these credits will also fulfill common core and elective core requirements)		
<b>Required Music Courses</b>		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 2205	Intro in Multimedia Production	2
MUS 3196	Worship Arts Ensemble (4 semesters)	0
MUS 3244	Song Writing & Arranging	3
MUS 4430	Applying Worship Arts Leadership	3
MUS 4450	Worship Arts Practicum	3
<b>Performance Emphasis</b>		<b>4</b>
<b>Students must select either Piano or Guitar as a primary performance area.</b>		
<i>Piano - 4 credits</i>		
MUS 1202	Beginning Piano I	
MUS 1203	Beginning Piano II	
MUS 2204	Keyboard Skills	
(Students may substitute two semesters of MUS 2301 Applied Piano for MUS 1202/MUS 1203 with instructor permission)		
<i>Guitar - 4 credits</i>		
MUS 1202	Beginning Piano I	
MUS 2304	Applied Guitar (3 semesters)	
<b>Total Hours</b>		<b>28</b>

## Certificates

- Contemporary Church Music Certificate (A) (p. 83)
- Undergraduate Research Certificate (A) (p. 84)

## Contemporary Church Music Certificate (A)

Geared toward working church musicians looking for additional training in worship arts leadership and modern worship styles, the Parish Music Certificate includes 12 credits of on-campus course work over the span of a two-year cycle, which may be started at the beginning of any term. Topics include songwriting and arranging, applying worship arts leadership, worship theology, and the opportunity to participate in the

worship arts ensembles on campus. This certificate program is an excellent opportunity for church musicians to broaden their skill set and grow with a church looking to expand its worship offerings.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 3196	Worship Arts Ensemble (optional)	0
MUS 3244	Song Writing & Arranging	3
MUS 4430	Applying Worship Arts Leadership	3
MUS 4461	Music in Worship	3
REL 4010	Lutheran Worship: Theology and Practice	3
<b>Total Hours</b>		<b>12</b>

## Undergraduate Research Certificate (A)

The CUWAA UGR Certificate will allow students to demonstrate proficiency and competency for conducting ethical research within their specific program/major. Upon completion of all UGR Certificate requirements, the CUWAA Registrar will designate certificate completion on final transcripts. The UGR Certificate is available to students through participating programs (e.g., Biology, Chemistry, Psychology, Theatre, Exercise Physiology, etc.). Any CUWAA student can contact the Office of IPE @ CUW (ipe@cuw.edu) or their Major Advisor for more information. By completing the certificate, a student will strengthen research methods in their particular field, while learning to integrate disciplinary knowledge, enhance critical thinking and creative problem solving as well as improve communicative fluency through dissemination of research findings.

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods ((Pass/Fail))	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>BIOLOGY</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>		
BIO 1502	Functional Human Biology II	6
BIO 2500	Zoology	
BIO 2600	Biology of Microorganisms	

ENV 2200	Water Quality and Aquaponics	
<i>Additional Courses highly recommended to take one, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
PHIL 4600	Research Ethics	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i>		
BIO 3500	Immunology	6
BIO 4100	Ecology	
BIO 4300	Pharmacology	
BIO 4800	Human Physiology	
BIO 4990	Undergraduate Research	
or CHEM 499 Undergraduate Research		
or ENV 4990 Advanced Applied Field Research		
or PHYS 499 Undergraduate Research		
<i>Advance Study Experience - 2 or more credits required:</i>		
BIO 4990	Undergraduate Research	2
or CHEM 499 Undergraduate Research		
or ENV 4990 Advanced Applied Field Research		
or PHYS 499 Undergraduate Research		
IPE 5900	Special Topics	
<b>Total Hours</b>		<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>CHEMISTRY</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>		
CHEM 1424	General Chemistry II	6
CHEM 2204	Analytical Chemistry	
CHEM 2304	Descriptive Inorganic Chemistry	
CHEM 2424	Organic Chemistry II	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i>		
CHEM 3404	Physical Chemistry: Thermodynamics	6
CHEM 4224	Advanced Biochemistry	
CHEM 4334	Advanced Organic Chemistry	

CHEM 4424	Advanced Inorganic Chemistry	
CHEM 4524	Instrumental Analysis	
CHEM 4990	Undergraduate Research	
or BIO 4990	Undergraduate Research	
or PHYS 4990	Undergraduate Research	
or ENV 4990	Advanced Applied Field Research	
<i>Advance Study Experience - 2 or more credits required:</i>		2
CHEM 4921	Chemistry Senior Seminar II	
CHEM 4990	Undergraduate Research	
or BIO 4990	Undergraduate Research	
or PHYS 4990	Undergraduate Research	
or ENV 4990	Advanced Applied Field Research	
PSY 4850	Research Proposal	
PSY 4900	Psychology Senior Seminar	
THTR 4800	Senior Capstone in Theatre	
IPE 5900	Special Topics	
EXPH 4995	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>Exercise Physiology</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>		
EXPH 2225	Introduction to Exercise Science	
HHP 2280	Psychology of Sport	
HHP 3342	Nutrition for Wellness and Performance	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i>		
EXPH 3470	Exercise Physiology	
EXPH 3471	Advanced Exercise Physiology	
EXPH 4475	Seminar in Exercise Physiology	
EXPH 4494	Exercise and Chronic Disease	

<i>Additional Courses highly recommended, not required:</i>		
PHIL 4600	Research Ethics	
<i>Advance Study Experience - 2 or more credits required:</i>		
EXPH 4995	Senior Seminar	2
BIO 4990	Undergraduate Research	
or CHEM 4990	Undergraduate Research	
or PHYS 4990	Undergraduate Research	
or ENV 4990	Advanced Applied Field Research	
PSY 4850	Research Proposal	
PSY 4900	Psychology Senior Seminar	
IPE 5900	Special Topics	
THTR 4800	Senior Capstone in Theatre	

**Total Hours** **14**

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>PSYCHOLOGY</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>		
PSY 2050	Theories of Learning	
PSY 2220	Adolescent Development	

<i>Additional Courses highly recommended, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 2500	Moral Philosophy	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i>		
PSY 3410	Cognitive Psychology	
PSY 3500	Experimental Psychology	
PSY 4210	Human Sexuality	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 4600	Research Ethics	
<i>Advance Study Experience - 2 or more credits required:</i>		
BIO 4990	Undergraduate Research	
or CHEM 4990	Undergraduate Research	
or PHYS 4990	Undergraduate Research	
or ENV 4990	Advanced Applied Field Research	

**Total Hours** **14**

PSY 4850	Research Proposal
PSY 4900	Psychology Senior Seminar
THTR 4800	Senior Capstone in Theatre
IPE 5900	Special Topics
EXPH 4995	Senior Seminar

**Total Hours** 14

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>THEATRE</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>		6
THTR 1000	Orientation to Theatre	
THTR 1400	Stagecraft I: Intro Stagecraft	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i>		6
THTR 3010	Theatre in Education	
THTR 3020	20th Century American Drama	
THTR 3420	Stage Directing	
THTR 4000	Special Topics in Theatre	
THTR 4200	Acting III: Advanced Acting	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 4600	Research Ethics	
<i>Advance Study Experience - 2 or more credits required:</i>		2
BIO 4990	Undergraduate Research	
or CHEM 4990	Undergraduate Research	
or PHYS 4990	Undergraduate Research	
or ENV 4990	Advanced Applied Field Research	
PSY 4850	Research Proposal	
PSY 4900	Psychology Senior Seminar	
THTR 4800	Senior Capstone in Theatre	

IPE 5900	Special Topics
EXPH 4995	Senior Seminar

**Total Hours** 14

## School of Education (A)

Concordia's School of Education curriculum has been developed to be fully consistent in compliance with all standards and requirements established by the Michigan State Department of Education, the Council for the Accreditation of Educator Preparation (CAEP) and the professional organizations governing the content specialty areas of each content and grade band. Successful completion of the curriculum qualifies teacher candidates for the Bachelor of Arts Degree and teacher certification. Teacher candidates can add the Lutheran Teacher Diploma if desired. The School of Education offers programs in the following areas: Elementary Teacher Education, Secondary Teacher Education, and K-12 Teacher Education.

### Mission

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

### Program Outcomes

The School of Education has created and adopted a set of program outcomes, providing a description of the knowledge, skills and dispositions candidates are expected to demonstrate in order to receive the recommendation for a state teaching certificate. Each candidate's progress towards achieving these outcomes is assessed and documented throughout the program and is the primary basis for determining admission and continuance in the program, admission into the student teaching experience, and program completion. The eight program outcomes are:

### Servant Leader

1. **Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
2. **Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

### Reflective Practitioner

1. **Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
2. **Instruction and Pedagogy:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
3. **Communication:** Candidates demonstrate effective communication skills to enhance teaching and learning.
4. **Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
5. **Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools and the community

### Lifelong Learner

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Clinical Experiences

Achievement of the program outcomes is best accomplished through frequent, intentional opportunities for teacher candidates to explore and develop them in interactions with children and exemplary teachers in diverse settings. Therefore, School of Education programs involve a wide variety of clinical experiences providing opportunities to observe, discuss, and practice emerging skills and foster growth under the guidance of a mentoring teacher.

Candidates are expected to demonstrate a growing understanding of what it means to be a professional in dress, demeanor, disposition, and relationships and to be a positive representative of Concordia University and the School of Education. They are expected to take seriously the need to be on time, to be respectful of the teaching and learning in the classroom, and to be conscientious regarding absences. The ability and readiness to demonstrate these examples of professionalism are addressed and assessed throughout the program.

Candidates will be required to track hours and clinical experiences. Any and all paperwork required for an individual course will be provided to the candidate.

School-based clinical experiences are part of the requirements for the majority of courses. With guidance, direction, and feedback from the course instructors, these experiences provide opportunities to practice and refine teaching skills, while also developing professional dispositions. Assessment rubrics for these activities will be completed by the course instructors and/or cooperating teachers.

### Scheduling Clinical Experiences

Candidates will receive fieldwork information within the first week of each term. Candidates are responsible to follow guidelines to find appropriate clinical placement per course that requires fieldwork assignments. Prior to candidates attending clinicals, candidates must submit the clinical approval plan. Candidates are to conduct clinicals in a classroom setting with a certified teacher.

### Eligibility for Participation in Clinical Activities

The practice of Michigan's Board of Education has been to deny, revoke or suspend a teaching certificate for misdemeanor or felony convictions. In response to the State's regulations regarding such infractions, the School of Education requires all students participating in field based activities to complete a background check. If at any point during the program, a candidate's background check status changes, he/she will be required to fill out a Rule 101 form. All candidates will complete a Rule 101 form while preparing for Student Teaching (EDU 395).

If a candidate replies positively to any questions regarding conviction or charges related to felonies or certain misdemeanors, involvement in clinical experiences will be postponed. The Dean will determine whether the conviction or charge is serious enough to indicate the possible denial of a teaching certificate by the State of Michigan. If it is determined that such a possibility exists, the candidate will be denied the opportunity to participate in clinical experiences and will be counseled to withdraw from the teacher education program.

It is the candidate's responsibility to immediately report to the School of Education Dean any changes in previously submitted Rule 101 Statement responses or background checks.

All candidates who are involved in clinicals through the School of Education courses are required to submit to a one-time criminal background check prior to placement in clinicals. It is required that the background check be conducted through CastleBranch service. The background check results will be on file at Concordia University Ann Arbor.

### Admittance into School of Education

A candidate must be formally admitted into the School of Education to take upper level courses. This typically occurs in a candidate's second year. Please see the School of Education Handbook for specific details on requirements for admission. All applications for admittance must be submitted to the School of Education office during finals week of the previous term. In order to ensure enough time for application approval and interviews, applications received after the due date will be deferred to the next term.

### The Student Teaching Term

During the term prior to student teaching, candidates will take EDU 395: Preparing for Student Teaching, where they will apply for admission into the student teaching term. At the end of EDU 395, candidates who have completed all requirements for student teaching will receive notification to enroll in the appropriate student teaching course. Please see the School of Education Handbook for further information regarding student teaching requirements.

### Program Completion

In order to graduate with a degree from the School of Education all required coursework must be completed including a professional term of student teaching.

### Michigan State Certification Requirements

In order to be certified with the State of Michigan, a candidate must have completed the following requirements:

1. Passing scores on all required Michigan Tests for Teacher Certification (MTTC) for desired grade bands and content. Additional certifications (i.e. additional grade bands, content areas, and/or special education) require passing scores on the corresponding MTTC tests. Candidates must apply for certification within 5 years of passing the MTTC.
2. Successfully completed all university and program requirements, plus have the approval of the program coordinator.

### Majors

- K-12 Health and Physical Education
- K-12 Music Education
- Lower Elementary Education (Grades Pk – 3)
- Upper Elementary Education (Grades 3-6)
- Middle Level Secondary Education (Grades 5 – 9) – English
- Middle Level Secondary Education (Grades 5 – 9) – Mathematics
- Middle Level Secondary Education (Grades 5 – 9) – Science
- Special Education Learning Disabilities \*Must be taken in concordance with another major listed



- Upper Level Secondary Education (Grades 7 – 12) - English
- Upper Level Secondary Education (Grades 7 – 12) - Mathematics
- Upper Level Secondary Education (Grades 7 – 12) - Science
- Secondary Education (Grades 6 – 12) – Social Studies
- Elementary Education - Lower Elementary Grades PreK - 3 (A) (p. 88)
- Elementary Education - Upper Elementary Grades 3 - 6 (A) (p. 89)
- K-12 Health and Physical Education (A) (p. 90)
- K-12 Music Education Major (A) (p. 92)
- Secondary Education - Comprehensive Social Studies (A) (p. 93)
- Secondary Education - English (A) (p. 94)
- Secondary Education - Mathematics (A) (p. 96)
- Secondary Education - Science (A) (p. 97)
- Special Education Learning Disabilities Endorsement Grades K-12 (A) (p. 99)
- Biology Education Minor (A) (p. 100)
- English Education Minor (A) (p. 100)
- History Education Minor (A) (p. 100)
- Mathematics Education Minor (A) (p. 100)
- Lutheran Teacher Diploma (A) (p. 101)

## Majors

- Elementary Education - Lower Elementary Grades PreK - 3 (A) (p. 88)
- Elementary Education - Upper Elementary Grades 3 - 6 (A) (p. 89)
- K-12 Health and Physical Education (A) (p. 90)
- K-12 Music Education Major (A) (p. 92)
- Secondary Education - Comprehensive Social Studies (A) (p. 93)
- Secondary Education - English (A) (p. 94)
- Secondary Education - Mathematics (A) (p. 96)
- Secondary Education - Science (A) (p. 97)
- Special Education Learning Disabilities Endorsement Grades K-12 (A) (p. 99)

## Elementary Education (A)

In elementary education, there are two separate grade bands for certification, Lower Elementary Education (PreK-3rd Grade) or Upper Elementary Education (Grade 3-Grade 6). An elementary teacher candidate must select one of these bands as their primary certification area.

In addition to the primary certification area, the candidate must complete at least one of the following program components:

- An additional elementary grade band (PreK-3rd or 3rd-6th)
- Lutheran Teacher Diploma (must be a Lutheran Church – Missouri Synod church member)
- Special Education – Learning Disabilities endorsement

Candidates must also pass the Michigan Test for Teacher Certification (MTTC) in order to be certified through the State of Michigan. The following tests are required for different certifications:

**Lower Elementary (Pk - 3) Education** MTTC Test Codes: 117 - 120

**Upper Elementary (3 - 6) Education** MTTC Test Codes: 121 - 124

**Special Ed (LD)** MTTC Test Code: 063

## Elementary Education - Lower Elementary Grades PreK - 3 (A)

A candidate in the Lower Elementary program will become certified to teach in grades Pre-Kindergarten to 3rd grade upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6. Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Spelling, L.10. Word Recognition, L.11. Morphology, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for attribution; M.7. Choose, interpret, and talk with representations for attributions; M.8. Elicit, interpret, support and extend others' mathematical thinking for attribution; M.9. Unpack mathematical content and identify mathematical competence for counting and whole number representation; M.10. Perform mathematical explanations and support children's mathematical explanations for counting and whole number representation; M.11. Choose, interpret, and talk with representations for counting and whole number representation; M.12. Elicit, interpret, support, and extend others' mathematical thinking for counting and whole number representation; M.13. Unpack mathematical content and identify mathematical competence for early fraction representation; M.14. Perform mathematical explanations and support others' mathematical explanations for early fraction representation; M.15. Choose, interpret, and talk with representations for early fraction representation; M.16. Elicit, interpret, support, and extend others' mathematical thinking for early fraction representation; M.17. Unpack mathematical content and identify mathematical competence for whole number operations; M.18. Perform mathematical explanations and support children's mathematical explanations for whole number operations; M.19. Choose, interpret, and talk with representations for whole number operations; and M.20. Elicit, interpret, support, and extend others' mathematical thinking for whole number operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children

in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Children’s scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_lower\\_elementary\\_pk3\\_education\\_preparation\\_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8F](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_lower_elementary_pk3_education_preparation_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8F))

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university’s mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Code	Title	Hours
<b>Elementary Education Content</b>		
CCE 1020	Western Culture & Worldview	
HIST 1210	American Civilization I	3
HIST 2230	Michigan History	3
GEOG 2200	Cultural Geography	
POLS 2010	American Government	3
EDU 1110	Number Sense: Teaching Pre K-9	
CCE 1040	Science & Humanity	
SCI 1000	Introduction to Natural Science	
ENG 3650	History of the English Language	3
ENG 3150	Contemporary Mosaic	
EDU 2130	Children’s Literature	3
<b>Professional Education Sequence</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3

EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 2000	Designing Instruction for Student Success	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
EDU 1060	Intro to Learning Disabilities	3
EDU 3050	Preparing for Student Teaching	1
<b>Elementary Education Sequence</b>		
EDU 3110	Teaching Elementary Literacy	3
EDU 3120	Literacy Challenges in Elementary Classrooms	3
EDU 4110	Language Arts & Social Studies Elementary Methods	2
EDU 4120	Math & Science Elementary Methods	2
<b>Lower Elementary (PreK- 3) Concentration</b>		
EDU 2140	Assessment of Young Children	3
EDU 2110	Mathematics in Early Childhood	2
EDU 2120	Emergent Literacy in Early Childhood	3
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 4121	Math & Science– Lower Elementary Clinical	1
<b>Internship (Student Teaching)</b>		
EDU 4191	Student Teaching for Lower Elementary	12
<b>Total Hours</b>		<b>66</b>

## Elementary Education - Upper Elementary Grades 3 - 6 (A)

A candidate in the Upper Elementary program will become certified to teach in grades 3 - 6 upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6 - 8. Foundational Skills of Print Concepts and Decoding: Phonological Awareness, Phones; L.9-11. Spelling, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children’s mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children’s learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage

with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for whole numbers and operations; M.7. Choose, interpret, and talk with representations for whole numbers and operations; M.8. Elicit, interpret, support and extend others' mathematical thinking for whole numbers and operations; M.9. Unpack mathematical content and identify mathematical competence for fractions, decimals, and operations; M.10. Perform mathematical explanations and support children's mathematical explanations for for fractions, decimals, and operations; M.11 Choose, interpret, and talk with representations for for fractions, decimals, and operations; and M.12. Elicit, interpret, support, and extend others' mathematical thinking for fractions, decimals, and operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Learners' scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Upper Elementary (3-6) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_upper\\_elementary\\_36\\_education\\_preparation\\_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067420E75A0C32D](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_upper_elementary_36_education_preparation_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067420E75A0C32D))

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Code	Title	Hours
<b>Elementary Education Content</b>		
CCE 1020	Western Culture & Worldview	
HIST 1210	American Civilization I	3
HIST 2230	Michigan History	3
GEOG 2200	Cultural Geography	
POLS 2010	American Government	3
EDU 1110	Number Sense: Teaching Pre K-9	
CCE 1040	Science & Humanity	
SCI 1000	Introduction to Natural Science	
ENG 3650	History of the English Language	3
ENG 3150	Contemporary Mosaic	
EDU 2130	Children's Literature	3
<b>Professional Sequence Education</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 2000	Designing Instruction for Student Success	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
EDU 1060	Intro to Learning Disabilities	3
EDU 3050	Preparing for Student Teaching	1
<b>Elementary Education Sequence</b>		
EDU 3110	Teaching Elementary Literacy	3
EDU 3120	Literacy Challenges in Elementary Classrooms	3
EDU 4110	Language Arts & Social Studies Elementary Methods	2
EDU 4120	Math & Science Elementary Methods	2
<b>Upper Elementary (3-6) Concentration</b>		
EDU 1120	Data & Space: Teaching Pre K-9	3
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 3112	Elementary Literacy - Upper Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1
<b>Internship (Student Teaching)</b>		
EDU 4192	Student Teaching for Upper Elementary	12
<b>Total Hours</b>		<b>65</b>

## K-12 Health and Physical Education (A)

The recognition of the importance of physical activity and health in the lives of all people underlies this curriculum. Every student is encouraged to receive instruction and practice in a variety of lifetime sports and recreational activities; as well as understand the human body and

ways to maintain a healthy lifestyle. This curriculum is designed with an emphasis in the appreciation and study of human movement, with the goal to educate students for careers in teaching and coaching, athletics administration, recreation, and allied health and wellness programs. A candidate in the K-12 Health and PE program will become certified to teach Health and PE content throughout the K-12 grades upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC).

State Endorsement Code: MC

MTTC Test Code: 112- 113

#### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

#### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

#### Health Education Outcomes:

- Demonstrate acquisition of functional health content and proficiency in health-related skills for the purpose of enhancing healthy behaviors in learners.
- Plan school health education instruction and programs that meet the needs of all learners.
- Implement effective health education instruction that meets the needs of all learners.

- Use methods of assessment to measure students' health-related content knowledge and skill proficiency.
- Engage in ongoing professional learning opportunities that improve student learning and advance the profession.

#### Physical Education Outcomes:

- Demonstrate an understanding of common and specialized-content, physical education curriculum models, comprehensive school physical activity programming, and scientific foundations for the delivery of an effective physical education program that interconnects with other subject areas.
- Demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
- Apply content and programming knowledge to plan and implement developmentally appropriate learning experiences aligned with K-12 state and national standards.
- Engage students in meaningful learning experiences through effective use of pedagogical skills.
- Select and implement appropriate assessments to monitor learners' progress, guide decision making related to instruction and learning, and engage learners in their own growth.
- Demonstrate behaviors essential to becoming effective professionals.

Code	Title	Hours
<b>Professional Education Studies</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical ( or EDU 3213)	1
EDU 4220	Methods for Teaching Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical (or EDU 4213)	1
EDU 3050	Preparing for Student Teaching	1
EDU 4399	Student Teaching for PE/Health or Music	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>Health and PE Required Courses</b>		
EDU 4320	Teaching Physical Education Activities	3
EDU 4310	Curriculum and Instruction: Health and PE	2
EDU 3310	Health & PE for Elementary Teachers	2
BIO 1801	Human Anatomy and Physiology I	
BIO 1802	Human Anatomy and Physiology II	4
HHP 2265	Healthy Lifestyles	3
HHP 3342	Nutrition for Wellness and Performance	3
HHP 3371	Exercise Physiology	3
HHP 3373	Motor Development	3
HHP 3375	Biomechanics	3
HHP 4410	Measurement and Evaluation in Health & Human Performance	3
HHP 4412	Adapted Physical Education	3
<b>Total Hours</b>		<b>32</b>

## K-12 Music Education Major (A)

As a K-12 Education student, your studies will prepare you to become certified by the State of Michigan to teach grades K-12 in music.

As a graduate of the K-12 Education program, you will step into the classroom with the knowledge needed to provide teaching that inspires students to learn. You will be able to evaluate and respond to different classroom, school, and community cultures and employ best practices accordingly.

State Endorsement Code: JQ

MTTC Test Code: 099

### Program Learning Outcomes

The Concordia University Ann Arbor School of Education adheres to the Michigan Test for Teacher Certification, which states that upon completion of the program, students will be able to:

- Identify different components of a musical performance
- Understand the different elements of music theory
- Identify and explain the different periods within the history of music
- Create and perform in a musical performance
- Teach music to K-12 students

Code	Title	Hours
<i>Professional Sequence Courses</i>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 1060	Intro to Learning Disabilities	3
EDU 2020	Differentiation for All Learners	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4350	Elementary Music Methods	3

EDU 4352	Secondary Music Methods	3
EDU 3050	Preparing for Student Teaching	1
EDU 4399	Student Teaching for PE/Health or Music	12
<b>Total Hours</b>		<b>35</b>

Code	Title	Hours
<i>Required Courses in the Creative Arts Core</i>		
Applied Music (3 credits worth in the Creative Arts Core)		
<i>Required Courses</i>		
Applied Music (11 credits in addition to the 3 credits from the Creative Arts Core)		11
MUS 0800	Concert/Recital Attendance	0
MUS 2204	Keyboard Skills	2
MUS 2205	Intro in Multimedia Production	2
MUS 1241	Music Theory I	3
MUS 1262	Music Theory II	3
MUS 2241	Music Theory III	3
MUS 2262	Music Theory IV	3
MUS 1251	Aural Theory I	1
MUS 1272	Aural Theory II	1
MUS 2251	Aural Theory III	1
MUS 2272	Aural Theory IV	1
MUS 3450	Beginning Conducting	3
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3273	Music History III	3
MUS 3455	Techniques of Teaching Voice	1
MUS 3451	Advanced Conducting	3
MUS 3456	Techniques of Teaching Brass	1
MUS 3457	Techniques of Teaching Woodwinds	1
MUS 3458	Techniques of Teaching Percussion	1
MUS 3459	Techniques of Teaching Strings	1
MUS 4499	Senior Recital	1
Ensemble	Participation in ensembles is required every semester while in residency. all music majors and minors audit ensembles.	0
<b>Total Hours</b>		<b>52</b>

## Secondary Education (A)

The secondary education certification program consists of two grade bands: Middle Levels (grade 5-9) and Upper Levels (grades 7-12). By completing all course work and earning a passing score on the appropriate Michigan Test for Teacher Certification (MTTC), candidates earn certification in a specific content area for the grade band they choose. Candidates may add a second grade band certification by completing the Methods and Literacy courses in the other Secondary grade band not chosen for initial certification and passing the MTTC for that grade band.

The secondary education certification program consists of three components for each grade band: General Studies (both Common Core and Liberal Arts), Professional Education Studies and Content Area Studies (in the candidate's major of choice). Candidates are also eligible to take courses to earn the Lutheran Teacher Diploma which certifies the candidate to serve in the teaching ministry of the Lutheran Church-Missouri Synod. The following charts outlines the courses required in

the Professional Education Studies portion of the major. Note there is a difference between Middle Levels and Upper Levels.

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4210	Methods for Teaching Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
EDU 3210	Literacy for Teaching Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
EDU 4293	Student Teaching for Middle Levels	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (grades 7-12), All Content Areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4220	Methods for Teaching Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1

EDU 4294	Student Teaching for Upper Levels	12
<b>Total Hours</b>		<b>43</b>

## Secondary Education - Comprehensive Social Studies (A)

Students will acquire the ability to use important concepts which describe and explain individual and human characteristics, both now and in the past. They will learn and develop skills in observing and analyzing a wide range of social behavior, as well as gain an understanding of the ways in which social structure and rules both frustrate and enhance individual perceptions. In addition, they will develop critical skills which will help them to gather and communicate social information. They will learn the major social and behavioral science concepts and skills and therefore become more effective leaders and servants. Finally, the curriculum places a strong emphasis on participation in society as productive citizens, ones who are able to "rule and be ruled finely" as people of God in the world.

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

## Social Studies Learning Outcomes:

- Understand historical concepts, terms, and perspectives
- Understand major events and developments in world history, US history,
- Identify geographical terms, concepts and resources
- Understand physical and human systems as well as understand the interactions between humans and their environments
- Understand the different levels of US government as well as state and local organizational structure and duties. The student will also be able to explain the role that the United States has in the international community
- Understand economic concepts and market economy, as well as understand and identify different levels of economic structure including personal, national, and international
- Understand core democratic values, recognize the rights and responsibilities of citizenship in a democratic society, and apply methods for analyzing public policy questions.
- Teach social studies to 6-12 grade students

## Curriculum

Code	Title	Hours
<i>Education Professional Sequence</i>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4220	Methods for Teaching Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4294	Student Teaching for Upper Levels	12
<b>Total Hours</b>		<b>36</b>

Code	Title	Hours
<b>Comprehensive Group Social Studies Major: Secondary Education</b>		
<i>Historical Perspective Courses</i>		
HIST 1210	American Civilization I	3
HIST 1215	American Civilization II	3
<i>World History Courses</i>		
HIST 1600	Non-Western World	3
HIST 2625	The Ancient World	3
World History Elective (3 credits)		
<i>United States History Courses</i>		
HIST 2200	The Civil War	3
HIST 3200	Early America:1492-1800	3

American History Elective (3 credits)		3
<i>Geography Courses</i>		
GEOG 2200	Cultural Geography	
Physical Geography Elective		3
<i>Political Science Courses</i>		
POLS 2010	American Government	3
POLS 3610	Civil Rights & Civil Liberties	3
<i>Economics Courses</i>		
ECON 2200	Macroeconomics	3
ECON 2100	Microeconomics	3
<i>Interdisciplinary Perspectives Courses</i>		
HIST 3850	Historical Methods	3
SOC 2550	Urban Society	3
<b>Total Hours</b>		<b>45</b>

## Secondary Education - English (A)

Courses in English include the study of writing, language, and literature. Writing courses are designed to teach strategies for producing clear, effective, and expressive written communication. Study of the English language is designed to teach language principles and history in order to foster informed attitudes toward varieties of language and language change. Courses in literature are designed to teach methods of literary interpretation through the study of representative works.

**Middle Levels Overview:** Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

**Upper Levels Overview:** The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

## Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

## The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

## English Learning Outcomes:

- Create language rich learning environments through intentional interactions.
- Use culturally responsive practices to guide learners from all backgrounds.
- Evaluate and adapt curriculum to meet the needs of students' language, literacy and social identity.
- Differentiate instruction by providing scaffolded support to a diverse group of learners.
- Design effective instruction that includes a variety of educational resources, including digital and media.
- Gain the skills to teach the complex nature of text comprehension through vocabulary, grammar and rhetoric strategies.
- Orchestrate writing opportunities that include both explicit instruction and collaborative opportunities.

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3

EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4210	Methods for Teaching Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
EDU 3210	Literacy for Teaching Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
EDU 4293	Student Teaching for Middle Levels	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>English</b>		
ENG 1900	Intro to English Studies	
ENG 2450	Art of the Personal Essay	
GEOG 2200	Cultural Geography	
COMM 1100	Public Speaking	
EDU 4250	Teaching English for Middle and Upper Levels	3
ENG 3050	English Grammar and Usage	3
ENG 3150	Contemporary Mosaic	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3450	British Literature: Late 1700s to Present	3
ENG 4350	Literature for Young Adults	3
ENG 4650	Shakespeare	3
<b>Total Hours</b>		<b>24</b>

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (grades 7-12), All content areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4220	Methods for Teaching Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4294	Student Teaching for Upper Levels	12
<b>Total Hours</b>		<b>43</b>



Code	Title	Hours
<b>English</b>		
ENG 1900	Intro to English Studies	
ENG 2450	Art of the Personal Essay	
COMM 1100	Public Speaking	
GEOG 2200	Cultural Geography	
EDU 4250	Teaching English for Middle and Upper Levels	3
ENG 3050	English Grammar and Usage	3
ENG 3150	Contemporary Mosaic	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3450	British Literature: Late 1700s to Present	3
ENG 4350	Literature for Young Adults	3
ENG 4650	Shakespeare	3
<b>Total Hours</b>		<b>24</b>

## Secondary Education - Mathematics (A)

Mathematics is an aspect of our everyday lives and an important part of our culture. Applications of Mathematics are found in many disciplines today, including the physical sciences, biological sciences, business, economics, computer science and psychology. Concordia University offers two levels of teaching Mathematics: Middle Levels for grades 5 - 9, and Upper Levels for grades 7 - 12.

**Middle Levels Overview:** Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

**Upper Levels Overview:** The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.

- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Math Learning Outcomes:

- Structure learning opportunities and use teaching practices to advance the learning of every student by providing access, support, and challenge.
- Address the multitude of factors that exist when planning for effective instruction with specific attention to individual students' learning needs.
- Implement effective mathematical pedagogical practices to develop students' meaningful learning of mathematics.
- Collaborate with others to engage students in mathematical thinking and experiences.
- Learn how students' mathematical ideas develop across levels of thinking and learning.
- Identify and strategically implement teaching strategies that engage students in mathematical concepts and processes.
- Support students in developing and maintaining positive mathematical identities.
- Provide access for every student to a high-quality mathematics curriculum.
- Promote systems that produce equitable mathematics learning experiences and outcomes for all students.
- Challenge the status quo of students' mathematical experiences and recognize the advocacy role of teaching.
- Possess deep and flexible knowledge of core mathematical concepts, procedures and practices.
- Describe how all people are capable of thinking mathematically and are able to solve sophisticated mathematical problems with effort.
- Read, analyze, interpret and enact research based curriculum and materials.
- Demonstrate proficiency in the tools and technology designed to support mathematical reasoning and sense making.

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4210	Methods for Teaching Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
EDU 3210	Literacy for Teaching Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
EDU 4293	Student Teaching for Middle Levels	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>Middle Level Grades 5 - 9: Mathematics</b>		
<i>Required Courses</i>		
MATH 1280	College Algebra	
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 2200	Discrete Math	3
EDU 2210	Foundations for Teaching Math	3
EDU 4260	Teaching Math for Middle and Upper Levels	3
MATH 3310	Geometry	3
MATH 4610	Probability & Statistics	3
<b>Total Hours</b>		<b>26</b>

## Curriculum

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (7-12)</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3

EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4220	Methods for Teaching Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4294	Student Teaching for Upper Levels	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>Upper Levels 7 - 12: Mathematics</b>		
MATH 1280	College Algebra	
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 2200	Discrete Math	3
EDU 2210	Foundations for Teaching Math	3
EDU 4260	Teaching Math for Middle and Upper Levels	3
MATH 3310	Geometry	3
MATH 4610	Probability & Statistics	3
<b>Total Hours</b>		<b>26</b>

## Secondary Education - Science (A)

The Integrated Science Major combined with the requirements of Concordia's Secondary Education Program prepares students to become effective science teachers. Students will learn the necessary science content from professors who model effective science teaching, learn the best practices in education and engage in numerous hours of field work in area classrooms. Once completed, students will know and be able to apply the fundamental concepts in the physical, life, and Earth /space sciences. They will understand the nature of science, its unifying concepts, and the inquiry process scientists use to discover new knowledge and they will use this knowledge to enable future students to build a base for scientific and technological literacy. This course of study will prepare students for the Michigan Test of Teacher Certification (MTTC) and meets all of the requirements set by the Michigan Department of Education (MDE) and National Science Teachers Association (NSTA) necessary for certification.

**Middle Levels Overview:** Concordia University Ann Arbor's Middle Levels teacher certification program equips teacher leaders with the skills and dispositions uniquely required to teach students in the middle grades. You'll learn how to design and use teaching methods in your specialty area that will make a meaningful impact in the classroom. Our program encourages the practical application of pedagogical skills through the use of clinical experiences in every course. You'll leave the program prepared and confident to engage middle level learners to reach their highest potential.

**Upper Levels Overview:** The Upper Levels grade band teacher certification focuses specifically on the skills and dispositions needed to teach middle and high school age students. In this program you will gain an understanding of the pedagogy specific to learners in this age group as well as comprehend alignment of curriculum for effective instruction. Students who choose this grade band are dynamic instructors of their content area who are fully supported to teach various subjects with the goal of increased student learning.

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.
- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- **SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- **SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- **RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- **RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- **RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- **RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- **RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- **LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Science Learning Outcomes:

- Create learning environments that account for students' backgrounds and engage them in the learning process.
- Uncover student thought processes about science through well designed lessons and classroom experiments.
- Use data from formative and summative assessment to provide explicit feedback to students to encourage personalized growth.
- Establish the needs to rules, routines and procedures as a way to keep all students safe in a science classroom.
- Reflect on student learning as a means of professional growth.
- Design learning opportunities that allow students to unpack science concepts that use problem solving skills and technology as a means for obtaining knowledge.

- Internalize specific content knowledge in the areas of life, earth, space and physical science as well as engineering.

### Curriculum

Code	Title	Hours
<b>Professional Education Studies: Middle Levels (grades 5-9), All content areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1
EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4210	Methods for Teaching Middle Levels	3
EDU 4213	Methods for Teaching Middle Levels Clinical	1
EDU 3210	Literacy for Teaching Middle Levels	3
EDU 3213	Literacy for Teaching Middle Levels Clinical	1
EDU 4293	Student Teaching for Middle Levels	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>Science (Middle Level Grades 5 - 9)</b>		
EDU 4270	Teaching Science for Middle and Upper Levels	3
BIO 1501	Functional Human Biology I	
BIO 1502	Functional Human Biology II	4
BIO 4100	Ecology	4
CHEM 1414	General Chemistry I	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4
SCI 2100	Atmospheric and Space Science	4
ENV 1800	Environmental Science	4
<b>Total Hours</b>		<b>31</b>

### Curriculum

Code	Title	Hours
<b>Professional Education Studies: Upper Levels (grades 7-12), All content areas</b>		
EDU 1000	Teaching & Learning in Diverse Societies	3
EDU 1004	Teaching & Learning in Diverse Societies Secondary Clinical	1
EDU 1020	Human Growth and Development	
EDU 1024	Human Growth and Development Secondary Clinical	1

EDU 1050	Technology for Educators	2
EDU 1060	Intro to Learning Disabilities	3
EDU 2000	Designing Instruction for Student Success	3
EDU 2004	Designing Instruction for Student Success Secondary Clinical	1
EDU 2020	Differentiation for All Learners	3
EDU 2024	Differentiation for All Learners Secondary Clinical	1
EDU 3000	Assessment and Evaluation for Educators	3
EDU 3004	Assessment and Evaluation for Educators Secondary Clinical	1
EDU 3050	Preparing for Student Teaching	1
EDU 4220	Methods for Teaching Upper Levels	3
EDU 4224	Methods for Teaching Upper Levels Clinical	1
EDU 3220	Literacy for Teaching Upper Levels	3
EDU 3224	Literacy for Teaching Upper Levels Clinical	1
EDU 4294	Student Teaching for Upper Levels	12
<b>Total Hours</b>		<b>43</b>

Code	Title	Hours
<b>Science (Upper Grades 7 - 12)</b>		
EDU 4270	Teaching Science for Middle and Upper Levels	3
BIO 1501	Functional Human Biology I	
BIO 1502	Functional Human Biology II	4
BIO 4100	Ecology	4
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4
SCI 2100	Atmospheric and Space Science	4
ENV 1800	Environmental Science	4
<b>Total Hours</b>		<b>35</b>

## Special Education Learning Disabilities Endorsement Grades K-12 (A)

Students develop the knowledge and skills needed to teach children with learning disabilities in grades K-12. This program combines rigorous coursework with hands-on experience to ensure candidates gain a comprehensive education. This certification is earned in conjunction with a certifiable program in Pk-3, 3-6, 5-9 or 7-12.

State Endorsement Code: SM

MTTC Test Code: 114

### Professional Sequence Learning Outcomes:

- Plan, modify and apply evidence based instructional approaches that promote vocabulary growth.
- Implement texts that showcase a variety of viewpoints, genres, literary devices and audiences.
- Cultivate students' literary identities through motivational and engagement strategies.
- Learn to provide opportunities for active listening and collaborative classroom discussions.

- Possess the knowledge of a plethora of literary texts relevant to secondary learners to encourage reading for pleasure.
- Connect teaching and learning to social contexts that promote student growth of critical consciousness.

### The School of Education Program Learning Outcomes:

- SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.
- SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.
- RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.
- RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.
- RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.
- RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.
- RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.
- LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

### Special Education Learning Disabilities Outcomes:

- Understand types, characteristics, and implications of learning disabilities on the progressions of learning, communication, physical, and social emotional skills development.
- Understand how to assess students with learning disabilities and how to develop individualized plans
- Teach and promote the development of students with learning disabilities
- Communicate and collaborate with students, families, general education teachers, and other members of the learning community
- Be professional and private in all dealings with students with learning disabilities

### Curriculum

Code	Title	Hours
<b>Special Education Major (Learning Disabilities)</b>		
EDU 1060	Intro to Learning Disabilities	
EDU 2430	Special Education Legislation and Legal Guidelines	3
EDU 2440	Meeting the Social, Emotional, & Behavior Needs of the Student	3
EDU 2450	Collaboration with Parents, Students, and Other Professionals	3
EDU 2460	Determining Eligibility and Designing Educational Programs	3
EDU 2420	Language and Literacy	3
EDU 2410	Math Strategies for Special Learning Needs	3
EDU 2470	Instruction Across the Content Areas for Students with Learning Disabilities	3

EDU 4499	Directed Student Teaching: Special Education with Seminar	6
----------	---	---

**Total Hours** 27

## Minors

- Biology Education Minor (A) (p. 100)
- English Education Minor (A) (p. 100)
- History Education Minor (A) (p. 100)
- Mathematics Education Minor (A) (p. 100)

## Secondary Education Minors (A)

Secondary Education students may select one of the following Minors:

- Biology Education Minor (A) (p. 100)
- English Education Minor (A) (p. 100)
- History Education Minor (A) (p. 100)
- Mathematics Education Minor (A) (p. 100)

## Biology Education Minor (A)

A biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live. This is an endorsement only and must be taken along side an approved Secondary Education Major.

State Endorsement Code: DA

MTTC Test Code: 017

### Curriculum

Code	Title	Hours
<b>Biology Minor: Secondary Education</b>		
<i>Science Core</i>		
SCI 2400	Cosmogony	3
<i>Biology Core</i>		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
BIO 2500	Zoology	4
BIO 3400	Genetics	4
ENV 1800	Environmental Science	4
<b>Total Hours</b>		<b>23</b>

## English Education Minor (A)

Courses in English include the study of writing, language, and literature. Writing courses are designed to teach strategies for producing clear, effective, and expressive written communication. Study of the English language is designed to teach language principles and history in order to foster informed attitudes toward varieties of language and language change. Courses in literature are designed to teach methods of literary interpretation through the study of representative works. This is an endorsement only and must be taken along with an approved Secondary Education Major.

State Endorsement Code: BA

MTTC Test Code: 002

### Curriculum

Code	Title	Hours
EDU 4250	Teaching English for Middle and Upper Levels	3
<b>English Minor: Secondary Education</b>		
ENG 2450	Art of the Personal Essay	3
ENG 3050	English Grammar and Usage	3
ENG 3150	Contemporary Mosaic	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3450	British Literature: Late 1700s to Present	3
ENG 4350	Literature for Young Adults	3
<b>Total Hours</b>		<b>24</b>

## History Education Minor (A)

A history minor is designed to help students develop knowledge of broad areas of history; understanding of the major events and themes in history and historiography; and skills necessary to read, write, speak, and teach about history. This is an endorsement only and must be taken along with an approved Secondary Education Major.

State Endorsement Code: CC

MTTC Test Code: 009

### Curriculum

Code	Title	Hours
<b>History Minor: Secondary Education</b>		
<i>Historical Perspective Courses</i>		
CCE 1020	Western Culture & Worldview	
HIST 1210	American Civilization I	3
HIST 1215	American Civilization II	3
<i>World History Courses</i>		
HIST 1600	Non-Western World	3
History Elective		
		3
<i>United States History Courses</i>		
History Elective		
		3
HIST 3850	Historical Methods	3
<b>Total Hours</b>		<b>18</b>

## Mathematics Education Minor (A)

Mathematics is an aspect of our everyday lives and an important part of our culture. Applications of mathematics are found in many disciplines today, including the physical sciences, biological sciences, business, economics, computer science and psychology. This is an endorsement only and must be taken along with an approved Secondary Education Major.

State Endorsement Code: EX

MTTC Test Code: 022

## Curriculum

Code	Title	Hours
<b>Mathematics Minor: Secondary Education</b>		
<i>Required Courses</i>		
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 2200	Discrete Math	3
MATH 3310	Geometry	3
MATH 4610	Probability & Statistics	3
EDU 4260	Teaching Math for Middle and Upper Levels	3
<b>Total Hours</b>		<b>23</b>

## Lutheran Teacher Diploma (A)

### Lutheran Teacher Diploma

The LTD program is designed to prepare confirmed members of the Lutheran Church-Missouri Synod to serve as rostered members of the teaching ministry in the schools and congregations of the church. Designed for both elementary and secondary teacher education programs, it requires 19 credits, 9 of which are included in the core curriculum (REL 201, REL 204, and REL 333), in addition to the graduation requirements for the grade band education programs.

Code	Title	Hours
<b>Lutheran Teacher Diploma</b>		<b>19 credits</b>
REL 2010	Old Testament	
REL 2020	New Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
REL 4000	Lutheran Confessions	
EDU 2510	Teaching the Christian Faith	
EDU 3510	Office of the Christian Teacher	

## School of Health Professions (A)

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University on both our Ann Arbor and Mequon Campuses. Our programs emphasize interprofessional education and community interaction.

### School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Diagnostic Medical Sonography (A) (p. 101)
- Radiologic Technology Major (A) (p. 104)
- Rehabilitation Science (A) (p. 106)
- Social Science Minor for Social Work Majors (A) (p. 109)
- Social Work Minor (A) (p. 109)

## Majors

- Diagnostic Medical Sonography (A) (p. 101)
- Radiologic Technology Major (A) (p. 104)
- Rehabilitation Science (A) (p. 106)

## Diagnostic Medical Sonography (A)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession which utilizes high frequency sound waves to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings. Concordia University Ann Arbor (CUAA) offers a Bachelor of Science Degree in Diagnostic Medical Sonography. The degree includes four or more semesters of pre-professional course work to prepare and qualify the student to apply for the two-year professional DMS didactic (academic) and clinical education (training).

DMS students who successfully meet DMS program requirements will graduate with a Bachelor of Science degree from Concordia University and are qualified to apply for national certification exams. Within the DMS program, students obtain the necessary preparation for their career through academic coursework and professional experience in a hospital and clinic settings.

### Accreditation

The professional Diagnostic Medical Sonography programs affiliated with CUAA are accredited, upon recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

### Admission Requirement

Diagnostic Medical Sonography (DMS) students are accepted at CUAA under the general admissions requirement for the pre-professional/pre-requisite coursework in preparation for applying to the DMS program. DMS program placement is not guaranteed. Since the requirements are rigorous, students interested in the DMS program are strongly encouraged to meet with advising to outline a completion plan.

### Pre-Professional Requirements

Diagnostic Medical Sonography (DMS) students complete the general core courses and pre-requisite courses for the major (see required course list). **Students must maintain a 2.8 pre-requisite course GPA to apply to the DMS program(s).** Students must maintain a C or higher grade in the following courses:

- **Two semesters** of college math (algebra and trigonometry)
- Anatomy and Physiology 1
- Anatomy and Physiology 2
- Pathophysiology
- Physics (non-astronomy)
- Medical Terminology
- Medical law and ethics
- Communication

**Henry Ford: Pre-requisite courses can be in progress, offers will be contingent on completion by August**

**Ascension Providence: Course pre-requisites must be completed prior to January 1**

Students will only be allowed to retake each required courses one time.

**• Patient Care**

- Henry Ford: Minimum 40 hours (20 hours at Henry Ford) observing sonographic examinations. \*HOURS MUST BE IN ULTRASOUND
- Ascension Providence: Minimum 80 hours of clinical experience through volunteer observation or employment (must be completed within 12 months prior to application deadline)

**DMS Program Acceptance - Student Selection**

The Diagnostic Medical Sonography (DMS) programs are competitive and students are not guaranteed acceptance into the program(s). Students are strongly encouraged to familiarize themselves each programs specific entrance requirements as they decide on the DMS major.

Students who satisfactorily complete their pre-professional requirements will apply for DMS program placement. Placement into the program is based on but not limited to the following: pre-professional course GPA, specific course grades (see pre-professional requirements above), interview, previous work experience, letters of recommendations, aptitude test, and documentation of required patient care and shadowing experiences. Applicant requirements are determined by each respective accredited DMS program. Applications will be reviewed by the programs to determine if candidates are selected to interview. Interview preparation is strongly encouraged as the interviews, along with academic performance, comprise a significant portion of the candidate's application score. If accepted, the professional component of the program(s) is full time and up to 24 consecutive months in length.

**Other Program Requirements****Health Status**

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine
- Covid-19 vaccine \*please check with department chair of imaging for the most up to date information on this

**Medical Insurance****Background Check & Drug Screen****Technical Standards**

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography. The Americans with Disabilities Act (ADA) technical standards for the profession of diagnostic medical sonography include the ability to perform all of the following with reasonable accommodations:

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. To seek exceptions to these standards or reasonable accommodations, students should initiate a request with the program.

**Tuition**

Students in the Diagnostic Medical Sonography program will pay CU tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CU undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is in enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CU DMS program are encouraged to discuss options with advising and the imaging department chair.

**Program Learning Outcomes**

Concordia University (CU) students will apply to affiliated accredited programs in Diagnostic Medical Sonography (DMS). Students attending an accredited DMS program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through their affiliated hospitals and clinics. The following affiliated DMS programs are accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) in cooperation with the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)):

**Henry Ford Health System DMS Program**

This is a 24-month accredited program in a hospital setting, specializing in Abdomen Extended, Obstetrics & Gynecology and Musculoskeletal Sonography.

Program information, goals, curriculum and outcomes

**Ascension | Providence Hospital (Southfield Campus) DMS Program**

This is a 21-month accredited program in a hospital setting, specializing in Abdomen Extended, Obstetrics & Gynecology, and Vascular Sonography.

Program information, goals, curriculum and outcomes (<https://medicaleducationsjp.com/medical-education-at-ascension-providence-hospital/ascension-providence-hospital-school-of-diagnostic-medical-sonography/>)

## Pre-Professional Course Curriculum - DMS Major

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements (Pre-Professional)</b>		<b>26</b>
<b>Electives</b>		
Minor: Optional		
<b>Program Specific: (see professional curriculum)</b>		<b>60</b>
Henry Ford Health DMS Program		
Ascension Providence Southfield Campus DMS Program		
<b>Total Hours</b>		<b>131</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<b>Concordia Common Core (18 credits needed)</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits required)</b>		
<i>Faith &amp; Life (3 credits)</i>		3
Religion Elective REL above 2030		
<i>Society &amp; Culture (3 credits)</i>		
COMM 4100	Cross-Cultural Communication	3
or GEOG 2200 Cultural Geography		
or HIST 1600 Non-Western World		
<i>Natural World (7 credits)</i>		
BIO 1501	Functional Human Biology I	4
MATH 1280	College Algebra <sup>1</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 1100	Public Speaking <sup>1</sup>	3
or COMM 2100 Interpersonal Communication		
ENG 1040	Introduction to Writing	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity (range 104-169)		1
PSY 1010	General Psychology	3
<i>Human Creativity &amp; Expression (3 credits)</i>		3
Choice of Core elective (see Core Options)		
<b>Required Courses for Major (26 credits)</b>		
PHYS 1514	General Physics I <sup>1</sup>	4
BIO 1502	Functional Human Biology II	4
BIO 2800	Pathophysiology <sup>1</sup>	3
BIO 1801	Human Anatomy and Physiology I <sup>1</sup>	4
BIO 1802	Human Anatomy and Physiology II <sup>1</sup>	4
DMS 2000	Medical Law & Ethics <sup>1</sup>	3
RT 3120	Medical Terminology <sup>1</sup>	1
Math elective - any Math above 128 <sup>1</sup>		3
<b>Total Hours</b>		<b>71</b>

<sup>1</sup> A grade of B (3.0) or above is required

### Additional Requirements

- GPA 2.8 for program pre-requisite courses
- Minimum grade of B (3.0) in following courses: Communications, Math x2, Anatomy & Physiology x2, Medical Law & Ethics, Medical Terminology, Physics and Pathophysiology (*see footnotes*). Students only allowed to retake each course one time.
- **Henry Ford:** 40 hours of signed documented sonography observation, at least 20 of those hours done in Henry Ford Hospital.
- **Ascension Providence:** 80 hours clinical medical experience (volunteer observation or employment) completed within 12 months prior to application deadline.
- CPR for Healthcare Providers before the start of the DMS program.
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Patient care or customer service experience is a plus.

### Professional Curriculum - DMS

CU students attending an affiliate accredited diagnostic medical sonography program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate DMS programs will remain CUAA students and pay CU tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUAA students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester, 60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CU transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

### Course Descriptions by program

#### Henry Ford Health System DMS program

The Henry Ford Health System Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 24-month program in a hospital setting, specializing in Abdomen Extended, Obstetrics & Gynecology and Musculoskeletal Sonography.

Course Curriculum (<https://www.henryford.com/hcp/med-ed/allied/sonography/>)

#### Ascension | Providence Hospital (Southfield Campus) DMS Program

The Ascension Providence Southfield Campus Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)) accredited program at the approval of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS (<http://www.jrcdms.org/>)). This is a 21-month accredited program in a hospital setting, specializing in Abdomen Extended, Obstetrics & Gynecology and Vascular Sonography.



Course Curriculum (<https://medicaleducationsjp.com/en/medical-education-at-ascension-providence-hospital/ascension-providence-hospital-school-of-diagnostic-medical-sonography/program-booklet/>)

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ENG 1040	Introduction to Writing	3
BIO 1801	Human Anatomy and Physiology I	4
MATH 1280	College Algebra	3
REL 1000	The Bible	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>19</b>
<b>Semester 2</b>		
BIO 1802	Human Anatomy and Physiology II	4
MATH COURSE ABOVE 1280		3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
PSY 1010	General Psychology	3
HUMAN ACTIVITY COURSE		1
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
PHYS 1514	General Physics I	4
DMS 2000	Medical Law & Ethics	3
BIO 1501	Functional Human Biology I	4
CCE 1030	Western Thought & Worldview	3
BIO 2800	Pathophysiology	3
<b>Hours</b>		<b>17</b>
<b>Semester 4</b>		
HHP 1100	Stewardship of the Body	1
BIO 1502	Functional Human Biology II	4
SOCIETY & CULTURE		3
RELIGION ELECTIVE		3
HUMAN CREATIVITY & EXPRESSION		3
RT 3120	Medical Terminology	1
CCE 1020	Western Culture & Worldview	3
<b>Hours</b>		<b>18</b>
<b>Semester 5</b>		
COOP 3000		15
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
COOP 3000		15
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
COOP 3000		15
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
COOP 3000		15
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>131</b>

Course options and schedule are subject to change.

## Radiologic Technology Major (A)

Radiologic Technologists (R.T.s., Rad Techs, X-Ray) are medical professionals who perform diagnostic imaging examinations. They are educated in anatomy and physiology, disease processes, physics, radiation safety and patient care. Radiologic technologists are employed

in various health care settings including hospitals or clinics, industry, research, administration or education.

This major is a four-year course of study leading to a Bachelor of Science degree in Radiologic Technology. The degree is structured as a 2 plus 2 program. The first 2 years are conducted at Concordia University, where core and pre-professional requirements are completed. Students receive a strong liberal arts education in a Christian setting. Near completion of the pre-professional requirements, the student will apply to our (JRCERT (<https://www.jrcert.org/>)) accredited, hospital-based partner programs in Radiologic Technology. Upon acceptance, student will complete the remaining 2 years (21-24 months) within this program. Upon successful completion of all program requirements, students will be awarded a Bachelor of Science degree in Radiologic Technology from Concordia University.

Students who graduate with a BS in Radiologic Technology have an opportunity to specialize in the many, various fields of radiologic technology such as general/conventional radiology, interventional radiology (IR), computed tomography (CT), magnetic resonance imaging (MRI), and Mammography.

### Accreditation

The pre-professional studies at CUW are accredited by the Higher Learning Commission. The Radiologic Technology education within our hospital-based partner affiliates is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT (<https://www.jrcert.org/>)).

### Pre-professional Requirements

Students in the Radiologic Technology major complete the Concordia core courses, liberal arts dimensions and additional pre-requisite courses for the major. Students must maintain a minimum overall GPA of 2.7 and must achieve a minimum of C (2.0) in the following courses:

- English (Composition or Communication)
- Algebra (Intermediate level or above)
- Information Science (Computers)
- Medical terminology
- Anatomy & Physiology
- Behavioral science

Additional Requirements:

- **Job Observation:** 4 or more hours of job shadowing is **strongly recommended** and will amplify your application
- HS GPA, 2.5 (Ascension St John only)
- ACT score 18 (or SAT equivalent) (Ascension St John only)

Students are strongly encouraged to meet with CU advising as soon as the RT major is determined to discuss and prepare for requirements. Students are encouraged to review requirements on affiliated program websites for additional information.

Students are encouraged to review program requirements on each program's respective website:

### Ascension | Providence Hospital (Southfield) School of Radiologic Technology

Program Information (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

**Ascension | St John Hospital School of Radiologic Technology**

Program Information (<https://medicaleducationsjp.com/en/medical-education/ascension-st-john-hospital-and-medical-center-school-of-radiologic-technology/>)

**Tuition**

Students in the Radiologic Technology (RT) Program will pay CU tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CU undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is in enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CU RT program are encouraged to discuss options with advising and the imaging department chair.

**Program Learning Outcomes**

Students are encouraged to review each affiliate program webpage for any additional program learning outcomes.

1. Students will demonstrate clinical competence
2. Students will be able to communicate effectively
3. Students will use critical thinking and problem solving skills
4. Students will evaluate the importance of professional growth and development
5. The program will graduate entry-level technologists

Concordia University Ann Arbor (CUAA) students will apply to affiliated accredited programs in radiologic technology. Students attending an accredited radiologic technology program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through affiliated hospitals and clinics. Placement is not guaranteed. The application process is specific to each program. Students are encouraged to review the application process and work with their CU adviser in planning. The following JRCERT accredited programs are affiliated with CUAA:

**Ascension | Providence Hospital (Southfield) School of Radiologic Technology**

Program Information (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

Program Goals (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

Program Outcomes (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

**Ascension | St John Hospital School of Radiologic Technology**

Program Information (<https://medicaleducationsjp.com/en/medical-education/ascension-st-john-hospital-and-medical-center-school-of-radiologic-technology/>)

Program Goals (<https://medicaleducation.ascension.org/michigan/st-john-radiologic-technology/about-the-program/>)

Program Outcomes (<https://medicaleducation.ascension.org/michigan/st-john-radiologic-technology/about-the-program/>)

**Pre-Professional Course Curriculum**

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>16</b>
<b>Clinical Education</b>		<b>60</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>121</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

**Major Requirements**

Code	Title	Hours
<b>Concordia Common Core (18 credits required)</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits)</b>		
<i>Faith &amp; Life (3 credits)</i>		
REL above 204		3
<i>Society &amp; Culture (3 credits)</i>		
COMM 4100	Cross-Cultural Communication	3
	or GEOG 2200 Cultural Geography	
	or HIST 1600 Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 1501	Functional Human Biology I	4
MATH 1280	College Algebra <sup>1</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 1100	Public Speaking <sup>1</sup>	3
	or COMM 2100 Interpersonal Communication	
ENG 1040	Introduction to Writing	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity (104-169)		1
PSY 1010	General Psychology <sup>1</sup>	3
<i>Human Creativity &amp; Expression (3 credits)</i>		
see Core Options		
<b>Required Courses (16 credits)</b>		
BIO 1502	Functional Human Biology II	4
BIO 1801	Human Anatomy and Physiology I <sup>1</sup>	4
BIO 1802	Human Anatomy and Physiology II <sup>1</sup>	4
RT 3120	Medical Terminology <sup>1</sup>	1
CSC 1010	Foundations of Computer Science <sup>1</sup>	3
	or CSC 1070 Theory and Fundamentals of Computer Science	
<b>Total Hours</b>		<b>61</b>

<sup>1</sup> Course Grade of C or higher. Required courses for the RT program.

## Additional Requirements

- Overall GPA 2.7 or higher
- Comm, Algebra, Computers, Medical Term, A&P 1 and Behavioral science must be completed the semester before the application is due
- Specific course grades with minimum of grade C or higher. (see footnotes). A 3.0 GPA in science courses is preferred. Students are only allowed to retake a required course once.
- Job Observation: 4 or more hours of job shadowing is strongly recommended and will amplify your application
- HS GPA, 2.5 \*St John only
- ACT score 18 (or SAT equivalent) \*St John only
- Students are strongly encouraged to meet with CU advising as soon as the RT major is determined to discuss and prepare for requirements.
- Students are encouraged to review requirements on affiliated program websites for additional information.
- Students are encouraged to have patient care or customer service experience.

## Ascension | Providence Hospital (Southfield) School of Radiologic Technology

Program Information (<http://www.stjohnprovidence.org/alliedhealth/radiologictech/>)

## Ascension | St John Hospital School of Radiologic Technology

Program Information (<https://medicaleducationsjp.com/en/medical-education/ascension-st-john-hospital-and-medical-center-school-of-radiologic-technology/>)

## Professional Curriculum

Concordia University Ann Arbor (CUAA) students attending an affiliate accredited radiologic technology program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate RT programs will remain CUAA students and pay CU tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUAA students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester, 60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CU transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution. CUAA courses/credits earned during this time will not impact overall GPA and are as follows:

### Course Descriptions by program

#### Ascension Providence (Southfield) School of Radiologic Technology

Course Descriptions (<https://medicaleducationsjp.com/medical-education-at-ascension-providence-hospital/ascension-providence-hospital-school-of-radiologic-technology/>)

#### Ascension St. John Hospital School of Radiologic Technology

Course Descriptions (<https://medicaleducationsjp.com/en/medical-education/ascension-st-john-hospital-and-medical-center-school-of-radiologic-technology/>)

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
BIO 1401	General Biology I	4
RT 3120	Medical Terminology	1
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
HHP ACTIVITY		1
BIO 1402	General Biology II	4
MATH 1280	College Algebra	3
<b>Hours</b>		<b>14</b>
<b>Semester 3</b>		
CSC 1010	Foundations of Computer Science	3
COMM 1100	Public Speaking	3
PSY 1010	General Psychology	3
BIO 1801	Human Anatomy and Physiology I	4
CCE 1020	Western Culture & Worldview	3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
COMM 4100	Cross-Cultural Communication	3
CREATIVE EXPRESSION		3
FAITH & LIFE		3
BIO 1802	Human Anatomy and Physiology II	4
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
COOP 3000		6
<b>Hours</b>		<b>6</b>
<b>Semester 8</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 10</b>		
COOP 3000		6
<b>Hours</b>		<b>6</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Rehabilitation Science (A)

The Bachelor of Science in Rehabilitation Science (BSRS) degree is intended to offer students an opportunity to receive a broad based education in rehabilitation while meeting the pre-requisites for the Occupational Therapy (OT) and Physical Therapy (PT) Programs at Concordia University Ann Arbor (CUAA). Students who are enrolled in

BSRS may be eligible to apply for admission to the OT and PT programs at CUAA.

## Mission

The mission of Concordia University's Bachelor of Science in Rehabilitation Science (BSRS) degree is to provide foundational knowledge and skills that prepare students for employment in a health care field and for graduate-level education as a rehabilitation professional.

## General Academic Information

Students who choose to complete only the BSRS degree have an opportunity to explore a wide range of health care employment opportunities. A bachelor's degree in Rehabilitation Science can qualify an individual for positions in community public health, community mental health, wellness programs, managed care organizations, child-care facilities, adult day-care facilities, pharmaceutical sales, medical sales, assistive living/independent living centers, specialty Alzheimer's disease care centers, fitness programs, nursing homes and hospitals. Students should be aware that a BSRS degree alone does not meet the requirements to sit for the National Board of Certification in Occupational Therapy (NBCOT) exam to become an occupational therapist or the National Physical Therapy Exam (NPTE) for physical therapy.

## Program Outcomes

- Students will develop an understanding of health, function and disability as fundamental concepts for rehabilitation professionals;
- Students will demonstrate the ability to communicate in a professional manner;
- Students will explain the typical structure and function of the human body as a foundation for understanding clinical conditions;
- Students will understand and apply Christian perspectives as a guide to promote stewardship of the human body;
- Students will demonstrate the ability to consume scientific evidence as a foundation for rehabilitation services;
- Students will develop an awareness for cultural diversity, belonging, and accessibility for clinical populations;
- Students will explain the ethical implications of regulatory policies in rehabilitation.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>29</b>
<b>Electives</b>		<b>46</b>
For pre-PT students, 23 credits must be fulfilled by the pre-requisite PT coursework listed below		
<b>Total Hours</b>		<b>120</b>

## Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

<i>Faith and Life</i>		
Any REL course above 2030		3
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	6
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	5
Choice of HHP Activity and other Human Beings and Being Human Course		7
<i>Natural World</i>		
BIO 1801	Human Anatomy and Physiology I	3
Choice of Natural World Math (or Computer Science)		3
<i>Society and Culture</i>		
<b>Total Hours</b>		<b>45</b>

## Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	4
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1010	Medical Terminology	1
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
<b>Total Hours</b>		<b>29</b>

## Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
EXPH 3442	Exercise Testing and Prescription	4
HHP 3371	Exercise Physiology	3
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

## Accelerated BSRS Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>29</b>
<b>Electives</b>		<b>46</b>
For pre-PT students, 23 credits must be fulfilled by the pre-requisite PT coursework listed below		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Faith and Life</i>		
Any REL course above 2030		3
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	6
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	5
Choice of HHP Activity and other Human Beings and Being Human Course		3
<i>Natural World</i>		
BIO 1801	Human Anatomy and Physiology I	7
Choice of Natural World Math (or Computer Science)		3
<i>Society and Culture</i>		
		3
<b>Total Hours</b>		<b>45</b>

## Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1010	Medical Terminology	1
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
<b>Total Hours</b>		<b>29</b>

## Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
EXPH 3442	Exercise Testing and Prescription	4
HHP 3371	Exercise Physiology	3

PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

## Accelerated BSRS

Students in the BSRS program may focus on the concentrations of Occupational Therapy (MOT or OTD) or Physical Therapy (DPT). As students move through the BSRS curriculum at an accelerated rate, they may need to take courses during the summer term (at an extra charge) in order to enter the OT or PT program before they complete their BSRS degree. Please note that when a BSRS student enters the OT or PT Program, she/he will be charged the graduate tuition rate.

## Occupational Therapy Concentration

BSRS students who choose to pursue a career in Occupational Therapy (OT) can apply for the graduate OT program (Occupational Therapy Doctorate - OTD) during their sophomore year. If accepted, they will start OT coursework during their junior year. Some OT coursework will be used to meet elective credits in the BSRS degree. The first 28 first time freshman students who submit a tuition deposit and have at least a cumulative GPA of 3.0 will be placed on a **guaranteed** OT admission list.

If at any time in the first two years in the BSRS Program, a student's cumulative GPA falls below a 3.0, she/he will forfeit their guaranteed admission to the OT Program. In order to apply to the OT Program - Accelerated Track, students will need to have a cumulative GPA of 3.0 or higher and a B or higher in the three anatomy courses (BIO 1801, BIO 1802, or RSC 3020), Math 2050 (Statistics), RSC 3540 (Culture in Rehab), RSC 1010 (Med Term), RSC 1031/1032 (Clinical Conditions I & II). Students should reference the Graduate Catalog for full application information, including those who do not have guaranteed admission.

## Physical Therapy Concentration

BSRS students who choose to pursue a career in Physical Therapy (PT) may enter the PT program starting their senior year. For accelerated admission to the PT program students must earn a cumulative GPA of 3.0, a pre-requisite science course GPA of 3.45 (minimum of a "C" in each science pre-requisite course), have 40 hours of observation of physical therapists in clinical practice, and successfully complete a face to face interview during the Physical Therapy Program Early Decision visit day. First grades earned in science pre-requisite courses are used to calculate the science GPA. If a student desires to retake a science course to improve their grade in the course, they will need to transfer out of the BSRS degree and find an alternative major.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
HUMAN CREATIVITY & EXPRESSION		3
HHP 1100	Stewardship of the Body	1
RSC 1020	Foundations of Rehabilitation Science	3
CCE 1010	Christian Citizen	3
PSY 1010	General Psychology	3
<b>Hours</b>		<b>13</b>
<b>Semester 2</b>		
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
BIO 1801	Human Anatomy and Physiology I	4
RSC 1010	Medical Terminology	1
RSC 3530	Teaching and Learning in Rehabilitation	3
<b>Hours</b>		<b>14</b>
<b>Semester 3</b>		
COMM 2100	Interpersonal Communication	3

BIO 1802	Human Anatomy and Physiology II	4
REL 1100	Christian Faith	3
RSC 1031	Clinical Conditions I	1
ELECTIVE/MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 4</b>		
MATH 2050	Statistics I	3
RSC 3540	Culture and Rehabilitation	3
HHP ACTIVITY		1
CCE 1020	Western Culture & Worldview	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 2010	Evidence Based Practice and Basic Statistics	3
<b>Hours</b>		<b>6</b>
<b>Semester 6</b>		
RSC 3020	Advanced Anatomy	4
CCE 1040	Science & Humanity	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 7</b>		
PSY 2300	Life Span Development	3
FAITH & LIFE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 9</b>		
CCE 1030	Western Thought & Worldview	3
COMM 4100	Cross-Cultural Communication	3
RSC 1032	Clinical Conditions II	1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>122</b>

Course options and schedule are subject to change.

## Minors

- Social Science Minor for Social Work Majors (A) (p. 109)
- Social Work Minor (A) (p. 109)

## Social Science Minor for Social Work Majors (A)

### Minor Requirements

27 credits, 9 credits apply to Core

Code	Title	Hours
<b>Required Courses</b>		
PSY 1010	General Psychology	3
SOC 1010	Introduction to Sociology	3
ECON 2200	Macroeconomics	3
or ECON 2000	Principles of Economics	
<i>Select one of the following Political Science courses:</i>		<b>3</b>
POLS 1010	Introduction to Political Science	
POLS 2010	American Government	
POLS 2850	American Politics and Health Care Policy	
COMM 1100	Public Speaking	3
COMM 2100	Interpersonal Communication	3
PSY 2300	Life Span Development	3
SW 2120	Understanding Death and Dying	3
Select a PSY or SOC course		3
<b>Total Hours</b>		<b>27</b>

## Social Work Minor (A)

The Social Work Minor is for students who are interested in learning more about the vast field of social work. This minor will benefit students who are interested in serving individuals, families, communities, and/or organizations and advocating for social justice.

The Social Work minor is open to all majors (with the exception of Social Work Majors.)

### Curriculum

Code	Title	Hours
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3110	Human Behavior in the Social Environment I	3
<b>Elective Credits (choose 3 courses for 9 credits)</b>		<b>9</b>
SW 3230	Social Welfare Policy and Programs	
SW 3210	Human Behavior in the Social Environment II	
SW 2100	Trauma: Prevalence, Impact, and Coping	
SW 2110	Drugs, Society, and Human Behavior	
SW 2120	Understanding Death and Dying	
SW 2200	Aging and the Social Environment	
POLS 2850	American Politics and Health Care Policy	
<b>Total Hours</b>		<b>18</b>

## School of Nursing (A)

The Traditional Undergraduate Nursing program at Concordia University program is committed to helping students develop in mind, body, and spirit. It is a challenging curriculum, but one that we think you will gain from in ways you can't even begin to imagine right now.

Guided by Christian principles, our nursing students receive a broad foundation in the liberal arts, and in the art and science of the nursing profession. You will have opportunities to apply theoretical concepts and skills into nursing practice as you develop clinical competence. You will explore concepts related to interprofessional communication, collaboration, professionalism and leadership, all of which are integrated into our rigorous program of study.

- Nursing: Traditional Bachelor of Science in Nursing (A) (p. 110)

## Majors

- Nursing: Traditional Bachelor of Science in Nursing (A) (p. 110)

### Nursing: Traditional Bachelor of Science in Nursing (A)

The Traditional Undergraduate Nursing program at Concordia University is committed to helping students develop in mind, body, and spirit. Though a rigorous curriculum, our students are well-prepared to sit for the NCLEX-RN Licensure Exam at the culmination of their studies.

With a foundation in Christ, our nursing students receive a well-rounded liberal arts core as well as the art and science of nursing. Skillfully integrated into our program of study are concepts related to interprofessional communication, collaboration, professionalism and leadership.

Sessions with our high-fidelity manikins and skills team will prepare you for your clinical experiences. Through collaboration with area healthcare partners, you will have multiple opportunities to apply the theoretical concepts and skills you learn during clinical. We are dedicated to your success and look forward to helping you reach your goal of becoming a professional nurse.

#### Program Highlights

- Global health experiences are available.
- Individualized attention and faculty guided tutoring help students succeed.
- Multi-bed high-fidelity simulation lab and hands-on skills lab.
- Active Student Nurses Association and Sigma Theta Tau Honor Society.
- Financial assistance and scholarships are available.

#### Accreditation

Concordia University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree in nursing at Concordia University Ann Arbor is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

#### Program Learning Outcomes

These represent the guiding standards on which each course in our curriculum is built.

1. Apply liberal arts education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.

5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.

6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.

7. Apply knowledge of health promotion and disease prevention to improve individual and population health.

8. Demonstrate professionalism and professional values within the context of a Christian perspective.

9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

#### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>76</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>121</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

#### Major Requirements

Code	Title	Hours
<b>Common Core</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	3
COMM 2100	Interpersonal Communication	3
MATH 1280	College Algebra	3
<i>Faith and Life</i>		
REL 3140	Christian Ethics	3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
PSY 1010	General Psychology	3
<i>Natural World</i>		
CHEM 1204	Elements of General and Biological Chemistry	4
<b>Code</b>		
<b>Title</b>		
<b>Hours</b>		
<b>Required Nursing Courses</b>		
NURS 2120	Gerontological Nursing Theory	3
NURS 2010	Professional Core Foundations	3
NURS 2122	Gerontologic Nursing Clinical	2
NURS 2110	Foundational Nursing Skills 1	1
NURS 2020	Nursing Pathophysiology	3
NURS 2030	Wellness Assessment	3

NURS 2040	Nursing Pharmacology 1	2
NURS 2130	Nursing Pharmacology 2	2
NURS 3030	Psychological Wellness Theory	3
NURS 3010	Foundational Nursing Skills 2	1
NURS 3032	Psychological Wellness Clinical	1
NURS 3020	Alterations in Adult Health: Chronic Conditions Theory	3
NURS 3022	Alterations in Adult Health: Chronic Conditions Clinical	2
NURS 3110	Nursing Research	3
NURS 3130	Community Health Theory	2
NURS 3132	Community Health Clinical	1
NURS 3120	Alterations in Adult Health: Acute Conditions Theory	3
NURS 3122	Alterations in Adult Health: Acute Conditions Clinical	2
NURS 4010	Alterations in Adult Health: Complex Conditions Theory	4
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	2.5
NURS 4020	Family-Centered Nursing: Pediatrics Theory	3
NURS 4022	Family-Centered Nursing: Pediatrics Clinical	1
NURS 4030	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 4032	Family-Centered Nursing: OB & Women's Health Clinical	1
NURS 4110	Leadership and Management in Healthcare Systems Theory	3
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	2.5
NURS 4340	Professional Nursing Preparation and Licensure	1

**Collateral Courses**

BIO 1600	Medical Microbiology	4
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3

<b>Total Hours</b>		<b>76</b>
--------------------	--	-----------

**Major Electives**

Code	Title	Hours
NURS 4050	Global Education Mexico <sup>2</sup>	3
NURS 4070	Introduction to Integrative and Complementary Therapies	1,2
NURS 4060	Introduction to EKG <sup>2</sup>	1
NURS 4040	Advanced Concepts in Perfusion <sup>3</sup>	4

<sup>2</sup> Offered at CUW only<sup>3</sup> Offered at CUAA only**Admission: Traditional Freshman Students**

Concordia University **pre-nursing students** who meet **all** of the following minimum requirements are eligible for direct admission to the traditional undergraduate nursing program. The number of students accepted into

the program is dependent on available clinical space and the student's ranking based on the criteria below:

- Minimum **cumulative GPA**  $\geq 2.75$
- Minimum **science GPA**  $\geq 2.75$  with a **minimum grade of C** in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology I (BIO 191 or higher level human anatomy & physiology I course with lab section)
  - Anatomy & Physiology II (BIO 192 or higher level human anatomy & physiology II course with lab section)
  - General & Biological Chemistry (CHEM 105 or higher level general & biological chemistry course with lab section may be considered)
- **Minimum grade of C** in college algebra or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on the AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language, language test score:
  - TOEFL  $\geq 75$  **OR**
  - IELTS  $\geq 6.5$

**Admission: Direct Entry Transfer Students**

- Transcript review.
- Letter of Good Standing from the institution where the student was most recently enrolled.
- Minimum Cumulative GPA  $\geq 3.0$
- Minimum **science GPA**  $\geq 2.75$  with a **minimum grade of C** in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology I (BIO 191 or higher level human anatomy & physiology I course with lab section)
  - Anatomy & Physiology II (BIO 192 or higher level human anatomy & physiology II course with lab section)
  - General & Biological Chemistry (CHEM 105 or higher level general & biological chemistry course with lab section may be considered)
- $\geq C$  in college algebra or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on the AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language test score:
  - TOEFL  $\geq 75$  **OR**
  - IELTS  $\geq 6.5$
- Transfer students are required to contact the admissions transfer counselor for Concordia's application process and timeline. All applications must be submitted to the Admissions Office by August 1 for the fall semester.
- Applications will be reviewed and prioritized by the School of Nursing.
- The number of students accepted will be dependent on available clinical spots and the student's ranking based on the criteria above.

**Additional Admission Requirements:**

- Current **American Heart Association BLS for Healthcare Providers**. BLS certification must be kept current throughout the program.



- Current state certification as a Nurse Aide (**CNA**).
- A clear background check.
- Students will be required to undergo a urine drug screen prior to their first clinical course (second semester of sophomore year).
- All nursing courses (NURS courses) **must be taken at CUAA**. The traditional BSN program will not accept nursing courses transferred from other institutions.
- Transfer courses must have been completed within five years prior to admission.
- To attend clinicals, students must adhere to **all** requirements set forth by CUAA Healthcare Partners, including the COVID-19 vaccination.

## Progression Policy

- Sophomore, junior and senior students must receive a **minimum grade of 79%** in all nursing courses (NURS courses), in order to progress in the program.
- Additional information on progression policies is available in the *Traditional Undergraduate Nursing Student Handbook/Clinical Resource Guide*.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1801	Human Anatomy and Physiology I	4
CHEM 1204	Elements of General and Biological Chemistry	4
ENG 1040	Introduction to Writing	3
MATH 1280	College Algebra	3
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>17</b>
<b>Semester 2</b>		
BIO 1802	Human Anatomy and Physiology II	4
BIO 1600	Medical Microbiology	4
REL 1000	The Bible	3
PSY 1010	General Psychology	3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
NURS 2010	Professional Core Foundations	3
NURS 2030	Wellness Assessment	3
NURS 2020	Nursing Pathophysiology	3
NURS 2040	Nursing Pharmacology 1	2
NURS 2110	Foundational Nursing Skills 1	1
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
NURS 2120	Gerontological Nursing Theory	3
NURS 2122	Gerontologic Nursing Clinical	2
NURS 3010	Foundational Nursing Skills 2	1
NURS 2130	Nursing Pharmacology 2	2
HHP ACTIVITY		1
PSY 2300	Life Span Development	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
NURS 3020	Alterations in Adult Health: Chronic Conditions Theory	3
NURS 3022	Alterations in Adult Health: Chronic Conditions Clinical	2
NURS 3030	Psychological Wellness Theory	3
NURS 3032	Psychological Wellness Clinical	1
REL 1100	Christian Faith	3

COMM 2100	Interpersonal Communication	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
NURS 3131	Community Wellness Theory	3
NURS 3132	Community Health Clinical	1
NURS 3120	Alterations in Adult Health: Acute Conditions Theory	3
NURS 3122	Alterations in Adult Health: Acute Conditions Clinical	2
CCE 1020	Western Culture & Worldview	3
SOCIETY & CULTURE		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 7</b>		
NURS 4020	Family-Centered Nursing: Pediatrics Theory	3
NURS 4022	Family-Centered Nursing: Pediatrics Clinical	1
NURS 4010	Alterations in Adult Health: Complex Conditions Theory	4
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	2.5
NURS 3110	Nursing Research	3
CULTURE		3
<b>Hours</b>		<b>16.5</b>
<b>Semester 8</b>		
NURS 4030	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 4032	Family-Centered Nursing: OB & Women's Health Clinical	1
NURS 4110	Leadership and Management in Healthcare Systems Theory	3
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	2.5
NURS 4340	Professional Nursing Preparation and Licensure	1
REL 3140	Christian Ethics	3
<b>Hours</b>		<b>13.5</b>
<b>Total Hours</b>		<b>125</b>

Course options and schedule are subject to change.

## Accelerated Programs (Acc)

Concordia University Wisconsin's Post-Traditional Programs were designed with the working adult in mind. The coursework is tailored to the needs and unique capabilities of the adult learner, and places a strong emphasis on the direct applicability of the course material to the students' careers.

### Program Highlights

- Serving the working adult since 1989
- Classes are flexible and are offered online, asynchronous and virtual synchronous
- Acceptances occur throughout the year.
- Multiple start dates in the fall, spring, and summer semesters for most programs
- Option to earn credit through prior learning assessment
- Up to 84 transfer credits accepted

## Arts and Sciences Programs

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures.

- Bachelor Degrees (p. 113)
  - Applied Computer Science (Acc) (p. 113)
  - Applied Psychology (Acc) (p. 114)
  - Communication and Leadership (Acc) (p. 115)
  - Theological Studies (Acc) (p. 116)
- Associate Degrees (p. 118)
  - Theological Studies (Acc) (p. 118)
- Minors (p. 119)
  - Theological Studies Minor (Acc) (p. 119)
- Certificates (p. 119)
  - Director of Church Ministries (Acc) (p. 119)
  
- Applied Computer Science (Acc) (p. 113)
- Applied Psychology (Acc) (p. 114)
- Communication and Leadership (Acc) (p. 115)
- Theological Studies (Acc) (p. 116)
  
- Theological Studies (Acc) (p. 118)
  
- Theological Studies Minor (Acc) (p. 119)
  
- Director of Church Ministries (Acc) (p. 119)

## Majors

- Applied Computer Science (Acc) (p. 113)
- Applied Psychology (Acc) (p. 114)
- Communication and Leadership (Acc) (p. 115)
- Theological Studies (Acc) (p. 116)

## Applied Computer Science (Acc)

An accelerated and all online program focusing on the applied characteristics of Computer Science. While theory is important and not absent in this program. Emphasis is placed on the applied skills readily used in industry today to prepare students for jobs as software engineers, data science specialists, full stack developers, machine learning developers, and many other careers which leverage computer programming and applied skills throughout computer science.

### Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.

- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).

## Curriculum

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24)</b>		<b>44</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>40</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 2400	Machine Learning and Robotics	3
CSC 3030	Database Fundamentals	3
CSC 3050	Operating Systems	3
CSC 3070	Software Engineering	3
CSC 3400	Artificial Intelligence	3
CSC 3600	Cybersecurity	3
CSC 4060	Advanced Database and Web Development	3
CSC 4400	Coding III - Data Structures	3
CSC 4950	Capstone Project	3
<b>Total Hours</b>		<b>36</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
REL 1590	Heritage of Faith	3
ELECTIVE		3
CSC 2000	Coding I - Fundamentals	3
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
CSC 2050	Coding II - Algorithms	3
ELECTIVE		3
FAITH & LIFE		3
CSC 4400	Coding III - Data Structures	3
<b>Hours</b>		<b>12</b>
<b>Semester 3</b>		
HHP 1115	Fit and Well	2
REL 2030	Biblical Theology	3
ELECTIVE		1
ELECTIVE		3
ENG 2100	College Writing	3
<b>Hours</b>		<b>12</b>

<b>Semester 4</b>		
ELECTIVE		3
ELECTIVE		3
COMMUNICATION & LANGUAGE		3
CSC 3070	Software Engineering	3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
ELECTIVE		3
NATURAL WORLD - MATHEMATICS		3
ELECTIVE		3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
CSC 3050	Operating Systems	3
SOCIETY & CULTURE		3
CSC 3400	Artificial Intelligence	3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
ELECTIVE		3
CSC 2400	Machine Learning and Robotics	3
ELECTIVE		3
NATURAL WORLD - SCIENCE		3
HUMAN BEING & BEING HUMAN		3
ELECTIVE		3
CSC 3030	Database Fundamentals	3
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>24</b>
<b>Semester 8</b>		
CCE 1020	Western Culture & Worldview	3
CSC 3600	Cybersecurity	3
ELECTIVE		3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
ELECTIVE		3
CSC 4060	Advanced Database and Web Development	3
CSC 4950	Capstone Project	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Applied Psychology (Acc)

The BA in Applied Psychology connects to the mission of Concordia University by contributing to the development of students, primarily adult learners, in mind body, and spirit for service to Christ in the area of psychology. Psychology, by its nature, is a subject that is valuable in integrating a biblical worldview along with this subject matter. In CUWAA's Applied Psychology program, students will develop stronger research skills (such as being able to assess the literature), improve critical thinking skills, deepen their knowledge of the various subfields, explore ethical issues in this field, have opportunities to serve others, and gain valuable experience and skills to prepare them for the job market and/or apply for a variety of graduate programs.

### Program Learning Outcomes:

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from Christian perspective
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective
- Incorporate sociocultural factors in scientific inquiry, including from Christian a perspective

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from Christian a perspective

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Apply a Biblical Worldview to Psychology Coursework

## Curriculum

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24)</b>		<b>44</b>
<b>Major Requirements</b>		<b>30</b>
<b>Electives</b>		<b>46</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 2100	Interpersonal Communication	3
JPP 3030	Criminal Psychology	3
PSY 1010	General Psychology	3
PSY 2300	Life Span Development	3
PSY 2710	Social Psychology in the Workplace	3
PSY 3100	Theories of Personality	3
PSY 3240	Introduction to Psychopathology	3
PSY 3500	Experimental Psychology	3
PSY 4210	Human Sexuality	3
PSY 4650	Psychology Capstone	3
<b>Total Hours</b>		<b>30</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
PSY 1010	General Psychology <sup>8-week Session I</sup>	3
ENG 2100	College Writing <sup>8-week Session I</sup>	3
ELECTIVE <sup>8-week Session II</sup>		3

REL 1590	Heritage of Faith 8-week Session II	3
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
ELECTIVE 8-week Session I		3
SOCIETY AND CULTURE 16-week Semester		3
MATH 2050	Statistics I 16-week Semester	3
REL 2030	Biblical Theology 8-week Session II	3
<b>Hours</b>		<b>12</b>
<b>Semester 3</b>		
ELECTIVE 8-week Session I		3
FAITH AND LIFE 8-week Session I		3
ELECTIVE 8-week Session II		3
ENV 1050 or JPP 3040	Introduction to Environmental Science 8-week Session II or Forensic Investigation	3
<b>Hours</b>		<b>12</b>
<b>Semester 4</b>		
ELECTIVE 8-week Session I		3
CCE 1020	Western Culture & Worldview 8-week Session I	3
PSY 2300	Life Span Development 8-week Session II	3
ELECTIVE 8-week Session II		3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
ELECTIVE 8-week Session I		3
COMM 2100	Interpersonal Communication 8-week Session I	3
ELECTIVE 8-week Session II		3
PSY 2710	Social Psychology in the Workplace 8-week Session II	3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
ELECTIVE 8-week Session I		3
ELECTIVE 8-week Session I		3
CCE 1040	Science & Humanity 8-week Session II	3
HUMAN BEINGS AND BEING HUMAN 8-week Session II		3
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
COMM 1010	Speech Communication 8-week Session I	3
ELECTIVE 8-week Session I		3
PSY 3100	Theories of Personality 8-week Session II	3
CCE 1030	Western Thought & Worldview 8-week Session II	3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
HHP 1115	Fit and Well 8-week Session I	2
PSY 3500	Experimental Psychology 8-week Session I	3
ART 1000 or ART 2000 or ENG 1300 or COMM 2010	Basic Art Experience 8-week Session II or Art History I or Literature or American Cinema	3
JPP 3030	Criminal Psychology 8-week Session II	3
ELECTIVE 8-week Session II		1
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
ELECTIVE 8-week Session I		3
Human Sexuality 8-week Session I		3
ELECTIVE 8-week Session II		3
PSY 3240	Introduction to Psychopathology 8-week Session II	3
<b>Hours</b>		<b>12</b>
<b>Semester 10</b>		
ELECTIVE 8-week Session I		3
SOCIETY AND CULTURE 8-week Session I		3
PSY 4650	Psychology Capstone 8-week Session II	3

ELECTIVE 8-week Session II	3
<b>Hours</b>	<b>12</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

## Communication and Leadership (Acc)

The Communication and Leadership program emphasizes a Christian approach to leadership in today's complex and diverse world. Graduates of this program will carry out Concordia's mission in a variety of institutional settings, providing ethical leadership in organizations both large and small. The program is embedded in Concordia's liberal arts traditions, emphasizing problem-solving, critical thinking, written and oral communication skills, and the integration of faith and learning. It addresses all of Concordia's Global Learning Outcomes. The program is designed to reach post-traditional students with a delivery method that is flexible and convenient - ensuring access and opportunity - while also enhancing our strategic vision of bringing a Concordia education to the post-traditional population.

### Program Learning Outcomes

Students will:

- Apply concepts of Christian faith to contemporary issues
- Exercise ethical leadership while working collaboratively with diverse individuals and groups
- Integrate interdisciplinary knowledge to confront real-world problems
- Think creatively and critically
- Communicate effectively and professionally, both orally and in writing
- Evaluate, analyze and present data

### Curriculum

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24)</b>		<b>44</b>
<b>Major Requirements</b>		<b>27</b>
<b>Electives</b>		<b>49</b>
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 2050	Statistics I (Counts as Core - Natural World: Mathematics)	
PSY 2710	Social Psychology in the Workplace (Counts as Core - Social World)	

### Required Courses

LA 1020	Student Success Strategies	3
COMM 1010	Speech Communication	3
ENG 2500	Academic Writing and Research	3
BCOM 3000	Group Dynamics	3
HIST 3470	Contemporary Studies	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ENG 4100	Professional Writing Seminar	3
COMM 3010	Servant Leadership	3

COMM 4500	Multicultural Leadership	3
<b>Total Hours</b>		<b>27</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
LA 1020	Student Success Strategies	3
NATURAL WORLD - SCIENCE		3
HHP 1115	Fit and Well	2
ENG 2100	College Writing	3
ELECTIVE		1
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
PSY 2710	Social Psychology in the Workplace	3
ELECTIVE		3
ELECTIVE		3
COMM 1010	Speech Communication	3
<b>Hours</b>		<b>12</b>
<b>Semester 3</b>		
ELECTIVE		3
REL 1590	Heritage of Faith	3
ENG 2500	Academic Writing and Research	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 4</b>		
COMM 2100	Interpersonal Communication	3
SOCIETY & CULTURE		3
ELECTIVE		3
CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
ELECTIVE		3
REL 2030	Biblical Theology	3
COMM 3010	Servant Leadership	3
RELIGION ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
NATURAL WORLD - MATHEMATICS		3
ELECTIVE		3
SOCIETY & CULTURE		3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
CCE 1020	Western Culture & Worldview	3
ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
CCE 1040	Science & Humanity	3
ELECTIVE		3
MATH 2050	Statistics I	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
ENG 4100	Professional Writing Seminar	3
ELECTIVE		3
COMM 4500	Multicultural Leadership	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>

<b>Semester 10</b>		
ELECTIVE		3
BCOM 3000	Group Dynamics	3
HIST 3470	Contemporary Studies	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Theological Studies (Acc)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God reveals himself through His Word and, to a lesser degree, through His world. The Theological Studies Major examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The major also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. The Theological Studies Major offers some students the opportunity for a vocation in the church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Theological Studies Major at Concordia University Wisconsin, students will:

- Have a greater understanding of God's Word, the Holy Scripture
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put His teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skills

Students who complete this major and who wish to become certified through the The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)" should apply to the Director of Church Ministries Certification Program. Application forms are available from the church ministries office at churchministriesprogram@cuw.edu or at 262-243-4343. Applicants must be of good moral character and must meet other qualifications specified by the program. Completion of the courses in

the Director of Church Ministries Online Certificate program are required for certification. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church - Missouri Synod.

## Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

## Curriculum

### Post-Traditional Core Students

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24)</b>		<b>44</b>
<b>Major Requirements (listed below)</b>		<b>33</b>
<b>Electives</b>		<b>43</b>
<b>Total Hours</b>		<b>120</b>

### Post-Traditional Intermediate Core Students

Code	Title	Hours
<b>Post-Traditional Intermediate Core Requirements (p. 25)</b>		<b>38</b>
<b>Major Requirements (listed below)</b>		<b>33</b>
<b>Electives</b>		<b>49</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 2100	College Writing	
HIST 3400	Classical Greece and Rome	
REL 1590	Heritage of Faith	
REL 2030	Biblical Theology	
REL 3510	Christ's People through the Ages	
<b>Required Courses</b>		
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
REL 3120	Office of the Professional Church Worker	3
REL 3140	Christian Ethics	3
REL 3350	Life of Christ	3

REL 3380	Gospel of Luke	3
<b>Total Hours</b>		<b>33</b>

## Curriculum

### Post-Traditional Transfer Core Students

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 26)</b>		<b>30</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>54</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 2100	College Writing	
HIST 3400	Classical Greece and Rome	
REL 1590	Heritage of Faith	
REL 2030	Biblical Theology	
<b>Required Courses</b>		
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
REL 3120	Office of the Professional Church Worker	3
REL 3140	Christian Ethics	3
REL 3350	Life of Christ	3
REL 3380	Gospel of Luke	3
REL 3510	Christ's People through the Ages	3
<b>Total Hours</b>		<b>36</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 2020	New Testament	3
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
ENG 2100	College Writing	3
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
REL 2030	Biblical Theology	3
ELECTIVE		3
ELECTIVE		3
REL 1590	Heritage of Faith	3
<b>Hours</b>		<b>12</b>
<b>Semester 3</b>		
REL 2870	Christian Care Giving	3
ELECTIVE		3
ELECTIVE		3
COMM 1010	Speech Communication	3
or COMM 2100	or Interpersonal Communication	
<b>Hours</b>		<b>12</b>

<b>Semester 4</b>		
REL 2590	Religious Education of Youth and Adults	3
ELECTIVE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
REL 2630	Communicating Bible Messages	3
ELECTIVE		3
REL 3120	Office of the Professional Church Worker	3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
REL 3100 or REL 3175	Religion in America Today or World Religions	3
ELECTIVE		3
ELECTIVE		3
HHP 1115	Fit and Well	2
ELECTIVE		1
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
ELECTIVE		3
CCE 1040	Science & Humanity	3
REL 3510	Christ's People through the Ages	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
REL 3350	Life of Christ	3
REL 3175	World Religions	3
REL 3140	Christian Ethics	3
CCE 1020	Western Culture & Worldview	3
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
RELIGION ELECTIVE		3
HIST 3400	Classical Greece and Rome	3
ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>12</b>
<b>Semester 10</b>		
REL 3380	Gospel of Luke	3
ELECTIVE		3
ELECTIVE		3
ENV 1050	Introduction to Environmental Science	3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Associate Degrees

- Theological Studies (Acc) (p. 118)

## Theological Studies (Acc)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy

Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

God reveals himself through his Word and, to a lesser degree, through his world. This program examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The program also studies God's providence in history. In addition, students receive practical training in the application of their studies in ministry to others. This program may offer some students the opportunity for a vocation in the church, either as a primary or secondary calling.

Through participation in, and upon completion of, the Associate of Arts in Theological Studies at Concordia University Wisconsin, students will:

- Have a greater understanding of God's Word, the Holy Scripture
- Appreciate the value of sound Christian doctrine based squarely on the Bible
- Develop a heightened awareness of God's working throughout history
- Grow in their relationship with Christ and put his teachings into practice in their vocations
- Employ various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups
- Demonstrate an understanding of research skill

## Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

## Curriculum - Associate Degree

Code	Title	Hours
<b>Required Core Courses</b>		<b>24</b>
<b>Required Courses</b>		<b>33</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>63</b>

Code	Title	Hours
<b>Required Core Courses</b>		
CCE 1020	Western Culture & Worldview	
CCE 1040	Science & Humanity	
ENG 2100	College Writing	

HIST 3400	Classical Greece and Rome	
REL 1590	Heritage of Faith	
REL 2030	Biblical Theology	
REL 3510	Christ's People through the Ages	
Natural World - Mathematics		
<b>Required Courses</b>		
LA 1020	Student Success Strategies	3
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3100	Religion in America Today	3
REL 3120	Office of the Professional Church Worker	3
REL 3140	Christian Ethics	3
REL 3350	Life of Christ	3
REL 3380	Gospel of Luke	3
<b>Total Hours</b>		<b>33</b>

## Minors

- Theological Studies Minor (Acc) (p. 119)

## Theological Studies Minor (Acc)

God reveals himself through his Word and, to a lesser degree, through his world. This program examines the Bible, God's revealed Word, in broad introductory overviews of the Holy Scriptures (isagogics) as well as in close reading of a particular biblical book (exegetical studies). The program also studies God's providence in history.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 2870	Christian Care Giving	3
REL 3140	Christian Ethics	3
<b>Total Hours</b>		<b>18</b>

## Certificates

- Director of Church Ministries (Acc) (p. 119)

## Director of Church Ministries (Acc)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and

Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The online Director of Church Ministries (DCM) Certificate is a certificate consisting of seventeen courses. Application to the certificate program involves steps in addition to application to the university. The first course (REL 1050 Church Leadership Seminar) and the twelfth course (REL 4950 Director of Church Ministries Seminar) are taken virtually. All other courses are offered online with each course being eight weeks in length. In order to be certified students must have a bachelor's degree. Most students enter the online program already possessing the degree. Students can take additional courses through online adult learning theological studies and gain a bachelor's degree.

The online Director of Church Ministries (DCM) Certificate is especially helpful for the person already working in a congregation who lacks the training and credential to be eligible for a call in The Lutheran Church – Missouri Synod. The online program is also available for lay persons desiring to dig deeper into theology at a collegiate level without necessarily seeking certification as a Director of Church Ministries (DCM). Lay persons are welcome to take as much of the program as they desire. For that reason the sequence of courses are arranged as follows.

### Certification and Placement

Upon full completion of all requirements, including a written and oral examination, students are eligible for certification through The Lutheran Church - Missouri Synod. Director of Church Ministries Bachelor of Arts students and Online Certificate students receive the same certification. Students may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation "Minister of Religion Commissioned – Director of Church Ministries (DCM)." The placement process for online certificate students is the same as for the four year graduates. Concordia University Wisconsin is the only synod school at which this program is offered.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Level 1 - Foundations for Service</i>		
REL 1050	Church Leadership Seminar (virtually)	1
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
REL 3100	Religion in America Today	3
REL 3510	Christ's People through the Ages	3
<i>Level 2- Practice in Service</i>		
REL 2870	Christian Care Giving	3
REL 3190	Family and Youth Ministry	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 3110	Church in Mission	3



*Level 3 - Certification as a Commissioned Minister of Religion - Director of Church Ministries (DCM)*

REL 4950	Director of Church Ministries Seminar (virtually)	1
REL 3120	Office of the Professional Church Worker	3
REL 4010	Lutheran Worship: Theology and Practice	3
REL 3380	Gospel of Luke	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship	3
<b>Total Hours</b>		<b>47</b>

## Batterman School of Business Programs

The Batterman School of Business offers a complete range of business education programs and degrees including associate's and bachelor's degrees for undergraduate and accelerated adult students, licensures, and certifications. Graduate programs include our highly ranked Master's of Business Administration (with a complement of concentrations), Master of Science in Leadership (MSL), Master of Science in Accountancy, and Master of Science in Business Analytics. Business undergraduate students also participate in the Concordia Core (<https://www.cuw.edu/academics/concordia-core.html>), a rigorous, liberal arts curriculum integrated with Lutheran distinctives.

All students pursuing a Business major must earn a grade of C - or better in business required courses.

- Accounting (Acc) (p. 120)
- Business Administration (Acc) (<https://catalog.cuw.edu/undergraduate/extendedcampus/business/bach-deg/business-administration/>)
- Public Service (Acc) (p. 121)
- General Business (Acc) (p. 123)
- Accounting Minor (Acc) (p. 124)
- Business Management Minor (Acc) (p. 124)
- Health Care Management Minor (Acc) (p. 124)
- Human Resource Management Minor (Acc) (p. 124)
- Marketing Minor (Acc) (p. 124)
- Nonprofit Management Minor (Acc) (p. 124)
- Public Service Minor (Acc) (p. 124)
- Business Management Certificate (Acc) (p. 125)
- Health Care Management Certificate (Acc) (p. 125)
- Human Resource Management Certificate (Acc) (p. 125)
- Marketing Certificate (Acc) (p. 125)
- Nonprofit Management Certificate (Acc) (p. 125)
- Public Service Certificate (Acc) (p. 125)

## Bachelor Degrees

- Accounting (Acc) (p. 120)
- Business Administration (Acc) (<https://catalog.cuw.edu/undergraduate/extendedcampus/business/bach-deg/business-administration/>)
- Public Service (Acc) (p. 121)

## Accounting (Acc)

The Accounting major provides Accelerated Learning Center students with the opportunity to complete an undergraduate degree in Accounting.

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

Our dedicated accounting professors are committed to enhancing learning by working with students inside and outside of the classroom. Students are encouraged to participate in the on-campus, student-led, Accounting Club, which provides a network of support. CUW accounting graduates have had a 100% job placement rate for two years running.

Those who want to sit for the CPA exam would continue with two additional semester-length undergraduate courses (ACCT 3300 Advanced Accounting I, and ACCT 4300 Governmental/NFP Accounting) and graduate courses and credits toward an MBA to meet the 150 credit hour CPA requirement.

**Due to the rigor of the accounting profession, students who wish to register for ACCT 3100 Intermediate Accounting I or higher accounting courses will be required to have earned a minimum grade of "B" in ACCT 2100 Financial Accounting and ACCT 2200 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.**

## Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accord with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.
4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.
5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

## Curriculum

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24)</b>		<b>44</b>
<b>Major Requirements</b>		<b>66</b>
<b>Electives</b>		<b>10</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
ACCT 3200	Accounting Information Systems	3
ACCT 3250	Cost Accounting	3
ACCT 4400	Business Combinations, Governmental, and NFP	3
ACCT 4200	Auditing	3
ACCT 3500	Income Tax I	3
ACCT 3510	Income Tax II	3
BUS 2660	Organizational Management Principles	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3450	Business Statistics (Counts as Mathematics Post-Traditional Core)	3
MKTG 4200	Marketing Management	3
MGMT 3600	Human Resource Management	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
BUS 3240	Philosophy of Values & Ethics	3
MGMT 4620	International Business	3
BUS 4420	Business Policy and Ethics	3
ECON 2200	Macroeconomics (Counts as Society and Culture Post-Traditional Core)	3
LA 1020	Student Success Strategies	3
FIN 4200	Advanced Excel for Financial Analysis	3
<b>Total Hours</b>		<b>66</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
LA 1020	Student Success Strategies	3
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ENG 2100	College Writing	3
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
ACCT 3100	Intermediate Accounting I	3
COMM 2100	Interpersonal Communication	3
ACCT 3110	Intermediate Accounting II	3
PSY 2710 or PHIL 2560	Social Psychology in the Workplace or Critical Thinking & Creativity	3
<b>Hours</b>		<b>12</b>

<b>Semester 3</b>		
ECON 2100	Microeconomics	3
BUS 2660	Organizational Management Principles	3
ECON 2200	Macroeconomics	3
BUS 2200	Business Law I	3
<b>Hours</b>		<b>12</b>
<b>Semester 4</b>		
FIN 3000	Principles of Finance	3
REL 1590	Heritage of Faith	3
BUS 3240	Philosophy of Values & Ethics	3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
ACCT 3250	Cost Accounting	3
REL 2030	Biblical Theology	3
MGMT 3600	Human Resource Management	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
ACCT 3200	Accounting Information Systems	3
ELECTIVE		3
BUS 3420	Management Information Systems	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
ACCT 3500	Income Tax I	3
CCE 1020	Western Culture & Worldview	3
ACCT 3510	Income Tax II	3
HHP 1115	Fit and Well	2
ED 2820	How Adults Learn	1
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
CCE 1030	Western Thought & Worldview	3
BUS 3450	Business Statistics	3
MKTG 4200	Marketing Management	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
ACCT 4200	Auditing	3
HUMAN CREATIVITY & EXPRESSION		3
FIN 4200	Advanced Excel for Financial Analysis	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>12</b>
<b>Semester 10</b>		
ACCT 4400	Business Combinations, Governmental, and NFP	3
FAITH & LIFE		3
BUS 4420	Business Policy and Ethics	3
MGMT 4620	International Business	3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Public Service (Acc)

The Public Service program prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national and international communities as practitioners, public officials, social innovators, and educators.

## Program Learning Outcomes

Students in the Public Service program will:

- Show knowledge of public sector management techniques within the criminal justice system;
- Show knowledge of the dynamics and development of constitutional, criminal, and administrative law, as it pertains to the management and operations of criminal justice activities, at all levels of government; federal, state and municipal;
- Show the ability to recognize the value and importance of ethics and how ethics applies to criminal justice professionals;
- Be able to identify and evaluate the theories for the causes of crime and public policies that assist in the prevention of crime;
- Demonstrate an appreciation of the use of statistics in criminal justice decision making and research;
- Describe the role and functions of law enforcement, corrections and the courts in a modern democratic society;
- Demonstrate the ability to communicate effectively in writing.

## Curriculum

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24)</b>		<b>44</b>
<b>Core Courses</b>		<b>24</b>
<b>Concentration Courses</b>		<b>12</b>
<b>Electives</b>		<b>40</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Public Service Core Courses</b>		
PS 1010	Foundations of Leadership	3
PS 2010	Crisis and Emergency Management	3
PS 2020	Public Information and Community Relations	3
JPP 2060	Stress Management	3
JPP 3080	Public Finance and Budgeting	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
<b>Total Hours</b>		<b>24</b>

Code	Title	Hours
<i>Leadership Concentration</i>		
PS 1020	Intro to Public Policy	3
SW 3230	Social Welfare Policy and Programs	3
BUS 3450	Business Statistics (Counts as Post-Traditional Core)	3
MGMT 3600	Human Resource Management	3
<b>Total Hours</b>		<b>12</b>

Code	Title	Hours
<i>Management of Criminal Justice Concentration</i>		
JPP 2040	Criminal Justice Research Methods	3
JPP 3040	Forensic Investigation (Counts as Post-Traditional Core)	3
JPP 3060	Management of Public Service Agencies	3

JPP 3070	Criminal Justice Liability Law	3
<b>Total Hours</b>		<b>9</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
PS 1010	Foundations of Leadership	3
REL 1590	Heritage of Faith	3
JPP 2060	Stress Management	3
ENG 2100	College Writing	3
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
PS 2010	Crisis and Emergency Management	3
ELECTIVE		3
PS 2020	Public Information and Community Relations	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 3</b>		
SOCIETY & CULTURE		3
ELECTIVE		3
SOCIAL WORLD		3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 4</b>		
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
ELECTIVE		3
REL 1590	Heritage of Faith	3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
JPP 3040	Forensic Investigation	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
REL 2030	Biblical Theology	3
ELECTIVE		3
MGMT 3600	Human Resource Management	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
CCE 1020	Western Culture & Worldview	3
HHP 1115	Fit and Well	2
ELECTIVE		1
JPP 3080	Public Finance and Budgeting	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
CCE 1030	Western Thought & Worldview	3
ELECTIVE		3
JPP 3999	Career & Internship in Justice and Service	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
CCE 1040	Science & Humanity	3
HUMAN CREATIVITY & EXPRESSION		3
JPP 4010	Ethics in Justice and Public Service	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>

Semester 10		
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
FAITH & LIFE		3
SW 3230	Social Welfare Policy and Programs	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Plan

Course	Title	Hours
Semester 1		
PS 1010	Foundations of Leadership	3
REL 1590	Heritage of Faith	3
JPP 2060	Stress Management	3
ENG 2100	College Writing	3
<b>Hours</b>		<b>12</b>
Semester 2		
PS 2010	Crisis and Emergency Management	3
ELECTIVE		3
PS 2020	Public Information and Community Relations	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
Semester 3		
SOCIETY & CULTURE		3
ELECTIVE		3
SOCIAL WORLD		3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
Semester 4		
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
ELECTIVE		3
JPP 2040	Criminal Justice Research Methods	3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>12</b>
Semester 5		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
JPP 3040	Forensic Investigation	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
Semester 6		
REL 2030	Biblical Theology	3
ELECTIVE		3
JPP 3060	Management of Public Service Agencies	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
Semester 7		
CCE 1020	Western Culture & Worldview	3
ELECTIVE		1
HHP 1115	Fit and Well	2
JPP 3070	Criminal Justice Liability Law	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
Semester 8		
JPP 3999	Career & Internship in Justice and Service	3
ELECTIVE		3
JPP 3080	Public Finance and Budgeting	3

ELECTIVE		3
<b>Hours</b>		<b>12</b>

Semester 9		
CCE 1030	Western Thought & Worldview	3
HUMAN CREATIVITY & EXPRESSION		3
JPP 4010	Ethics in Justice and Public Service	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>

Semester 10		
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
FAITH & LIFE		3
CCE 1040	Science & Humanity	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Associate Degrees

- General Business (Acc) (p. 123)

### General Business (Acc)

The Associate degree in Business is designed to create a strong foundation for effective and responsible leadership roles in an organization or related professional activities. Through the required courses, the program is intended to grow and enhance both your professional and Christian values.

### Curriculum

Code	Title	Hours
<b>Required Core in Major</b>		<b>24</b>
<b>Major Requirements</b>		<b>36</b>
<b>Total Hours</b>		<b>60</b>

Code	Title	Hours
<i>Core Courses</i>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
REL 1100	Christian Faith	3
ENG 1040	Introduction to Writing	3
PSY 1010	General Psychology	3
MATH 1250	Contemporary Math	3
COMM 2100	Interpersonal Communication	3
<i>Major Requirements</i>		
ECON 2000	Principles of Economics	3
MATH 1250	Contemporary Math	3
BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
MGMT 1200	Management & Leadership	3
MGMT 3600	Human Resource Management	3
MGMT 4620	International Business	3
MKTG 1300	Sales and Marketing	3

ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
FIN 2000	Personal Finance	3
<b>Total Hours</b>		<b>60</b>

## Minors

- Accounting Minor (Acc) (p. 124)
- Business Management Minor (Acc) (p. 124)
- Health Care Management Minor (Acc) (p. 124)
- Human Resource Management Minor (Acc) (p. 124)
- Marketing Minor (Acc) (p. 124)
- Nonprofit Management Minor (Acc) (p. 124)
- Public Service Minor (Acc) (p. 124)

## Accounting Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
or ACCT 3300	Advanced Accounting I	
<b>Total Hours</b>		<b>18</b>

## Business Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 3450	Business Statistics	3
BUS 2660	Organizational Management Principles	3
FIN 3000	Principles of Finance	3
ECON 2200	Macroeconomics	3
ACCT 2100	Financial Accounting	3
MKTG 4200	Marketing Management	3
MGMT 4620	International Business	3
<b>Total Hours</b>		<b>21</b>

## Health Care Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
BUS 3450	Business Statistics	3
HCM 3200	Management Principles in Health Care	3
HCM 4100	Health Care Planning and Evaluation	3
HCM 3300	Financial Issues in Health Care	3
HCM 3400	Health Care Marketing	3

HCM 3500	Eldercare	3
MGMT 3600	Human Resource Management	3
ACCT 2100	Financial Accounting	3
<b>Total Hours</b>		<b>24</b>

## Human Resource Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3680	Compensation and Benefits	3
BUS 3660	Training and Employee Development	3
MGMT 3600	Human Resource Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Marketing Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
BUS 2660	Organizational Management Principles	3
MKTG 4200	Marketing Management	3
<i>Select four of the following:</i>		
MKTG 2200	Public Relations	3
MKTG 3000	Retail Management	3
MKTG 3200	Promotion & Advertising	3
MKTG 3400	E-Commerce	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3

## Nonprofit Management Minor (Acc)

### Curriculum

Code	Title	Hours
<b>Required Course</b>		
MGMT 2200	Nonprofit Management Principles	3
MKTG 2500	Nonprofit Marketing	3
MGMT 3400	Financial Issues in Nonprofit Management	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
MGMT 3200	Legal Issues in Nonprofit Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Public Service Minor (Acc)

The Public Service program minor prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national

and international communities as practitioners, public officials, social innovators, and educators.

## Curriculum

Code	Title	Hours
<b>Required Course</b>		
PS 1010	Foundations of Leadership	3
PS 2010	Crisis and Emergency Management	3
PS 2020	Public Information and Community Relations	3
JPP 3080	Public Finance and Budgeting	3
JPP 3060	Management of Public Service Agencies	3
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
<b>Total Hours</b>		<b>18</b>

## Certificates

- Business Management Certificate (Acc) (p. 125)
- Health Care Management Certificate (Acc) (p. 125)
- Human Resource Management Certificate (Acc) (p. 125)
- Marketing Certificate (Acc) (p. 125)
- Nonprofit Management Certificate (Acc) (p. 125)
- Public Service Certificate (Acc) (p. 125)

## Business Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 3450	Business Statistics	3
BUS 2660	Organizational Management Principles	3
FIN 3000	Principles of Finance	3
ECON 2200	Macroeconomics	3
ACCT 2100	Financial Accounting	3
MKTG 4200	Marketing Management	3
MGMT 4620	International Business	3
BUS 4420	Business Policy and Ethics	3
<b>Total Hours</b>		<b>24</b>

## Health Care Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 3450	Business Statistics	3
HCM 3200	Management Principles in Health Care	3
HCM 4100	Health Care Planning and Evaluation	3
HCM 3300	Financial Issues in Health Care	3
HCM 3400	Health Care Marketing	3
HCM 3500	Eldercare	3
MGMT 3600	Human Resource Management	3

ACCT 2100	Financial Accounting	3
<b>Total Hours</b>		<b>24</b>

## Human Resource Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3680	Compensation and Benefits	3
BUS 3660	Training and Employee Development	3
MGMT 3600	Human Resource Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Marketing Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BUS 2660	Organizational Management Principles	3
MKTG 4200	Marketing Management	3
Select four of the following:		
MKTG 2200	Public Relations	
MKTG 3000	Retail Management	
MKTG 3200	Promotion & Advertising	
MKTG 3400	E-Commerce	
MKTG 4250	Marketing Research	
MKTG 4400	International Marketing	

## Nonprofit Management Certificate (Acc)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MGMT 2200	Nonprofit Management Principles	3
MKTG 2500	Nonprofit Marketing	3
MGMT 3400	Financial Issues in Nonprofit Management	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
MGMT 3200	Legal Issues in Nonprofit Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Public Service Certificate (Acc)

The Public Service program minor prepares exceptional public leaders for ethics-based solving of diverse public service issues. Graduates acquire analytical writing skills, critical thinking skills, and go on to practice in organizations fostering service and commitment to serve local, national

and international communities as practitioners, public officials, social innovators, and educators.

### Curriculum

Code	Title	Hours
PS 1010	Foundations of Leadership	3
PS 2010	Crisis and Emergency Management	3
PS 2020	Public Information and Community Relations	3
JPP 3080	Public Finance and Budgeting	3
JPP 3060	Management of Public Service Agencies	3
PS 4090	Leading in an Inclusive, Diverse and Equitable Organization	3
<b>Total Hours</b>		<b>18</b>

## Education Programs

- Accelerated Cross Categorical Special Education (Acc) (p. 126)
- Accelerated CUAA Elementary Education (Acc) (p. 129)
- Accelerated Early Childhood Education (Acc) (p. 145)
- Accelerated Elementary Education (Acc) (p. 133)
- Accelerated Secondary Education - English and Language Arts (Acc) (p. 136)
- Accelerated Secondary Education - Mathematics (Acc) (p. 139)
- Accelerated Secondary Education - Social Studies (Acc) (p. 142)

## Accelerated Cross Categorical Special Education (Acc)

This program is offered in both a licensure and non-licensure option.

### Wisconsin licensure option

Our comprehensive program and experienced faculty will further develop your passion and skills to help K-12 students with intellectual, emotional, and learning disabilities reach their full academic potential. Learn how to identify students' strengths and weaknesses, assess their individual needs, and develop a trusting and productive learning environment for your students. Earn a degree in high-demand that will promise to be rewarding as you work to serve students and school communities.

### Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church—Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

### Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally

appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>76</b>

<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>	<b>47</b>
<b>Lutheran Teacher Diploma Major</b>	<b>82</b>
<i>Total Credits - Public Education</i> <sup>3</sup>	120
<i>Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate</i> <sup>3</sup>	129

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		

## Cross Categorical Special Education Curriculum - 76 - 82 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>1,2</sup>	3
ED 4308	Curriculum and Methods in STEM <sup>1,2</sup>	3
MATH 1200	Data & Space: Teaching Pre K-9	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3

ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners <sup>1</sup>	3
ED 4485	Special Education Law and IEPs <sup>1</sup>	3
<i>Clinical Field Work Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4508	Clinical Field Experience Special Education <sup>1</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4444	CCSE Student Teaching 1	12
& ED 4447	and CCSE Student Teaching 2 <sup>1</sup>	
ED 4449	Portfolio Completion - Special Education <sup>1</sup>	1
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

<sup>3</sup> Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program.

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Non-Licensable Education</b>		<b>44</b>
<b>Non-Licensable Education Major</b>		<b>76</b>
<b>Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Non-Licensable Lutheran Teacher Diploma Major</b>		<b>82</b>
<i>Total Credits - Non-Licensable Education</i> <sup>3</sup>		120
<i>Total Credits - Non-Licensable Lutheran Teacher Diploma or Christian Teacher Certificate</i> <sup>3</sup>		129

## Core Curriculum - 44 - 47 Credits

Concordia Common Core



Code	Title	Hours
<b>Theology - Public Education</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
<b>Theology - Lutheran (LTD) &amp; Christian (CTC)</b>		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code Title Hours</b>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course 3		
Faith and Life Elective 3		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course 3		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective 3		

**Cross Categorical Special Education Curriculum - 76 - 82 credits**

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>1,2</sup>	3
ED 4308	Curriculum and Methods in STEM <sup>1,2</sup>	3
MATH 1200	Data & Space: Teaching Pre K-9	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners <sup>1</sup>	3
ED 4485	Special Education Law and IEPs <sup>1</sup>	3
<i>Clinical Field Work Component</i>		

ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4508	Clinical Field Experience Special Education <sup>1</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4444	CCSE Student Teaching 1	12
& ED 4447	and CCSE Student Teaching 2 <sup>1</sup>	
ED 4449	Portfolio Completion - Special Education <sup>1</sup>	1
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following: 3		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.  
<sup>2</sup> "The Block" classes are taken during the same semester.  
<sup>3</sup> Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program.

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>6</b>
<b>Semester 2</b>		
ENG 2100	College Writing	3
REL 1000	The Bible	3
ED 1230	Nature of the Exceptional Child	3
CCE 1030	Western Thought & Worldview	3
ED 4501	Clinical Field Experience 1	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Clinical Field Experience 2	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ED 2432	Teaching Writing: Grades 4-12	3
REL 1100	Christian Faith	3
ED 2484	Educational and Behavioral Management in Special Education	3
HHP 1115	Fit and Well	2
<b>Hours</b>		<b>11</b>

<b>Semester 5</b>		
HUMAN CREATIVITY & EXPRESSION		3
ENV 1050	Introduction to Environmental Science	3
FAITH & LIFE		3
ED 1275	Human Learning	3
ED 4503	Clinical Field Experience 3	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 4504	Clinical Field Experience 4	1
COMMUNICATION & LANGUAGE		3
CCE 1020	Western Culture & Worldview	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 2204	The Art & Science of Teaching Reading	3
ED 4505	Clinical Field Experience 5	1
<b>Hours</b>		<b>14</b>
<b>Semester 7</b>		
ED 4506	Clinical Field Experience 6	1
ED 3401	Instruction & Assessment of Reading	3
ED 3450	Instruction and Transition for Adolescents with Disabilities	3
ED 4485	Special Education Law and IEPs	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>13</b>
<b>Semester 8</b>		
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3
ED 4479	Assessment Strategies for Diverse Learners	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4508	Clinical Field Experience Special Education	3
<b>Hours</b>		<b>15</b>
<b>Semester 9</b>		
ED 4411	The Profession and Ethics of Teaching	3
ED 4449	Portfolio Completion - Special Education	1
ED 4444	CCSE Student Teaching 1	6
ED 4447	CCSE Student Teaching 2	6
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Accelerated CUAA Elementary Education (Acc)

A candidate in the Accelerated CUAA Elementary program will become certified to teach two of three areas - Lower Elementary (Pre-Kindergarten to 3rd grade), Upper Elementary (Pre-Kindergarten to 6th grade), or Special Education (Learning Disabilities) upon completion of the program and a passing score on the corresponding Michigan Test for Teacher Certification (MTTC). The Accelerated CUAA Elementary Education program contains coursework that is entirely online with the exception of the clinical courses and student teaching.

The program standards are defined by the State of Michigan and are as follows:

**Professional Standards:** P.1. Learner - Center Supports, P.2. Ethics and Professional Growth, and P.3. Strategic Partnerships

**Literacy Standards:** L.1. Literacy Learning Environments, L.2. Culturally Responsive Practices in Literacy, L.3. Literacy Curriculum Design and Assessment, L.4. Overall Literacy, L.5. Motivation and Engagement, L.6.

Print Concepts, L.7. Phonological Awareness, L.8. Phonics, L.9. Spelling, L.10. Word Recognition, L.11. Morphology, L.12. Syntax, L.13. Reading Fluency, L.14. Vocabulary, L.15. Handwriting, L.16. Comprehension, L.17. Composition, and L.18. Speaking and Listening

**Mathematics Standards:** M.1. Build and draw on relationships with children, caregivers, and communities in ways that support children's mathematics learning; M.2. Plan mathematics lessons and sequences of lessons; M.3. Use formative and summative mathematics assessments to gauge children's learning and to make instructional decisions; M.4. Enact instruction that allows all children to engage with significant mathematics and to develop productive dispositions toward mathematics; M.5. Unpack mathematical content and identify mathematical competence for attribution; M.6. Perform mathematical explanations and support children's mathematical explanations for attribution; M.7. Choose, interpret, and talk with representations for attributions; M.8. Elicit, interpret, support and extend others' mathematical thinking for attribution; M.9. Unpack mathematical content and identify mathematical competence for counting and whole number representation; M.10. Perform mathematical explanations and support children's mathematical explanations for counting and whole number representation; M.11 Choose, interpret, and talk with representations for counting and whole number representation; M.12. Elicit, interpret, support, and extend others' mathematical thinking for counting and whole number representation; M.13. Unpack mathematical content and identify mathematical competence for early fraction representation; M.14. Perform mathematical explanations and support others' mathematical explanations for early fraction representation; M.15. Choose, interpret, and talk with representations for early fraction representation; M.16. Elicit, interpret, support, and extend others' mathematical thinking for early fraction representation; M.17. Unpack mathematical content and identify mathematical competence for whole number operations; M.18. Perform mathematical explanations and support children's mathematical explanations for whole number operations; M.19. Choose, interpret, and talk with representations for whole number operations; and M.20. Elicit, interpret, support, and extend others' mathematical thinking for whole number operations.

**Science Standards:** S.1. Scientific Phenomena; S.2. Engaging children in Science and Engineering Practices (SEPs) as Identified in the Framework; S.3. Engaging Children in Developing and Using Disciplinary Core Ideas (DCIs) as Identified in the Framework; S.4. Engaging Children in Developing and Using Crosscutting Concepts as Identified in the Framework; S.5. Selecting and modifying instructional materials for 3D learning; S.6. Children's scientific sense-making; S.7. Pedagogical strategies that support culturally relevant sense-making in 3D learning; and S.8. Equity and Access

**Social Studies Standards:** SS.1. Civic Engagement; SS.2. History; SS.3. Geography; SS.4. Civics and Government; and SS.5. Economics.

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/approved\\_lower\\_elementary\\_pk3\\_education\\_preparation\\_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/approved_lower_elementary_pk3_education_preparation_standards.pdf?rev=ea8d459deea54ab981e4ba31648c71f7&hash=9EDD541C636B25A5AE8EC240A))

For more information regarding these State standards please see the Standards for the Preparation of Teachers of Upper Elementary (3-6) Education ([https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator\\_services/prep/standards/](https://www.michigan.gov/mde/-/media/Project/Websites/mde/educator_services/prep/standards/))

approved\_upper\_elementary\_36\_education\_preparation\_standards.pdf?rev=9fc7be74ebbb40b583f5cc379290996e&hash=C8FB8B45A56847BD2A067206F5AD632D)

The School of Education has the following Program Outcomes:

**SL1. Faith Integration:** Candidates display the Christian principles that are central to the university's mission.

**SL2. Caring Relationships:** Candidates establish caring, supportive relationships with students, families and colleagues.

**RP3. Disciplinary Knowledge:** Candidates demonstrate an in-depth knowledge of the skills and frameworks of their content areas appropriate to their certification.

**RP4. Pedagogy and Instruction:** Candidates understand and implement best practices of instruction and deliver well-differentiated and well-aligned instruction that empowers students as learners.

**RP5. Communication:** Candidates demonstrated effective communication skills to enhance teaching and learning.

**RP6. Assessment:** Candidates use various types of assessment to evaluate student progress and to improve their instruction.

**RP7. Classroom Environment:** Candidates assess and respond appropriately to the cultures of diverse classrooms, schools, and the community.

**LL8. Professionalism and Personal Growth:** Candidates engage in continuous growth by consistently expanding their professional knowledge, skills and dispositions.

Code	Title	Hours
Undergraduate Core Requirements - Public Education		44
Public Education Major		71
Public Education Elective Credits		5
<b>Total Credits - Public Education</b>		<b>120</b>
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		77
<b>Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate</b>		<b>121</b>

### Core Curriculum - 44-47 credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3

MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
HHP 1115	Fit and Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression Course		3
ENG 2100	College Writing	3
Communication or Language Course		3

### Elementary Education Curriculum

Code	Title	Hours
Elementary Education Content		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 1210	American Civilization I	3
HIST 2230	Michigan History	3
Professional Education Sequence		
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 3050	Preparing for Student Teaching	1
Elementary Education Sequence		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3

### Lower Elementary (Pre-Kindergarten to Grade 3)

Code	Title	Hours
EDU 2110	Mathematics in Early Childhood	2
EDU 2140	Assessment of Young Children	3
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 4121	Math & Science– Lower Elementary Clinical	1

### Upper Elementary (Grades 3 to 6)

Code	Title	Hours
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4301	Data Driven Analysis of Classroom Practice	2
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 3112	Elementary Literacy - Upper Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1

EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1

Code	Title	Hours
Lutheran Teacher Diploma (LTD) Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Code	Title	Hours
Undergraduate Core Requirements - Public Education		
		44
Public Education Major		88
<b>Total Credits - Public Education</b>		<b>132</b>
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		94
<b>Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate</b>		<b>141</b>

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD) or Christian Teacher Certificate (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
HHP 1115	Fit and Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression Course		
ENG 2100	College Writing	3
Communication or Language Course		
		3

## Elementary Education Curriculum

Code	Title	Hours
Elementary Education Content		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 1210	American Civilization I	3
HIST 2230	Michigan History	3
Professional Education Sequence		
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1

EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 3050	Preparing for Student Teaching	1

### Elementary Education Sequence

ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3

### Lower Elementary (Pre-Kindergarten to 3rd grade)

Code	Title	Hours
EDU 2110	Mathematics in Early Childhood	2
EDU 2140	Assessment of Young Children	3
ED 2358	Emergent Writing: Birth to Grade 3	2
EDU 3111	Elementary Literacy – Lower Elementary Clinical	1
EDU 3121	Literacy Challenges – Lower Elementary Clinical	1
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical	1
EDU 4121	Math & Science– Lower Elementary Clinical	1

### Special Education - Learning Disabilities

Code	Title	Hours
ED 1230	Nature of the Exceptional Child	
EDU 2410	Math Strategies for Special Learning Needs	3
EDU 2420	Language and Literacy	3
EDU 2430	Special Education Legislation and Legal Guidelines	3
EDU 2440	Meeting the Social, Emotional, & Behavior Needs of the Student	3
EDU 2450	Collaboration with Parents, Students, and Other Professionals	3
EDU 2460	Determining Eligibility and Designing Educational Programs	3
EDU 2470	Instruction Across the Content Areas for Students with Learning Disabilities	3
EDU 4499	Directed Student Teaching: Special Education with Seminar	6

Code	Title	Hours
Lutheran Teacher Diploma (LTD) Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Code	Title	Hours
Undergraduate Core Requirements - Public Education		
		44
Public Education Major		87
<b>Total Credits - Public Education</b>		<b>131</b>
Undergraduate Core Requirements - Lutheran Teacher Diploma		47
Lutheran Teacher Diploma Major		93
<b>Total Credits - Lutheran Teacher Diploma or Christian Teacher Certificate</b>		<b>140</b>

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran Teacher Diploma (LTD)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Core		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Faith and Life Course		
ENV 1050	Introduction to Environmental Science	3
MATH 1190	Number Sense: Teaching Pre K-9	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3
HHP 1115	Fit and Well	2
ED 1103	Human Relations for Teachers	3
Human Creativity and Expression Course		
ENG 2100	College Writing	3
Communication or Language Course		
		3

## Elementary Education Curriculum

Code	Title	Hours
Elementary Education Content		
ED 1231	Best Practices in Engaging Children in Literacy	3
HIST 1210	American Civilization I	3
HIST 2230	Michigan History	3
Professional Education Sequence		
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical	1
ED 1275	Human Learning	3
EDU 1022	Human Growth and Development Elementary Clinical	1
EDU 5010	Designing Instruction	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical	1
EDU 5020	Differentiated Instruction	3
EDU 2022	Differentiation for All Learners Elementary Clinical	1
ED 1230	Nature of the Exceptional Child	3
EDU 3050	Preparing for Student Teaching	1
Elementary Education Sequence		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading	3
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3

## Upper Elementary (Grades 3 to 6)

Code	Title	Hours
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4301	Data Driven Analysis of Classroom Practice	2

EDU 3002	Assessment and Evaluation for Educators Elementary Clinical	1
EDU 3112	Elementary Literacy - Upper Elementary Clinical	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical	1
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical	1
EDU 4122	Math & Science - Upper Elementary Clinical	1

## Special Education - Learning Disabilities

Code	Title	Hours
ED 1230	Nature of the Exceptional Child	
EDU 2410	Math Strategies for Special Learning Needs	3
EDU 2420	Language and Literacy	3
EDU 2430	Special Education Legislation and Legal Guidelines	3
EDU 2440	Meeting the Social, Emotional, & Behavior Needs of the Student	3
EDU 2450	Collaboration with Parents, Students, and Other Professionals	3
EDU 2460	Determining Eligibility and Designing Educational Programs	3
EDU 2470	Instruction Across the Content Areas for Students with Learning Disabilities	3
EDU 4499	Directed Student Teaching: Special Education with Seminar	6

Code	Title	Hours
Lutheran Teacher Diploma (LTD) Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

## Plan

Course	Title	Hours
<b>Semester 1</b>		
HHP 1115	Fit and Well <sup>8-week Session II</sup>	2
ENG 2100	College Writing <sup>8-week Session II</sup>	3
		<b>Hours</b>
		<b>5</b>
<b>Semester 2</b>		
ED 1275	Human Learning <sup>8-week Session I</sup>	3
EDU 1022	Human Growth and Development Elementary Clinical <sup>8-week Session I</sup>	1
ED 2204	The Art & Science of Teaching Reading <sup>8-week Session I</sup>	3
EDU 3111	Elementary Literacy – Lower Elementary Clinical <sup>8-week Session I</sup>	1
ED 1230	Nature of the Exceptional Child <sup>8-week Session II</sup>	3
REL 1000	The Bible <sup>8-week Session II</sup>	3
		<b>Hours</b>
		<b>14</b>
<b>Semester 3</b>		
EDU 5020	Differentiated Instruction <sup>8-week Session I</sup>	3
EDU 2022	Differentiation for All Learners Elementary Clinical <sup>8-week Session I</sup>	1
MATH 1190	Number Sense: Teaching Pre K-9 <sup>8-week Session I</sup>	3
ED 1103	Human Relations for Teachers <sup>8-week Session II</sup>	3
EDU 1002	Teaching & Learning in Diverse Societies Elementary Clinical <sup>8-week Session II</sup>	1
MATH 1200	Data & Space: Teaching Pre K-9 <sup>8-week Session II</sup>	3
		<b>Hours</b>
		<b>14</b>
<b>Semester 4</b>		
CCE 1030	Western Thought & Worldview <sup>8-week Session I</sup>	3
REL 1100	Christian Faith <sup>8-week Session I</sup>	3

ED 1231	Best Practices in Engaging Children in Literacy <sup>8-week Session II</sup>	3
POLS 2010	American Government <sup>8-week Session II</sup>	3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
CCE 1020	Western Culture & Worldview <sup>8-week Session I</sup>	3
ENV 1050	Introduction to Environmental Science <sup>8-week Session I</sup>	3
EDU 5010	Designing Instruction <sup>8-week Session II</sup>	3
EDU 2002	Designing Instruction for Student Success Elementary Clinical <sup>8-week Session II</sup>	1
FAITH AND LIFE <sup>8-week Session II</sup>		3
<b>Hours</b>		<b>13</b>
<b>Semester 6</b>		
HUMAN CREATIVITY AND EXPRESSION <sup>8-week Session I</sup>		3
ED 2358	Emergent Writing: Birth to Grade 3 <sup>8-week Session I</sup>	2
EDU 2110	Mathematics in Early Childhood <sup>8-week Session I</sup>	2
CCE 1040	Science & Humanity <sup>8-week Session II</sup>	3
HIST 1210	American Civilization I <sup>8-week Session II</sup>	3
<b>Hours</b>		<b>13</b>
<b>Semester 7</b>		
ED 3401	Instruction & Assessment of Reading <sup>8-week Session I</sup>	3
EDU 3121	Literacy Challenges – Lower Elementary Clinical <sup>8-week Session I</sup>	1
EDU 3122	Literacy Challenges - Upper Elementary Clinical <sup>8-week Session I</sup>	1
EDU 2140	Assessment of Young Children <sup>8-week Session I</sup>	3
GEOG 2200	Cultural Geography <sup>8-week Session II</sup>	3
HIST 2230	Michigan History <sup>8-week Session II</sup>	3
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>8-week Session I</sup>	3
EDU 4111	Language Arts & Social Studies – Lower Elementary Clinical <sup>8-week Session I</sup>	1
ED 4308	Curriculum and Methods in STEM <sup>8-week Session I</sup>	3
EDU 4121	Math & Science– Lower Elementary Clinical <sup>8-week Session I</sup>	1
ED 4301	Data Driven Analysis of Classroom Practice <sup>8-week Session II</sup>	2
EDU 3002	Assessment and Evaluation for Educators Elementary Clinical <sup>8-week Session II</sup>	1
EDU 4112	Language Arts & Social Studies – Upper Elementary Clinical <sup>8-week Session II</sup>	1
EDU 4122	Math & Science - Upper Elementary Clinical <sup>8-week Session II</sup>	1
EDU 3050	Preparing for Student Teaching <sup>8-week Session II</sup>	1
<b>Hours</b>		<b>14</b>
<b>Semester 9</b>		
COMMUNICATION AND LANGUAGE <sup>8-week Session I</sup>		3
EDU 4191	Student Teaching for Lower Elementary <sup>12-week Session</sup>	12
EDU 4192	Student Teaching for Upper Elementary <sup>12-weekK Session</sup>	12
<b>Hours</b>		<b>27</b>
<b>Total Hours</b>		<b>126</b>

Course options and schedule are subject to change.

## Accelerated Elementary Education (Acc)

This program is offered in both a licensure and non-licensure option.

### Wisconsin licensure option

You can make a difference in lives of children; you can have a career in education by earning your bachelor's degree and teaching license. The Accelerated Elementary Education Licensure program is a fully online teacher education program leading to a Wisconsin license to teach grades K through 9. The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

This exciting program format is bound to open new opportunities to provide applicants with an accessible, attainable, and affordable degree. Courses were built upon Concordia's steady and renowned traditional undergraduate elementary education courses, graduating teachers successfully teaching in their own classrooms. Yet, we realize living on campus and taking a traditional 4-year program is not for everyone. This online 3-year program may be just the opportunity for you to build a meaningful career and make a positive difference in the lives of young children.

### Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church–Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to

monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>66</b>
<b>Public Education Electives</b>		<b>10</b>
<b>Undergraduate Core Requirements - Lutheran / Christian Teacher Diploma</b>		<b>47</b>
<b>Lutheran / Christian Teacher Diploma Major</b>		<b>72</b>
<b>Lutheran / Christian Teacher Diploma Electives</b>		<b>1</b>
<i>Total Hours</i> <sup>3</sup>		<i>120</i>

### Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b> <b>Title</b> <b>Hours</b>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3

CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language Course		
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		
3		

### Elementary Education Curriculum - 66 - 72 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
or MATH 3130	Math in the Middle School	
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3401	Instruction & Assessment of Reading	3
<i>"The Block"</i>		
Take these courses during the same semester		
ED 4301	Data Driven Analysis of Classroom Practice <sup>1,2</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>1,2</sup>	1
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>1,2</sup>	3
ED 4308	Curriculum and Methods in STEM <sup>1,2</sup>	3
<i>Practicum Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>1</sup>	1
ED 4421	Gr K-9 Student Teaching 1	12
& ED 4422	and Gr K-9 Student Teaching 2 <sup>1</sup>	
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3

REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

<sup>3</sup> Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program. Both programs are made up of 120 credits of coursework.

#### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Non-Licensable Education</b>		<b>44</b>
<b>Non-Licensable Education Major</b>		<b>66</b>
<b>Non-Licensable Education Electives</b>		<b>10</b>
<b>Undergraduate Core Requirements - Non-Licensable Lutheran / Christian Teacher Diploma</b>		<b>47</b>
<b>Non-Licensable Lutheran / Christian Teacher Diploma Major</b>		<b>72</b>
<b>Non-Licensable Lutheran / Christian Teacher Diploma Electives</b>		<b>1</b>
<i>Total Hours</i> <sup>3</sup>		<i>120</i>

### Core Curriculum - 44 - 47 Credits

#### Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b> <b>Title</b> <b>Hours</b>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language Course		
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
ENV 1050	Introduction to Environmental Science	3

ED 1103	Human Relations for Teachers	3
Society and Culture Elective		3

### Elementary Education Curriculum - 66 - 72 credits

Code	Title	Hours
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
or MATH 3130 Math in the Middle School		
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3401	Instruction & Assessment of Reading	3
<i>"The Block"</i>		
Take these courses during the same semester		
ED 4301	Data Driven Analysis of Classroom Practice <sup>1,2</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>1,2</sup>	1
ED 4307	Curriculum and Methods in Language Arts and Social Studies <sup>1,2</sup>	3
ED 4308	Curriculum and Methods in STEM <sup>1,2</sup>	3
<i>Practicum Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>1</sup>	1
ED 4421	Gr K-9 Student Teaching 1	12
& ED 4422	and Gr K-9 Student Teaching 2 <sup>1</sup>	
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.



<sup>3</sup> Candidates select either the Public Education or Lutheran Teacher Diploma tracks for this program. Both programs are made up of 120 credits of coursework.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>6</b>
<b>Semester 2</b>		
ED 2204	The Art & Science of Teaching Reading	3
CCE 1020	Western Culture & Worldview	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
REL 1000	The Bible	3
ED 4501	Clinical Field Experience 1	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Clinical Field Experience 2	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
ENG 2100	College Writing	3
ENV 1050	Introduction to Environmental Science	3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
ED 4503	Clinical Field Experience 3	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 4504	Clinical Field Experience 4	1
ED 2358	Emergent Writing: Birth to Grade 3	2
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE		3
HHP 1115	Fit and Well	2
ED 2820	How Adults Learn	1
ED 4505	Clinical Field Experience 5	1
<b>Hours</b>		<b>13</b>
<b>Semester 7</b>		
ED 4506	Clinical Field Experience 6	1
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3
ED 3401	Instruction & Assessment of Reading	3
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
<b>Hours</b>		<b>13</b>
<b>Semester 8</b>		
ED 4307	Curriculum and Methods in Language Arts and Social Studies	3
ED 4308	Curriculum and Methods in STEM	3
ED 4302	Collaborating with Families and Members of the Community	1

ED 4301	Data Driven Analysis of Classroom Practice	2
ELECTIVE		3
ED 4507	Clinical Field Experience 7	3
<b>Hours</b>		<b>15</b>
<b>Semester 9</b>		
ED 4411	The Profession and Ethics of Teaching	3
ED 4412	Portfolio Completion - Elementary/Content Tests	1
ED 4421	Gr K-9 Student Teaching 1	6
ED 4422	Gr K-9 Student Teaching 2	6
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Accelerated Secondary Education - English and Language Arts (Acc)

This program is offered in both a licensure and non-licensure option.

### Wisconsin licensure option

This program focus will allow you to explore the language, literature, and expression of the Western canon in the context of education. Be ready to demonstrate your understanding of texts and ideas, because you'll regularly be asked to write analytically and creatively. Professors will motivate you to think critically about texts and consider them within a Christian context, applying their lessons to your day to day life so you can do the same for your students.

### Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church–Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

## Program Learning Outcomes

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and

creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>70</b>
<b>Public Education Electives</b>		<b>6</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>76</b>
<i>Total Credits - Public Education</i>		<i>120</i>
<i>Total Credits - Lutheran Teacher Diploma</i>		<i>123</i>

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language Course		
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		
3		

## English and Language Arts Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical &amp; Practical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4372	Curriculum and Methods of Teaching English - Secondary <sup>1</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>English and Language Arts Component</i>		
COMM 2100	Interpersonal Communication	
COMM 1200	Journalism	3
COMM 4100	Cross-Cultural Communication	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 2100	College Writing	3
ENG 2500	Academic Writing and Research	3
ENG 3470	Early World Literature	3
ENG 3920	Survey of American Literature	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3
<i>Field Work Component</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		

ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
	Select one of the following:	3
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.  
<sup>2</sup> "The Block" classes are taken during the same semester.

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Non-Licensable Education</b>		<b>44</b>
<b>Non-Licensable Education Major</b>		<b>70</b>
<b>Non-Licensable Education Electives</b>		<b>6</b>
<b>Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Non-Licensable Lutheran Teacher Diploma Major</b>		<b>76</b>
<i>Total Credits - Non-Licensable Education</i>		<i>120</i>
<i>Total Credits - Non-Licensable Lutheran Teacher Diploma</i>		<i>123</i>

### Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 2100	College Writing	3
Communication or Language Course		
Faith and Life Course		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
MATH 1190	Number Sense: Teaching Pre K-9	3
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design Course		

ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society and Culture Elective		3

### English and Language Arts Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical &amp; Practical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4372	Curriculum and Methods of Teaching English - Secondary <sup>1</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>English and Language Arts Component</i>		
COMM 2100	Interpersonal Communication	
COMM 1200	Journalism	3
COMM 4100	Cross-Cultural Communication	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 2100	College Writing	3
ENG 2500	Academic Writing and Research	3
ENG 3470	Early World Literature	3
ENG 3920	Survey of American Literature	3
ENG 3940	Survey of British Literature	3
ENG 3960	English Language and Its Usage	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3

*Field Work Component*

ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12

<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
	Select one of the following:	3
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.  
<sup>2</sup> "The Block" classes are taken during the same semester.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
<b>Hours</b>		<b>9</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
REL 1100	Christian Faith	3
ENG 2500	Academic Writing and Research	3
REL 1000	The Bible	3
ED 4501	Clinical Field Experience 1	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
FAITH & LIFE		3
ENG 3960	English Language and Its Usage	3
ED 4502	Clinical Field Experience 2	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ENV 1050	Introduction to Environmental Science	3
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
ENG 2100	College Writing	3
CCE 1020	Western Culture & Worldview	3
COMM 1200	Journalism	3
ENG 4750	Literary Criticism	3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
ED 2432	Teaching Writing: Grades 4-12	3
COMMUNICATION & LANGUAGE		3
ENG 3470	Early World Literature	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
ENG 3920	Survey of American Literature	3
CCE 1030	Western Thought & Worldview	3
ENG 4650	Shakespeare	3
ED 4340	The Art and Science of Assessment and Instruction	3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
ENG 3940	Survey of British Literature	3
ED 4372	Curriculum and Methods of Teaching English - Secondary	3
HUMAN CREATIVITY & EXPRESSION		3
COMM 4100	Cross-Cultural Communication	3
HHP 1115	Fit and Well	2
ED 4507	Clinical Field Experience 7	3
<b>Hours</b>		<b>17</b>
<b>Semester 9</b>		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4433	Secondary Ed Student Teaching 1	6

ED 4434	Secondary Ed Student Teaching 2	6
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Accelerated Secondary Education - Mathematics (Acc)

This program is offered in both a licensure and non-licensure option.

### Wisconsin licensure option

One of the reasons mathematics is so appealing is because it's irrefutable. In our program, you'll find satisfaction in discovering the best way to get your students to the right answer, all while enjoying the challenge of complicated problems. Throughout the program, you'll learn how to use computers and computer systems in the classroom to enhance problem solving. You'll explore the relationship between a Christian worldview and a technological science. Every step of the way, you'll have experienced professors guiding you. And even though numbers may be your thing, you're certainly not a number at Concordia – you're a student who'll get to know your professors and receive meaningful mentorship, providing a workable model for the future relationships you'll form with your students.

The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

### Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church–Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

## Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and

creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>69</b>
<b>Public Education Electives</b>		<b>7</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>75</b>
<i>Total Hours - Public Education</i>		<i>120</i>
<i>Total Hours - Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>122</i>

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		

## Mathematics Education Curriculum - 69 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Mathematics Component - 32 credits</i>		
MATH 1190	Number Sense: Teaching Pre K-9	
MATH 1200	Data & Space: Teaching Pre K-9	3
MATH 1280	College Algebra	3
MATH 1500	Trigonometry	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 3130	Math in the Middle School	3
MATH 3210	Abstract Algebra	3
MATH 3310	Geometry	3
MATH 4950	Mathematics Education Senior Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Non-Licensable Education</b>		<b>44</b>
<b>Non-Licensable Education Major</b>		<b>69</b>
<b>Non-Licensable Education Electives</b>		<b>7</b>
<b>Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Non-Licensable Lutheran Teacher Diploma Major</b>		<b>75</b>
<i>Total Hours - Non-Licensable Education</i>		<i>120</i>
<i>Total Hours - Non-Licensable Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>122</i>

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b> <b>Title</b> <b>Hours</b>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3

ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

## Mathematics Education Curriculum - 69 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3

*Mathematics Component - 32 credits*

MATH 1190	Number Sense: Teaching Pre K-9	
MATH 1200	Data & Space: Teaching Pre K-9	3
MATH 1280	College Algebra	3
MATH 1500	Trigonometry	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2050	Statistics I	3
MATH 3130	Math in the Middle School	3
MATH 3210	Abstract Algebra	3
MATH 3310	Geometry	3
MATH 4950	Mathematics Education Senior Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12

### Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

### Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> "The Block" classes are taken during the same semester.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ED 1102	Foundations of Education	3

REL 1100 or REL 1590	Christian Faith or Heritage of Faith	3
<b>Hours</b>		<b>6</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ENG 2100	College Writing	3
MATH 1280	College Algebra	3
ART 1000 or MUS 1171	Basic Art Experience or Creative Arts: Music	3
ED 4501	Clinical Field Experience 1	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 4502	Clinical Field Experience 2	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
REL 1100 or REL 2030	Christian Faith or Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
MATH 1500	Trigonometry	3
HHP 1115	Fit and Well	2
<b>Hours</b>		<b>11</b>
<b>Semester 5</b>		
ENV 1050	Introduction to Environmental Science	3
MATH 3310	Geometry	3
MATH 2050	Statistics I	3
MATH 2010	Calculus I	4
<b>Hours</b>		<b>13</b>
<b>Semester 6</b>		
MATH 3210	Abstract Algebra	3
CCE 1030	Western Thought & Worldview	3
MATH 3130	Math in the Middle School	3
CCE 1010	Christian Citizen	3
MATH 2020	Calculus II	4
<b>Hours</b>		<b>16</b>
<b>Semester 7</b>		
RELIGION ELECTIVE		3
MATH 4950	Mathematics Education Senior Seminar	3
ED 2306	Teaching the Faith	3
RELIGION ELECTIVE		3
ED 4340	The Art and Science of Assessment and Instruction	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
COMMUNICATION & LANGUAGE		3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary	3
CCE 1040	Science & Humanity	3
REL 3380	Gospel of Luke	3
ED 4507	Clinical Field Experience 7	3
<b>Hours</b>		<b>15</b>
<b>Semester 9</b>		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>122</b>

Course options and schedule are subject to change.

## Accelerated Secondary Education - Social Studies (Acc)

This program is offered in both a licensure and non-licensure option.

### Wisconsin licensure option

Through a blend of the social sciences, history, and humanities, you'll learn to guide your students through a myriad of perspectives and social structures, and be able to adapt such lessons for the next generation of thinkers. Perhaps most importantly, you'll understand how to help your students discover how people relate to each other, how we interact as groups, and how we organize our thoughts, religions, and governments. With a foundation in social studies, your students will be able to understand the world around them, and their place in it.

You can make a difference in the lives of children; you can become a teacher by earning your bachelor's in secondary education and teaching license online. The Accelerated Secondary Education - Social Studies licensure program is a fully online bachelor's in education leading to a Wisconsin license to teach grades 4 through 12. The accelerated courses can be scheduled to complete this program in 3 years or at the pace you prefer.

### Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church—Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

## Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline

accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Public Education</b>		<b>44</b>
<b>Public Education Major</b>		<b>70</b>
<b>Public Education Electives</b>		<b>6</b>
<b>Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Lutheran Teacher Diploma Major</b>		<b>76</b>
<i>Total Hours - Public Education</i>		<i>120</i>
<i>Total Hours - Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>123</i>

## Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Code	Title	Hours
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Liberal Arts Dimensions</b>		
ENG 2100	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		

## Social Studies Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Social Studies Component - 33 credits</i>		
ECON 2000	Principles of Economics	3
PSY 1010	General Psychology	3
HIST 1610	World Civilizations I	3
HIST 1615	World Civilizations II	3
HIST 2240	The American Federal System	3
or POLS 2010	American Government	
HIST 3200	Early America:1492-1800	3
HIST 3210	American Republic: 1800-1860	3
HIST 3220	Indus America:1865-1920	3
HIST 3230	United States as a World Power: 1920-Present	3
HIST 3850	Historical Methods	3
HIST 4800	History Seminar	3
<i>Clinicals and Student Teaching Component - 22 credits</i>		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12



<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.  
<sup>2</sup> "The Block" classes are taken during the same semester.

### Curriculum

Code	Title	Hours
<b>Undergraduate Core Requirements - Non-Licensable Education</b>		<b>44</b>
<b>Non-Licensable Education Major</b>		<b>70</b>
<b>Non-Licensable Education Electives</b>		<b>6</b>
<b>Non-Licensable Undergraduate Core Requirements - Lutheran Teacher Diploma</b>		<b>47</b>
<b>Non-Licensable Lutheran Teacher Diploma Major</b>		<b>76</b>
<i>Total Hours - Non-Licensable Education</i>		<i>120</i>
<i>Total Hours - Non-Licensable Lutheran Teacher Diploma or Christian Teacher Certificate</i>		<i>123</i>

### Core Curriculum - 44 - 47 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions</i>		
ENG 2100	College Writing	3
Communication or Language course		
Faith and Life Elective		
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3

ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

### Social Studies Education Curriculum - 70 - 76 credits

Code	Title	Hours
<i>Theoretical and Practical Component - 15 credits</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1275	Human Learning	3
ED 4340	The Art and Science of Assessment and Instruction <sup>1</sup>	3
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
<i>Social Studies Component - 33 credits</i>		
ECON 2000	Principles of Economics	3
PSY 1010	General Psychology	3
HIST 1610	World Civilizations I	3
HIST 1615	World Civilizations II	3
HIST 2240	The American Federal System	3
or POLS 2010	American Government	
HIST 3200	Early America:1492-1800	3
HIST 3210	American Republic: 1800-1860	3
HIST 3220	Indus America:1865-1920	3
HIST 3230	United States as a World Power: 1920-Present	3
HIST 3850	Historical Methods	3
HIST 4800	History Seminar	3

*Clinicals and Student Teaching Component - 22 credits*

ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4507	Clinical Field Experience 7 <sup>1,2</sup>	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433	Secondary Ed Student Teaching 1	12
& ED 4434	and Secondary Ed Student Teaching 2 <sup>1</sup>	

### Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> Course Requires Upper Division Status.  
<sup>2</sup> "The Block" classes are taken during the same semester.

### Plan

Course Semester 1	Title	Hours
ED 1102	Foundations of Education	3

ENG 2100	College Writing	3
<b>Hours</b>		<b>6</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ART 1000 or MUS 1171	Basic Art Experience or Creative Arts: Music	3
HIST 3200	Early America:1492-1800	3
REL 1000 or REL 2010	The Bible or Old Testament	3
ED 4501	Clinical Field Experience 1	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
HIST 1615	World Civilizations II	3
ED 4502	Clinical Field Experience 2	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1020	Western Culture & Worldview	3
REL 1100 or REL 2020	Christian Faith or New Testament	3
ECON 2000	Principles of Economics	3
HHP 1115	Fit and Well	2
<b>Hours</b>		<b>11</b>
<b>Semester 5</b>		
COMM 2100	Interpersonal Communication	3
ENV 1050	Introduction to Environmental Science	3
HIST 1610	World Civilizations I	3
HIST 3210	American Republic: 1800-1860	3
HIST 2240	The American Federal System	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
HIST 3220	Indus America:1865-1920	3
CCE 1030	Western Thought & Worldview	3
HIST 3230	United States as a World Power: 1920-Present	3
CCE 1010	Christian Citizen	3
HIST 3850	Historical Methods	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
PSY 1010	General Psychology	3
RELLIGION ELECTIVE		3
HIST 4800	History Seminar	3
ED 2306	Teaching the Faith	3
ED 4340	The Art and Science of Assessment and Instruction	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary	3
CCE 1040	Science & Humanity	3
REL 3380	Gospel of Luke	3
ED 4507	Clinical Field Experience 7	3
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
ED 4411	The Profession and Ethics of Teaching	3
ED 4414	Portfolio Completion-Secondary	1
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Accelerated Early Childhood Education (Acc)

This program is offered in both a licensure and non-licensure option.

### Wisconsin licensure option

This program is designed for working adults who wish to pursue a bachelor degree in education and teaching license for children ages birth through grade 3.

### Non-licensure option

Students in this option will not obtain a teaching license from the state of Wisconsin. This program is specifically designed for candidates residing outside of Wisconsin who wish to pursue a Concordia education in teaching but do not intend to obtain a Wisconsin teaching license. This option may be particularly appealing to those who are not Wisconsin residents but are interested in earning the Lutheran Teacher Diploma, which would make them eligible to receive a Call from a Lutheran Church–Missouri Synod school to serve as a church worker. This adaptation aligns with federal Department of Education regulations, which restrict out-of-state learners from enrolling in licensure programs outside their home state.

## Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and

pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

Code	Title	Hours
	Post-Traditional Core Requirements	44-47
	Early Childhood Major Requirements	73
	Electives	3
	<b>Total Hours</b>	<b>120-123</b>

### Core Curriculum

Code	Title	Hours
	Theology - Public Education	
REL 1000	The Bible	3
REL 1100	Christian Faith	3
	Theology - Lutheran (LTD) & Christian (CTC)	
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
	<b>Code</b>	<b>Title</b>
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
	<i>Liberal Arts Dimensions</i>	
ENG 2100	College Writing	3
	Communication or Language course	3
	Faith and Life Elective	3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
	Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course	3
MATH 1190	Number Sense: Teaching Pre K-9	3

ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
	Society & Culture elective	3

### Early Childhood Major Requirements

Code	Title	Hours
	Theoretical Component	
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching	3
	Practical Component	
ED 2204	The Art & Science of Teaching Reading	3
ED 2221	Infant and Toddler Development	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
ED 4479	Assessment Strategies for Diverse Learners	3
MATH 1200	Data & Space: Teaching Pre K-9	3
	Clinical Component	
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4507	Clinical Field Experience 7	3
	Student Teaching Component	
ED 4412	Portfolio Completion - Elementary/Content Tests	1
ED 4425	Early Childhood Student Teaching and Early Childhood Student Teaching (Course taken twice during the student teaching semester)	12
	Elective credits	3
	Lutheran (LCMS Members) Teacher Diploma Requirements	
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
	Christian Teacher Certification Requirements	
ED 2306	Teaching the Faith	3
	Select one of the following	
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

## Curriculum

Code	Title	Hours
Non-Licensable Post-Traditional Core Requirements		44-47
Non-Licensable Early Childhood Major Requirements		73
Electives		3
<b>Total Hours</b>		<b>120-123</b>

### Core Curriculum

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

### Liberal Arts Dimensions

ENG 2100	College Writing	3
Communication or Language course		3
Faith and Life Elective		3
ED 1102	Foundations of Education	3
HHP 1115	Fit and Well	2
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9	3
ENV 1050	Introduction to Environmental Science	3
ED 1103	Human Relations for Teachers	3
Society & Culture elective		3

### Early Childhood Major Requirements

Code	Title	Hours
Theoretical Component		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching	3
Practical Component		
ED 2204	The Art & Science of Teaching Reading	3
ED 2221	Infant and Toddler Development	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3

ED 4479	Assessment Strategies for Diverse Learners	3
MATH 1200	Data & Space: Teaching Pre K-9	3
Clinical Component		
ED 4501	Clinical Field Experience 1	3
ED 4502	Clinical Field Experience 2	3
ED 4503	Clinical Field Experience 3	3
ED 4504	Clinical Field Experience 4	1
ED 4505	Clinical Field Experience 5	1
ED 4506	Clinical Field Experience 6	1
ED 4507	Clinical Field Experience 7	3
Student Teaching Component		
ED 4412	Portfolio Completion - Elementary/Content Tests	1
ED 4425 & 4425	Early Childhood Student Teaching and Early Childhood Student Teaching (Course taken twice during the student teaching semester)	12
Elective credits		3
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Please see your advisor for more information.

## Health Profession Programs

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University. Our programs emphasize interprofessional education and community interaction.

### School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Diagnostic Medical Sonographer Completion (Acc) (p. 148)
- Radiologic Technology Completion (Acc) (p. 149)
- Social Work (Acc) (p. 150)
- Social Work Minor (Acc) (<https://catalog.cuw.edu/undergraduate/extendedcampus/health-prof/minor/social-work-minor/>)

## Bachelor Degrees

- Diagnostic Medical Sonographer Completion (Acc) (p. 148)
- Radiologic Technology Completion (Acc) (p. 149)
- Social Work (Acc) (p. 150)

## Diagnostic Medical Sonographer Completion (Acc)

Concordia's Diagnostic Medical Sonography **Completion Program** offers professionals already credentialed to practice Diagnostic Medical Sonography the opportunity to transfer previous knowledge and credits into Concordia's completion program; so you can earn your degree faster. We will match you with an academic advisor to determine how many credits you are able to transfer, and get you started on your journey to growing your career. We understand that you are a busy working professional. That is why this program provides flexible learning options. Each course lasts 6 or 8 weeks (depending on the given format). You will benefit from coursework that is founded on a Christ-centered education.

### What to Expect

Learn to communicate effectively and work collaboratively with others in your field. Through this program you will demonstrate the ability to think critically, analyze and research problems, and propose potential solutions. Students in this program are provided a better understanding of ethical responsibilities within a health care team.

With this degree, you will be eligible to apply for **advancement opportunities in health care settings** including but not limited to:

- Leadership Roles
- Education
- Commercial Equipment Applications

### Curriculum

This degree completion program can be completed in a year and a half or less. We encourage you to select a minor that will help you fulfill the total number of credits (120) needed for graduation. You can transfer up to 84 credits. You will complete the Concordia core curriculum and electives, in addition to the credits transferred, to complete your bachelor's degree in Diagnostic Medical Sonography.

Code	Title	Hours
<b>Post-Traditional Transfer Core (p. 26)</b>		<b>30</b>
<b>DMS Transfer Credits</b>		<b>59</b>
<b>Electives</b>		<b>31</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
MATH 1250	Contemporary Math	3
or MATH 1280	College Algebra	
or BUS 3450	Business Statistics	
REL 2030	Biblical Theology	3
ENV 1050	Introduction to Environmental Science	3
or JPP 3040	Forensic Investigation	
PSY 2710	Social Psychology in the Workplace	3
or HCM 3500	Eldercare	
or PHIL 2560	Critical Thinking & Creativity	
or PSY 3240	Introduction to Psychopathology	
or JPP 1020	Criminology	

COMM 2100	Interpersonal Communication	3
or COMM 1010	Speech Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
COMM 2010	American Cinema	3
or ART 1000	Basic Art Experience	
or ART 2000	Art History I	
or ENG 1300	Literature	
or MUS 1171	Creative Arts: Music	

### Admission Requirements

Applicants **must already be a credentialed diagnostic medical sonographer** to apply to the completion program.

1. Submit the online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Provide proof of current license as a Diagnostic Medical Sonographer.

### Admission Decisions

The completed applicant's file is reviewed by the Admission Committee. An official decision email is sent to the applicant indicating one of the following:

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance email.
3. The student is denied admission.\*

*\*If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

### Plan

Course	Title	Hours
<b>Semester 1</b>		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
		<b>Hours</b>
		<b>6</b>
<b>Semester 2</b>		
NATURAL WORLD		3
ELECTIVE		3
		<b>Hours</b>
		<b>6</b>
<b>Semester 3</b>		
ELECTIVE		3

ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 4</b>	
REL 2030 Biblical Theology	3
ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 5</b>	
NATURAL WORLD	3
ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 6</b>	
HUMAN BEINGS & BEING HUMAN	3
ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 7</b>	
COMMUNICATION & LANGUAGE	3
ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 8</b>	
ELECTIVE	3
SOCIETY & CULTURE	3
<b>Hours</b>	<b>6</b>
<b>Semester 9</b>	
SOCIETY & CULTURE	3
ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 10</b>	
HUMAN CREATIVITY & EXPRESSION	3
ELECTIVE	3
ELECTIVE	1
<b>Hours</b>	<b>7</b>
<b>Total Hours</b>	<b>61</b>

Course options and schedule are subject to change.

## Radiologic Technology Completion (Acc)

Are you working as a Radiologic Technologist, but want to earn your bachelor’s degree to advance your career? Concordia’s Radiologic Technology **Completion Program** offers professionals already credentialed to practice Radiologic Technology the opportunity to transfer previous knowledge and credits into Concordia’s completion program; so you can earn your degree faster. We will match you with an academic advisor to determine how many credits you are able to transfer to get you started on your journey towards career growth. We understand that you are a busy working professional. That is why this program provides flexible learning options. Each course lasts 6 or 8 weeks (depending on the given format). You’ll benefit from coursework that is founded on a Christ-centered education.

### What to Expect

Learn to communicate effectively and work collaboratively with others in your field. Through this program you will demonstrate the ability to think critically, analyze and research problems, and propose potential solutions. Students in this program are provided a better understanding of ethical responsibilities within a health care team.

With this degree, you will be eligible to apply for **advancement opportunities in health care settings** including but not limited to:

- Leadership Roles
- Education
- Commercial Equipment Applications

### Curriculum

This degree can be completed in a year and a half or less. We encourage you to select a minor that will help you fulfill the total number of credits (120) needed for graduation. You can transfer up to 84 credits. You will complete the Concordia core curriculum and electives, in addition to the credits transferred, to complete your bachelor’s degree in Radiologic Technology.

Code	Title	Hours
<b>Post-Traditional Transfer Core (p. 26)</b>		<b>30</b>
<b>Rad Tech Transfer Credits</b>		<b>59</b>
<b>Electives</b>		<b>31</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
MATH 1250	Contemporary Math	3
or MATH 1280	College Algebra	
or BUS 3450	Business Statistics	
REL 2030	Biblical Theology	3
ENV 1050	Introduction to Environmental Science	3
or JPP 3040	Forensic Investigation	
PSY 2710	Social Psychology in the Workplace	3
or HCM 3500	Eldercare	
or PHIL 2560	Critical Thinking & Creativity	
or PSY 3240	Introduction to Psychopathology	
or JPP 1020	Criminology	
COMM 2100	Interpersonal Communication	3
or COMM 1010	Speech Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
ECON 2200	Macroeconomics	3
or POLS 1350	Voices in Democracy	
or SOC 1010	Introduction to Sociology	
or HIST 2685	Faces of Culture	
or COMM 4100	Cross-Cultural Communication	
COMM 2010	American Cinema	3
or ART 1000	Basic Art Experience	
or ART 2000	Art History I	
or ENG 1300	Literature	
or MUS 1171	Creative Arts: Music	

### Admission Requirements

Applicants **must already be a credentialed radiologic technologist** to apply to the completion program.

1. Submit the online application at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. In cases where the student has less than 60 transferable credits, an official high school transcript or proof of GED must also be submitted. Students will be required to have a minimum cumulative GPA of 2.00 or above.
3. Provide proof of current license as a Radiologic Technologist.

**Admission Decisions**

The completed applicant’s file is reviewed by the Admission Committee. An official decision email is sent to the applicant indicating one of the following:

1. The student is fully admitted to the program.
2. The student is admitted as a conditional student whose admission and/or continuation in the program is contingent upon meeting certain conditions that are stipulated in the acceptance email.
3. The student is denied admission.\*

*\*If an applicant is denied and is eligible to appeal, they must write a letter to the program director stating their intentions and reasons for appealing the decision.*

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
ENG 2100	College Writing	3
REL 1590	Heritage of Faith	3
<b>Hours</b>		<b>6</b>
<b>Semester 2</b>		
NATURAL WORLD		3
ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 3</b>		
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 4</b>		
REL 2030	Biblical Theology	3
ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 5</b>		
NATURAL WORLD		3
ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 6</b>		
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 7</b>		
COMMUNICATION & LANGUAGE		3
ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 8</b>		
ELECTIVE		3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>6</b>
<b>Semester 9</b>		
SOCIETY & CULTURE		3

ELECTIVE	3
<b>Hours</b>	<b>6</b>
<b>Semester 10</b>	
HUMAN CREATIVITY & EXPRESSION	3
ELECTIVE	3
ELECTIVE	1
<b>Hours</b>	<b>7</b>
<b>Total Hours</b>	<b>61</b>

Course options and schedule are subject to change.

**Social Work (Acc)**

**Mission**

To prepare graduates for baccalaureate level, generalist, Social Work practice, within the context of faith, service and social justice.

The **context of faith** is important in the Department of Social Work. From a perspective of faith, we are able to draw energy and determination in teaching, and helping our students develop strong, competent Social Work skills that will provide a foundation for helping others. It reminds us (students and faculty) that our talents, abilities, and resources are all gifts from God that are to be used in the spirit of love, generosity, and forgiveness.

Our **faith-based** context also directs the manner in which we provide **service** to our clients. It means that Social Work students and faculty will utilize the expected professional practice knowledge and skills of the Social Work profession in their work with individuals, families, groups, communities, and governments. Our faith serves as a lens through which we see our Social Work education as a layer established upon Christian knowledge and values. It is a lens through which we see the world, our careers, vocation, and the special calling we have to reach out as Christian Social Workers to those who need help.

The idea of **possibility** relates both to our work as Social Workers and in our commitment to social justice. The concept of possibility reminds us that there are a myriad of opportunities in the Social Work profession. As students and faculty we have the chance to discern the best fit for our talents and skills. Likewise, in the **pursuit of social justice**, we help our clients reach for the possibilities in their lives, and as Social Workers we confront the barriers that might prevent our clients from reaching the possibilities that fit their skills and abilities.

**History of Social Work at Concordia University**

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31<sup>st</sup> street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work

Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). There are currently four program areas including:

- A traditional BSW program on the Mequon (CUW) campus
- A traditional BSW program on the Ann Arbor (CUAA) campus
- An online accelerated BSW program
- An online Master of Social Work (MSW) program

## Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997. As of September 12, 2022, the BSW accelerated program was approved by CSWE to become an online program.

## Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

## Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

## Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

## Field Education

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior

year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1<sup>st</sup>.

## Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

## Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUWAA, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

## Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions.

## Program Requirements

Students must receive at least a "B-" in all social work courses, maintain at minimum of a 2.5 cumulative GPA overall and maintain a 2.75 cumulative GPA in all Social Work courses in order to continue in the



social work program. A student may repeat a course one time in an effort to improve their grade.

## Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

## Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

## Curriculum

Code	Title	Hours
<b>Post-Traditional Core Requirements (p. 24) <sup>1</sup></b>		<b>44</b>
<b>Major Requirements</b>		<b>45</b>
<b>Electives</b>		<b>31</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> Post-Traditional Transfer Student Core Requirements (p. 26)  
Transfer students must complete 30 credits in core and 45 elective credits to reach the 120 required credit hours.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
<b>Required Courses</b>		
MATH 2050	Statistics I (Counts as university core) <sup>1</sup>	
All required Social Work (SW) courses require a grade of B- or better		

SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
<b>Total Hours</b>		<b>45</b>

<sup>1</sup> Must receive a "C" or better

## Application Process

A completed application includes:

1. An online application completed at [www.cuw.edu/apply](http://www.cuw.edu/apply) (<http://www.cuw.edu/apply/>).
2. Official transcripts from all post-secondary institutions attended. Students must have a minimum cumulative GPA of 2.5 GPA overall and a 2.75 GPA in social work courses.
3. A self-reflection essay.

When an applicant's file is complete, the file is forwarded to the Director of the Social Work Program for review. Based upon review of the file, the Director will make the official admission's decision.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ELECTIVE		3
REL 1590	Heritage of Faith	3
REL 2030	Biblical Theology	3
ENG 2100	College Writing	3
<b>Hours</b>		<b>12</b>
<b>Semester 2</b>		
ELECTIVE		3
ELECTIVE		3
MATH 2050	Statistics I	3
COMM 2100	Interpersonal Communication	3
<b>Hours</b>		<b>12</b>
<b>Semester 3</b>		
ELECTIVE		3
ELECTIVE		3
ENV 1050 or JPP 3040	Introduction to Environmental Science or Forensic Investigation	3
HHP 1115	Fit and Well	2
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>14</b>
<b>Semester 4</b>		
ELECTIVE		3
ELECTIVE		3

FAITH & LIFE		3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>12</b>
<b>Semester 5</b>		
HUMAN BEING & BEING HUMAN		3
CCE 1020	Western Culture & Worldview	3
ELECTIVE		3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
SOCIETY & CULTURE		3
CCE 1030	Western Thought & Worldview	3
ELECTIVE		1
ELECTIVE		3
<b>Hours</b>		<b>10</b>
<b>Semester 7</b>		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
<b>Hours</b>		<b>6</b>
<b>Semester 8</b>		
SW 3110	Human Behavior in the Social Environment I	3
SW 3210	Human Behavior in the Social Environment II	3
<b>Hours</b>		<b>6</b>
<b>Semester 9</b>		
SW 3120	Skills & Methods of Social Work Practice I	3
SW 4120	Skills & Methods of Social Work Practice III	3
<b>Hours</b>		<b>6</b>
<b>Semester 10</b>		
SEMESTER 10-14		
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 3100	Research Methods I	3
SW 3200	Research Methods II	3
SW 4230	Senior Integrative Seminar	3
ELECTIVE		3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
<b>Hours</b>		<b>30</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Nursing Programs

Nursing is a vocation as much as it is a career. Sometimes you know from very young that being a nurse is what you want to do with your life. Other times, it comes to you slowly. If you have had another career and think that you have missed something by not becoming a Registered Nurse with a Bachelor of Science degree, we have some answers for you that take less time than you might imagine.

**Think about how you might feel as a ...** Burn Unit Nurse, Cardiac Care Nurse, Certified Nurse Anesthetist, Certified Nurse Midwife, Emergency Room Nurse, Family Nurse Practitioner, Flight Transport Nurse, Gerontology Nurse Practitioner, Home Care Nurse, Hospice Care Nurse, Infection Control Nurse, Intensive Care Nurse, Labor and Delivery Nurse, Medical-Surgical Nurse, Military Nurse, Neonatal Nurse, Nurse Educator/Faculty, Nurse Practitioner, Nurse Recruiter, Nurse Researcher, Nursing Administration, Nursing Home Staff Nurse, Obstetrics/Women's Health Nurse, Occupational Health Nurse, Office Nurse in MD practice, Oncology

Nurse, Operating Room Nurse, Pain Care Nurse, Pediatric Nurse, Phone Triage Nurse, Psychiatric Nurse, Rehabilitation Nurse, Renal Dialysis Nurse, School Nurse, Transplant Nurse Coordinator, or some type of specialty care nursing career that hasn't even been developed yet!

- Accelerated Second Degree BSN (Acc) (p. 153)
- Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc) (p. 155)

## Bachelor Degrees

- Accelerated Second Degree BSN (Acc) (p. 153)
- Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc) (p. 155)

## Accelerated Second Degree BSN (Acc)

Nurses with bachelor's degrees are in high demand, and according to the Bureau of Labor Statistics, the profession is expected to grow 6% by 2031. Nationally, Bachelor of Science in Nursing (BSN) programs offered as a second degree are growing in response to this demand. Registered Nurses, particularly those with a BSN, experience strong earning potential. If you already hold a bachelor's or higher degree in another field and wish to pursue nursing as a second career, Concordia's Accelerated BSN program can get you on your path quickly.

### Program Highlights

Students progress through the program as part of a cohort. Classes are offered in a blended delivery (both online and face-to-face), using a concept-based curriculum. Web-based resources and a strong foundation in simulation promote active, hands-on, engaged learning.

Clinical, lab and simulation experiences are held in the skills and high-fidelity simulation labs on campus, and in acute, transitional, and community-based settings on weekdays and weekends (times and days vary). A transition-to-practice clinical at program's end prepares graduates to confidently enter professional nursing practice. This is a rigorous program, and students are encouraged to work as few hours as possible during the 15-month course of study.

This 63-credit accelerated BSN program includes 6 theology credits to fulfill the Concordia University transfer core requirements. (Graduates of CUW or CUAA may have already satisfied their theology credit requirements.) Students can meet the remainder of the transfer core requirements through credit transfer or prerequisite coursework from other accredited institutions. Put your knowledge and accomplishments to work for you as you work toward your goal of becoming a skilled professional RN!

### Accreditation

Concordia University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Program Learning Outcomes

1. Apply liberal arts education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

## Curriculum

Code	Title	Hours
<b>Core Courses</b>		<b>6</b>
<b>Major Courses</b>		<b>57</b>
<b>Courses Transferred In</b>		<b>57</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses (must be taken at Concordia)</b>		
REL 3150	Christian Care-Giving for Health Professionals	3
REL 1590	Heritage of Faith	3
<b>Total Hours</b>		<b>6</b>

Code	Title	Hours
<b>Required Major Courses (must be taken at Concordia)</b>		
NURS 2310	Pathophysiology Across the Lifespan	4
NURS 2320	Pharmacology	3
NURS 2330	Health Assessment Across the Lifespan	4
NURS 2340	Fundamentals of Professional Nursing	5
NURS 3310	Evidence-Based Nursing and Change Management	2
NURS 3320	Patient-Centered Care: Chronic Care Theory	4
NURS 3322	Patient-Centered Care: Chronic Care Clinical	3
NURS 3330	Health Systems: Policy, Regulation, and Quality Issues for Professional Nursing	2
NURS 3340	Patient-Centered Care: Acute Conditions Theory	4
NURS 3342	Patient-Centered Care: Acute Conditions Clinical	3
NURS 3350	Population-Focused Care Theory	3
NURS 3352	Population-Focused Care Clinical	2
NURS 4310	Family-Centered Care Theory	3
NURS 4312	Family-Centered Care Clinical	2
NURS 4320	Patient-Centered Care: Complex Conditions and Transitional Care Theory	4
NURS 4330	Transition to Professional Nursing Practice Theory	2
NURS 4399	Transition to Professional Nursing Practice	6

NURS 4340	Professional Nursing Preparation and Licensure	1
<b>Total Hours</b>		<b>57</b>

## Entrance Requirements

- A bachelor's degree or higher from an accredited university
- Overall GPA of 2.75 or higher
- B or higher in the following courses: Anatomy and Physiology 1; Anatomy and Physiology 2; Chemistry; Microbiology with lab
- Grade of C or higher in college algebra (or waiver with a 4 or 5 on the AP Calculus exam or CLEP credits for college algebra)
- For ESL students, a language test score of 75 or higher on TOEFL or 6.5 or higher on IELTS
- Two letters of professional recommendation
- State Nursing Assistant (CNA) or Emergency Medical Technician (EMT) course completion
- Current American Heart Association Basic Life Support (BLS) for healthcare professionals. Cardiopulmonary Resuscitation (CPR) certification
- To attend clinicals students must adhere to all requirements set forth by CUW Healthcare Partners, including the COVID-19 vaccination.

## Application Process

- Students must online through NursingCas (<https://nursingcas.liasoncas.org/apply/>). The application deadline for this program is November 1 for the following spring cohort.
- Submit current CV or resume that includes educational and professional experience.
- Send official transcripts from all post-secondary institutions.
- Submit personal essay (see essay specifications).
- Once accepted in the program, student will undergo a background check, including Department of Justice DHFS criminal background and caregiver checks. Additional information will be provided.

## Financial Aid

Tuition for the program covers books and online resources. Students will need to purchase uniforms, a stethoscope, and other clinical supplies for their personal use. All students are eligible to be reviewed for financial aid; to do so, students will need to complete the FAFSA at: [www.fafsa.gov](http://www.fafsa.gov). Concordia's school code is: 003842. Questions? Contact Concordia's Financial Aid Office: [FINAID@CUW.EDU](mailto:FINAID@CUW.EDU) | 262-243-4569

## For More Information

Please contact Admissions Counselor Nicholas DeLeon at 262-243-1803 or [nicholas.deleon@cuw.edu](mailto:nicholas.deleon@cuw.edu) or go to [CUW.EDU/NURSING](http://CUW.EDU/NURSING)

## Plan

Course	Title	Hours
<b>Semester 1</b>		
NURS 2310	Pathophysiology Across the Lifespan <sup>8-week Session I</sup>	4
REL 3150	Christian Care-Giving for Health Professionals <sup>8-week Session I</sup>	3
NURS 2320	Pharmacology <sup>8-week Session II</sup>	3
NURS 2330	Health Assessment Across the Lifespan <sup>8-week Session II</sup>	4
<b>Hours</b>		<b>14</b>
<b>Semester 2</b>		
NURS 2340	Fundamentals of Professional Nursing <sup>8-week Session I</sup>	5
NURS 3310	Evidence-Based Nursing and Change Management <sup>8-week Session I</sup>	2

NURS 3320	Patient-Centered Care: Chronic Care Theory <sup>8-week</sup> Session II	4
NURS 3322	Patient-Centered Care: Chronic Care Clinical <sup>8-week</sup> Session II	3
NURS 3330	Health Systems: Policy, Regulation, and Quality Issues for Professional Nursing <sup>8-week</sup> Session II	2
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
NURS 3340	Patient-Centered Care: Acute Conditions Theory <sup>8-week</sup> Session I	4
NURS 3342	Patient-Centered Care: Acute Conditions Clinical <sup>8-week</sup> Session I	3
NURS 3350	Population-Focused Care Theory <sup>16-week</sup> Semester	3
NURS 3352	Population-Focused Care Clinical <sup>16-week</sup> Semester	2
NURS 4310	Family-Centered Care Theory <sup>8-week</sup> Session II	3
NURS 4312	Family-Centered Care Clinical <sup>8-week</sup> Session II	2
<b>Hours</b>		<b>17</b>
<b>Semester 4</b>		
REL 1590	Heritage of Faith <sup>8-week</sup> Session I	3
NURS 4320	Patient-Centered Care: Complex Conditions and Transitional Care Theory <sup>8-week</sup> Session I	4
NURS 4330	Transition to Professional Nursing Practice Theory <sup>16-week</sup> Semester	2
NURS 4399	Transition to Professional Nursing Practice <sup>16-week</sup> Semester	6
NURS 4340	Professional Nursing Preparation and Licensure <sup>16-week</sup> Semester	1
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>63</b>

Course options and schedule are subject to change.

# Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc)

Licensed registered nurses who have graduated from an ADN or diploma nursing program and are currently working will find Concordia's Bachelor of Science in Nursing (BSN) Completion Program a flexible means of furthering their nursing education. RNs can obtain a BSN degree in as few as 24 months, depending on how many credits are transferred in. Coursework consists of accelerated online courses with experiential opportunities in work and community settings.

The BSN Completion program provides a broad foundation in liberal arts education, as well as in the art and science of nursing. This foundation, guided by Christian principles, prepares the graduate with the professional leadership skills, expertise, and knowledge needed to function in a variety of healthcare and community settings.

## Accreditation

The baccalaureate degree program in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

## Program Learning Outcomes

Upon graduation, the Bachelor of Science in Nursing student will be able to:

1. Apply liberal education and scientific background information into practice.

2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.
4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

## Curriculum

Code	Title	Hours
Core Requirements		31
Required Nursing Courses		18
Elective Courses & Credits Transferred In		71
<b>Total Credits</b>		<b>120</b>

## Core Requirements

Code	Title	Hours
<b>Faith</b>		<b>6</b>
<b>Human Creativity &amp; Expression</b>		<b>3</b>
<b>Society &amp; Culture (3 must be culture)</b>		<b>6</b>
<b>Human Beings &amp; Being Human</b>		<b>3</b>
<b>Natural Sciences (4) and Statistics (3)</b>		<b>7</b>
<b>Communication &amp; Language (3 must be writing)</b>		<b>6</b>
<b>Total Credits</b>		<b>31</b>

## Required Nursing Courses

Code	Title	Hours
<b>Total Credits</b>		<b>18</b>
NURS 3510	Dimensions of Professional Nursing	3
NURS 3520	Trends in Professional Nursing	3
NURS 3530	Nursing Research for RNs	3
NURS 3540	Population Health	3
NURS 4510	Leadership - The Future of Nursing	3
NURS 4599	Seminar in Contemporary Nursing	3

The program is individualized based on the number of transfer credits. The following applies for all students:

- Students must complete a cumulative total of at least 120 credits in order to graduate from Concordia University with a BSN degree. These 120 credits will be comprised of transfer credits and credits taken at Concordia University.
- All students must take a minimum of 36 credits at Concordia University in order to satisfy the residency requirement.
- All students must fulfill the liberal arts core. Some courses may be transferred in to fulfill part of the core requirements.
- Students may transfer in a maximum of 84 credits to fulfill the degree requirements.

- All students are required to take 6 faith credits at Concordia University.
- Students must earn a 79% or higher in all nursing courses (NURS courses).

## Admissions Requirements

- Successful completion of an Associate Degree in Nursing (ADN) from a regionally accredited institution.
- A cumulative GPA of 2.75 or above for full acceptance. Applicants with a lower GPA will be reviewed for conditional acceptance.
- Current unencumbered licensure and practice as an RN in the United States. If in the process of taking licensure exam, applicants will be considered for conditional acceptance.
- Students must be actively working as an RN.

## Application Process

Applicants are required to submit the following:

- Online application available at [www.cuw.edu/apply](http://www.cuw.edu/apply)
- Official transcripts from all colleges and universities attended
- Current resume
- Copy of current unencumbered RN licensure in the United States

## Program Admission

- Students' transcripts will be evaluated by nursing program staff as part of the admission process.
- Statistics courses will only be accepted if taken within the last five years, unless specially approved by the program chairperson or designee.
- A minimum of a C is required to transfer in statistics, nursing courses, and the following science courses: Anatomy & Physiology I and II or an approved equivalent, and Microbiology.
- Students must have and maintain an active, unencumbered RN license throughout the program.
- Students must be actively working as an RN during the program.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
NURS 3510	Dimensions of Professional Nursing	3
MATH 2050	Statistics I	3
NURS 3520	Trends in Professional Nursing	3
<b>Hours</b>		<b>9</b>
<b>Semester 2</b>		
NURS 3530	Nursing Research for RNs	3
NURS 3540	Population Health	3
<b>Hours</b>		<b>6</b>
<b>Semester 3</b>		
REL 3150	Christian Care-Giving for Health Professionals	3
RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
<b>Hours</b>		<b>6</b>
<b>Semester 4</b>		
NURS 4510	Leadership - The Future of Nursing	3
NURS 4599	Seminar in Contemporary Nursing	3
<b>Hours</b>		<b>6</b>
<b>Semester 5</b>		
RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE		3
<b>Hours</b>		<b>6</b>

### Semester 6

RELIGION, CULTURE, HUMAN CREATIVITY OR ELECTIVE	3
<b>Hours</b>	<b>3</b>
<b>Total Hours</b>	<b>36</b>

Course options and schedule are subject to change.

## Mequon Main Campus (M)

Concordia University Wisconsin is known for its breathtaking views of Lake Michigan, and in fact, many students will say the campus' location played a big role in their decision to enroll. But a large percentage of Concordia alumni living today—and even a few current faculty—will recall making a very different commute to school.

That's because Concordia's original campus was located in downtown Milwaukee on 31st Street, between State and Highland Streets. From the school's inception in 1881 to 1983, students who attended CUW (then called Concordia College) did so in the city. The inaugural class of Concordians, which was comprised of 13 students, met in the basement of Trinity Lutheran Church in downtown Milwaukee. The next year, the 31st Street property was purchased to start Concordia's first permanent campus.

For the next approximately eight decades, Concordia College offered high school and the first two years of a liberal arts college program, providing classical, technical, and religious instruction for students who desired to prepare themselves for the ministry of the Lutheran Church. In 1978, The Lutheran Church—Missouri Synod authorized Concordia to become a four-year accredited college that would provide instruction in teacher education, nursing, medical assistant, social work, and engineering.

In a farsighted move in 1982, the LCMS purchased the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin, and the college was moved 15 minutes north of its original site.

On August 27, 1989, the Board of Regents approved the move to university status, and Concordia University Wisconsin became the first university among the 10-member Concordia University System.

In 2012, CUW entered into a strategic relationship with Concordia University in Ann Arbor. The university now consists of two residential campuses in Wisconsin and Ann Arbor, and online programs that reach students worldwide, with one president and governing body presiding over all.

## Batterman School of Business (M)

The Batterman School of Business offers a complete range of business education programs and degrees including associate's and bachelor's degrees for undergraduate and accelerated adult students, licensures, and certifications. Graduate programs include both our highly ranked Master's of Business Administration (with a complement of concentrations) and the Master's in Science in Leadership (MSL). Business undergraduate students also participate in the Concordia Core (<https://www.cuw.edu/academics/concordia-core.html>), a rigorous, liberal arts curriculum integrated with Lutheran distinctives.

All students pursuing a Business major must earn a grade of C- or better in business required courses.

There are two divisions in the **Batterman School of Business** on the Mequon campus and the **Haab School of Business** on the Ann Arbor

campus, the Business Division and the Justice and Public Policy Division. In addition, on the Mequon campus, two associate degree programs and a special cooperative program exists.

## Business Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
LIBERAL ARTS DIMENSIONS		27
FAITH & LIFE		3
Select a REL course above 204		
SOCIETY & CULTURE		3
ECON 2200	Macroeconomics	3
NATURAL WORLD BUS 3450 or MATH 2010 (for Actuarial Science Majors)		7
BUS 3450	Business Statistics	3
or MATH 2010 Calculus I Science with a lab		
COMMUNICATION & LANGUAGE (COMM 2100 or COMM 1100)		6
COMM 1100	Public Speaking	3
or COMM 2100 Interpersonal Communication		
ENG 1040	Introduction to Writing	3
HUMAN BEINGS & BEING HUMAN		5
HHP 1100	Stewardship of the Body	1
Select an approved HPP Activity Course or Varsity Sport Psychology, Philosophy or Legal Studies		
CREATIVE EXPRESSION		3
See Core Options (Art, Music, Theater)		

## Justice and Public Policy Division

Code	Title	Hours
<b>CONCORDIA COMMON CORE</b>		<b>18</b>
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
LIBERAL ARTS DIMENSIONS		27
FAITH & LIFE		3
Select a REL above 2030		
SOCIETY & CULTURE		3
POLS 2010	American Government	3
NATURAL WORLD		7
MATH 1250	Contemporary Math	3
Science with a lab		
COMMUNICATION & LANGUAGE		6
ENG 1040	Introduction to Writing	3

Select an approved Communication & Language course	
HUMAN BEINGS & BEING HUMAN	5
HHP 1100	Stewardship of the Body
1	
Select an approved HPP Activity Course or Varsity Sport	
Psychology, Philosophy or Legal Studies	
CREATIVE EXPRESSIONS	3
See Core Options (Art, Music, Theater)	

## Outcomes

Any university can show you how to analyze a balance sheet or book a journal entry. Our Batterman School of Business teaches you how to become an ethical, well-rounded leader. In today's business landscape, leadership and communication skills are just as important as technical skills. Our business programs teach you both.

Through internship opportunities, a comprehensive and flexible curriculum, and 16 specializations in our MBA program, we're committed to offering programs that meet the needs of today's global businesses.

By fulfilling the course requirements for the Bachelor's, students will be able to:

### Business School Outcomes

#### 1 - Service and Ethics through a Christian Perspective

- Understand how Christian Faith and ethics inform exploration to vocation and business practices.

#### 2 - Global Nature of Business

- Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.

#### 3- Business Integration

- Demonstrate an understanding and a disposition that a student builds across the business curriculum.

#### 4 - Critical Analysis

- Identify and evaluate conclusions, implications, and consequences.

#### 5 - Innovative and problem solving

- Identify problems and opportunities, evaluate alternatives and solutions, and propose creative and innovative strategies.

#### 6 - Communication

- Demonstrate language that skillfully communicates meaning to readers with clarity and fluency.

#### 7 - Quantitative Reasoning

- Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding

- Accounting Major (M) (p. 158)
- Business Analytics and Organizational Performance (M) (p. 159)
- Business Communication Major (M) (p. 161)
- Entrepreneurship Major (M) (p. 162)

- Finance Major (M) (p. 163)
  - General Business Major (M) (p. 165)
  - Health Care Administration (M) (p. 166)
  - Hospitality and Event Business Major (M) (p. 167)
  - Human Resource and Strategic Leadership Major (M) (p. 169)
  - Justice & Public Policy Major (M) (p. 170)
  - Management Major (M) (p. 171)
  - Marketing Major (M) (p. 172)
  - Sport and Entertainment Business Major (M) (p. 173)
- 
- Accounting Minor (M) (p. 175)
  - Business Communication Minor (M) (p. 175)
  - Business Minor (M) (p. 175)
  - Economics Minor (M) (p. 175)
  - Entrepreneurship Minor (M) (p. 176)
  - Family Business Studies Minor (M) (p. 176)
  - Finance Minor (M) (p. 176)
  - Forensic Accounting Minor (M) (p. 176)
  - Hospitality and Event Business Minor (M) (p. 176)
  - Human Resources Minor (M) (p. 177)
  - Individualized Business Minor (M) (p. 177)
  - Justice & Public Policy Minor (M) (p. 177)
  - Management Minor (M) (p. 177)
  - Managerial Accounting Minor (M) (p. 177)
  - Marketing Minor (M) (p. 178)
  - Nonprofit Management Minor (M) (p. 178)
  - Public Relations Minor (M) (p. 178)
  - Sport and Entertainment Business Minor (M) (p. 178)
- 
- Business Certificate (M) (p. 179)
  - Economics Certificate (M) (p. 179)
  - Marketing Certificate (M) (p. 179)

## Majors

- Accounting Major (M) (p. 158)
- Business Analytics and Organizational Performance (M) (p. 159)
- Business Communication Major (M) (p. 161)
- Entrepreneurship Major (M) (p. 162)
- Finance Major (M) (p. 163)
- General Business Major (M) (p. 165)
- Health Care Administration (M) (p. 166)
- Hospitality and Event Business Major (M) (p. 167)
- Human Resource and Strategic Leadership Major (M) (p. 169)
- Justice & Public Policy Major (M) (p. 170)
- Management Major (M) (p. 171)
- Marketing Major (M) (p. 172)
- Sport and Entertainment Business Major (M) (p. 173)

## Accounting Major (M)

Students receive in-depth training in accounting systems, state and federal laws, and IRS policies that will prepare them to serve in their vocations. They will be prepared to work within both businesses and government agencies. Options are available for completing a double

major or combining an undergraduate and graduate program. Rigorous classes prepare students who wish to study for the Certified Public Accounting (CPA) Licensure exam.

Our dedicated accounting professors are committed to enhancing learning by working with students inside and outside of the classroom. Students are encouraged to participate in the on-campus, student-led, Accounting Club, which provides a network of support. CUW accounting graduates have had a 100% job placement rate for two years running.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Accounting, students will be able to:

1. Create and analyze financial statements prepared in accordance with Generally Accepted Accounting Principles (GAAP).
2. Understand and correctly use the basic terms and concepts of the accounting profession, as applied in actual accounting activities.
3. Demonstrate an understanding of the domestic and international economic and regulatory environment of business.
4. Demonstrate an understanding of Information Systems appropriate to entry-level business positions.
5. Demonstrate an understanding of the legal and ethical responsibilities of accountants, businesses and businesspersons from a Christian perspective.

### Curriculum

Due to the rigor of the accounting profession, students who wish to register for BUS 3450 Business Statistics or higher accounting courses, will be required to have earned a minimum grade of "B" in ACCT 2100 Financial Accounting and ACCT 2200 Managerial Accounting. Each student will then be required to earn a minimum grade of C in each of their upper-level accounting courses to be awarded a bachelor's degree in accounting from Concordia University.

Students who wish to complete the 150-hours to qualify for CPA Licensure have several options - including an MBA - and should consult with their advisor to plan their course of study.

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core )	
	or COMM 21 Interpersonal Communication	

*Core Business Requirements*

ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 2200	Business Law I	3
BUS 1400	Quantitative Business Essentials	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3

**Required Courses**

ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
ACCT 3200	Accounting Information Systems	3
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
ACCT 3510	Income Tax II	3
ACCT 4200	Auditing	3
ACCT 4400	Business Combinations, Governmental, and NFP	3

**Total Hours 57**

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
ACCT 2100	Financial Accounting	3
MGMT 1200	Management & Leadership	3
ENG 1040	Introduction to Writing	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
FIN 3000	Principles of Finance	3
MKTG 1300	Sales and Marketing	3
CCE 1030	Western Thought & Worldview	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 3100	Intermediate Accounting I	3
BUS 2200	Business Law I	3
ECON 2200	Macroeconomics	3
CCE 1020	Western Culture & Worldview	3
REL 1000	The Bible	3
HHP ACTIVITY		1
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
ACCT 3110	Intermediate Accounting II	3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3

NATURAL WORLD SCIENCE		4
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
ACCT 3250	Cost Accounting	3
ACCT 3500	Income Tax I	3
BUS 3450	Business Statistics	3
FAITH & LIFE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ACCT 3510	Income Tax II	3
BUS 3420	Management Information Systems	3
CREATIVE EXPRESSION		3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ACCT 4400	Business Combinations, Governmental, and NFP	3
BUS 3999	Business Internship	3
PSY 1010	General Psychology	3
NON-WESTERN CULTURE		3
ACCT 3200	Accounting Information Systems	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ACCT 4200	Auditing	3
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Business Analytics and Organizational Performance (M)

The Business Analytics program prepares Christian leaders to make data-driven decisions that enhance organizational performance, identify emerging markets, and solve complex business problems. Students apply these skills to specific areas of finance, economics, marketing, and human resources, etc.

### Program Learning Outcomes

1. Summarize principles of Christian ethics related to business intelligence. b) Summarize principles of bias and fairness as related to business intelligence
2. Apply the principles and techniques of database structure, administration, and implementation of data collection capabilities and decision-support systems.
3. Understand basic computer programming techniques to facilitate collaboration with stakeholders to work across platforms.
4. Describe models for effective decision making to achieve business objectives.
5. Compare different organizational behaviors and adapt organization performance strategies.
6. Articulate assumptions, analyses, and interpretations of data in a written and oral format.



## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Core Business Requirements</b>		<b>33</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>6</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 2100	Interpersonal Communication (counted in University Core )	
	or COMM 11 Public Speaking	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
	or BUS 1200 Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
<b>Total Hours</b>		<b>33</b>

Code	Title	Hours
<i>Required Major Courses</i>		
DSAA 2000	Introduction to Data Science and Analysis	3
CSC 2000	Coding I - Fundamentals	3
DSAA 3000	Data Mining and Predictive Analysis	3
ECON 3350	An Econometric Survey	3
DSAA 3100	Visual Analytics	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
CSC 3400	Artificial Intelligence	3
CSC 3030	Database Fundamentals	3
BUAN 4850	Business Data Analytics Programming with Visualization	3
BUAN 4900	Analytics and the Digital Economy	3
MGMT 3660	Managing Change	3
BUAN 4950	Data Analytics: Integrative Project	3
<b>Total Hours</b>		<b>36</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1400	Quantitative Business Essentials	3
ECON 2200	Macroeconomics	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
DSAA 2000	Introduction to Data Science and Analysis	3
MGMT 1200	Management & Leadership	3
CCE 1030	Western Thought & Worldview	3
COMM 1100	Public Speaking	3
	or COMM 2100 or Interpersonal Communication	
HHP 1100	Stewardship of the Body	1
HUMAN BEINGS & BEING HUMAN		3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CSC 2000	Coding I - Fundamentals	3
BUS 3450	Business Statistics	3
ECON 2100	Microeconomics	3
CCE 1020	Western Culture & Worldview	3
NATURAL SCIENCE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
ELECTIVE		3
BUS 3420	Management Information Systems	3
ECON 3350	An Econometric Survey	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
CSC 3030	Database Fundamentals	3
DSAA 3000	Data Mining and Predictive Analysis	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BUS 2200	Business Law I	3
DSAA 3100	Visual Analytics	3
FAITH & LIFE		3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUAN 4850	Business Data Analytics Programming with Visualization	3
BUAN 4900	Analytics and the Digital Economy	3
BUS 3999	Business Internship	3
CSC 3400	Artificial Intelligence	3
MGMT 3660	Managing Change	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
BUAN 4950	Data Analytics: Integrative Project	3
BUS 4420	Business Policy and Ethics	3
CREATIVE EXPRESSION		3
HHP ACTIVITY		1

ELECTIVE	3
Hours	13
Total Hours	120

Course options and schedule are subject to change.

## Business Communication Major (M)

Communication is by far the most important skill professionals have in the business world. Main components of communication within the workplace involve nonverbal communication, audience analysis, data interpretation, and public speaking.

The Business Communication program provides an opportunity to study topics such as public relations, group dynamics, conflict management and cross-cultural communication. Students gain practical experience through mock-interviews, crisis response activities, networking events, journalism, social media campaigns, and servant leadership opportunities. Graduates of the program are well equipped for a variety of careers in management, corporate communication, negotiation and technical writing.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Business Communication, students will be able to:

1. Write and deliver effective speeches for a variety of audiences
2. Apply different managerial perspectives (e.g., classical, human relations, and human resources) to motivate and manage subordinates
3. Write clear letters, proposals, and persuasive messages that accomplish the intended purposes in the workplace
4. Write a research paper that uses and cites a variety of up-to-date and credible sources
5. Use empathetic listening to understand and support those experiencing issues, problems or emotions
6. Negotiate to obtain desired outcomes using either collaborative or competitive approaches, when appropriate
7. Possess readiness to use their God-given gifts effectively in their vocation to serve others.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>63</b>
<b>Electives</b>		<b>12</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	

ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	

#### Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
	or BUS 1400 Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3

#### Required Courses

BCOM 2400	Business Writing	3
BCOM 3000	Group Dynamics	3
BCOM 3900	Conflict Management	3
COMM 2200	Advanced Public Speaking	3
COMM 3100	Social Media	3
MGMT 3620	Organizational Behavior	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MKTG 2200	Public Relations	3

#### Major Electives - Select four of the following: 12

BCOM 3200	Intermediate Public Relations	
BCOM 3850	Interviewing Principles	
BCOM 4000	Advanced Public Relations	
COMM 4100	Cross-Cultural Communication	
COMM 3400	Gender and Communication	
MGMT 3660	Managing Change	

**Total Hours 63**

### Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
		<b>Hours 15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
		<b>Hours 16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3

ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
COMM 2200	Advanced Public Speaking	3
CCE 1040	Science & Humanity	3
NATURAL WORLD SCIENCE		4
ECON 2100	Microeconomics	3
<b>Hours</b>		<b>13</b>
<b>Semester 5</b>		
BCOM 3000	Group Dynamics	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3450	Business Statistics	3
BCOM ELECTIVE		3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BCOM 2400	Business Writing	3
BCOM 3850	Interviewing Principles	3
BCOM 3900	Conflict Management	3
BUS 3420	Management Information Systems	3
ECON 2100	Microeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
BCOM ELECTIVE		3
MGMT 3400	Financial Issues in Nonprofit Management	3
MKTG 2200	Public Relations	3
HHP ACTIVITY		1
NON-WESTERN CULTURE		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
COMM 3100	Social Media	3
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Entrepreneurship Major (M)

Entrepreneurship is characterized by creativity and innovation, risk-taking and learning from failure. Students in this program will develop a network of individuals, organizations and professionals who are entrepreneurial-minded and connected to resources. Students are expected to demonstrate competence in leveraging technology in market research and identification, develop a business model, prototype an idea for a business or service, and develop a business plan for a start up or participate in starting a company or new business venture.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Entrepreneurship, students will be able to:

1. Develop and grow an entrepreneurial network of individuals, organizations and professionals.
2. Develop and display knowledge and skills related to innovation, creativity, problem-solving, perseverance and adaptability.

3. Ideate and identify emerging markets, trends, problems, and challenges.

4. Demonstrate competence in leveraging technology in market research and identification.

5. Articulate a vision for and commitment to ethical business practice in the education sector.

6. Demonstrate adaptability and "pivot-ability."

7. Develop a business model and prototype an idea for a business or service.

8. Create and develop business plans.

9. Start or participate in starting a company/new business venture.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

#### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	

#### Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3

#### Required Major Courses

ENTR 2500	Legal Landscape of Entrepreneurship	3
MGMT 3640	Small Business Administration	3
ENTR 2800	Planning New Ventures	3
MKTG 4250	Marketing Research	3
ENTR 3900	Entrepreneurship Practicum	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3

Choose 1 of the following:	3
BUS 2660 Organizational Management Principles	
BUS 3640 Supply Chain Management	
MKTG 3400 E-Commerce	
<b>Total Hours</b>	<b>48</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
HUMAN BEINGS & BEING HUMAN		
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1400	Quantitative Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		
ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ELECTIVE		
MGMT 3600	Human Resource Management	3
CCE 1040	Science & Humanity	3
NATURAL WORLD SCIENCE		
ECON 2100	Microeconomics	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
ENTR 2500	Legal Landscape of Entrepreneurship	3
ENTR 2800	Planning New Ventures	3
BUS 3450	Business Statistics	3
ELECTIVE		
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
MKTG 3400	E-Commerce	3
MKTG 4250	Marketing Research	3
BUS 3420	Management Information Systems	3
ELECTIVE		
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
NON-WESTERN CULTURE		
ENTR 3900	Entrepreneurship Practicum	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
HHP ACTIVITY		1
ELECTIVE		
ELECTIVE		3
<b>Hours</b>		<b>16</b>

<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
ELECTIVE		
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Finance Major (M)

Students will use analytical reasoning to effectively problem solve and guide long-term planning. Graduates will be prepared to help businesses, organizations, and individuals plan and wisely allocate money, as well as other assets.

CUW has an investment Club and CU Ventures Fund Management Program to enhance networking and learning opportunities outside the classroom. Students are provided with the tools to conduct comprehensive financial research and manage a real portfolio.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Finance, students will be able to:

1. Conduct financial analysis to assess the drivers of an organization's profitability and make recommendations to improve overall profitability or reduce risk.
2. Collect, organize, and analyze data to make allocation and investment decisions.
3. Make capital allocation recommendations to help institutions and individuals manage their resources and plan their operations using the various methods, instruments, and markets available.
4. Build an operating and financial plan for an institution or individual that includes financial projections.
5. Apply time value of money techniques to make capital allocation and project decisions.
6. Measure and properly analyze risk when comparing projects or other investment opportunities.

## Curriculum - Investments & Corporate Finance

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core)	
ECON 2200	Macroeconomics (counted in University Core)	

COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
FIN 3100	Basic Investing	3
FIN 3400	Corporate Finance	3
ECON 3350	An Econometric Survey	3
FIN 4250	Securities Analysis	3
FIN 4200	Advanced Excel for Financial Analysis	3
FIN 3200	Money and Banking	3
FIN 4300	International Finance	3
DSAA 2000	Introduction to Data Science and Analysis	3
<b>Total Hours</b>		<b>57</b>

## Curriculum - Financial Economics

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		
		<b>45</b>
<b>Major Requirements</b>		<b>57</b>
<b>Electives</b>		<b>18</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BUS 1400	Quantitative Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3

ECON 2100	Microeconomics	3
FIN 3000	Principles of Finance	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
FIN 3100	Basic Investing	3
FIN 3400	Corporate Finance	3
ECON 3350	An Econometric Survey	3
FIN 4250	Securities Analysis	3
ECON 3700	International Economics	3
ECON 3070	History of Economic Thought	3
ECON 3100	Macroeconomic Crises in History	3
FIN 3200	Money and Banking	3
<b>Total Hours</b>		<b>57</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ACCT 2100	Financial Accounting	3
BUS 1400	Quantitative Business Essentials	3
MGMT 1200	Management & Leadership	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
ECON 2200	Macroeconomics	3
FIN 3000	Principles of Finance	3
MKTG 1300	Sales and Marketing	3
CCE 1030	Western Thought & Worldview	3
COMM 1100	Public Speaking or COMM 2100 Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 2200	Managerial Accounting	3
BUS 2200	Business Law I	3
FIN 3100	Basic Investing	3
CCE 1020	Western Culture & Worldview	3
NATURAL WORLD - SCIENCE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
BUS 3450	Business Statistics	3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ELECTIVE		3
HHP ACTIVITY		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
FIN 3400	Corporate Finance	3
FINANCE ELECTIVE		3
REL 1100	Christian Faith	3
CREATIVE EXPRESSION		3
NON-WESTERN CULTURE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BUS 3420	Management Information Systems	3
FINANCE ELECTIVE		3

HUMAN BEINGS & BEING HUMAN	3
FAITH & LIFE	3
ELECTIVE	3
<b>Hours</b>	<b>15</b>
<b>Semester 7</b>	
BUS 3999 Business Internship	3
FIN 4250 Securities Analysis	3
FINANCE ELECTIVE	3
ELECTIVE	3
ELECTIVE	3
<b>Hours</b>	<b>15</b>
<b>Semester 8</b>	
BUS 4420 Business Policy and Ethics	3
ECON 3350 An Econometric Survey	3
ELECTIVE	3
	3
<b>Hours</b>	<b>12</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

## General Business Major (M)

Students first receive a foundation in business skills and then select classes in accounting, business law, human resources, international business, marketing, economics, and finance according to their interest.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in General Business, students will be able to:

1. Demonstrate an understanding of how the Christian worldviews in formulating appropriate and enlightened responses to ethical issues and dilemmas.
2. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to history, values, politics, communication styles, economy, or beliefs and practices.
3. Demonstrate an understanding and a disposition that a student builds across the business curriculum.
4. Identify and evaluates conclusions, implications, and consequences.
5. Utilize, interpret and assess quantitative data to inform and drive sound decision making.
6. Demonstrates language that skillfully communicates meaning to readers with clarity and fluency.
7. Demonstrates the ability to convert relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.

### Curriculum

This major requires the business core and 12 credits of business electives plus BUS 240 and MGMT 472.

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>45</b>
<b>Electives</b>		<b>30</b>

Minor: Optional	
<b>Total Hours</b>	<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
------	-------	-------

#### Required Core Courses

BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	

#### Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials or BUS 1400 Quantitative Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
MKTG 1300	Sales and Marketing	3

#### Required Major Courses

MGMT 3660	Managing Change	3
BUS 2440	Project Management	3

#### Major Electives

Select 12 credits of Business Electives	12
---	----

<b>Total Hours</b>	<b>45</b>
--------------------	-----------

### Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
	<b>Hours</b>	<b>15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking or COMM 2100 Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
	<b>Hours</b>	<b>16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CRATIVE EXPRESSION		3

ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ELECTIVE		3
BUS 2400	Introduction to LEAN	3
CCE 1040	Science & Humanity	3
NATURAL WORLD- SCIENCE		4
ECON 2100	Microeconomics	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
BUS 3450	Business Statistics	3
FIN 3000	Principles of Finance	3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BUSINESS ELECTIVE		3
BUSINESS ELECTIVE		3
BUS 3420	Management Information Systems	3
MGMT 3660	Managing Change	3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
NON-WESTERN CULTURE		3
ELECTIVE		3
ELECTIVE		3
HHP ACTIVITY		1
ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Health Care Administration (M)

This program focuses on managing resources in a health care setting while working to understand the business implications on the health care system. Students will be equipped with the ability to evaluate research results focusing on health care, management and decision-making, operations and communications. Graduates are prepared for roles in hospitals, long-term care facilities, medical groups, medical device or pharmaceutical companies, and other clinical settings.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Health Care Administration, students will be able to:

1. Analyze health care demonstrating acceptance of individuals as holistic beings, created by God, respecting the dignity, worth, and rights of the individual.
2. Respect diversity within the health care community for both those who are served and the providers of care.

3. Synthesize knowledge from a multi-disciplinary perspective including, but, not limited to: management, finance, marketing, and policy theories.

4. Recognize the differences and similarities of current trends and issues relative to the healthcare industry as a basis for problem-solving and decision-making in health care.

5. Demonstrate a willingness to work cohesively and communicate interpersonally with members of the interdisciplinary health care team; including demonstration of effective communication both written and oral.

6. Recognize current trends and issues relative to health care management to evaluate and research results applicable to health care practice.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core )	
	or COMM 21 Interpersonal Communication	
<b>Core Business Requirements</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
	or BUS 1400 Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
HCM 3500	Eldercare	3
HCM 3200	Management Principles in Health Care	3
HCM 3400	Health Care Marketing	3
HCM 2000	Healthcare Ethics	3
HCM 3300	Financial Issues in Health Care	3
HCM 3100	Current Trends in Healthcare	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3

HCM 4100	Health Care Planning and Evaluation	3
<b>Total Hours</b>		<b>51</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1400	Quantitative Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ELECTIVE		3
HCM 2000	Healthcare Ethics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD- SCIENCE		4
ECON 2100	Microeconomics	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
HCM 3100	Current Trends in Healthcare	3
HCM 3200	Management Principles in Health Care	3
BUS 3450	Business Statistics	3
HUMAN BEINGS & BEING HUMAN		3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
HCM 3300	Financial Issues in Health Care	3
HCM 3400	Health Care Marketing	3
BUS 3420	Management Information Systems	3
HCM 4100	Health Care Planning and Evaluation	3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
HCM 3500	Eldercare	3
ELECTIVE		3
HHP ACTIVITY		1
ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
ELECTIVE		3
ELECTIVE		3

ELECTIVE	3
<b>Hours</b>	<b>12</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

## Hospitality and Event Business Major (M)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Department.

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

The Hospitality and Event Business (HEB) major allows you to pursue careers in areas like:

1. Event Management
2. Food & Beverage Management
3. Lodging Management
4. Hospitality Business

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

## Program Learning Outcomes

Program Student Learning Outcomes for Hospitality and Event Business Major/Minor

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.



### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>49</b>
<b>Concentration Requirements</b>		<b>12</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core )	
	or COMM 21 Interpersonal Communication	
<i>Core Business Requirments</i>		
ACCT 2100	Financial Accounting	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
	or BUS 1400 Quantitative Business Essentials	
BUS 3420	Management Information Systems	3
SHB 3000	SHB Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
	or BUS 5110 People-Focused Management	
MKTG 1300	Sales and Marketing	3

#### Required Major Courses

SHB 1400	Exposition & Special Event Management	3
SHB 2000	Contemporary Leadership Behavior	3
SHB 2020	Professional Development - Intro to Field Experience	1
SHB 2150	Intro to Culinary Management	3
SHB 3100	Integrated PR & Social Media	3
SHB 3300	Financial Aspects of Hospitality	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4500	SHB Senior Capstone	3

#### Required Concentration Courses (12 Credits) 12

##### Event Management Concentration

SHB 1200	Introduction to Hospitality & Event Business	
SHB 2200	Concessions, Catering, & Vendor Strategies	
SHB 2300	Ceremonial Management	
SHB 4100	Event & Production Management	

##### Food & Beverage Management Concentration

SHB 1200	Introduction to Hospitality & Event Business	
SHB 2200	Concessions, Catering, & Vendor Strategies	
SHB 2350	Intro to Beer, Wine, and Spirits Management	
SHB 4050	Culinary Management Operations	

##### Lodging Management Concentration

SHB 1200	Introduction to Hospitality & Event Business	
----------	--	--

SHB 3120	Hotel Administration	
SHB 3220	Front Office Management	
SHB 4100	Event & Production Management	
<i>Hospitality Business Concentration</i>		
SHB 1200	Introduction to Hospitality & Event Business	
Select 1 course (3 credits) from Event Management concentration		
Select 1 course (3 credits) from Food & Beverage Management concentration		
Select 1 course (3 credits) from Lodging Management concentration		
<b>Total Hours</b>		<b>61</b>

### Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
SHB 1400	Exposition & Special Event Management	3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
HUMAN BEINGS & BEING HUMAN		3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
COMM 1100	Public Speaking	3
	or COMM 2100 Interpersonal Communication	
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		1
SHB 2000	Contemporary Leadership Behavior	3
ELECTIVE/CONCENTRATION		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
NATURAL WORLD - SCIENCE		4
ECON 2200	Macroeconomics	3
CCE 1040	Science & Humanity	3
SHB 2150	Intro to Culinary Management	3
<b>Hours</b>		<b>13</b>
<b>Semester 5</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
ECON 2100	Microeconomics	3
SHB 3100	Integrated PR & Social Media	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ELECTIVE/CONCENTRATION		3
BUS 3420	Management Information Systems	3
ELECTIVE/CONCENTRATION		3
ELECTIVE/CONCENTRATION		3
SHB 3300	Financial Aspects of Hospitality	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3450	Business Statistics	3

ELECTIVE/CONCENTRATION	3
SHB 3000 SHB Internship	3
ELECTIVE/CONCENTRATION	3
ELECTIVE/CONCENTRATION	3
<b>Hours</b>	<b>15</b>
<b>Semester 8</b>	
SHB 4500 SHB Senior Capstone	3
NON-WESTERN CULTURE	3
ELECTIVE/CONCENTRATION	3
CREATIVE EXPRESSION	3
ELECTIVE/CONCENTRATION	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

## Human Resource and Strategic Leadership Major (M)

The Human Resource and Strategic Leadership program equips students with the knowledge and skills necessary for management in the human resource function within an organization. Students will develop interpersonal and technical skills in areas such as employment practices, staffing, compensation and benefits, training and change management necessary to help businesses thrive.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Human Resource and Strategic Leadership, students will be able to:

1. Recognize, clarify and apply important federal and state legislation, case law decisions, and executive orders that affect employment relationships.
2. Analyze compensation plans that identify and describe plan objectives, salary structure, and fringe benefits.
3. Recognize organizational performance models that create effective teams and organizations through employee motivation, engagement, culture, and change management.
4. Develop methods for attracting, retaining, developing, and engaging a diverse workforce.
5. Identify and describe the elements of servant leadership which apply to the work of the human resource professional.
6. Demonstrate knowledge of employee and management conflict resolution practices.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>54</b>
<b>Electives</b>		<b>21</b>
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
------	-------	-------

### Required Core Courses

BUS 3450	Business Statistics (counted in University Core )	3
ECON 2200	Macroeconomics (counted in University Core )	3
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	3

### Core Business Requirements

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials or BUS 1400 Quantitative Business Essentials	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
MKTG 1300	Sales and Marketing	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3

### Required Major Courses

BUS 2660	Organizational Management Principles	3
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3680	Compensation and Benefits	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3660	Training and Employee Development	3
MGMT 3660	Managing Change	3
BUS 4600	Integrative Project: HR Management	3

**Total Hours** **54**

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
HUMAN BEINGS & BEING HUMAN		3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking or COMM 2100 Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3

ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ELECTIVE		3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD - SCIENCE		4
BUS 2660	Organizational Management Principles	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
BUS 2600	Employment and Labor Relations	3
BUS 2620	Staffing	3
BUS 3450	Business Statistics	3
ELECTIVE		3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BUS 3680	Compensation and Benefits	3
BUS 3660	Training and Employee Development	3
ELECTIVE		3
BUS 3420	Management Information Systems	3
MGMT 3600	Human Resource Management	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ELECTIVE		3
ELECTIVE		3
HHP ACTIVITY		1
ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
BUS 4600	Integrative Project: HR Management	3
MGMT 3660	Managing Change	3
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Justice & Public Policy Major (M)

A Bachelor of Science in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.

What does all that add up to? It creates a foundation for a career in a wide variety of criminal justice related fields by giving you quality instruction. One hundred percent of all faculty have certifications and/or extensive experience in their respective field. This lends itself to practical and experiential guidance in blending your personal and professional ethical values within a system of justice and public policy.

## Program Learning Outcomes

- Students will professionally and effectively communicate through writing and oral presentations using appropriate criminal justice terminology.
- Students will demonstrate knowledge of theories of the causes of criminal activity and public policies that aid in crime prevention.
- Students will accurately describe the role and function of law enforcement, corrections, juvenile procedures, and the courts in society.
- Students will evaluate the effectiveness of criminal justice and security professional in crime prevention and in criminal justice prosecutions.
- Students will be able to gather, analyze and evaluate relevant information to create ethical legal decisions based upon Christian principles.
- Students will demonstrate the practical application of criminal justice research theory and numeracy needed to propose criminal justice research that adds to current research knowledge, restructures or changes current research knowledge, or adds new knowledge to the criminal justice research process.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>42</b>
<b>Electives</b>		<b>33</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
JPP 1010	Introduction to Law Enforcement	3
JPP 1020	Criminology	3
JPP 1030	Introduction to Courts	3
JPP 1040	Juvenile Justice Theory	3
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
JPP 2020	Substantive Criminal Law	3
JPP 2030	Criminal Investigation	3
JPP 2060	Stress Management	3
JPP 3010	Procedural Criminal Law	3
JPP 3030	Criminal Psychology	3
JPP 3070	Criminal Justice Liability Law	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3
<b>Recommended Electives</b>		
LEGL 2300	Environmental Law & Politics	
JPP 2040	Criminal Justice Research Methods	
JPP 2050	Terrorism	
JPP 3040	Forensic Investigation	
JPP 3050	Organized Crime	
JPP 3090	Special Topics in Criminal Justice	

JPP 4020	White Collar Crime	
<b>Total Hours</b>		<b>42</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
JPP 1010	Introduction to Law Enforcement	3
JPP 1020	Criminology	3
ENG 1040	Introduction to Writing	3
COMMUNICATION & LANGUAGE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
JPP 1030	Introduction to Courts	3
JPP 1040	Juvenile Justice Theory	3
CCE 1010	Christian Citizen	3
NATURAL WORLD- MATH		3
SOCIETY & CULTURE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
NATURAL WORLD - SCIENCE		4
HHP 1100	Stewardship of the Body	1
HHP ACTIVITY		1
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
JPP 2030	Criminal Investigation	3
CCE 1020	Western Culture & Worldview	3
HUMAN BEINGS & BEING HUMAN		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
JPP 2020	Substantive Criminal Law	3
JPP 2060	Stress Management	3
REL 1000	The Bible	3
CCE 1030	Western Thought & Worldview	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
JPP 3010	Procedural Criminal Law	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
JPP 3030	Criminal Psychology	3
JPP 3999	Career & Internship in Justice and Service	3
JPP 4010	Ethics in Justice and Public Service	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
JPP 3070	Criminal Justice Liability Law	3
FAITH & LIFE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3

ELECTIVE/MINOR	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

## Management Major (M)

Students in the Management program will master current software for designing and managing business projects, while adopting proven project management tools and techniques at each stage in a project's life cycle. Coursework will prepare students to integrate organizational strategies that involve the parent, supplier, and sub-supplier organizations working together in domestic and global environments. A comprehensive business plan will be developed in a capstone experience.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Management, students will be able to:

1. Demonstrate the ability to use critical thinking skills in the business context
2. Demonstrate the ability to use creative thinking skills in the business context
3. Demonstrate strategic decision making skills in the development of a business plan
4. Develop knowledge of operations and management - planning, organizing, leading and controlling the resources of an organization
5. Demonstrate knowledge of human resource issues within the business organization
6. Understand and apply the dynamics of the marketing function, including product planning, pricing, promotion, channel management, and competition analysis
7. Apply basic accounting principles and construct and interpret financial statements

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

#### Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	

*Core Business Requirements*

ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	
MKTG 1300	Sales and Marketing	3
<b>Required Major Courses</b>		
BUS 2200	Business Law I	3
BUS 2440	Project Management	3
BUS 2660	Organizational Management Principles	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
MGMT 3640	Small Business Administration	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>48</b>

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
PSY 1010	General Psychology	3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
COMM 1100	Public Speaking	3
or COMM 2100	or Interpersonal Communication	
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
CREATIVE EXPRESSION		3
ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
HUMAN BEINGS & BEING HUMAN		3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD - SCIENCE		4
MKTG 2200	Public Relations	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
BUS 2660	Organizational Management Principles	3
MGMT 3640	Small Business Administration	3

BUS 3450	Business Statistics	3
ELECTIVE/MINOR		3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BUS 2440	Project Management	3
MGMT 3660	Managing Change	3
ELECTIVE/MINOR		3
BUS 3420	Management Information Systems	3
MGMT 3600	Human Resource Management	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
ELECTIVE/MINOR		3
HHP ACTIVITY		1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Marketing Major (M)

The Marketing program covers a wide variety of areas, from an understanding of consumer audiences and product design to packaging and pricing all the way through advertising, selling and distribution, finally ending with the promotion of a product or service. Students will engage in public relations, digital marketing, web design and maintenance and learn how to ethically engage with the public.

### Program Learning Outcomes

By fulfilling all of the course requirements for the Bachelor's of Science in Marketing, students will be able to:

1. Identify target markets.
2. Analyze target market needs.
3. Develop products and services attuned to target market needs.
4. Prepare a comprehensive communications plan to reach the target market.
5. Prepare a distribution plan to bring product to target market.
6. Price product to cover costs and meet return objectives.
7. Prepare a comprehensive marketing operational plan.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives</b>		<b>24</b>

Minor: Optional	
<b>Total Hours</b>	<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core ) or COMM 21 Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
BUS 3420	Management Information Systems	3
BUS 3999	Business Internship	3
BUS 4420	Business Policy and Ethics (Business School Capstone)	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership or BUS 5110 People-Focused Management	3
<i>Required Major Courses</i>		
MKTG 2200	Public Relations	3
MKTG 3000	Retail Management	3
MKTG 3200	Promotion & Advertising	3
MKTG 3400	E-Commerce	3
MKTG 4200	Marketing Management	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3
GD 1500	Digital Vector Design	3
<b>Total Hours</b>		<b>48</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
HUMAN BEINGS & BEING HUMAN		3
GD 1500	Digital Vector Design	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking or COMM 2100 or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1000	The Bible	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3
REL 1100	Christian Faith	3

CCE 1030	Western Thought & Worldview	3
ELECTIVE/MINOR		3
ECON 2200	Macroeconomics	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ELECTIVE/MINOR		3
ECON 2100	Microeconomics	3
CCE 1040	Science & Humanity	3
NATURAL WORLD - SCIENCE		4
MKTG 2200	Public Relations	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
MKTG 3000	Retail Management	3
MKTG 3400	E-Commerce	3
BUS 3450	Business Statistics	3
ELECTIVE/MINOR		3
FAITH & LIFE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
MKTG 3200	Promotion & Advertising	3
MKTG 4200	Marketing Management	3
ELECTIVE/MINOR		3
BUS 3420	Management Information Systems	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3999	Business Internship	3
NON-WESTERN CULTURE		3
ELECTIVE/MINOR		3
HHP ACTIVITY		1
MKTG 4400	International Marketing	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
BUS 4420	Business Policy and Ethics	3
MKTG 4250	Marketing Research	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Sport and Entertainment Business Major (M)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Department.

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

*Sacrifice. Attitude. Effort. Clarity. Humility. Grit.*

The Sport and Entertainment Business degree allows you to pursue a variety of careers in athletic and entertainment management. Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

## Program Learning Outcomes

(Developed and Approved by Department Faculty on Jan. 24, 2018)

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.
- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>60</b>
<b>Electives</b>		<b>15</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Core Requirements</b>		
<i>Required Core Courses</i>		
BUS 3450	Business Statistics (counted in University Core )	
ECON 2200	Macroeconomics (counted in University Core )	
COMM 1100	Public Speaking (counted in University Core )	
or COMM 2100	Interpersonal Communication	
<i>Core Business Requirements</i>		
ACCT 2000	Accounting & Finance for Business Professionals	3
BUS 2200	Business Law I	3
BUS 1200	Business Essentials	3
or BUS 1400	Quantitative Business Essentials	

BUS 3420	Management Information Systems	3
SHB 3000	SHB Internship (Replaces BUS 3999 in business core)	3
BUS 4420	Business Policy and Ethics	3
ECON 2100	Microeconomics	3
MGMT 1200	Management & Leadership	3
or BUS 5110	People-Focused Management	

### Required Courses

SHB 1100	Introduction to Sport & Entertainment Business	3
SHB 2000	Contemporary Leadership Behavior	3
SHB 2100	Facility Design & Management	3
SHB 2400	Administration & Organization of Sport & Entertainment	3
SHB 2500	Legal & Ethical Issues of Sport	3
SHB 3100	Integrated PR & Social Media	3
SHB 3200	Sport Economics & Finance	3
SHB 3400	Marketing of Sport & Entertainment	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4100	Event & Production Management	3
SHB 4500	SHB Senior Capstone	3

**Total Hours** **57**

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MGMT 1200	Management & Leadership	3
SHB 1100	Introduction to Sport & Entertainment Business	3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BUS 1200	Business Essentials	3
CCE 1020	Western Culture & Worldview	3
HUMAN BEINGS & BEING HUMAN		3
HHP 1100	Stewardship of the Body	1
MKTG 1300	Sales and Marketing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
COMM 1100	Public Speaking	3
or COMM 2100	or Interpersonal Communication	
BUS 2200	Business Law I	3
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		1
SHB 2400	Administration & Organization of Sport & Entertainment	3
SHB 2100	Facility Design & Management	3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
NATURAL WORLD - SCIENCE		4
ECON 2200	Macroeconomics	3
CCE 1040	Science & Humanity	3
SHB 2000	Contemporary Leadership Behavior	3
SHB 2500	Legal & Ethical Issues of Sport	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
ACCT 2000	Accounting & Finance for Business Professionals	3

ECON 2100	Microeconomics	3
SHB 3100	Integrated PR & Social Media	3
SHB 3200	Sport Economics & Finance	3
SHB 3400	Marketing of Sport & Entertainment	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
FAITH & LIFE		3
BUS 3420	Management Information Systems	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
BUS 3450	Business Statistics	3
SHB 4100	Event & Production Management	3
SHB 3000	SHB Internship	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
SHB 4500	SHB Senior Capstone	3
NON-WESTERN CULTURE		3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
CREATIVE EXPRESSION		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Minors

- Accounting Minor (M) (p. 175)
- Business Communication Minor (M) (p. 175)
- Business Minor (M) (p. 175)
- Economics Minor (M) (p. 175)
- Entrepreneurship Minor (M) (p. 176)
- Family Business Studies Minor (M) (p. 176)
- Finance Minor (M) (p. 176)
- Forensic Accounting Minor (M) (p. 176)
- Hospitality and Event Business Minor (M) (p. 176)
- Human Resources Minor (M) (p. 177)
- Individualized Business Minor (M) (p. 177)
- Justice & Public Policy Minor (M) (p. 177)
- Management Minor (M) (p. 177)
- Managerial Accounting Minor (M) (p. 177)
- Marketing Minor (M) (p. 178)
- Nonprofit Management Minor (M) (p. 178)
- Public Relations Minor (M) (p. 178)
- Sport and Entertainment Business Minor (M) (p. 178)

## Accounting Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3

ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
<b>Minor Electives</b>		
Select two Accounting Electives <sup>1</sup>		6
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> FIN 3000 Principles of Finance can be selected as an elective by non-business majors.

## Business Communication Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BCOM 2400	Business Writing	3
BCOM 3000	Group Dynamics	3
BCOM 3800	Organizational Communication	3
BCOM 3850	Interviewing Principles	3
COMM 3100	Social Media	3
MGMT 1200	Management & Leadership	3
<b>Total Hours</b>		<b>18</b>

## Business Minor (M)

**Business Minor cannot be taken by Business Majors.**

Business majors must complete all listed degree requirements and earn a minimum total of 120 credits to graduate.

**All students pursuing a Business major or minor must earn a grade of C- or better in all Business core, major, or minor courses to earn a business degree.**

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
Select four of the following:		12
BUS 2200	Business Law I	
ECON 2000	Principles of Economics	
FIN 3000	Principles of Finance	
MGMT 1200	Management & Leadership	
MKTG 1300	Sales and Marketing	
<b>Total Hours</b>		<b>18</b>

## Economics Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ECON 2200	Macroeconomics	3
ECON 2100	Microeconomics	3
ECON 3350	An Econometric Survey	3
ECON 3700	International Economics	3



ECON 3070	History of Economic Thought	3
ECON 3100	Macroeconomic Crises in History	3
<b>Total Hours</b>		<b>18</b>

## Entrepreneurship Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
ENTR 2800	Planning New Ventures	3
ENTR 2500	Legal Landscape of Entrepreneurship	3
ENTR 3900	Entrepreneurship Practicum	3
Select one of the following:		3
BUS 3600	Family Business Management	
MGMT 3640	Small Business Administration	
<b>Total Hours</b>		<b>18</b>

## Family Business Studies Minor (M)

### Curriculum

#### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 3200	Business Law II	3
BUS 3620	Family Business Strategic Plan	3
BCOM 3900	Conflict Management	3
ENTR 2800	Planning New Ventures	3
BUS 2660	Organizational Management Principles	3
Select one of the following:		3
MGMT 3640	Small Business Administration	
ENTR 2900	Social Entrepreneurship	
ENTR 3900	Entrepreneurship Practicum	
<b>Total Hours</b>		<b>18</b>

## Finance Minor (M)

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
FIN 3000	Principles of Finance	3
Select four of the following:		12
FIN 3100	Basic Investing	
FIN 3150	Principles of Insurance	
FIN 3200	Money and Banking	
FIN 3400	Corporate Finance	
FIN 4250	Securities Analysis	
FIN 4300	International Finance	
ECON 3070	History of Economic Thought	
ECON 3700	International Economics	

ECON 3100	Macroeconomic Crises in History	
<b>Total Hours</b>		<b>18</b>

## Forensic Accounting Minor (M)

### Minor Requirements

If you are an accounting major/minor and wish to pursue the forensic accounting minor, you will be required to substitute ACCT 2100 Financial Accounting for an upper level accounting or JPP course that you did not already take for your accounting major/minor.

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 3100	Intermediate Accounting I	3
ACCT 3110	Intermediate Accounting II	3
JPP 2030	Criminal Investigation	3
JPP 4020	White Collar Crime	3
ACCT 2700	Fraud Management	3
<b>Total Hours</b>		<b>18</b>

## Hospitality and Event Business Minor (M)

The Hospitality and Event Business Major/Minor is housed within the Sport and Hospitality Business Program.

*How does the Hospitality and Event Business MINOR differ from the major?*

- Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
- Students minoring in Hospitality and Event Business are NOT required to take SHB 4500 - Program Capstone.
- Students minoring in Hospitality and Event Business are NOT required to take SHB 3000 - SHB Internship.

*Business now finds itself firmly entrenched within the "Experience Economy." This minor is a popular option for students in the Batterman School of Business that are majoring in entrepreneurship, marketing and public relations, as it provides valuable customer service, guest engagement, event activation and hospitality skills that today are applied in ALL industries.*

The numbers are staggering. On average, 1.8 million meetings take place every year in the US. And of those meetings, 85% require lodging. When you factor in tourism, more than \$1 trillion in revenue is generated every single year. That means a lot of people are traveling for a number of different reasons. And when they travel, they need a place to stay. It's a growing industry, and there's a ton of room for you to grow and really make your mark within it.

You'll enjoy innovative instruction – with a curriculum that is current, engaging and challenging – to help you develop the core skills and character necessary to thrive in these competitive and creative industries.

Through HEB, you will network with and learn from professionals in hospitality, tourism and event management, as well as business people

who work within the many sub-professions tied to these industries. Better still, when you display consistent professional and personal growth in the classroom, you could even earn the opportunity to gain intensive field experience at major events, like the Final Four or the Super Bowl.

## Program Learning Outcomes

Program Student Learning Outcomes for Hospitality and Event Business Major/Minor

*(Developed and Approved by Department Faculty on Jan. 24, 2018)*

- Demonstrate growth and skills in communication methods used within the Hospitality and Event industries.
- Exhibit growth in project management, design, and execution to exceed the expectations of various industry stakeholders.
- Utilizing real-time project-based learning, students will develop a creative, well-organized mindset that fosters skills required for confident decisions that align with industry best practices.
- Consistently framing and assessing globally-minded personal and professional leadership competencies that increase opportunities in the Hospitality and Event industries.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 1200	Introduction to Hospitality & Event Business	3
SHB 2200	Concessions, Catering, & Vendor Strategies	3
SHB 3300	Financial Aspects of Hospitality	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
SHB 4100	Event & Production Management	3
<i>Pick One of the following</i>		
SHB 1400	Exposition & Special Event Management	3
SHB 2300	Ceremonial Management	3
<b>Total Hours</b>		<b>18</b>

## Human Resources Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
BUS 2620	Staffing	3
BUS 2600	Employment and Labor Relations	3
MGMT 3600	Human Resource Management	3
MGMT 4600	Diversity, Inclusion, and Human Relations	3
BUS 3660	Training and Employee Development	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Individualized Business Minor (M)

This minor is available only to students who are non-business majors. The student can select any 6 courses (18 credits) from the business curriculum in a self-constructed minor that meets their own individualized career and/or educational goals. All course prerequisites must be met.

Also, the courses selected by the student in this minor would not be eligible to count toward any other business minor.

**Note:** *Students should consult with a business advisor prior to picking courses for this minor.*

## Justice & Public Policy Minor (M)

A minor in Justice and Public Policy (JPP) from CUWAA will help you understand how administrative law, along with procedural, and substantive criminal laws apply to effecting arrest search and seizure, evidence collection, and courtroom procedures. You'll learn best practices pertaining to field and custodial interviews, criminal investigations, and procedures involving juvenile. If you are considering an advanced degree, an introductory courses in criminal justice research methods and criminal psychology will prepare you to understand sociological, psychological, bio-physiological, and free-will theories, while learning how to apply theory to practice within the American civil and criminal court systems, correctional system, and justice system.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
JPP 1010	Introduction to Law Enforcement	3
JPP 1030	Introduction to Courts	3
JPP 1050	Introduction to Probation and Parole	3
JPP 2010	Corrections in America	3
<b>Minor Electives</b>		
Select two JPP Electives		6
<b>Total Hours</b>		<b>18</b>

## Management Minor (M)

Management Minor cannot be taken by Business Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
ECON 2000	Principles of Economics	3
MGMT 3600	Human Resource Management	3
MGMT 4200	Operations Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Managerial Accounting Minor (M)

The Managerial Accounting Minor cannot be taken by Accounting or Finance Majors.

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
ACCT 3250	Cost Accounting	3

FIN 3000	Principles of Finance	3
FIN 3400	Corporate Finance	3
<b>Minor Electives</b>		
Upper level Accounting or Finance Elective		3
<b>Total Hours</b>		<b>18</b>

## Marketing Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MGMT 1200	Management & Leadership	3
MKTG 1300	Sales and Marketing	3
MKTG 4200	Marketing Management	3
ECON 2200	Macroeconomics (Prerequisite for MKTG 4200)	
ECON 2100	Microeconomics (Prerequisite for MKTG 4200)	
Select three of the following:		9
MKTG 2200	Public Relations	
MKTG 3000	Retail Management	
MKTG 3200	Promotion & Advertising	
MKTG 3400	E-Commerce	
MKTG 4250	Marketing Research	
GD 1500	Digital Vector Design	
<b>Total Hours</b>		<b>18</b>

## Nonprofit Management Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Course</b>		
MGMT 2200	Nonprofit Management Principles	3
MKTG 2500	Nonprofit Marketing	3
MGMT 3400	Financial Issues in Nonprofit Management	3
BUS 3220	Nonprofit Fundraising and Grant Writing	3
MGMT 3200	Legal Issues in Nonprofit Management	3
MGMT 3660	Managing Change	3
<b>Total Hours</b>		<b>18</b>

## Public Relations Minor (M)

### Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
MKTG 2200	Public Relations	3
BCOM 3200	Intermediate Public Relations	3
BCOM 4000	Advanced Public Relations	3
BCOM 2400	Business Writing	3
COMM 1200	Journalism	3
COMM 3200	Mass Communication Campaigns	3
<b>Recommended Core Courses</b>		
COMM 1100	Public Speaking (Communications & Language)	
COMM 4100	Cross-Cultural Communication (Society & Culture)	

GD 1010	Digital Design Fundamentals (Human Creativity & Expression)
or GD 1500	Digital Vector Design

**Total Hours** **18**

## Sport and Entertainment Business Minor (M)

The Sport and Entertainment Business Major/Minor is housed within the Sport and Hospitality Business Program.

*How does the Sport and Entertainment Business MINOR differ from the major?*

1. Only 18 credits from the Sport and Hospitality Program are required for the minor.  
(Click on the CURRICULUM tab for more information.)
2. Students minoring in Sport and Entertainment Business are NOT required to take SHB 4500 - Program Capstone.
3. Students minoring in Sport and Entertainment Business are NOT required to take SHB 3000 - SHB Internship.

*The minor is a popular option for students in the Batterman School of Business that are majoring in accounting, finance, marketing and public relations, as it provides valuable insight into elements of the sport and entertainment industry that differ from more traditional career tracks.*

Like every other industry, the inter-related sports and entertainment industries were significantly impacted by the global COVID-19 pandemic. However, sports and entertainment are showing signs of a strong recovery. The global sports market is expected to grow from \$388.28 billion in 2020 to \$440.77 billion in 2021. Further, the market is expected to reach \$599.9 billion in 2025.

Yes, there are still engaging careers to be found in these dynamic and changing industries. However, they require the same six things from those who expect to excel within them:

*Sacrifice. Attitude. Effort. Clarity. Humility. Grit.*

**A minor in Sport and Entertainment Business allows you to pursue a variety of careers by merging the skills developed in your major with the unique demands found in the athletic and entertainment industries.** Our curriculum is current, engaging, and challenging – with courses and experiences designed under the guidance of a professional advisory board consisting of industry practitioners – to help you develop the fundamentals, skills, and character that will give you the best chance to thrive in a competitive industry.

Not only that, but you'll work with industry pros, networking with and learning from experts in professional and amateur sports and entertainment, along with business people who work within the innumerable sub-professions tied to these industries. But nothing beats hands-on experience. If you display consistent professional and personal growth, you could earn intensive field experience opportunities at major events like the Final Four and even the Super Bowl.

### Program Student Learning Outcomes

- Demonstrate growth and skills in communication methods used within the Sport and Entertainment industries.

- Exhibit analytical, critical analysis and problem solving skills valued within the Sport and Entertainment industries.
- Utilizing project-based learning, students will develop and articulate human relations and conceptual competencies necessary to advance the Sport and Entertainment industry.
- Consistently framing and assessing globally-minded personal and professional leadership skills that increase industry opportunities in Sport and Entertainment.
- Demonstrate service mindset based on Christian values intended to benefit the person, community and the world.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SHB 1100	Introduction to Sport & Entertainment Business	3
SHB 2500	Legal & Ethical Issues of Sport	3
SHB 3400	Marketing of Sport & Entertainment	3
SHB 4000	Sales, Sponsorship, and Fundraising Strategies	3
Select two of the following:		6
SHB 2100	Facility Design & Management	
SHB 2400	Administration & Organization of Sport & Entertainment	
SHB 3200	Sport Economics & Finance	
<b>Total Hours</b>		<b>18</b>

## Certificates

- Business Certificate (M) (p. 179)
- Economics Certificate (M) (p. 179)
- Marketing Certificate (M) (p. 179)

## Business Certificate (M)

The student will demonstrate an understanding of foundational business administration concepts in the areas of accounting, management, economics, MIS, and marketing.

### Student Learning Outcomes for the Business Certificate

- Utilize, interpret and assess quantitative data to inform and drive sound decision-making.
- Demonstrates the ability to convert relevant business information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
- Demonstrate an understanding and a disposition that a student builds across the business curriculum.

## Curriculum

Code	Title	Hours
ACCT 2100	Financial Accounting	3
MGMT 1200	Management & Leadership	3
ECON 2100	Microeconomics	3
BUS 3420	Management Information Systems	3
MKTG 1300	Sales and Marketing	3
<b>Total Hours</b>		<b>15</b>

## Economics Certificate (M)

The student will demonstrate an understanding of foundational business economic concepts in the areas of macroeconomics, microeconomics, international economics, and history of economics.

### Student Learning Outcomes for the Economics Certificate

- Understand and correctly use the basic terms and concepts of the economics profession, as applied in actual economic analysis.
- Evaluate and assess information from a variety of sources that indicate the status of particular macroeconomics.
- Identify, describe, and analyze different market environments.

## Curriculum

Code	Title	Hours
ECON 2200	Macroeconomics	3
ECON 2100	Microeconomics	3
ECON 3700	International Economics	3
ECON 3100	Macroeconomic Crises in History	3
ECON 3300	Intermediate Micro Economics	3
<b>Total Hours</b>		<b>15</b>

## Marketing Certificate (M)

The student will demonstrate an understanding of foundational marketing concepts in the areas of general marketing, marketing research, international marketing, management, market analysis, and business planning.

### Student Learning Outcomes for the Marketing Certificate

- Design and develop marketing solutions for current business environments.
- Evaluate and apply marketing practices to create measurable results.
- Develop effective communication principles and strategies for areas of organizational leadership and media.

## Curriculum

Code	Title	Hours
MKTG 1300	Sales and Marketing	3
MKTG 4250	Marketing Research	3
MKTG 4400	International Marketing	3
MKTG 4200	Marketing Management	3
ENTR 2800	Planning New Ventures	3
<b>Total Hours</b>		<b>15</b>

## School of Arts and Sciences (M)

The School of Arts and Sciences educates men and women to be thoughtful and articulate people of faith who, rooted in the liberal arts, contribute in meaningful ways to their families, communities, and cultures. It does this in two primary ways. First, the School offers over thirty programs of study, including the arts, communication, computer science, the humanities, the natural sciences, and the social sciences.

Each program focuses on educating the whole person by developing skills necessary for future careers and providing insights that shape Christian citizens for a global society. Second, the School of Arts and Sciences houses the Core Curriculum, which provides a framework for

continued learning, development, and growth in a lifelong pursuit of Vocation. Through a study of the liberal arts, the Core offers students a broad understanding of their place in the world, and is a meaningful, unifying influence for all Concordia graduates.

- Art Major (M) (p. 181)
- Athletic Training (M) (p. 182)
- Biblical Studies Major (M) (p. 185)
- Biochemistry Major (M) (p. 186)
- Biology Major (M) (p. 187)
- Biomedical Sciences Major (M) (p. 189)
- Chemical Engineering (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/chemical-engineering-major/>)
- Chemistry Major (M) (p. 193)
- Classical Education - Bachelor of Arts (M) (p. 195)
- Computer Science Major (M) (p. 196)
- Data Science and Mathematics Major (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/data-science-mathematics-major/>)
- Director of Church Ministries - Bachelor of Arts (M) (p. 200)
- English Major (M) (p. 202)
- Environmental Science Major (M) (p. 203)
- Environmental Studies Major (M) (p. 205)
- Exercise Physiology Major (M) (p. 206)
- History Major (M) (p. 208)
- Horticulture Major (M) (p. 209)
- Illustration Major (M) (p. 210)
- Industrial Engineering (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/industrial-engineering-major/>)
- Interior Architecture and Design Major (M) (p. 212)
- Mass Communication Major (M) (p. 214)
- Mathematics Major (M) (p. 215)
- Music Major (M) (p. 216)
- Natural Sciences Major (M) (p. 217)
- Pharmaceutical Sciences Major (M) (p. 219)
- Philosophy Major (M) (p. 220)
- Political Science Major (M) (p. 221)
- Psychology Major (M) (p. 223)
- Theological Languages Major (M) (p. 224)
- Theology Major (M) (p. 226)
- Visual Communication Major (M) (p. 228)
- Art Minor (Non-Licensable) (M) (p. 230)
- Artificial Intelligence & Robotics Minor (M) (p. 231)
- Athletic Coaching Minor (M) (p. 231)
- Biblical Studies Minor (M) (p. 231)
- Bioethics Minor (M) (p. 232)
- Biology Minor (M) (p. 232)
- Chemistry Minor (M) (p. 233)
- Christian Thought Minor (M) (p. 233)
- Classical Pedagogy Minor (M) (p. 234)
- Computer Animation Minor (M) (p. 234)
- Cybersecurity Minor (M) (p. 234)
- Data Science Applied Analytics Minor (M) (p. 235)
- Director of Church Ministries Minor for Parish Music Major (M) (p. 235)
- Director of Church Ministries Minor with Related Majors (M) (p. 235)
- English Minor (M) (p. 236)
- Environmental Studies Minor (M) (p. 236)
- Game Programming Minor (M) (p. 236)
- History Minor (M) (p. 236)
- Human Biology Minor (M) (p. 237)
- Illustration Minor (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/minors/illustration-minor/>)
- Information Systems Minor (M) (p. 237)
- Law and Politics Minor (M) (p. 237)
- Mass Communication Minor (M) (p. 237)
- Mathematics Minor (M) (p. 237)
- Missions Minor (M) (p. 238)
- Music Minor (M) (p. 238)
- Philosophy Minor (M) (p. 238)
- Photography Minor (M) (p. 239)
- Psychology Minor (M) (p. 239)
- Social Science Minor (M) (p. 239)
- Software Engineering Minor (M) (p. 240)
- Spanish Minor (M) (p. 240)
- Sports Media Minor (M) (p. 240)
- Theatre Minor (M) (p. 240)
- Theological Languages Minor (M) (p. 241)
- Theology Minor (M) (p. 241)
- Visual Communications Minor (M) (p. 242)
- Writing Emphasis Minor (M) (p. 242)
- Youth Ministry Minor (M) (p. 242)
- Athletic Coaching Certificate (M) (p. 243)
- Biology Certificate (M) (p. 243)
- Chemistry Certificate (M) (p. 243)
- Christian Thought Certificate (M) (p. 244)
- Computer Science Certificate (M) (p. 244)
- Director of Church Ministries - Online Certificate (M) (p. 244)
- Earth and Space Science Certificate (M) (p. 245)
- English Certificate (M) (p. 245)
- Environmental Studies Certificate (M) (p. 246)
- Exegetical Theology Certificate (M) (p. 246)
- Geography Certificate (M) (p. 247)
- Mathematics Certificate (M) (p. 247)
- Physics Certificate (M) (p. 247)
- Political Science Certificate (M) (p. 248)
- Practical Theology Certificate (M) (p. 248)
- Psychology Certificate (M) (p. 248)
- Sociology Certificate (M) (p. 249)
- Spanish Certificate (M) (p. 249)
- Spanish for Health Care Professionals Certificate (M) (p. 250)
- Speech Communication Certificate (M) (p. 250)

- Theatre Certificate (M) (p. 250)
- Undergraduate Research Certificate (M) (p. 251)
- Pathways (p. 41)

## Majors

- Art Major (M) (p. 181)
- Athletic Training (M) (p. 182)
- Biblical Studies Major (M) (p. 185)
- Biochemistry Major (M) (p. 186)
- Biology Major (M) (p. 187)
- Biomedical Sciences Major (M) (p. 189)
- Chemical Engineering (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/chemical-engineering-major/>)
- Chemistry Major (M) (p. 193)
- Classical Education - Bachelor of Arts (M) (p. 195)
- Computer Science Major (M) (p. 196)
- Data Science and Mathematics Major (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/data-science-mathematics-major/>)
- Director of Church Ministries - Bachelor of Arts (M) (p. 200)
- English Major (M) (p. 202)
- Environmental Science Major (M) (p. 203)
- Environmental Studies Major (M) (p. 205)
- Exercise Physiology Major (M) (p. 206)
- History Major (M) (p. 208)
- Horticulture Major (M) (p. 209)
- Illustration Major (M) (p. 210)
- Industrial Engineering (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/majors/industrial-engineering-major/>)
- Interior Architecture and Design Major (M) (p. 212)
- Mass Communication Major (M) (p. 214)
- Mathematics Major (M) (p. 215)
- Music Major (M) (p. 216)
- Natural Sciences Major (M) (p. 217)
- Pharmaceutical Sciences Major (M) (p. 219)
- Philosophy Major (M) (p. 220)
- Political Science Major (M) (p. 221)
- Psychology Major (M) (p. 223)
- Theological Languages Major (M) (p. 224)
- Theology Major (M) (p. 226)
- Visual Communication Major (M) (p. 228)

## Art Major (M)

At Concordia University Wisconsin, our Art Major is all about fostering a community of creative minds, deeply invested in expressing compelling narratives through their art. Our educational approach is rooted in Lutheran principles, emphasizing integrity, service, and respect throughout our curriculum. We aim to ignite a passion for blending time-honored techniques like ceramics, painting, and jewelry making with modern digital art forms, creating a dynamic space where creativity and purpose converge.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Art major consists of 51 credit hours of course work, offering a more in-depth interdisciplinary learning experience. Students will learn a variety of experiential as well as technological art forms in this cross-functional integrated journey into the arts. Students have access to a state of the art Mac lab with up to date software and archival printing capabilities. In addition to the 45-credit Liberal Arts core requirements and required courses listed, all Art majors are encouraged to complete a minor. An animation, small business or marketing minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

## Program Learning Outcomes

Students will:

- Describe and understand the relationships that exist between the visual arts and the Christian faith.
- Describe image making as the embodiment of an innate God-given feature of the human condition; and will assess critical life issues using research from multiple sources to incorporate a balanced global perspective.
- Critical Thinking/Creative Problem Solving: The creative process required for art-making is one that emphasizes critical thinking and creative problem solving.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Analyze complex questions within challenging visual problems and compare and contrast multiple alternatives.
- Demonstrate professional visual, oral and written communication to present their work and communicate to clients.
- Use data for creative inspiration, to inform artistic decisions, and/or in the creation of data-driven art doing so in a manner that is efficient, accurate, and insightful.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		
Required Courses		39
Major Electives		12
<b>Additional Electives</b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
ART 1020	Digital Imaging Fundamentals	3
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1520	Creative Workshop: 2D Art	3
ART 1530	Creative Workshop: 3D Art	3
ART 1550	Color Theory Application	3
ART 2000	Art History I	3
ART 2010	Art History II	3
ART 2540	Mixed Media Drawing	3
ART 2560	Painting	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3

### Major Electives

Select 12 credits of the following:	12	
ART 1030	Darkroom Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1540	Interior Space Production	
ART 2500	Digital Imaging Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2520	History of Design	
ART 2530	History of Photography	
ART 3010	Digital Imaging: Engineering	
ART 3020	Digital Imaging: Artificial Intelligence	
ART 3030	Digital Imaging: Movement	
ART 3040	Digital Imaging: Product Photography	
ART 3500	Figure Drawing	
ART 3800	Art Study Abroad	
GD 3000	Pixel Motion	
GD 3500	Advanced Pixel Motion	
GD 3510	Creative Pixel Studio	
GD 3520	Web Design Solutions	

**Total Hours** 51

## Plan

Course	Title	Hours
<b>Semester 1</b>		
GD 1500	Digital Vector Design	3
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
GD 1510	Digital Raster Design	3
ART 1520	Creative Workshop: 2D Art	3
ART 1550	Color Theory Application	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
HHP		1
<b>Hours</b>		<b>16</b>

<b>Semester 3</b>		
ART 1530	Creative Workshop: 3D Art	3
ART 1020	Digital Imaging Fundamentals	3
CCE 1020	Western Culture & Worldview	3
CORE: FAITH AND LIFE		3
ART 2000	Art History I	3
<b>Hours</b>		<b>15</b>

<b>Semester 4</b>		
CCE 1030	Western Thought & Worldview	3
ART 2010	Art History II	3
ART 2540	Mixed Media Drawing	3
CORE: HUMAN BEINGS BEING HUMAN		3
CORE: NATURAL WORLD MATH OR COMPUTER SCIENCE		3
<b>Hours</b>		<b>15</b>

<b>Semester 5</b>		
CCE 1040	Science & Humanity	3
ART 2560	Painting	3
CORE: SOCIETY AND CULTURE		3
CORE: NATURAL WORLD SCIENCE WITH LAB		4
		3
<b>Hours</b>		<b>16</b>

<b>Semester 6</b>		
CORE: COMMUNICATION AND LANGUAGE		3
ART: MAJOR ELECTIVE		3
ART: MAJOR ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>

<b>Semester 7</b>		
CORE: HUMAN CREATIVITY AND EXPRESSION		3
ART: MAJOR ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>

<b>Semester 8</b>		
ART 4800	Senior Portfolio/Exhibition	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Athletic Training (M)

The CAATE accredited Concordia University Wisconsin (CUW) Master of Science in Athletic Training (MSAT) program will provide students with the professional preparation necessary to succeed as an entry-level athletic trainer. The program will provide students an educational experience encompassing communication, problem solving, clinical skills, and service. As a result, students graduating from the program will possess the knowledge, skills, and abilities of a successful clinician, will be prepared to pass the Board of Certification Examination, and will be eligible for appropriate state credentialing. The CUW MSAT program will accomplish its mission through a holistic approach to the development of the mind, body, and spirit.

Concordia's MSAT program consists of 69 graduate-level credits, completed over the course of six (6) semesters. The program enhances this classroom education with extensive hands-on clinical experiences in

a variety of settings, under the supervision of health care professionals.

Students in the MSAT program complete five (5) to six (6) semesters of clinical education rotations, including an immersion experience.

**Dual Degree Program:** Students can pursue a dual degree program, earning a Bachelor of Science in Sports Medicine degree and a Master of Science in Athletic Training degree. Students in the dual degree program typically complete two years of prerequisite and core coursework prior to transitioning into the professional phase of the MSAT program. Dual degree students have two curriculum sequence options:

**2+3 (Standard) Track:** Two years of prerequisite and core coursework + three years of graduate-level MSAT coursework. The typical total time to completion is five years.

**2+2 Scholars Track:** Two years of prerequisite and core coursework + two years of graduate-level MSAT coursework. The typical total time to completion is four years.

## Program Learning Outcomes

- Students will communicate effectively with others in an oral or written professional format.
  - Students will communicate professionally, to a variety of audiences, utilizing various media modes.
  - Students will write clearly and professionally, using appropriate medical vernacular.
  - Students will demonstrate the ability to work collaboratively with other professionals in a team approach to practice.
- Students will demonstrate effective critical thinking and problem solving.
  - Students will identify and analyze a research problem or clinical question.
  - Students will apply an evidence-based model to make informed decisions about patient care.
  - Students will demonstrate data fluency through effective analysis and application.
- Students will demonstrate the knowledge, skills, and abilities expected of an entry-level athletic trainer.
  - Students will demonstrate an understanding of the importance of health promotion and injury prevention.
  - Students will demonstrate the ability to perform a thorough clinical examination, formulate an appropriate diagnosis, and refer to another health care provider if necessary.
  - Students will determine and apply appropriate therapeutic interventions.
  - Students will utilize appropriate psychosocial strategies and recognize the need to refer a patient to another health care provider if necessary.
  - Students will abide by the moral, ethical, and legal obligations established by the Board of Certification and applicable State Regulatory Agencies.
  - Students will understand the administrative and organizational duties required of an entry-level athletic trainer.
- Students will understand the role of a Christian health care provider.
  - Students will demonstrate an understanding of the Christian faith and other worldviews, as it relates to the profession of athletic training.
  - Students will identify the importance of serving diverse populations in the Church and the World.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Required Prerequisites</b>		<b>20</b>
<b>Major Requirements</b>		<b>69</b>
<b>Electives</b>		<b>16</b>
<b>Total Hours</b>		<b>150</b>

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1801	Human Anatomy and Physiology I (Natural World) <sup>2</sup>	
PSY 1010	General Psychology (Human Beings and Being Human)	

<b>Required Prerequisite Courses</b>		
BIO 1802	Human Anatomy and Physiology II <sup>2</sup>	4
EXPH 3470	Exercise Physiology	4
HHP 3342	Nutrition for Wellness and Performance	3
HHP 3375	Biomechanics	3
MSAT 1575	Seminar in Athletic Training I	1
MSAT 2575	Seminar in Athletic Training II	1
SCI 1100	Introduction to Life and Physical Sciences <sup>3</sup>	4
<b>Total Hours</b>		<b>20</b>

## Major Requirements

Code	Title	Hours
<b>Required Major Courses</b>		
MSAT 5500	Patient Centered Care	3
MSAT 5510	Psychosocial Aspects of Athletic Training	3
MSAT 5520	Athletic Training Foundations	3
MSAT 5530	Athletic Training Clinical I	1
MSAT 5540	Professional Development	1
MSAT 5550	Recognition & Evaluation of Orthopedic Injuries I	4
MSAT 5560	Emergency Care in Athletic Training	3
MSAT 5570	Athletic Training Clinical II	2
MSAT 5600	Administration & Management in Athletic Training	4
MSAT 5610	Rehabilitation Techniques of Orthopedic Injuries I	3
MSAT 5620	Recognition & Evaluation of Orthopedic Injuries II	4
MSAT 5630	Athletic Training Clinical III	3
MSAT 5640	Therapeutic Modalities	3
MSAT 6510	Rehabilitation Techniques of Orthopedic Injuries II	3
MSAT 6520	Recognition & Evaluation of Orthopedic Injuries III	4
MSAT 6530	Athletic Training Clinical IV	3
MSAT 6540	General Medical Conditions	4
MSAT 6575	Seminar in Athletic Training III	3
MSAT 6600	Research Methods	3
MSAT 6610	Case Studies in Athletic Training	3
MSAT 6630	Athletic Training Clinical V	3
MSAT 7800	Immersion Experience in Athletic Training	6
<b>Total Hours</b>		<b>69</b>

<sup>2</sup> Must earn a B (3.0) or C (2.0), or better



<sup>3</sup> SCI 1100 may be replaced by approved postsecondary level coursework in Biology, Chemistry, and Physics. See advisor.

## Dual Degree Direct Admission

All CUW undergraduate students who declare Athletic Training as a major will automatically be placed on a direct admission route for the Dual Degree MSAT tracks. During Year 1 and Year 2 (the pre-professional phase), direct admission students will complete certain core and prerequisite courses. By the end of Year 2, direct admission students must meet the following benchmarks in order to automatically transition to the professional phase of the Dual Degree MSAT program.

- Complete an admission interview
- Submit the following to be eligible for clinical education experiences
  - Proof of CPR certification
  - Background check
  - Handbook agreement signatures
    - Extracurricular Activity Policy, if applicable
  - Immunization records
- Dual Degree
  - 3.00 GPA
  - BIO 1801 & BIO 1802: C minimum
- Dual Degree Scholars
  - 3.50 GPA
  - BIO 1801 & BIO 1802: B minimum
- Prerequisite coursework
  - BIO 1801: Human Anatomy & Physiology I
  - BIO 1802: Human Anatomy & Physiology II
  - EXPH 3470: Exercise Physiology
  - HHP 3342: Nutrition for Wellness & Performance
  - HHP 3375: Biomechanics
  - MSAT 1575: Seminar in Athletic Training I
  - MSAT 2575: Seminar in Athletic Training II
  - PSY 1010: General Psychology
  - SCI 1100: Introduction to Life & Physical Sciences

PLEASE SEE THE CONCORDIA UNIVERSITY WISCONSIN MASTER OF SCIENCE IN ATHLETIC TRAINING WEBSITE (<https://www.cuw.edu/academics/programs/athletic-training-masters/>) FOR MORE INFORMATION REGARDING PROGRAM SPECIFIC INFORMATION, OUTCOME DATA, REQUIREMENTS, AND POLICIES AND PROCEDURES.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
MSAT 1575	Seminar in Athletic Training I	1
PSY 1010	General Psychology	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
BIO 1801	Human Anatomy and Physiology I	4
HHP 3342	Nutrition for Wellness and Performance	3
CORE		3
CORE		3
HHP 1100	Stewardship of the Body	1

REL 1000	The Bible	3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
BIO 1802	Human Anatomy and Physiology II	4
EXPH 3470	Exercise Physiology	4
MSAT 2575	Seminar in Athletic Training II	1
CCE 1030	Western Thought & Worldview	3
MATH 2050	Statistics I	3
CORE		3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
HHP 3375	Biomechanics	3
SCI 1100	Introduction to Life and Physical Sciences	4
CCE 1040	Science & Humanity	3
CORE		3
HHP 1520	Weight Training	1
ELECTIVE		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
MSAT 5500	Patient Centered Care	3
MSAT 5520	Athletic Training Foundations	3
MSAT 5530	Athletic Training Clinical I	1
MSAT 5550	Recognition & Evaluation of Orthopedic Injuries I	4
MSAT 5560	Emergency Care in Athletic Training	3
ELECTIVE		1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
MSAT 5510	Psychosocial Aspects of Athletic Training	3
MSAT 5570	Athletic Training Clinical II	2
MSAT 5610	Rehabilitation Techniques of Orthopedic Injuries I	3
MSAT 5620	Recognition & Evaluation of Orthopedic Injuries II	4
MSAT 5640	Therapeutic Modalities	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
MSAT 5540	Professional Development	1
MSAT 5630	Athletic Training Clinical III	3
MSAT 6510	Rehabilitation Techniques of Orthopedic Injuries II	3
MSAT 6520	Recognition & Evaluation of Orthopedic Injuries III	4
MSAT 6540	General Medical Conditions	4
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
MSAT 5600	Administration & Management in Athletic Training	4
MSAT 6530	Athletic Training Clinical IV	3
MSAT 6600	Research Methods	3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 9</b>		
MSAT 6575	Seminar in Athletic Training III	3
MSAT 7800	Immersion Experience in Athletic Training	6
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Semester 10</b>		
MSAT 6610	Case Studies in Athletic Training	3
MSAT 6630	Athletic Training Clinical V	3
ELECTIVE		3
<b>Hours</b>		<b>9</b>
<b>Total Hours</b>		<b>150</b>

Course options and schedule are subject to change.

## Biblical Studies Major (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Biblical Studies major forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements <sup>1</sup></b>		<b>33</b>

<b>Electives</b>	<b>48</b>
Minor: Required (minimum 18 credits)	
<b>Total Hours</b>	<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
<b>Required Courses</b>		
REL 2020	New Testament	3
REL 4900	Senior Seminar I	3
REL 4910	Senior Seminar II	3
<b>5 Courses in Biblical Content</b>		<b>15</b>
At least 3 credits must be from an Old Testament upper level Bible course and at least 3 credits must be from a New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		
GRK 2010	Greek I	
GRK 2020	Greek II	
GRK 3010	Greek III	
<b>OR</b>		
HEB 2010	Hebrew I	
HEB 2020	Hebrew II	
HEB 3010	Hebrew III	
<i>II. Theology Track</i>		
Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)		
<b>Total Hours</b>		<b>33</b>

### Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 2010 or REL 2020	Old Testament or New Testament	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
CORE		3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
REL 2010 or REL 2020	Old Testament or New Testament	3
CCE 1030	Western Thought & Worldview	3
CORE		3
CORE		3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
REL 2030	Biblical Theology	3

REL		3
CCE 1020	Western Culture & Worldview	3
LANGUAGE/THEOLOGY TRACK		3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
REL		3
LANGUAGE/THEOLOGY TRACK		3
CCE 1040	Science & Humanity	3
CORE: LAB SCIENCE		4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
REL 3500	A Survey of Christian Thought	3
REL		3
LANGUAGE/THEOLOGY TRACK		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
REL		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
REL		3
REL 4900	Senior Seminar I	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
REL 4910	Senior Seminar II	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>126</b>

Course options and schedule are subject to change.

## Biochemistry Major (M)

The goal of the Department of Physical Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

Concordia University's biochemistry program is organically interdisciplinary as the curriculum includes coursework in general, organic, analytical, physical and biochemistry in addition to general,

advanced, and molecular biology all while being supported by calculus and physics courses.

## Program Learning Outcomes

Students will:

- Understand and apply fundamental biochemical concepts;
- Use common laboratory procedures/equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety and biochemical hygiene;
- Perform undergraduate research and conduct effective searches of the biochemical literature;
- Communicate and summarize scientific information effectively and accurately in both oral and written form;
- Act ethically and responsibly, demonstrating an understanding of the role biochemistry plays in societal issues;
- Recognize that, though our scientific understanding of the universe continues to change, God's truth does not, for His ways are higher than our ways and His thoughts than our thoughts (Isaiah 55:9)

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements <sup>1</sup></b>		<b>60-61</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120-121</b>

<sup>1</sup> The Bachelor of Science in Biochemistry cannot be earned in combination with majors or minors in Biology, Biomedical Sciences, Pharmaceutical Sciences, or Chemistry.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Lab Science - 4 credits)	
MATH 2010	Calculus I (Mathematics - 4 Credits)	
<b>Required Courses</b>		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
BIO 4200	Molecular Biology	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 2204	Analytical Chemistry	4
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
MATH 2020	Calculus II	3-4
	or MATH 2050 Statistics I	
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4

<i>Select at least 7 credits of the following:</i>	7
BIO 2600	Biology of Microorganisms (4 credits)
BIO 3200	Cell Biology (4 credits)
BIO 3400	Genetics (4 credits)
BIO 4300	Pharmacology (3 credits)
<b>Total Hours</b>	<b>60-61</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CHEM 1414	General Chemistry I	4
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
CCE 1030	Western Thought & Worldview	3
BIO 1501	Functional Human Biology I	4
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CHEM 1424	General Chemistry II	4
REL 1100	Christian Faith	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1040	Science & Humanity	3
BIO 1502	Functional Human Biology II	4
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
PHYS 1714	University Physics I	4
CHEM 2414	Organic Chemistry I	4
CCE 1010	Christian Citizen	3
HHP ACTIVITY		1
MATH 2010	Calculus I	4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CHEM 2424	Organic Chemistry II	4
PHYS 1724	University Physics II	4
CCE 1020	Western Culture & Worldview	3
MATH 2020 or MATH 2050	Calculus II or Statistics I	3-4
<b>Hours</b>		<b>14-15</b>
<b>Semester 5</b>		
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 3214	Biochemistry	4
SOCIETY AND CULTURE		3
HUMAN CREATIVITY & EXPRESSION		3
CHEM 4990	Undergraduate Research	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
CHEM 4334	Advanced Organic Chemistry	4
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
CHEM 2204	Analytical Chemistry	4
<b>Hours</b>		<b>14</b>
<b>Semester 7</b>		
MAJOR ELECTIVE		4
FAITH & LIFE		3
HUMAN BEINGS & BEING HUMAN		3
CHEM/BIO ELECTIVE		3
CHEM 4911	Chemistry Senior Seminar I	1
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
MAJOR ELECTIVE		4

BIO 4200	Molecular Biology	4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
CHEM 4921	Chemistry Senior Seminar II	1
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120-121</b>

Course options and schedule are subject to change.

## Biology Major (M)

The goal of the Department of Life & Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biology major provides a traditional background for students interested in careers in the biological sciences whether it be in industry, government, or academia. This major includes a broader focus (including more plants and animals) than the Biomedical Sciences Major, but still provides the foundational knowledge for most post-doctoral programs in a medical field. Accordingly, this major is commonly selected by students interested in pre-health professional education.

The broad perspective of the Biology major provides an opportunity for students to identify and focus on areas of biology that are of specific interest to them. Opportunities at the Concordia Center for Environmental Stewardship (CCES) and to do research with science faculty are readily available.

The Lutheran Church—Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)

- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>56</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Natural World: Science with a Lab)	
COMM 1100	Public Speaking (Recommended) (Communication)	
or COMM 2100	Interpersonal Communication	
MATH 2050	Statistics I (Natural World: Mathematics)	
<i>Select one of the following (Human Beings and Being Human):</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
SCI 2400	Cosmogony	

<b>Recommended Core Courses</b>		
PSY 1010	General Psychology	
LEGL 2300	Environmental Law & Politics	
BIO 3760	Ecology of the Tropics (Culture designation)	

<b>Required Major Courses</b>		
BIO 1401	General Biology I	4
or BIO 1501	Functional Human Biology I	
BIO 1402	General Biology II	4
or BIO 1502	Functional Human Biology II	
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 1414	General Chemistry I (taken in core)	
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	

<b>Major Electives</b>		
<i>Choose a minimum of 10 credits of the following:</i> <sup>1</sup>		<b>10</b>
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
BIO 2800	Pathophysiology	3
BIO 3200	Cell Biology	4
BIO 3500	Immunology	3

BIO 3760	Ecology of the Tropics (Culture designation)	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 3800	Histology	3
BIO 3990	Biology Internship <sup>2</sup>	1-4
BIO 4100	Ecology	4
BIO 4200	Molecular Biology	4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research <sup>2</sup>	1-4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4
ENV 1300	Introduction to Sustainability	3
ENV 1400	Introductory GIS	4
ENV 1800	Environmental Science	4
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4
ENV 3200	Environmental Data Analysis	3
ENV 4990	Advanced Applied Field Research <sup>2</sup>	1-4
RSC 3020	Advanced Anatomy	4
SCI 2400	Cosmogony (if not taken in the core)	3
<b>Total Hours</b>		<b>56</b>

<sup>1</sup> With approval from the Life and Earth Sciences Department on an individual basis, a student may use a 4-credit upper-level chemistry course in place of one of the courses listed here.

<sup>2</sup> No more than 4 credits of BIO 3990, BIO 4990, and/or ENV 4990 may count towards major requirements.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
REL 1000	The Bible	3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
BIO 2400	Botany	4
CHEM 2414	Organic Chemistry I	4
CCE 1020	Western Culture & Worldview	3
COMM 1100	Public Speaking	3
or COMM 2010	or American Cinema	
<b>ELECTIVE OR MINOR</b>		<b>3</b>
<b>Hours</b>		<b>17</b>
<b>Semester 4</b>		
CHEM 2424	Organic Chemistry II	4
BIO 2500	Zoology	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3

ELECTIVE OR MINOR		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
BIO 2600	Biology of Microorganisms	4
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 6</b>		
BIO 3400	Genetics	4
CORE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
MAJOR ELECTIVE		3
HHP		1
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
MAJOR ELECTIVE		4
BIO 4900	Biology Senior Seminar	1
REL		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
MAJOR ELECTIVE		3
BIO 4900	Biology Senior Seminar	1
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>122</b>

Course options and schedule are subject to change.

## Biomedical Sciences Major (M)

The goal of the Departments of Physical Sciences and Life & Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of this program will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

The Biomedical Sciences Major, which combines human health sciences with Concordia University Wisconsin's distinctive core curriculum with courses in theology, humanities and social sciences, should provide students with the intellectual, scientific, and ethical tools to succeed in advanced studies in the health sciences (including medical, physician assistant, dentistry, optometry, pharmacy, graduate, chiropractic, or physical therapy school) or proceed directly into the growing fields of biotechnology and drug development.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);

- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>61</b>
<b>Electives</b>		<b>14</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Natural World: Science with a Lab)	
COMM 1100	Public Speaking (Recommended) (Communication)	
	or COMM 2100 Interpersonal Communication	
MATH 2050	Statistics I (Natural World: Mathematics)	
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)	
<b>Recommended Core/Elective Courses</b>		
MATH 2010	Calculus I (for pre-med students)	
PSY 1010	General Psychology	
SOC 1010	Introduction to Sociology (for pre-med students) (Society and Culture)	
<b>Required Major Courses</b>		
BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
BIO 2600	Biology of Microorganisms	4
BIO 3200	Cell Biology	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (1 credit course taken twice)	2
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
PHYS 1514	General Physics I	4
	or PHYS 1714 University Physics I	
PHYS 1524	General Physics II	4

or PHYS 1724 University Physics II	
<b>Total Hours</b>	<b>38</b>

### Select one of the following tracks:

#### Pre-Medical Track

Code	Title	Hours
<b>Required Courses</b>		
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
<i>Major Electives</i>		
Select at least seven credits from the major electives listed below		7
<b>Recommended Courses</b>		
The following classes do not count toward the major but are strongly recommended		
PSY 1010	General Psychology	
MATH 2010	Calculus I	
SOC 1010	Introduction to Sociology (Society and Culture)	
<b>Total Hours</b>		<b>23</b>

#### Human Biology Track

Code	Title	Hours
<b>Required Courses</b>		
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
Select five courses of the following:		15-18
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3800	Histology	3
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
Select up to two additional courses from the major electives listed below		
<b>Recommended Course</b>		
PSY 1010	General Psychology	
<b>Total Hours</b>		<b>23-26</b>

#### Research Track

Code	Title	Hours
<b>Required Courses</b>		
BIO 4200	Molecular Biology	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
Select at least three credits from the following:		3
BIO 3990	Biology Internship	1-4
BIO 4990	Undergraduate Research	1-4
CHEM 4990	Undergraduate Research	1-4
<i>Major Electives</i>		
Select eight credits of major electives listed below		8
<b>Recommended Courses</b>		

MATH 2010	Calculus I	
<b>Total Hours</b>		<b>23</b>

#### Major Electives

Code	Title	Hours
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab (Core Culture Designation)	4
BIO 3800	Histology	3
BIO 3990	Biology Internship <sup>1</sup>	1-4
BIO 4200	Molecular Biology	4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research <sup>1</sup>	1-4
CHEM 2424	Organic Chemistry II	4
CHEM 3990	Chemistry Internship <sup>1</sup>	1-4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4
CHEM 4990	Undergraduate Research <sup>1</sup>	1-4
PHIL 3090	History and Philosophy of Science	3
RSC 3020	Advanced Anatomy	4
SCI 2400	Cosmogony	3

<sup>1</sup> No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

#### Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
COMM 1100 or COMM 2010	Public Speaking or American Cinema	3
<b>Hours</b>		<b>17</b>
<b>Semester 2</b>		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
CORE		3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
BIO 2600	Biology of Microorganisms	4
CHEM 2414	Organic Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CHEM 2424	Organic Chemistry II	4
BIO 3400	Genetics	4
CCE 1030	Western Thought & Worldview	3

REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
BIO 1801	Human Anatomy and Physiology I	4
CHEM 3214	Biochemistry	4
PHYS 1514 or PHYS 1724	General Physics I or University Physics II	4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BIO 1802	Human Anatomy and Physiology II	4
MAJOR ELECTIVE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 7</b>		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
BIO 3200	Cell Biology	4
MAJOR ELECTIVE		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
MAJOR ELECTIVE		4
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
CORE		3
HHP		1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>121</b>

Pre-Medical Track – 23 credits (Complete all professional school admission requirements by the end of junior year)

BIO 1801: Human Anatomy & Physiology I - 4 crs  
BIO 1802: Human Anatomy & Physiology II - 4 crs C- or better in BIO 1801

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414  
(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

Select 7 credits of major electives listed below  
Strongly Recommended Additional Courses: MATH 2010, PSY 1010 and SOC 1010

#### Major Electives

(F) CHEM 3214: Biochemistry - 4 crs C- or better in in CHEM 2424 or consent of instructor  
(S) BIO 2800: Pathophysiology - 4 crs C- in BIO 1401/2, BIO 1501/2 or BIO 1801/2  
RSC 3020: Advanced Anatomy - 4 crs C- or better in BIO 1801/2  
(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1401/2 or 1501/2; and CHEM 1003, 1204 or 1414  
(S) BIO 3760: Ecology of the Tropics - 3 crs  
(S) BIO 3761: Ecology of the Tropics Lab - 1 cr  
PHIL 3090: Philosophy & History of Science - 3 crs  
BIO/CHEM 3990: Internship - 1 to 4 crs\*\* 16 Biology/Chemistry credits  
(Even S) CHEM 4334: Advanced Biochemistry - 4 crs C- in CHEM 3214 or consent of instructor

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1300, 1502 or 1802  
(S) BIO 4200: Molecular Biology - 3 crs C- or better in BIO 1401/2, 1501/02; and BIO 260, 3200, 3400 or CHEM 3214  
(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 2424  
(Odd S) BIO 4800: Human Physiology - 4 crs \*\*\* C- or better in BIO 1501/2 or BIO 1801/2  
(F) SCI 2400: Cosmogony - 3 crs  
BIO/CHEM 4990 Undergraduate Research - 1-4 crs\*\* 16 Biology/Chemistry credits  
(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414  
\*\*\* Recommended for PA school

\*\*The number of credits you may complete per semester depends on the advisor, therefore a student must confirm with their advisor the department chair before signing up for this course. 1 credit = 40 hours of research/internship. No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Course options and schedule are subject to change.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1501	Functional Human Biology I	4
MATH 1280	College Algebra	3
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
COMM 1100 or COMM 2010	Public Speaking or American Cinema	3
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
BIO 1502	Functional Human Biology II	4
CHEM 1003	Introductory Chemistry	3
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
CORE		3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
BIO 2600	Biology of Microorganisms	4
CHEM 1414	General Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
BIO 1801	Human Anatomy and Physiology I	4
CHEM 1424	General Chemistry II	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
CHEM 2414	Organic Chemistry I	4
BIO 1802	Human Anatomy and Physiology II	4
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BIO 3400	Genetics	4



TRACK OR MAJOR ELECTIVE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 7</b>		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
TRACK OR MAJOR ELECTIVE		3
CORE		3
BIO 3200	Cell Biology	4
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
CORE		3
HHP		1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

## Human Biology Track – 23 to 26 credits

BIO 1801: Human Anatomy & Physiology I - 4 crs.

BIO 1802: Human Anatomy & Physiology II - 4 crs C- or better in BIO 1801

Select 5 classes from the following (2 of the 5 can be major electives):

(S) BIO 2800: Pathophysiology - 3 crs C- or better in BIO 1401/2, BIO 1501/2 or BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1402, BIO 1502 & CHEM 1003, 1204 or 1414

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1801/2

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 242

(Odd S) BIO 4800: Human Physiology - 4 crs C- or better in BIO 1501/2 or BIO 1801/2

Two additional major elective courses listed below

Additional Recommended Course: PSY 1010

## Major Electives

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

(S) BIO 2800: Pathophysiology - 4 crs C- in BIO 1401/2, BIO 1501/2 or BIO 1801/2

RSC 3020: Advanced Anatomy - 4 crs C- or better in BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1401/2 or 1501/2; and CHEM 1003, 1204 or 1414

(S) BIO 3760: Ecology of the Tropics - 3 crs

(S) BIO 3761: Ecology of the Tropics Lab - 1 cr

PHIL 3090: Philosophy & History of Science - 3 crs

BIO/CHEM 3990: Internship - 1 to 4 crs\*\* 16 Biology/Chemistry credits

(Even S) CHEM 4334: Advanced Biochemistry - 4 crs C- in CHEM 3214 or consent of instructor

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1300, 1502 or 1802

(S) BIO 4200: Molecular Biology - 3 crs C- or better in BIO 1401/2, 1501/02; and BIO 260, 3200, 3400 or CHEM 3214

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 2424

(Odd S) BIO 4800: Human Physiology - 4 crs \*\*\* C- or better in BIO 1501/2 or BIO 1801/2

(F) SCI 2400: Cosmogony - 3 crs

BIO/CHEM 4990 Undergraduate Research - 1-4 crs\*\* 16 Biology/Chemistry credits

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

\*\*\* Recommended for PA school

\*\*The number of credits you may complete per semester depends on the advisor, therefore a student must confirm with their advisor

the department chair before signing up for this course. 1 credit = 40

hours of research/internship. No more than 4 credits of

BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Course options and schedule are subject to change.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1501	Functional Human Biology I	4
MATH 1280	College Algebra	3
CCE 1020	Western Culture & Worldview	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
BIO 1502	Functional Human Biology II	4
CHEM 1003	Introductory Chemistry	3
CCE 1040	Science & Humanity	3
MATH 2050	Statistics I	3
CORE		3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
BIO 2600	Biology of Microorganisms	4
CHEM 1414	General Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
TRACK OR MAJOR ELECTIVE		4
CHEM 1424	General Chemistry II	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
CHEM 2414	Organic Chemistry I	4
TRACK OR MAJOR ELECTIVE		4
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
BIO 3400	Genetics	4
TRACK OR MAJOR ELECTIVE		3
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>

Semester 7		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
TRACK OR MAJOR ELECTIVE		3
CORE		3
BIO 3200	Cell Biology	4
<b>Hours</b>		<b>15</b>
Semester 8		
BIO 4900 or CHEM 4911	Biology Senior Seminar or Chemistry Senior Seminar I	1
TRACK OR MAJOR ELECTIVE		4
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
CORE		3
HHP		1
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

#### Research Track – 23 to 24 credits

(Odd S) BIO 4200: Molecular Biology - 4 crs C- or better in BIO 1401/2, 1501/2; and BIO 2600, 3200, 3400 or CHEM 3214

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

(F) CHEM 3214: Biochemistry - 4 crs C- or better in CHEM 2424 or consent of instructor

Select 3 credits from following:

BIO 3990: Biology Internship - 1 to 4 crs \*\* 16 Biology credits

BIO 4990: Undergraduate Research - 1 to 4 crs\*\* 16 Biology credits (1-2 credits per semester)

CHEM 3990: Chemistry Internship - 1 to 4 crs\*\* 16 Chemistry credits

CHEM 4990: Undergraduate Research - 1 to 4 crs\*\* 16 Chemistry credits

Select 8 credits of major electives listed below

#### Major Electives

(F) CHEM 3214: Biochemistry - 4 crs C- or better in in CHEM 2424 or consent of instructor

(S) BIO 2800: Pathophysiology - 4 crs C- in BIO 1401/2, BIO 1501/2 or BIO 1801/2

RSC 3020: Advanced Anatomy - 4 crs C- or better in BIO 1801/2

(Even S) BIO 3500: Immunology - 3 crs C- or better in BIO 1401/2 or 1501/2; and CHEM 1003, 1204 or 1414

(S) BIO 3760: Ecology of the Tropics - 3 crs

(S) BIO 3761: Ecology of the Tropics Lab - 1 cr

PHIL 3090: Philosophy & History of Science - 3 crs

BIO/CHEM 3990: Internship - 1 to 4 crs\*\* 16 Biology/Chemistry credits

(Even S) CHEM 4334: Advanced Biochemistry - 4 crs C- in CHEM 3214 or consent of instructor

(F) BIO 3800: Histology - 3 crs C- or better in BIO 1300, 1502 or 1802

(S) BIO 4200: Molecular Biology - 3 crs C- or better in BIO 1401/2, 1501/02; and BIO 260, 3200, 3400 or CHEM 3214

(Even S) BIO 4300: Pharmacology - 3 crs C- or better in BIO 1401/2, 1501/2 or 1801/2 and CHEM 2424

(Odd S) BIO 4800: Human Physiology - 4 crs \*\*\* C- or better in BIO 1501/2 or BIO 1801/2

(F) SCI 2400: Cosmogony - 3 crs

BIO/CHEM 4990 Undergraduate Research - 1-4 crs\*\* 16 Biology/Chemistry credits

(S) CHEM 2424: Organic Chemistry II - 4 crs C- or better in CHEM 2414

\*\*\* Recommended for PA school

\*\*The number of credits you may complete per semester depends on the advisor, therefore a student must confirm with their advisor the department chair before signing up for this course. 1 credit = 40 hours of research/internship. No more than 4 credits of BIO 3990, BIO 4990, CHEM 3990, and/or CHEM 4990 may count towards major requirements.

Course options and schedule are subject to change.

## Chemistry Major (M)

The goal of the Department of Physical Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related problems facing the world today.

Concordia offers a chemistry major that is certified by the American Chemical Society(ACS). This major includes 48 credits of chemistry and 16 credits of supplementary coursework (physics and mathematics).

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental chemical concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety and chemical hygiene;
- Perform undergraduate research and conduct effective searches of the chemical literature;
- Communicate and summarize scientific information effectively and accurately in both oral and written form;
- Act ethically and responsibly, demonstrating an understanding of the role chemistry plays in societal issues; and
- Recognize that, though our scientific understanding of the universe continues to change, God's truth does not, for His ways are higher than our ways and His thoughts than our thoughts (Isaiah 55:9).

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>42</b>
<b>Electives</b>		<b>33</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Lab Science - 4 credits)	
MATH 2010	Calculus I (Mathematics - 4 credits)	
<b>Required Courses</b>		
CHEM 1424	General Chemistry II	4
CHEM 2204	Analytical Chemistry	4

CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 4524	Instrumental Analysis (4 credits)	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
<b>Total Hours</b>		<b>42</b>

## Curriculum - American Chemical Society (ACS) Track

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>56</b>
<b>Electives</b>		<b>19</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
CHEM 1414	General Chemistry I (Lab Science - 4 credits)	
MATH 2010	Calculus I (Mathematics - 4 credits)	
<b>Required Courses</b>		
CHEM 1424	General Chemistry II	4
CHEM 2204	Analytical Chemistry	4
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 4524	Instrumental Analysis (4 credits)	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
PHYS 1714	University Physics I	4
PHYS 1724	University Physics II	4
<i>ACS Chemistry Track</i>		
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	4
CHEM 4224	Advanced Biochemistry	4
CHEM 4990	Undergraduate Research (may be repeated up to 4 credits with 1-4 credits per semester)	2
MATH 2020	Calculus II	4
<b>Total Hours</b>		<b>56</b>

## Plan - Chemistry

Course	Title	Hours
<b>Semester 1</b>		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1

CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CHEM 1424	General Chemistry II	4
REL 1100	Christian Faith	3
COMM 1100	Public Speaking	3
	or COMM 2100	or Interpersonal Communication
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
PHYS 1714	University Physics I	4
CHEM 2414	Organic Chemistry I	4
CCE 1010	Christian Citizen	3
HHP		1
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CHEM 2424	Organic Chemistry II	4
PHYS 1724	University Physics II	4
CCE 1020	Western Culture & Worldview	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 5</b>		
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 3214	Biochemistry	4
CORE		3
CORE		3
<b>Hours</b>		<b>14</b>
<b>Semester 6</b>		
CHEM 2204	Analytical Chemistry	4
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 7</b>		
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4524	Instrumental Analysis	4
CHEM 2304	Descriptive Inorganic Chemistry	4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
CHEM 4921	Chemistry Senior Seminar II	1
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Plan - Chemistry ACS

Course	Title	Hours
<b>Semester 1</b>		
CHEM 1414	General Chemistry I	4
MATH 2010	Calculus I	4
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1

CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CHEM 1424	General Chemistry II	4
MATH 2020	Calculus II	4
REL 1100	Christian Faith	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
PHYS 1714	University Physics I	4
CHEM 2414	Organic Chemistry I	4
CCE 1010	Christian Citizen	3
HHP		1
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CHEM 2424	Organic Chemistry II	4
PHYS 1724	University Physics II	4
CCE 1030	Western Thought & Worldview	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 5</b>		
CHEM 3404	Physical Chemistry: Thermodynamics	4
CHEM 4990	Undergraduate Research	2
CORE		3
CORE		3
CHEM 3214	Biochemistry	4
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	4
CHEM 2204	Analytical Chemistry	4
CORE		3
CHEM 4224	Advanced Biochemistry	4
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4524	Instrumental Analysis	4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
CHEM 4921	Chemistry Senior Seminar II	1
CORE		3
ELECTIVE		3
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Classical Education - Bachelor of Arts (M)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development

of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies that have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation “Minister of Religion—Commissioned, Teacher.” Nevertheless, admission to the program is open to members of any Christian denomination.

All students are required to have a minimum of 12 hours in Latin (or Greek), 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a “free” citizen, as defined in the Classical world.

Students can fulfill the requirements of the Classical Education program in two ways: by completing the Classical Studies major and the Classical Pedagogy minor; OR students may complete an Arts & Sciences major (such as Mathematics, History, English, etc.), the Classical Pedagogy minor, and an individualized minor in Classical Studies.

In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

### Classical Studies Major

The Classical Studies major is designed to give students a thorough grounding in Classical culture and the Christian intellectual tradition through a broad engagement with the Liberal Arts.

The Classical Studies major can be taken either as a stand alone major or as part of the Classical Education Program.

The Classical Pedagogy minor provides training in distinctively classical principles of instruction and learning.

### Program Learning Outcomes

Students will:

- Demonstrate knowledge of the major historical figures and events, ideas and themes, texts and artifacts, and worldviews of Western culture and civilization and in particular will be able to describe the influence of Christianity upon and within the Western tradition.
- Articulate an understanding of the philosophy of Classical Lutheran education, demonstrate the ability to distinguish between various educational philosophies and to assess them in light of Christian and/or Lutheran theology.
- Develop familiarity and facility with the methods distinctive of Classical Lutheran education, including content-driven pedagogy, rhetoric, and the Socratic method/shared inquiry model.
- Engage with Classical education curricula, textbooks, standards, rubrics, case studies, and classroom management techniques.
- Demonstrate competency in the principles and methods of Lutheran catechesis, including a knowledge of foundational Lutheran educational documents and a command of Luther’s Small Catechism.

- Manifest proficiency in at least one of the classical languages (i.e., Latin or Greek or music theory).
- Develop pedagogical competency through practical experience in a classical education setting, by means of field work and/or internship and will cultivate a sense of vocation and an attitude of service as future Classical educators.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
Latin Proficiency Course (3 credits) <sup>1</sup>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
<b>Required Courses</b>		
<i>Latin</i>		6
<i>History</i>		6
<i>English/Literature</i>		6
<i>Philosophy</i>		6
<i>Fine Arts</i>		6
<i>Theology</i>		6
REL 2020	New Testament	
REL 4000	Lutheran Confessions	
<b>Total Hours</b>		<b>36</b>

<sup>1</sup> For Latin proficiency requirement please speak with your advisor.

<sup>2</sup> For non Lutheran students, this course is strongly recommended; however, any 3000 or 4000 level course is allowed.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
LAT 1050	Latin I	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
LAT 1060	Latin II	3
LAT 2050	Latin III	3
CCE 1030	Western Thought & Worldview	3
REL 2020	New Testament	3
CSC 1010	Foundations of Computer Science	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
LAT 2060	Latin IV	3

CCE 1020	Western Culture & Worldview	3
REL 2030	Biblical Theology	3
ELECTIVE		3
CORE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ELECTIVE		3
ELECTIVE		3
CORE		3
CORE		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
ENG 3500	Classical & Modern Rhetoric	3
REL 3500	A Survey of Christian Thought	3
REL 4000	Lutheran Confessions	3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
HIST 4400	History of Education in the Western Tradition	3
PSY 3050	Psychology of Teaching and Learning	3
LEGL 3250	Legal Landscape of American Schools	3
ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CORE		3
ELECTIVE		3
ELECTIVE		3
LA 3000		6
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
LA 4800	Practicum	3
LA 4900	Classical Education Student Teaching	6
ELECTIVE		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Computer Science Major (M)

The Computer Science program produces graduates highly skilled in creating, applying, and communicating complex technological solutions to organizational problems in the context of a Biblical worldview.

The BS degree program features 4 concentrations in Software Engineering, AI & Robotics, Cybersecurity, and Virtual and Augmented Reality. All 4 concentrations share a common technology core which ensures students share an understanding of computer programming, computer hardware, and fundamental topics in Computer Science.

The concentrations allow a student to specialize in a specific area of Computer Science. Given the number of allowed free electives, students are invited to choose more than one concentration if that is of interest to them. Our students find high paying jobs in the technology sector of industry in areas involving software development, data science, artificial intelligence, robotics, cybersecurity, video game design, animation, as well as more hardware based vocations in the IT field. Students are often

recruited by emerging technology firms looking for technology students capable of learning something new.

Our program emphasizes the idea that computer programming does not define Computer Science, but rather is the tool a Computer Scientist wields to solve problems. We also adopt the notion that the programming language is insignificant as programming is a skill, the language is how that skill is expressed. Programming is to the Computer Scientists as a tennis racket is to a tennis player. The grand ideas of Computer Science are then explored through the application of computer programming in the context of the various theoretical subjects offered by the department.

All students interested in problem solving in the world by leveraging technology should consider a major or minor in Computer Science!

## Program Learning Outcomes

- Professional responsibility. Students will recognize and be guided by the professional, legal and worldview issues involved in the use of computer technology.
- Problem solving. Students will demonstrate how to solve problems in various user domains using the tools of computer science and information technology.
- Elements of computational thinking. Students will recognize the broad relevance of computational thinking in everyday life as well as its applicability within other domains, and apply it in appropriate circumstances.
- Modeling. Students will use such knowledge and understanding in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoff involved in design choices.
- Methods and tools. Students will deploy appropriate theory, practices, and tools for the specification, design, implementation, and maintenance as well as the evaluation of computer-based systems.
- Critical evaluation and testing. Students will analyze the extent to which a computer-based system meets the criteria defined for its current use and future development.
- Requirements and Specifications. Students will identify and analyze criteria and specifications appropriate to specific problems, and plan strategies for their solution.
- Knowledge and understanding. Students will exhibit knowledge and understanding of essential facts, concepts, principles, and theories relating to computer science and information technology (especially the nine grand ideas).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Technical Core</b>		<b>36</b>
<b>Major or Concentration</b>		<b>16-18</b>
<b>Electives</b>		<b>21-23</b>
<b>Total Hours</b>		<b>120</b>

Code	Title	Hours
<b>Technical Core Courses</b>		
MATH 2050	Statistics I	3
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CSC 2020	Computer Architecture	3

CSC 2050	Coding II - Algorithms	3
CSC 3010	Computational Dilemmas	3
CSC 3020	User Experience and Interactive Systems	3
CSC 3030	Database Fundamentals	3
CSC 3050	Operating Systems	3
CSC 3070	Software Engineering	3
CSC 4060	Advanced Database and Web Development	3
CSC 4950	Capstone Project	3
<b>Total Hours</b>		<b>36</b>

## Select from the following 4 Concentrations:

Code	Title	Hours
<i>Software Engineering</i>		
CSC 3200	Systems Programming	3
CSC 3210	Programming Language Theory	3
CSC 4200	Theoretical Computer Science	3
CSC 4400	Coding III - Data Structures	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>AI &amp; Robotics</i>		
CSC 2400	Machine Learning and Robotics	3
CSC 3400	Artificial Intelligence	3
CSC 4400	Coding III - Data Structures	3
CSC 4410	Adv Artificial Intelligence	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Cyber Security</i>		
CSC 1800	Systems Integration	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
CSC 4600	Penetration Testing	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

Code	Title	Hours
<i>Virtual &amp; Augmented Reality</i>		
CSC 1800	Systems Integration	3
CSC 2800	Animation I	3
CSC 3800	Animation II	3
CSC 4800	Animation III	3
CSC Elective		3
CSC 4900	Internship	1-3
<b>Total Hours</b>		<b>16-18</b>

### Plan - AI & Robotics

Course	Title	Hours
<b>Semester 1</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CSC 3070	Software Engineering	3
CSC 4400	Coding III - Data Structures	3
CCE 1020	Western Culture & Worldview	3
CORE		3
CORE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
CSC 3030	Database Fundamentals	3
CSC 3400	Artificial Intelligence	3
CSC 2400	Machine Learning and Robotics	3
CORE		3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
CSC 4060	Advanced Database and Web Development	3
CSC 4410	Adv Artificial Intelligence	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CSC 4900	Internship	1-3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13-15</b>
<b>Semester 8</b>		
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>118-120</b>

Course options and schedule are subject to change.

### Plan - Cyber Security

Course	Title	Hours
<b>Semester 1</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
CORE		3
CSC 1800	Systems Integration	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CSC 3070	Software Engineering	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 2050	Statistics I	3
CORE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3
CCE 1040	Science & Humanity	3
CSC 3610	Networks & Security	3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
CSC 3030	Database Fundamentals	3
CSC 4600	Penetration Testing	3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
CSC 4060	Advanced Database and Web Development	3
CSC 3600	Cybersecurity	3
CORE		3
CCE 1030	Western Thought & Worldview	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CSC 4900	Internship	1-3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13-15</b>
<b>Semester 8</b>		
ELECTIVE OR MINOR		3
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>

ELECTIVE OR MINOR	3
<b>Hours</b>	<b>12</b>
<b>Total Hours</b>	<b>118-120</b>

Course options and schedule are subject to change.

## Plan - Scholars

Course	Title	Hours
<b>Semester 1</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>18</b>
<b>Semester 3</b>		
CSC 3070	Software Engineering	3
MAJOR ELECTIVE		3
CCE 1020	Western Culture & Worldview	3
CORE		4
REL 1100	Christian Faith	3
HHP		1
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CSC 3050	Operating Systems	3
CSC 3010	Computational Dilemmas	3
MAJOR ELECTIVE		3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>18</b>
<b>Semester 5</b>		
ELECTIVE		3
<b>Hours</b>		<b>3</b>
<b>Semester 6</b>		
CSC 3020	User Experience and Interactive Systems	3
CSC 3030	Database Fundamentals	3
MAJOR ELECTIVE		3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
CSC ELECTIVE		3
MAJOR ELECTIVE		3
ELECTIVE OR MINOR		3
MSCS		3
MSCS		3
MSCS		3
<b>Hours</b>		<b>18</b>

<b>Semester 8</b>		
ELECTIVE		3
<b>Hours</b>		<b>3</b>

<b>Semester 9</b>		
CSC 4900	Internship	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
MSCS		3
MSCS		3
MSCS		3
<b>Hours</b>		<b>18</b>

<b>Semester 10</b>		
CSC 4060	Advanced Database and Web Development	3
ELECTIVE OR MINOR		3
MSCS		3
MSCS		3
MSCS		3
MSCS		3
<b>Hours</b>		<b>18</b>
<b>Total Hours</b>		<b>150</b>

Course options and schedule are subject to change.

## Plan - Software Engineering

Course	Title	Hours
<b>Semester 1</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CSC 3070	Software Engineering	3
CSC 4400	Coding III - Data Structures	3
CCE 1020	Western Culture & Worldview	3
CORE		3
CORE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CSC 3050	Operating Systems	3
CSC 3200	Systems Programming	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
CSC 3030	Database Fundamentals	3
CSC 3210	Programming Language Theory	3
CORE		3
PHIL 2110	Elementary Logic	3



ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
CSC 3010	Computational Dilemmas	3
CSC 4200	Theoretical Computer Science	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CSC 4900	Internship	1-3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13-15</b>
<b>Semester 8</b>		
CSC 4060	Advanced Database and Web Development	3
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>118-120</b>

Course options and schedule are subject to change.

### Plan - Virtual Augmented Reality

Course	Title	Hours
<b>Semester 1</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 2000	Coding I - Fundamentals	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CSC 2050	Coding II - Algorithms	3
CSC 2020	Computer Architecture	3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CSC 3070	Software Engineering	3
CSC 2800	Animation I	3
CCE 1020	Western Culture & Worldview	3
CORE		3
CORE		4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CSC 3050	Operating Systems	3
CSC 1800	Systems Integration	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
CSC 3800	Animation II	3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
CSC 3030	Database Fundamentals	3
ELECTIVE OR MINOR		3

CORE		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
CSC 3010	Computational Dilemmas	3
CSC 4800	Animation III	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CSC 4900	Internship	1-3
CSC 3020	User Experience and Interactive Systems	3
CSC 4950	Capstone Project	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13-15</b>
<b>Semester 8</b>		
CSC 4060	Advanced Database and Web Development	3
CSC ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>118-120</b>

Course options and schedule are subject to change.

## Director of Church Ministries - Bachelor of Arts (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The Director of Church Ministries (DCM) program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities. The Director of Church Ministries Program requires a theology major and two minors; the first a minor in church ministries and the second a minor in non-profit management. Within the church ministries minor the student chooses to specialize in one out of five possible ministry areas: evangelism, missions, parish teaching, youth ministry, and pre-deaconess/social ministry (for women who intend to enroll in the deaconess programs at

either of The Lutheran Church – Missouri Synod seminaries). By careful use of electives students can add a second specialization.

Because of the nature of this work all Director of Church Ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered. Application involves steps in addition to application to the university.

## Program Learning Outcomes

- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will observe, assess, and interpret today’s cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will demonstrate an understanding of research skills in the discipline.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Theology Major (see Theology for major requirements)</b>		<b>36</b>
<b>Church Ministries Minor</b>		<b>23</b>
<b>Non-Profit Management Minor (see Business for minor requirements)</b>		<b>18</b>
<b>Electives</b>		<b>4</b>
<b>Total Hours</b>		<b>126</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Church Ministries Minor Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 2100	Interpersonal Communication (May count in core)	3
HHP 2209	First Aid and CPR	2
REL 2630	Communicating Bible Messages	3
Any REL course above REL 2030		3
Additional REL course above REL 2030		3
<i>Specialization (see program director for details)</i>		
Specialization Course I		3
Specialization Course II		3
Specialization Course III		3
<b>Total Hours</b>		<b>23</b>

**Note: See Theology (p. 226) for theology major requirements and see Business for non-profit minor (p. 178) requirements**

## Program Admission

Application involves steps in addition to application to the university. Applicants for the Director of Church Ministries Program should contact the Church Ministries office for application information.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 2010 or REL 2020	Old Testament or New Testament	3
REL 2030	Biblical Theology	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
REL 2010 or REL 2020	Old Testament or New Testament	3
CCE 1030	Western Thought & Worldview	3
COMM 2100	Interpersonal Communication	3
CORE		3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
REL 2870	Christian Care Giving	3
REL 2590	Religious Education of Youth and Adults	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
NON PROFIT MINOR		3
CORE		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
REL MINOR		3
REL 2630	Communicating Bible Messages	3
CCE 1040	Science & Humanity	3
CORE		4
NON PROFIT MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
REL OLD OR NEW TESTAMENT		3
HHP 2209	First Aid and CPR	2
NON PROFIT MINOR		3
CORE		4
MINOR SPECIALIZATION		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
REL OLD OR NEW TESTAMENT		3
REL 2500 or REL 2550	Great Commission Evangelism or Friendship Evangelism	3
REL HISTORICAL THEOLOGY		3
NON PROFIT MINOR		3
REL 3000	Ministry Practicum	3
REL 3120	Office of the Professional Church Worker	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
REL 4200	Church Ministries Internship	3
REL MINOR		3
NON PROFIT MINOR		3
MINOR SPECIALIZATION		3

ENG 2450	Art of the Personal Essay	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
REL 4010	Lutheran Worship: Theology and Practice	3
REL 4000	Lutheran Confessions	3
NON PROFIT MINOR		3
REL ELECTIVE		3
ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>126</b>

Course options and schedule are subject to change.

## English Major (M)

The English Department of Concordia University Wisconsin offers core general education courses in writing and literature, along with teaching and non-teaching major and minor programs. The department's offerings emerge directly from the mission and purpose of the institution:

"Concordia's programs promote intellectual development and self knowledge for the student's personal growth and well-being. They nurture religious commitment, provide insights for Christian action in the world, and facilitate the ability to communicate effectively." Coursework in English includes the study of language, literature, and expression, fosters an increased understanding of the creative process, provides insight into the moral and ethical dimensions of ideas, and, in the Christian context provided by this university, demonstrates the value of a life of intellectual curiosity. Furthermore, skills in communication and critical thinking establish the kind of educational foundation that allows English graduates to successfully pursue such professions as teaching, writing, editing, business, law, library science, and more.

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. English graduates successfully pursue such professions as teaching, editing, writing, pastoral ministry, business, library science, law, and more.

### Program Learning Outcomes

Students will:

- Demonstrate an increased understanding of the creative process,
- Analyze literary texts with insight into moral and ethical ideas,
- Recognize values of a life of intellectual curiosity,
- Demonstrate familiarity with English and American literature,
- Employ interpretive skills and critical methods,
- Communicate complex ideas through writing,
- Demonstrate an appreciation for the nature and use of language,
- Demonstrate familiarity with world and non-western literature,
- Understand and apply knowledge about literary forms.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>24</b>
<b>Concentration</b>		<b>12</b>
<b>Electives</b>		<b>39</b>

Minor: Optional

**Total Hours** **120**

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
<b>Language</b>		
ENG 3050	English Grammar and Usage	3
ENG 3650	History of the English Language	3
<b>Creative Expression</b>		
ENG 2450	Art of the Personal Essay	3
ENG 2460	Creative Writing	3
<b>Professionalization</b>		
ENG 4950	Senior Seminar	3
<b>Major Electives</b>		
Select 9 credits of ENG electives		9
<b>Total Hours</b>		<b>24</b>

### Select from the following concentrations:

Code	Title	Hours
<b>Literature Concentration</b>		
<i>American Literature (select one of the following)</i>		<b>3</b>
ENG 3150	Contemporary Mosaic	
ENG 3410	American Literature: Beginnings to 1865	
ENG 3420	American Literature: 1865 to Present	
ENG 3800	Major Authors (as appropriate)	
ENG 3860	Special Topics in Literature (as appropriate)	
<i>English Literature (select one of the following)</i>		<b>3</b>
ENG 3440	British Literature: Beginnings to Early 1700s	
ENG 3450	British Literature: Late 1700s to Present	
ENG 3800	Major Authors (as appropriate)	
ENG 3860	Special Topics in Literature (as appropriate)	
ENG 4650	Shakespeare	
<i>Global Literature (select one of the following)</i>		<b>3</b>
ENG 3470	Early World Literature	
ENG 3480	Late World Literature	
ENG 3800	Major Authors (as appropriate)	
ENG 3860	Special Topics in Literature (as appropriate)	
<b>Theories and Methods</b>		
ENG 4750	Literary Criticism	3
<b>Total Hours</b>		<b>12</b>

Code	Title	Hours
<b>Writing Concentration</b>		
<i>Advanced Expression (select one of the following)</i>		<b>3</b>
ENG 2500	Academic Writing and Research	
ENG 3040	Documentary Writing and Storytelling	
ENG 4100	Professional Writing Seminar	
BCOM 2400	Business Writing	
BUS 3220	Nonprofit Fundraising and Grant Writing	
COMM 1200	Journalism	
COMM 2400	Sports Journalism	
COMM 3200	Mass Communication Campaigns	

<i>Interpretation (select two of the following)</i>		6
ENG 3150	Contemporary Mosaic	
ENG 3410	American Literature: Beginnings to 1865	
ENG 3420	American Literature: 1865 to Present	
ENG 3440	British Literature: Beginnings to Early 1700s	
ENG 3450	British Literature: Late 1700s to Present	
ENG 3470	Early World Literature	
ENG 3480	Late World Literature	
ENG 3800	Major Authors	
ENG 3860	Special Topics in Literature	
ENG 4650	Shakespeare	
<i>Theories and Methods</i>		
ENG 3500	Classical & Modern Rhetoric	3
<b>Total Hours</b>		<b>12</b>

### Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 1000	The Bible	3
ENG 1040	Introduction to Writing	3
ENG 2450	Art of the Personal Essay	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
ENG 2460	Creative Writing	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
ENG		3
CORE		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
LITERATURE		3
CORE		3
CORE		3
ENG		4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
ENG 3050	English Grammar and Usage	3
CCE 1040	Science & Humanity	3
ENG		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
ENG 3650	History of the English Language	3
ENG 4750 or ENG 3500	Literary Criticism or Classical & Modern Rhetoric	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
LITERATURE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3

ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
LITERATURE/WRITING		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ENG 4950	Senior Seminar	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Environmental Science Major (M)

The study of the environment clearly aligns with the University’s mission to prepare Christians for service in the world. In a society that too often sees faith and science in disagreement, the Christian understanding of stewardship clearly demonstrates alignment of Christian ethics and scientific principles in a way that reflects well on Christianity.

The combination of CUW’s Christian worldview, proximity to significant ecosystems (notably Lake Michigan), and CCES resources, including new showcase aquaponics and walleye breeding facilities, means that the student will have an opportunity to develop into competent scientists with a Christian worldview.

### Program Learning Outcomes

- Knowledge base: demonstrate an understanding of and an ability to explain major biological and related scientific concepts.
- Laboratory procedures: demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively
- Scientific Inquiry: develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems
- Scientific Communication: demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists using oral and written forms of expression
- Vocation and Ethics: recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science
- God’s Design and Stewardship: demonstrate an understanding of how/why a Christian sees evidence of God’s design in nature and how to be good stewards of His creation

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>59-61</b>
<b>Electives</b>		<b>14-16</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
<i>Foundation:</i>		
ENV 1800	Environmental Science (Required Core Course - Natural World: Lab Science)	
MATH 2010	Calculus I (Required Core Course - Natural World: Mathematics)	
BIO 1401 & BIO 1402	General Biology I and General Biology II	8
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab (Required Core Culture Designation)	4
CHEM 1414 & CHEM 1424	General Chemistry I and General Chemistry II	8
ENV 2500	Earth Science	4
MATH 2050	Statistics I	3
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
<i>Environmental tools:</i>		
CHEM 2204	Analytical Chemistry	4
ENV 1400	Introductory GIS	4
ENV 1500 or ENV 3200	Remote Sensing from Satellites and Drones or Environmental Data Analysis	3
<i>Policy and social perspective: (Required Core Course - Human Beings &amp; Being Human)</i>		
PHIL 2400 or LEGL 2300 or SCI 2400	Environmental Ethics or Environmental Law & Politics or Cosmogony	
<i>Concentration areas:</i> 14-16		
Take at least four courses in your area of concentration. The course with an "*" must be taken as one of the four courses in the concentration.		
Ecological Concentration		
Environmental Chemistry Concentration		
<i>Capstone:</i> 3		
Take at least 3 credits - not necessarily at the same time		
Completion of the third credit requires a cumulative output and other summative assessments		
ENV 4990	Advanced Applied Field Research	
<b>Total Hours</b>		<b>59-61</b>

## Ecological Concentration

Code	Title	Hours
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4100	Ecology (*)	4
ENV 1600	Meteorology	3
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4
ENV 2600	Oceanography	4

ENV 3200	Environmental Data Analysis	3
Other courses with approval of the department chair of Life & Earth Sciences		

## Environmental Chemistry Concentration

Code	Title	Hours
BIO 2600	Biology of Microorganisms	4
CHEM 2304	Descriptive Inorganic Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 4524	Instrumental Analysis (*)	4
ENV 2200	Water Quality and Aquaponics	4
ENV 3200	Environmental Data Analysis (if not taken above)	3
Other courses with approval of the department chair of Life & Earth Sciences		

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1401	General Biology I	4
CHEM 1414	General Chemistry I	4
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
<b>Hours</b>		<b>17</b>
<b>Semester 2</b>		
BIO 1402	General Biology II	4
CHEM 1424	General Chemistry II	4
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
MATH 2050	Statistics I	3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
MATH 2010	Calculus I	4
LEGL 2300 or PHIL 2400 or SCI 2400	Environmental Law & Politics or Environmental Ethics or Cosmogony	3
ENV 1400	Introductory GIS	4
CCE 1030	Western Thought & Worldview	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CHEM 2204	Analytical Chemistry	4
ENV 1800	Environmental Science	4
CCE 1020	Western Culture & Worldview	3
CORE		3
<b>Hours</b>		<b>14</b>
<b>Semester 5</b>		
MAJOR ELECTIVE		4
ENV 2500	Earth Science	4
REL 1100	Christian Faith	3
HHP		1
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ENV 1500 or ENV 3200	Remote Sensing from Satellites and Drones or Environmental Data Analysis	3

ENV 4990	Advanced Applied Field Research	1
BIO 3760	Ecology of the Tropics	3
BIO 3761	Ecology of the Tropics Lab	1
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>14</b>
<b>Semester 7</b>		
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
ENV 4990	Advanced Applied Field Research	1
MAJOR ELECTIVE		4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ENV 4990	Advanced Applied Field Research	1
MAJOR ELECTIVE		4
MAJOR ELECTIVE		4
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Environmental Studies Major (M)

A strong focus on Christian environmental stewardship is increasingly important in many parts of society. The Concordia Center for Environmental Stewardship (CCES) provides a wonderful resource for students whose interests are primarily in science or other areas. This major engages student with many facets of the environment. It is often coupled with minors in art, business, chemistry, or justice and public policy, leading to careers in environmental education at nature centers, sustainable business practices, environmental science, park rangers, or law school.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>45-47</b>
<b>Electives</b>		<b>4-12</b>
<b>Minor: Required</b>		<b>18-24</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 1100	Public Speaking (Communication) or COMM 21 Interpersonal Communication	
ENV 1800	Environmental Science (Natural World: Lab Science)	
LEGL 2300	Environmental Law & Politics (Human Beings & Being Human)	
MATH 2050	Statistics I (Natural World: Mathematics)	

### Required Courses

#### Foundation

BIO 1401	General Biology I or BIO 1501 Functional Human Biology I	4
BIO 1402	General Biology II or BIO 1502 Functional Human Biology II	4
BIO 2400	Botany or BIO 2500 Zoology	4
BIO 3760	Ecology of the Tropics (Required Core Culture Designation)	3
BIO 4100	Ecology	4
CHEM 1204	Elements of General and Biological Chemistry or CHEM 1414 General Chemistry I	4
ENV 1300	Introduction to Sustainability	3
ENV 1400	Introductory GIS	3-4
	or ENV 1500 Remote Sensing from Satellites and Drones	
	or ENV 2200 Water Quality and Aquaponics	
	or ENV 2400 Native Plants of Wisconsin	
	or ENV 3200 Environmental Data Analysis	
ENV 2500	Earth Science or ENV 1600 Meteorology or ENV 2600 Oceanography	3-4
PHIL 2400	Environmental Ethics or PHIL 3500 Bioethical Dilemmas in Contemporary Society	3

### Capstone

<i>Select 2 credits of the following:</i>		<b>2</b>
BIO 4900	Biology Senior Seminar (fall and/or spring, 1 cr. each)	
ENV 4990	Advanced Applied Field Research (can be taken for 1-3 credits)	

### Major Electives

<i>Select 8 credits of the following (If a course was selected for the Foundation, it cannot be repeated in the Major Electives section):</i>		<b>8</b>
BIO 1300	Essentials of Anatomy and Physiology	4
BIO 2400	Botany	4

BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 3761	Ecology of the Tropics Lab	1
CHEM 1424	General Chemistry II	4
ENV 1400	Introductory GIS	4
ENV 1500	Remote Sensing from Satellites and Drones	3
ENV 1600	Meteorology	3
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4
ENV 2500	Earth Science	4
ENV 2600	Oceanography	4
ENV 3200	Environmental Data Analysis	3
PHYS 1204	Introductory Astronomy	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4
SCI 2400	Cosmogony	3

Or other courses approved by the department chair of Life & Earth Sciences

**Total Hours** **45-47**

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 2500 or BIO 2400	Zoology or Botany	4
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
MATH 2050	Statistics I	3
BIO 1401	General Biology I	4
<b>Hours</b>		<b>17</b>
<b>Semester 2</b>		
ENV 1800	Environmental Science	4
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
BIO 1402	General Biology II	4
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ENV 1300	Introduction to Sustainability <small>EVEN FALL ONLY</small>	3
CHEM 1204 or CHEM 1414	Elements of General and Biological Chemistry or General Chemistry I	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
HHP		1
<b>Hours</b>		<b>14</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
PHIL 2400 or PHIL 2400 or PHIL 3500	Environmental Ethics <small>ODD SPRING ONLY</small> or Environmental Ethics or Bioethical Dilemmas in Contemporary Society	3
LEGL 2300	Environmental Law & Politics <small>SPRING ONLY</small>	3
CCE 1020	Western Culture & Worldview	3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
ELECTIVE		3
BIO 4100	Ecology <small>ODD FALL ONLY</small>	4

ENV 2500 or ENV 1600 or ENV 2600	Earth Science <small>FALL ONLY</small> or Meteorology or Oceanography	4
--	---	---

**MINOR** **3**

---

**Hours** **14**

### Semester 6

BIO 3760	Ecology of the Tropics	3
BIO 3761	Ecology of the Tropics Lab	1

**MAJOR ELECTIVE** **4**

**CORE** **3**

**CORE** **3**

**MINOR** **3**

**Hours** **17**

### Semester 7

ENV 4990 or BIO 4990	Advanced Applied Field Research or Undergraduate Research	1-4
-------------------------	--	-----

**MAJOR ELECTIVE** **4**

**MAJOR ELECTIVE** **4**

**MINOR** **3**

**ELECTIVE** **3**

**Hours** **15-18**

### Semester 8

**MINOR** **3**

**ELECTIVE** **3**

**CORE** **3**

**MINOR** **3**

ENV 4990 or BIO 4990	Advanced Applied Field Research or Undergraduate Research	1-4
-------------------------	--	-----

**Hours** **13-16**

**Total Hours** **120-126**

Course options and schedule are subject to change.

## Exercise Physiology Major (M)

The Exercise Physiology major at Concordia University prepares students to understand how the body responds and adapts to the stress of physical exertion. A thorough knowledge of exercise physiology enables one to understand the physiological mechanisms responsible for the acute and chronic response to physical activity. This knowledge can be used by students as they enter the workforce in health and fitness industries, strength and conditioning programs, clinical exercise physiology settings or entry into professional/graduate studies such as Concordia's Doctorate of Physical Therapy program, Master of Occupational Therapy program, or master's/doctoral work in the exercise sciences.

Coursework in the Exercise Physiology major includes a strong foundation in the sciences plus significant hands-on laboratory work assessing cardiovascular, neuromuscular, and pulmonary responses in Concordia's Exercise Physiology Laboratory. Emphases in this major include both clinical exercise physiology and strength and conditioning. Students will be prepared to sit for nationally recognized certification exams offered through the American College of Sports Medicine and the National Strength and Conditioning Association. Opportunities are available to participate in developing and conducting research projects in the exercise physiology laboratory and/or to pursue internships to gain additional practical experiences in their preferred field.

## Program Learning Outcomes

Students will:

- Demonstrate knowledge of applied anatomy, physiology, and kinesiology in healthy populations.
- Demonstrate knowledge of applied anatomy, physiology, and kinesiology in clinical populations.
- Demonstrate the ability to advocate for healthy lifestyles in diverse populations (eg. culture, literacy, age, gender, disability) using physical activity and exercise.
- Demonstrate Exercise Physiology skills and abilities by providing clear and accurate written assessments of human performance
- Demonstrate Exercise Physiology skills and abilities by providing clear and accurate verbal assessments of human performance.
- Apply current movement science research to guide evidence based practice.
- Identify and utilize appropriate means of health screening and disease classification in exercise programming.
- Student will evaluate the integration of Christian faith and ethical practice.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1801	Human Anatomy and Physiology I (Natural World)	
HHP 1520	Weight Training (Human Beings and Being Human) or HHP 1530 Advanced Weight Training	
MATH 2050	Statistics I (Natural World)	
PSY 1010	General Psychology (Human Beings and Being Human)	
<b>Required Courses</b>		
BIO 1802	Human Anatomy and Physiology II	4
BIO 2800	Pathophysiology	3
EXPH 2225	Introduction to Exercise Science	3
EXPH 3442	Exercise Testing and Prescription	4
EXPH 3470	Exercise Physiology	4
EXPH 3471	Advanced Exercise Physiology	4
EXPH 4475	Seminar in Exercise Physiology	2
EXPH 4480	Program Design and Application of Strength and Conditioning Principles	3
EXPH 4494	Exercise and Chronic Disease	3
EXPH 4995	Senior Seminar	3
	or EXPH 4960 Internship	
HHP 2280	Psychology of Sport	3
HHP 3342	Nutrition for Wellness and Performance	3
HHP 3373	Motor Development	3
HHP 3375	Biomechanics	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings and Being Human)	3

<b>Recommended Electives</b>		
BIO 1401	General Biology I	
BIO 1402	General Biology II	
BIO 4800	Human Physiology	
CHEM 1204	Elements of General and Biological Chemistry	
CHEM 1414	General Chemistry I <sup>1</sup>	
CHEM 1424	General Chemistry II <sup>1</sup>	
HHP 2260	School and Community Health	
HHP 2265	Healthy Lifestyles	
PHYS 1514	General Physics I <sup>1</sup>	
PHYS 1524	General Physics II <sup>1</sup>	
PSY 2300	Life Span Development	
PSY 4250	Abnormal Psychology	
RSC 3020	Advanced Anatomy	
<b>Total Hours</b>		<b>48</b>

<sup>1</sup> Although CHEM 1414 General Chemistry I/CHEM 1424 General Chemistry II, and PHYS 1514 General Physics I/PHYS 1524 General Physics II are recommended for all Exercise Physiology majors, only Pre Physical Therapy are required to take them for admittance into a Physical Therapy program. Students should check with their advisor for further information on options within the Exercise Physiology curriculum.

### Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1030	Western Thought & Worldview	3
PSY 1010	General Psychology	3
EXPH 2225	Introduction to Exercise Science	3
BIO 1801	Human Anatomy and Physiology I	4
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
CCE 1010	Christian Citizen	3
MATH 2050	Statistics I	3
ENG 1040	Introduction to Writing	3
BIO 1802	Human Anatomy and Physiology II	4
HHP 1520 or HHP 1530	Weight Training or Advanced Weight Training	1
<b>Hours</b>		<b>14</b>
<b>Semester 3</b>		
CHEM 1414	General Chemistry I	4
HHP 3373	Motor Development	3
REL 1000	The Bible	3
CCE 1040	Science & Humanity	3
CCE 1020	Western Culture & Worldview	3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CHEM 1424	General Chemistry II	4
HHP 3342	Nutrition for Wellness and Performance	3
HHP 2280	Psychology of Sport	3
BIO 2800	Pathophysiology	3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
PHYS 1514	General Physics I <sup>ONLY IF PRE-PT</sup>	4



EXPH 3442	Exercise Testing and Prescription	4
EXPH 3470	Exercise Physiology	4
ELECTIVE		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
PHYS 1524	General Physics II <small>ONLY IF PRE-PT</small>	4
HHP 3375	Biomechanics	3
EXPH 3471	Advanced Exercise Physiology	4
EXPH 4494	Exercise and Chronic Disease	3
ELECTIVE		3
<b>Hours</b>		<b>17</b>
<b>Semester 7</b>		
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
ELECTIVE		3
EXPH 4475	Seminar in Exercise Physiology	2
EXPH 4480	Program Design and Application of Strength and Conditioning Principles	3
ELECTIVE		3
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
EXPH 4995 or EXPH 4960	Senior Seminar or Internship	3
EXPH 4960	Internship	3-6
BIO 4800	Human Physiology	4
ELECTIVE		3
<b>Hours</b>		<b>13-16</b>
<b>Total Hours</b>		<b>122-125</b>

Course options and schedule are subject to change.

## History Major (M)

Our History Department will help you develop an understanding of major events and historical themes over time and around the globe while acquiring the necessary skills to read, write, speak, and teach about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past and its influence on the ideas and values of the present.

The History program is designed to help students develop a knowledge of major events and themes in United States, European, and Global history; an understanding of the methods and debates in the historical field; and the research and communication skills needed to participate in intellectual life from a historical perspective.

### Program Learning Outcomes

Students will:

- Recognize, describe and synthesize the essential narratives of history, particularly in terms of chronology and geography;
- Demonstrate knowledge and cultural understanding of European, American, and non-Western civilizations and to compare those cultures across time;
- Understand the interdisciplinary nature of historical study and to draw upon the perspectives and research of related disciplines (such as economics, sociology, geography, archaeology, music, art, literature, etc.) in order to explore a historical problem or to add dimension to their own research;
- Develop communication skills (written, oral, and interpersonal);
- Demonstrate disciplinary thinking in the ability to define and describe the concept of historiography and to employ historical methodology

(i.e., to identify and employ relevant primary and secondary sources; to evaluate evidence; to analyze secondary materials; and to ask pertinent questions) in order to reach sound conclusions regarding specific historical events and issues;

- Describe and evaluate the concept of historical process, particularly from a Christian perspective, and articulate how this perception of historical process influences present ideas and values.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
U.S. History		6
European History		6
Non-Western/Global History		6
HIST 3850	Historical Methods	3
HIST 4800	History Seminar	3
<b>Select one of the following emphases:</b>		<b>12</b>
<i>I. Emphasis in American History</i>		
U.S. History (9 additional credits)		
European or Non-Western/ Global History (3 additional credits)		
<i>II. Emphasis in European History</i>		
European History (9 additional credits)		
U.S. or Non-Western/Global History (3 additional credits)		
<i>III. Emphasis in Global History</i>		
Non-Western/Global History (9 additional credits)		
U.S. or European History (3 additional credits)		
<b>Total Hours</b>		<b>36</b>

### Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 1000	The Bible	3
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
CCE 1010	Christian Citizen	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
HIST 1400	Historical Perspectives	3
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
US HISTORY		3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
HHP		1
<b>Hours</b>		<b>16</b>

<b>Semester 3</b>		
US HISTORY		3
EUROPEAN HISTORY		3
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
EUROPEAN HISTORY		3
NON-WESTERN GLOBAL HISTORY		3
CORE: SCIENCE WITH LAB		4
CORE: REL ABOVE 2030		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
HIST 3850	Historical Methods	3
HISTORY EMPHASIS		3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
NON-WESTERN GLOBAL HISTORY		3
HISTORY EMPHASIS		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
HISTORY EMPHASIS		3
HISTORY EMPHASIS		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
HIST 4800	History Seminar	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Horticulture Major (M)

The Horticulture Major consists of course work completed through a cooperative program with Milwaukee Area Technical College (MATC). MATC-Mequon Campus is just a 5-minute drive from Concordia and offers unique choices to prepare students for an exciting career in horticulture.

Current MATC catalog is the official source for Major Courses and their descriptions. In addition to the CUW Liberal Arts core requirements and required courses listed below, all horticulture majors must complete requirements for a CUW Minor. Required core courses may be taken at either MATC or CUW.

Through hands-on coursework, the major covers a broad range of horticulture subjects, from plant maintenance and landscape planning to operation of equipment, while also allowing students to choose an area of specialization. Students are prepared for careers in the horticulture/landscaping field by studying: Sustainable and environmental horticulture

operations; maintenance of healthy trees, shrubs and herbaceous plants; selection and installation of plant material; equipment operation; and development and execution of landscape plans. For hands-on learning, the Mequon Campus of MATC features a greenhouse and extensively landscaped grounds.

For specific information about MATC courses and degree requirements, please visit the MATC website at <http://www.matc.edu/>

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics)
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>46</b>
Because this is an articulation major, all students must complete the full core requirements.		
<b>Minor: Required</b>		<b>18-24</b>
<b>Electives</b>		<b>5-11</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses (CUW Campus)</b>		
COMM 1100	Public Speaking (Communication) or COMM 21 Interpersonal Communication	
ENV 1800	Environmental Science (Natural World: Lab Science)	
MATH 2050	Statistics I (Natural World: Mathematics)	
LEGL 2300	Environmental Law & Politics (Human Beings & Being Human)	

<b>Required Courses (all HORT classes taken at MATC)</b>		
PHIL 2400	Environmental Ethics (Taken at CUW)	3
HORT 111	Introduction to Horticulture	3
HORT 112	Horticulture Soils	3
HORT 114	Survey of Woody Ornamental Plants	3
HORT 115	Plant Pests & Controls	3

HORT 116	Landscape Equipment	3
HORT 119	Landscape Construction 1	3
HORT 122	Landscape Design I	3
HORT 123	Landscape Design II OR	3
HORT 163	Native Plants - Fall	
HORT 125	Landscape Maintenance Applications	3
HORT 126	Landscape Estimating & Bidding	3
HORT 127	Arboriculture 1: Tree Care Fundamentals	3
HORT 130	Pesticide Applicator Training	1
HORT 135	Herbaceous Plants	3
HORT 152	Greenhouse Production - Spring OR	3
HORT 120	Landscape Construction II	
HORT 153	Advanced Woody Plants	3
<b>Total Hours</b>		<b>46</b>

Code	Title	Hours
<b>Recommended Electives</b>		
BIO 2400	Botany	
BIO 3760	Ecology of the Tropics (Core Culture Designation)	
CHEM 1204	Elements of General and Biological Chemistry	
PSY 1010	General Psychology	

## Plan

Course	Title	Hours
<b>Semester 1</b>		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
ENV 1800	Environmental Science	4
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
MATH 2050	Statistics I	3
CCE 1030	Western Thought & Worldview	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
PHIL 2400	Environmental Ethics	3
LEGL 2300	Environmental Law & Politics	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
MATC HORTICULTURE		3
MATC HORTICULTURE		3
REL 1100	Christian Faith	3

CORE	3
ELECTIVE OR MINOR	3
<b>Hours</b>	<b>15</b>
<b>Semester 6</b>	
MATC HORTICULTURE	3
MATC HORTICULTURE	3
CORE	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
<b>Hours</b>	<b>15</b>
<b>Semester 7</b>	
MATC HORTICULTURE	3
MATC HORTICULTURE	3
CORE	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
<b>Hours</b>	<b>15</b>
<b>Semester 8</b>	
MATC HORTICULTURE	3
MATC HORTICULTURE	3
ELECTIVE OR MINOR	3
ELECTIVE OR MINOR	3
HHP	1
<b>Hours</b>	<b>13</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

## Illustration Major (M)

At Concordia University Wisconsin, the Illustration Major is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the world of technology and illustration, fostering a space where they understand that their creativity is ultimately more meaningful when aligned with purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in drawing, multimedia, animation and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of illustration in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of illustration as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists making visual images in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful

contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Illustration major consists of 60 credit hours of course work, 12-15 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). To enroll in MIAD courses, students must have a 3.0 minimum GPA in all prior course work in the major. MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in illustration technologies. A student Mac lab is available on the Concordia University campus for students completing course work at MIAD. In addition to the 45-credit Liberal Arts core requirements and required courses listed, all Illustration majors are encouraged to complete a minor. An Animation, small business or marketing minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

For specific information about MIAD courses please visit the MIAD website at [www.miad.edu](http://www.miad.edu) (<http://www.miad.edu>).

### Program Learning Outcomes

Students will:

- Describe and understand the relationships that exist between the visual arts and the Christian faith.
- Describe image making as the embodiment of an innate God-given feature of the human condition; and will assess critical life issues using research from multiple sources to incorporate a balanced global perspective.
- Critical Thinking/Creative Problem Solving: The creative process required for art-making is one that emphasizes critical thinking and creative problem solving.
- Use data for creative inspiration, to inform artistic decisions, and/or in the creation of data-driven art doing so in a manner that is efficient, accurate, and insightful.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Analyze complex questions within challenging visual problems and compare and contrast multiple alternatives.
- Demonstrate professional visual, oral and written communication to present their work and communicate to clients.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		
Concordia Required Courses		42
MIAD Required Courses		12
Major Electives		6
<b>Additional Electives</b>		<b>15</b>
Minor: Recommended (18 Credits Minimum)		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses (Concordia Campus)</b>		
ART 1020	Digital Imaging Fundamentals	3
ART 1500	2-Dimensional Design	3
or ART 1550	Color Theory Application	
ART 1510	Observational Drawing	3
ART 2200	Art History Comprehensive	3
ART 2540	Mixed Media Drawing	3
ART 2550	Typography I	3
ART 2560	Painting	3
ART 3500	Figure Drawing (or IL 214 Figure Drawing for Illustrators - MIAD course)	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
GD 4800	Design Outlook	3
<b>Major Electives CUW or MIAD</b>		<b>6</b>
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 1520	Creative Workshop: 2D Art	
ART 1540	Interior Space Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2520	History of Design	
ART 2530	History of Photography	
ART 3030	Digital Imaging: Movement	
ART 3040	Digital Imaging: Product Photography	
ART 3800	Art Study Abroad	
GD 3510	Creative Pixel Studio	
GD 3520	Web Design Solutions	
<b>Required Courses (MIAD Campus)</b>		
IL 210	Illustration I	3
IL 211	Illustration II	3
IL 212	Illustration Media	3
IL 214	Figure Drawing - or ART 3500 Figure Drawing at CUW	
IL310	Illustration III	3
<b>Total Hours</b>		<b>60</b>
<b>Plan</b>		
Course	Title	Hours
<b>Semester 1</b>		
GD 1500	Digital Vector Design	3
ART 1500	2-Dimensional Design	3
or ART 1550	or Color Theory Application	
ART 1510	Observational Drawing	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
CCE 1010	Christian Citizen	3
GD 1510	Digital Raster Design	3

ART 2540	Mixed Media Drawing	3
REL 1100	Christian Faith	3
CORE		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
ART 2550	Typography I	3
ART 1020	Digital Imaging Fundamentals	3
ART 2200	Art History Comprehensive	3
CCE 1020	Western Culture & Worldview	3
MIAD IL 210		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
ART 2560	Painting	3
MIAD IL 212		3
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MIAD IL 211		3
CORE		3
GD 3000	Pixel Motion	3
CORE		4
CORE		3
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
MIAD IL 310		3
GD 3500	Advanced Pixel Motion	3
ART 3500	Figure Drawing	3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
CORE		3
ART ELECTIVE		3
ART ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ART 4800	Senior Portfolio/Exhibition	3
GD 4800	Design Outlook	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Interior Architecture and Design Major (M)

At Concordia University Wisconsin, the Interior Architecture and Design Major is dedicated to cultivating a community of innovative designers who are passionate about conveying powerful messages through the visual understanding of building spaces within our community. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of

technology and architectural design, fostering spaces where creativity meets purpose and form follows function. Our program produces graduates highly skilled in creating, applying, and communicating complex technological solutions to the spaces that we occupy on a daily basis, in our institutions, neighborhoods, businesses, schools and our homes. Our state-of-the-art facilities provide a canvas for students to harness their skills in 3-D drawing, CAD, Sketch-up, Enscape and Revit, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of Interior Architecture and Design in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of architecture as a tool for positive change in the world. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists making visual images in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Interior Architecture and Design program is comprised of 66 credit hours, with 30 of these hours taken through a partnership with the Milwaukee Institute of Art & Design (MIAD). Students aiming to take MIAD courses need to maintain a minimum 3.0 GPA in their major-related coursework. Conveniently located just 25 minutes from our Mequon Campus, MIAD provides cutting-edge interior architecture and design technologies. Concordia University's campus features a dedicated Mac lab for students enrolled in MIAD courses as well as a materials lab with the ability to render their designs. Beyond the 45-credit requirement in Liberal Arts, Interior Architecture and Design students can pursue a minor, particularly in small business or marketing, to enhance their career prospects but are not required to do so. The program stipulates that students must have a Windows computer with 8 GB minimum RAM (16 GB is preferable) and a 1 TB hard drive.

For specific information about MIAD courses please visit the MIAD website at [www.miad.edu](http://www.miad.edu) (<http://www.miad.edu>).

### Program Learning Outcomes

Students will:

- Describe and understand the relationships that exist between the visual arts and the Christian faith.
- Describe image making as the embodiment of an innate God-given feature of the human condition; and will assess critical life issues using research from multiple sources to incorporate a balanced global perspective.

- Critical Thinking/Creative Problem Solving: The creative process required for art-making is one that emphasizes critical thinking and creative problem solving.
- Use data for creative inspiration, to inform artistic decisions, and/or in the creation of data-driven art doing so in a manner that is efficient, accurate, and insightful.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Analyze complex questions within challenging visual problems and compare and contrast multiple alternatives.
- Demonstrate professional visual, oral and written communication to present their work and communicate to clients.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		
Concordia Required Courses		36
MIAD Required Courses		30
<b>Electives</b>		<b>9</b>
Minor: Optional (18 Credits Minimum)		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses (Concordia Campus)</b>		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1550	Color Theory Application	3
ART 1540	Interior Space Production	3
ART 2000	Art History I	3
ART 2010	Art History II	3
ART 2520	History of Design	3
ART 4800	Senior Portfolio/Exhibition	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
GD 4800	Design Outlook	3
<b>Required Courses (MIAD Campus)</b>		
IAD 220	Studio 1	3
IAD 221	Studio 2	3
IAD 222	CAD 1	3
IAD 223	CAD 2	3
IAD 224	Materials & Specifications for Interiors	3
IAD 225	Interior Design & Lighting	3
IAD 320	IAD Studio 3	3
IAD 321	IAD Studio 4	3
IAD 322	Building Systems 1	3
IAD 323	Building Systems 2	3
<b>Total Hours</b>		<b>66</b>

## Plan

Course	Title	Hours
<b>Semester 1</b>		
ART 1510	Observational Drawing	3
ART 1500	2-Dimensional Design	3
GD 1500	Digital Vector Design	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
ART 1520	Creative Workshop: 2D Art	3
GD 1510	Digital Raster Design	3
ART 1540	Interior Space Production	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
MIAD IAD 220		3
MIAD IAD 222		3
MIAD IAD 224		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
CSC 1010	Foundations of Computer Science	3
or MATH 1250	or Contemporary Math	
MIAD IAD 221		3
MIAD IAD 223		3
MIAD IAD 225		3
REL 1100	Christian Faith	3
<b>Hours</b>		<b>18</b>
<b>Semester 5</b>		
MIAD IAD 320		3
MIAD IAD 322		3
ART 2000	Art History I	3
ART 2520	History of Design	3
CORE		4
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
MIAD IAD 321		3
MIAD 323		3
ART 2010	Art History II	3
CSC 1010	Foundations of Computer Science	3
or MATH 1250	or Contemporary Math	
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
GD 3510	Creative Pixel Studio	3
CORE		3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ART 4800	Senior Portfolio/Exhibition	3
GD 4800	Design Outlook	3
ELECTIVE OR MINOR		3

ELECTIVE OR MINOR	3
<b>Hours</b>	<b>12</b>
<b>Total Hours</b>	<b>123</b>

Course options and schedule are subject to change.

## Mass Communication Major (M)

As a graduate in the Mass Communication program, you'll leave with all the skills to communicate effectively through a variety of channels. You'll be able to use different media technologies to communicate messages effectively to your audience. You'll analyze mass media messages to understand their intended and actual effects on people. You'll be ready to work with diverse groups of people having studied topics like interpersonal communication and cross-cultural communication. What's more, you'll be leaders in student media by publishing and broadcasting through the university's newspaper and radio station. You'll be ready to handle challenges in the field, stand out in the workforce, and lead a life full of Christian service.

### Program Learning Outcomes

Students will:

- Develop and present cogent, coherent, and accurate writing for general and specialized audiences;
- Communicate effectively to audiences by listening actively and responding constructively as Scripture instructs within various contexts;
- Draw from various disciplines to describe orally and in writing how existing knowledge or practice is advanced, tested, and revised in each core field studied;
- Distinguish and examine communication-related problems from a Christian perspective to better serve society;
- Cultivate appropriate organizational skills related to professionalism, work ethic, and attitude;
- Examine the role and impact of visual communication, mass media in society, and communication media.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>48</b>
<b>Electives</b>		<b>27</b>
Minor Required (minimum 18 credits)		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
COMM 1000	Introduction to Mass Communication	3
COMM 1100	Public Speaking	3
COMM 1200	Journalism	3
COMM 1400	Audio and Video Production	3
COMM 2100	Interpersonal Communication	3
COMM 2200	Advanced Public Speaking	3
COMM 3000	Special Topics in Mass Communication (taken 3 times for a total of 3 credits)	3
COMM 3100	Social Media	3

COMM 3200	Mass Communication Campaigns	3
COMM 4000	Critical Analysis of Mass Communication	3
COMM 4100	Cross-Cultural Communication	3
COMM 4200	Internship	3
COMM 4400	Research Seminar	3
GD 1500	Digital Vector Design	3
GD 3510	Creative Pixel Studio	3

*Take three total credits of the following (at least one credit of each course):*

COMM 2000	Beacon Newspaper (CUW) or COMM 20 Lighthouse Newspaper (CUAA)	3
COMM 2001	WCUW-Radio or COMM 2002 WCUA-Radio	3

**Total Hours 48**

### Plan

Course	Title	Hours
<b>Semester 1</b>		
COMM 1000	Introduction to Mass Communication	3
COMM 1100	Public Speaking	3
COMM 1200	Journalism	3
CCE 1030	Western Thought & Worldview	3
ENG 1040	Introduction to Writing	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
COMM 1400	Audio and Video Production	3
GD 1500	Digital Vector Design	3
CCE 1010	Christian Citizen	3
CORE		3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
COMM 2100	Interpersonal Communication	3
COMM 2000 or COMM 2001	Beacon Newspaper (CUW) or WCUW-Radio	1
COMM 3000	Special Topics in Mass Communication	1
REL 1100	Christian Faith	3
CORE		4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
COMM 2200	Advanced Public Speaking	3
COMM 3100	Social Media	3
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
COMM 3000	Special Topics in Mass Communication	1
COMM 3200	Mass Communication Campaigns	3
COMM 4100	Cross-Cultural Communication	3
CCE 1020	Western Culture & Worldview	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>

Semester 6		
COMM 2000 or COMM 2001	Beacon Newspaper (CUW) or WCUW-Radio	1
COMM 4200	Internship	3
GD 3510	Creative Pixel Studio	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13</b>
Semester 7		
COMM 2000 or COMM 2001	Beacon Newspaper (CUW) or WCUW-Radio	1
COMM 3000	Special Topics in Mass Communication	1
COMM 4000	Critical Analysis of Mass Communication	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>15</b>
Semester 8		
COMM 4400	Research Seminar	3
CORE		3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Mathematics Major (M)

The Mathematics Department at Concordia University primary goal is to build competencies in the understanding, communication, and application of mathematics. Concordia math students will gain an appreciation of mathematics as an appropriate discipline to investigate God’s universe as they analyze mathematical structures and apply mathematical problem-solving strategies to a variety of real-world problems.

The Mathematics major will give you a deep comprehension of areas like calculus, linear algebra, differential equations, geometry, abstract algebra and real analysis. You’ll be able to solve and understand differential equations, sequences and series, vector-valued functions, partial derivatives, functions and algorithms.

### Program Learning Outcomes

Students will:

- Demonstrate knowledge of mathematics, including algebra, geometry, probability, and analysis
- Apply mathematical problem-solving strategies in a variety of real-world applications
- Demonstrate the ability to apply mathematical statistics to interpret information
- Demonstrate the ability to prove and disprove conjectures
- Communicate mathematical concepts in oral, symbolic, and written forms
- Apply and appreciate mathematics as an appropriate paradigm in order to investigate God’s creation

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>40</b>
<b>Electives</b>		<b>35</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
CSC 1010	Foundations of Computer Science	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 2050	Statistics I (satisfies the mathematics requirement in the core)	3
MATH 2200	Discrete Math	3
MATH 3050	Statistics II	3
MATH 3210	Abstract Algebra	3
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3310	Geometry	3
MATH 4410	Real Analysis	3
MATH 4900	Math Senior Seminar	3
<b>Total Hours</b>		<b>40</b>

## Plan

Course	Title	Hours
Semester 1		
MATH 2010	Calculus I	4
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
CORE		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>17</b>
Semester 2		
MATH 2020	Calculus II	4
CCE 1030	Western Thought & Worldview	3
REL 1100	Christian Faith	3
CSC 1010	Foundations of Computer Science	3
CORE		3
<b>Hours</b>		<b>16</b>
Semester 3		
MATH 2030	Calculus III	4
CCE 1020	Western Culture & Worldview	3
MATH 2050	Statistics I	3
CORE		4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>17</b>
Semester 4		
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3050	Statistics II	3
CCE 1040	Science & Humanity	3
CORE		3
CORE		3
<b>Hours</b>		<b>16</b>



Semester 5		
MATH 3310	Geometry	3
MATH 2200	Discrete Math	3
CORE		3
HHP		1
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13</b>
Semester 6		
MATH 3210	Abstract Algebra	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
Semester 7		
MATH 4410	Real Analysis	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
Semester 8		
MATH 4900	Math Senior Seminar	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Music Major (M)

The Music Department contributes to the spiritual, artistic, cultural, academic and co-curricular aspects of campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our purpose.

The Music major may be used for general music or as an entry degree into the various graduate programs. The Music major does not require a minor.

**A complete listing of enforceable Music Department procedures is published annually in the Music Department handbook, which is issued at Music major orientation.**

### Program Learning Outcomes

- Goal #1. Students will exhibit competent performing skills on their major instrument.
- Goal #2. Students will exhibit strong theoretical/historical knowledge, demonstrated in performance (recital) and communication (writing/speaking) skills.
- Goal #3. Students will demonstrate competence in vocal, keyboard, and conducting performance skills at a professional level.
- Goal #4. Students will exhibit professional speaking, writing, and social skills appropriate to their major area.
- Goal #5. Students will demonstrate understanding of practical and aesthetic considerations (choosing music, teaching techniques,

evaluation procedures, critical listening) appropriate to successful achievement in their chosen musical field.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>49</b>
<b>Electives or Minor</b>		<b>26</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Courses</b>		
MUS 0800	Concert/Recital Attendance (each semester) <sup>1</sup>	0
MUS 2204	Keyboard Skills (Proficiency-based)	2
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
MUS 3450	Beginning Conducting	3
MUS 3271	Music History I	3
MUS 3272	Music History II	3
MUS 3273	Music History III	3
MUS 3451	Advanced Conducting	3
or MUS 4445	Composing and Arranging	
MUS 4499	Senior Recital	2
Applied Music (Minimum 2 credits each semester in principal area)		14
<b>Ensemble - choose from list below<sup>2</sup></b>		<b>0</b>
MUS 3170	Jazz Ensemble	
MUS 3177	Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
<b>Major Electives</b>		<b>26</b>
<b>Total Hours</b>		<b>75</b>

<sup>1</sup> All music majors are required to register for MUS 0800. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters the student will be required to attend a hearing with the music faculty.

<sup>2</sup> Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

## Program Admission

### AUDITION PROCEDURES:

To gain degree-seeking status as a music major, a student must:

1. Successfully pass a qualifying audition;
2. Prepare and present a portfolio of musical activities and accomplishments;
3. Audition by the deadline of the 2nd semester from the time of major declaration.
4. Transfer students: have their transcripts evaluated by the music faculty for determination of credited coursework and hours.

### PIANO PROFICIENCY:

Keyboard proficiency test or MUS 2204 Keyboard Skills class required of all Music majors.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
MUS: APPLIED MUSIC & ENSEMBLE		2
MUS 2204	Keyboard Skills	2
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
CORE		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>17</b>
<b>Semester 2</b>		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
MUS: APPLIED MUSIC & ENSEMBLE		2
MUS 1130	Guitar Class	1
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
CORE		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
CSC 1010 or MATH 1250	Foundations of Computer Science or Contemporary Math	3
MUS: APPLIED MUSIC & ENSEMBLE		2
MUS 3304	Advanced Applied Guitar <small>OPTION</small>	1-2
CCE 1020	Western Culture & Worldview	3
REL 1100	Christian Faith	3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>16-17</b>
<b>Semester 4</b>		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
CORE		3
MUS: APPLIED MUSIC & ENSEMBLE		2
MUS 3304	Advanced Applied Guitar	1-2
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>16-17</b>

<b>Semester 5</b>		
MUS 3450	Beginning Conducting	3
CORE		4
MUS: APPLIED MUSIC & ENSEMBLE		2
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>15</b>

<b>Semester 6</b>		
MUS 3451 or MUS 4445	Advanced Conducting or Composing and Arranging	3
MUS: APPLIED MUSIC & ENSEMBLE		2
MUS 3271	Music History I	3
CORE		3
ELECTIVE OR MINOR		3
HHP 1100	Stewardship of the Body	1
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>15</b>

<b>Semester 7</b>		
MUS: APPLIED MUSIC & ENSEMBLE		3
MUS 3272	Music History II	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>13</b>

<b>Semester 8</b>		
MUS 4499	Senior Recital	2
MUS: ENSEMBLE		1
MUS 3273	Music History III	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120-122</b>

Course options and schedule are subject to change.

## Natural Sciences Major (M)

The goal of the Department of Life and Earth Sciences at Concordia University Wisconsin is to develop competent scientists with a Christian worldview. The graduates of its programs will possess the current scientific knowledge and research/data interpretation skills so necessary for entering scientific or medical careers in industry, academia, or government. More importantly, they will be prepared to provide a Christian influence and ethical perspective to the debate on the science-related issues facing the world today.

The Natural Science major is designed to accompany a bachelor's degree in Secondary Education for students preparing to teach high school science. Accordingly, it provides a wide-ranging background combined with an opportunity for an area of specialization. Students pursuing other careers in science, or intending to apply to graduate programs in science, generally should choose a more specialized major.

The Lutheran Church–Missouri Synod affirms that all of Scripture, including the creation account in Genesis, is the word of God, true, and authoritative for faith and life. Current conventional scientific theories that conflict with the account in Genesis might be studied in portions of this course. In no way should this be seen as endorsement of a non-authoritative view of Scripture by the course instructor or by Concordia University.

## Program Learning Outcomes

Students will:

- Demonstrate an understanding of and an ability to explain major biological and related scientific concepts (Knowledge Base of Biology and Related Sciences);
- Demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively (Biological Procedures and Data)
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems (Scientific Inquiry);
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists (Scientific Communication);
- Recognize how vocations in science provide opportunities for service to Christ and others and necessitate ethical behavior in all aspects of science (Vocation and Ethics) demonstrate an understanding of how/ why a Christian sees evidence of God's design in nature and how to be good stewards of His creation (God's Design and Stewardship).

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>51</b>
<b>Electives <sup>1</sup></b>		<b>24</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For Secondary Education Students, the credit total is 130

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1401	General Biology I (Natural World: Lab Science)	
COMM 1100	Public Speaking (Recommended) (Communication)	
	or COMM 2100 Interpersonal Communication	
ENG 1040	Introduction to Writing	
MATH 2050	Statistics I (MATH 2050 for Biology Emphasis; MATH 1280 for Chemistry/Physics Emphases)	
	or MATH 1280 College Algebra	
<b>Courses Required for Secondary Education Students</b>		
ED 1102	Foundations of Education (Core Human Beings & Being Human requirement)	
ED 1103	Human Relations for Teachers (Core Society and Culture requirement)	
ED 4376	Curriculum and Methods of Teaching Science - Secondary (Required pedagogy class) <sup>2</sup>	
<b>Required Courses</b>		
BIO 1401	General Biology I (taken in core)	
BIO 1402	General Biology II	4
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
PHYS 1514	General Physics I	4

	or PHYS 1714 University Physics I	
PHYS 1524	General Physics II	4
	or PHYS 1724 University Physics II	
SCI 2400	Cosmogony	3
<b>Choose one environmentally-focused class (listed below)</b>		<b>3-4</b>
<b>Choose one of the following emphases:</b>		<b>9-17</b>
	Emphasis in Biology	
	Emphasis in Chemistry	
	Emphasis in Physics	
<b>Major Electives (listed below)</b>		<b>7-15</b>
<b>Total Hours</b>		<b>51</b>

<sup>2</sup> Requires Upper Division Status

## Environmentally-Focused Courses

Code	Title	Hours
ENV 1800	Environmental Science	3-4
	or ENV 1600 Meteorology	
	or ENV 2500 Earth Science	
	or ENV 2600 Oceanography	
	or PHYS 1204 Introductory Astronomy	

## Select one from the following emphases:

### Emphasis in Biology

Code	Title	Hours
<b>Required Courses</b>		
MATH 2050	Statistics I (taken in core)	
BIO 1300	Essentials of Anatomy and Physiology (If BIO 1801 is chosen, BIO 1802 must be selected as a major elective)	4
	or BIO 1801 Human Anatomy and Physiology I	
BIO 2400	Botany	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (fall semester recommended)	1
<b>Total Hours</b>		<b>17</b>

### Emphasis in Chemistry

Code	Title	Hours
<b>Required Courses</b>		
MATH 1280	College Algebra (taken in core)	
CHEM 2204	Analytical Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 4911	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>17</b>

### Emphasis in Physics

Code	Title	Hours
<b>Required Courses</b>		
MATH 1280	College Algebra (taken in core)	

PHYS 1204	Introductory Astronomy (must be selected as environmentally-focused course)	
PHYS 1714	University Physics I (must be selected as major requirement)	
PHYS 1724	University Physics II (must be selected as major requirement)	
MATH 2010	Calculus I (must be taken before PHYS 1714)	4
MATH 2020	Calculus II	4
CHEM 4911	Chemistry Senior Seminar I (or see advisor for substitute)	1
<b>Total Hours</b>		<b>9</b>

## Major Electives

7 elective credits are required for the biology/chemistry emphases, 15 for the physics emphasis. Major electives can be selected from any courses in the other emphases (Biology (p. 218), Chemistry (p. 218), Physics (p. 218)), additional courses from the environmentally-focused (p. 218) category, or selected from the following (prerequisites may apply):

Code	Title	Hours
BIO 1802	Human Anatomy and Physiology II	4
BIO 2500	Zoology	4
BIO 3200	Cell Biology	4
BIO 3760	Ecology of the Tropics (Core Culture Designation)	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 4100	Ecology	4
CHEM 2304	Descriptive Inorganic Chemistry	4
Other courses approved by the chair of the Department of Life and Earth Sciences		

Please see your advisor for more information.

## Pharmaceutical Sciences Major (M)

The Bachelor of Science in Pharmaceutical Sciences is designed for students who wish to earn both a B.S. and a Doctor of Pharmacy degree at Concordia University Wisconsin. Students complete the core requirements, many of the major requirements, and the general elective requirements during the first three years at CUW, then complete the remaining major requirements during their first year in the CUW School of Pharmacy.

### Program Learning Outcomes

Students will:

- Demonstrate an understanding of and ability to apply fundamental biological and chemical concepts;
- Analyze and interpret data to arrive at appropriate conclusions;
- Develop investigative and critical thinking skills to explore complex questions and solve challenging scientific problems;
- Demonstrate the ability to communicate scientific information effectively to both scientists and non-scientists; and
- Act ethically and responsibly, demonstrating an understanding of the role science plays in societal issues, particularly in regards to healthcare.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>68</b>
<b>Electives</b>		<b>7</b>
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 1100	Public Speaking (Communication, 3 credits) or COMM 21 Interpersonal Communication	
CHEM 1414	General Chemistry I (Natural World, Lab Science 4 credits)	
MATH 2050	Statistics I (Natural World, Mathematics 3 credits)	

### Required Courses

BIO 1501	Functional Human Biology I	4
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
MATH 2010	Calculus I	4
CHEM 4911	Chemistry Senior Seminar I	1
CHEM 4921	Chemistry Senior Seminar II	1
PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	

The Pharmaceutical Sciences Major must also complete at least 7 credits from the following:

BIO 2600	Biology of Microorganisms (4 credits)
BIO 3200	Cell Biology (4 credits)
BIO 3400	Genetics (4 credits)
BIO 3500	Immunology (3 credits)
BIO 4200	Molecular Biology (4 credits)
BIO 4300	Pharmacology (3 credits)
CHEM 3214	Biochemistry (4 credits)
CHEM 4224	Advanced Biochemistry (4 credits)

The pharmaceutical sciences major must also complete the following 27 credits in the pharmacy curriculum as a Doctor of Pharmacy Student

PHAR 5110	Pharmacy Biochemistry (3 credits)
PHAR 5130	Pharmacy Anatomy and Physiology (5 credits)
PHAR 5140	Pharmacy Microbiology, Immunology, & Molecular Biology (4 credits)
PHAR 5210	Pharmaceutics I (2 credits)
PHAR 5220	Pharmaceutics II (4 credits)
PHAR 5310	Pharmacology & Medicinal Chemistry I (3 credits)
PHAR 5410	Pharmacy and the Healthcare System (3 credits)
PHAR 5510	Pharmacotherapy I: Self Care (2 credits)
PHAR 5560	Pharmacy Calculations (1 credit)

**Total Hours** **68**

## Plan

Course	Title	Hours
<b>Semester 1</b>		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
REL 1100	Christian Faith	3
MATH 2010	Calculus I	4
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
CHEM 2414	Organic Chemistry I	4
MATH 2050	Statistics I	3
PHYS 1514 or PHYS 1714	General Physics I or University Physics I	4
CCE 1040	Science & Humanity	3
HHP ACTIVITY		1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CHEM 2424	Organic Chemistry II	4
PHYS 1524 or PHYS 1724	General Physics II or University Physics II	4
CCE 1020	Western Culture & Worldview	3
HUMAN CREATIVITY & EXPRESSION		3
MINOR OR ELECTIVE		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
MAJOR ELECTIVE		4
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
SOCIETY & CULTURE		3
MINOR OR ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
MAJOR ELECTIVE		3
HUMAN BEINGS & BEING HUMAN		3
FAITH & LIFE		3
COMM 1100 or COMM 2010	Public Speaking or American Cinema	3
MINOR OR ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
PHARMACY COURSEWORK		12
CHEM 4911	Chemistry Senior Seminar I	1
<b>Hours</b>		<b>13</b>
<b>Semester 8</b>		
PHARMACY COURSEWORK		13
CHEM 4921	Chemistry Senior Seminar II	1
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Philosophy Major (M)

This program nurtures the ability to engage in systematic thinking and provides you with the critical distance to call culture's dominant

assumptions into question and form your own responses. You'll be immersed in the great conversation of history's deepest thinkers, trained in logic and ethics, and able to defend faith and human dignity.

Philosophy majors score amongst the highest on the LSAT, and have the independent thinking and transferable skills which employers prize.

Philosophy is by nature an interdisciplinary subject, so a Philosophy major combines well with a wide variety of other majors and minors, including Theology, Computer Science, English, History, Psychology, and Art.

## Program Learning Outcomes

- **Vocation and Personal Application:** Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- **Communication and Culture:** Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- **Research Skills:** Students will demonstrate an understanding of research skills in the discipline.
- **Logic:** The student will learn and use logic for argumentation.
- **Ethics:** The student will learn a variety of ethical theories and use them in practical problem solving.
- **Epistemology:** The student will learn a variety of theories of knowledge and study their implications for what can be known and how we know it.
- **Metaphysics:** The student will learn a variety of metaphysical theories and study their implications for what exists and why it exists.
- **History of Philosophy:** The student will learn the most important contributions of the great ancient, medieval, and modern philosophers.
- **Apologetics:** The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>34</b>
<b>Electives</b>		<b>41</b>
Minor: Optional		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Recommended Core Courses</b>		
REL 2010	Old Testament (recommended)	
or REL 1000	The Bible	
REL 2030	Biblical Theology (recommended)	
or REL 1100	Christian Faith	

### Required Courses

PHIL 2010	Central Texts of Philosophy	3
PHIL 2110	Elementary Logic	3
PHIL 2500	Moral Philosophy	3
PHIL 3250	Christian Apologetics	3
REL 2020	New Testament	3
PHIL 4910	Senior Seminar I	1

PHIL 4920	Senior Seminar II	3
<i>History of Philosophy Courses (select 2 of the following)</i>		6
PHIL 4000	Ancient Philosophy	
PHIL 4100	Medieval Philosophy	
PHIL 4500	Modern Philosophy	
<b>Major Electives</b> <sup>1</sup>		
Select 9 credits of the following (6 credits must be PHIL classes, either from the list below or a substitute approved by the Philosophy Department)		9
PHIL 3330	C.S. Lewis: His Life and Christian Philosophy	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
PHIL 3700	Philosophy of Mind	
PHIL 3800	Philosophy of Language	
Students may also take a third History of Philosophy class as one of their electives		
Up to 3 credits may be taken from the following list of non-PHIL classes		
ENG 3500	Classical & Modern Rhetoric	
ENG 4750	Literary Criticism	
POLS 4100	Faith and Politics	
REL 3500	A Survey of Christian Thought	
SCI 2400	Cosmogony	
<b>Total Hours</b>		<b>34</b>

<sup>1</sup> Majors may substitute one of the approved 3 credit non-PHIL classes with other approved courses relevant to the student's special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science).

## Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 2010 or REL 1000	Old Testament or The Bible	3
CCE 1010	Christian Citizen	3
CCE 1030	Western Thought & Worldview	3
ENG 1040	Introduction to Writing	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
PHIL 2010	Central Texts of Philosophy	3
REL 2020	New Testament	3
CCE 1040	Science & Humanity	3
CORE		3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
PHIL 2500	Moral Philosophy	3
REL 2030 or REL 1100	Biblical Theology or Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 1250 or CSC 1010	Contemporary Math or Foundations of Computer Science	3
ELECTIVE OR MINOR		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>

<b>Semester 4</b>		
PHIL 2110	Elementary Logic	3
CORE		3
CORE		4
CORE		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
PHIL 3250	Christian Apologetics	3
PHIL 4000	Ancient Philosophy	3
PHIL ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
PHIL 4100 or PHIL 4500	Medieval Philosophy or Modern Philosophy	3
PHIL ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
PHIL 4910	Senior Seminar I	1
PHIL ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>13</b>
<b>Semester 8</b>		
PHIL 4920	Senior Seminar II	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		2
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Political Science Major (M)

A degree in Political Science equips you to serve your community in political and governmental callings. As a CUW political science graduate, you'll understand how to improve the political system and how your actions and attitudes are informed by the teachings of Christ. Our curriculum can be paired with related fields, such as psychology, justice and public policy, and philosophy.

Students fulfill a required internship from a variety of institutions, including political parties, non-profit organizations, legislative offices, and law firms. Professors utilize a variety of interactive teaching styles to help the students study the basic foundations and principles of American national, state, and local government, as well as global politics. The program builds students' skills in policy analysis, research methods, professional writing, and public speaking principles.

CUW students can also participate in the Lutheran College Washington Semester (LCWS) Program based in Washington D.C. (through the Visiting Student Program). LCWS is a small, personalized internship

program where students live, study, and intern while earning a full semester of credits.

### Program Learning Outcomes

- Knowledge Base of Political Science: Demonstrates familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in Political Science.
- Research Methods in Political Science: Understand and apply basic research methods in Political Science, including research design, data analysis, and interpretation.
- Critical Thinking Skills in Political Science: Respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to political behavior and processes.
- Application of Political Science: Understand and apply political principles to personal, group, and social issues.
- Values in Political Science: Appreciate the role that religion, faith, and Christianity play in the civic realm; value empirical evidence; understand partisan differences; act ethically; and reflect other values that are the underpinnings of Political Science as a science.
- Information and Technological Literacy: Demonstrate information competence and the ability to use computers and other technology for many purposes.
- Communication Skills: Communicate effectively in a variety of formats.
- Sociopolitical and International Awareness: Recognize, understand, and respect how the complexity of sociopolitical and international diversity affects political processes.
- Personal Political Development: Develop insight into their own and others' political behavior and apply effective strategies for self-management and self-improvement in politics in the context of a Christian worldview, underpinned by the Lutheran two-kingdom theology.
- Career Planning and Development: Set realistic goals for implementing their political knowledge, skills, and values in vocations in a variety of settings, guided by integrating their faith into the public square.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>36</b>
<b>Electives</b>		<b>39</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 2050	Statistics I (Natural World)	
LEGL 2300	Environmental Law & Politics (Human Beings and Being Human)	
<b>Required Courses</b>		
POLS 1010	Introduction to Political Science	3
POLS 2010	American Government	3
POLS 3000	Comparative Politics	3
POLS 3100	International Relations	3

POLS 3610	Civil Rights & Civil Liberties	3
POLS 4800	Internship/Fieldwork	3
POLS 3500	Methods for Political Science	3
POLS 4900	Senior Seminar I	3
POLS 4990	Senior Seminar II	3

<b>Major Electives</b>		
<i>Select three of the following courses not already counted in the major:</i>		
POLS 2550	Presidency	
POLS 3300	Political Philosophy	
POLS 3710	Nonprofits and Public Policy	
POLS 3590	Constitutional Law	
POLS 3600	Intelligence and Terrorism	
POLS 3450	United States Foreign Policy	
POLS 2900	Spacepower	
POLS 3310	American Political Thought	
POLS 3320	Conservative Political Thought	

**Total Hours** **36**

### Plan

Course	Title	Hours
<b>Semester 1</b>		
POLS 1010	Introduction to Political Science	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
POLS 2010	American Government	3
CCE 1030	Western Thought & Worldview	3
MATH 2050	Statistics I	3
REL 1100	Christian Faith	3
CORE		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
POLS ELECTIVE		3
CCE 1040	Science & Humanity	3
CORE		3
CORE		4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
POLS ELECTIVE		3
CCE 1020	Western Culture & Worldview	3
CORE		3
LEGL 2300	Environmental Law & Politics	3
ELECTIVE OR MINOR		3
HHP		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
POLS 3000	Comparative Politics	3
POLS ELECTIVE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>

Semester 6		
POLS 3610	Civil Rights & Civil Liberties	3
POLS 3500	Methods for Political Science	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
Semester 7		
POLS 3100	International Relations	3
POLS 4800	Internship/Fieldwork	3
POLS 4900	Senior Seminar I	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
Semester 8		
POLS 4990	Senior Seminar II	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Psychology Major (M)

The mission of the Psychology program is to increase the awareness of the boundaries and applications of psychology, foster intellectual development and problem solving, and encourage students to serve others within the context of Christian faith. The Psychology program is committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue helping professions and/or graduate study.

Psychologists find great meaning in helping other people build lives of wellness and emotional resilience. Most careers and vocations involve working with people which means the possibilities of where a Psychology degree can take you are endless. The Psychology program aims to produce students who are engaged citizens active in serving their communities. The program integrates faith and learning, providing students with opportunities for growth and leadership.

### Program Learning Outcomes

#### Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from a Christian perspective.
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

#### Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective.
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry, including from a Christian perspective.

#### Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from a Christian perspective.

#### Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

#### Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills
- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

#### Goal 6: Apply a Biblical Worldview to Psychology Coursework

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		<b>37</b>
<b>Electives</b>		<b>38</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 1100	Public Speaking (Communication and Language)	
MATH 2050	Statistics I (Natural World)	
<b>Recommended Core Course</b>		
BIO 1300	Essentials of Anatomy and Physiology (Natural World)	
<b>Required Courses</b>		
COMM 2100	Interpersonal Communication	3
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
Select one of the following Development Courses:		3
PSY 2210	Child Development	
PSY 2220	Adolescent Development	
PSY 2300	Life Span Development	
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY 4500	Psychology Practicum	3
PSY 4850	Research Proposal	1
PSY 4900	Psychology Senior Seminar	3

#### Major Electives



Two 3000 or 4000 Level Psychology Electives <sup>1</sup>	6
<b>Total Hours</b>	<b>37</b>

<sup>1</sup> PSY 4450 Principles of Counseling is a recommended elective to be taken during spring of junior year.

## Admission to Senior Status in Psychology

The following criteria have been established for students to be admitted to Senior Status in the Psychology program. (Application is generally made in the second semester of the junior year.)

1. Successful completion of 90 semester hours of credit
2. Cumulative GPA of 2.5 (will apply to students admitted, beginning in 2011)
3. GPA of 2.75 for Psychology coursework (will apply to students admitted, beginning in 2011)
4. Submission of completed application form (will apply to students admitted, beginning Fall 2013)
5. Completion of professional portfolio (will apply to students admitted, beginning Fall 2013)
6. Completion of application interview (will apply to students admitted, beginning Fall 2013)

Placement into clinical or professional practicum settings requires that a student be knowledgeable, confident, and demonstrate the highest potential for success. Enrollment in the Psychology Practicum, Research Proposal and Senior Seminar requires a student to be well-grounded in psychological theory/practice and to be capable of conducting research in the field. Students must meet the requirements above for Senior Status in the Psychology program before they may enroll in Practicum, Research Proposal and Senior Seminar.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
PSY 1010	General Psychology	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMM 1100	Public Speaking	3
REL 1000	The Bible	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
PSY 2210 or PSY 2220 or PSY 2300	Child Development or Adolescent Development or Life Span Development	3
CCE 1030	Western Thought & Worldview	3
COMM 2100	Interpersonal Communication	3
REL 1100	Christian Faith	3
CORE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
PSY 2050	Theories of Learning	3
CCE 1020	Western Culture & Worldview	3
CORE		4
CORE		3
HHP 1100	Stewardship of the Body	1
HHP		1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
MATH 2050	Statistics I	3

PSY ELECTIVE <sup>3000/4000 LEVEL</sup>		3
CCE 1040	Science & Humanity	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
CORE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY ELECTIVE <sup>3000/4000 LEVEL</sup>		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
PSY 4500	Psychology Practicum	3
PSY 4850	Research Proposal	1
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 8</b>		
PSY 4900	Psychology Senior Seminar	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Theological Languages Major (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students learn Latin, Greek, and Hebrew in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is

an excellent preparation for graduate work in theology. *All pre-seminary students take at least the minor.*

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God’s Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize Greek vocabulary, distinguish between the various parts of speech, analyze Greek morphology, and apply rules of syntax in order to create translations of Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.
- Students will recognize Hebrew vocabulary, distinguish between the various parts of speech, analyze Hebrew morphology, and apply rules of syntax in order to create translations of Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements <sup>1</sup></b>		<b>42</b>
<b>Electives <sup>2</sup></b>		<b>39</b>
Minor: Required (minimum 18 credits) <sup>3</sup>		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.  
<sup>2</sup> Students who are planning to go to seminary should verify seminary requirements and take COMM 1100 Public Speaking as necessary.  
<sup>3</sup> If Theological Languages major is taken with another major (Theology is recommended), then no minor is required.

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
GRK 2010	Greek I	
SCI 2400	Cosmogony (OR Any PHIL course except PHIL 2010)	
<b>Required Courses</b>		
LAT 1050	Latin I	3
LAT 1060	Latin II	3
LAT 2050	Latin III	3
GRK 2020	Greek II	3
GRK 3010	Greek III	3
GRK 3020	Greek IV	3
HEB 2010	Hebrew I	3
HEB 2020	Hebrew II	3
HEB 3010	Hebrew III	3
HEB 3020	Hebrew IV	3
GRK 4010	Greek V	3
or HEB 4010	Hebrew V	
GRK 4020	Greek VI	3

or HEB 4020	Hebrew VI	
REL 2020	New Testament	3
Biblical Skills Course (additional GRK or HEB or upper-level Bible course)		3

**Total Hours 42**

### Plan

Course	Title	Hours
<b>Semester 1</b>		
REL 2010	Old Testament	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
SCI 2400	Cosmogony	3
LAT 1050	Latin I	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
CORE		3
LAT 1060	Latin II	3
LAT 2050	Latin III	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
GRK 2010	Greek I	3
REL 2030	Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
MATH 1250 or CSC 1010	Contemporary Math or Foundations of Computer Science	3
CORE		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
GRK 2020	Greek II	3
GRK 3010	Greek III	3
CCE 1040	Science & Humanity	3
CORE		3
CORE		4
HHP		1
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
GRK 3020	Greek IV	3
HEB 2010	Hebrew I	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
GRK 4010	Greek V	3
HEB 2020	Hebrew II	3
HEB 3010	Hebrew III	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
GRK 4020	Greek VI	3
HEB 3020	Hebrew IV	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>

Semester 8		
HEB 4010	Hebrew V	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
Hours		15
Total Hours		126

Course options and schedule are subject to change.

## Theology Major (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The B.A. in Theology at CUW is designed for those who plan to enter fulltime ministry. With a Pre-Seminary concentration that prepares students for the academic rigor of graduate school and a Director of Church Ministries concentration that prepares students for the practical work of assisting a pastor in a congregation, the B.A. in Theology is great for all students considering a career in church work. All students will be grounded in study of Holy Scripture, Christian doctrine, church history, and mission, learning how to speak the Gospel in the world today. As a Christ-centered university of the Lutheran Church—Missouri Synod, CUW offers robust theological programs in which the Gospel of Jesus Christ and the truth of Holy Scripture are at the center. Our theology faculty is made up of pastors who are experts in the field and are dedicated to guiding, encouraging, and challenging students as they prepare to become future ministers of the Gospel.

### Program Learning Outcomes

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will develop an appreciation for how God has worked in history, recognize key figures and movements in the life of the Church, and identify the state of theology today.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements<sup>1</sup></b>		<b>36</b>
<b>Electives</b>		<b>45</b>
Minor Requirements:		
Pre-Seminary Program: Required Minor (minimum 18 credits)		
Director of Church Ministries (DCM) Program: Church Ministries Minor and Non-Profit Management Minor		
<b>Total Hours</b>		<b>126</b>

<sup>1</sup> This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
COMM 1100	Public Speaking or COMM 21 Interpersonal Communication	
(COMM 1100 Public Speaking recommended for Pre-Seminary students and COMM 2100 Interpersonal Communication required in Church Ministries minor)		
ENG 1040	Introduction to Writing	
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030 (For DCM students, REL 2870: Christian Care Giving is recommended)		
<b>Required Courses</b>		
REL 2020	New Testament	3
<i>Old Testament Course</i>		
Select one of the following:		
REL 3200	Genesis	
REL 3300	Wisdom of Israel	
REL 3340	Dead Sea Scrolls	
REL 3250	Prophets of Israel	
REL 3310	Psalms	
REL 4510	Holy Land	
<i>New Testament Course</i>		
Select one of the following:		
REL 3350	Life of Christ	
REL 3370	The Gospel of Mark	
REL 3390	Johannine Literature	
REL 3400	Pauline Literature	
REL 3480	Revelation and End Times	
REL 3410	Life of Paul	
REL 3380	Gospel of Luke	
<i>Historical Theology Course</i>		
Select one of the following:		
REL 3500	A Survey of Christian Thought	
REL 3560	Spirituality of the Middle Ages	
REL 3550	Christian Origins	

REL 3580	Theology in the Age of Lutheran Orthodoxy (1546-1700)	
REL 3570	Life and Thought of Luther	
REL 4520	Luther in Context	
<i>Philosophy/Theology Course</i>		3
Select one of the following:		
PHIL 2110	Elementary Logic	
PHIL 2500	Moral Philosophy	
PHIL 3250	Christian Apologetics	
PHIL 3330	C.S. Lewis: His Life and Christian Philosophy	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
For DCM students: Any REL course above REL 2030 not already taken		
<i>Writing/Rhetoric Course</i>		3
Select one of the following:		
ENG 2450	Art of the Personal Essay (recommended for DCM students)	
COMM 2200	Advanced Public Speaking (recommended for Pre-Seminary students)	
ENG 3500	Classical & Modern Rhetoric	
REL 4000	Lutheran Confessions	3
REL 4010	Lutheran Worship: Theology and Practice	3
<b>Total Hours</b>		<b>24</b>

### Select One Concentration:

Code	Title	Hours
<i>Pre-Seminary Program</i>		
REL 3120	Office of the Professional Church Worker	3
<i>Dogmatic Theology Course</i>		3
Select one of the following:		
REL 3860	Law and Gospel in the Life of the Church	
REL 3820	The Person and Work of Christ	
REL 3800	God, Man, and Creation	
REL 3840	Holy Things and Holy People	
REL 4500	Topics in Theology	
REL 4900	Senior Seminar I	3
REL 4910	Senior Seminar II	3
<b>Total Hours</b>		<b>12</b>
<i>Director of Church Ministries (DCM) Program</i>		
REL 2500	Great Commission Evangelism	3
or REL 2550	Friendship Evangelism	
REL 2590	Religious Education of Youth and Adults	3
REL 3120	Office of the Professional Church Worker	3
REL 4200	Church Ministries Internship	3
<b>Total Hours</b>		<b>12</b>

### Program Admission - Pre-Seminary

The pre-seminary program provides academic preparation in the liberal arts for professional study for full-time pastoral ministry in the Lutheran Church—Missouri Synod. Following the earning of the baccalaureate degree, the pre-seminary student continues his program of study at

Concordia Seminary, St. Louis, or Concordia Theological Seminary, Fort Wayne.

The mission of pre-seminary education is to prepare students for theological studies and pastoral formation at a seminary of the Lutheran Church—Missouri Synod. This preparation ordinarily encompasses biblical knowledge, biblical language competency, and understanding of Lutheran doctrine; competency in communication skills in reading, writing, speaking, and listening; skills in critical thinking and philosophical inquiry, acquisition of a global perspective; the understanding of and appreciation for the Lutheran ethos, identity, and ethic helping the student to perceive, proclaim, teach, and live out the centrality of the Gospel of Jesus Christ for the whole world.

Pre-seminary students are strongly encouraged to include two majors in their studies: theological languages and theology with the pre-seminary concentration. These majors are designed to prepare students for the seminary competency examinations in the Old Testament, New Testament, Christian Doctrine, Greek, and Hebrew. These majors also include broader liberal arts studies in German or Latin, communication, writing, social science, and philosophy, all of which are helpful for theological study on a graduate level. In special cases, students in the pre-seminary program may choose other majors and minors, but must always include at least a minor in theological languages.

Students must have a minimum of 126 credits in order to graduate as part of the pre-seminary program.

### Application for Entry into the Pre-Seminary Program

Since the public ministry of Word and Sacrament is an office of the Church of Christ, it demands individuals exhibiting the highest level of talent, personal knowledge, aptitude, skill, and Christian character. For this reason the following criteria have been established for acceptance into the Pre-Seminary Program of Concordia University Wisconsin. Application is generally made in the second semester of the sophomore year.

1. Successful completion of a minimum of 45 semester hours of credit.
2. CGPA of 2.5 on a 4.0 scale. (Probationary acceptance may be given to students with a CGPA of at least 2.0 if other requirements are met.)
3. Evidence of proficiency in English and foreign languages appropriate to the pre-seminary program.
4. Submission of a completed application form, available from the theology office.
5. Completion of basic theology courses.
6. Exhibition of exemplary Christian life-style.
7. Interviews with and written recommendation of the pre-seminary director.

### Acceptance Procedure

1. Notification of acceptance into the program will be made by letter.
2. Notification of non-acceptance or probationary acceptance of the applicant is made in a personal interview with the pre-seminary director. A formal letter of the decision is presented to the applicant during the interview.
3. A copy of this letter is filed in the applicant's folder in the theology office.
4. A student who is refused acceptance into the pre-seminary program may re-apply up to two more times. Acceptance into the pre-seminary

program is not a requirement for the successful completion of either major.

## Program Continuation

To maintain “good standing” status in the pre-seminary program, a student must maintain a 2.5 CGPA.

## Program Admission - Director of Church Ministries (DCM)

The Director of Church Ministries (DCM) program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities. The Director of Church Ministries Program requires a theology major and two minors; the first a minor in church ministries and the second a minor in non-profit management. Within the church ministries minor the student chooses to specialize in one out of five possible ministry areas: evangelism, missions, parish teaching, youth ministry, and pre-deaconess/social ministry (for women who intend to enroll in the deaconess programs at either of The Lutheran Church – Missouri Synod seminaries). By careful use of electives students can add a second specialization.

Because of the nature of this work all Director of Church Ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered. Application involves steps in addition to application to the university.

Application involves steps in addition to application to the university. Applicants for the Director of Church Ministries Program should contact the Church Ministries office for application information.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2030	Biblical Theology	3
REL 2010 or REL 2020	Old Testament or New Testament	3
CORE COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
REL 2010 or REL 2020	Old Testament or New Testament	3
CCE 1030	Western Thought & Worldview	3
CORE COURSE		3
CORE COURSE		3
CORE COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
OLD TESTAMENT ELECTIVE		3
FAITH & LIFE ELECTIVE		3
CCE 1020	Western Culture & Worldview	3
CORE COURSE		3
ELECTIVE OR MINOR		3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>

<b>Semester 4</b>		
NEW TESTAMENT ELECTIVE		3
HISTORICAL THEOLOGY ELECTIVE		3
CCE 1040	Science & Humanity	3
LAB SCIENCE CORE		4
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>16</b>

<b>Semester 5</b>		
REL 4010	Lutheran Worship: Theology and Practice	3
REL 4000	Lutheran Confessions	3
WRITING/RHETORIC ELECTIVE		3
PHILOSOPHY OR THEOLOGY ELECTIVE		3
ELECTIVE OR MINOR		3
HHP ACTIVITY COURSE		1
<b>Hours</b>		<b>16</b>

<b>Semester 6</b>		
CONCENTRATION COURSE		3
CONCENTRATION COURSE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>18</b>

<b>Semester 7</b>		
CONCENTRATION COURSE		3
CONCENTRATION COURSE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>

<b>Semester 8</b>		
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>126</b>

Course options and schedule are subject to change.

## Visual Communication Major (M)

At Concordia University Wisconsin, the Visual Communication Major is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of technology and design, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in graphic design, multimedia, and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of visual communication in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of visual communication as a tool for positive change. Our mission is to empower each student to become a visionary Christian

leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry’s evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists making visual images in society.

We’re dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Visual Communication major consists of 60 credit hours of course work, 12-15 of which are completed through a cooperative program with the Milwaukee Institute of Art & Design (MIAD). To enroll in MIAD courses, students must have a 3.0 minimum GPA in all prior course work in the major. MIAD is just a 25-minute drive from our Mequon Campus and offers the very latest in visual Communication technologies. A student Mac lab is available on the Concordia University campus for students completing course work at MIAD. In addition to the 45-credit Liberal Arts core requirements and required courses listed, all Visual Communication majors are encouraged to complete a minor. An Animation minor is strongly recommended to help students develop the skills they will need to channel their talents into a successful career. Required Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

For specific information about MIAD courses please visit the MIAD website at [www.miad.edu](http://www.miad.edu).

### Program Learning Outcomes

Students will:

- Formulate and creatively solve visual problems.
- Communicate effectively in a range of media.
- Apply appropriate historical knowledge in the creation, description and analysis of works of visual art. Art and design are viewed as technical, spiritual/philosophical, and social endeavors.
- Demonstrate technical proficiency and aesthetic sensibility relative to observational drawing, composition, and the manipulation of visual arts media, including appropriate computer/digital applications.
- Evaluate personal art work and the art work of others.
- Selflessly share gifts and skills with others through teaching, community activities, and volunteerism.
- Prepare documents/artifacts and practice strategies to seek employment or to advance in a chosen field.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
<b>Major Requirements</b>		
Concordia Required Courses		42
MIAD Required Courses		12
Major Electives		6
<b>Additional Electives</b>		<b>15</b>

Minor: Optional (18 Credits Minimum)

<b>Total Hours</b>	<b>120</b>
--------------------	------------

### Major Requirements

Code	Title	Hours
<b>Required Courses (Concordia Campus)</b>		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1540	Interior Space Production	3
ART 1550	Color Theory Application	3
ART 2200	Art History Comprehensive	3
ART 2520	History of Design	3
ART 2550	Typography I	3
ART 4800	Senior Portfolio/Exhibition	3
COMM 3200	Mass Communication Campaigns	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3510	Creative Pixel Studio	3
GD 4800	Design Outlook	3
<b>Major Electives CUW or MIAD</b>		<b>6</b>
ART 1020	Digital Imaging Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1060	Glass Fundamentals	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2530	History of Photography	
ART 2560	Painting	
ART 3010	Digital Imaging: Engineering	
ART 3020	Digital Imaging: Artificial Intelligence	
ART 3800	Art Study Abroad	
GD 3500	Advanced Pixel Motion	
GD 3520	Web Design Solutions	
<b>Required Courses (MIAD Campus)</b>		
CD 200	Communication Design I	3
CD 201	Communication Design II	3
CD 203	Typography II	3
CD 305	Communication Design III	3

<b>Total Hours</b>	<b>60</b>
--------------------	-----------

### Plan

Course	Title	Hours
<b>Semester 1</b>		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
GD 1500	Digital Vector Design	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
GD 1510	Digital Raster Design	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
ART 1540	Interior Space Production	3
ART 1550	Color Theory Application	3

HHP PHYSICAL ACTIVITY OR VARSITY ATHLETICS		1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
CCE 1030	Western Thought & Worldview	3
CCE 1020	Western Culture & Worldview	3
CD 200 (MIAD)		3
ART 2550	Typography I	3
COMMUNICATION AND LANGUAGE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
CD 201 (MIAD)		3
CD 203 (MIAD)		3
FAITH AND LIFE		3
NATURAL WORLD (MATHEMATICS OR COMPUTER SCIENCE)		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
ART 2200	Art History Comprehensive	3
CD 305 (MIAD)		3
NATURAL WORLD (SCIENCE WITH LAB)		4
HUMAN CREATIVITY AND EXPRESSION		3
ELECTIVE (CUW OR MIAD MAJOR)		3
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
ART 2520	History of Design	3
GD 3000	Pixel Motion	3
HUMAN BEINGS AND BEING HUMAN		3
ELECTIVE (CUW OR MIAD MAJOR)		3
MINOR OR ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
COMM 3200	Mass Communication Campaigns	3
GD 3510	Creative Pixel Studio	3
SOCIETY AND CULTURE		3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
GD 4800	Design Outlook	3
ART 4800	Senior Portfolio/Exhibition	3
ELECTIVE OR MINOR		3
ELECTIVE OR MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Minors

- Art Minor (Non-Licensable) (M) (p. 230)
- Artificial Intelligence & Robotics Minor (M) (p. 231)
- Athletic Coaching Minor (M) (p. 231)
- Biblical Studies Minor (M) (p. 231)
- Bioethics Minor (M) (p. 232)
- Biology Minor (M) (p. 232)
- Chemistry Minor (M) (p. 233)
- Christian Thought Minor (M) (p. 233)
- Classical Pedagogy Minor (M) (p. 234)
- Computer Animation Minor (M) (p. 234)
- Cybersecurity Minor (M) (p. 234)

- Data Science Applied Analytics Minor (M) (p. 235)
- Director of Church Ministries Minor for Parish Music Major (M) (p. 235)
- Director of Church Ministries Minor with Related Majors (M) (p. 235)
- English Minor (M) (p. 236)
- Environmental Studies Minor (M) (p. 236)
- Game Programming Minor (M) (p. 236)
- History Minor (M) (p. 236)
- Human Biology Minor (M) (p. 237)
- Illustration Minor (M) (<https://catalog.cuw.edu/undergraduate/cuwcampus/arts-sciences/minors/illustration-minor/>)
- Information Systems Minor (M) (p. 237)
- Law and Politics Minor (M) (p. 237)
- Mass Communication Minor (M) (p. 237)
- Mathematics Minor (M) (p. 237)
- Missions Minor (M) (p. 238)
- Music Minor (M) (p. 238)
- Philosophy Minor (M) (p. 238)
- Photography Minor (M) (p. 239)
- Psychology Minor (M) (p. 239)
- Social Science Minor (M) (p. 239)
- Software Engineering Minor (M) (p. 240)
- Spanish Minor (M) (p. 240)
- Sports Media Minor (M) (p. 240)
- Theatre Minor (M) (p. 240)
- Theological Languages Minor (M) (p. 241)
- Theology Minor (M) (p. 241)
- Visual Communications Minor (M) (p. 242)
- Writing Emphasis Minor (M) (p. 242)
- Youth Ministry Minor (M) (p. 242)

## Art Minor (Non-Licensable) (M)

At Concordia University Wisconsin, our Art Minor is all about fostering a community of creative minds, deeply invested in expressing compelling narratives through their art. Our educational approach is rooted in Lutheran principles, emphasizing integrity, service, and respect throughout our curriculum. We aim to ignite a passion for blending time-honored techniques like ceramics, painting, and jewelry making with modern digital art forms, creating a dynamic space where creativity and purpose converge.

Our top-notch facilities act as a creative playground, enabling students to refine their skills across diverse art mediums, while staying abreast of the industry's evolving tools and techniques. Our educational journey is not just about artistic skill-building; it also delves into the ethical dimensions of art, highlighting the role and responsibilities of artists in society.

We're dedicated to preparing our students for the real world, ensuring they leave with a comprehensive portfolio that demonstrates their technical expertise and a deep understanding of art as a catalyst for positive change. Our ultimate goal is to nurture each student into becoming a visionary Christian leader, equipped to make meaningful contributions to the world with a blend of faith-driven confidence and artistic brilliance.

The Art Minor consists of 21 credit hours of course work, offering an interdisciplinary learning experience. Students will learn a variety of experiential as well as technological art forms in this cross-functional integrated journey into the arts. Students have access to a state of the art Mac lab with up to date software and archival printing capabilities.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 1510	Observational Drawing	3
ART 1550	Color Theory Application	3
ART 2000	Art History I	3
ART 2010	Art History II	3
<i>Select three courses from the following:</i>		9
ART 1010	Arts & Craft Fundamentals	
ART 1050	Ceramic Fundamentals	
ART 1070	Jewelry Fundamentals	
ART 1540	Interior Space Production	
ART 2510	Ceramics: Throwing on the Wheel	
ART 2560	Painting	
ART 3800	Art Study Abroad	
ART 4800	Senior Portfolio/Exhibition	
GD 1010	Digital Design Fundamentals	
GD 1500	Digital Vector Design	
GD 1510	Digital Raster Design	
GD 3000	Pixel Motion	
GD 3500	Advanced Pixel Motion	
GD 3510	Creative Pixel Studio	
<b>Total Hours</b>		<b>21</b>

## Artificial Intelligence & Robotics Minor (M)

The Artificial Intelligence and Robotics minor focuses on applied aspects of Computer Science related to Artificial Intelligence. Students will be introduced to modern techniques in software development, machine learning, and data science which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 2400	Machine Learning and Robotics	3
CSC 3400	Artificial Intelligence	3
CSC 4400	Coding III - Data Structures	3
CSC 4410	Adv Artificial Intelligence	3
<b>Total Hours</b>		<b>18</b>

## Athletic Coaching Minor (M)

The Athletic Coaching minor prepares students to coach sports in a variety of settings, including schools and community leagues, by meeting the standards developed by the National Association for Sport

and Physical Education (NASPE). This minor can be paired with many different majors throughout the university, but cannot be paired with the major in Exercise Physiology.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 1801	Human Anatomy and Physiology I	4
or BIO 1300	Essentials of Anatomy and Physiology	
HHP 2209	First Aid and CPR	2
or HHP 1530	Advanced Weight Training	
<i>Take 9 credits from the following:</i>		9
HHP 2280	Psychology of Sport	
HHP 3371	Exercise Physiology	
HHP 3373	Motor Development	
HHP 3375	Biomechanics	
HHP 4490	Coaching Practicum	
MSAT 2572	Introduction to Athletic Training	
<i>Coaching Theory Electives (select two from the following)</i>		4
HHP 2582	Theory and Techniques of Coaching Basketball	
HHP 2584	Theory and Techniques of Coaching Football	
Other Theory/Tech Coaching classes can be taken but are not regularly offered		
<b>Total Hours</b>		<b>19</b>

## Biblical Studies Minor (M)

The Biblical Studies minor forms students to serve Christ in the church and in the world with a focus on the Bible. Students will learn the main message of the Bible and will begin to mine its depths in order to prepare for professional church work, study for graduate school in Christian theology or a related field, or be a more informed lay leader in a Christian congregation. This study is a good foundation for further work not only in the Lutheran Church - Missouri Synod but for all Christian denominations.

As a student, you will explain and analyze the basic tenets of the Christian faith. Through this understanding, you will apply the Christian worldview and doctrines to current situations and to historical programs and situations. Grow in your relationship with Christ and put His teachings into practice in your own life.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
REL 3500	A Survey of Christian Thought	
<b>Required Courses</b>		
REL 2020	New Testament	3
<b>2 Courses in Biblical Content</b>		<b>6</b>
one Old Testament upper level Bible course and one New Testament upper level Bible course		
<b>Select either the language track or the theology track</b>		<b>9</b>
<i>I. Language Track</i>		
GRK 2010	Greek I	
GRK 2020	Greek II	



GRK 3010	Greek III
<b>OR</b>	
HEB 2010	Hebrew I
HEB 2020	Hebrew II
HEB 3010	Hebrew III
<i>II. Theology Track</i>	
Choose 9 credits of upper level REL courses (Biblical content courses are strongly recommended)	
<b>Total Hours</b>	<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Bioethics Minor (M)

This 21-credit undergraduate minor in Bioethics offers undergraduate students the opportunity to engage in discussion and examination of the ethical questions that arise in biology and health care. Topics are examined from theoretical as well as practical perspectives through the analysis of specific cases and issues from a variety of disciplines such as medicine, theology, philosophy, law, science, social work, and psychology. A minor in Bioethics is a perfect complement to many majors and career paths:

- Pre-medicine
- Nursing
- Rehabilitation sciences
- Exercise physiology
- Athletic training
- Theology
- Philosophy
- Social work
- Pre-pharmacy
- Business
- Pre-law
- Education

Concordia University Wisconsin is a unique institution in the Concordia University System because we have a large population of health care students who would especially benefit from a minor in Bioethics. Students with a minor in Bioethics would be qualified to serve on hospital ethics committees, institutional review boards, and other ethics committees. This added qualification would make any student an attractive hire for the health care field, the private sector, and governmental agencies. This program accepts 6 credits of elective courses, allowing students to tailor their own programs to their specific needs and interests.

### Minor Program Goals

- Foster students' sensitivity to the moral dimensions of science, health care delivery, and research.
- Develop a deep appreciation for confessional, Lutheran approaches to life issues.
- Provide students with the knowledge and methods to analyze ethical issues in biology and health care.
- Enable students to make the best possible decisions when faced with dilemmas involving bioethics.

- Promote student involvement in bioethical dialog at the local, state, and national levels.
- Model an attitude of respect for all points of view.
- Enable students to be leaders in the church as it attempts to address troubling ethical issues involving biology and health care.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
CCE 1030	Western Thought & Worldview	
REL 2010	Old Testament or REL 1000 The Bible	
REL 2030	Biblical Theology or REL 1100 Christian Faith	
<b>Required Minor Courses</b>		
PHIL 2210	Human Dignity	3
PHIL 2500	Moral Philosophy	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
REL 2020	New Testament <sup>1</sup>	3
REL 2870	Christian Care Giving	3
<b>Minor Electives</b>		
<i>Select two of the following:</i> <sup>2</sup>		6
PHIL 2400	Environmental Ethics	
PHIL 3090	History and Philosophy of Science	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	
PHIL 3700	Philosophy of Mind	
PHIL 3800	Philosophy of Language	
PHIL 4600	Research Ethics	
REL 3140	Christian Ethics	
PSY 3150	Social Psychology	
SCI 2400	Cosmogony	
SW 2120	Understanding Death and Dying	
SW 2200	Aging and the Social Environment	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Completes the pair with REL 2010 Old Testament in the core.

<sup>2</sup> At least one elective must carry an REL or PHIL prefix.

## Biology Minor (M)

A Biology minor is offered to those students who want a more detailed knowledge of living organisms/systems and how they affect the world in which we live.

### Curriculum

Code	Title	Hours
<b>Recommended Core Course</b>		
PHIL 2400	Environmental Ethics (Human Beings & Being Human) or PHIL 3500 (Bioethical Dilemmas in Contemporary Society)	
<b>Required Courses: The biology minor consists of 6 required classes (21-24 credits). Note that prerequisites may apply.</b>		
1.		

BIO 1401 or BIO 1501	General Biology I Functional Human Biology I	4
2.		
BIO 1402 or BIO 1502	General Biology II Functional Human Biology II	4
3. Any biology or related class (see list below) (3-4 crs.)		
4. Any biology or related class (see list below) (3-4 crs.)		
5. Any class with a BIO or ENV prefix numbered 2000 or higher (3-4 crs.)		
6. Any class with a BIO or ENV prefix numbered 2000 or higher that includes a lab (4 crs.)		
<i>Requirements 3 or 4 may be met by these classes (or by classes on either of the lists below):</i>		
BIO 1300	Essentials of Anatomy and Physiology	4
BIO 1600	Medical Microbiology <sup>1</sup>	4
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
CHEM 3214	Biochemistry	4
CHEM 4224	Advanced Biochemistry	4
ENV 1300	Introduction to Sustainability	3
ENV 1400	Introductory GIS	4
ENV 1500	Remote Sensing from Satellites and Drones	3
ENV 1800	Environmental Science	4
ENV 2600	Oceanography	4
RSC 3020	Advanced Anatomy	4
SCI 2400	Cosmogony (Human Beings & Being Human)	3
<i>Requirements 3, 4, or 5 may be met by these classes (or by classes on the list below):</i>		
BIO 2800	Pathophysiology	3
BIO 3500	Immunology	3
BIO 3760	Ecology of the Tropics (if taken without BIO 3761) (Core Culture Designation)	3
BIO 3800	Histology	3
BIO 3990	Biology Internship <sup>2</sup>	1-4
BIO 4300	Pharmacology	3
BIO 4800	Human Physiology	4
ENV 3200	Environmental Data Analysis	3
<i>Requirements 3, 4, 5, or 6 may be met by these classes:</i>		
BIO 2400	Botany	4
BIO 2500	Zoology	4
BIO 2600	Biology of Microorganisms <sup>1</sup>	4
BIO 3200	Cell Biology	4
BIO 3400	Genetics	4
BIO 3760 & BIO 3761	Ecology of the Tropics and Ecology of the Tropics Lab (Core Culture Designation)	4
BIO 4100	Ecology	4
BIO 4200	Molecular Biology	4
BIO 4990	Undergraduate Research <sup>2</sup>	1-4
ENV 2200	Water Quality and Aquaponics	4
ENV 2400	Native Plants of Wisconsin	4

ENV 4990	Advanced Applied Field Research <sup>2</sup>	1-4
<b>Total Hours</b>		<b>21-24</b>

<sup>1</sup> Only one of BIO 1600 or BIO 2600 may count towards the minor

<sup>2</sup> No more than 4 credits of BIO 3990, BIO 4990, and/or ENV 4990 may count towards minor requirements

## Chemistry Minor (M)

A Chemistry minor may be of interest to students who desire a more in-depth understanding of the importance of chemistry in today's world.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
CHEM 2414	Organic Chemistry I (4 credits)	4
CHEM 2424	Organic Chemistry II (4 credits)	4
<i>Select at least two chemistry electives from below</i>		
CHEM 2204	Analytical Chemistry	
CHEM 2304	Descriptive Inorganic Chemistry	
CHEM 3214	Biochemistry	
CHEM 3404	Physical Chemistry: Thermodynamics	
CHEM 3504	Physical Chemistry: Quantum and Spectroscopy	
CHEM 4224	Advanced Biochemistry	
CHEM 4334	Advanced Organic Chemistry	
CHEM 4424	Advanced Inorganic Chemistry	
CHEM 4524	Instrumental Analysis	
<b>Total Hours</b>		<b>24</b>

## Christian Thought Minor (M)

The world needs leaders who have thought about the Christian faith and how best to share the Gospel with people living in an age of distraction. Christian thought is devoted to the study of the history of Christianity, Christian doctrine, Christian philosophy, apologetics, and ethics. The major and minor provide the opportunity to study the structure of Christian belief and practice. Students are equipped in mind and spirit for service to Christ in the Church and world. These programs are suitable for anyone with an interest in theology and philosophy and a sincere desire to carry out the Great Commission.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course with a number above 2030 <sup>1</sup>		
<b>Required Courses</b>		
REL 2020	New Testament	3
HIST 2400	History of Christianity	3
REL 3100	Religion in America Today	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

HIST 4410	The Reformations	3
<i>Minor Elective</i>		
Any 3000-level or 4000-level class in history, theology, or philosophy.		3
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Strongly recommended: a course in historical theology, such as REL 3500 A Survey of Christian Thought.

## Classical Pedagogy Minor (M)

Classical Education at Concordia embraces a traditional engagement with the Liberal Arts anchored in Christian thought and tailored to the modern world. Classical Education emphasizes not only the holistic development of students—mind, body, spirit—but also the development of content knowledge in the various areas of the Liberal Arts, including language arts, history, philosophy, theology, the fine arts, mathematics and science. Students are encouraged to see the interconnections between these discrete disciplines and to pursue not simply an accumulation of knowledge, but to embark upon a life-long pursuit of Truth. With this solid foundation students are prepared to follow vocations as teachers, in their turn helping develop young people to their fullest potential.

The Classical Education program is intended to prepare students to teach in schools and academies which have adopted a classical paradigm for their curricula and principles of pedagogy. Graduates of the program may be called to positions in schools of the Lutheran Church-Missouri Synod and are eligible to be rostered in the LCMS with the designation “Minister of Religion—Commissioned, Teacher.” Nevertheless, admission to the program is open to members of any Christian denomination

The Classical Pedagogy minor will help students gain both theoretical knowledge and practical skills that will prepare them for their vocations as Classical educators. Students will develop an understanding of the broader historical and legal context of Classical education and will demonstrate the ability to articulate the philosophy of Classical (particularly Lutheran) education and to distinguish between various educational philosophies and to assess them in light of Lutheran theology. In addition, students will develop facility with teaching methods distinct to Classical (Lutheran) education and will acquire practical experience in a Classical education setting by means of a structured student teaching experience.

All students are required to have a minimum of 12 hours in Classical Latin, 15 hours in Bible and Doctrine, and a distribution of courses in the Humanities and Arts disciplines that make up the traditional education of a “free” citizen, as defined in the Classical world. In order to be eligible to receive a call from a LCMS congregation, the student must also complete successfully all theology courses required of a candidate qualified for a first call as a Minister of Religion—Commissioned.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ENG 3500	Classical & Modern Rhetoric	3
HIST 4400	History of Education in the Western Tradition	3
LA 3000	Teaching Methods of Classical Education	3
LA 4800	Practicum	1-3
LA 4900	Classical Education Student Teaching	6
LEGL 3250	Legal Landscape of American Schools	3

PSY 3050	Psychology of Teaching and Learning	3
<b>Total Hours</b>		<b>22-24</b>

## Computer Animation Minor (M)

The Computer Animation minor introduces you to drawing and design skills which will be applied to basic digital animation for either stand-alone animations or web-based animated graphics. Animation has a wide variety of applications in the fields of Advertising, Graphic Design and Illustration.

### Curriculum

Code	Title	Hours
<b>Animation Minor for Visual Communication &amp; Illustration Majors</b>		
<b>Required Courses</b>		
ART 3500	Figure Drawing	3
ART 4500	Digital Character Design	3
CSC 2800	Animation I	3
CSC 3800	Animation II	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
<b>Total Hours</b>		<b>18</b>

Code	Title	Hours
<b>Animation Minor for Non-Art Majors</b>		
<b>Required Courses</b>		
ART 1510	Observational Drawing	3
CSC 2800	Animation I	3
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3000	Pixel Motion	3
GD 3500	Advanced Pixel Motion	3
<b>Total Hours</b>		<b>18</b>

## Cybersecurity Minor (M)

A minor which focuses on applied aspects of Computer Science related to Cyber Security. Students will be introduced to modern techniques in software development, penetration testing, and networking which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 1800	Systems Integration	3
CSC 2000	Coding I - Fundamentals	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
CSC 4600	Penetration Testing	3
<b>Total Hours</b>		<b>18</b>

## Data Science Applied Analytics Minor (M)

This program will develop in students knowledge and skills needed to ethically manipulate and effectively analyze data, both large and small, revealing insights into problem domains.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
DSAA 2000	Introduction to Data Science and Analysis	3
DSAA 3000	Data Mining and Predictive Analysis	3
DSAA 3100	Visual Analytics	3
MATH 2020	Calculus II	4
MATH 3050	Statistics II	3
<b>Total Hours</b>		<b>22</b>

## Director of Church Ministries Minor for Parish Music Major (M)

Students who fulfill a major in a field compatible with church ministries, such as parish music, and who wish to be certified through The Lutheran Church - Missouri Synod as a Director of Church Ministries, may be certified after completing the Church Ministries Minor for Related Majors.

This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work, all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
<b>Required Courses</b>		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship (or a comparable internship from major-agreed upon by all program directors)	3
REL 2590	Religious Education of Youth and Adults	3
or REL 2570	Youth Ministry: Theology and Practice	
<i>Select one from the following:</i>		<b>3</b>

REL 2980	Faith and Culture	
REL 3100	Religion in America Today	
REL 3175	World Religions	
REL 3110	Church in Mission (or REL XXXX - any mission or evangelism)	3
REL XXXX (any upper level Bible course)		3
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

### Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries minor should contact the Church Ministries office for application information.

## Director of Church Ministries Minor with Related Majors (M)

Students who fulfill a major in a field compatible with church ministries, such as parish music, parish nursing, and social work, and who wish to be certified through The Lutheran Church - Missouri Synod may be certified after completing the Church Ministries Minor with Related Majors.

This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
<b>Required Courses</b>		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship	3
<i>Religious Education Course (select one of the following)</i>		
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
ED 2306	Teaching the Faith	
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
REL XXXX	Theology Course in Outreach (i.e., evangelism, missions)	3

REL XXXX Bible Course: any advanced OT or NT course	3
<b>Total Hours</b>	<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

### Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries minor should contact the Church Ministries office for application information.

## English Minor (M)

The study of language, literature, and expression fosters an increased understanding of the creative process, provides insights into the moral and ethical dimensions of ideas, and, in the Christian context of Concordia, explores the value of a life of intellectual curiosity. The English minor makes an ideal pairing with majors in the Humanities, Business, Legal Studies, Health Sciences, Classical Education, and Pre-Seminary tracks.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Language</i>		
ENG 3050	English Grammar and Usage	3
or ENG 3650	History of the English Language	
<i>Expression</i>		
ENG 2450	Art of the Personal Essay	3
or ENG 2460	Creative Writing	
<i>American Literature</i>		
ENG 3410	American Literature: Beginnings to 1865	3
or ENG 3420	American Literature: 1865 to Present	
<i>English Literature</i>		
ENG 3440	British Literature: Beginnings to Early 1700s	3
or ENG 3450	British Literature: Late 1700s to Present	
<i>Minor Electives</i>		
Select six credits of English electives		6
<b>Total Hours</b>		<b>18</b>

## Environmental Studies Minor (M)

An Environmental Studies minor is offered to those students who want a more detailed knowledge of ecosystems and how they affect the world in which we live.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 1401	General Biology I	4
BIO 4100	Ecology	4
CHEM 1204	Elements of General and Biological Chemistry	4
ENV 1800	Environmental Science	4
ENV 2500	Earth Science	4

Elective subject to Science Faculty approval	3-4
<b>Total Hours</b>	<b>23-24</b>

## Game Programming Minor (M)

The Game Programming minor in Computer Science strives to introduce the student to the tools and techniques commonly used in the game programming industry. Physics engines, blended animations, lighting, and game object scripting are all heavily represented. Various 2D and 3D game genres are also discussed and implemented.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals <sup>1</sup>	3
CSC 2050	Coding II - Algorithms	3
CSC 2800	Animation I	3
CSC 3070	Software Engineering	3
CSC 3800	Animation II	3
CSC 4400	Coding III - Data Structures	3
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> Students should consider taking CSC 1010 to satisfy the Core Mathematics requirement since CSC 1010 is the pre-requisite for CSC 2000.

## History Minor (M)

Our History Department will help you develop an understanding of major events and historical themes over time and around the globe while acquiring the necessary skills to read, write, speak, and teach about history. You'll go beyond the "facts" to reveal the multitude of interpretations offered to help us understand our past and its influence on the ideas and values of the present.

The History program is designed to help students develop a knowledge of major events and themes in United States, European, and Global history; an understanding of the methods and debates in the historical field; and the research and communication skills needed to participate in intellectual life from a historical perspective.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
U.S. History		3
European History		3
Non-Western/Global History		3
HIST 3850	Historical Methods	3
Select one of the following emphases:		9
<i>I. Emphasis in American History</i>		
U.S. History (6 additional credits)		
European or Non-Western/ Global History (3 additional credits)		
<i>II. Emphasis in European History</i>		
European History (6 additional credits)		
U.S. or Non-Western/Global History (3 additional credits)		
<i>III. Emphasis in Global History</i>		

Non-Western/Global History (6 additional credits)

U.S. or European History (3 additional credits)

**Total Hours** 21

## Human Biology Minor (M)

A Human Biology minor is offered to those students who want to start with anatomy and physiology as a basis for understanding human biology.

### Curriculum

Code	Title	Hours
<b>Recommended Core Courses</b>		
PHIL 3500	Bioethical Dilemmas in Contemporary Society (Human Beings & Being Human)	
<b>Required Courses</b>		
BIO 1801 & BIO 1802	Human Anatomy and Physiology I and Human Anatomy and Physiology II	8
<i>Select at least 13 credits from the following courses</i> <sup>1</sup>		13
BIO 1600	Medical Microbiology	4
BIO 2800	Pathophysiology	3
BIO 3800	Histology	3
BIO 3990	Biology Internship <sup>2</sup>	1-4
BIO 4800	Human Physiology	4
BIO 4990	Undergraduate Research <sup>2</sup>	1-4
RSC 3020	Advanced Anatomy	4
Other classes with the approval of the chair of life and earth sciences		
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Note that prerequisites may apply

<sup>2</sup> No more than 4 credits of BIO 3990 and/or BIO 4990 may count towards minor requirements

## Information Systems Minor (M)

A minor which focuses on applied aspects of Computer Science related to Information Systems. Students will be introduced to modern techniques in software development, networking, and systems integration which are strongly emerging in the technology industry.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 1070	Theory and Fundamentals of Computer Science	3
CSC 1800	Systems Integration	3
CSC 2000	Coding I - Fundamentals	3
CSC 3200	Systems Programming	3
CSC 3600	Cybersecurity	3
CSC 3610	Networks & Security	3
<b>Total Hours</b>		<b>18</b>

## Law and Politics Minor (M)

The Law and Politics minor introduces students to the study of politics, while also developing an appreciation for the legal framework within which politics operates. This minor is a good choice for those interested

in public policy and/or considering a career in law. Courses are interactive and discussion based, bridging the theory of law and politics to how the concepts apply at the local, state, national, and international levels, from a Christian perspective. Students engage with professors to study and address key legal and political issues of the day.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
POLS 1010	Introduction to Political Science	3
POLS 2010	American Government	3
POLS 3590	Constitutional Law	3
POLS 4100	Faith and Politics	3
LEGL 2300	Environmental Law & Politics	3
<b>Minor Elective</b>		<b>3</b>
Select any upper-level POLS or LEGL course		
<b>Total Hours</b>		<b>18</b>

## Mass Communication Minor (M)

As a graduate in the Mass Communication program, you'll leave with all the skills to communicate effectively through a variety of channels. You'll be able to use different media technologies to communicate messages effectively to your audience. You'll analyze mass media messages to understand their intended and actual effects on people. You'll be ready to work with diverse groups of people having studied topics like interpersonal communication and cross-cultural communication. What's more, you'll be leaders in student media by publishing and broadcasting through the university's newspaper and radio station. You'll be ready to handle challenges in the field, stand out in the workforce, and lead a life full of Christian service.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 1000	Introduction to Mass Communication	3
COMM 1200	Journalism	3
	or COMM 3100 Social Media	
COMM 1400	Audio and Video Production	3
COMM 3200	Mass Communication Campaigns	3
COMM 4000	Critical Analysis of Mass Communication	3
GD 1500	Digital Vector Design	3
	or GD 3510 Creative Pixel Studio	
<b>Total Hours</b>		<b>18</b>

## Mathematics Minor (M)

The Mathematics minor will give you a better understanding of areas of mathematics such as calculus and discrete mathematics that can support study in education or a science, or can allow you to pursue a math-related subject in graduate school.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4

MATH 2030	Calculus III	4
MATH 2050	Statistics I	3
<i>Select 6 credits from the following:</i>		6
MATH 2200	Discrete Math	
MATH 3210	Abstract Algebra	
MATH 3250	Linear Algebra and Differential Equations	
MATH 3310	Geometry	
MATH 4410	Real Analysis	
MATH 4610	Probability & Statistics	
<b>Total Hours</b>		<b>21</b>

## Missions Minor (M)

God has created you with unique gifts and passions and now, more than ever, people need a hope that is eternal. The Missions minor will allow you to develop your talents while considering the challenges you could face in the mission field. The purpose of the Missions minor is to assist you as you discover the gifts and talents God has given you for service. You will be studying how mission work is accomplished around the globe. A key element of this program is recognizing and deliberating on the challenges that arise in the mission field. Along the way, you'll have opportunities to participate in spring break mission trips, Missions Club, and global trips that will provide you with hands-on experience.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament (Bible Content)	
REL 2030	Biblical Theology (Christian Doctrine)	
REL 2500	Great Commission Evangelism (Theology Elective)	
<b>Required Courses</b>		
COMM 4100	Cross-Cultural Communication	3
REL 2020	New Testament	3
REL 2550	Friendship Evangelism	3
REL 3160	World Missions I	3
REL 3170	World Missions II	3
REL 3175	World Religions	3
<b>Minor Electives</b>		
<i>Select one of the following Cross-cultural Missions electives:</i>		3
REL 2980	Faith and Culture	
REL 3110	Church in Mission	
<b>Total Hours</b>		<b>21</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Music Minor (M)

The CUW Music Department contributes to the spiritual, artistic, cultural, academic, and co-curricular life aspects of campus life at the University. In doing so, the faculty is committed to blending talent and fellowship to the highest degrees of professional artistry in praise of the Lord's name. We additionally hope to impact our surrounding community while fulfilling our mission.

For students of any other School of Arts and Sciences major, a music minor can be attained with 24 music credits. There is no audition for the minor. For non-music major students, participation in music ensembles and productions will satisfy the creative arts component of both the core and the music minor.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MUS 1241	Music Theory I	3
MUS 1262	Music Theory II	3
MUS 2241	Music Theory III	3
MUS 3271	Music History I	3
MUS 3272	Music History II	3
Applied Music (studio)		3
MUS 3450	Beginning Conducting	3
or MUS 4445	Composing and Arranging	
Ensemble - choose from list below <sup>1</sup>		0
MUS 3170	Jazz Ensemble	
MUS 3177	Pep Band	
MUS 3180	Chapel Ringers	
MUS 3181	University Band	
MUS 3182	Chapel Choir	
MUS 3183	Selah	
MUS 3184	Concordia Civic Chorale	
MUS 3185	String Ensemble/Chamber Orchestra	
MUS 4181	Symphonic Wind Ensemble	
MUS 4184	Kammerchor	
MUS 4185	Alleluia Ringers	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Ensemble participation is required every semester while in residency. Music minors audit ensembles.

## Philosophy Minor (M)

With its strong emphasis on a dialogue between Christian thought and secular philosophies, the Philosophy minor explicitly upholds CUW's Mission statement, by helping students develop their mind "for service to Christ in the church and the world." More specifically, the Philosophy minor fosters deep examination of who we are, what is real, and how we are called to think and act, thereby promoting intellectual development and self-knowledge for the student's personal growth and well-being and providing insights for Christian action in the world.

### Curriculum

Code	Title	Hours
<b>Recommended Core Courses</b>		
REL 2010	Old Testament (Bible Content) <sup>1</sup>	
REL 2030	Biblical Theology (Christian Doctrine) <sup>1</sup>	
Any REL course above 2030 <sup>1</sup>		
<b>Required Courses</b>		
PHIL 2010	Central Texts of Philosophy	3
PHIL 2110	Elementary Logic	3
or PHIL 3250	Christian Apologetics	

PHIL 2500	Moral Philosophy	3
REL 2020	New Testament <sup>2</sup>	3
<i>Select one of the following:</i>		3
PHIL 4000	Ancient Philosophy	
PHIL 4100	Medieval Philosophy	
PHIL 4500	Modern Philosophy	
<b>Minor Electives</b>		
<i>Select six credits of the following:</i> <sup>3</sup>		6
PHIL XXX		
ENG 3500	Classical & Modern Rhetoric	
ENG 4750	Literary Criticism	
POLS 4100	Faith and Politics	
REL 3500	A Survey of Christian Thought	
SCI 2400	Cosmogony	
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> In exceptional circumstances, students may petition the Philosophy Department for approved course substitutions.

<sup>2</sup> To complete the pair with REL 2010 Old Testament in the core.

<sup>3</sup> Minors may substitute one of the following approved 3 credit non-PHIL classes with other approved courses relevant to the student's special area of interest in philosophy (e.g. a relevant history course if they are interested in philosophy of history, a relevant science course if interested in philosophy of science)

## Photography Minor (M)

At Concordia University Wisconsin, the Photography Minor is dedicated to cultivating a community of innovative image makers who are passionate about conveying powerful messages through a visual means. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. This minor is designed to inspire students to explore the intersection of technology and image, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in photography and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of visual communication in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of visual communication as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

The Photography major consists of 24 credit hours of course work.. A student Mac lab is available on the Concordia University campus for students completing course work at MIAD. Journalism or Mass Communications major students would benefit greatly with a Photography minor to develop the skills they will need to channel their talents into a successful career. It is suggested to have Macbook Pro (not a Macbook Air) 8GB Unified memory (Apple Education Store) + (Apple Care).

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ART 1020	Digital Imaging Fundamentals	3
ART 1510	Observational Drawing	3
ART 2500	Digital Imaging Production	3
ART 2530	History of Photography	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
<i>Select two courses from the following:</i>		6
ART 3000	Digital Imaging: Social Media	
ART 3020	Digital Imaging: Artificial Intelligence	
ART 3030	Digital Imaging: Movement	
ART 3040	Digital Imaging: Product Photography	
GD 1500	Digital Vector Design	
<b>Total Hours</b>		<b>24</b>

## Psychology Minor (M)

Most careers and vocations involve working with people which means the possibilities of where a Psychology minor can take you are endless. This minor pairs well with majors in the health professions, such as biology, pre-med, diagnostic medical sonography, pre-physical therapy, nursing, and rehab science to name a few. Additionally, a Psychology minor will enhance degrees in business, communication, political science, and social work.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
MATH 2050	Statistics I	
<b>Required Courses</b>		
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
PSY 3100	Theories of Personality	3
PSY 3150	Social Psychology	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
<i>Select one of the following Development Courses:</i>		3
PSY 2210	Child Development	
PSY 2220	Adolescent Development	
PSY 2300	Life Span Development	
<b>Minor Electives</b>		
One 3000 or 4000 Psychology Elective		3
<b>Total Hours</b>		<b>24</b>

## Social Science Minor (M)

The Social Science minor introduces students to a plethora of ideas and disciplines within the field of the Social Sciences, to provide students a broad yet incisive understanding of societal issues today, locally, nationally, and internationally. The minor would complement a number of majors well, such as Political Science, Psychology, History, Communication, and English.



The minor is comprised of 21 credits, including four required Sociology courses, and two classes from a list of electives across Communication, Religion, Political Science, and Sociology.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PSY 1010	General Psychology (which is not required by major)	3
or SOC 1010	Introduction to Sociology	
SOC 2030	Contemporary Social Problems	3
SOC 2550	Urban Society	3
SW 2110	Drugs, Society, and Human Behavior	3
SW 2120	Understanding Death and Dying	3
<b>Minor Electives</b>		
<i>Select two of the following:</i>		6
COMM 4100	Cross-Cultural Communication	
POLS 2850	American Politics and Health Care Policy	
REL 2870	Christian Care Giving	
<b>Total Hours</b>		<b>21</b>

## Software Engineering Minor (M)

A minor which focuses on applied aspects of Computer Science related to Software Engineering. Students will be introduced to modern techniques in software development, systems programming, and programming language theory which are strongly emerging in the technology industry.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 3050	Operating Systems	3
CSC 3200	Systems Programming	3
CSC 3210	Programming Language Theory	3
CSC 4200	Theoretical Computer Science	3
<b>Total Hours</b>		<b>18</b>

## Spanish Minor (M)

The Spanish minor consists of 24 hours of course work including a variety of language courses, as well as courses in culture, civilization, literature, linguistics, advanced grammar and Spanish for the professions. The minor is intended to compliment any CUW major and help students prepare both linguistically as well as culturally to live out Concordia's mission of serving Christ in the Church and the World.

Incoming students are encouraged to meet with Multicultural Studies faculty to determine placement in the language course sequence. The highest placement allowed by Concordia is Span 301, and retroactive credits are available for prior courses (down to Span 101) upon successful completion of the initial language taken course at CUW. Span 101 and 102 do not count towards the minor.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 2010	Intermediate Spanish I	3
SPAN 2020	Intermediate Spanish II	3
SPAN 3010	Spanish Conversation and Composition	3
SPAN 3070	Linguistics	3
SPAN 3300	Advanced Spanish Grammar	3
<i>Minor Electives</i>		
Upper level electives in Spanish		9
<b>Total Hours</b>		<b>24</b>

SPAN 1010 Beginning Spanish I and SPAN 1020 Beginning Spanish II do not count toward the minor.

## Sports Media Minor (M)

With a Sports Media minor, you'll leave with the skills to communicate effectively about sports through a variety of channels. You'll be able to use digital technologies to produce journalistic and marketing content to report and promote teams, players and fans. What's more, you'll spend a semester working with the university's Athletic Department, getting hands-on experience in a practicum-style course.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 2400	Sports Journalism	3
COMM 2500	Sports Broadcasting	3
COMM 3100	Social Media	3
COMM 4300	Fan Comm Practicum	3
GD 1500	Digital Vector Design	3
or GD 3510	Creative Pixel Studio	
SHB 3400	Marketing of Sport & Entertainment	3
<b>Total Hours</b>		<b>18</b>

## Theatre Minor (M)

The Theatre program is committed in accordance with the Concordia mission to develop future Theatre artists "...in mind, body, and spirit for service to Christ in the Church and the world", by taking a holistic approach to the Theatre Arts and exploring how it relates to service to the Church and the world. A degree in Theatre does so by strengthening one's faith, convictions, and action by developing necessary critical thinking, communication, and interpersonal relationship skills needed for service in the church, the world, and professional vocations. Theatre courses fulfill this by building a community of artists and creative thinkers who are working at increasing their communication and performance skills, as well as teambuilding and problem solving that can be applied to their personal and professional lives. Students entering the fields of teaching, ministry, education, business, and even the medical sciences will find the skills developed in theatre courses and theatre productions will enhance their speaking abilities and increase their effectiveness in communicating the written word to an audience. The critical analysis that is involved in all the Theatre courses is exceptional in enhancing one's ability to self-express and examine the thoughts/behaviors of others as they relate to themselves and others. Every profession today involves communication on its multiple levels and the need for understanding peers, superiors, and

constituencies. Theatre is both a highly creative and practical means of preparing students for the communication involved across vocations. The Concordia University Wisconsin Theatre Program is committed to doing so in a Christ-centered environment, dedicated to service to community and preparation for a future in the performing arts.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
THTR 1000	Orientation to Theatre	3
THTR 1400	Stagecraft I: Intro Stagecraft	3
THTR 1800	Theatre Practicum	1
THTR 2200	Acting I: Intro to Acting	3
THTR 3020	20th Century American Drama	3
THTR 4600	Theatre Internship	3
THTR 4800	Senior Capstone in Theatre	3
<b>Minor Electives</b>		
<i>Select one of the following:</i>		3
THTR 1200	Basic Dance	
THTR 2000	Voice & Speech for the Actor	
THTR 2220	Acting for the Camera	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	
THTR 3400	Theatre Mgmt and Stage Mgmt	
THTR 3410	Stage Design I	
THTR 3200	Acting II: Intermediate Acting	
THTR 3800	Cultural Experience Through Directed Travel Study	
<i>Select one of the following:</i>		3
THTR 2210	Choreography for the Stage	
THTR 3000	Drama Ministry	
THTR 3010	Theatre in Education	
THTR 3410	Stage Design I	
THTR 3420	Stage Directing	
THTR 3440	Stage Movement & Combat	
THTR 4000	Special Topics in Theatre	
THTR 4010	Playwriting	
THTR 4200	Acting III: Advanced Acting	
<b>Total Hours</b>		<b>25</b>

## Theological Languages Minor (M)

Students learn Hebrew and Greek in order to read the Bible and major theological works. The curriculum enables students to attain a high level of competency for reading the Bible in its original languages and is an excellent preparation for graduate work in theology. *All pre-seminary students take at least the minor.*

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
GRK 2010	Greek I	
<b>Required Courses</b> <sup>1</sup>		

REL 2020	New Testament	3
<i>Select 21 credits in Theological Languages</i>		<b>21</b>
GRK 2020	Greek II	
GRK 3010	Greek III	
GRK 3020	Greek IV	
HEB 2010	Hebrew I	
HEB 2020	Hebrew II	
HEB 3010	Hebrew III	
HEB 3020	Hebrew IV	
<b>Total Hours</b>		<b>24</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

Must include REL 2020 New Testament (3 credits), theological languages in the core (3 credits), and theological languages in the minor (21 credits). It is recommended that students end up with 12 credits each of Greek and Hebrew, but if a student cannot complete the 12 credits each of Greek and Hebrew successfully, other language courses from the Theological Languages major can be used to fulfill the 24 required credits for this minor.

<sup>1</sup> Students who are planning to go to seminary should verify seminary requirements and take COMM 1100 Public Speaking as necessary.

## Theology Minor (M)

The Theology minor is intended primarily for students who are preparing for certification as professional church workers such as Lutheran School Teachers. For this reason an internship in the appropriate area of professional church work is included in the requirements. Other students interested in theological study should consider a minor in Christian Thought. (p. 233)

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
<b>Required Courses</b>		
REL 2020	New Testament	3
<i>Theology/Philosophy Course (select one of the following)</i>		<b>3</b>
REL 4000	Lutheran Confessions (recommended for all church-work students)	
REL 3860	Law and Gospel in the Life of the Church	
REL 3500	A Survey of Christian Thought	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	
<i>Office of Church Worker Course</i>		
ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 3120 Office of the Professional Church Worker		
<i>Internship Course (select one of the following)</i>		<b>3</b>
REL 4200	Church Ministries Internship	

ED 44XX Student Teaching (for education students)		
<i>Religious Education Course (select one of the following)</i>		
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 3100	Religion in America Today	3
or REL 3175	World Religions	
<b>Total Hours</b>		<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Visual Communications Minor (M)

At Concordia University Wisconsin, the Visual Communication Minor is dedicated to cultivating a community of innovative creators who are passionate about conveying powerful messages through visual artistry. We are committed to excellence in education, upholding Lutheran values of integrity, service, and respect in every facet of our curriculum. Our program is designed to inspire students to explore the intersection of technology and design, fostering a space where creativity meets purpose. Our state-of-the-art facilities provide a canvas for students to harness their skills in graphic design, multimedia, and digital imaging, ensuring they are proficient with the latest tools and techniques in the industry. As we guide our students through a rigorous, thought-provoking journey of artistic and personal growth, we also emphasize the importance of ethical responsibility and the impact of visual communication in society. We strive to equip our graduates with a robust portfolio that not only showcases their technical proficiency but also reflects their understanding of visual communication as a tool for positive change. Our mission is to empower each student to become a visionary Christian leader, ready to contribute to the world with faith-rooted confidence and creative excellence.

The Visual Communication Minor consists of 18 credit hours of course work. A student Mac lab is available on the Concordia University campus.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Drawing</i>		
ART 1500	2-Dimensional Design	3
or ART 1550	Color Theory Application	
ART 1510	Observational Drawing	3
<i>Technology</i>		
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
GD 3510	Creative Pixel Studio	3
or GD 3000	Pixel Motion	
<i>History</i>		
ART 2520	History of Design	3
<b>Total Hours</b>		<b>18</b>

## Writing Emphasis Minor(M)

The ability to write skillfully is an essential component to effective communication and a prized skill in many disciplines and career paths. The Writing Emphasis minor makes an ideal pair with majors in the Humanities, Business, Legal Studies, Health Sciences, and Pre-Seminary tracks.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ENG 3050	English Grammar and Usage	3
ENG 3650	History of the English Language	3
<i>Expression</i>		
ENG 2450	Art of the Personal Essay	3
ENG 2460	Creative Writing	3
ENG 3500	Classical & Modern Rhetoric	3
<i>Other Requirements</i>		
ENG 2510	Practicum in Writing Consultation	3
<b>Total Hours</b>		<b>18</b>

## Youth Ministry Minor (M)

The Youth Ministry minor equips students to minister to the faith needs of young people. Students receive training to administer youth ministry programs in a variety of settings, or to serve in any number of support capacities for youth ministry within a congregation. The Youth Ministry minor is not restricted to students enrolled in professional church work programs. Students who are majoring in other fields of study and desire to be of service to youth through their congregational youth programs are encouraged to enroll.

### Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
<b>Required Courses</b>		
COMM 2100	Interpersonal Communication	3
HHP 2209	First Aid and CPR	2
PSY 2220	Adolescent Development <sup>1</sup>	3
REL 2020	New Testament (may be double-dipped with requirement in church work program)	3
REL 2570	Youth Ministry: Theology and Practice	3
REL 2590	Religious Education of Youth and Adults <sup>2</sup>	3
REL 3000	Ministry Practicum (in youth ministry)	3
REL 3180	Family-based Youth Ministry	3
<b>Total Hours</b>		<b>23</b>

<sup>1</sup> Prerequisite PSY 1010 General Psychology

<sup>2</sup> Lutheran teachers who have taken ED 2306 Teaching the Faith may take an outreach elective instead.

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Certificates

- Athletic Coaching Certificate (M) (p. 243)
- Biology Certificate (M) (p. 243)
- Chemistry Certificate (M) (p. 243)
- Christian Thought Certificate (M) (p. 244)
- Computer Science Certificate (M) (p. 244)
- Director of Church Ministries - Online Certificate (M) (p. 244)
- Earth and Space Science Certificate (M) (p. 245)
- English Certificate (M) (p. 245)
- Environmental Studies Certificate (M) (p. 246)
- Exegetical Theology Certificate (M) (p. 246)
- Geography Certificate (M) (p. 247)
- Mathematics Certificate (M) (p. 247)
- Physics Certificate (M) (p. 247)
- Political Science Certificate (M) (p. 248)
- Practical Theology Certificate (M) (p. 248)
- Psychology Certificate (M) (p. 248)
- Sociology Certificate (M) (p. 249)
- Spanish Certificate (M) (p. 249)
- Spanish for Health Care Professionals Certificate (M) (p. 250)
- Speech Communication Certificate (M) (p. 250)
- Theatre Certificate (M) (p. 250)
- Undergraduate Research Certificate (M) (p. 251)

## Athletic Coaching Certificate (M)

The Athletic Coaching Certificate prepares students to coach sports in a variety of settings, including schools and community leagues. This certificate can be paired with many different majors throughout the university.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 1801 or BIO 1300	Human Anatomy and Physiology I Essentials of Anatomy and Physiology	4
<i>Select one from the following:</i>		
HHP 2209 or HHP 1530	First Aid and CPR Advanced Weight Training	2
<i>Select one from the following:</i>		
HHP 2280	Psychology of Sport	3
HHP 3371	Exercise Physiology	
HHP 3373	Motor Development	
<i>Select 4 credits from the following:</i>		
HHP 2582	Theory and Techniques of Coaching Basketball	2
HHP 2584	Theory and Techniques of Coaching Football	2
Other Theory/Tech Coaching classes may be taken but are not regularly offered		
<b>Total Hours</b>		<b>13</b>

## Biology Certificate (M)

The student pursuing a Biology Certificate will demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology. They will also demonstrate the ability to appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively.

### Student Learning Outcomes for the Biology Certificate

Students will:

- Demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology.
- Demonstrate the ability to appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively
- Demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation
- Develop investigative and critical thinking skills to explore biological questions by gathering, interpreting, and communicating biological and environmental data

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 1401	General Biology I	4
BIO 1402	General Biology II	4
ENV 1800	Environmental Science	4
BIO 3400	Genetics	4
<b>Total Hours</b>		<b>16</b>

## Chemistry Certificate (M)

The Chemistry Certificate is designed to prepare secondary education students for success on the Chemistry: Content Knowledge Praxis exam.

It is recommended that the student also complete a course on methods in teaching science to accompany this certificate.

### Student Learning Outcomes for the Chemistry Certificate

Students will:

- Demonstrate an understanding of and ability to apply fundamental chemical concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety and chemical hygiene; and
- Communicate and summarize scientific information effectively and accurately in both oral and written form;

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CHEM 1204	Elements of General and Biological Chemistry	4
CHEM 1414	General Chemistry I	4

CHEM 1424	General Chemistry II	4
<b>Total Hours</b>		<b>12</b>

## Christian Thought Certificate (M)

While pursuing a Certificate in Christian Thought - Systematic Theology: Understanding His message, students will grow in understanding the Bible, learning to classify biblical teachings into a coherent body of Christian doctrine, and apply biblical teaching to contemporary and historical contexts. They will be able to advocate biblical truth using a variety of communication methods appropriate to the specific audience and sensitive to contemporary listeners, applying law and gospel and apologetics effectively. Students will evaluate the biblical basis for Christian doctrine, such as the following: the natural knowledge of God based upon reason, experience, and the testimony of the conscience; the revealed knowledge of God based on the inspiration of Scripture; the Trinity; the Fall; original sin; the person and work of Christ; justification; the means of grace; the sacraments; the church and ministry; the doctrine of election.

### Student Learning Outcomes for the Christian Thought - Systematic Theology: Understanding His Message Certificate

- Students will grow in understanding the Bible, learning to classify biblical teachings into a coherent body of Christian doctrine, and apply biblical teaching to contemporary and historical contexts.
- Students will be able to advocate biblical truth using a variety of communication methods appropriate to the specific audience and sensitive to contemporary listeners, applying law and gospel and apologetics effectively.
- Students will evaluate the biblical basis for Christian doctrine, such as the following: the natural knowledge of God based upon reason, experience, and the testimony of the conscience; the revealed knowledge of God based on the inspiration of Scripture; the Trinity; the Fall; original sin; the person and work of Christ; justification; the means of grace; the sacraments; the church and ministry; the doctrine of election.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Choose four of the following classes:</i>		12
REL 3100	Religion in America Today	
REL 3140	Christian Ethics	
REL 3500	A Survey of Christian Thought	
REL 3550	Christian Origins	
REL 3560	Spirituality of the Middle Ages	
REL 3570	Life and Thought of Luther	
REL 3800	God, Man, and Creation	
REL 3820	The Person and Work of Christ	
REL 3860	Law and Gospel in the Life of the Church	
REL 4000	Lutheran Confessions	
REL 4010	Lutheran Worship: Theology and Practice	
<b>Total Hours</b>		<b>12</b>

## Computer Science Certificate (M)

The capability of identifying the type of programming language one is dealing with quickly and being able to adjust one's expectations based on

the type; Loosely vs Strongly typed, Compiled vs Interpreted, Procedural vs Object Oriented. Students will also be able to understand variable scope and be able to create simple and complex boolean expressions.

They will also be able to understand various repetition structures and when to use them.

### Student Learning Outcomes for the Computer Science Certificate

Students will:

- The capability of identifying the type of programming language one is dealing with quickly and being able to adjust one's expectations based on the type,
- Know when one must use a variable vs could use a variable vs probably should not use a variable
- Be able to decide on the appropriate conditional structure for the problem solving case at hand
- Be able to apply boolean expressions to repetitive structures
- Understand various repetition structures and when to use them
- Understand local scope

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
CSC 2000	Coding I - Fundamentals	3
CSC 2050	Coding II - Algorithms	3
CSC 3030	Database Fundamentals	3
CSC 4400	Coding III - Data Structures	3
<b>Total Hours</b>		<b>12</b>

## Director of Church Ministries - Online Certificate (M)

The theology department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

The online Director of Church Ministries (DCM) Certificate is a certificate consisting of seventeen courses. Application to the certificate program involves steps in addition to application to the university. The first course (REL 1050 Church Leadership Seminar) and the twelfth course (REL 4950 Director of Church Ministries Seminar) are taken virtually. All other courses are offered online with each course being eight weeks in length. In order to be certified students must have a bachelor's degree. Most students enter the online program already possessing the degree.

Students can take additional courses through online adult learning theological studies and gain a bachelor's degree.

The online Director of Church Ministries (DCM) Certificate is especially helpful for the person already working in a congregation who lacks the training and credential to be eligible for a call in The Lutheran Church – Missouri Synod. The online program is also available for lay persons desiring to dig deeper into theology at a collegiate level without necessarily seeking certification as a Director of Church Ministries (DCM). Lay persons are welcome to take as much of the program as they desire. For that reason the sequence of courses are arranged as follows.

### Certification and Placement

Upon full completion of all requirements, including a written and oral examination, students are eligible for certification through The Lutheran Church - Missouri Synod. Director of Church Ministries Bachelor of Arts students and Online Certificate students receive the same certification. Students may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” The placement process for online certificate students is the same as for the four year graduates. Concordia University Wisconsin is the only synod school at which this program is offered.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Level 1 - Foundations for Service</i>		
REL 1050	Church Leadership Seminar (virtually)	1
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
REL 3100	Religion in America Today	3
REL 3510	Christ's People through the Ages	3
<i>Level 2- Practice in Service</i>		
REL 2870	Christian Care Giving	3
REL 3190	Family and Youth Ministry	3
REL 2590	Religious Education of Youth and Adults	3
REL 2630	Communicating Bible Messages	3
REL 3110	Church in Mission	3
<i>Level 3 - Certification as a Commissioned Minister of Religion - Director of Church Ministries (DCM)</i>		
REL 4950	Director of Church Ministries Seminar (virtually)	1
REL 3120	Office of the Professional Church Worker	3
REL 4010	Lutheran Worship: Theology and Practice	3
REL 3380	Gospel of Luke	3
REL 4000	Lutheran Confessions	3
REL 4200	Church Ministries Internship	3
<b>Total Hours</b>		<b>47</b>

## Earth and Space Science Certificate (M)

While pursuing a Earth and Space Certificate the student will demonstrate an understanding of and an ability to explain foundational earth and space scientific concepts pertaining to astronomy, the

atmosphere and hydrosphere, and internal and surface earth materials and processes. The student will demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively. The student will demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation. The student will develop investigative and critical thinking skills to explore questions in earth and space sciences by gathering, interpreting, and communicating data.

### Student Learning Outcomes for the Earth and Space Sciences Certificate

- The student will demonstrate an understanding of and an ability to explain foundational earth and space scientific concepts pertaining to astronomy, the atmosphere and hydrosphere, and internal and surface earth materials and processes.
- The student will demonstrate the ability to appropriately collect and analyze data while utilizing laboratory equipment and procedures safely and effectively
- The student will demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation
- The student will develop investigative and critical thinking skills to explore questions in earth and space sciences by gathering, interpreting, and communicating data.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ENV 1600	Meteorology	3
ENV 2500	Earth Science	4
ENV 2600	Oceanography	4
PHYS 1204	Introductory Astronomy	4
<b>Total Hours</b>		<b>15</b>

## English Certificate (M)

While pursuing a certificate in English students will demonstrate a familiarity with English and American literature and articulate the connections of a literary tradition across space/time. They will also identify and employ principles of rhetoric and rhetorical analysis and demonstrate an understanding of the English language as a linguistic system in terms of its structure, usage, and/or development.

### Student Learning Outcomes for the English Certificate

Students will:

- Demonstrate a familiarity with English and American literature
- Articulate the connections of a literary tradition across space/time
- Identify and employ principles of rhetoric and rhetorical analysis
- Demonstrate an understanding of the English language as a linguistic system in terms of its structure, usage, and/or development.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>American Literature</i>		
ENG 3410	American Literature: Beginnings to 1865	3

or ENG 3420	American Literature: 1865 to Present	
<b>British Literature</b>		
ENG 3440	British Literature: Beginnings to Early 1700s	3
or ENG 3450	British Literature: Late 1700s to Present	
<b>Literary Traditions - Choose One</b>		
ENG 3000	Adolescent Literature	3
or ENG 3480	Late World Literature	
or ENG 3550	Modern Fiction & the Tradition	
or ENG 3570	Modern Drama & the Tradition	
or ENG 4650	Shakespeare	
or ENG 3800	Major Authors	
or ENG 3860	Special Topics in Literature	
<b>Rhetoric and Expression - Choose One</b>		
ENG 2450	Art of the Personal Essay	3
or ENG 3050	English Grammar and Usage	
or ENG 3500	Classical & Modern Rhetoric	
<b>Language and Grammar</b>		
ENG 3050	English Grammar and Usage	3
or ENG 3650	History of the English Language	
<b>Total Hours</b>		<b>15</b>

Code	Title	Hours
<i>Additional Recommendations - ENG prefix classes count toward 18cr Minor</i>		
ENG 2510	Practicum in Writing Consultation	3
ENG 4750	Literary Criticism	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3

## Environmental Studies Certificate (M)

While pursuing a certificate in Environmental Studies the student will demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology and appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively. The student will also demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation.

They will develop investigative and critical thinking skills to explore biological questions by gathering, interpreting, and communicating biological and environmental data.

### Student Learning Outcomes for the Environmental Studies Certificate

- The student will demonstrate an understanding of and an ability to explain foundational biological concepts in the areas of molecular, cellular, and organismal biology, genetics, and ecology.
- The student will demonstrate the ability to appropriately collect and analyze biological and environmental data while utilizing laboratory equipment and procedures safely and effectively
- The student will demonstrate an understanding of how/why a Christian sees evidence of God's design in nature and how to be good stewards of His creation
- The student will develop investigative and critical thinking skills to explore biological questions by gathering, interpreting, and communicating biological and environmental data

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
BIO 1401	General Biology I	4
BIO 1402	General Biology II	4
BIO 2500	Zoology	4
ENV 1800	Environmental Science	4
<b>Total Hours</b>		<b>16</b>

## Exegetical Theology Certificate (M)

While pursuing a Certificate in Exegetical Theology: Reading His Word, students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's Word, appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture. Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual. Students will interpret contemporary culture in terms of biblical expectations and ways in which the Christian faith addresses contemporary challenges with confidence and hope, promoting the student's perception of the Christian in society as being both an observer and a participant of the unfolding of history with Jesus Christ at the center.

### Student Learning Outcomes for the Exegetical Theology: Reading His Word Certificate

- Students will develop an understanding of the origin of the Bible, recognize the unique qualities of God's word, and appreciate the varied yet unified content of the Old and New Testaments, and use sound principles in interpreting Scripture.
- Students will recognize the Bible as the authoritative source for knowledge of God and humankind, articulate key doctrines of the Christian faith, especially the gospel of Jesus Christ, and apply the teachings of Scripture to the life of the individual.
- Students will interpret contemporary culture in terms of biblical expectations and ways in which the Christian faith addresses contemporary challenges with confidence and hope, promoting the student's perception of the Christian in society as being both an observer and a participant of the unfolding of history with Jesus Christ at the center.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Choose four of the following classes:</i>		<b>12</b>
REL 3200	Genesis	
REL 3250	Prophets of Israel	
REL 3300	Wisdom of Israel	
REL 3310	Psalms	
REL 3330	Christ in the Old Testament	
REL 3350	Life of Christ	
REL 3370	The Gospel of Mark	
REL 3380	Gospel of Luke	
REL 3390	Johannine Literature	
REL 3400	Pauline Literature	
REL 3410	Life of Paul	

REL 3480	Revelation and End Times	
REL 4510	Holy Land	
<b>Total Hours</b>		<b>12</b>

## Geography Certificate (M)

While pursuing a Certificate in Geography students will understand map types and uses, and apply geographical concepts to current events in the past, present, and future and appreciate the natural factors that influence weather and climate, as well as the terms that define them, in the context of the earth's makeup of biomes, primary spheres, and geomorphic processes. They will also explain spatial patterns and variations in human population, internal and international immigration, and how geography impacts conflict and cooperation in the world while classifying geographic regions by human or physical characteristics, and know the major regions of the world. They will engage in discussion on environmental influences on geography, including how human activities and decisions modify the physical environment; how the human and physical system of geography interact; and the roles that climate change and global warming play in our world today, including the importance of renewable resources. Student will be able to recognize, describe and synthesize the essential narratives of peoples and civilizations around the world, particularly in terms of chronology and geography and demonstrate knowledge and cultural understanding of European, American and non-Western civilizations and to compare those cultures across time.

### Student Learning Outcomes for the Geography Certificate

Students will:

- Understand map types and uses, and apply geographical concepts to current events in the past, present, and future;
- Appreciate the natural factors that influence weather and climate, as well as the terms that define them, in the context of the earth's makeup of biomes, primary spheres, and geomorphic processes;
- Explain spatial patterns and variations in human population, internal and international immigration, and how geography impacts conflict and cooperation in the world;
- Classify geographic regions by human or physical characteristics, and know the major regions of the world;
- Engage in discussion regarding environmental influences on geography (including how human activities and decisions modify the physical environment; how the human and physical system of geography interact; and what roles that climate change and global warming play in our world today, including the importance of renewable resources);
- Recognize, describe and synthesize the essential narratives of peoples and civilizations around the world, particularly in terms of chronology and geography;
- Demonstrate knowledge and cultural understanding of European, American, and non-Western civilizations and the ability to compare those cultures across time.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Students should take at least one course from each of the three disciplinary areas listed below</i>		12
<i>Social Sciences</i>		

GEOG 2200	Cultural Geography	
SOC 2550	Urban Society	
	or HIST 2220The City & American Culture	
<b>Global History/Human Societies</b>		
HIST 1600	Non-Western World	
HIST 2600	History of Food	
HIST 2620	Ancient Civilizations	
HIST 2650	Empires: East & West	
<b>Science</b>		
ENV 1400	Introductory GIS	
ENV 1600	Meteorology	
ENV 1800	Environmental Science	
ENV 2500	Earth Science	
<b>Total Hours</b>		<b>12</b>

## Mathematics Certificate (M)

The Mathematics Certificate gives students a foundation in college-level math, helping to prepare them to pursue an additional area of licensure.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
MATH 2010	Calculus I	4
MATH 2050	Statistics I	3
MATH 2200	Discrete Math	3
MATH 3310	Geometry	3
<b>Total Hours</b>		<b>13</b>

## Physics Certificate (M)

The Physics Certificate is designed to prepare secondary education students for success on the Physics: Content Knowledge Praxis exam. It is recommended that the student also complete a course on methods in teaching science to accompany this certificate.

### Student Learning Outcomes for the Physics Certificate

Students will:

- Demonstrate an understanding of and ability to apply fundamental physics concepts;
- Use common laboratory procedures and equipment, often as a member of a team, to gather meaningful data;
- Analyze and interpret data to arrive at appropriate conclusions;
- Apply principles of laboratory safety;
- Communicate and summarize scientific information effectively and accurately in both oral and written form.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
PHYS 1514	General Physics I	4
	or PHYS 1714 University Physics I	
PHYS 1524	General Physics II	4
	or PHYS 1724 University Physics II	



PHYS 2703	Modern Physics	3
PHYS 4990	Undergraduate Research	1
<b>Total Hours</b>		<b>12</b>

## Political Science Certificate (M)

A Political Science Certificate will help students explore the context of American Government, including through a view of the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and the federal system of government. Understand the place of individual and agency action in the American political system, including the role of civil rights and liberties; public opinion; voting; and other forms of participation. Explain how collective action underpins the American system, including the role of Congress, the Presidency, and the Courts, and how collective action is delivered through the output of government laws, regulations, and other decisions. Appreciate how nation-states compare and contrast in the 21st century geopolitical world, as well as how nation-states interact through the laws, practices, and conventions that underpin international relations.

### Student Learning Outcomes for the Political Science Certificate

Students will:

- Explore the context of American Government, including through a view of the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and the federal system of government.
- Understand the place of individual and agency action in the American political system, including the role of civil rights and liberties; public opinion; voting; and other forms of participation.
- Explain how collective action underpins the American system, including the role of Congress, the Presidency, and the Courts, and how collective action is delivered through the output of government laws, regulations, and other decisions.
- Appreciate how nation-states compare and contrast in the 21st century geopolitical world, as well as how nation-states interact through the laws, practices, and conventions that underpin international relations.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
POLS 2010	American Government	3
POLS 3000	Comparative Politics	3
POLS 3100	International Relations	3
POLS 3610	Civil Rights & Civil Liberties	3
<b>Total Hours</b>		<b>12</b>

## Practical Theology Certificate (M)

While pursuing a certificate in Practical Theology: Sharing His Story, students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups. Students will grow in their relationship with Christ and will put his teachings into practice in their vocations. Students will apply biblical knowledge and principles to real life situations, using the theology of evangelism while developing strategies for effective witnessing as they go about their lives interacting with others. Students will be encouraged to consider if they have been called to a position to serve formally as

a Christian church worker and demonstrate ways in which to support current church workers. The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

### Student Learning Outcomes for the Practical Theology: Sharing His Story Certificate

- Students will observe, assess, and interpret today's cultures and world views. Students will be familiar with various methods of delivering and defending biblical truth in a relevant and practical way to diverse groups.
- Students will grow in their relationship with Christ and will put his teachings into practice in their vocations.
- Students will apply biblical knowledge and principles to real life situations, using the theology of evangelism while developing strategies for effective witnessing as they go about their lives interacting with others.
- Students will be encouraged to consider if they have been called to a position to serve formally as a Christian church worker and demonstrate ways in which to support current church workers.
- The student will become a competent defender of the Christian faith against the objections leveled by rival worldviews.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Choose four of the following classes:</i>		<i>12</i>
REL 2500	Great Commission Evangelism	
REL 2550	Friendship Evangelism	
REL 2570	Youth Ministry: Theology and Practice	
REL 2630	Communicating Bible Messages	
REL 2980	Faith and Culture	
REL 3110	Church in Mission	
REL 3160	World Missions I	
REL 3170	World Missions II	
REL 3175	World Religions	
<b>Total Hours</b>		<b>12</b>

## Psychology Certificate (M)

Students pursuing a Psychology Certificate will address research methods, critical thinking skills and integrated disciplinary knowledge in psychology. They will also learn application of psychology while working on communication skills and sociocultural & international awareness.

### Student Learning Outcomes for the Psychology Certificate

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology, including from a Christian perspective.
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy

- Engage in innovative and integrative thinking and problem solving, including from a Christian perspective.
- Incorporate sociocultural factors in scientific inquiry, including from a Christian perspective.

Goal 3: Ethical and Social Responsibility in a Diverse World

- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels, including from a Christian perspective.

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Refine project-management skills
- Enhance teamwork capacity

Goal 6: Apply a Biblical Worldview to Psychology Coursework

**Curriculum**

Code	Title	Hours
<b>Required Courses</b>		
PSY 1010	General Psychology	3
PSY 2300	Life Span Development	3
PSY 3100	Theories of Personality	3
PSY 4250	Abnormal Psychology	3
<b>Total Hours</b>		<b>12</b>

**Sociology Certificate (M)**

Students pursuing a Sociology Certificate will understand major theoretical perspectives of sociology, key contributions to the discipline, and various research methods in the field. They will also understand major theoretical perspectives of self and socialization, forms of interaction and social organization, and both concepts and impacts of social stratification, key social institutions (economy, family, religion, schools, government, healthcare, media) and related theoretical perspectives, and how institutions influence one another. Students will look at concepts and theoretical perspectives of deviance, how social problems contribute to crime, and the interaction between deviance and the justice system.

**Student Learning Outcomes for the Sociology Certificate**

Students will:

- Understand major theoretical perspectives of sociology, key contributions to the discipline, and various research methods in the field.
- Understand major theoretical perspectives of self and socialization, forms of interaction and social organization, and both concepts and impacts of social stratification.
- Understand key social institutions (economy, family, religion, schools, government, healthcare, media) and related theoretical perspectives, and how institutions influence one another.

- Understand concepts and theoretical perspectives of deviance, how social problems contribute to crime, and the interaction between deviance and the justice system.

**Curriculum**

Code	Title	Hours
<b>Required Courses</b>		
SOC 1010	Introduction to Sociology	3
SOC 2030	Contemporary Social Problems	3
JPP 1020	Criminology	3
SOC 4510	Issues in Social Science	3
<b>Total Hours</b>		<b>12</b>

**Spanish Certificate (M)**

Students who take this Concentration of courses will build their proficiency in Spanish. The Spanish Concentration is meant to help provide K-12 Education students at Concordia to further their linguistic and cultural competencies. The Spanish Concentration will provide some background in Advanced Grammar, Linguistics, Civilization, Culture, and Literature. It is not meant to fully prepare a student to pass the Praxis exam in Spanish.

**Student Learning Outcomes for the Spanish Certificate**

- Students will demonstrate a historical and contemporary understanding of Christian Faith as it intersects with other major worldviews in the Hispanic World.
- Students evaluate cultural practices and perspectives of the target cultures with their own by comparing and contrasting.
- Students will evaluate cultural practices, studies of race and ethnicity, language, faith, and culture through a wide range of disciplines.
- Students will critically analyze an authentic text in the target language.
- Students will create oral discourse with the appropriate level of proficiency.
- Students will create and evaluate their own writing in the target language and demonstrate an appropriate level of grammatical fluency.
- Students will analyze data effectively to gain cultural insights on the diverse nature of the Spanish-speaking world.

**Curriculum**

Code	Title	Hours
<b>Required Courses</b>		
SPAN 3010	Spanish Conversation and Composition	3
SPAN 3070	Linguistics	3
SPAN 3300	Advanced Spanish Grammar	3
SPAN 3510	Span&SpanAmCiv&Cul I (up 1800)	3
	or SPAN 3520 Span&SpanAmCiv&Cul (after 1800)	
SPAN 3550	Span&SpanAm Lit (up to 1800)	3
	or SPAN 3560 Span&SpanAm Lit II(after 1800)	
<b>Total Hours</b>		<b>15</b>

## Spanish for Health Care Professionals Certificate (M)

In order to be of service in the Church and in the World, the Department of Multicultural Studies helps students gain communicative and cultural competence in order to reach out to those in other places.

This certificate will help students in their interactions with the diverse groups of patients they will come into contact with. The world now includes, domestically, daily interactions with Hispanic patients who often do not speak English or would prefer to communicate in Spanish.

This certificate program is tailored to enhance our professional school students to be linguistically and culturally prepared to interact with Latinx patients who often do not speak English or would prefer to communicate in Spanish. Culturally, our students need to leave Concordia with empathy and a cultural competency that will enable them to interact with a diverse group of patients. This certificate program is tailored to enhance our professional school students to be linguistically and culturally prepared to interact with Latinx patients.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
SPAN 3010	Spanish Conversation and Composition	3
SPAN 3640	Health Issues in the Hispanic World	3
SPAN 3650	Spanish for Human Service Professionals	3
SPAN 3700	Hispanics in the United States	3
SPAN 3750	Spanish for Human Services Professions II	3
<b>Total Hours</b>		<b>15</b>

## Speech Communication Certificate (M)

While pursuing a Speech Communication Certificate, students develop strategies to enhance verbal and nonverbal delivery while delivering a speech; employ argumentation skills through debate and academic discourse; articulate the communication process and how verbals, nonverbals, emotions, perceptions, and self-concept all affect interpersonal relationships; examine and reflect on the elements in group dynamics, including leadership theories; and analyze and evaluate media and their influences.

### Student Learning Outcomes for the Speech Communication Certificate

Students will:

- Develop strategies to enhance verbal and nonverbal delivery while delivering a speech;
- Employ argumentation skills through debate and academic discourse;
- Articulate the communication process and how verbals, nonverbals, emotions, perceptions, and self-concept all affect interpersonal relationships;
- Examine and reflect on the elements in group dynamics, including leadership theories; and 5) Analyze and evaluate media and their influences.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
COMM 1000	Introduction to Mass Communication	3
	or COMM 3200 Mass Communication Campaigns	
COMM 1100	Public Speaking	3
COMM 2100	Interpersonal Communication	3
COMM 2200	Advanced Public Speaking	3
BCOM 3000	Group Dynamics	3
<b>Total Hours</b>		<b>15</b>

## Theatre Certificate (M)

While pursuing a Theatre Certificate, Students will learn the history of Theatre and how it reflects the cultures and societies it derived from.

They will also learn the fundamentals of performance, management, budgeting, and stagecraft as they pertain to classroom engagement and extracurricular activity. Students obtain a knowledge of the concept of teamwork and collaboration in developing a production, including the functions of the directors, playwrights, performers, designers, administrators, and other production staff. They also gain substantial communication and analytical skills through public presentation and extensive literary analysis.

### Student Learning Outcomes for the Theatre Certificate

Students will:

- Learn the history of Theatre and how it reflects the cultures and societies it derived from
- Learn the fundamentals of performance, management, budgeting, and stagecraft as they pertain to classroom engagement and extracurricular activity
- Obtain a knowledge of the concept of teamwork and collaboration in developing a production, including the functions of the directors, playwrights, performers, designers, administrators, and other production staff
- Gain substantial communication and analytical skills through public presentation and extensive literary analysis

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
THTR 1000	Orientation to Theatre	3
	or THTR 3020 20th Century American Drama	
THTR 1400	Stagecraft I: Intro Stagecraft	3
THTR 1800	Theatre Practicum	1
THTR 2200	Acting I: Intro to Acting	3
	or THTR 2230 Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	3
	or THTR 3420 Stage Directing	
	or THTR 3400 Theatre Mgmt and Stage Mgmt	
THTR 3010	Theatre in Education	3
<b>Total Hours</b>		<b>16</b>

# Undergraduate Research Certificate (M)

The CUWAA UGR Certificate will allow students to demonstrate proficiency and competency for conducting ethical research within their specific program/major. Upon completion of all UGR Certificate requirements, the CUWAA Registrar will designate certificate completion on final transcripts. The UGR Certificate is available to students through participating programs (e.g., Biology, Chemistry, Psychology, Theatre, Exercise Physiology, etc.). Any CUWAA student can contact the Office of IPE @ CUW (ipe@cuw.edu) or their Major Advisor for more information. By completing the certificate, a student will strengthen research methods in their particular field, while learning to integrate disciplinary knowledge, enhance critical thinking and creative problem solving as well as improve communicative fluency through dissemination of research findings.

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
	CITI Training (online) - Pass/Fail	0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
	Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail	
	Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail	
	Attend academic presentation/events (3 or more) - Pass/Fail	

Code	Title	Hours
<b>BIOLOGY</b>		
	<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>	6
BIO 1402	General Biology II	
	or BIO 1502 Functional Human Biology II	
BIO 2500	Zoology	
BIO 2600	Biology of Microorganisms	
ENV 2200	Water Quality and Aquaponics	
<i>Additional Courses - highly recommended to take one, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
PHIL 4600	Research Ethics	
	<i>Discipline Specific Coursework - Choose at least 6 credits:</i>	6
BIO 3800	Histology	
BIO 4100	Ecology	
BIO 4200	Molecular Biology	
BIO 4800	Human Physiology	
ENV 3200	Environmental Data Analysis	
CHEM 4224	Advanced Biochemistry	

BIO 4990	Undergraduate Research	
	or CHEM 499 Undergraduate Research	
	or PHYS 499 Undergraduate Research	
	or ENV 4990 Advanced Applied Field Research	
<i>Advanced Study Experience - 2 or more credits required:</i>		2
BIO 4990	Undergraduate Research	
	or CHEM 499 Undergraduate Research	
	or PHYS 499 Undergraduate Research	
	or ENV 4990 Advanced Applied Field Research	
IPE 5900	Special Topics	

**Total Hours** **14**

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
	CITI Training (online) - Pass/Fail	0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
	Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail	
	Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail	
	Attend academic presentation/events (3 or more) - Pass/Fail	

Code	Title	Hours
<b>CHEMISTRY</b>		
	<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>	6
CHEM 1424	General Chemistry II	
CHEM 2204	Analytical Chemistry	
CHEM 2304	Descriptive Inorganic Chemistry	
CHEM 2424	Organic Chemistry II	
	<i>Discipline Specific Coursework - Choose at least 6 credits:</i>	6
CHEM 3404	Physical Chemistry: Thermodynamics	
CHEM 4224	Advanced Biochemistry	
CHEM 4334	Advanced Organic Chemistry	
CHEM 4424	Advanced Inorganic Chemistry	
CHEM 4524	Instrumental Analysis	
CHEM 4990	Undergraduate Research	
	or BIO 4990 Undergraduate Research	
	or PHYS 4990 Undergraduate Research	
	or ENV 4990 Advanced Applied Field Research	
<i>Advance Study Experience - 2 or more credits required:</i>		2
CHEM 4921	Chemistry Senior Seminar II	
CHEM 4990	Undergraduate Research	
	or BIO 4990 Undergraduate Research	

or PHYS 499 Undergraduate Research or ENV 4990 Advanced Applied Field Research	
PSY 4850	Research Proposal
PSY 4900	Psychology Senior Seminar
THTR 4800	Senior Capstone in Theatre
IPE 5900	Special Topics
EXPH 4995	Senior Seminar
<b>Total Hours</b>	<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>Exercise Physiology</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i> 6		
EXPH 2225	Introduction to Exercise Science	
HHP 2280	Psychology of Sport	
HHP 3342	Nutrition for Wellness and Performance	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i> 6		
EXPH 3470	Exercise Physiology	
EXPH 3471	Advanced Exercise Physiology	
EXPH 4475	Seminar in Exercise Physiology	
EXPH 4494	Exercise and Chronic Disease	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 4600	Research Ethics	
<i>Advance Study Experience - 2 or more credits required:</i> 2		
EXPH 4995	Senior Seminar	
BIO 4990	Undergraduate Research or CHEM 4990 Undergraduate Research or PHYS 499 Undergraduate Research or ENV 4990 Advanced Applied Field Research	
PSY 4850	Research Proposal	
PSY 4900	Psychology Senior Seminar	

IPE 5900	Special Topics	
THTR 4800	Senior Capstone in Theatre	
<b>Total Hours</b>		<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>PSYCHOLOGY</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i> 6		
PSY 2050	Theories of Learning	
PSY 2220	Adolescent Development	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i> 6		
PSY 3410	Cognitive Psychology	
PSY 3500	Experimental Psychology	
PSY 4210	Human Sexuality	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 4600	Research Ethics	
<i>Advance Study Experience - 2 or more credits required:</i> 2		
BIO 4990	Undergraduate Research or CHEM 4990 Undergraduate Research or PHYS 4990 Undergraduate Research or ENV 4990 Advanced Applied Field Research	
PSY 4850	Research Proposal	
PSY 4900	Psychology Senior Seminar	
THTR 4800	Senior Capstone in Theatre	
IPE 5900	Special Topics	
EXPH 4995	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

## Curriculum

Students will all complete the Research Foundations and Capstone Experience, in addition to the track of their choice.

Code	Title	Hours
<b>Research Foundations</b>		
CITI Training (online) - Pass/Fail		0
IPE 1100	Introduction to Undergraduate Research Methods (Pass/Fail)	1
CCE 1040	Science & Humanity	3
<b>Total Hours</b>		<b>4</b>

Code	Title	Hours
<b>Capstone Experience</b>		
Participate in CUWAA Poster Session (required) Signed form of completion uploaded to Blackboard - Pass/Fail		
Final presentation of research to UGR committee/faculty/CUWAA community (required), upload presentation materials to Blackboard organization - Pass/Fail		
Attend academic presentation/events (3 or more) - Pass/Fail		

Code	Title	Hours
<b>THEATRE</b>		
<i>Undergrad Reinforcement Coursework - Choose at least 6 credits:</i>		6
THTR 1000	Orientation to Theatre	
THTR 1400	Stagecraft I: Intro Stagecraft	
THTR 2230	Musical Theatre and Dancing	
THTR 2400	Producing Children's Theatre	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 2400	Environmental Ethics	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
<i>Discipline Specific Coursework - Choose at least 6 credits:</i>		6
THTR 3010	Theatre in Education	
THTR 3020	20th Century American Drama	
THTR 3420	Stage Directing	
THTR 4000	Special Topics in Theatre	
THTR 4200	Acting III: Advanced Acting	
<i>Additional Courses highly recommended, not required:</i>		
PHIL 4600	Research Ethics	
<i>Advance Study Experience - 2 or more credits required:</i>		2
BIO 4990	Undergraduate Research	
	or CHEM 4990 Undergraduate Research	
	or PHYS 4990 Undergraduate Research	
	or ENV 4990 Advanced Applied Field Research	
PSY 4850	Research Proposal	
PSY 4900	Psychology Senior Seminar	
THTR 4800	Senior Capstone in Theatre	
IPE 5900	Special Topics	
EXPH 4995	Senior Seminar	
<b>Total Hours</b>		<b>14</b>

## School of Education (M)

The School of Education equips and inspires Christian servant leaders to pursue integrity and excellence in the delivery of educational services within professional and lifelong learning throughout the world.

## Teacher Education Programs

### Lutheran Teaching Ministry - Wisconsin Public Education

Concordia University offers strong programs for preparing teachers for Lutheran, public, and private education. All teacher education programs are approved by the Wisconsin Department of Public Instruction. Successful completion of one of Concordia's teacher education programs enables graduates to be eligible for a Wisconsin teaching license. Students who are members of The Lutheran Church – Missouri Synod and are preparing for the teaching ministry of the LCMS will receive a Lutheran Teacher Diploma (LTD). In addition, Concordia offers a Christian Teacher Certification (CTC) program which prepares individuals for a teaching ministry in a Christian or public school setting.

Programs are available leading to licensure in:

- Early Childhood and Elementary Education Dual Major (Birth to Grade 9)
- Early Childhood Regular and Special Education (Birth to Grade 3)
- Elementary/Middle Education Grades 4K-9
- Elementary/Middle Regular Education and Cross-Categorical Special Education
- Secondary Education Grades 4 -12
- Cross-Categorical Special Education Grades 4K-12
- K-12 education in certain subject areas

The Secondary Education program requires a licensable subject area major. The Elementary /Middle School program recommends an additional subject area concentration, minor, or a dual major. K-12 programs are available in:

- Art Education
- Business Education
- Music Education
- Physical Education
- Spanish

Undergraduate admission is processed through the Admissions Department. For individuals who have already completed a baccalaureate degree, a program leading to licensure in one of the above areas is also available. Students who have acquired a Bachelors' degree and now want to earn a Wisconsin license must contact the Graduate Teacher Certification Office.

For full and complete program details, please consult the School of Education Handbook.

- Art Education Major (M) (p. 270)
- Broad Field Science Major (M) (p. 273)
- Broad Field Social Studies Education Major (M) (p. 276)
- Business Education Major (M) (p. 279)
- Cross Categorical Special Education Program (M) (p. 255)
- Early Childhood and Elementary Education Dual Major (M) (p. 257)
- Early Childhood Regular and Special Education Dual Certification Program (M) (p. 260)
- Elementary/Middle (M) (p. 263)
- Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) (p. 266)
- English and Language Arts Education Major (M) (p. 282)
- Mathematics Education Major (M) (p. 285)

- Music Education Major (M) (p. 287)
- Physical Education Major (M) (p. 290)
- Adaptive Education Minor (M) (p. 294)
- Educational Studies Minor (Non-Licensable) (M) (p. 294)
- English/Language Arts Minor (M) (p. 294)
- ESL: English as a Second Language Minor (M) (p. 295)
- Mathematics Minor (M) (p. 295)
- Science Education Minor (M) (p. 296)
- Social Studies Minor (M) (p. 296)
- Theology Minor (M) (p. 297)

K-9 English Education Concentration (p. 295)

K-9 Mathematics Education Concentration (p. 296)

K-9 STEM Education Concentration (p. 296)

K-9 Social Studies Education (p. 297)

Special Education Concentration (p. 294)

### Wisconsin Licensure

To successfully complete the teacher education program and be recommended for a Wisconsin teaching license, the undergraduate candidate must have:

1. Met the university credit requirements
    - a. Minimum of 120 college credits
    - b. Minimum of 36 credits at Concordia University Wisconsin
    - c. Minimum of 20 education credits at Concordia University Wisconsin
  2. Earned a minimum of 2.75 GPA for all college credits
  3. Met course requirements for the appropriate education program
  4. Received full upper division status
  5. Met all Wisconsin Department of Public Instruction requirements
  6. Been recommended by the Education Division faculty to receive the appropriate teaching license
  7. Passed required content test(s) (Praxis II, Wisconsin NES/Reading Foundations Test, and/or or Language Testing International) for teaching major(s) (early childhood education, elementary/middle school education, subject areas for secondary and K-12 education) as well as licensable minor(s) when applicable
  8. Passed required edTPA
  9. Taken the required theology courses and received the recommendation of the Concordia University faculty for teaching in schools of the Lutheran Church-Missouri Synod (if Lutheran Education emphasis)
- Compassion Care Certificate (M) (p. 297)
  - Physical Education Certificate (M) (p. 297)

### Application to the School of Education

Students must apply for initial admission to the School of Education. Application to the School of Education typically occurs after the successful completion of ED 1102 Foundations of Education. Students who wish to be admitted to the School of Education shall meet the following requirements:

1. Successfully completed ED 1102 Foundations of Education

2. Successful completion of Portfolio I (interview and electronic portfolio meet required benchmarks)
3. 2.25 GPA or higher
4. Successfully completed ED 1000
5. Recommended by faculty advisor
6. Criminal background check
7. Submitted School of Education Admission application to the School of Education

### Application for Entry into the Teacher Education Program (Upper Division Status)

Since education is a demanding profession in regard to talents, personality, knowledge, teaching skills, and Christian example, it is important that only the most highly qualified students, who demonstrate the highest potential for professional success, be admitted to the Teacher Education Program. For these reasons, the following criteria have been established to receive Upper Division Status and acceptance into the program (Application is generally made in the second semester of the sophomore year.)

1. Successful completion of a minimum of 45 semester hours of credit
2. GPA of 2.5 on a 4.0 scale
3. Successful completion of basic skills requirements
4. Successful completion of initial clinical experiences
5. Successful completion of Portfolio I and II
6. Successful completion of ED 1000 and ED 2000
7. Confidential background verification form with criminal background check
8. Submission of completed UDS Application Form

NOTE: To maintain Upper Division Status, a student must maintain at least a 2.5 GPA. In addition, a GPA of 2.75 is required for both student teaching and a Wisconsin Teaching License.

NOTE: Check with the Education Office for timely information on additional requirements for completing the Wisconsin teacher license program.

### Acceptance Procedure:

1. Notification of acceptance or non-acceptance into the program will be made by email.
2. A copy of this letter is filed in the applicant's file in the School of Education Office.

## Majors

- Art Education Major (M) (p. 270)
- Broad Field Science Major (M) (p. 273)
- Broad Field Social Studies Education Major (M) (p. 276)
- Business Education Major (M) (p. 279)
- Cross Categorical Special Education Program (M) (p. 255)
- Early Childhood and Elementary Education Dual Major (M) (p. 257)
- Early Childhood Regular and Special Education Dual Certification Program (M) (p. 260)
- Elementary/Middle (M) (p. 263)
- Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) (p. 266)
- English and Language Arts Education Major (M) (p. 282)

- Mathematics Education Major (M) (p. 285)
- Music Education Major (M) (p. 287)
- Physical Education Major (M) (p. 290)
- Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M) (p. 269)
- Teacher Colloquy Program - LCMS (M) (p. 293)

## Cross Categorical Special Education Program (M)

Your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework and ample field experiences working alongside children with disabilities.

The certification in Cross Categorical Special Education (Grades 4K-12) allows you to apply for a teaching license with the Wisconsin department of public instruction. You will be well prepared to teach students with disabilities from Kindergarten through High School. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

### Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and

pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>48-51</b>
<b>Major Requirements</b>		<b>74-81</b>
<b>Electives</b>		
Minor or Concentration: Optional		
<b>Total Hours</b>		<b>122-132</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b>		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 30 Credits		
Communication and Language Elective		3



ENG 1040	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix above REL 2030		
ED 1102	Foundations of Education	3
HHP Activity Course		
HHP 1100	Stewardship of the Body	1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for 0-6 graduation.

### Cross Categorical Special Education Curriculum

Code	Title	Hours
<b>Cross Categorical Special Education Curriculum</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Experiential and Seminar Component (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical (register with ED 1275)	0
ED 1212	Cultural Clinical (register with ED 1103)	0
ED 1213	Special Education Clinical (register with ED 1230)	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
ED 2432	Teaching Writing: Grades 4-12	3
or ED 2358	Emergent Writing: Birth to Grade 3	
<i>"THE BLOCK" - Take these courses during the same semester.</i>		14
ED 4301	Data Driven Analysis of Classroom Practice <sup>2</sup>	2
ED 4303	Language Arts Methods <sup>2</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2</sup>	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities <sup>2</sup>	3
ED 3452	Strategies for Teaching Exceptional Youth <sup>2</sup>	3
ED 3455	Legal Issues in Special Education <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3

ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE <sup>2</sup>	4
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4444	CCSE Student Teaching 1 <sup>2</sup>	6
ED 4447	CCSE Student Teaching 2 <sup>2</sup>	6
ED 4449	Portfolio Completion - Special Education <sup>2</sup>	1
<i>Lutheran (LCMS Members) Education Requirements</i>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<i>Christian Teacher Certification Requirements</i>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

2 Course Requires Upper Division Status.

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
		<b>Hours</b>
		<b>16</b>
<b>Semester 2</b>		
HUMAN CREATIVITY & EXPRESSION		3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
REL 2020	New Testament	3
CCE 1020	Western Culture & Worldview	3
MATH 1200	Data & Space: Teaching Pre K-9	3
CCE 1040	Science & Humanity	3
		<b>Hours</b>
		<b>18</b>
<b>Semester 3</b>		
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
ED 2306	Teaching the Faith	3
SCI 1100	Introduction to Life and Physical Sciences	4
CCE 1030	Western Thought & Worldview	3
COMMUNICATION & LANGUAGE		3
HHP ACTIVITY		1
		<b>Hours</b>
		<b>17</b>
<b>Semester 4</b>		
ED 2484	Educational and Behavioral Management in Special Education	3
ED 2000	UDS Seminar	0
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
ED 2432	Teaching Writing: Grades 4-12	3
or ED 2358	or Emergent Writing: Birth to Grade 3	
FAITH & LIFE		3
ED 2204	The Art & Science of Teaching Reading	3

ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
<b>Hours</b>		<b>18</b>
<b>Semester 5</b>		
ED 3328	Teaching Students with Significant Disabilities	3
REL 2030	Biblical Theology	3
ED 3452	Strategies for Teaching Exceptional Youth	3
ED 3455	Legal Issues in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners	3
<b>Hours</b>		<b>18</b>
<b>Semester 6</b>		
ED 3438	Transition and Collaboration for Adolescents with Disabilities	3
ED 3401	Instruction & Assessment of Reading	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE	4
ED 4487	Implementation Strategies in Special Education	2
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4306	Curriculum and Methods in Social Studies	3
ED 3000	Student Teaching Seminar	0
ED 4411	The Profession and Ethics of Teaching	3
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
<b>Hours</b>		<b>17</b>
<b>Semester 8</b>		
ED 4444	CCSE Student Teaching 1	6
ED 4447	CCSE Student Teaching 2	6
ED 4449	Portfolio Completion - Special Education	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>132</b>

Course options and schedule are subject to change.

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
HUMAN CREATIVITY & EXPRESSION		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
MATH 1200	Data & Space: Teaching Pre K-9	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>18</b>
<b>Semester 3</b>		
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
FAITH & LIFE		
SCI 1100	Introduction to Life and Physical Sciences	4
CCE 1030	Western Thought & Worldview	3

<b>COMMUNICATION &amp; LANGUAGE</b>		<b>3</b>
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
ED 2484	Educational and Behavioral Management in Special Education	3
ED 2000	UDS Seminar	0
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
ED 2432 or ED 2358	Teaching Writing: Grades 4-12 or Emergent Writing: Birth to Grade 3	3
<b>HHP ACTIVITY</b>		<b>1</b>
ED 2204	The Art & Science of Teaching Reading	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
ED 3328	Teaching Students with Significant Disabilities	3
ED 3452	Strategies for Teaching Exceptional Youth	3
ED 3455	Legal Issues in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 4479	Assessment Strategies for Diverse Learners	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3438	Transition and Collaboration for Adolescents with Disabilities	3
ED 3401	Instruction & Assessment of Reading	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE	4
ED 4487	Implementation Strategies in Special Education	2
ED 4411	The Profession and Ethics of Teaching	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4306	Curriculum and Methods in Social Studies	3
ED 3000	Student Teaching Seminar	0
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
ED 4444	CCSE Student Teaching 1	6
ED 4447	CCSE Student Teaching 2	6
ED 4449	Portfolio Completion - Special Education	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>123</b>

Course options and schedule are subject to change.

## Early Childhood and Elementary Education Dual Major (M)

There are several aspects of our early childhood and elementary education department that are truly unique to CUW. In addition to the 121-credit requirement for public education majors, we have a variety of flexible options to increase marketability and prepare preservice educators to teach in multiple settings. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Along with your dual major in Early Childhood and Elementary Education, we also offer a variety of minors, concentrations, and certificates, including Adaptive Education, Special Education, and our Compassion Care Certificate, which includes work with our Compassion Care and Comfort

Dogs. Thanks to our enhanced program, most students graduate in 3.5 to 4 years, and 99+ percent of them find jobs immediately.

Our early childhood and elementary education program also offers you the opportunity to student teach internationally or outside of the immediate CUW geographical area. Additionally, our students have field placements in area schools each semester before student teaching. This makes you more classroom-ready as you grow as a new teacher and feedback from your supervisors helps you set goals for continued improvement.

If your calling is to change a student's life from birth through 9th grade, our calling is to help get you there.

## Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on

others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

### Birth to 9<sup>th</sup> Grade

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>48-51</b>
Early Childhood and Elementary Education Majors		73-79
<b>Total Hours</b>		<b>121-130</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Early Childhood Education Department for possible changes in this major.

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Dimensions - 30 Credits		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Communication and Language Elective		
ENG 1040	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix other above		
REL 2030	Foundations of Education	3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3

MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3
Note:	Two writing intensive courses required for graduation. Other electives may be added to reach 120 credit minimum for graduation.	3

## Early Childhood & Elementary Education Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Experiential Component</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Practical Component</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2252	Best Practices in Engaging Adolescents in Literacy (OR)	3
MATH 3130	Math in the Middle School	
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
<i>Practical Component: Early Childhood</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3359	Curriculum and Techniques in Early Childhood <sup>2</sup>	4
ED 3400	Creativity in Early Childhood <sup>2</sup>	2
ED 3356	STEM: Math in Early Childhood <sup>2</sup>	2
ED 3357	STEM: Science and Environment in Early Childhood <sup>2</sup>	2
ED 4478	Preschool Practicum and Synthesis <sup>2</sup>	3
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
<i>"The Block" - Take these courses during the same semester</i>		
ED 4301	Data Driven Analysis of Classroom Practice <sup>2</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>2</sup>	1
ED 4303	Language Arts Methods <sup>2</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2</sup>	3
<b>Student Teaching Component (Take these courses in the same semester)</b>		
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>2</sup>	1
ED 4421	Gr K-9 Student Teaching 1 <sup>2</sup>	6
ED 4425	Early Childhood Student Teaching <sup>2</sup>	6
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		

REL 4000	Lutheran Confessions	3
ED 2306	Teaching the Faith	3

### Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
Select one of the following 3 credit courses:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 4000	Lutheran Confessions	3
PHIL 3250	Christian Apologetics	3
OR		
PHIL 3340	Christ and Culture	3

<sup>1</sup> SCI 1100 Introduction to Life and Physical Sciences recommended

<sup>2</sup> Course requires upper division status

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
REL 2020	New Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP ACTIVITY		1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
SCI 1100	Introduction to Life and Physical Sciences	4
FAITH & LIFE		3
CCE 1020	Western Culture & Worldview	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
MATH 1200	Data & Space: Teaching Pre K-9	3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
HUMAN CREATIVITY & EXPRESSION		3
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
REL 2030	Biblical Theology	3
COMMUNICATION & LANGUAGE		3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
<b>Hours</b>		<b>18</b>
<b>Semester 5</b>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2306	Teaching the Faith	3
ED 3400	Creativity in Early Childhood	2
ED 3401	Instruction & Assessment of Reading	3
ED 4479	Assessment Strategies for Diverse Learners	3

ED 3359	Curriculum and Techniques in Early Childhood	4
<b>Hours</b>		<b>18</b>
<b>Semester 6</b>		
REL 4000	Lutheran Confessions	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 4478	Preschool Practicum and Synthesis	3
ED 4411	The Profession and Ethics of Teaching	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
ED 4306	Curriculum and Methods in Social Studies	3
ED 3000	Student Teaching Seminar	0
ED 4302	Collaborating with Families and Members of the Community	1
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4421	Gr K-9 Student Teaching 1	6
ED 4425	Early Childhood Student Teaching	6
ED 4412	Portfolio Completion - Elementary/Content Tests	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
MATH 1190	Number Sense: Teaching Pre K-9	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
SCI 1100	Introduction to Life and Physical Sciences	4
FAITH & LIFE		3
CCE 1020	Western Culture & Worldview	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
MATH 1200	Data & Space: Teaching Pre K-9	3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
HUMAN CREATIVITY & EXPRESSION		3
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
COMMUNICATION & LANGUAGE		3

ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3400	Creativity in Early Childhood	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 4479	Assessment Strategies for Diverse Learners	3
HHP ACTIVITY		1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3
ED 3401	Instruction & Assessment of Reading	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 4478	Preschool Practicum and Synthesis	3
ED 4411	The Profession and Ethics of Teaching	3
<b>Hours</b>		<b>16</b>
<b>Semester 7</b>		
ED 3000	Student Teaching Seminar	0
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4302	Collaborating with Families and Members of the Community	1
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
ED 4306	Curriculum and Methods in Social Studies	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4421	Gr K-9 Student Teaching 1	6
ED 4425	Early Childhood Student Teaching	6
ED 4412	Portfolio Completion - Elementary/Content Tests	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Early Childhood Regular and Special Education Dual Certification Program (M)

There are several aspects of our Early Childhood and Special Education dual major that are truly unique to CUW. In addition to the 121-credit requirement for public education majors, your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework, and ample field experiences working alongside children with disabilities. Along with your dual major in Early Childhood and Special Education, we also offer a variety of minors, concentrations, and certificates, including an Urban Education concentration or our Compassion Care Certificate, which includes work with our Compassion Care and Comfort Dogs. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Thanks to our enhanced program, most students graduate in 4 years, and 99+ percent of them find jobs immediately.

The dual certification in Early Childhood Education and Early Childhood Special Education (Birth through age 8) major allows you to apply for two teaching licenses with the Wisconsin department of public instruction. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

## Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

### Birth to Age 8

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>48-51</b>
<b>Major Requirements</b>		<b>73-79</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>121-130</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Special Education Department for possible changes in this major

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions - 30 Credits

Communication and Language Elective		
ENG 1040	Introduction to Writing	3
Faith and Life Elective: Any course with REL prefix above REL 2030		
ED 1102	Foundations of Education	3
HHP Activity Course		
HHP 1100	Stewardship of the Body	1
Human Creativity and Expression: Art, Music, Theater, or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers	3

Note: Two CUW - approved writing intensive courses are required for graduation.

## Early Childhood Regular/Special Education Curriculum

Code	Title	Hours
<b>Early Childhood Regular/Special Education Curriculum</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Education Seminars and Seminar Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 3356	STEM: Math in Early Childhood <sup>2</sup>	2
ED 3357	STEM: Science and Environment in Early Childhood <sup>2</sup>	2
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood <sup>2</sup>	4
ED 3400	Creativity in Early Childhood <sup>2</sup>	2
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 4478	Preschool Practicum and Synthesis <sup>2</sup>	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE <sup>2</sup>	4
ED 3455	Legal Issues in Special Education <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4449	Portfolio Completion - Special Education <sup>2</sup>	1
ED 4425	Early Childhood Student Teaching <sup>2</sup>	6
ED 4442	ECSE Student Teaching <sup>2</sup>	6
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3

REL 3860	Law and Gospel in the Life of the Church	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>2</sup> Course requires upper division status

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
HHP ACTIVITY		1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
SCI 1100	Introduction to Life and Physical Sciences	4
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
CREATIVE EXPRESSION		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
REL 2030	Biblical Theology	3
ED 2204	The Art & Science of Teaching Reading	3
COMMUNICATION & LANGUAGE		3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
<b>Hours</b>		<b>18</b>
<b>Semester 5</b>		
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 3455	Legal Issues in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3
FAITH & LIFE		3
ED 3328	Teaching Students with Significant Disabilities	3
<b>Hours</b>		<b>18</b>
<b>Semester 6</b>		
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3401	Instruction & Assessment of Reading	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 4487	Implementation Strategies in Special Education	2
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>15</b>

Semester 7		
ED 3000	Student Teaching Seminar	0
ED 3400	Creativity in Early Childhood	2
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE	4
ED 4478	Preschool Practicum and Synthesis	3
ED 2306	Teaching the Faith	3
ED 4411	The Profession and Ethics of Teaching	3
ED 4479	Assessment Strategies for Diverse Learners	3
<b>Hours</b>		<b>18</b>
Semester 8		
ED 4425	Early Childhood Student Teaching	6
ED 4442	ECSE Student Teaching	6
ED 4449	Portfolio Completion - Special Education	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
CCE 1010	Christian Citizen	3
REL 1100	Christian Faith	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
Semester 2		
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1231	Best Practices in Engaging Children in Literacy	3
CCE 1040	Science & Humanity	3
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
ENG 1040	Introduction to Writing	3
HHP ACTIVITY		1
<b>Hours</b>		<b>16</b>
Semester 3		
SCI 1100	Introduction to Life and Physical Sciences	4
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
CREATIVE EXPRESSION		3
<b>Hours</b>		<b>16</b>
Semester 4		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
ED 2204	The Art & Science of Teaching Reading	3
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
<b>Hours</b>		<b>15</b>
Semester 5		
ED 2358	Emergent Writing: Birth to Grade 3	2
ED 3359	Curriculum and Techniques in Early Childhood	4
ED 3455	Legal Issues in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities	3

ED 3328	Teaching Students with Significant Disabilities	3
<b>Hours</b>		<b>15</b>
Semester 6		
ED 2466	Health, Safety, and Fitness for the Young Child	3
ED 3401	Instruction & Assessment of Reading	3
ED 3356	STEM: Math in Early Childhood	2
ED 3357	STEM: Science and Environment in Early Childhood	2
ED 4487	Implementation Strategies in Special Education	2
<b>COMMUNICATION &amp; LANGUAGE</b>		<b>3</b>
<b>Hours</b>		<b>15</b>
Semester 7		
ED 3000	Student Teaching Seminar	0
ED 3400	Creativity in Early Childhood	2
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE	4
ED 4478	Preschool Practicum and Synthesis	3
ED 4411	The Profession and Ethics of Teaching	3
ED 4479	Assessment Strategies for Diverse Learners	3
<b>Hours</b>		<b>15</b>
Semester 8		
ED 4425	Early Childhood Student Teaching	6
ED 4442	ECSE Student Teaching	6
ED 4449	Portfolio Completion - Special Education	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Elementary/Middle (M)

There are several aspects of our elementary education department that are truly unique to CUW. In addition to the reduced 120-credit requirement for education majors, we have a variety of flexible options to increase marketability and prepare pre-service teachers to teach in multiple settings. Concordia offers a Lutheran Teacher Diploma for members of LCMS congregations who wish to teach in Lutheran schools and Christian Education Certification for members of other Christian churches who wish to teach in Christian schools. Elementary Education majors can dual major in Early Childhood and Elementary or Elementary and Cross Categorical Special Education. We also offer a variety of minors, concentrations, and certificates, including our Compassion Care Certificate, which includes work with our Comfort Dogs. Thanks to our enhanced program, most students graduate in 3.5 to 4 years, and 99+ percent of them find jobs immediately.

Our elementary education department also offers the opportunity to teach internationally or outside of the immediate CUW geographical area.

Additionally, our students have field placements in area schools each semester before student teaching. This makes you more classroom-ready as you grow as a new teacher and feedback from your supervisors helps you set goals for continued improvement. If your calling is to change a student's life in Grades 4K-9, our calling is to help get you there.

### Program Learning Outcomes

- **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive



learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

- **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- **Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

(GRADES 4K-9)

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>48-51</b>
<b>Lutheran/Christian Teacher Certification Major</b>		<b>57-60</b>
<b>Public Education Major</b>		<b>51-54</b>
<b>Minor</b>		<b>18-21</b>
+ Electives as needed to reach 120 credits		
<b>Total</b>		<b>120</b>
		-
		<b>129</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Elementary/Middle Education Department for possible changes in the major

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
<b>Theology - Public Education</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
<b>Theology - Lutheran (LTD) &amp; Christian (CTC)</b>		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Liberal Arts Dimensions - 30 Credits</i>		
ENG 1040	Introduction to Writing	3
Communication and Language Elective		
Faith and Life Elective: Any course with REL prefix above REL 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1190	Number Sense: Teaching Pre K-9 <sup>3</sup>	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences <sup>1</sup>	4
ED 1103	Human Relations for Teachers	3

Note: Two writing intensive courses are required for graduation. 0/3 Electives may be added if under 120 credits.

## Elementary Education Curriculum

Code	Title	Hours
<b>Elementary Education Curriculum</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning <sup>3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2,3</sup>	3
<i>Seminar and Experiential Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar <sup>2</sup>	0
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0

**Practical Component**

ED 2204	The Art & Science of Teaching Reading <sup>3</sup>	3
ED 2252	Best Practices in Engaging Adolescents in Literacy (OR) <sup>3</sup>	3
MATH 3130	Math in the Middle School	
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358	Emergent Writing: Birth to Grade 3 <sup>3</sup>	2
ED 3401	Instruction & Assessment of Reading <sup>2,3</sup>	3

**"The BLOCK"**

Take these courses during the same semester

ED 4301	Data Driven Analysis of Classroom Practice <sup>2,3</sup>	2
ED 4302	Collaborating with Families and Members of the Community <sup>2,3</sup>	1
ED 4303	Language Arts Methods <sup>2,3</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2,3</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2,3</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2,3</sup>	3

**Student Teaching Component**

ED 4412	Portfolio Completion - Elementary/Content Tests <sup>2</sup>	1
ED 4421	Gr K-9 Student Teaching 1 <sup>2</sup>	6
ED 4422	Gr K-9 Student Teaching 2 <sup>2</sup>	6

**Lutheran (LCMS Members) Teacher Diploma Requirements**

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

**Christian Teacher Certification Requirements**

ED 2306	Teaching the Faith	3
Select one of the following:		3

REL 4000	Lutheran Confessions	
REL 3860	Law and Gospel in the Life of the Church	
REL 3500	A Survey of Christian Thought	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

<sup>1</sup> SCI 1100 Introduction to Life and Physical Sciences is recommended

<sup>2</sup> Course Requires Upper Division Status

<sup>3</sup> Course for the content GPA

<sup>4</sup> ED 2252 Best Practices in Engaging Adolescents in Literacy and MATH 3130 Math in the Middle School are part of the English, Social Studies, Math, and Science Minors and Concentrations.

## Wisconsin Department of Public Instruction Approved Minors

### Elementary/Middle Education (Grades 4K-9)

Elementary Education majors are strongly encouraged to complete at least one concentration, certificate, minor, or an additional licensable major. Students with an interest in teaching at the middle school level are strongly encouraged to select a concentration or minor for the subject area that they would prefer to teach in a middle school setting.

**Concentrations**

- K-9 English Concentration
- K-9 Mathematics Concentration

- K-9 Social Studies Concentration
- K-9 STEM Concentration
- Special Education Concentration

**Certificate**

- Compassion Care Certificate

**Minors**

- Adaptive Education (licensable)
- English
- Mathematics
- Science
- Social Studies
- Theology

Alternatives to the concentrations, certificates, and minors listed above include an additional major in special education or early childhood (please see the Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (p. 267) or Early Childhood and Elementary Education Dual Major (p. 257) requirements).

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ENG 1040	Introduction to Writing	3
REL 2010	Old Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
HUMAN CREATIVITY & EXPRESSION		3
CCE 1010	Christian Citizen	3
REL 2020	New Testament	3
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
MATH 1200	Data & Space: Teaching Pre K-9	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
CONCENTRATION/ELECTIVE		3
REL 2030	Biblical Theology	3
CCE 1020	Western Culture & Worldview	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
FAITH & LIFE		3
SCI 1100	Introduction to Life and Physical Sciences	4
CONCENTRATION/ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
REL 4000	Lutheran Confessions	3
ED 2252 or MATH 3130	Best Practices in Engaging Adolescents in Literacy or Math in the Middle School	3

COMMUNICATION & LANGUAGE		3
ED 2358	Emergent Writing: Birth to Grade 3	2
HHP ACTIVITY		1
CONCENTRATION/ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 2306	Teaching the Faith	3
ED 2204	The Art & Science of Teaching Reading	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 3401	Instruction & Assessment of Reading	3
ED 4411	The Profession and Ethics of Teaching	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 3000	Student Teaching Seminar	0
ED 4302	Collaborating with Families and Members of the Community	1
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
ED 4306	Curriculum and Methods in Social Studies	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4421	Gr K-9 Student Teaching 1	6
ED 4422	Gr K-9 Student Teaching 2	6
ED 4412	Portfolio Completion - Elementary/Content Tests	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
HUMAN CREATIVITY & EXPRESSION		3
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
MATH 1190	Number Sense: Teaching Pre K-9	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
CCE 1020	Western Culture & Worldview	3
FAITH & LIFE		3
CONCENTRATION/ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
ED 2000	UDS Seminar	0
CCE 1030	Western Thought & Worldview	3

ED 2204	The Art & Science of Teaching Reading	3
CCE 1040	Science & Humanity	3
ED 2358	Emergent Writing: Birth to Grade 3	2
HHP ACTIVITY		1
CONCENTRATION/ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
COMMUNICATION & LANGUAGE		3
ED 2252	Best Practices in Engaging Adolescents in Literacy or MATH 3130 or Math in the Middle School	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 3401	Instruction & Assessment of Reading	3
CONCENTRATION/ELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
CONCENTRATION/ELECTIVE		3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 4411	The Profession and Ethics of Teaching	3
CONCENTRATION/ELECTIVE		3
CONCENTRATION/ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 3000	Student Teaching Seminar	0
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4302	Collaborating with Families and Members of the Community	1
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
ED 4306	Curriculum and Methods in Social Studies	3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4421	Gr K-9 Student Teaching 1	6
ED 4422	Gr K-9 Student Teaching 2	6
ED 4412	Portfolio Completion - Elementary/Content Tests	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M)

Your studies in special education at CUW include a solid liberal arts foundation, a Christian emphasis, specialized coursework and ample field experiences working alongside children with disabilities.

The dual certification in Elementary Education (Grades 4K-9) and Cross Categorical Special Education (Grades 4K-12) major allows you to apply for two teaching licenses with the Wisconsin department of public instruction. CUW's special education department also sponsors organizations like Best Buddies to promote a greater understanding of disabilities throughout our campus community. In whatever discipline you decide, you'll start with an open heart and mind, and leave more prepared than ever to enrich the lives of children with disabilities in any school setting.

## Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the

doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

### *Middle Childhood through Early Adolescence*

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>48-51</b>
<b>Major Requirements</b>		<b>80-87</b>
<b>Electives</b>		
Minor or Concentration: Optional		
<b>Total Hours</b>		<b>128-138</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

NOTE: Check with the Chair of the Special Education Department for possible changes in this major.

## Core Curriculum - 48-51 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 30 Credits		
ENG 1040	Introduction to Writing	3
Communication and Language Elective		
Faith and Life Elective: Any course with REL prefix above REL 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
MATH 1190	Number Sense: Teaching Pre K-9	3
MATH 1200	Data & Space: Teaching Pre K-9	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for 3-6 graduation.

### Elementary/Special Education Curriculum

Code	Title	Hours
<b>Required Courses</b>		
<i>Theoretical Component</i>		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ED 1275	Human Learning (register with ED 1211)	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Experiential and Seminar Components (pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
ED 1211	Discovery Clinical (register with ED 1275)	0
ED 1212	Cultural Clinical (register with ED 1103)	0
ED 1213	Special Education Clinical (register with ED 1230)	0
<i>Practical Component: Regular Education</i>		
ED 2204	The Art & Science of Teaching Reading	3
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 2358 or ED 2432	Emergent Writing: Birth to Grade 3 Teaching Writing: Grades 4-12	2
ED 3401	Instruction & Assessment of Reading <sup>2</sup>	3
<i>"THE BLOCK" - Take these courses during the same semester.</i>		
ED 4301	Data Driven Analysis of Classroom Practice <sup>2</sup>	2
ED 4303	Language Arts Methods <sup>2</sup>	3
ED 4304	Curriculum and Methods in Mathematics <sup>2</sup>	3
ED 4305	Curriculum & Methods in Science & Environment <sup>2</sup>	3
ED 4306	Curriculum and Methods in Social Studies <sup>2</sup>	3
<i>Practical Component: Special Education</i>		
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities <sup>2</sup>	3
ED 3452	Strategies for Teaching Exceptional Youth <sup>2</sup>	3
ED 3455	Legal Issues in Special Education <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE <sup>2</sup>	4
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4421	Gr K-9 Student Teaching 1 <sup>2</sup>	6
ED 4444	CCSE Student Teaching 1 <sup>2</sup>	6
ED 4412	Portfolio Completion - Elementary/Content Tests <sup>2</sup>	1
<b>Lutheran (LCMS Members) Education Requirements</b>		
REL 4000	Lutheran Confessions	3
ED 2306	Teaching the Faith	3
<b>Christian Teacher Certification Requirements</b>		

ED 2306	Teaching the Faith	3
Select one of the following:		
REL 3500	A Survey of Christian Thought	3
REL 3860	Law and Gospel in the Life of the Church	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	

<sup>2</sup> Course Requires Upper Division Status.

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
REL 2010	Old Testament	3
HHP 1100	Stewardship of the Body	1
		<b>Hours</b>
		<b>16</b>
<b>Semester 2</b>		
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
COMMUNICATION & LANGUAGE		
CCE 1020	Western Culture & Worldview	3
REL 2020	New Testament	3
MATH 1190	Number Sense: Teaching Pre K-9	3
CCE 1040	Science & Humanity	3
		<b>Hours</b>
		<b>18</b>
<b>Semester 3</b>		
ED 1231	Best Practices in Engaging Children in Literacy	3
		<b>Hours</b>
		<b>3</b>
<b>Semester 4</b>		
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		
FAITH & LIFE		
MATH 1200	Data & Space: Teaching Pre K-9	3
		<b>Hours</b>
		<b>17</b>
<b>Semester 5</b>		
HUMAN CREATIVITY & EXPRESSION		
ED 2000	UDS Seminar	0
ED 2306	Teaching the Faith	3
ED 2204	The Art & Science of Teaching Reading	3
ED 2358 or ED 2432	Emergent Writing: Birth to Grade 3 or Teaching Writing: Grades 4-12	2
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
		<b>Hours</b>
		<b>17</b>
<b>Semester 6</b>		
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 3455	Legal Issues in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3401	Instruction & Assessment of Reading	3
ED 4479	Assessment Strategies for Diverse Learners	3
REL 2030	Biblical Theology	3
		<b>Hours</b>
		<b>18</b>

<b>Semester 7</b>		
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE	4
ED 4487	Implementation Strategies in Special Education	2
ED 4411	The Profession and Ethics of Teaching	3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
ED 3000	Student Teaching Seminar	0
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
ED 4306	Curriculum and Methods in Social Studies	3
ED 3452	Strategies for Teaching Exceptional Youth	3
<b>Hours</b>		<b>17</b>
<b>Semester 9</b>		
ED 4421	Gr K-9 Student Teaching 1	6
ED 4444	CCSE Student Teaching 1	6
ED 4412	Portfolio Completion - Elementary/Content Tests	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>137</b>

Course options and schedule are subject to change.

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
ED 1231	Best Practices in Engaging Children in Literacy	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
MATH 1190	Number Sense: Teaching Pre K-9	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
HUMAN CREATIVITY & EXPRESSION		3
COMMUNICATION & LANGUAGE		3
CCE 1020	Western Culture & Worldview	3
REL 1100	Christian Faith	3
MATH 1200	Data & Space: Teaching Pre K-9	3
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
<b>Hours</b>		<b>18</b>
<b>Semester 3</b>		
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
CCE 1030	Western Thought & Worldview	3
HHP ACTIVITY		1
REL 1000	The Bible	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>17</b>
<b>Semester 4</b>		
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
ED 2000	UDS Seminar	0
FAITH & LIFE		3
ED 2204	The Art & Science of Teaching Reading	3

ED 2358 or ED 2432	Emergent Writing: Birth to Grade 3 or Teaching Writing: Grades 4-12	2
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
ED 3457	Curricular Adaptations for Learners with Disabilities	3
ED 3455	Legal Issues in Special Education	3
ED 3328	Teaching Students with Significant Disabilities	3
ED 3401	Instruction & Assessment of Reading	3
ED 4479	Assessment Strategies for Diverse Learners	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 2348	Developmentally Appropriate Practices for Early Childhood	3
ED 3438	Transition and Collaboration for Adolescents with Disabilities	3
ED 4454	Curriculum, Methods, & Practicum for CCSE/ECSE	4
ED 4487	Implementation Strategies in Special Education	2
ED 4411	The Profession and Ethics of Teaching	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4306	Curriculum and Methods in Social Studies	3
ED 3000	Student Teaching Seminar	0
ED 3452	Strategies for Teaching Exceptional Youth	3
ED 4301	Data Driven Analysis of Classroom Practice	2
ED 4303	Language Arts Methods	3
ED 4304	Curriculum and Methods in Mathematics	3
ED 4305	Curriculum & Methods in Science & Environment	3
<b>Hours</b>		<b>17</b>
<b>Semester 8</b>		
ED 4421	Gr K-9 Student Teaching 1	6
ED 4444	CCSE Student Teaching 1	6
ED 4412	Portfolio Completion - Elementary/Content Tests	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>128</b>

Course options and schedule are subject to change.

## Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M)

Our program is so much more than lectures and classrooms; it's led by a nationally-recognized, award-winning faculty with extensive middle school and high school teaching experience. We've also produced a variety of scholarship work and have received numerous departmental awards. But the best part is what this all means for you: a more effective, flexible program you can finish in fewer semesters.

All of our secondary & k12 department programs prepare graduates for licensure in Wisconsin in Grades 4 through 12, or for kindergarten through 12 in specific subject areas. You could be among our graduates who advance to serve in a myriad of educational contexts as teachers, school administrators, and counselors in schools spanning the entire k12 spectrum. You also have a chance to expand your teaching experience in placements throughout the United States and globally. In fact, many of our students honed their skills in classrooms in Japan, Uruguay, Shanghai and the Czech Republic.

Teaching is an amazingly rewarding journey—take your first step with us at Concordia University Wisconsin.

- Art Education Major (M) (p. 270)
- Broad Field Science Major (M) (p. 273)
- Broad Field Social Studies Education Major (M) (p. 276)
- Business Education Major (M) (p. 279)
- English and Language Arts Education Major (M) (p. 282)
- Mathematics Education Major (M) (p. 285)
- Music Education Major (M) (p. 287)
- Physical Education Major (M) (p. 290)

## Art Education Major (M)

Art provides the means to give physical form to all of human experience. You will learn the power of using faith as a part of education in both public and parochial settings. You will learn to promote engagement between art and theology, the importance of the spiritual as revealed in art objects, sacred spaces, and in artistic practice, and the connections between visual art and faith. You will learn how art affects the development of children from a physical, mental and spiritual perspective. This program is a licensable subject area major for those seeking a K-12 Education Bachelor's degree.

Our experienced faculty will guide you to explore your own skills in the arts and help communicate it effectively and engagingly with others. You will learn both the fundamentals of art and pedagogy. Coursework blends studio and education courses to fully prepare students for a rewarding career in art education. Upon successful completion of all coursework, including a semester of student teaching, art education majors earn full licensure by the State of Wisconsin to teach art at the elementary and secondary levels (K-12).

### Program Learning Outcomes

1. **Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
2. **Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
3. **Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
4. **Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
5. **Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. **Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. **Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. **Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. **Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. **Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Art Education is licensable as a K-12 program only.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
		-
		<b>48</b>
<b>Major Requirements</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>49</b>
<b>Total Hours</b>		<b>125-134</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 45 - 48 Credits

Concordia Common Core -

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		

REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b>	<b>Title</b>	<b>Hours</b>
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course)	3
	or COMM 2100 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art (This requirement is satisfied within art coursework).		
MATH 1250	Contemporary Math	3
	or MATH 1280 College Algebra	
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED1212)	3
Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:		

**K-12 CURRICULUM - 31 - 37 credits**

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>2</sup> Course requires Upper Division Status  
<sup>3</sup> ED4337 and ED4339 are taken concurrently the Fall prior to student teaching.

**Major Requirements - 49 credits**

Code	Title	Hours
<b>Required Art Courses</b>		
ART 1500	2-Dimensional Design	3
ART 1510	Observational Drawing	3
ART 1050	Ceramic Fundamentals	3
ART 1520	Creative Workshop: 2D Art	3
ART 1530	Creative Workshop: 3D Art	3
ART 2540	Mixed Media Drawing	3
ART 2560	Painting	3
	or ART 1550 Color Theory Application	
ART 2000	Art History I	3
ART 2010	Art History II	3
<b>Technology Courses</b>		
GD 1500	Digital Vector Design	3
GD 1510	Digital Raster Design	3
<b>Required Art Education Courses</b>		
AE 2500	Elementary Art Education: Theory and Practice	3
AE 3500	Secondary Art Education: Theory and Practice	3
AE 3510	Curriculum Design in Art Education	3
ART 4800	Senior Portfolio/Exhibition	1
<b>Art Electives in a studio specialization (choose 2 - 6 credits total)</b>		
ART 1020	Digital Imaging Fundamentals	3
ART 3500	Figure Drawing	3
GD 3510	Creative Pixel Studio	3
GD 3520	Web Design Solutions	3

**Plan - Lutheran Teacher Diploma**

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
		<b>Hours</b>
		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0



REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
REL 2030	Biblical Theology	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

## Plan - Public Education

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0

ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1212	Cultural Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6

ED 4414	Portfolio Completion-Secondary	1
	<b>Hours</b>	<b>13</b>
	<b>Total Hours</b>	<b>121</b>

Course options and schedule are subject to change.

## Broad Field Science Major (M)

The Broad Field Science Education major consists of a combination of the Natural Sciences major from the School of Arts and Sciences along with a Secondary Education major. Completers of this program will be licensed to teach all areas of science in grades 4 to 12. Students can select from three different emphases - Biology, Chemistry, or Physics.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- 9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on

others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. **Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. **Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
		-
		<b>48</b>
<b>Secondary Curriculum</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>53</b>
<b>Total Hours</b>		<b>129-138</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

## Core Curriculum - 45-48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2020	New Testament	3
REL 2010	Old Testament	3
REL 2030	Biblical Theology	3
Liberal Arts Dimensions		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Introduction to Writing		
ENG 1040	Introduction to Writing	3
Public Speaking (OR a language course)		
COMM 1100	Public Speaking (OR a language course)	3
or COMM 2100 Interpersonal Communication		
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1

Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course	3
MATH 1280 College Algebra	3
or MATH 2050 Statistics I	
BIO 1401 General Biology I	4
ED 1103 Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

## SECONDARY CURRICULUM - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
<i>Education Seminars (seminars are graded as pass/fail)</i>		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
<i>Theoretical &amp; Practical Components</i>		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
<i>Student Teaching Component (Take these courses in the same semester)</i>		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

<sup>1</sup> ED4337, ED4339, and ED4376 are taken concurrently during the Fall prior to student teaching.

<sup>2</sup> Course requires Upper Division Status.

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1401	General Biology I (Natural World: Lab Science)	

COMM 1100	Public Speaking (Communication) or COMM 2100 Interpersonal Communication	
ENG 1040	Introduction to Writing	
MATH 2050	Statistics I (MATH 2050 for Biology Emphasis; MATH 1280 for Chemistry/Physics Emphases) or MATH 1280 College Algebra	

<b>Courses Required for Secondary Education Students</b>		
ED 1102	Foundations of Education (Core Human Beings & Being Human requirement)	
ED 1103	Human Relations for Teachers (Core Society and Culture requirement)	
ED 4305	Curriculum & Methods in Science & Environment	

<b>Major Requirements</b>		<b>23</b>
BIO 1401	General Biology I (taken in core)	
BIO 1402	General Biology II	4
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
PHYS 1514	General Physics I	4
or PHYS 1714	University Physics I	
PHYS 1524	General Physics II	4
or PHYS 1724	University Physics II	
SCI 2400	Cosmogony	3
<b>Choose One environmentally-focused class (listed below)</b>		<b>3-4</b>
<b>Choose one of the following emphases:</b>		<b>9-17</b>
Emphasis in Biology		
Emphasis in Chemistry		
Emphasis in Physics		
<b>Major Electives (listed below)</b>		<b>7-15</b>
<b>Total Hours</b>		<b>51</b>

<sup>1</sup> Requires Upper Division Status

### Environmentally-Focused Courses

Code	Title	Hours
ENV 1800	Environmental Science	3-4
or ENV 1600	Meteorology	
or ENV 2500	Earth Science	
or ENV 2600	Oceanography	
or PHYS 1204	Introductory Astronomy	

### Emphasis in Biology

Code	Title	Hours
MATH 2050	Statistics I (taken in core)	
BIO 1300	Essentials of Anatomy and Physiology (If BIO 1801 is chosen, BIO 1802 must be selected as a major elective)	4
BIO 2400	Botany	4
BIO 2600	Biology of Microorganisms	4
BIO 3400	Genetics	4
BIO 4900	Biology Senior Seminar (fall semester)	1
<b>Total Hours</b>		<b>17</b>

### Emphasis in Chemistry

Code	Title	Hours
MATH 1280	College Algebra (taken in core)	
CHEM 2204	Analytical Chemistry	4
CHEM 2414	Organic Chemistry I	4
CHEM 2424	Organic Chemistry II	4
CHEM 3214	Biochemistry	4
CHEM 4911	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>17</b>

### Emphasis in Physics

Code	Title	Hours
MATH 1280	College Algebra (taken in core)	
PHYS 1204	Introductory Astronomy (must be selected as environmentally-focused course)	
PHYS 1714	University Physics I (must be selected as major requirement)	
PHYS 1724	University Physics II (must be selected as major requirement)	
MATH 2010	Calculus I (must be taken before PHYS 1714)	4
MATH 2020	Calculus II	4
CHEM 4911	Chemistry Senior Seminar I	1
<b>Total Hours</b>		<b>9</b>

### Major Electives

7 elective credits are required for the biology/chemistry emphases, 15 for the physics emphasis. Major electives can be selected from any courses in the other emphases (Biology (p. 274), Chemistry (p. 275), Physics (p. 275)), additional courses from the environmentally-focused (p. 274) category, or selected from the following (prerequisites may apply):

Code	Title	Hours
BIO 1802	Human Anatomy and Physiology II	4
BIO 2500	Zoology	4
BIO 3200	Cell Biology	4
BIO 3760	Ecology of the Tropics	3
BIO 3761	Ecology of the Tropics Lab	1
BIO 4100	Ecology	4
CHEM 2304	Descriptive Inorganic Chemistry	4

Other courses approved by the chair of the Department of Life and Earth Sciences

### Plan - Lutheran Teacher Diploma

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>

<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>

<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 2030	Biblical Theology	3
<b>Hours</b>		<b>18</b>

<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>

<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>

<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
<b>Hours</b>		<b>18</b>

<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>

<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

**Plan - Public Education**

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>

**Semester 8**

ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Broad Field Social Studies Education Major (M)

The Broad Field Social Studies Education program entitles the applicant to teach all social studies courses in Grades 4-12. The Broad Field Social Studies Education program requires a History Major with a Social Science concentration alongside a major in Secondary Education.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
		-
		<b>48</b>
<b>Secondary Curriculum</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>54</b>
<b>Total Hours</b>		<b>130-139</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 45-48 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (OR a language course)	3
	or COMM 2100 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3

ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1250	Contemporary Math	3
	or MATH 1280 College Algebra	
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

### Secondary Curriculum 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3

Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433	Secondary Ed Student Teaching 1 & ED 4434 and Secondary Ed Student Teaching 2 <sup>2</sup>	12

Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		

REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

### Major Requirements- 54 credits

Code	Title	Hours
<b>Social Science Foundations</b>		
ECON 2000	Principles of Economics	3
GEOG 2200	Cultural Geography	3
POLS 2010	American Government	3

PSY 1010	General Psychology	3
SOC 1010	Introduction to Sociology	3
<b>Historical Foundations (Select 5 courses)</b>		
HIST 3200	Early America:1492-1800	3
HIST 3210	American Republic: 1800-1860	3
HIST 3220	Indus America:1865-1920	3
HIST 3230	United States as a World Power: 1920-Present	3
HIST 2210	Women in America	3
HIST 2220	The City & American Culture	3
HIST 4250	Topics in American History	3
<b>History and Social Science: Integrative Approaches (Select 4 courses)</b>		
HIST 1610	World Civilizations I	3
HIST 1615	World Civilizations II	3
HIST 1600	Non-Western World	3
HIST 2600	History of Food	3
HIST 2680	Rats, Lice & Mice: History of Diseases & Epidemics	3
HIST 2620	Ancient Civilizations	3
HIST 2650	Empires: East & West	3
HIST 4650	Topics in Global History	3
HIST 2400	History of Christianity	3
HIST 3430	Renaissance and Reformation in Europe	3
HIST 4410	The Reformations	3
HIST 4420	European National History	3
HIST 4450	Topics in Western History	3
<b>Disciplinary Thinking (9 credits)</b>		
HIST 1400	Historical Perspectives	3
HIST 3850	Historical Methods	3
HIST 4800	History Seminar	3
<b>Education Methods Course</b>		
ED 4373	Curriculum and Methods of Teaching Social Studies - Secondary <sup>2,3</sup>	3

<sup>1</sup> Students need to complete 15 credits of American History, 9 credits of non-Western/global History, and 6 credits of Western/European History courses, as well as HIST 3850 Historical Methods and HIST 4800 History Seminar in order to complete the requirements of the History major with an American emphasis.

<sup>2</sup> Requires Upper Division Status

<sup>3</sup> ED4337, ED4339, and ED4373 are taken concurrently during the Fall prior to student teaching.

### Plan - Lutheran Teacher Diploma

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3

ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 2030	Biblical Theology	3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

## Plan - Public Education

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>

### Semester 8

ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Business Education Major (M)

You will be prepared to confidently teach any area of business to your students. Any level of student can learn the basics of business fundamentals. Expand students' horizons with knowledge in accounting, economics, marketing, business law, and computer science.

### Program Learning Outcomes

- Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)
- Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate



his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Business Education is licensable as a K-12 program only.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
		-
		<b>48</b>
<b>K-12 Curriculum</b>		<b>31</b>
		-37
<b>Major Subject Area</b>		<b>39</b>
<b>Electives</b>		<b>5</b>
<b>Total Hours</b>		<b>120-129</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 45-48 Credits

Concordia Common Core - 18-21 Credits

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions - 27 Credits

ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course)	3
	or COMM 2100 Interpersonal Communication	
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3

ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1250	Contemporary Math	3
	or MATH 1280 College Algebra	
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

### K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3

Student Teaching Component (Take these courses in the same semester)

ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433	Secondary Ed Student Teaching 1 & ED 4434 and Secondary Ed Student Teaching 2 <sup>2</sup>	12

#### Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

#### Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
---------	--------------------	---

Select one of the following:

REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

### Major Requirements - 39 credits

Code	Title	Hours
<b>Required Courses</b>		
ACCT 2100	Financial Accounting	3
ACCT 2200	Managerial Accounting	3
BCOM 2400	Business Writing	3

BUS 1200	Business Essentials	3
BUS 2200	Business Law I	3
CSC 1010	Foundations of Computer Science	3
CSC 1070	Theory and Fundamentals of Computer Science	3
ECON 2000	Principles of Economics	3
MGMT 1200	Management & Leadership	3
MGMT 3640	Small Business Administration	3
MGMT 4620	International Business	3
MKTG 1300	Sales and Marketing	3
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary <sup>2,3</sup>	3
<b>Total Hours</b>		<b>39</b>

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4377 are taken concurrently during the Fall prior to student teaching.

## Plan - Lutheran Teacher Diploma

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 2030	Biblical Theology	3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1

MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>

<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
<b>Hours</b>		<b>18</b>

<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>

<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

## Plan - Public Education

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0

FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICUUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## English and Language Arts Education Major (M)

This degree focus will allow you to explore the language, literature, and expression of the Western canon in the context of education. Be ready to demonstrate your understanding of texts and ideas, because you'll regularly be asked to write analytically and creatively. Professors will motivate you to think critically about texts and consider them within a Christian context, applying their lessons to your day to day life so you can do the same for your students. This license allows graduates to teach English, Speech, and Journalism to students in grades 4 to 12.

### Program Learning Outcomes

1. Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)

2. Learning Differences : The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive

learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)

3. Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)

4. Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

5. Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment Strategies: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
		-
		<b>48</b>

<b>Secondary Curriculum</b>	<b>31</b>
	-
	<b>37</b>
<b>Major Subject Area</b>	<b>54</b>
<b>Total Hours</b>	<b>130-139</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

## Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3

Liberal Arts Dimensions

ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course) or COMM 2100 Interpersonal Communication	3
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1250	Contemporary Math or MATH 1280 College Algebra	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

## Secondary Curriculum - 31 -37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0

## Theoretical & Practical Components

ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12

## Lutheran (LCMS Members) Teacher Diploma Requirements

ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

## Christian Teacher Certification Requirements

ED 2306	Teaching the Faith	3
---------	--------------------	---

Select one of the following:

REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

## Major Requirements - 54 credits

Code	Title	Hours
<b>Required Courses</b>		
COMM 1100	Public Speaking (satisfies core communication and language requirement)	3
COMM 2100	Interpersonal Communication	3
COMM 2200	Advanced Public Speaking	3
COMM 1200	Journalism	3
ENG 1900	Intro to English Studies (satisfies core writing requirement)	3
ENG 2450	Art of the Personal Essay	3
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ENG 3050	English Grammar and Usage	3
ENG 3410	American Literature: Beginnings to 1865	3
ENG 3420	American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s	3
ENG 3450	British Literature: Late 1700s to Present	3
ENG 3470	Early World Literature	3
ENG 3650	History of the English Language	3
ENG 4650	Shakespeare	3
ENG 4750	Literary Criticism	3
ED 2432	Teaching Writing: Grades 4-12	3
ED 4372	Curriculum and Methods of Teaching English - Secondary <sup>2,3</sup>	3
<b>Total Hours</b>		<b>54</b>

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4372 are taken concurrently during the Fall prior to student teaching.

### Plan - Lutheran Teacher Diploma

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 2030	Biblical Theology	3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
ED 2306	Teaching the Faith	3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0

CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

### Plan - Public Education

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>

Semester 6		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
Semester 7		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
Semester 8		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Mathematics Education Major (M)

One of the reasons mathematics is so appealing is because it's irrefutable. In our program, you'll find satisfaction in discovering the best way to get your students to the right answer, all while enjoying the challenge of complicated problems. Throughout the program, you'll learn how to use computers and computer systems in the classroom to enhance problem solving. You'll explore the relationship between a Christian worldview and a technological science. Every step of the way, you'll have experienced professors guiding you. And even though numbers may be your thing, you're certainly not a number at Concordia – you're a student who'll get to know your professors and receive meaningful mentorship, providing a workable model for the future relationships you'll form with your students.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)

**5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

**7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

**8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

**9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45-48</b>
<b>Secondary Curriculum</b>		<b>31-37</b>
<b>Major Subject Area</b>		<b>43</b>
<b>Electives</b>		<b>4</b>
<b>Total Hours</b>		<b>123-132</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

### Core Curriculum - 45 - 48 Credits Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (OR a language course) or COMM 2100 Interpersonal Communication	3
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		
SCI 1100	Introduction to Life and Physical Sciences	4
MATH 2050	Statistics I	3
ED 1103	Human Relations for Teachers (register with ED 1212)	3
Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits:		

**Secondary Curriculum- 31 - 37 credits**

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
Lutheran (LCMS Members) Teacher Diploma Requirements		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3

Christian Teacher Certification Requirements		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

**Major Requirements - 43 credits**

Code	Title	Hours
Required Courses		
CSC 1010	Foundations of Computer Science	3
MATH 2010	Calculus I	4
MATH 2020	Calculus II	4
MATH 2030	Calculus III	4
MATH 2050	Statistics I (fulfills Math requirement in the core)	3
MATH 2200	Discrete Math	3
MATH 3050	Statistics II	3
MATH 3130	Math in the Middle School	3
MATH 3210	Abstract Algebra	3
MATH 3250	Linear Algebra and Differential Equations	4
MATH 3310	Geometry	3
MATH 4410	Real Analysis	3
ED 4374	Curriculum and Methods of Teaching Mathematics - Secondary <sup>2,3</sup>	3
<b>Total Hours</b>		<b>43</b>

<sup>2</sup> Course Requires Upper Division Status.

<sup>3</sup> ED4337, ED4339, and ED4374 are taken concurrently during the Fall prior to student teaching.

**Plan - Lutheran Teacher Diploma**

Course	Title	Hours
Semester 1		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		
		<b>Hours</b>
		<b>18</b>
Semester 2		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		
MAJOR COURSE		
		<b>Hours</b>
		<b>15</b>
Semester 3		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3

MAJOR COURSE		3
MAJOR COURSE		3
REL 2030	Biblical Theology	3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
ED 2306	Teaching the Faith	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

### Plan - Public Education

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3

ED 1211	Discovery Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4377	Curriculum and Methods of Teaching Business Education - Secondary	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Music Education Major (M)

As a music education student, you'll study music theory, composition, conducting, music history, and forms of the medieval, baroque, pre-classical, romantic, and 20th century periods from around the globe.



With such a thorough background, you'll gain the skills and to share this knowledge with your own students.

Learn the ins and outs of all the instruments in an ensemble by becoming a teacher for K-12 band or orchestra. The K-12 Music Education curriculum teaches many levels of music theory and music history, conducting, and techniques for teaching brass, woodwinds, percussion, and strings. In addition to learning in the classroom, stay active in your instrumental skills by participating in an ensemble of your choice each semester.

Use your voice to inspire in more than one way by becoming a teacher for K-12 chorus. The K-12 Music Education curriculum will take you through different levels of music theory and music history, conducting, voice teaching techniques, along with participating in an ensemble of your choice each semester.

## Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)
- 7. Planning for Instruction:** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)
- 8. Instructional Strategies:** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

**9. Professional Learning and Ethical Practice:** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**10. Leadership and Collaboration:** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**11. Character/Faith Development:** All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

## Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

NOTE: Art Education, Business Education, Music Education, Physical Education, and Spanish Education are licensable as K-12 programs only.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
		-
		<b>48</b>
<b>Major Requirements</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>54</b>
<b>Total Hours</b>		<b>130-139</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

## Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3
<b>Code</b>		
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (OR a language course)	3
	or COMM 2100 Interpersonal Communication	

Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030	3
ED 1102 Foundations of Education	3
HHP 1100 Stewardship of the Body	1
HHP Activity Course	1
Human Creativity and Expression: 3 credits of applied music	3
MATH 1250 Contemporary Math or MATH 1280 College Algebra	3
SCI 1100 Introduction to Life and Physical Sciences	4
ED 1103 Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

**K-12 Curriculum - 31 - 37 credits**

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>2</sup>	3
ED 4337	The Art and Science of Assessment <sup>2,3</sup>	3
ED 4339	The Art and Science of Instruction <sup>2,3</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>2</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>2</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>2</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3
REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

**Major Requirements - 52 credits**

Pending Wisconsin Department of Public Instruction approval

Code	Title	Hours
<b>Required Courses in the Creative Arts Core</b>		
Applied Music (3 credits worth in the Creative Arts Core)		

**Required Courses**

Applied Music (11 credits in addition to the 3 credits from the Creative Arts Core) <sup>6</sup>	11
MUS 0800 Concert/Recital Attendance	0
MUS 1241 Music Theory I	3
MUS 1262 Music Theory II	3
MUS 2241 Music Theory III	3
MUS 2262 Music Theory IV	3
MUS 1251 Aural Theory I	1
MUS 1272 Aural Theory II	1
MUS 2251 Aural Theory III	1
MUS 2272 Aural Theory IV	1
MUS 3271 Music History I	3
MUS 3272 Music History II	3
MUS 3273 Music History III	3
MUS 3450 Beginning Conducting	3
MUS 3451 Advanced Conducting	3
MUS 3455 Techniques of Teaching Voice	1
MUS 3456 Techniques of Teaching Brass	1
MUS 3457 Techniques of Teaching Woodwinds	1
MUS 3458 Techniques of Teaching Percussion	1
MUS 3459 Techniques of Teaching Strings	1
MUS 4499 Senior Recital Ensemble <sup>2</sup>	1,2 0

**Education Methods Courses**

ED 3378 Curriculum and Methods of Teaching Choral Education <sup>3,4</sup> or ED 3379 Curriculum and Methods of Teaching Instrumental Music	2
ED 3403 Elementary General Music Methods	2

**Total Hours 52-53**

<sup>1</sup> All music majors are required to register for MUS 080. Not registering is the same as not passing. A music major must pass 7 of 8 semesters. If a student fails 2 consecutive semesters, the student will be required to attend a hearing with the music faculty.

<sup>2</sup> Participation in ensembles is required every semester while in residency. All music majors and minors audit ensembles.

<sup>3</sup> Music Education Majors take the corresponding Methods course (choral or instrumental) based on their desired emphasis (choral or instrumental).

<sup>4</sup> Requires Upper Division Status

<sup>5</sup> Demonstration of specific content knowledge is required for licensure.

This includes a content-based portfolio along with a GPA of 3.0 in the above content classes or a score of 150 or better on the Praxis II examination 5113 Music: Content Knowledge.

<sup>6</sup> Minimum of 4 credits on secondary instrument.

<sup>7</sup> ED4337 and ED4339 are taken concurrently the Fall prior to student teaching.

**Plan - Public Education**

Course	Title	Hours
<b>Semester 1</b>		
MUS 1241	Music Theory I	3
MUS 1251	Aural Theory I	1
APPLIED MUSIC & ENSEMBLE		2

ED 1102	Foundations of Education	3
ED 1000	Orientation Seminar	0
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
COMMUNICATION & LANGUAGE		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
MUS 1262	Music Theory II	3
MUS 1272	Aural Theory II	1
APPLIED MUSIC & ENSEMBLE		2
MUS 1130	Guitar Class (OPTION)	1
CCE 1030	Western Thought & Worldview	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
HUMAN BEINGS & BEING HUMAN		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
MUS 2241	Music Theory III	3
MUS 2251	Aural Theory III	1
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
APPLIED MUSIC & ENSEMBLE		2
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
CCE 1020	Western Culture & Worldview	3
REL 1000	The Bible	3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
MUS 2262	Music Theory IV	3
MUS 2272	Aural Theory IV	1
REL 1100	Christian Faith	3
APPLIED MUSIC & ENSEMBLE		2
MUS 3304	Advanced Applied Guitar (OPTION)	1
CCE 1040	Science & Humanity	3
MATH OR CSC		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
MUS 3450	Beginning Conducting	3
SCIENCE WITH LAB		4
APPLIED MUSIC & ENSEMBLE		2
FAITH & LIFE		3
MINOR ELECTIVE		3
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
MUS 3451	Advanced Conducting	3
MUS 4445	Composing and Arranging	3
APPLIED MUSIC & ENSEMBLE		2
MUS 3271	Music History I	3
SOCIETY & CULTURE		3
ED 3379	Curriculum and Methods of Teaching Instrumental Music	2
HHP 1100	Stewardship of the Body	1
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>17</b>
<b>Semester 7</b>		
MUS 4999 & ENSEMBLE		3
MUS 3272	Music History II	3

ED 3403	Elementary General Music Methods	2
MINOR/ELECTIVE		3
HHP ACTIVITY		1
MUS 0800	Concert/Recital Attendance	0
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
MINOR/ELECTIVE		3
ENSEMBLE		1
MUS 3273	Music History III	3
<b>Hours</b>		<b>20</b>
<b>Total Hours</b>		<b>132</b>

Course options and schedule are subject to change.

Please see your advisor for more information.

## Physical Education Major (M)

To become a physical education teacher, there is a variety of coursework involved. You will have a better understanding of the human body with exercise physiology, motor development, anatomy, and physiology. You'll also learn the ins and out of health education with personal, family, and community health. To get to this point, you'll gain clinical experience and feel prepared to support learners with adaptive physical education needs. Upon completion of the program, you will receive a Physical Education, Health, Athletic Coaching, and Adaptive Physical Education license.

### Program Learning Outcomes

- 1. Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (Human Relations, Pedagogical Knowledge)
- 2. Learning Differences :** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. (Human Relations, Pedagogical Knowledge)
- 3. Learning Environments:** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. (Teaching Practice, Human Relations)
- 4. Content Knowledge:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (Content Knowledge)
- 5. Application of Content:** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 6. Assessment Strategies:** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. (Content Knowledge, Pedagogical Knowledge)

7. Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. (Content Knowledge, Pedagogical Knowledge)

8. Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. (Pedagogical Knowledge, Communication Skills, Teaching Practice)

9. Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Character/Faith Development: All teachers model a value system which emphasizes moral and ethical character. Teachers in Christian schools integrate faith and learning while modeling Christian mission and service with a biblical worldview. Lutheran teachers adhere to the doctrine and practice of the Lutheran Church-Missouri Synod. (Human Relations, Professional Dispositions, Content Knowledge)

### Curriculum

NOTE: All licensable majors and minors require that students pass applicable content examinations for licensure in the state of Wisconsin.

Code	Title	Hours
<b>Core Requirements (p. 28)</b>		<b>45</b>
		-
		<b>48</b>
<b>Major Requirements</b>		<b>31</b>
		-
		<b>37</b>
<b>Major Subject Area</b>		<b>39</b>
<b>Electives</b>		<b>5</b>
<b>Total Hours</b>		<b>120-129</b>

NOTE: Check with the Chair of the Secondary Education Department for possible changes in this major.

The Physical Education Major is licensable from Kindergarten to grade 12.

Students completing this program are also eligible for licensure in athletic coaching, adaptive physical education, and health education.

### Core Curriculum - 45 - 48 Credits

Concordia Common Core

Code	Title	Hours
Theology - Public Education		
REL 1000	The Bible	3
REL 1100	Christian Faith	3

Theology - Lutheran (LTD) & Christian (CTC)		
REL 2010	Old Testament	3
REL 2020	New Testament	3
REL 2030	Biblical Theology	3

Code	Title	Hours
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
Liberal Arts Dimensions - 27 Credits		
ENG 1040	Introduction to Writing	3
COMM 1100	Public Speaking (or a language course) or COMM 2100 Interpersonal Communication	3
Faith and Life Elective: Any course with REL prefix other than REL 1000, 1100, 2010, 2020, 2030		3
ED 1102	Foundations of Education	3
HHP 1100	Stewardship of the Body	1
HHP Activity Course		1
Human Creativity and Expression: Art, Music, Theater, Literature or Graphic Design activity course		3
MATH 1250	Contemporary Math or MATH 1280 College Algebra	3
SCI 1100	Introduction to Life and Physical Sciences	4
ED 1103	Human Relations for Teachers (register with ED 1212)	3

Note: Two CUW - approved writing intensive courses are required for graduation. Other Electives if under 120 credits: 3-6

### K-12 Curriculum - 31 - 37 credits

Code	Title	Hours
<i>Field Experience (clinical experiences are graded as pass/fail)</i>		
ED 1211	Discovery Clinical	0
ED 1212	Cultural Clinical	0
ED 1213	Special Education Clinical	0
Education Seminars (seminars are graded as pass/fail)		
ED 1000	Orientation Seminar	0
ED 2000	UDS Seminar	0
ED 3000	Student Teaching Seminar	0
Theoretical & Practical Components		
ED 1230	Nature of the Exceptional Child (register with ED 1213)	3
ED 1275	Human Learning (register with ED 1211)	3
ED 3318	The Art & Science of Planning <sup>1</sup>	3
ED 4337	The Art and Science of Assessment <sup>1,2</sup>	3
ED 4339	The Art and Science of Instruction <sup>1,2</sup>	3
ED 4411	The Profession and Ethics of Teaching <sup>1</sup>	3
Student Teaching Component (Take these courses in the same semester)		
ED 4414	Portfolio Completion-Secondary <sup>1</sup>	1
ED 4433 & ED 4434	Secondary Ed Student Teaching 1 and Secondary Ed Student Teaching 2 <sup>1</sup>	12
<b>Lutheran (LCMS Members) Teacher Diploma Requirements</b>		
ED 2306	Teaching the Faith	3

REL 4000	Lutheran Confessions	3
<b>Christian Teacher Certification Requirements</b>		
ED 2306	Teaching the Faith	3
Select one of the following:		
REL 4000	Lutheran Confessions	3
REL 3860	Law and Gospel in the Life of the Church	3
REL 3500	A Survey of Christian Thought	3
PHIL 3250	Christian Apologetics	3
PHIL 3340	Christ and Culture	3

Footnotes

**Major Requirements - 39 credits**

Code	Title	Hours
<b>Required Courses</b>		
BIO 1300	Essentials of Anatomy and Physiology (satisfies core science requirement, PE majors still need to take an additional Physical Science seminar)	4
HHP 2260	School and Community Health	3
HHP 2265	Healthy Lifestyles	3
HHP 3371	Exercise Physiology	3
HHP 3373	Motor Development	3
HHP 3375	Biomechanics	3
ED 3459	Measurement and Evaluation - Health and Physical Education <sup>1</sup>	3
ED 3475	Adaptive Physical Education <sup>1</sup>	3
ED 3476	Curriculum and Methods - Health Education <sup>1</sup>	3
ED 3486	Practicum in Adaptive PE <sup>1</sup>	0
ED 3381	Curriculum and Methods of Teaching PE - Elementary <sup>1</sup>	4
ED 4382	Curriculum and Methods of Teaching PE - Secondary <sup>1,2</sup>	3

**Major Electives**

Select two of the following:

HHP 2581	Theory and Techniques of Coaching Softball	2
HHP 2582	Theory and Techniques of Coaching Basketball	2
HHP 2584	Theory and Techniques of Coaching Football	2
HHP 2586	Theory and Techniques of Coaching Track	2
HHP 2587	Theory and Techniques of Coaching Soccer	2
HHP 2588	Theory and Techniques of Coaching Volleyball	2
HHP 2590	Theory and Techniques of Coaching Wrestling	2

<sup>1</sup> Course Requires Upper Division Status.

<sup>2</sup> ED 4337, ED 4339, and ED 4382 are taken concurrently during the Fall prior to student teaching.

Physical education majors are required to attain First Aid & CPR certification prior to graduation. CPR certification must include face-to-face instruction.

Demonstration of specific content knowledge is required for licensure.

This includes a content based portfolio along with a GPA of 3.0 in the above content classes OR a score of 150 or better on the Praxis II examination 5091 Physical Education: Content Knowledge and a score of 151 or better on the Praxis II examination 5551 Health Education.

**Plan - Lutheran Teacher Diploma**

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 2010	Old Testament	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 2020	New Testament	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
REL 2030	Biblical Theology	3
<b>Hours</b>		<b>18</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
MAJOR COURSE		3
ED 2306	Teaching the Faith	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3

MAJOR COURSE		3
REL 4000	Lutheran Confessions	3
<b>Hours</b>		<b>18</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>130</b>

Course options and schedule are subject to change.

## Plan - Public Education

Course	Title	Hours
<b>Semester 1</b>		
ED 1000	Orientation Seminar	0
ED 1102	Foundations of Education	3
MAJOR COURSE		3
REL 1000	The Bible	3
CCE 1010	Christian Citizen	3
ED 1103	Human Relations for Teachers	3
ED 1212	Cultural Clinical	0
MAJOR COURSE		3
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
ED 1275	Human Learning	3
ED 1211	Discovery Clinical	0
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
ED 1230	Nature of the Exceptional Child	3
ED 1213	Special Education Clinical	0
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
ED 2000	UDS Seminar	0
FAITH & LIFE		3
MATH 1250 or MATH 1280	Contemporary Math or College Algebra	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
MAJOR COURSE		3
SCI 1100	Introduction to Life and Physical Sciences	4
HHP ACTIVITY		1
MAJOR COURSE		3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
ED 3318	The Art & Science of Planning	3
ED 4411	The Profession and Ethics of Teaching	3
MAJOR COURSE		3

MAJOR COURSE		3
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
ED 4337	The Art and Science of Assessment	3
ED 3000	Student Teaching Seminar	0
CURRICULUM & METHODS		3
ED 4339	The Art and Science of Instruction	3
MAJOR COURSE		3
MAJOR COURSE		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
ED 4433	Secondary Ed Student Teaching 1	6
ED 4434	Secondary Ed Student Teaching 2	6
ED 4414	Portfolio Completion-Secondary	1
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Teacher Colloquy Program - LCMS (M)

The Teacher Colloquy is designed for members of the Missouri Synod who have received their teacher training at a non-Synodical college and would like to be certified for teaching in schools of the Synod. The program is available online through the Concordia University Education Network, CUEnet ([www.cuenet.edu](http://www.cuenet.edu) (<http://www.cuenet.edu>)). For more information, contact the CUEnet director at 1-800-238-3037 or write CUEnet, 345 Cyber Drive, Bend, Oregon 97702. The program typically consists of 24 credit hours.

In 1989, the Provisional Endorsement for Lutheran Teaching (P.E.L.T.) Program was developed by the colleges and universities and the appropriate boards of the Lutheran Church-Missouri Synod. This program was developed in recognition of the many capable Lutheran teachers involved in the ministries of the LCMS Parochial School Systems who were non-synodically certified.

The initial vision was to offer these teachers an avenue to take steps toward synodical certification via the LCMS's Colloquy Program. It was an initial step because the candidate could only fulfill some of the course requirements via the extension model. The candidate then had to complete the colloquy course requirements through residence course work at one of the synodical colleges offering a bachelor's degree in teacher education. Since the Synodical Convention in Pittsburgh in 1992, it is possible to take the eight required courses to fulfill course work requirements for teach colloquy via the Theological Education by Extension Model. We have several extension locations in different parts of the country.

## Minors

- Adaptive Education Minor (M) (p. 294)
- Educational Studies Minor (Non-Licensable) (M) (p. 294)
- English/Language Arts Minor (M) (p. 294)
- ESL: English as a Second Language Minor (M) (p. 295)
- Mathematics Minor (M) (p. 295)
- Science Education Minor (M) (p. 296)

- Social Studies Minor (M) (p. 296)
- Theology Minor (M) (p. 297)

## Adaptive Education Minor (M)

Teachers who obtain this minor or concentration will grow in their ability to modify content, instructional strategies, and the learning environment for children with disabilities and special needs in the regular education setting. You will learn a variety of strategies to allow all of your students to shine in the classroom.

### Elementary, Secondary, and K-12 Education (license 1859)

This minor is available for students with an Elementary Education Major (Grades 4K - 9), Early Childhood and Elementary Dual Major (Birth- 9th Grade), Secondary Education Major (Grades 4-12) or a K-12 Education Major (Grades 4K - 12).

The concentration is available to all Education students. The concentration is not licensable, but will help you learn how to adapt content and the environment for all of your learners.

### Curriculum

Code	Title	Hours
ED 2327	Collaborating with Families and Professionals in a Diverse Society	3
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	3
ED 4487	Implementation Strategies in Special Education <sup>2</sup>	2
ED 4477	Practicum in Adaptive Education <sup>2</sup>	1
<b>Total Hours</b>		<b>18</b>

Note: Complete 12 or more credits in the minor before taking ED 4477 Practicum in Adaptive Education.

<sup>2</sup> Course requires upper division status

### Special Education Concentration Curriculum

Code	Title	Hours
ED 2484	Educational and Behavioral Management in Special Education	3
ED 3457	Curricular Adaptations for Learners with Disabilities <sup>2</sup>	3
<b>Electives: Select 2 of the following courses for a total of 6 credits. Elective courses cannot be in your major.</b>		<b>6</b>
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 3328	Teaching Students with Significant Disabilities <sup>2</sup>	
ED 4479	Assessment Strategies for Diverse Learners <sup>2</sup>	
EDG 5301	Trauma Informed Practices	
EDG 5302	Social Emotional Learning	
<b>Total Hours</b>		<b>12</b>

<sup>2</sup> Course requires upper division status

## Educational Studies Minor (Non-Licensable) (M)

This non-licensable minor is designed for students looking to get a background in the field of education.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
ED 1102	Foundations of Education	3
<b>Electives: Choose at least 15 credits from the following courses or other approved courses.</b>		
ED 1103	Human Relations for Teachers <sup>1</sup>	
ED 1209	Educational Psychology - Adolescent	
	or ED 1275 Human Learning	
PSY 2210	Child Development <sup>1</sup>	
ED 2204	The Art & Science of Teaching Reading	
ED 1230	Nature of the Exceptional Child	
ED 2293	The Urban Education Landscape	
ED 2294	Paradigms for Success in Urban Education	
ED 2306	Teaching the Faith	
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 2484	Educational and Behavioral Management in Special Education	
ED 3318	The Art & Science of Planning	
ED 4337	The Art and Science of Assessment	
ED 4339	The Art and Science of Instruction	
ED 4411	The Profession and Ethics of Teaching	
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> If PSY 2210 Child Development or ED 1103 Human Relations for Teachers is not used to fulfill core requirements.

## English/Language Arts Minor (M)

Do you have a passion for reading and writing? As an Early Childhood Education or Elementary Education major, we encourage you to choose a concentration or minor in a subject you have a passion for and would love to teach. For those who love the beauty of the English language—crafting with words and reading great literature—this is the perfect minor to round out your education at Concordia. This minor is designed so that teachers-in-training who have a true love of the English language, books, and the written word, can pass that joy of English/Language Arts on to their students. The English/Language Arts Education minor includes 18 credits and the concentration includes 12 credits.

### Minor Curriculum

Code	Title	Hours
<b>Required Courses</b>		

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 3050	English Grammar and Usage	3
<i>Choose 3 credits of literature from the following list:</i>		
ENG 3410	American Literature: Beginnings to 1865 or ENG 3420 American Literature: 1865 to Present	3
ENG 3440	British Literature: Beginnings to Early 1700s or ENG 3450 British Literature: Late 1700s to Present	3
ENG 3470	Early World Literature	3
<b>Electives see list below</b>		<b>6</b>
<b>Total Hours</b>		<b>18</b>

### Electives

Code	Title	Hours
COMM 2200	Advanced Public Speaking	3
COMM 1000	Introduction to Mass Communication	3
COMM 4100	Cross-Cultural Communication	3
ENG 2450	Art of the Personal Essay	3
ENG 2460	Creative Writing	3
ENG 3550	Modern Fiction & the Tradition	3
ENG 3560	Modern Poetry & the Tradition	3
ENG 3650	History of the English Language	3
ENG 4650	Shakespeare	3
THTR 2200	Acting I: Intro to Acting	3
THTR 3020	20th Century American Drama	3

### Concentration Curriculum

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
ED 2432	Teaching Writing: Grades 4-12	3
ENG 3050	English Grammar and Usage	3
<i>Electives – May not be used to meet the CUW Core requirements. Choose any course with an ENG, COMM, or THTR prefix.</i>		
<b>Total Hours</b>		<b>12</b>

## ESL: English as a Second Language Minor (M)

This minor may be taken with an Elementary Education (Grades 4K-9), Secondary Education (Grades 4-12), or 4K-12 Education major. Students with a Secondary Education Major (Grades 4-12) or with a 4K-12 Education Major (Early Childhood through Adolescence) may take this minor in addition to a subject area major. The developmental range of the license awarded depends upon the developmental range of the candidate's licensable major.

### Curriculum

Code	Title	Hours
<b>Required Courses</b>		
Study of a Modern Foreign Language <sup>1</sup>		6-12
ED 2001	Cross Cultural Communication for Teachers of Language Learners	3
ED 2002	Accommodating Differences in Literacy Learners	3

ED 2003	Basic English Linguistics for Teachers of Language Learners	3
ED 3001	ELL Literacy: Reading, Writing, and Grammar Strategies	3
ED 3002	Methods of Teaching English as a Second Language	3
ED 3003	Observation, Analysis, and Practicum in ESL Classrooms	3
<b>Total Hours</b>		<b>24-30</b>

<sup>1</sup> With a minimum of 6 residence credits (Note: up to 6 retroactive credits may be earned in foreign language).

<sup>2</sup> Course Requires Upper Division Status.

## Mathematics Minor (M)

The Math Education Minor will help you inspire students with exercises and problems that help expand the mind. You will engage students with the early math fundamentals and teach skills that can be used for the rest of their lives. You will open their mind to new possibilities and introduce a new curiosity in numbers. You will also learn how to teach with computer systems in the classroom. Using technology effectively while managing your classroom is essential. You will be able to explore the Christian worldview in a technological society and be able to lead discussions with students about this relationship. Through a guided and intensive experience, the Mathematics Education Minor will give you mastery in the most important fundamentals of math, as well as other electives. The Mathematics Education minor includes 18-20 credits and the concentration includes 12 credits.

### Curriculum- Minor

Early Childhood and/or Elementary Education Majors (Birth - 9th Grade)

Code	Title	Hours
<b>Required Courses</b>		
MATH 1970	Applied Calculus	3-4
	or MATH 2010 Calculus I	
MATH 2050	Statistics I	3
MATH 3130	Math in the Middle School	3
CSC 1010	Foundations of Computer Science	3
<b>Minor Electives</b>		
<i>Select two of the following:</i>		
MATH 1250	Contemporary Math	
MATH 1280	College Algebra	
MATH 1500	Trigonometry	
MATH 2020	Calculus II	
MATH 3050	Statistics II	
MATH 3210	Abstract Algebra	
MATH 3310	Geometry	
	Other approved elective	
<b>Total Hours</b>		<b>18-19</b>



**Curriculum- Concentration**

Code	Title	Hours
MATH 3130	Math in the Middle School	3
Electives - Choose any courses with a MATH or CSC prefix. At least 6 credits must have a MATH prefix.		9
<b>Total Hours</b>		<b>12</b>

**Science Education Minor (M)**

In physical sciences, you can help your students understand physics and chemistry so they can explore their role in the progress of humankind. You will be able to explain to others the study of matter, energy, and chemical interactions to inspire the use of technology and innovation for good. In life sciences, you will be able to teach about plants, animals, and human beings so students can understand the relationship between the spiritual and physical world and body. You will receive instruction in apologetics and faith integration with a nurturing and experienced faculty and will be able to lead discussions on how empirical knowledge and ideological beliefs interact. You will learn about using technology and science concepts in the classroom. The Science Education Minor includes 18-20 credits and the STEM concentration includes 12 credits.

**Curriculum- Minor**

Code	Title	Hours
MATH 3130	Math in the Middle School	3

**Minor Electives**

*Choose 4 courses to complete minor; must include at least one life and 15-16 at least one physical science course.*

BIO 1401	General Biology I	
BIO 1402	General Biology II	
BIO 1300	Essentials of Anatomy and Physiology	
BIO 2400	Botany	
BIO 2500	Zoology	
BIO 2600	Biology of Microorganisms	
BIO 4100	Ecology	
CHEM 1204	Elements of General and Biological Chemistry	
ENV 1600	Meteorology	
ENV 1800	Environmental Science	
ENV 2500	Earth Science	
ENV 2600	Oceanography	
PHYS 1514	General Physics I	
PHYS 1204	Introductory Astronomy	
SCI 2400	Cosmogony	
Other approved course		

**Total Hours** **18-19**

**Curriculum- Concentration****STEM Concentration**

Code	Title	Hours
MATH 3130	Math in the Middle School	3
Electives – May not be used to meet the CUW Core requirements. Select three courses with a BIO, CHEM, CSC, ENV, MATH, PHYS, or SCI prefix or ED 3356 STEM: Math in EC (2 cr) and ED 3357 STEM: Science in EC (2 cr). At least one course must be a science course with a lab.		9

**Total Hours** **12**

**Social Studies Minor (M)**

Through a blend of the social sciences, history, and humanities, you will learn to guide your students through a myriad of thinking types and social structures. You will get a stronger sense of contemporary and past viewpoints and share insight with your classes into how people relate to the world around them. You will participate in and learn how to lead discourse on civic issues and solutions. Your students can discover how we relate to each other, how we interact as groups, and how we organize our thoughts, religion, and government. You will observe and study a wide range of human behavior and apply social and behavioral concepts for groups, institutions, and government. The Social Studies Education Minor or Concentration will ground you in historical methods, U.S. and European history, sociology, and cultural geography. The minor includes 18 credits and the concentration includes 12 credits.

**Curriculum- Minor**

Code	Title	Hours
<b>Required Courses</b>		

ED 2252	Best Practices in Engaging Adolescents in Literacy	3
European History		3
United States History		3
GEOG 2200	Cultural Geography	3
Select one of the following:		3
SOC 1010	Introduction to Sociology	
SOC 2030	Contemporary Social Problems	
BCOM 3000	Group Dynamics	

**Minor Electives**

Select three credits		3
HIST 3850	Historical Methods (Recommended)	
Any U.S. History course		
Any European History course		
Any Non-western/Global History course		
Any Economics course		
Any Geography course		
Any Political Science course		
Any Psychology course		
Any Sociology course		

**Total Hours** **18**

Minor Total = 18 credits beyond Core and Education requirements

## Curriculum- Concentration

Code	Title	Hours
ED 2252	Best Practices in Engaging Adolescents in Literacy	3
Electives – May not be used to meet the CUW Core requirements. Select three courses.		
3 credits History – Choose any course with a HIST prefix.		
3 credits Economics – Choose any course with an ECON prefix.		
3 credits Social Science – Choose any course with a PSY or SOC prefix.		
<b>Total Hours</b>		<b>12</b>

## Theology Minor (M)

The theology major or minor gives you a strong understanding of the Christian faith that will support you in your chosen vocation. As a university of The Lutheran Church–Missouri Synod (LCMS), our courses are taught in accord with the Lutheran Confessions. The theology program is not intended to stand alone. Rather, it is intended primarily for those of you who are preparing for certification as professional church workers such as Lutheran School Teachers or Directors of Church Ministries (DCM). (That is why the internship is specific to your track.) If you aren't interested in the education or church ministries routes, we highly recommend checking out the Christian Thought program (<https://www.cuw.edu/academics/programs/christian-thought-bachelors/>).

You can expect to benefit from a well-rounded study of biblical and systematic theology, along with the application of that theology in your life within the Christian Church. You'll join renowned scholars as you delve into the Old and New Testaments, systematic doctrine, and practical theology (teaching and worship). We offer many theology electives, so you can explore and grow in the particular areas that interest you.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	
REL 2030	Biblical Theology	
Any REL course above REL 2030		
<b>Required Courses</b>		
REL 2020	New Testament	3
<i>Theology/Philosophy Course (select one of the following)</i>		
REL 4000	Lutheran Confessions (recommended for all church-work students)	3
REL 3860	Law and Gospel in the Life of the Church	
REL 3500	A Survey of Christian Thought	
PHIL 3250	Christian Apologetics	
PHIL 3340	Christ and Culture	
<i>Office of Church Worker Course</i>		
ED 4411	The Profession and Ethics of Teaching (for education students)	3
or REL 3120 Office of the Professional Church Worker		
<i>Internship Course (select one of the following)</i>		
		3

REL 4200	Church Ministries Internship	
ED 44XX Student Teaching (for education students)		
<i>Religious Education Course (select one of the following)</i>		3
REL 2590	Religious Education of Youth and Adults	
REL 2630	Communicating Bible Messages	
ED 2306	Teaching the Faith (for education students)	
<i>Comparative Religion Course</i>		
REL 3100	Religion in America Today	3
or REL 3175 World Religions		
<b>Total Hours</b>		<b>18</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Certificates

- Compassion Care Certificate (M) (p. 297)
- Physical Education Certificate (M) (p. 297)

## Compassion Care Certificate (M)

Our world desperately needs compassionate caregivers to be the hands and feet of Jesus in a multitude of professional and personal vocations.

This 12 credit certificate provides training in the art and skills of compassionate care for educators, athletic trainers, and other vocations.

The program highlights include work with our Comfort Dogs, trauma-informed practices, social-emotional learning strategies, lessons of compassion from Jesus, our master teacher, and a practicum.

## Curriculum

Code	Title	Hours
<b>Required Courses</b>		
EDG 5304	Compassion Care Skill Development	3
EDG 5305	Compassion Care Practicum	3
<b>Electives</b>		
Select 2 of the following:		6
EDG 5301	Trauma Informed Practices	
EDG 5302	Social Emotional Learning	
ED 2327	Collaborating with Families and Professionals in a Diverse Society	
ED 2484	Educational and Behavioral Management in Special Education	
PSY 2300	Life Span Development	
PSY 3150	Social Psychology	
PSY 4450	Principles of Counseling	
REL 2870	Christian Care Giving	
SW 2100	Trauma: Prevalence, Impact, and Coping	
SW 2120	Understanding Death and Dying	
<b>Total Hours</b>		<b>12</b>

## Physical Education Certificate (M)

You will have a better understanding of the human body with exercise physiology, motor development, and biomechanics. This certificate also covers the methodology of teaching K-12 Physical Education.

This certificate does not guarantee a license in Physical Education.

If a student completes another of CUW's licensure programs in K-12 education, that student can then take the Praxis 2 test in PE. If that test is passed, then he or she can gain the PE license through the state of Wisconsin.

## Curriculum

Code	Title	Hours
HHP 3371	Exercise Physiology	3
HHP 3373	Motor Development	3
HHP 3375	Biomechanics	3
ED 3381	Curriculum and Methods of Teaching PE - Elementary	4
ED 4382	Curriculum and Methods of Teaching PE - Secondary	3

**Total Hours** 16

## School of Health Professions (M)

The School of Health Professions (SHP) is comprised of a wide range of graduate, undergraduate, and certificate programs that support the mission of Concordia University. Our programs emphasize interprofessional education and community interaction.

### School Of Health Professions Mission

The School of Health Professions is dedicated to serving the diverse health needs of individuals and communities by providing a rigorous, experiential, collaborative education that prepares outstanding health professionals who integrate faith, professional excellence and service.

- Communication Sciences and Disorders Major (M) (p. 298)
- Diagnostic Medical Sonography (M) (p. 300)
- Radiologic Technology Major (M) (p. 303)
- Rehabilitation Science (M) (p. 306)
- Social Work Major (M) (p. 309)
- Social Work/Psychology Double Major (M) (p. 312)
- Communication Sciences Minor (M) (p. 314)
- Director of Church Ministries Minor for Social Work Majors (M) (p. 314)
- Social Science Minor for Social Work Majors (M) (p. 315)
- Social Work Minor (M) (p. 315)
- Diagnostic Medical Sonography Certificate (M) (p. 316)

## Majors

- Communication Sciences and Disorders Major (M) (p. 298)
- Diagnostic Medical Sonography (M) (p. 300)
- Radiologic Technology Major (M) (p. 303)
- Rehabilitation Science (M) (p. 306)
- Social Work Major (M) (p. 309)
- Social Work/Psychology Double Major (M) (p. 312)

## Communication Sciences and Disorders Major (M)

Students studying Communication Sciences and Disorders (CSD) acquire foundational knowledge in the bases of communication, hearing, swallowing, and normal development across the lifespan, and the clinical management of children and adults with communication disorders.

The Communication Sciences and Disorders major leads to careers in either of two disciplines; Speech-Language Pathology or Audiology. Both of these career choices require successful completion of a graduate degree to enter clinical practice. Additionally, the CSD major can prepare students to become a speech-language pathology assistant for those individuals who choose not to pursue a graduate degree. For more information about career options associated with this major, go to [www.asha.org](http://www.asha.org) (<http://www.asha.org>).

### Mission Statement

The Speech-Language Pathology department is dedicated to the missions of Concordia University Wisconsin and the School of Health Professions and is focused on developing independent life-long learners with strong critical thinking and communication abilities. In addition, the Speech-Language Pathology program aims to prepare students for the opportunities and rigors of a vocation positively impacting communicatively challenged individuals and their families by providing outstanding academic/clinical education, as well as community outreach. The Speech-Language Pathology program also aims to support the continuing education needs of practicing clinicians to ultimately have a positive impact on individuals with communication and/or swallowing challenges. This professional education is grounded in faith, excellence, and service to others.

### CSD Program Learning Outcomes

Upon successful completion of the CUW major in Communication Sciences & Disorders, students will have demonstrated:

- Effective knowledge and skills to incorporate the complex relationship between faith, learning, and practice in the areas of Communication Sciences and Disorders.
- Effective verbal and written professional skills.
- Knowledge in basic speech, language, communication, and swallowing processes.
- A functional understanding of evidence-based prevention, evaluation, and intervention practice for speech, language, hearing, communication, and swallowing disorders.
- Culturally competent, professional interaction skills with patients, families, and other health care professionals.
- Ethical and professional behavior in clinical care through service learning, clinical observation, and/or the provision of clinical services in the CUW Speech, Language and Hearing clinic.
- Completion of 25 required hours of clinical observation.

### Curriculum

The undergraduate major in Communication Sciences and Disorders requires successful completion of 120 credit hours. This degree requires 49 credit hours within the major (CSD courses offered within the Speech-Language Pathology Department), 45 credit hours in the common core, and 27 credit hours for minor and/or electives. The required courses in the major are listed in the table below.

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>49</b>
<b>Electives</b>		<b>26</b>
Minor:Optional		
<b>Total Hours</b>		<b>120</b>

**Communication Sciences and Disorders Required Courses**

Code	Title	Hours
CSD 2100	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 2200	Clinical Phonetics	3
CSD 2500	Foundations of Cognition and Language	3
CSD 2600	Kinesiology & Motor Learning	3
CSD 2700	Multicultural Populations	3
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
CSD 3500	Audiology	3
CSD 3600	Speech and Language Disorders in Children	3
CSD 3700	Speech Science	3
CSD 4100	Aural Rehabilitation	3
CSD 4200	Clinical Methods & Observation	3
CSD 4300	Service Delivery & Ethics	3
CSD 4400	Neurological Bases of Communication	3
CSD 4600	School Methods	3
CSD 4700	Speech and Language Disorders in Adults	3
CSD 4800	Senior Seminar	1
<b>Total Hours</b>		<b>49</b>

Code	Title	Hours
Electives not required		
CSD 1000	Introduction to Communication Sciences and Disorders	3
CSD 3400		1-3
CSD 3800		1-3
CSD 4500		1-3

Communication Sciences and Disorders is a 120 credit major.

**Clinical Practice/Practicum**

CSD 4500 Clinical Practicum, a course that involves contact with actual clients in a clinical setting, is an elective course for selected seniors. Students wishing to enroll in CSD 4500 Clinical Practicum must have completed a minimum of 90 credit hours and have a minimum overall GPA of 3.25 prior to enrollment in this course. Additionally, students must complete 25 ASHA-approved clinical observation hours prior to the start of CSD 4500.

**CSD Leveling Program**

The CSD Leveling Program is intended for students who possess a bachelor's degree in a major other than CSD and who are interested in qualifying for graduate study in Speech-Language Pathology. The Leveling Program in SLP is nationally recognized as a means of completing the requisite education to prepare a student for graduate study in SLP. The CUW Leveling Program requires interested students to complete 30 credit hours (10 courses) in the CSD major in one year of study prior to entering a graduate SLP program. Completion of the

Leveling Program does not guarantee a student admission to a graduate program.

Code	Title	Hours
<b>Required Courses for Leveling Program</b>		
CSD 2100	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 2200	Clinical Phonetics	3
CSD 2500	Foundations of Cognition and Language	3
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
CSD 3500	Audiology	3
CSD 3600	Speech and Language Disorders in Children	3
CSD 3700	Speech Science	3
CSD 4200	Clinical Methods & Observation	3
CSD 4700	Speech and Language Disorders in Adults	3
<b>Total Hours</b>		<b>30</b>

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
COMMUNICATION & LANGUAGE		3
BIO 1300	Essentials of Anatomy and Physiology	4
MATH 2050	Statistics I	3
CCE 1010	Christian Citizen	3
RSC 1010	Medical Terminology	1
<b>Hours</b>		<b>14</b>
<b>Semester 2</b>		
CSD 1000	Introduction to Communication Sciences and Disorders (optional)	3
ENG 1040	Introduction to Writing	3
CCE 1020	Western Culture & Worldview	3
REL 1000	The Bible	3
PSY 1010	General Psychology	3
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
CSD 2100	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 2200	Clinical Phonetics	3
CCE 1030	Western Thought & Worldview	3
PHYS 1514	General Physics I	4
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CSD 2500	Foundations of Cognition and Language	3
CSD 2700	Multicultural Populations	3
CSD 2600	Kinesiology & Motor Learning	3
SOCIETY & CULTURE		3
HHP ACTIVITY		1
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
PSY 2300	Life Span Development	3
REL 1100	Christian Faith	3
CCE 1040	Science & Humanity	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>

Semester 6		
CSD 3600	Speech and Language Disorders in Children	3
CSD 3500	Audiology	3
CSD 3700	Speech Science	3
CSD 3400	Research Seminar (optional)	
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
Semester 7		
CSD 4100	Aural Rehabilitation	3
CSD 4200	Clinical Methods & Observation	3
CSD 4300	Service Delivery & Ethics	3
CSD 3800	Research Practicum (optional)	
CSD 4400	Neurological Bases of Communication	3
ELECTIVE/MINOR- only if don't take CSD 4400		
<b>Hours</b>		<b>12</b>
Semester 8		
CSD 4700	Speech and Language Disorders in Adults	3
CSD 4500	Clinical Practicum (optional)	
CSD 4600	School Methods	3
CSD 4800	Senior Seminar	1
FAITH & LIFE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Diagnostic Medical Sonography (M)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession utilizing high frequency sound waves (ultrasound) to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings. Concordia University Wisconsin (CUW) offers a Bachelor's Degree in Diagnostic Medical Sonography. The degree includes four or more semesters of pre-professional course work to prepare and qualify the student to apply for the two-year professional DMS academic (didactic) and clinical education (training). Qualified candidates must apply to the DMS program(s). The following learning tracks/concentrations are available to CUW students: 1) Abdomen Extended, Ob/Gyn, and Vascular Sonography and 2) Cardiac and Vascular Sonography. Students who choose to apply to the Abdomen Extended, Ob/Gyn, and Vascular Sonography concentrations are first considered by the CUW DMS program. Qualified candidates not selected by the CUW DMS program may be considered for placement with our accredited partner program. Students that choose the Cardiac and Vascular concentrations will apply through our accredited partner program.

All DMS students who successfully meet DMS program requirements will graduate with a Bachelor of Science degree from CUW and are qualified to apply for national certification exams. Within the DMS program, students obtain the necessary preparation for their career through academic coursework and professional clinical experience in hospital and clinic settings.

### Accreditation

The Diagnostic Medical Sonography Program at CUW and the Aurora School of Diagnostic Medical Sonography are both accredited, upon

recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRC/DMS), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

### Pre-Professional Requirements

Diagnostic Medical Sonography (DMS) students complete the general CUW core courses. In addition, students are required to take additional courses required for the major (see required course list). Acceptance into the professional phase is not guaranteed. Requirements to apply for the DMS program include:

- Course Grade of B- (2.7) or above required in the following courses: Communications, Math, Anatomy & Physiology, Medical Law & Ethics, Medical Terminology, and Pathophysiology.
- Course Grade of C (2.0) or higher in Physics I.
- **Overall required course average** must be 3.0 or better
- **ALL science courses** will be averaged. Students are required to have a **3.0 Science GPA** (Anatomy & Physiology, Pathophysiology, Biology, Chemistry)
- Retaking a course: students are allowed to retake each required course one additional time.
- Each student is required to complete a minimum of 100 hours of patient care experience by December 31 of application year. Patient care experience can be met by one of the following:
  - **Certified Nursing Assistant (CNA) \*this is the best options for students without previous education/training in the below areas.**
  - Certified Medical Assistant (MA)
  - Radiologic Technologist (RT)
  - Surgical Technologist
  - Respiratory Therapist
  - Paramedic
  - Nurse (LPN/RN/NP)
- 8 hours of **Job Shadowing** before applying: 4 hours in General Sonography, 4 hours in Echocardiography
- Upon acceptance into DMS program: **CPR for Healthcare Providers**. Classes are occasionally offered on campus for a fee
- **AP Scores:** only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework

### DMS Program Acceptance - Student Selection

The Diagnostic Medical Sonography (DMS) program is competitive and students are not guaranteed acceptance into the program(s). **Students are encouraged to seek advising as soon as they are considering DMS as a major.** Students who complete their pre-professional requirements will apply for DMS program placement. In addition to the pre-professional course/grade requirements, DMS applicants will be considered based on a variety of application requirements including but not limited to: a personal essay, letters of recommendation, number of patient care hours, hours shadowing in sonography, and an interview(s). Requirement and application forms are available in the Advising Office and students are encouraged to consult with advising as soon as they are considering this major. Qualified applicants will be invited to interview. Interview preparation is strongly encouraged as the interviews and academic performance comprise a significant portion of the candidate's placement score.

## Other Program Requirements

### Health Status

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine (annually)
- Covid-19 vaccine \*check with department chair/advising for the most up to date information

### Medical Insurance

### Background Check & Drug Screen

### Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography.

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. Students seeking reasonable accommodations to the professional technical standards should initiate a request with advising, department chair and/or program director.

### Tuition

Students in the Diagnostic Medical Sonography program will pay CUW tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CUW undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CUW DMS program are encouraged to discuss options with advising and the imaging department chair.

## Program Learning Outcomes

- DMS students will apply Christian ethics to patient interactions. (GLO 1)
- DMS students will effectively provide patient care that recognizes and serves a diverse patient community. (GLO 2)
- DMS students will record, analyze, and process diagnostic data and other pertinent observations to provide high quality information for interpreting physicians. (GLO 3)
- DMS students will demonstrate critical thinking and judgment in the performance of sonographic and/or related diagnostic services. (GLO 4)
- DMS students will demonstrate strong interpersonal skills with patients, supervising staff, team members and interpreting physicians to improve patient outcomes and experience. (GLO 5)
- DMS students will integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results to improve patient outcomes. (GLO 6)

## CUW Diagnostic Medical Sonography program

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. The program is full time conducted over 2 fall semesters, 2 spring semester, and 1 summer. Students in the CUW DMS program will receive academic coursework and lab instruction by CUW faculty and participate in clinical rotations and experiential learning through affiliated hospitals and clinics. The CUW DMS program curriculum and course descriptions can be found in the catalog. Grades will be issued for each course in all academic and clinical portions of the program. Course grades and credits will be included in the student's CUW overall GPA.

Link to CUW DMS Program Outcomes ([https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/\\_assets/outcomes.pdf?v=082422](https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/_assets/outcomes.pdf?v=082422))

## Advocate Aurora St Luke's DMS Program

The Aurora St Luke's Medical Center Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. CUW students attending this program will receive academic coursework and lab instruction by Aurora-employed instructors and participate in clinical rotations through Aurora affiliated hospitals and clinics. Students attending this affiliate program will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors at the Aurora DMS program will determine assessments, standards and grades for CUW students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CUW transcript and be issued a pre-determined amount of credits based on semester.** Students that do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

Program Goals Link to Goals (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/#Mission-and-Goals>)

Program Outcomes Link to Outcomes (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/outcomes/#Exams-and-Credentials>)

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Pre-Professional Requirements</b>		<b>18-19</b>
<b>Electives</b>		
Minor: Optional		
<b>Program Specific:</b>		<b>57-70</b>
CUW DMS Program <sup>4</sup>		
Aurora DMS Program <sup>5</sup>		
<b>Total Hours</b>		<b>120-134</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<b>Concordia Common Core (18 credits required)</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits)</b>		
<i>Faith &amp; Life (3 credits)</i>		
Religion Elective REL above 204		3
<i>Society &amp; Culture (3 credits)</i>		
COMM 4100	Cross-Cultural Communication	3
	or GEOG 2200 Cultural Geography	
	or HIST 1600 Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 1401	General Biology I	4
MATH 1280	College Algebra <sup>1</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 1100	Public Speaking <sup>1</sup>	3
	or COMM 2100 Interpersonal Communication	
ENG 1040	Introduction to Writing	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity (range 104-169)		1
PSY 1010	General Psychology	3
<i>Human Creativity and Expression</i>		
Choice of Elective		3
<b>Pre-Professional Requirements (18-19 credits)</b>		
PHYS 1514	General Physics I (minimum 3 credits) <sup>2,3</sup>	4
BIO 1801	Human Anatomy and Physiology I <sup>1</sup>	4
BIO 1802	Human Anatomy and Physiology II <sup>1</sup>	4
BIO 2800	Pathophysiology <sup>1</sup>	3
RT 3120	Medical Terminology <sup>1</sup>	1
DMS 2000	Medical Law & Ethics <sup>1</sup>	3
<b>Total Hours</b>		<b>64</b>

<sup>1</sup> A grade of B (3.0) or above is required

<sup>2</sup> A grade of C (2.0) or above is required

<sup>3</sup> Students may request substitution and/or transfer of a pre-approved college level physics course (minimum of 3 credits).

<sup>4</sup> <https://nextcatalog.cuw.edu/undergraduate/cuwcampus/health-professions/majors/diagnostic-medical-sonography-bs/#cuwprogramtext> (p. 301)

<sup>5</sup> Students attending the Aurora DMS program **may need an additional 3-4 elective credits**. Students should discuss their individual academic plan with advising. Aurora DMS curriculum overview. (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/curriculum/#Curriculum-Overview>)

## Additional Requirements

- Course Grade of B (3.0) or above required in the following courses: Communications, Math, Anatomy & Physiology, Medical Law & Ethics, Medical Terminology, and Pathophysiology.
- Course Grade of C (2.0) or higher in Physics I.
- **Overall required course average** must be 3.0 or better
- **ALL science courses** will be averaged. Students are required to have a **3.0 Science GPA** (Anatomy & Physiology, Pathophysiology, Biology, Chemistry)
- Retaking a course: students are allowed to retake each required course one additional time.
- Each student is required to complete a minimum of 100 hours of patient care experience by December 31 of application year. Patient care experience can be met by one of the following:
  - **Certified Nursing Assistant (CNA) \*this is the best options for students without previous education/training in the below areas.**
  - Certified Medical Assistant (MA)
  - Radiologic Technologist (RT)
  - Surgical Technologist
  - Respiratory Therapist
  - Paramedic
  - Nurse (LPN/RN/NP)
- 8 hours of **Job Shadowing** before applying: 4 hours in General Sonography, 4 hours in Echocardiography
- Upon acceptance into DMS program: **CPR for Healthcare Providers**. Classes are occasionally offered on campus for a fee
- **AP Scores:** only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework

## Curriculum

Code	Title	Hours
DMS 3010	Superficial Sonography	2
DMS 3120	Sonographic Principles and Instrumentation II	2
DMS 3210	Vascular Sonography I	3
DMS 3220	Vascular Sonography II	2
DMS 3230	Vascular Sonography III	2
DMS 3310	Abdominal Sonography I	4
DMS 3320	Abdominal Sonography II	3
DMS 3110	Sonographic Principles and Instrumentation I	2
DMS 3330	Abdominal Sonography III	2
DMS 3410	Ob & Gyn Sonography I	3
DMS 3420	Ob & Gyn Sonography II	3
DMS 3510	Case Reports I	1
DMS 3520	Case Reports II	1

DMS 3710	DMS Clinical Education I	3
DMS 3720	DMS Clinical Education II	4
DMS 3730	DMS Clinical Education III	3
DMS 4740	DMS Clinical Education IV	6
DMS 4030	Musculoskeletal Sonography	2
DMS 4140	Sonography Principles and Instrumentation Review	1
DMS 4240	Pediatric Sonography	2
DMS 4430	Ob & Gyn Sonography III	3
DMS 4440	Ob & Gyn Sonography IV	3
DMS 4530	Case Reports III	1
DMS 4540	Case Reports IV	1
DMS 4600	Professional Development in Sonography	1
DMS 4750	DMS Clinical Education V	7
DMS 4800	Registry Review	3

### Advocate Aurora St Luke's DMS Program

Course Descriptions Link to Course Descriptions (<https://www.aurorahealthcare.org/education/diagnostic-sonography/program-facts/curriculum/>)

## Plan

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
REL 1000	The Bible	3
COMMUNICATION & LANGUAGE		
BIO 1401	General Biology I	4
HHP 1100	Stewardship of the Body	1
ENG 1040	Introduction to Writing	3
<b>Hours</b>		<b>17</b>
<b>Semester 2</b>		
MATH 1280	College Algebra	3
REL 1100	Christian Faith	3
RT 3120	Medical Terminology	1
CCE 1040	Science & Humanity	3
HHP ACTIVITY		
BIO 1801	Human Anatomy and Physiology I	4
<b>Hours</b>		<b>15</b>
<b>Semester 3</b>		
CREATIVE EXPRESSION		
BIO 1802	Human Anatomy and Physiology II	4
DMS 2000	Medical Law & Ethics	3
CCE 1020	Western Culture & Worldview	3
PHYS 1514	General Physics I	4
<b>Hours</b>		<b>17</b>
<b>Semester 4</b>		
COMM 4100	Cross-Cultural Communication	3
FAITH & LIFE		
CCE 1030	Western Thought & Worldview	3
BIO 2800	Pathophysiology	3
PSY 1010	General Psychology	3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
DMS 3110	Sonographic Principles and Instrumentation I	2
DMS 3210	Vascular Sonography I	3
DMS 3310	Abdominal Sonography I	4
DMS 3410	Ob & Gyn Sonography I	3

DMS 3710	DMS Clinical Education I	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
DMS 3120	Sonographic Principles and Instrumentation II	2
DMS 3220	Vascular Sonography II	2
DMS 3320	Abdominal Sonography II	3
DMS 3420	Ob & Gyn Sonography II	3
DMS 3510	Case Reports I	1
DMS 3720	DMS Clinical Education II	4
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
DMS 3230	Vascular Sonography III	2
DMS 3330	Abdominal Sonography III	2
DMS 3520	Case Reports II	1
DMS 3730	DMS Clinical Education III	3
DMS 4140	Sonography Principles and Instrumentation Review	1
DMS 4430	Ob & Gyn Sonography III	3
<b>Hours</b>		<b>12</b>
<b>Semester 8</b>		
DMS 3010	Superficial Sonography	2
DMS 4240	Pediatric Sonography	2
DMS 4440	Ob & Gyn Sonography IV	3
DMS 4530	Case Reports III	1
DMS 4740	DMS Clinical Education IV	6
<b>Hours</b>		<b>14</b>
<b>Semester 9</b>		
DMS 4030	Musculoskeletal Sonography	2
DMS 4540	Case Reports IV	1
DMS 4600	Professional Development in Sonography	1
DMS 4750	DMS Clinical Education V	7
DMS 4800	Registry Review	3
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>134</b>

Course options and schedule are subject to change.

## Radiologic Technology Major (M)

Radiologic Technologists (R.T.s., Rad Techs, X-ray) are medical professionals who perform diagnostic imaging examinations. They are educated in anatomy and physiology, disease processes, physics, radiation safety and patient care. Radiologic technologists are employed in various health care settings including hospitals or clinics, industry, research, administration or education.

This major is a four-year course of study leading to a Bachelor of Science degree in Radiologic Technology. The degree is structured as a 2 plus 2 program. The first 2 years are conducted at Concordia University, where core and pre-professional requirements are completed. Students receive a strong liberal arts education in a Christian setting. Near completion of the pre-professional requirements, the student will apply to our (JRCERT (<https://www.jrcert.org/>)) accredited, hospital-based partner programs in Radiologic Technology. Upon acceptance, student will complete the remaining 2 years (21-24 months) within this program. Upon successful completion of all program requirements, students will be awarded a Bachelor of Science degree in Radiologic Technology from Concordia University Wisconsin.

Students who graduate with a BS in Radiologic Technology have an opportunity to specialize in the many, various fields of radiologic technology such as general/conventional radiology, interventional



radiology (IR), computed tomography (CT), magnetic resonance imaging (MRI), and Mammography.

### Accreditation

The pre-professional studies at CUW are accredited by the Higher Learning Commission. The Radiologic Technology education within our hospital-based partner affiliates is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT (<https://www.jrcert.org/>)).

### Pre-professional Requirements

Students are strongly encouraged to meet with Concordia advising and/or the Department Chair of Imaging if considering the RT major to discuss and prepare for requirements. Students are encouraged to review requirements on affiliated program websites for additional information. Acceptance into the RT Program is not guaranteed. Students must maintain a **minimum 2.5 GPA (3.0 encouraged)** to apply for the professional program. **Students must achieve a minimum of C (2.0) or (C + for Aurora applicants) in the following courses:**

- Communication
- Algebra (Intermediate level or above)
- Information Science (Computers)
- Medical terminology
- Anatomy & Physiology

Additional Requirements:

- Shadowing of a Radiologic Technologist in a healthcare setting is encouraged (minimum 4 hours)

### Tuition

Students in the Radiologic Technology (RT) Program will pay CUW tuition during the pre-professional and professional aspects of the major. Students in the professional aspect of the major pay for 4 semesters and do not pay for summer, or any overload tuition charges. If the student is attending an affiliate hospital-based program, a percentage of the tuition will be given to that program. Students will be charged CUW undergraduate tuition for the full program and receive all eligible institutional aid as long as the student is enrolled in 12 or more credits. Only one student per year will be eligible to utilize the Concordia tuition waiver or tuition exchange. No more than one student per site may be on tuition waiver and/or tuition exchange at a time. Students receiving tuition benefits who are interested in the CUW RT program are encouraged to discuss options with advising and the imaging department chair.

### Program Learning Outcomes

1. Students will demonstrate clinical competence
2. Students will be able to communicate effectively
3. Students will use critical thinking and problem solving skills
4. Students will evaluate the importance of professional growth and development
5. The program will graduate entry-level technologists

Students are encouraged to review each affiliate program webpage for any additional program learning outcomes.

CUW students will apply to the CUW affiliated accredited programs in radiologic technology. Students attending an accredited radiologic

technology program will receive academic coursework and clinical education from instructors employed by the program and will participate in clinical rotations through their affiliated hospitals and clinics. Placement is not guaranteed. The application process is specific to each program. Students are encouraged to review the application process and work with their CU adviser in planning. The following JRCERT (<https://www.jrcert.org/>) accredited programs are affiliated with CUW:

#### Aurora St Luke's Medical Center School of Radiologic Technology

Program Information (<https://www.aurorahealthcare.org/education/radiologic-technology/>)

Program Goals (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/>)

Program Outcomes (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/outcomes/>)

#### Ascension St Joseph School of Radiologic Technology

Program Information (<https://wisconsinmeded.org/en/medical-training/school-of-radiologic-technology-st-joseph/>)

Program Goals (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-st-joseph/>)

Program Outcomes (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-st-joseph/>)

#### Ascension All Saints School of Radiologic Technology

Program Information (<https://wisconsinmeded.org/en/medical-training/school-of-radiologic-technology-all-saints/>)

Program Goals (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-all-saints/mission-statement-and-goals/>)

Program Outcomes (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-all-saints/program-effectiveness-data/>)

#### Froedtert School of Radiologic Technology

Program Information (<https://www.froedtert.com/health-care-professionals/radiologic-technology/>)

Program Goals (<https://www.froedtert.com/health-care-professionals/radiologic-technology/#:~:text=The%20mission%20of%20the%20Froedtert,high%20quality%2C%20compassionate%20medical%20imaging>)

Program Outcomes (<https://www.froedtert.com/health-care-professionals/radiologic-technology/>)

### Pre-Professional Course Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>16</b>
<b>Clinical Education</b>		<b>60</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>121</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

**Major Requirements**

Code	Title	Hours
<b>Concordia Common Core (18 credits required)</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<b>Liberal Arts Dimensions (27 credits)</b>		
<i>Faith &amp; Life (3 credits)</i>		
REL above 204		3
<i>Society &amp; Culture (3 credits)</i>		
COMM 4100	Cross-Cultural Communication	3
or GEOG 2200	Cultural Geography	
or HIST 1600	Non-Western World	
<i>Natural World (7 credits)</i>		
BIO 1401	General Biology I	4
MATH 1280	College Algebra <sup>1</sup>	3
<i>Communication &amp; Language (6 credits)</i>		
COMM 1100	Public Speaking <sup>1</sup>	3
or COMM 2100	Interpersonal Communication	
ENG 1040	Introduction to Writing	3
<i>Human Beings &amp; Being Human (5 credits)</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity (104-169)		1
PSY 1010	General Psychology	3
<i>Human Creativity &amp; Expression (3 credits)</i>		
see Core Options		
<b>Required Courses for the Major (16 credits)</b>		
BIO 1402	General Biology II	4
BIO 1801	Human Anatomy and Physiology I <sup>1</sup>	4
BIO 1802	Human Anatomy and Physiology II <sup>1</sup>	4
RT 3120	Medical Terminology <sup>1</sup>	1
CSC 1010	Foundations of Computer Science <sup>1</sup>	3
or CSC 1070	Theory and Fundamentals of Computer Science	
<b>Total Hours</b>		<b>61</b>

<sup>1</sup> A course grade of C (2.0) or higher. (C+ for Aurora RT program affiliate)

**Additional Requirements**

- Overall 2.5 GPA required to qualify for application to the professional program. A 3.0 or higher GPA is encouraged to be competitive.
- Students must achieve a minimum of C (2.0) or C+ (2.5) for Aurora applicants in the following courses: Algebra (or higher), Communications, Computers, Medical Terminology and Anatomy & Physiology courses.
- Shadowing of a Radiologic Technology in a healthcare setting is encouraged (minimum 4 hours)
- AP Scores: only scores of 4 or higher will be accepted as credit for all required science courses in this program, a score of 3 or higher is accepted for all other coursework.

- Students are encouraged to review requirements on affiliated program websites for additional information.
- Students are encouraged to have patient care or customer service experience.

**Curriculum - Clinical Education**

CUW students attending an affiliate accredited radiologic technology program will receive academic coursework and lab instruction by the respective program's employed instructors and participate in clinical rotations through affiliated hospitals and clinics. Students attending affiliate RT programs will remain CUW students and pay CUW tuition for 2 fall and 2 spring semesters. The program director and instructors within the respective affiliate program will determine assessments, standards and grades for students enrolled in their program. **CUW students successfully completing all requirements for the semester will be identified as passing on the CU transcript and issued a pre-determined amount of credits per semester, 60 credits in total for the program.** Students who do not successfully complete all requirements as indicated by the program will be issued "no credit" on their CUW transcript. Students are encouraged to work with advising to outline their academic roadmap and review credit distribution.

**Course Descriptions by program**

**Ascension St Joseph School of Radiologic Technology**

Course Curriculum (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-st-joseph/curriculum-overview/>)

**Ascension All Saints School of Radiologic Technology**

Course Curriculum (<https://wisconsinmeded.org/medical-training/school-of-radiologic-technology-all-saints/course-description/>)

**Aurora St Luke's Medical Center School of Radiologic Technology**

Course Curriculum (<https://www.aurorahealthcare.org/education/radiologic-technology/program-facts/curriculum/>)

**Froedtert School of Radiologic Technology**

Course Curriculum (<https://www.froedtert.com/health-care-professionals/radiologic-technology/course-information/>)

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
ENG 1040	Introduction to Writing	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
BIO 1401	General Biology I	4
RT 3120	Medical Terminology	1
CCE 1010	Christian Citizen	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
HHP ACTIVITY		1
BIO 1402	General Biology II	4
MATH 1280	College Algebra	3
<b>Hours</b>		<b>14</b>
<b>Semester 3</b>		
CSC 1010	Foundations of Computer Science	3
COMM 1100	Public Speaking	3
PSY 1010	General Psychology	3

BIO 1801	Human Anatomy and Physiology I	4
CCE 1020	Western Culture & Worldview	3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
COMM 4100	Cross-Cultural Communication	3
HUMAN CREATIVITY & EXPRESSION		3
FAITH & LIFE		3
BIO 1802	Human Anatomy and Physiology II	4
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 6</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 7</b>		
COOP 3000		6
<b>Hours</b>		<b>6</b>
<b>Semester 8</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 9</b>		
COOP 3000		12
<b>Hours</b>		<b>12</b>
<b>Semester 10</b>		
COOP 3000		6
<b>Hours</b>		<b>6</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## Rehabilitation Science (M)

The Bachelor of Science in Rehabilitation Science (BSRS) degree is intended to offer students an opportunity to receive a broad based education in rehabilitation while meeting the pre-requisites for the Occupational Therapy (OT) and Physical Therapy (PT) Programs at Concordia University Wisconsin (CUW). Students who are enrolled in BSRS may be eligible to apply for admission to the OT and PT programs at CUW.

### Mission

The mission of Concordia University's Bachelor of Science in Rehabilitation Science (BSRS) degree is to provide foundational knowledge, skills, and a faith-based education that prepares students for employment in a health care field and for graduate-level education as a rehabilitation professional.

### General Academic Information

Students who choose to complete only the BSRS degree have an opportunity to explore a wide range of health care employment opportunities. A bachelor's degree in Rehabilitation Science can qualify an individual for positions in community public health, community mental health, wellness programs, managed care organizations, child-care facilities, adult day-care facilities, pharmaceutical sales, medical sales, assistive living/independent living centers, specialty Alzheimer's disease care centers, fitness programs, nursing homes and hospitals. Students should be aware that a BSRS degree alone does not meet the requirements to sit for the National Board of Certification in Occupational

Therapy (NBCOT) exam to become an occupational therapist or the National Physical Therapy Exam (NPTE) for physical therapy.

### Program Outcomes

- Students will develop an understanding of health, function and disability as fundamental concepts for rehabilitation professionals;
- Students will demonstrate the ability to communicate in a professional manner;
- Students will explain the typical structure and function of the human body as a foundation for understanding clinical conditions;
- Students will understand and apply Christian perspectives as a guide to promote stewardship of the human body;
- Students will demonstrate the ability to consume scientific evidence as a foundation for rehabilitation services;
- Students will develop an awareness for cultural diversity, belonging, and accessibility for clinical populations;
- Students will explain the ethical implications of regulatory policies in rehabilitation.

### BSRS Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>29</b>
<b>Electives</b>		<b>46</b>
For pre-PT students, 23 credits must be fulfilled by the pre-requisite PT coursework listed below		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Faith and Life</i>		
Any REL course above 2030		3
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	6
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	5
Choice of HHP Activity and other Human Beings and Being Human Course		7
<i>Natural World</i>		
BIO 1801	Human Anatomy and Physiology I	4
Choice of Natural World Math (or Computer Science)		7

<i>Society and Culture</i>	3
<b>Total Hours</b>	<b>45</b>

### Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1010	Medical Terminology	1
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
<b>Total Hours</b>		<b>29</b>

### Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
EXPH 3442	Exercise Testing and Prescription	4
HHP 3371	Exercise Physiology	3
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

### Accelerated BSRS Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>29</b>
<b>Electives</b>		<b>46</b>
For pre-PT students, 23 credits must be fulfilled by the pre-requisite PT coursework listed below		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Core Requirements

Code	Title	Hours
<i>Common Core Experience</i>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1010	Christian Citizen	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1040	Science & Humanity	3
<i>Faith and Life</i>		
Any REL course above 2030		3

<i>Communication and Language</i>	6
-----------------------------------	---

ENG 1040	Introduction to Writing	
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	
Choice of HHP Activity and other Human Beings and Being Human Course		5
<i>Natural World</i>		
BIO 1801	Human Anatomy and Physiology I	
Choice of Natural World Math (or Computer Science)		7
<i>Society and Culture</i>		
<b>Total Hours</b>		<b>45</b>

### Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1010	Medical Terminology	1
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
<b>Total Hours</b>		<b>29</b>

### Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
EXPH 3442	Exercise Testing and Prescription	4
HHP 3371	Exercise Physiology	3
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

### Bridge BSRS Curriculum

Code	Title	Hours
<b>Undergraduate Transfer Core Requirements</b>		<b>31</b>
<b>Major Requirements</b>		<b>29</b>
<b>Electives</b>		<b>60</b>
Fulfilled through OT/PT; for pre-PT, 16 credits must be fulfilled by pre-requisites listed below		
<b>Total Hours</b>		<b>120</b>

## Transfer Core Requirements

Code	Title	Hours
<i>Faith and Life</i>		
REL 1000	The Bible	6
REL 1100	Christian Faith	
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	6
Choice of Communication and Language Course		
<i>Human Creativity and Expression</i>		
Choice of Human Creativity and Expression Course		
<i>Human Beings and Being Human</i>		
Choice of HHP Activity Course		
<i>Natural World</i>		
BIO 1801	Human Anatomy and Physiology I	7
Choice of Natural World Math (or Computer Science)		
<i>Society and Culture</i>		
Total Hours		
		31

## Major Courses

Code	Title	Hours
BIO 1801	Human Anatomy and Physiology I (Satisfies core requirement)	
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3
RSC 1010	Medical Terminology	1
RSC 1020	Foundations of Rehabilitation Science	3
RSC 1031	Clinical Conditions I	1
RSC 1032	Clinical Conditions II	1
RSC 2010	Evidence Based Practice and Basic Statistics	3
RSC 3020	Advanced Anatomy	4
RSC 3510	Ethical Considerations in Rehabilitation	3
RSC 3530	Teaching and Learning in Rehabilitation	3
RSC 3540	Culture and Rehabilitation	3
Total Hours		29

## Additional Pre-Requisites for Students Seeking a Physical Therapy Concentration

Code	Title	Hours
CHEM 1414	General Chemistry I	4
CHEM 1424	General Chemistry II	4
PHYS 1514	General Physics I	4
PHYS 1524	General Physics II	4

## Accelerated BSRS

Students in the Bachelor of Science in Rehabilitation Science (BSRS) Program may focus on the concentrations of Occupational Therapy (MOT or OTD) or Physical Therapy (DPT). As students move through the BSRS curriculum at an accelerated rate, they may need to take courses during the summer term (at an extra charge) in order to enter the OT or PT program before they complete their BSRS degree. Please note that when a BSRS student enters the OT or PT Program, she/he will be charged the graduate tuition rate.

## Occupational Therapy Concentration

BSRS students who choose to pursue a career in Occupational Therapy (OT) can apply for the graduate OT program (Master of Occupational Therapy - MOT) during the fall of their junior year. If accepted, they will start OT coursework during the spring of their junior year. Some OT coursework will be used to meet elective credits in the BSRS degree. The first 30 first time freshman students who submit a tuition deposit and have at least a cumulative GPA of 3.0 will be placed on a **guaranteed** OT admission list. If at any time in the first 2.5 years in the BSRS Program, a student's cumulative GPA falls below a 3.0, she/he will forfeit their guaranteed admission to the OT Program. In order to apply to the OT Program - Accelerated Track, students will need to have a cumulative GPA of 3.0 or higher across BSRS courses taken during the freshman/sophomore years and a B or higher in two of the three anatomy courses (BIO 1801, BIO 1802, or RSC 3020) and Math 2050 (Statistics) or RSC 2010 (Evidence Based Practice & Basic Statistics). Students should reference the Graduate Catalog for full application information, including those who do not have guaranteed admission.

## Physical Therapy Concentration

BSRS students who choose to pursue a career in Physical Therapy (PT) may enter the Doctor of Physical Therapy (DPT) Program starting their senior year. The first 28 high school applicants who have been accepted to CUW, submitted a tuition deposit, and have a cumulative GPA of at least 3.0 will be placed on a **guaranteed** admission list for the DPT Program. If at any time during the first 3 years in the Bachelor of Science in Rehabilitation Science (BSRS) Program a student's cumulative GPA falls below a 3.0 or their cumulative science GPA falls below a 3.3, she/he will forfeit their guaranteed admission to the DPT Program through the Accelerated pathway. BSRS Accelerated students who maintain the necessary GPA and complete all 8 pre-requisite courses needed for guaranteed admission can apply for the DPT Program following their sophomore year. If accepted, they will start PT coursework during the fall of their senior year. Some PT coursework will be used to meet elective credits in the BSRS degree.

## Bridge BSRS

### For Physical Therapist Assistants (PTA) and Occupational Therapy Assistants (OTA)

The Bridge Bachelor of Science in Rehabilitation Science (Bridge BSRS) degree is intended to offer Occupational Therapy Assistants (OTA) and Physical Therapist Assistants (PTA) an opportunity to receive a broad based education in rehabilitation while preparing to apply for the Occupational Therapy Program Bridge track or Physical Therapy Bridge Program Bridge track at Concordia University Wisconsin (CUW).

The BSRS Bridge Program allows OTAs and PTAs to continue their employment while completing an undergraduate degree. Courses are offered in a fully on-line format and can be completed in three semesters; the program begins in summer and ends after spring semester.

Students may need to take courses that meet the Concordia University transfer core or BSRS major if they have not taken these courses while completing their associate degree or other prior college courses. These courses, if needed, can be taken at other universities and transferred to CUW.

For students pursuing the DPT degree, prerequisite foundational science courses including Anatomy & Physiology II, General Chemistry I and II, and General Physics I and II are no longer part of the BSRS Bridge curriculum. Students will need to find and take these courses independently before matriculating into the DPT Program. These courses

must be worth 4 credits each and include a lab offered in a face-to-face format; lectures can be on-line.

Any courses transferred in to meet the Concordia University transfer core, the BSRS major or required prerequisites must be completed prior to matriculation into the Occupational Therapy or Physical Therapy Bridge Program.

**General Academic Requirements**

A student must be an OTA or PTA in order to enter the Bridge BSRS program. An OTA or PTA may complete an undergraduate degree (BSRS) at CUW. If an OTA or PTA already has an undergraduate degree, they may apply directly to the OT Program - Bridge Track or PT Program - Bridge Track.

**Bridge BSRS Admission Requirements - Physical Therapist Assistant (PTA)**

- Licensed PTA working at least 80 hours per month as a PTA
- 3.0 cumulative GPA in PTA education
- At least a C or above in foundational science courses in PTA education
- 1 letter of recommendation from a current employer
- Resume including proof of current license to practice

**Bridge BSRS Admission Requirements - Occupational Therapy Assistant (OTA)**

- Licensed OTA with at least 1 year of work experience
- Resume including proof of current license to practice
- Cumulative GPA of 3.0 or better from OTA educational program
- 4 credits of Anatomy & Physiology with a B or better
- A program-specific essay that describes your reasons for pursuing the BSRS Bridge to MOTOTD Bridge Programs.
- One letter of recommendation from a person who can speak to the applicant's potential for success in the undergraduate and graduate Bridge Programs.

**Application to OT and PT Programs**

Students in the BSRS Bridge Program will be eligible to apply to the appropriate Bridge Track (Occupational Therapy or Physical Therapy) at CUW. These students should reference the Graduate Catalog for application and program information. They should also work with their undergraduate BSRS advisor on what they need to do to be prepared to apply to the graduate programs. Acceptance into the Bridge BSRS is not an acceptance into the graduate OT and PT programs; however, those enrolled students who meet the admissions requirements for the graduate OT and PT programs will have priority over outside applicants.

**Plan**

Course	Title	Hours
<b>Semester 1</b>		
BIO 1801	Human Anatomy and Physiology I	4
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
RSC 1020	Foundations of Rehabilitation Science	3
PSY 1010	General Psychology	3
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
BIO 1802	Human Anatomy and Physiology II	4
REL 1000	The Bible	3
ENG 1040	Introduction to Writing	3

CCE 1010	Christian Citizen	3
RSC 1010	Medical Terminology	1
<b>Hours</b>		<b>14</b>
<b>Semester 3</b>		
CHEM 1414	General Chemistry I	4
HUMAN CREATIVITY/EXPRESSION COURSE		3
COMM 2100	Interpersonal Communication	3
RSC 3510	Ethical Considerations in Rehabilitation	3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
CHEM 1424	General Chemistry II	4
HHP ACTIVITY COURSE		3
HHP 1100	Stewardship of the Body	1
RSC 3530	Teaching and Learning in Rehabilitation	3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
PHYS 1514	General Physics I	4
FAITH & LIFE COURSE		3
RSC 3540	Culture and Rehabilitation	3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
MATH 2050	Statistics I	3
<b>Hours</b>		<b>16</b>
<b>Semester 6</b>		
PHYS 1524	General Physics II	4
RSC 2010	Evidence Based Practice and Basic Statistics	3
PSY 2300	Life Span Development	3
RSC 1031	Clinical Conditions I	1
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
<b>Hours</b>		<b>14</b>
<b>Semester 7</b>		
RSC 3020	Advanced Anatomy	4
RSC 1032	Clinical Conditions II	1
EXPH 3470	Exercise Physiology (PT Only)	
EXPH 3442	Exercise Testing and Prescription (PT Only)	
EXPH 4480	Program Design and Application of Strength and Conditioning Principles (PT Only)	
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
<b>Hours</b>		<b>14</b>
<b>Semester 8</b>		
CCE 1030	Western Thought & Worldview	3
COMM 4100	Cross-Cultural Communication	3
EXPH 3471	Advanced Exercise Physiology (PT Only)	
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		1
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
ELECTIVE/MINOR/GRAD SCHOOL PREREQ		3
<b>Hours</b>		<b>13</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

**Social Work Major (M)**

**Mission**

The Concordia University BSW mission is to prepare graduates for baccalaureate level, generalist social work practice and graduate level education. Our program is delivered within the context of Christian

faith, in which we hold all people to be created equally in the image of God, while honoring our professional social work values of advocacy, service, justice, dignity and worth of the person, importance of human relationships, integrity and competence.

Graduates will be prepared to work inter-professionally with individuals, families, groups, organizations, and communities at the micro, mezzo, and macro levels from an anti-oppressive and person-in-environment framework. Our graduates will be strengths-based, ethically-grounded, culturally-responsive, equity-driven, and human rights-centered.

## History of Social Work at Concordia University

Concordia University Wisconsin (CUW) was founded in 1881 as a school of the Lutheran Church-Missouri Synod (LCMS). Over the course of the next century, CUW moved from Trinity Lutheran Church in downtown Milwaukee, to property on 31<sup>st</sup> street, and finally to the former campus of the School Sisters of Notre Dame in Mequon, Wisconsin.

For approximately eight decades, Concordia offered high school and the first two years of a liberal arts college program providing "classical, technical, and religious instruction to young men and students who desire to prepare themselves for the ministry of the Lutheran Church." In the 1960's and early 1970's, a lay ministry program was incorporated in the curriculum along with co-educational programs for those interested in becoming teachers, deaconesses, or Social Workers in the Lutheran Church. In 1978, Concordia became a 4-year accredited college providing education in teacher education, nursing, medical assistant, Social Work, and engineering. It was at this time that the current Social Work Program began as a cooperative effort with the University of Wisconsin – Milwaukee.

After officially becoming a university on August 27, 1989, the decision was made to establish an independent Social Work program at CUW. On June 16, 1997, the Council on Social Work Education (CSWE) granted initial accreditation for a Bachelor of Social Work (BSW) program at CUW. The program has grown and remained fully accredited since that time.

The Social Work Program at Concordia University is housed within the School of Health Professions (SHP) and is designed for undergraduates, leading to a Bachelor of Social Work Degree (BSW). There are currently four program areas including:

- A traditional BSW program on the Mequon (CUW) campus
- A traditional BSW program on the Ann Arbor (CUAA) campus
- An online accelerated BSW program
- An online Master of Social Work (MSW) program

## Accreditation

The Council on Social Work Education (CSWE) provides accreditation for Social Work programs at the bachelor and graduate level of education. Graduating from an accredited program is important for BSW students. An accredited program offers BSW graduates the opportunity to request *advanced standing* for an MSW degree in any University. The BSW program at CUW has been fully accredited by CSWE since 1997.

## Social Work Values

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships

- Integrity
- Competence

## Generalist Practice

All Social Work programs educate students in Generalist Practice. Generalist practice provides students with a social work professional foundation knowledge base. Undergraduate students receive this knowledge base during the junior and senior year. Graduate students receive this knowledge base at a somewhat advanced level during the first year of their graduate program.

## Definition of Generalist Practice

Generalist Social Work practitioners work with individuals, families, groups, communities, and organizations in a variety of Social Work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. Generalist practitioners engage in community and organizational development. Additionally, they evaluate service outcomes in order to improve the provision and quality of services most appropriate to client needs.

## Application Process

Students may declare a Social Work major as an arriving freshman or anytime while in good standing at Concordia University. They cannot enroll into upper level Social Work courses or begin a field placement until they have completed the application process to Upper Division Status and have been officially accepted by the BSW Program Director.

Students interested in the Social Work major should complete the two introductory Social Work courses, *SW 225 Social Work & Social Welfare* and *SW 235 Introduction to Child Welfare*, the prerequisites, *Math 205 Statistics*, and the core curriculum prior to beginning the upper level (300/400) Social Work courses. For traditional students, the upper-level courses start the fall semester of their junior year, so the requirements above should be completed by the end of the sophomore year. Students in the online accelerated program must complete the core and prerequisites before beginning the Upper Division courses.

This planning is necessary so students can matriculate through the program and take courses in sequence beginning with the Junior year, and graduate at the completion of the Senior year. Completing the core by the end of the sophomore year is strongly recommended.

## Field Education

Students begin the field instruction sequence in the first semester of the senior year, and spend both fall and spring semesters of the senior year in one field placement. During both semesters, a student will spend an average of 14-16 hours per week at the placement agency, for a total of at least 400 clock hours of field instruction. Students make a commitment to remain with the agency for two semesters, until the end of the academic year. During the spring semester, traditional students must remain in their field placement until at least May 1<sup>st</sup>.

## Service Learning and IPE Hour Requirements

Social Work students will complete the Service Learning and IPE requirements:

- Twenty (20) hours of Service Learning activities
- Twenty (20) hours of IPE activities. *Eight (8) IPE hours will be completed junior and senior year with the mandatory case discussions.*

Service learning and IPE have multiple functions. 1) Provide unique experiences that prepare you for the field internship; 2) Provide experiences that build your résumé and strengthen your competitiveness for employment; 3) Increase confidence in your ability to be a Social Worker; 4) Fulfill the Christian mission of developing in mind, body and spirit for service to Christ in the church and the world.

### Service Learning

Service learning is an opportunity for students to become involved with the Social Work community through a social service organization, learning first-hand some of the ins and outs of Social Work practice. Service learning is required because it gives students an opportunity to interact with a professional agency and gain insight into the work that Social Workers do. This insight helps students narrow down the area of Social Work for an internship. Students may begin accumulating service-learning hours when they become a CUW freshman. They must complete the hours before beginning their senior year, and their internship. It is advised that students complete the service learning hours freshmen and sophomore years, so that they can work on completing IPE hours junior and senior years.

Service Learning activities can include a variety of volunteer activities geared towards students' interests. Students can volunteer with homeless shelters, food pantries, Habitat for Humanity, social service agencies and other organizations that help disadvantaged populations. Students may also participate in a mission trip through their church or through CUWAA, be a camp counselor, bible school teacher, tutor, or find another option not listed. Although many options exist for Service Learning activities, students should double check with the Department of Social Work if they are unsure an activity will count.

### Interprofessional Education (IPE)

Interprofessional Education (IPE) is essential for students preparing for careers in the health and social care fields, as well as healthcare administration. IPE gives Social Work students an opportunity to expand their education and learn how Social Workers interface with other health care professionals, including occupational therapists, physical therapists, physician's assistants, pharmacists, nurses and more. Students obtain IPE experience by attending mandatory case discussion events junior and senior years, and through other activities coordinated by the School of Health Professions.

### Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.

- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

### Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>45</b>
<b>Electives / Minor - A Minor is required (Min 18 credits)</b>		<b>30</b>
Minor: Required		
<b>Total Hours</b>		<b>120</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

### Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
<b>Required Courses</b>		
MATH 2050	Statistics I (Counts as university core) <sup>1</sup>	
All required Social Work (SW) courses require a grade of B- or better		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
SW 4200	Field Education II	3



SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
<b>Total Hours</b>		<b>45</b>

<sup>1</sup> Must receive a "C" or better

## Program Admission

### Declaring Social Work as a Major

Students cannot enroll in upper division Social Work courses (SW 3000 or SW 4000 level) or begin a field placement until they have completed the application (below) and been accepted into the upper division program.

Prior to official acceptance into Upper Division Status, students are expected to take the two introductory social work courses, SW 1110 (Social Work & Social Welfare) and SW 1200 (Introduction to Child Welfare) during their freshman and sophomore years. Students also need to have completed Math 2050 (Statistics I).

Complete an Application for Admission into Upper Division Status in the Social Work Major. A completed application includes:

- Completion of Application for Admission Form ([https://www.cuw.edu/academics/programs/social-work-bachelors/\\_assets/Application.pdf](https://www.cuw.edu/academics/programs/social-work-bachelors/_assets/Application.pdf))
- Completion of a Personal Narrative
- Submission of Current Academic Transcript and spring class schedule
- Interview with the Director of the Social Work Program and/or Social Work Admissions Committee.

Application materials are due the first Friday in February of the sophomore year. Upper Division classes will begin the fall semester of junior year and will take four semesters to complete.

## Plan

Course	Title	Hours
<b>Semester 1</b>		
SW 1200	Introduction to Child Welfare	3
ENG 1040	Introduction to Writing	3
CCE 1010	Christian Citizen	3
COMMUNICATION & LANGUAGE		3
CREATIVE EXPRESSION		3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
SW 1110	Social Work & Social Welfare	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
NATURAL WORLD - SCIENCE		4
HUMAN CREATIVITY & EXPRESSION		3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
MATH 2050	Statistics I	3
CCE 1040	Science & Humanity	3
REL 1000	The Bible	3
HHP 1100	Stewardship of the Body	1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 4</b>		
SW ELECTIVE		3
CCE 1030	Western Thought & Worldview	3

FAITH & LIFE		3
HHP ACTIVITY		1
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW ELECTIVE		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>12</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Social Work/Psychology Double Major (M)

The Social Work & Psychology double major applies the two disciplines to foster intellectual development and problem solving, and encourages students to serve others within the context of Christian faith. The social work and psychology programs are committed to cultivating multicultural awareness and appreciation for the magnificence of God viewed through human diversity. The program prepares students to pursue graduate study and work in the field of helping professions with a keen understanding of interdisciplinary treatment team approaches.

### Social Work Program Core Competencies

- Competency 1: Demonstrate Ethical & Professional Behavior.
- Competency 2: Advance Human Rights and Social, Racial, Economic & Environmental Justice.
- Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice.
- Competency 4: Engage in Practice-informed Research and Research-informed Practice.
- Competency 5: Engage in Policy Practice.
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.
- Competency 8: Intervene with Individuals, Families, Groups, Organizations and Communities.
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Enhance teamwork capacity
- Develop meaningful professional direction for life after graduation

### Social Work Program Goals

The goals of the CUW/CUAA Social Work Program are to:

1. Prepare students for professional generalist practice.
2. Prepare students who have developed the behaviors associated with the nine (9) competencies established by CSWE.
3. Encourage students to draw on the foundations of Christianity in faith, service, and social justice, and to provide leadership in the provision of service and solidarity for all persons, especially marginalized or oppressed groups.
4. Develop students with strong practice skills built on the knowledge base of the profession.
5. Support students in their understanding of and ability to apply the NASW Code of Ethics when practicing, and in their understanding of the relationship between the code of ethics and Christianity.
6. Prepare students who can apply research and/or evidence-based practice in practice settings, and in evaluating the effectiveness of practice and programs.

### Psychology Outcomes

Goal 1: Knowledge Base in Psychology

- Describe key concepts, principles, and overarching themes in psychology
- Develop a working knowledge of psychology's content domains
- Describe applications of psychology

Goal 2: Scientific Inquiry and Critical Thinking

- Use scientific reasoning to interpret psychological phenomena
- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research
- Incorporate sociocultural factors in scientific inquiry

Goal 3: Ethical and Social Responsibility in a Diverse World

- Apply ethical standards to evaluate psychological science and practice
- Build and enhance interpersonal relationships
- Adopt values that build community at local, national, and global levels

Goal 4: Communication

- Demonstrate effective writing for different purposes
- Exhibit effective presentation skills for different purposes
- Interact effectively with others

Goal 5: Professional Development

- Apply psychological content and skills to career goals
- Exhibit self-efficacy and self-regulation
- Refine project-management skills

### Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements (45 Social Work, 34 Psychology)</b>		<b>79</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>124</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

Code	Title	Hours
<i>Social Work Requirements</i>		
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
<b>Total Hours</b>		<b>45</b>

Code	Title	Hours
<i>Psychology Requirements</i>		
PSY 1010	General Psychology	3
PSY 2050	Theories of Learning	3
PSY 2300	Life Span Development (Also Acceptable PSY 2210 or 2220)	3
PSY 3150	Social Psychology	3
PSY 3100	Theories of Personality	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
PSY 4850	Research Proposal	1
PSY 4900	Psychology Senior Seminar	3
Electives (Upper Level Psychology Courses)		6
COMM 2100	Interpersonal Communication	3
<b>Total Hours</b>		<b>34</b>

- If prerequisites are met, students may take PSY 3100 Theories of Personality, PSY 3150 Social Psychology and/or SW 3230 during their sophomore year. Students must be on track to complete the core by the end of their sophomore year.

- SW 4100 Field Education I & SW 4100 Field Education I replace PSY 4500 Psychology Practicum
- Two PSY 3000/4000 level electives are needed

## Plan

Course	Title	Hours
<b>Semester 1</b>		
SW 1200	Introduction to Child Welfare	3
ENG 1040	Introduction to Writing	3
PSY 1010	General Psychology	3
CCE 1010	Christian Citizen	3
NATURAL WORLD - SCIENCE		4
<b>Hours</b>		<b>16</b>
<b>Semester 2</b>		
PSY 2210 or PSY 2220 or PSY 2300	Child Development or Adolescent Development or Life Span Development	3
COMM 1100	Public Speaking	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
SW 1110	Social Work & Social Welfare	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
SOCIETY & CULTURE		3
COMM 2100	Interpersonal Communication	3
PSY 2050	Theories of Learning	3
REL 1000	The Bible	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
MATH 2050	Statistics I	3
PSY ELECTIVE		3
CCE 1030	Western Thought & Worldview	3
FAITH & LIFE		3
HUMAN CREATIVITY & EXPRESSION		3
HHP ACTIVITY		1
<b>Hours</b>		<b>16</b>
<b>Semester 5</b>		
SW 3100	Research Methods I	3
SW 3110	Human Behavior in the Social Environment I	3
SW 3120	Skills & Methods of Social Work Practice I	3
SW 3100	Research Methods I	3
PSY 3150	Social Psychology	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
SW 3200	Research Methods II	3
SW 3210	Human Behavior in the Social Environment II	3
SW 3220	Skills & Methods of Social Work Practice II	3
SW 3230	Social Welfare Policy and Programs	3
PSY 3500	Experimental Psychology	3
PSY 4250	Abnormal Psychology	3
<b>Hours</b>		<b>18</b>
<b>Semester 7</b>		
SW 4100	Field Education I	3
SW 4110	Field Seminar I	3
SW 4120	Skills & Methods of Social Work Practice III	3
PSY 4850	Research Proposal	1
PSY ELECTIVE		3
<b>Hours</b>		<b>13</b>

### Semester 8

SW 4200	Field Education II	3
SW 4210	Field Seminar II	3
SW 4230	Senior Integrative Seminar	3
PSY 4900	Psychology Senior Seminar	3
PSY ELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Total Hours</b>		<b>124</b>

Please see your advisor for more information.

## Minors

- Communication Sciences Minor (M) (p. 314)
- Director of Church Ministries Minor for Social Work Majors (M) (p. 314)
- Social Science Minor for Social Work Majors (M) (p. 315)
- Social Work Minor (M) (p. 315)

## Communication Sciences Minor (M)

A minor in Communication Sciences requires 21 credit hours in CSD courses (18 credit hours of required coursework + 3 credit elective). Coursework required for the minor is listed on the table below:

Code	Title	Hours
CSD 1000	Introduction to Communication Sciences and Disorders	3
CSD 2100	Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism	3
CSD 2200	Clinical Phonetics	3
CSD 3100	Speech and Language Development	3
CSD 3200	Hearing Science	3
CSD 3700	Speech Science	3
CSD 4400	Neurological Bases of Communication	3
Electives (pick one)		
CSD 2500	Foundations of Cognition and Language (Elective - 3 cr.)	3
CSD 2600	Kinesiology & Motor Learning (Elective - 3 cr.)	3
CSD 2700	Multicultural Populations (Elective - 3 cr.)	3
CSD 3500	Audiology (Elective - 3 cr.)	3
CSD 3600	Speech and Language Disorders in Children (Elective - 3 cr.)	3
CSD 4600	School Methods (Elective - 3 cr.)	3
<b>Total Hours</b>		<b>21</b> <i>(18+3 elective)</i>

## Director of Church Ministries Minor for Social Work Majors (M)

The Theology Department identifies its purpose in terms of Concordia's statement of purpose, especially the following statements with spiritual focus:

"The total program is centered in the Christian philosophy with a confessional Lutheran emphasis.... Concordia University seeks to develop mature Christians in whom knowledge and understanding of the Holy

Scriptures, the inspired, inerrant Word of God and the source and norm of Christian truth, are united with personal faith in Jesus as God and Savior. Concordia's spiritual resources are directed to the development of Christian faith and practice of Christian virtues so that the student can form value judgments and arrive at ethical principles required for purposeful living. Concordia's programs ... nurture religious commitment, provide insights for Christian action in the world, and ... provide an opportunity for intelligent selection of vocations for service to God, church and society.... Concordia ... is interested in exerting a Christian influence on the community, nation, and world." (Departmental Statement of Purpose, August 30, 2002)

Students who fulfill a major in a field compatible with church ministries, such as social work, and who wish to be certified through The Lutheran Church - Missouri Synod may be certified after completing the Church Ministries Minor for Related Majors. This program equips men and women to serve as a Director of Church Ministries (DCM) in congregations where the church worker solicits, trains and deploys lay people within the congregation to serve in a variety of service capacities.

Because of the nature of this work all church ministries students must demonstrate good human relations skills and a life of Christian example. Graduates may be solemnly called to positions in congregations or recognized service organizations of the church, and may be eligible to be rostered in The Lutheran Church – Missouri Synod with the designation “Minister of Religion Commissioned – Director of Church Ministries (DCM).” Concordia University Wisconsin is the only synod school at which this program is offered.

## Curriculum

Code	Title	Hours
<b>Required Core Courses</b>		
REL 2010	Old Testament	3
REL 2030	Biblical Theology	3
Any REL course with a number above 2030		
<b>Required Courses</b>		
REL 2020	New Testament	3
REL 3120	Office of the Professional Church Worker	3
REL 4000	Lutheran Confessions	3
SW 4100	Field Education I (3 credits of which double as a requirement for Director of Church Ministries Minor)	3
<b>Minor Courses</b>		
REL 2590	Religious Education of Youth and Adults	3
or REL 2570	Youth Ministry: Theology and Practice	
Select one of the following:		
REL 2980	Faith and Culture	3
REL 3100	Religion in America Today	
REL 3175	World Religions	
REL 3110	Church in Mission (or REL XXX - any mission or evangelism)	3
REL XXX (any upper level Bible course)		3
<b>Total Hours</b>		<b>30</b>

This major/minor is not permitted to share (overlap) any credits with the core curriculum, with a major, with a minor, or with a certificate per departmental policy unless otherwise specified in the curriculum.

## Program Admission

Application involves steps in addition to application to the university. Applicants for the Church Ministries Minor should contact the Church Ministries office for application information.

# Social Science Minor for Social Work Majors (M)

## Minor Requirements

27 credits, 9 credits apply to Core

Code	Title	Hours
<b>Required Courses</b>		
PSY 1010	General Psychology	3
SOC 1010	Introduction to Sociology	3
ECON 2200	Macroeconomics	3
or ECON 2000	Principles of Economics	
<i>Select one of the following Political Science courses:</i>		
POLS 1010	Introduction to Political Science	3
POLS 2010	American Government	
POLS 2850	American Politics and Health Care Policy	
COMM 1100	Public Speaking	3
COMM 2100	Interpersonal Communication	3
PSY 2300	Life Span Development	3
SW 2120	Understanding Death and Dying	3
Select a PSY or SOC course		
<b>Total Hours</b>		<b>27</b>

## Social Work Minor (M)

The Social Work Minor is for students who are interested in learning more about the vast field of social work. This minor will benefit students who are interested in serving individuals, families, communities, and/or organizations and advocating for social justice.

The Social Work minor is open to all majors (with the exception of Social Work Majors.)

## Curriculum

Code	Title	Hours
SW 1110	Social Work & Social Welfare	3
SW 1200	Introduction to Child Welfare	3
SW 3110	Human Behavior in the Social Environment I	3
<b>Elective Credits (choose 3 courses for 9 credits)</b>		
SW 3230	Social Welfare Policy and Programs	3
SW 3210	Human Behavior in the Social Environment II	3
SW 2100	Trauma: Prevalence, Impact, and Coping	3
SW 2110	Drugs, Society, and Human Behavior	3
SW 2120	Understanding Death and Dying	3
SW 2200	Aging and the Social Environment	3
POLS 2850	American Politics and Health Care Policy	3
<b>Total Hours</b>		<b>18</b>

## Certificates

- Diagnostic Medical Sonography Certificate (M) (p. 316)

### Diagnostic Medical Sonography Certificate (M)

Diagnostic Medical Sonography (DMS) is a multi-specialty profession utilizing high frequency sound waves to image the human body. Sonographers use their knowledge of anatomy, physiology and applied critical thinking to assess function and the presence of disease processes. Sonographers work under the guidance of an interpreting physician in a variety of health care settings.

The **Diagnostic Medical Sonography Certificate is a 21 month continuous full time program** providing designed to provide students with the academic (didactic) and clinical education required to learn sonography. The program offers hands-on experience through the on-campus ultrasound lab as well as diverse clinical rotations encompassing a variety of specialties in Abdomen Extended, Obstetrics & Gynecology, and Vascular Sonography.

This certificate award option is available to qualified candidates meeting the required pre-requisites (see program admission tab (p. 316)). In addition to a transcript evaluation, qualified candidates must be invited to participate in an interview with the selection committee in order to be placed in the program. Students applying for the certificate are encouraged to discuss requirements and placement availability with CUW admission counselors and the Department Chair for Imaging.

All DMS students who successfully meet DMS program requirements will earn a certificate of completion and are qualified to apply for national certification exams.

#### Accreditation

The professional and clinical programs affiliated with CUW are accredited, upon recommendation of the Joint Review Committee on education in Diagnostic Medical Sonography (JRC DMS), by the Commission on Accreditation of Allied Health Education Programs (CAAHEP (<https://www.caahep.org/>)).

#### Program Learning Outcomes

- DMS students will apply Christian ethics to patient interactions. (GLO 1)
- DMS students will effectively provide patient care that recognizes and serves a diverse patient community. (GLO 2)
- DMS students will record, analyze, and process diagnostic data and other pertinent observations to provide high quality information for interpreting physicians. (GLO 3)
- DMS students will demonstrate critical thinking and judgment in the performance of sonographic and/or related diagnostic services. (GLO 4)
- DMS students will demonstrate strong interpersonal skills with patients, supervising staff, team members and interpreting physicians to improve patient outcomes and experience. (GLO 5)
- DMS students will integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results to improve patient outcomes. (GLO 6)

Link to CUW DMS Program Outcomes ([https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/\\_assets/outcomes.pdf?v=082422](https://www.cuw.edu/academics/programs/diagnostic-medical-sonography-bachelors/_assets/outcomes.pdf?v=082422))

#### Curriculum

Code	Title	Hours
DMS 3010	Superficial Sonography	2
DMS 3110	Sonographic Principles and Instrumentation I	2
DMS 3120	Sonographic Principles and Instrumentation II	2
DMS 3210	Vascular Sonography I	3
DMS 3220	Vascular Sonography II	2
DMS 3230	Vascular Sonography III	2
DMS 3310	Abdominal Sonography I	4
DMS 3320	Abdominal Sonography II	3
DMS 3330	Abdominal Sonography III	2
DMS 3410	Ob & Gyn Sonography I	3
DMS 3420	Ob & Gyn Sonography II	3
DMS 3510	Case Reports I	1
DMS 3520	Case Reports II	1
DMS 3710	DMS Clinical Education I	3
DMS 3720	DMS Clinical Education II	4
DMS 3730	DMS Clinical Education III	3
DMS 4740	DMS Clinical Education IV	6
DMS 4030	Musculoskeletal Sonography	2
DMS 4140	Sonography Principles and Instrumentation Review	1
DMS 4240	Pediatric Sonography	2
DMS 4430	Ob & Gyn Sonography III	3
DMS 4440	Ob & Gyn Sonography IV	3
DMS 4530	Case Reports III	1
DMS 4540	Case Reports IV	1
DMS 4600	Professional Development in Sonography	1
DMS 4750	DMS Clinical Education V	7
DMS 4800	Registry Review	3
<b>Total Hours</b>		<b>70</b>

The CUW Diagnostic Medical Sonography (DMS) Program is a Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredited program. The program is full time conducted over 2 fall semesters, 2 spring semester, and 1 summer. Students in the CUW DMS program will receive academic coursework and lab instruction by CUW faculty and participate in clinical rotations through affiliated hospitals and clinics. This CUW DMS program curriculum and course descriptions can be found in the catalog. Grades will be issued for each course in all academic and clinical portions of the program.

#### Application, Pre-requisite Requirements

Acceptance into the CUW DMS program is not guaranteed. Candidates for the **Certificate award** must already hold a Bachelor of Science degree with documentation of the following specified college level courses: \* Retaking a course: students are allowed to retake each required course one additional time

- **Anatomy & Physiology** (Grade B (3.0) or higher)
- **Medical Terminology** (Grade B (3.0) or higher)
- **Pathophysiology** (Grade B (3.0) or higher)

- **Medical Law & Ethics** (Grade B (3.0) or higher)
- **College Math, Algebra of higher** (Grade B (3.0) or higher)
- **Interpersonal communication** (Grade B (3.0) or higher)
- **General Physics** (Grade C (2.0) or higher).

#### Additional requirements

- Each student is required to complete a minimum of 100 hours of patient care experience by December 31 of application year. Patient care experience can be met by one of the following:
  - **Certified Nursing Assistant (CNA) \*this is the best options for students without previous education/training in the below areas.**
  - Certified Medical Assistant (MA)
  - Radiologic Technologist (RT)
  - Surgical Technologist
  - Respiratory Therapist
  - Paramedic
  - Nurse (LPN/RN/NP)
- 4 hours of **Job Shadowing** before applying
- Application and Letter of Recommendation
- Upon acceptance into DMS program: **CPR for Healthcare Providers**. Classes are occasionally offered on campus for a fee
- **AP Scores:** only scores of 4 or higher will be accepted as credit for all required *science courses* in this program, a score of 3 or higher is accepted for all other transfer-eligible coursework

### DMS Program Acceptance - Student Selection

The Diagnostic Medical Sonography (DMS) program is competitive and students are not guaranteed acceptance into the program(s). In addition to the pre-professional course/grade requirements, DMS applicants will be considered based on a variety of application requirements including but not limited to: letters of recommendation, number of patient care hours, hours shadowing in sonography, and an interview(s). Qualified applicants will be invited to interview. Interview preparation is strongly encouraged as the interviews and academic performance comprise a significant portion of the candidate's placement score.

### Other Program Requirements

#### Health Status

Accepted students must demonstrate compliance of all the following:

- Annual physical examination and updated health history
- Negative test for tuberculosis, as shown by a negative Mantoux test, a negative QuantiFERON-TB test (annually)
- Immunity to rubeola, mumps and rubella as shown by a positive titer or documented vaccine
- Immunity to varicella as shown by a positive titer, or evidence of two vaccinations
- Seasonal influenza vaccine (annually)
- Covid-19 vaccine \*check with department chair/advising for the most up to date information

### Medical Insurance Background Check & Drug Screen Technical Standards

All applicants to the School of Diagnostic Medical Sonography are notified of the minimum requirements appropriate to the profession of sonography.

- Lift more than 50 pound routinely
- Push and pull routinely
- Bend and stoop routinely
- Have full use of both hands, wrists and shoulders
- Distinguish audible sounds
- Adequately view sonograms, including color distinctions
- Work standing on their feet 80% of the time
- Interact compassionately and effectively with the sick or injured
- Assist patients on and off examining tables
- Organize and accurately perform the individual steps in a sonographic procedure in the proper sequence

Students must be able to perform the essential functions of the profession and meet the academic and clinical standards of the curriculum. Students seeking reasonable accommodations to the professional technical standards should initiate a request with advising, department chair and/or program director.

### Tuition

Students in the Diagnostic Medical Sonography Program (**Certificate Award**) will pay 4 semesters of tuition (2 fall and 2 spring) and do not pay for summer, or any overload tuition charges. Students will be charged the current per semester certificate tuition for the specified academic year.

## School of Nursing (M)

**Our mission:** *The School of Nursing is dedicated to providing a rigorous Christ-centered education that develops and inspires highly skilled professionals who are prepared to serve diverse communities by promoting health and healing with excellence, integrity and compassion.*

Your decision to become a nurse - or advance your nursing education - is among the most important choices you will ever make. Concordia University School of Nursing offers a rigorous education that can help you reach your goal - at whatever educational level that is! Our courses, hands-on clinical rotations, and skills and simulation labs are taught by highly qualified nurse educators with extensive experience in hospitals and healthcare settings.

Our program includes a wide variety of undergraduate, accelerated, certificate and graduate professional programs to meet the needs of students at every step of their educational journey.

- Nursing: Traditional Bachelor of Science in Nursing (M) (p. 318)

## Majors

- Nursing: Traditional Bachelor of Science in Nursing (M) (p. 318)

# Nursing: Traditional Bachelor of Science in Nursing (M)

The Traditional Undergraduate Nursing program at Concordia University is committed to helping students develop in mind, body, and spirit. Though a rigorous curriculum, our students are well-prepared to sit for the NCLEX-RN Licensure Exam at the culmination of their studies.

With a foundation in Christ, our nursing students receive a well-rounded liberal arts core as well as the art and science of nursing. Skillfully integrated into our program of study are concepts related to interprofessional communication, collaboration, professionalism and leadership.

Sessions with our high-fidelity manikins and skills team will prepare you for your clinical experiences. Through collaboration with area healthcare partners, you will have multiple opportunities to apply the theoretical concepts and skills you learn during clinical. We are dedicated to your success, and look forward to helping you reach your goal of becoming a professional nurse.

## Program Highlights

- Clinical courses begin second semester of sophomore year. Our program offers more specialty clinicals than many others.
- Global health experience is available.
- Fall and spring program admission.
- Individualized attention and faculty guided tutoring.
- 24/7 access to skills lab.
- Multi-bed high-fidelity simulation lab and hands-on skills lab.
- Active Student Nurses Association and Sigma Theta Tau Honor Society.
- Financial assistance and scholarships are available.
- Opportunity to continue your education at the graduate level.

## Accreditation

Concordia University is accredited by the Higher Learning Commission ([hlcommission.org](http://hlcommission.org)), a regional accreditation agency recognized by the U.S. Department of Education.

The baccalaureate degree in nursing at Concordia University Wisconsin is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).

## Program Learning Outcomes

The Traditional Undergraduate Nursing curriculum is based on Program Outcomes that reflect the standards for undergraduate nursing education established by the American Association of Colleges of Nursing.

Upon graduation the Bachelor of Science in Nursing student will be able to:

1. Apply liberal arts education and scientific background information into practice.
2. Apply organizational and leadership principles in practice to improve quality and patient safety.
3. Apply current evidence into professional nursing practice.

4. Use informatics and healthcare technologies to inform decision-making regarding quality patient care and safety.
5. Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
6. Communicate and collaborate in an interprofessional healthcare environment to deliver safe, high quality patient care.
7. Apply knowledge of health promotion and disease prevention to improve individual and population health.
8. Demonstrate professionalism and professional values within the context of a Christian perspective.
9. Engage in the professional roles of the nurse as care provider, care manager/coordinator, lifelong learner and member of the profession.

## Curriculum

Code	Title	Hours
<b>Core Requirements (p. 28) <sup>1</sup></b>		<b>45</b>
<b>Major Requirements</b>		<b>76</b>
<b>Electives</b>		
Minor: Optional		
<b>Total Hours</b>		<b>121</b>

<sup>1</sup> For transfer students, please see the Advanced Transfer Core (p. 32).

## Major Requirements

Code	Title	Hours
<b>Common Core</b>		
REL 1000	The Bible	3
REL 1100	Christian Faith	3
CCE 1020	Western Culture & Worldview	3
CCE 1030	Western Thought & Worldview	3
CCE 1010	Christian Citizen	3
CCE 1040	Science & Humanity	3
<i>Communication and Language</i>		
ENG 1040	Introduction to Writing	3
COMM 2100	Interpersonal Communication	3
MATH 1280	College Algebra	3
<i>Faith and Life</i>		
REL 3140	Christian Ethics	3
<i>Human Beings and Being Human</i>		
HHP 1100	Stewardship of the Body	1
HHP Activity Course		
PSY 1010	General Psychology	3
<i>Natural World</i>		
CHEM 1204	Elements of General and Biological Chemistry	4
<b>Required Nursing Courses</b>		
NURS 2120	Gerontological Nursing Theory	3
NURS 2010	Professional Core Foundations	3
NURS 2122	Gerontologic Nursing Clinical	2
NURS 2110	Foundational Nursing Skills 1	1

NURS 2020	Nursing Pathophysiology	3
NURS 2030	Wellness Assessment	3
NURS 2040	Nursing Pharmacology 1	2
NURS 2130	Nursing Pharmacology 2	2
NURS 3030	Psychological Wellness Theory	3
NURS 3010	Foundational Nursing Skills 2	1
NURS 3032	Psychological Wellness Clinical	1
NURS 3020	Alterations in Adult Health: Chronic Conditions Theory	3
NURS 3022	Alterations in Adult Health: Chronic Conditions Clinical	2
NURS 3110	Nursing Research	3
NURS 3130	Community Health Theory	2
NURS 3132	Community Health Clinical	1
NURS 3120	Alterations in Adult Health: Acute Conditions Theory	3
NURS 3122	Alterations in Adult Health: Acute Conditions Clinical	2
NURS 4010	Alterations in Adult Health: Complex Conditions Theory	4
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	2.5
NURS 4020	Family-Centered Nursing: Pediatrics Theory	3
NURS 4022	Family-Centered Nursing: Pediatrics Clinical	1
NURS 4030	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 4032	Family-Centered Nursing: OB & Women's Health Clinical	1
NURS 4110	Leadership and Management in Healthcare Systems Theory	3
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	2.5
NURS 4340	Professional Nursing Preparation and Licensure	1

**Collateral Courses**

BIO 1600	Medical Microbiology	4
BIO 1801	Human Anatomy and Physiology I	4
BIO 1802	Human Anatomy and Physiology II	4
PSY 2300	Life Span Development	3

<b>Total Hours</b>		<b>76</b>
--------------------	--	-----------

**Major Electives**

Code	Title	Hours
NURS 4050	Global Education Mexico <sup>2</sup>	3
NURS 4070	Introduction to Integrative and Complementary Therapies	1,2
NURS 4060	Introduction to EKG <sup>2</sup>	1
NURS 4040	Advanced Concepts in Perfusion <sup>3</sup>	4

<sup>2</sup> Offered at CUW only<sup>3</sup> Offered at CUAA only**Program Admission****Admission: Traditional Freshman Students**

Concordia University **pre-nursing students** who meet **all** of the following minimum requirements are eligible for direct admission to the traditional

undergraduate nursing program. The number of students accepted into the program is dependent on available clinical space and the student's ranking based on the criteria below:

- Minimum **cumulative GPA**  $\geq 2.75$
- Minimum **science GPA**  $\geq 2.75$  with  $\geq C$  in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology 1 (BIO 191 or higher level human anatomy & physiology course with lab section)
  - Anatomy & Physiology 2 (BIO 192 or higher level human anatomy & physiology course with lab section)
  - Chemistry General & Biological Chemistry (CHEM 105 or higher level chemistry course with lab section)
- **Minimum grade of C** in college algebra (Math 128) or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on AP Statistics or AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language, language test score:
  - TOEFL  $\geq 75$  **OR**
  - IELTS  $\geq 6.5$

**Admission: Direct Entry Transfer Students**

- Transcript review.
- Letter of Good Standing from the institution where the student was most recently enrolled.
- Minimum cumulative GPA  $\geq 3.0$ .
- Minimum Science GPA  $\geq 2.75$  with  $\geq C$  in the following courses:
  - Microbiology (BIO 149 or higher level microbiology course with lab section)
  - Anatomy & Physiology 1 (BIO 191 or higher level human anatomy & physiology course with lab section)
  - Anatomy & Physiology 2 (BIO 192 or higher level human anatomy & physiology course with lab section)
  - Chemistry General & Biological Chemistry (CHEM 105 or higher level chemistry course with lab section)
- Minimum grade of C in college algebra (Math 128) or higher level math course (statistics, pre-calculus or calculus) **OR**
  - Waiver with an AP score of 4 or 5 on the AP Statistics or AP Calculus Exam, **OR**
  - CLEP credits for college algebra.
- English as Second Language test score:
  - TOEFL  $\geq 75$  **OR**
  - IELTS  $\geq 6.5$
- Transfer students are required to contact the admissions transfer counselor for Concordia's application process and timeline. All applications must be submitted to the Admissions Office by August 1st for the fall semester or December 1st for the spring semester.
- Applications will be reviewed and prioritized by the School of Nursing.
- The number of students accepted will be dependent on available clinical spots and the student's ranking based on the criteria above.

**Additional Admission Requirements:**

- Current **American Heart Association BLS for Healthcare Providers** (BLS). Certification must be kept current throughout the program.



- Current state certification as a Nurse Aide (CNA).
- A clear background check.
- Students will be required to undergo a urine drug screen prior to their first clinical course (Sophomore 2 semester).
- All nursing courses (NURS courses) **must be taken at CUW**. The traditional BSN program will not accept nursing courses transferred from other institutions.
- Transfer courses must have been completed within five years prior to admission.
- To attend clinicals, students must adhere to **all** requirements set forth by CUW Healthcare Partners, including the COVID-19 vaccination.

### Progression Policy

- Sophomore, junior and senior students must receive a **minimum grade of 79%** in all nursing courses (NURS courses) in order to progress in the program.
- Additional information on progression policies is available in the **Traditional Undergraduate Nursing Student Handbook/Clinical Resource Guide**.

### Plan

Course	Title	Hours
<b>Semester 1</b>		
CHEM 1204	Elements of General and Biological Chemistry	4
BIO 1801	Human Anatomy and Physiology I	4
CCE 1010	Christian Citizen	3
MATH 1280	College Algebra	3
ENG 1040	Introduction to Writing	3
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>18</b>
<b>Semester 2</b>		
BIO 1600	Medical Microbiology	4
CCE 1030	Western Thought & Worldview	3
BIO 1802	Human Anatomy and Physiology II	4
CCE 1020	Western Culture & Worldview	3
PSY 1010	General Psychology	3
<b>Hours</b>		<b>17</b>
<b>Semester 3</b>		
NURS 2010	Professional Core Foundations	3
NURS 2020	Nursing Pathophysiology	3
NURS 2030	Wellness Assessment	3
NURS 2040	Nursing Pharmacology 1	2
PSY 2300	Life Span Development	3
HHP ACTIVITY		1
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
NURS 2120	Gerontological Nursing Theory	3
NURS 2122	Gerontologic Nursing Clinical	2
NURS 2110	Foundational Nursing Skills 1	1
NURS 2130	Nursing Pharmacology 2	2
COMM 2100	Interpersonal Communication	3
REL 1000	The Bible	3
<b>Hours</b>		<b>14</b>
<b>Semester 5</b>		
NURS 3020	Alterations in Adult Health: Chronic Conditions Theory	3
NURS 3022	Alterations in Adult Health: Chronic Conditions Clinical	2
NURS 3030	Psychological Wellness Theory	3
NURS 3032	Psychological Wellness Clinical	1
NURS 3110	Nursing Research	3
NURS 3010	Foundational Nursing Skills 2	1
<b>Hours</b>		<b>13</b>

<b>Semester 6</b>		
NURS 3120	Alterations in Adult Health: Acute Conditions Theory	3
NURS 3122	Alterations in Adult Health: Acute Conditions Clinical	2
NURS 3131	Community Wellness Theory	3
NURS 3132	Community Health Clinical	1
REL 1100	Christian Faith	3
CCE 1040	Science & Humanity	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
NURS 4010	Alterations in Adult Health: Complex Conditions Theory	4
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	2.5
NURS 4020	Family-Centered Nursing: Pediatrics Theory	3
NURS 4022	Family-Centered Nursing: Pediatrics Clinical	1
REL 3140	Christian Ethics	3
<b>Hours</b>		<b>13.5</b>
<b>Semester 8</b>		
NURS 4110	Leadership and Management in Healthcare Systems Theory	3
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	2.5
NURS 4030	Family-Centered Nursing: OB & Women's Health Theory	3
NURS 4032	Family-Centered Nursing: OB & Women's Health Clinical	1
<b>SOCIETY &amp; CULTURE</b>		<b>3</b>
<b>HUMAN CREATIVITY &amp; EXPRESSION</b>		<b>3</b>
<b>Hours</b>		<b>15.5</b>
<b>Total Hours</b>		<b>121</b>

Course options and schedule are subject to change.

## School of Pharmacy

CUW's School of Pharmacy educates pharmacists, scientists, and public health professionals to be servant leaders, dedicated to improving the health of our communities through excellence in teaching, research, service, and practice throughout their careers. Our degree programs at Concordia's School of Pharmacy are built for students who want to make a difference in the lives of others. We offer the balance you need to engage in a world-class education, cutting-edge research, and pivotal clinical experiences while still maintaining a focus on family and self-care. We offer an inspired, supportive atmosphere that develops each student as an individual.

For information on the graduate Pharmacy (PharmD) program please see the graduate catalog.

- Public Health (M) (p. 320)
- Public Health Minor (M) (p. 323)
- Interprofessional Education Undergraduate Certificate (M) (p. 323)

## Majors

- Public Health (M) (p. 320)

## Public Health (M)

This degree offers a mission-focused perspective on public health and prepares you to serve as a globally minded citizen working to protect and promote the public's health. It is an engaging, multidisciplinary educational program filled with practical application

opportunities to prepare you to be a strong, competitive candidate in the public health sector. In this degree program, you will have the opportunity to personalize your path depending on your interest. Regardless of which concentration you choose, all undergraduate students will complete a minimum of 120 credits, including 45 credit hours of general education core curricula, 25 credit hours of required public health coursework, and 3 credit hours of a culminating/capstone project. Students may choose to enroll in one of the following two concentrations:

### Community health concentration:

This concentration integrates many disciplines and allows you to tailor your study with selectives from programs such as environmental studies, communication, nutrition, social work, sociology, psychology, political science, public policy, health and human performance, and more to create an educational experience unique to you. You will be prepared to enter the public health field in numerous professional and community settings such as non-profit organizations, hospitals and health systems, governmental agencies, schools, and private businesses. A bachelor's in public health also provides the foundation for future graduate degrees, such as a masters' in public health, social work, occupational therapy, public policy, or healthcare administration.

### Pre-clinical concentration:

This concentration provides the undergraduate public health student with a strong foundation in the basic sciences and prepares them to continue their education by pursuing a graduate degree in a health profession, such as pharmacy, physical therapy, physician assistant, or other medical program.

*All students complete the public health core courses, which provide foundational knowledge to improve the public's health at the policy and community level.*

### Program Learning Outcomes

Through this degree program, all graduating students will be able to:

- Demonstrate the concepts and core values of public and population health
- Employ Christian service by protecting and promoting the public's health
- Apply teamwork, leadership, and professionalism principles to address health-related needs and concerns of populations
- Locate, use, evaluate, and synthesize public health information
- Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences

#### The community health concentration will also prepare you to:

- Discuss the diversity and unique public health-related needs of specific populations in the context of achieving health equity
- Build trust and rapport with communities served
- Outline strategies to build individual and community capacity

#### The pre-clinical concentration will also prepare you to:

- Demonstrate a robust understanding of various science and math concepts and how they relate to public health knowledge and skills
- Compare and contrast individual health approaches and population-based public health approaches to care
- Prepare to advocate for public health issues within the healthcare context

## Curriculum

Code	Title	Hours
<b>Core Requirements</b>		<b>45</b>
<b>Major Requirements</b>		<b>28</b>
<b>Concentration Requirements</b>		<b>24-32</b>
<b>Electives</b>		<b>15-23</b>
<i>Community Health Concentration</i>		
Community Health Concentration Selectives (32 credits) and Electives (15 credits)		
<i>Pre-clinical Concentration</i>		
Pre-clinical Concentration Required Courses (24 credits) and Electives (23 credits)		
<b>Total Hours</b>		<b>120</b>

## Major Requirements

Code	Title	Hours
<b>Required Core Courses</b>		
BIO 1300	Essentials of Anatomy and Physiology <sup>1</sup>	
BIO 1801	Human Anatomy and Physiology I <sup>2</sup>	
MATH 2050	Statistics I	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
<b>Required Major Courses</b>		
PH 1050	Introduction to Public Health	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
PH 2100	Public Health Research, Evaluation and Ethics	3
PH 3000	Introduction to the U.S. Health Care System	3
PH 3050	Public Health Communication	3
PH 3100	Public Health Interventions and Program Planning	3
NURS 3131	Community Wellness Theory	3
PH 3200	Navigating Public Health Careers	3
IPE 4900	Understanding IPE through the Experiences of Working Professionals	1
PH 4500	Baccalaureate Project in Public Health	3
<b>Required Concentration Courses</b>		<b>24-32</b>
<i>Community Health Concentration Selectives (32 credits) <sup>3</sup></i>		
<i>Pre-clinical Concentration Required Courses (24 credits)</i>		
BIO 1501	Functional Human Biology I	
BIO 1502	Functional Human Biology II	
CHEM 1414	General Chemistry I	
CHEM 1424	General Chemistry II	
CHEM 2414	Organic Chemistry I	
PHYS 1514	General Physics I	
<b>Electives</b>		<b>15-23</b>
<b>Total Hours</b>		<b>75</b>

<sup>1</sup> Required for the Community Health Concentration

<sup>2</sup> Required for the Pre-clinical Concentration

<sup>3</sup> Courses will be selected in consultation with your advisor. Selectives may include, but are not limited to, courses from BIO, COMM, CSC, CSSL, ENV, EXPH, HCM, HHP, MGMT, NURS, PHIL, POLS, PSY, RSC, SOC, SW

**Plan - Community Health**

Course	Title	Hours
<b>Semester 1</b>		
CCE 1010	Christian Citizen	3
ENG 1040	Introduction to Writing	3
PH 1050	Introduction to Public Health	3
BIO 1300	Essentials of Anatomy and Physiology	4
HHP 1100	Stewardship of the Body	1
<b>Hours</b>		<b>14</b>
<b>Semester 2</b>		
REL 1100	Christian Faith	3
CCE 1030	Western Thought & Worldview	3
REL 1000	The Bible	3
MATH 2050	Statistics I	3
HHP ACTIVITY		1
PUBLIC HEALTH SELECTIVE		3
<b>Hours</b>		<b>16</b>
<b>Semester 3</b>		
REL 3100	Religion in America Today	3
CCE 1020	Western Culture & Worldview	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
PUBLIC HEALTH SELECTIVE		3
<b>Hours</b>		<b>15</b>
<b>Semester 4</b>		
CCE 1040	Science & Humanity	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
PH 3000	Introduction to the U.S. Health Care System	3
<b>Hours</b>		<b>15</b>
<b>Semester 5</b>		
PH 2100 or PSY 3500	Public Health Research, Evaluation and Ethics or Experimental Psychology	3
NURS 3131	Community Wellness Theory	3
PUBLIC HEALTH SELECTIVE		3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
PUBLIC HEALTH SELECTIVE		3
PH 3100	Public Health Interventions and Program Planning	3
PUBLIC HEALTH SELECTIVE		3
ELECTIVE/MINOR		3
PH 3050	Public Health Communication	3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
PUBLIC HEALTH SELECTIVE		3
PH 3200	Navigating Public Health Careers	3
PUBLIC HEALTH SELECTIVE		3
PUBLIC HEALTH SELECTIVE		3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 8</b>		
PH 4500	Baccalaureate Project in Public Health	3
PUBLIC HEALTH SELECTIVE		3
PUBLIC HEALTH SELECTIVE		3
PUBLIC HEALTH SELECTIVE		3

ELECTIVE/MINOR	3
<b>Hours</b>	<b>15</b>
<b>Total Hours</b>	<b>120</b>

Course options and schedule are subject to change.

**Plan - Pre-Clinical**

Course	Title	Hours
<b>Semester 1</b>		
BIO 1501	Functional Human Biology I	4
CHEM 1414	General Chemistry I	4
HHP 1100	Stewardship of the Body	1
REL 1000	The Bible	3
CCE 1020	Western Culture & Worldview	3
<b>Hours</b>		<b>15</b>
<b>Semester 2</b>		
BIO 1502	Functional Human Biology II	4
CHEM 1424	General Chemistry II	4
ENG 1040	Introduction to Writing	3
COMM 1100 or COMM 2100	Public Speaking or Interpersonal Communication	3
<b>Hours</b>		<b>14</b>
<b>Semester 3</b>		
CHEM 2414	Organic Chemistry I	4
PH 1050	Introduction to Public Health	3
BIO 1801	Human Anatomy and Physiology I	4
CCE 1010	Christian Citizen	3
MATH 2050	Statistics I	3
<b>Hours</b>		<b>17</b>
<b>Semester 4</b>		
PHYS 1514	General Physics I	4
PH 3000	Introduction to the U.S. Health Care System	3
CCE 1040	Science & Humanity	3
REL 1100	Christian Faith	3
CHEM 2424	Organic Chemistry II	4
<b>Hours</b>		<b>17</b>
<b>Semester 5</b>		
PSY 1010	General Psychology	3
NURS 3131	Community Wellness Theory	3
PH 2100 or PSY 3500	Public Health Research, Evaluation and Ethics or Experimental Psychology	3
PHIL 3500	Bioethical Dilemmas in Contemporary Society	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
<b>Hours</b>		<b>15</b>
<b>Semester 6</b>		
HUMAN CREATIVITY & EXPRESSION		3
ELECTIVE/MINOR		3
PH 3050	Public Health Communication	3
PH 3100	Public Health Interventions and Program Planning	3
ELECTIVE/MINOR		3
<b>Hours</b>		<b>15</b>
<b>Semester 7</b>		
IPE 4900	Understanding IPE through the Experiences of Working Professionals	1
PH 3200	Navigating Public Health Careers	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		3
CCE 1030	Western Thought & Worldview	3
<b>Hours</b>		<b>13</b>
<b>Semester 8</b>		
PH 4500	Baccalaureate Project in Public Health	3

REL 3100	Religion in America Today	3
ELECTIVE/MINOR		3
ELECTIVE/MINOR		4
HHP ACTIVITY		1
<b>Hours</b>		<b>14</b>
<b>Total Hours</b>		<b>120</b>

Course options and schedule are subject to change.

## Minors

- Public Health Minor (M) (p. 323)

## Public Health Minor (M)

This 21-credit undergraduate Minor in Public Health will provide students with coursework focused on the core principles of public health: prevention and health equity, to improve health and well-being on a population level. Through these courses, students will build the foundational knowledge of how to prevent the spread of disease, promote healthy behaviors, and ensure access to health services using global, national, community, and local perspectives. The Public Health Minor is open to all undergraduate students from other programs of study.

Our public health courses emphasize multidisciplinary, collaborative strategies to promote health and prevent disease in populations, which prepares students for both advanced study and diverse careers.

### Curriculum

Code	Title	Hours
<b>Required Courses (15 credit hours)</b>		
PH 1050	Introduction to Public Health	3
PH 2050	A Public Health Perspective on Community, Culture, and Advocacy	3
PH 2100	Public Health Research, Evaluation and Ethics	3
PH 3050	Public Health Communication	3
PH 3100	Public Health Interventions and Program Planning	3
<b>Two Elective Courses (choose in consultation with your advisor) <sup>1</sup></b>		<b>6</b>
<b>Total Hours</b>		<b>21</b>

<sup>1</sup> Courses will be selected in consultation with your advisor. Selectives may include, but are not limited to, courses from BIO, COMM, CSC, CSSL, ENV, EXPH, HCM, HHP, MGMT, NURS, PHIL, POLS, PSY, RSC, SOC, SW

## Certificates

- Interprofessional Education Undergraduate Certificate (M) (p. 323)

## Interprofessional Education Undergraduate Certificate (M)

The IPE Undergraduate Certificate creates meaningful opportunities for students to become "job-ready" as they enter a marketplace that demands interprofessional and collaborative skills for person-centered care. The Undergraduate Certificate is an important extension of our campus-wide vision and mission for IPE @ CUW to develop health and social care professionals in mind, body and spirit. Many pre-pharmacy,

nursing, pre-medical, pre-health professional, and business students are on track (or eligible) to complete this undergraduate certificate.

### Curriculum

Code	Title	Hours
<b>CERTIFICATE REQUIREMENTS INCLUDE 5 PARTS (listed below) plus 15 Capstone for a minimum of 15 credits:</b>		
<b>PART 1: Introductory Pathway</b>		
BSN / BSW students: Attend four campus wide IPE events (min 8 hours)		
IPE 1900	Introduction to Inter-professional Education (all other majors besides BSN students)	0
<b>PART 2: IPE Reinforcement - at least one course from the following:</b>		
RSC 1010	Medical Terminology	
COMM 2100	Interpersonal Communication	
NURS 2010	Professional Core Foundations	
NURS 2110	Foundational Nursing Skills 1	
NURS 2020	Nursing Pathophysiology	
NURS 2040	Nursing Pharmacology 1	
NURS 2130	Nursing Pharmacology 2	
PHIL 2210	Human Dignity	
REL 2870	Christian Care Giving	
SW 2210	Social Work Practice in Health Care	
BCOM 3000	Group Dynamics	
other / public health courses as approved by IPE office		
<b>PART 3: IPE Advanced - at least one course from the following:</b>		
RSC 3540	Culture and Rehabilitation	
MGMT 3620	Organizational Behavior	
SW 3110	Human Behavior in the Social Environment I	
SW 3210	Human Behavior in the Social Environment II	
SW 3220	Skills & Methods of Social Work Practice II	
PHIL 3500	Bioethical Dilemmas in Contemporary Society	
REL 3140	Christian Ethics	
BCOM 3900	Conflict Management	
BUS 3950	Special Topics in Business	
NURS 4110	Leadership and Management in Healthcare Systems Theory	
NURS 4050	Global Education Mexico	
NURS 4051	Global Education Costa Rica Immersion	
NURS 4070	Introduction to Integrative and Complementary Therapies	
Other / public health courses as approved by IPE office		
<b>PART 4: Clinical / internship / advanced study</b>		
<i>Nursing / Social Work students take one of the following:</i>		
NURS 4012	Alterations in Adult Health: Complex Conditions Clinical	
NURS 4112	Leadership and Management Practicum: In an Evolving Healthcare System	
400 level Social Work (SW) course for 1-6 credits		
<i>All other majors take one of the following:</i>		
Special topics or approved internship within major - travel study may apply: IPE office approval required		
Undergraduate Research Course (499)		

Experiential learning in an IPE health or social care setting (e.g. service-learning; volunteering; observation; shadowing, etc.)

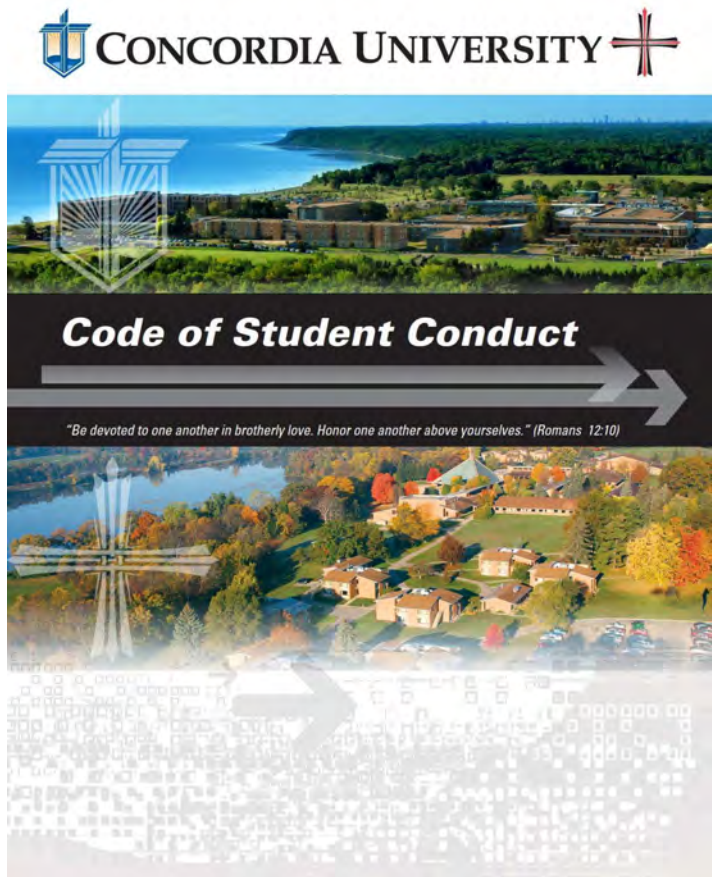
**PART 5: IPE co-curricular activities - 10+ hours required**

- AHEC Scholars program
- AHEC Case Competition
- Veteran's Stand Down: Intake + Patient Education
- CIMTUMS: Chronic Disease Patient Education Experience / Milwaukee
- Mind-Body Spirit Health and Wellness Fair
- Children's Wisconsin CUW Respite Event
- Milwaukee County Drug Court Nontraditional IPE
- MCIP Student organization: officer-level participation
- Participation in non-CUW IPE-centric conference (e.g., OCON, PSW, WNA, etc.)
- Medical mission work (US or abroad) / global health trip
- Other / advisor approved activity

**IPE Capstone Course required for all**

IPE 4900	Understanding IPE through the Experiences of Working Professionals
----------	--

## Code of Student Conduct



## Important Student Information

**Emergency Contact Information:** All students are encouraged to provide emergency contact information on an annual basis to the Office of Campus Safety and keep the emergency contact information current

throughout their enrollment at the University. This information is recommended for students' health and well-being

To enter or update the emergency contact information, go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. "Add my Emergency Contact Information" is the middle link available.

**Email Communication:** It is the student's responsibility to regularly (daily) read his/her Concordia University (CU) provided email. All pertinent information from a University Official/Office will be sent via the Concordia provided email. Failure to read ones email does not excuse a student from being responsible for the content provided in the communications and will not be considered as exigent circumstances in the student conduct process.

**Online Communities:** Concordia University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online communities as individuals not acting as agents of the University. However, any behavior that violates the Code of Student Conduct which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in the code.

**Responsible Employee Policy:** Any member of the University community, guest or visitor who believes that the policy on Equal Opportunity, Nondiscrimination, Sexual Harassment, and Other Forms of Harassment has been violated should contact the Title IX Coordinator, or any Assistant Coordinator. It is also possible for employees to notify a supervisor, or for students to notify an administrative adviser or faculty member, or any member of the community may contact Campus Safety. The University website also includes more information on reporting at [www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation) (<http://www.cuw.edu/consumerinformation/>).

All employees receiving reports of a potential violation of University policy are expected to promptly contact the Title IX Coordinator or any Assistant Coordinator within 24 hours of becoming aware of a report or incident. All initial contacts will be treated with the maximum possible privacy: specific information on any complaints received by any party will be reported to the Title IX Coordinator or Assistant Coordinator, but, subject to the University's obligation to redress violations, every effort will be made to maintain the privacy of those initiating a report of the responding party. In all cases, the University will give consideration to the responding party with respect to how the responding party is pursued, but reserves the right to investigate and pursue a resolution when the reporting party chooses not to initiate or participate in a formal complaint.

## Article 1 - Overview

### A. Mission, Vision and Philosophy

Concordia University is an educational institution of the Lutheran Church-Missouri Synod and is dedicated to fostering and building a Christian community in mind, body and spirit for service to Christ in the Church and the world. As members of this community, students will interact with other students, staff, faculty and administrators. Therefore, it is essential that students understand that the Lord calls each person to: "Be devoted to one another in brotherly love. Honor one another above yourselves." (Romans 12:10).

Honor and respect go hand in hand. Honoring others leads to respect for the rights of others. Therefore, students are required to engage in responsible social conduct that reflects credit upon the University community and models good Christian citizenship. It is clear that in a community of learning, willful disruption of the educational process, destruction of property, and interference with the orderly process of the University, or with the rights of other members of the University, cannot be tolerated. We focus on our Honor One Another (H1A) goals:

1. **Honor Others:** One value of learning lies in understanding what knowledge can contribute to the community. It is expected that students will be open to learning, including learning about and respecting persons and cultures different from their own. Members of the campus community must act out of Christian charity and mutual respect to establish an atmosphere of trust. Therefore, Concordia University expects its members to behave towards one another with civility, sensitivity, consideration, understanding, tolerance and an active concern for the welfare of others. The University is particularly concerned that its members show respect for others regardless of race, creed, gender, disability or nationality, and avoid all forms of harassing or offensive behavior.
2. **Honor the Community:** Concordia University wishes to develop and foster a sense of community among the members of its Christian society. Behaviors which undermine the mission of the University, undermine any department or segment within the University, and/or adversely affect the educational goals of this community are counterproductive. Therefore, CU expects its members to value membership in this community and to honor the community with a high degree of respect. The University also wishes to be a good neighbor to the communities near which we reside. The actions of Concordia University students in these communities directly reflect on the image of the University and of all students attending Concordia. Therefore, the University expects its students to conduct themselves within the laws of the neighboring municipalities, the state and the nation. Students whose behavior (on or off campus) is judged to reflect negatively on the image of the University or who violate municipal, state and/or federal laws will be subject to all the disciplines and sanctions contained in this code.
3. **Honor Oneself:** Concordia University values all of its students and is deeply concerned with their total development. Concordia expects that students will care for their physical and mental well-being (self-care). Therefore, it is appropriate for the University to set expectations for personal integrity with the aim of encouraging students to appreciate their own talents, take responsibility for their behavior and actions, and enhance the quality of their lives. This translates into honoring oneself. When the student's behavior becomes self-destructive and/or affects the education and lives of other members of the community, the Dean of Student's office is empowered to respond appropriately as outlined in this Code, including sanctions for behavior. Students who engage in such self-destructive behavior or demonstrate an inability and/or unwillingness to provide for self-care that negatively affects the community may be required to submit to an assessment and/or comply with directions which will protect the student's and/or others' well-being. Students engaging in such behaviors are also encouraged to seek help from University resources (e.g., counseling, health services, and academic support services)

## B. General Rights and Responsibilities

1. **The Right to Fundamental Fairness:** The University is committed to a fundamentally fair conduct process that affords each student alleged

to have violated any policy notice of the allegations and a hearing before the designated University official(s). The university also allows for appeals by certain parties, as outlined in the appellate procedures below.

2. **The Right to Review Records:** Consistent with the Family Educational Rights and Privacy Act (FERPA) as amended, the Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.
3. **Parental Notification:** CU reserves the right to notify parents, in accordance with FERPA, when it determines the circumstances warrant such notification.
  - a. According to CU policy we will notify parents/legal guardians of students following the first violation of the CU drug policy.
  - b. According to CU policy we will notify parents/legal guardians of students following the second violation of the CU alcohol policy.
  - c. For any students, regardless of age, that is in a situation that is threatening to their own health or safety situation or placed another in a situation that is threatening to their health or safety, the parents, legal guardians, and any "emergency contact" may be notified. This may include any referral to any wellness center for an alcohol or drug assessment.
  - d. When the Chief Student Success Officer (CSSO) or designee determines that circumstances exist where it is in the best interest of the student and University to notify the parent, CU will notify the parents/legal guardians.
  - e. If it is deemed by the CSSO or designee that it may be counter-productive to notify a parent, then the procedures may be altered as necessary.
4. **Anti-Discrimination Statement**
  - a. Concordia University fully subscribes to all federal and state civil rights laws banning discrimination in private, church-affiliated institutions of higher education. CU will not illegally discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, sexual orientation, or any other protected category under applicable local, state or federal law. However, CU is a Christian educational institution operated by The Lutheran Church-Missouri Synod and, in compliance with Title VII of the Civil Rights Act of 1964, reserves the right to give preference in employment based on religion. Gender discrimination and sexual harassment (including sexual assault) are prohibited by Title VII of the Civil Rights Act of 1964 as amended and Title IX of the Education Amendments of 1972.
  - b. **Accommodations for Students with Disabilities:** Concordia University is committed to full compliance with the Americans With Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, which prohibit discrimination against qualified persons with disabilities, as well as other federal and state laws pertaining to individuals with disabilities. Under the ADA and its amendments, a person has a disability if he or she has a physical or mental impairment that substantially limits a major life activity. The ADA also protects individuals who have a record of a substantially limiting impairment or who are regarded as disabled by the institution whether qualified or not. A substantial impairment is one that significantly limits or restricts

a major life activity such as hearing, seeing, speaking, breathing, performing manual tasks, walking, or caring for oneself.

- i. Concordia University is committed to providing qualified students with disabilities with reasonable accommodations and support needed to ensure equal access to the programs and activities of the University.
- ii. All accommodations are made on a case-by-case basis. A student requesting any accommodation should first contact the Academic Resource Center which coordinates services for students with disabilities. The director reviews documentation provided by the student and in consultation with the student, determines which accommodations are appropriate to the student's particular needs and programs. It is then the student's responsibility to make direct requests for accommodations to the appropriate staff.

### C. Statement of Reporting Party and Responding Party Rights

1. To be treated with respect by University officials.
2. To take advantage of campus support resources, such as Counseling, the Office of Campus Ministry, and University Health Services for students, etc.
3. To experience a safe living, educational, and work environment.
4. To have an advisor during this process.
5. To be free from retaliation.
6. To have complaints heard in substantial accordance with these procedures.
7. To be informed in writing of the outcome/resolution of the complaint.

## Article 2 - Policies General

**Note:** Communication to students regarding violations of this code and information concerning this code will be through the students' University email account. It is the students' responsibility to regularly check their email account daily. Failure to check a students' account will not be considered as an exigent circumstance for complying with this code.

### A. Jurisdiction

This Code applies to any behaviors that take place on the campuses of Concordia University Wisconsin, Concordia University Ann Arbor and all other satellite campuses of the University and at University-sponsored events on or off campus. This code may also apply off-campus and to actions online when the CSSO or designee determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

1. Any action that constitutes criminal offense as defined by federal or state law. This includes, but is not limited to, single or repeat violations of any local, state or federal law committed in the municipality where the University is located;
2. Any situation where it appears that the accused individual may present a danger or threat to the health or safety of him/herself or others;
3. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder;
4. Any situation that is detrimental to the interests of the University/ College; and/or

5. Any online postings or other electronic communication, including, but not limited to, cyber-bullying, cyber-stalking, cyber-harassment, etc.

### B. Standard of Proof

In all cases of alleged violations of University policy, the standard of proof is the preponderance of the evidence (e.g., more likely than not). This standard is also employed when making determinations regarding interim restrictions/actions.

### C. Definitions

1. The term "University" means Concordia University Wisconsin, Concordia University Ann Arbor and all other satellite campuses of the University.
2. The term "student" means any person who is admitted, enrolled or registered for study at the University for any academic period and/or those who may attend other educational institutions and reside in a University residence hall or attend University classes. Persons who are not officially enrolled for a particular term but who have a continuing student relationship with, or an educational interest in the University are considered "students." A person shall also be considered a student during any period while the student is under suspension from the institution or when the person is attending or participating in any activity preparatory to the beginning of school including, but not limited to, orientation, placement testing, and residence hall check-in, preseason athletic camps, summer student employees. This would include but is not limited to undergraduate, graduate, accelerated learning, e-learning, part-time, and full-time students.
3. The term "University official" includes any person employed by the University, performing assigned administrative or professional responsibilities including student employees (e.g., RAs) acting within the scope of his/her assigned position.
4. The term "member of the University community" includes any person who is a student, faculty member, University official or any other person employed by the University. A person's status in a particular situation shall be determined by the Chief Student Success Officer or designee.
5. The term "University premises" includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by the University including adjacent streets, parking lots, and sidewalks, including sites utilized by Accelerated Learning/ Graduate Programs.
6. The term "organization" means any number of persons who have complied with the formal requirements for University recognition as a student organization (e.g., student clubs/organizations, intramural/intercollegiate teams, music/drama groups).
7. The "Chief Student Success Officer" (CSSO) is that person designated by the University President to be responsible for the administration of the Code of Student Conduct. Any question of interpretation or application of the Code of Student Conduct shall be referred to the CSSO or his or her designee for final determination.
8. The term "business day" includes all days that the regular business of the University is ongoing. This may include days and

times that academic classes are not in session but the University is open for business.

9. Reporting Party: A person that makes a complaint, alleges a violation of University policy, or files a formal allegation against another person.

10. Responding Party: A person alleged to have violated University policy.

11. Advisor: See "Advisor" section for the role and expectations of advisors.

12. Abbreviations used in this code:

CSSO: Chief Student Success Officer (at CUAA or at CUW)

CU: Concordia University (includes both CUAA and CUW)

CUAA: Concordia University Ann Arbor

CUW: Concordia University Wisconsin

DOS: Dean of Students

FPH: Formal Panel Hearing

FAH: Formal Administrative Hearing

RFA: Request for Appeal

SCA: Senior Conduct Administrator

SCO: Student Conduct Officer

#### D. Sexual Misconduct Policy

Prohibited behavior, the adjudication process, sanctioning parameters, as well as other information can be found at the following sites:

- University Portal: [my.cuw.edu](https://my.cuw.edu) (<https://my.cuw.edu>) or [my.cuaa.edu](https://my.cuaa.edu) (<https://my.cuaa.edu>) under Resources tab, Title IX Compliance channel
- University Web Site: [www.cuw.edu](https://www.cuw.edu) (<https://www.cuw.edu/about/offices/title-ix/>) Title IX or [www.cuaa.edu](https://www.cuaa.edu) (<https://www.cuaa.edu/about/offices/title-ix-sexual-harassment-policies/>) Title IX

#### E. Residence Hall Policies

(Applies to resident students and guests in residence halls)

**1. Abandoned Property and Confiscated Items:** University officials have the right to confiscate any item(s) which violate University policy. These item(s) may be disposed of or held by the Office of Residence Life or the Office of Campus Safety until the end of the semester in which they were confiscated. For these held items, students must reclaim them the day they leave the halls/campus for the semester. Items not reclaimed will be considered abandoned property.

Items left in a student's room or residence hall after the student leaves the hall are considered abandoned property. Items will be disposed of after five business days if no contact is made by the student and/or the student misses an appointment to collect the item(s). Students who abandon property and cause the University additional labor to deal with this property may be charged for this work.

Left items not considered to be abandoned property include but are not limited to trash cans, toiletries, food items, cleaning supplies, small quantities of office supplies, and coins. These items will be disposed of immediately without notification.

All alcohol and tobacco products will be discarded immediately. Weapons will be held by Campus Safety and disposed of or returned at the discretion of that office. Road signs will be returned to the municipal highway department.

**2. Appliances:** Only University-approved appliances are permitted in the residence halls. For questions about any appliance or device, see the Residence Life staff. A list of appliances can be found at:

CUW ([https://www.cuw.edu/life/residence-life/student-resources/\\_assets/appliances.pdf](https://www.cuw.edu/life/residence-life/student-resources/_assets/appliances.pdf))

CUAA (<https://www.cuaa.edu/life/residence-life/what-to-bring.html>)

It is impossible to list all electrical appliances which are hazardous for use in the residence halls, although a general guideline is that an appliance is prohibited if it is rated over six amps (700 watts), if it has an exposed heating element, or if it is not UL listed. (Level A or B)

**NOTE:** Use of personal grills are not permitted on campus, unless permitted by Student Life office. Only grills provided by the University in their designated locations will be permitted.

**3. Balconies:** Throwing or hanging items from a balcony is prohibited. Grills are prohibited on the balconies. (Level A or B)

**4. Break Period Housing:** Use of residence halls without permission when closed is prohibited. (Level B or C)

**NOTE:** No one is allowed to live in the residence halls during break periods (as specified in the Residence Hall and Food Service Agreement) without official written permission from the Office of Residence Life. Overnight guests are prohibited.

**5. Candles:** Candles, incense, incense burners, flammable liquids (e.g., gas/oil), or other items that present a fire hazard are prohibited. For questions about any device, see the Residence Life staff. (Level B)

**6. Cooking:** Cooking in a residence hall room using anything other than the University-approved appliances is prohibited. Leaving food cooking unattended in a residence hall kitchen is prohibited. (Level B)

**7. Displays:** The following displays are prohibited:

- Any alcohol containers (e.g., beer cans, liquor bottles);
- Any drug substance, drug-related paraphernalia or drug-related images, inc.;
- Any display that would constitute a hostile work and/or educational environment for students and/or staff in the building including something contrary to the doctrine of the Lutheran Church-Missouri Synod.
- Any poster/signage of alcohol, drug-related materials, or provocative images. (Level A)



**8. Entry and Search of Rooms:** Failure to give access to a residence hall room when requested to do so by a University official is prohibited. (Level C)

a. The University recognizes residents' desire for privacy, particularly in the context of their living situation, and will do all it can to protect and guarantee their privacy. However, the University's designated staff member reserves the right to enter a resident's room at any time for the following purposes:

- i. To determine compliance with all relevant health and safety regulations (e.g., fire alarms, lock downs, health and safety checks, etc.);
- ii. To provide cleaning and/or pest control;
- iii. To conduct an inventory of University property;
- iiii. To silence unattended loud alarms and music;
- v. Where there is an indication of danger to life, health, and/or property;
- vi. Where there is a reasonable cause to believe that a violation of University policy(s) is occurring or has occurred;
- vii. To search for missing university or student property; and/or
- viii. To perform maintenance work. For most maintenance concerns, prior notice will be given whenever possible.

b. For a search to take place, conditions for room entry must exist, and permission from the Director of Residence Life, Residence Hall professional staff, the CSSO, Dean of Students, Director of Campus Safety or a designee will be obtained. A room check may be done by a member of Residence Life or Campus Safety where warranted, per the Housing Agreement Terms. Items that violate university or housing regulations may be confiscated.

**9. Furniture:** The following are prohibited: (Level B)

- a. The arrangement of furniture and other items which restricts the efficient egress from a room;
- b. The stacking of university furniture (except as designed by manufacturer) ;
- c. Having more than two beds bunked on one fixture;
- d. Removing any university-issued furniture from a room; and
- e. The construction of any loft, partition, or mounted shelves.

**10. Guest Responsibility & Cohabitation:** Resident students are expected to register their guests each time with Campus Safety. A guest is anyone not officially assigned to the room by the Office of Residence Life. Guests may spend up to three nights total per month on campus. The host resident is personally and financially responsible for all the actions and behaviors of all of her/his guest(s). The host is responsible for informing guest(s) of the policies and procedures of campus housing. Guests must abide by University and residence hall policies and procedures at all

times. The host is accountable and may be subject to disciplinary action if her/his guest violates a policy or procedure. Guests who exhibit inappropriate behavior as determined by Residence Hall staff or Campus Safety, may be required to leave campus at their own expense or at the expense of the host resident. Students are accountable for any and all violations their guests may commit while visiting them. (Level B or C)

**NOTE 1:** Cohabitation (i.e., spending the night) by members of the opposite sex is prohibited.

**NOTE 2:** Students who permit another person or student who has been expelled, suspended, removed from housing or otherwise banned from the residence halls or any campus access to the building or a room will be subject to immediate removal from housing and possible additional sanctions.

**11. Laundry Room:** The use of residence hall laundry rooms by nonresident students is prohibited. (Level A or B)

**12. Network/Computing:** In addition to the University Computing Policy, residence hall students are prohibited from installing any hubs, wireless access points, switches or other devices that may affect network activity. For questions about any device, see the IT staff. (Level B or C)

**13. Noise/Quiet Hours:** Failure to observe quiet hours is prohibited. This includes but is not limited to loud verbal and physical behavior, playing music/radio, television or other audio equipment such that the noise is disruptive to others. Playing sports in the halls is also prohibited. Please note the Visitation Hours in #16 are different from Quiet Hours. (Level A or B)

**Quiet Hours are as follows: Sunday-Thursday: 10:00 p.m.–9:00 a.m.**

**Friday-Saturday: Midnight–9:00 a.m.**

**NOTE 1:** Each resident of the hall has the right to live (study, sleep, etc.) in a quiet environment, thus courtesy hours are in effect 24 hours a day. During courtesy hours, any noise that infringes upon the students' right to a quiet and peaceful environment shall be a violation of quiet hours. Any student disturbed by noise during courtesy hours should first communicate with the person responsible for the source of the noise.

**NOTE 2:** Continuous quiet hours are in effect during finals week each semester beginning Sunday at 10:00 pm and ending Friday at 10:00 am. A daily break period will be set by Residence Life staff. During the break period, noise levels may be a bit louder, but courtesy hours still apply.

**14. Odor:** Any aroma of such intensity that it becomes apparent to others is prohibited. (Level A, B, or C)

**15. Room/Hall Change:** Unauthorized room or hall changes are prohibited. Residents must receive official authorization from the Office of Residence Life to occupy or change rooms. Any student who occupies a room without prior written authorization will be considered in violation of this policy and may incur a fee. (Level B + return to original room)

**NOTE:** Alterations of a resident hall room and/or facility, including but not limited to painting, building partitions, altering electrical/cable boxes and outlets are prohibited. (Level B + cost of repairs)

**16. Visitation:** Presence of an opposite gender person (including non-students) in a residence hall at times different from the established visitation hours or giving access to a person of opposite gender to a residence hall or room at times different from the established visitation hours is prohibited. Visitation hours apply to some resident hall lounges. (Level A: for up to 30 minutes after/before visitation hours; Level B: for violations occurring more than 30 minutes after or before visitation hours)

**NOTE 1:** Resident students may have visitors in their room/hall at times specified below. The University reserves the right to restrict any nonresident student to Visitation Hours.

**NOTE 2:** Visitation Hours also apply during all break periods and summer months.

**Visitation Hours are as follows:            Sunday – Thursday:**  
**8:00 a.m. – 1:00 a.m.**

**Friday – Saturday: 8:00 a.m.**  
**– 2:00 a.m.**

**17. Windows:** Tampering with, blocking or opening windows that require tools to open is prohibited. Throwing or dropping items from any window is prohibited. Hanging items outside windows without prior permission is also prohibited. Removing screens or damaging screens is prohibited. (Level B + cost of repairs)

#### E. University Policies (applies to ALL students)

**18. Aiding or Abetting:** Attempting, aiding, abetting, or being an accessory to an act is prohibited by the University shall be considered the same as a completed violation. Students who anticipate or observe a violation of the Code of Student Conduct are expected to remove themselves from association or participation and bystanders are encouraged to report the violation. (Level A, B, C, or D)

**19. Alcohol:** Students are expected to comply with all University policy, state and local laws.

**NOTE:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). **Therefore, Concordia University is a drug-free and dry campus.**

Please refer to the Resource List at the end of this document to read state alcohol laws.

a. Use, possession, manufacturing, distribution of alcoholic beverages, and possession of alcohol containers on University premises is prohibited.

**NOTE 1:** The University will also consider ALL individuals found in a location where an alcoholic beverage is present to be in possession of an alcoholic beverage. This would include locations off campus (e.g., underage students drinking in a bar or at a house party).

**NOTE 2:** The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

**NOTE 3:** Alcohol includes beverages of low-alcohol content (e.g., "near" beer, cooking sherry/wine).

**NOTE 4:** Any person who is encountered by Campus Safety and is suspected of having consumed alcohol will be subject to a Preliminary Breath Test (PBT) for the purpose of determining if alcohol has been used by the student. Any student who refuses to provide a PBT breath sample will be considered in violation of this alcohol policy.

**NOTE 5:** Drinking paraphernalia that contributes to over and mass consumption including beer pong tables, beer bong, or shot glasses.

b. Possession or consumption of alcohol by anyone under the age of 21 is prohibited.

c. Providing alcohol or access to alcohol to anyone under the age of 21 is prohibited. Students hosting (e.g. name is on lease or rental agreement) off-campus events will be considered in violation of providing alcohol and/or access to alcohol if persons under the legal drinking age are present.

d. Violating any provision of the Code of Student Conduct while under the influence of alcohol constitutes a violation of this policy.

e. Common containers (e.g., kegs) are prohibited on campus.

f. Operating a motor vehicle under the influence of drugs or alcohol (DUI/OWI) on campus or off campus is prohibited.

**NOTE:** Underage students who possess alcohol and/or drugs and/or drink while operating a motor vehicle will be considered driving under the influence.

g. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy as outlined in Article III.

**20. Animals/Pets:** Pets are not allowed in the resident halls with the exception of fish. The capacity of the fish tank cannot exceed 15 gallons. Animals are prohibited from the campus and at University-sanctioned events off campus. All service animals or emotional-support animals must be approved by the University, per its CU Policy and Guidelines for Emotional-Support Animals. (Level A-D)

**NOTE:** The University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. See the University's "Emotional-Support Animal Policy."

**21. Arrest Policy:** Students who are arrested or taken into custody by any law enforcement agency are required to inform the Dean of Students or other appropriate university official (e.g., program director, coach) within 48 hours of their release. Students arrested may be subject to University disciplinary action when their conduct violates University standards. (Level B)

**22. Bicycles:** Bicycle riding, skateboarding, roller skating, rollerblading, scooter riding, Hoverboards (see note below), shoes with wheels (e.g., "heelies"), remote control toy cars, or other similar behavior within the hallways, rooms, or within the buildings of the University is prohibited. (Level A)

**NOTE:** Possession or use of Hoverboards is prohibited on campus.

**23. Computer/Technology Misuse:** The theft or other abuse of computer time/resources is prohibited. This includes but is not limited to: (Level B, C, D, E)

- a. Unauthorized entry into a computer to use, read or change the contents, or for any other purpose;
- b. Unauthorized transfer of a file;
- c. Unauthorized use of another individual's identification or password;
- d. Use of computing facilities to interfere with the work of another student, faculty member or University official;
- e. Use of computing facilities to send obscene, harassing, or abusive messages;
- f. Use of computing facilities to view pornographic material;
- g. Use of computing facilities and resources to interfere with normal operation of the University computing system;
- h. Use of computing facilities and resources in violation of copyright laws;
- i. The reproduction (still picture, motion picture or video) without permission from the Marketing office or President/Vice President of the University of any University icon, facility, and/or landmark which is posted electronically in a public venue may be subject to disciplinary action as outlined in this section; and/or
- j. Any violation of the University's "Acceptable Use Policy" (see here (<https://www.cuw.edu/about/offices/compliance/privacy-policy/acceptable-use-policy.html>))

**NOTE 1:** This includes, and is not limited to, acts originating on University-owned computers in and out of student labs and privately owned computers in the resident hall rooms using University networking. All students are required to sign and follow an acceptable use policy annually.

**NOTE 2:** The University and its faculty and staff do not monitor online communities and e-communication. Further, the University does not forbid faculty, staff and students from joining and participating in online social communities as individuals not acting as agents of the University. However, any behavior that violates this Code which is brought to the attention of a University official will be treated as any other violation and will be referred through channels outlined in this Code.

**24. Damage to Property:** Damage to or destruction of property or actions that have the potential for such damage or destruction is prohibited. Conduct which threatens to damage, or creates hazardous conditions such as dropping, throwing, or causing objects or substances to fall from windows, doors, ledges, balconies or roofs is also prohibited. This includes, but is not limited to, unauthorized application of graffiti, paint, etc. to property or removal of window restrictors, security screens, etc. (Level A-D + cost of repairs)

**25. Disruptive Activity:** No person or organization may interfere with, disrupt normal activity and operations of, or promote the interference or disruption of students, faculty, administration, staff, or the educational mission of the University or its buildings, equipment or facilities. Any form of expression that materially interferes with such activities and operations or invades the rights of persons is prohibited. (Level A, B, C, or D)

- a. Non-compliance with reasonable time, place, or manner restrictions on expression is considered a violation of this section. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter's ability to conduct the class or program, or the ability of others to profit from the class or program.
- b. To remain in the vicinity of activity that is disrupting normal University functions when requested to leave by a University official is prohibited. Bystanders, if their presence incites or adds to the disruption, may be in violation of this policy as well.
- c. No student shall engage in disrespectful or uncivil behavior directed toward a University official, regardless of whether the official is on duty or off, or CU students, including but not limited to verbal statements or written communication (including social media).

**26. Dress:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (1 Corinthians 6:19-20). Inappropriate dress such that the attire could be considered provocative or would make others uncomfortable is prohibited. Recognizable gender parts must be covered at all times in public areas. (Level A or B)

**NOTE:** Please remember that shoes must be worn in all academic, administrative, and campus food service locations.

**27. Drugs:** Students are expected to comply with all University policies as well as all federal, state and local laws.

**NOTE:** As Christians, we view the care of our bodies as part of our total context for life. God in His Word, gives life and

sustains it (Genesis 1:27). He affirms the proper and good care of our bodies as His temple (I Corinthians 6:19-20). As such, He forbids misuse, overuse, and abuse of substances that are harmful for our bodies (2 Corinthians 7:1). Further, God invites and commands us to care for each other, assisting our neighbor in avoiding the abuse of any drug or substance that harms the body and the mind (John 13:34-35). Therefore, **Concordia University is a drug-free and dry campus.**

a. The unauthorized possession, use, manufacture, sale, or distribution of any counterfeit, illegal, dangerous, "designer," or controlled drug or other substance is prohibited. This includes prescription medications. Violating any other provision of the Code of Student Conduct while under the influence of any illegal or illegally obtained drug is also a violation of this policy. The possession of drug paraphernalia is also prohibited. A diluted, late, missed, forged, or failed university required drug screen will constitute a violation of this policy.

b. Amnesty: In certain circumstances, students may qualify for amnesty. See the Medical Amnesty Policy. (see Article III for complete policy)

**NOTE 1:** The University will also consider ALL individuals found in a location where a drug is present to be in possession of a drug. This would include locations off campus (e.g., underage students drinking in a bar or at a house party). The University reserves the right to, as a condition of enrollment 1) require an offender to enter a University drug or alcohol program, 2) require an offender to get a drug or alcohol assessment from a licensed agency and, if deemed appropriate, complete an approved rehabilitation program, and/or 3) ask participants of co-curricular activities to submit to drug testing, which may be at the student's own expense (failure to comply with this request will result in the participant being barred from further participation in that activity).

**NOTE 2:** Students who test positive to an athletic drug screen will be referred to the Dean of Student's office for possible violations of the code of student conduct.

**NOTE 3:** Occasionally, local, state, and/or federal laws do not align. When that is the case, the University must establish a position that best allows its mission to be fulfilled in the University community. For example, the University does not recognize medical marijuana as an exception to its drug policy.

**28. Failure to Comply:** Students and student organizations are expected to comply with and respond appropriately to the reasonable requests of University (including but not limited to such things as new or temporary guidelines) as well as its officials in the performance of their duties. Students are expected to appear at conduct hearings to respond to allegations or testify as a witness. A failure to properly comply with or complete a sanction or obligation resulting from a conduct hearing or adjudication may also be

considered failure to comply with an official request. (Level A, B, C, D, or E)

**29. Fire Alarms and Fire/Life Safety Equipment:** No person shall make, or cause to be made, a false fire alarm or emergency report of any kind. No person shall tamper with, damage, disable or misuse fire/life safety equipment including, but not limited to, fire extinguishers, fire hoses, fire alarms, fire doors, AEDS, bleeding control bags and Narcan. Tampering with or disabling any fire/life safety equipment in a residence hall may result in a student's immediate removal from University Housing and a fine. Tampering with or disabling any fire/life safety equipment on campus may result in University Suspension and fines. Students are required to evacuate any University building when a fire alarm is sounding and/or when instructed to do so in an emergency or drill by University staff. (Level A, B, C, D, E + municipal fee for MFD response)

**NOTE 1:** No lights or decorations may be hung across ceiling or on door.

**30. Fraud/Lying:** Lying or fraudulent behavior in, or with regard to, any transaction with the University, whether oral or written, is prohibited, including but not limited to misrepresenting the truth before a hearing of the University or knowingly making a false statement orally or in writing to any University official. (Level B, C, D + retraction when appropriate)

**31. Gambling:** The University prohibits gambling, as defined by state law. (Level A, B, C)

**32. General Laws:** Students or student organizations involved in alleged violations of any federal, state, or local laws may be subject to disciplinary action. These allegations will be adjudicated using the University standard of proof and procedure. Disciplinary action imposed by the University may precede and/or be in addition to any penalty imposed by an off-campus authority. (Level A, B, C, D, E)

**33. Harassment (and Bias-related Incidents):** Conduct that creates or attempts to create an intimidating, hostile, or offensive environment for another person is prohibited. Such conduct includes, but is not limited to, action(s) or statement(s) (including social media) that threaten, harm or intimidate a person, or any other form of unwanted contact. (Level A, B, C, D and/or Severity Level 1, 2, 3)

**NOTE:** Bias-related incidents are behaviors that constitutes an expression of hostility against a person or property of another due to the targeted person's race, religion, sexual orientation, ethnicity, national origin, gender, age, marital status, political affiliation, or disability. These acts or behaviors may not rise to the level of a crime, or a violation of state or federal law, but may contribute to creating an unsafe, negative, or unwelcome environment for the targeted person. Bias is a broad category of behaviors including discrimination, harassment, and other actions which demean or intimidate individuals or groups because of personal characteristics or beliefs or their expression.

**34. Harm to Person(s):** Actions which result in physical harm, have the potential for physically harming another person, which create conditions that pose a risk of physical harm to another, or which cause reasonable apprehension of physical harm are prohibited. Conduct that threatens to cause harm to persons, or creates

hazardous conditions for persons, is also prohibited. (Severity Level 1, 2, 3)

Harm to person(s) includes but is not limited to:

- a. physical fights; physical altercations
- b. pranks which injure or have the potential of injury to another person
- c. health and safety (such as exposure to something harmful)

**NOTE:** Fighting is considered a form of "Harm to Person(s)." The University expects that students will withdraw from situations that may result in fighting. Students always have the option of contacting a University official to assist with a situation. Therefore, the University will charge both/all students who participate in fighting. The burden of proof will fall upon the student to demonstrate that he/she took reasonable measures to withdraw from the situation.

**35. Hazing:** An act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy and/or complicity in the presence of hazing are not neutral acts; they are violations of this policy. (Level A, B, C, D and/or Severity Level 1, 2, 3)

Hazing includes, but is not limited to:

- a. All forms of physical activity deemed dangerous or harmful;
- b. The application of foreign substances to the body;
- c. Scavenger hunts involving illegal activities, kidnapping, or ditching a member of the community;
- d. Depriving students of sleep;
- e. Not providing decent and edible foods;
- f. Depriving students' means of maintaining personal hygiene;
- g. Forcing, coercing, pressuring, or requiring students to consume alcohol or foreign or unusual amounts of substances;
- h. Nudity or forcing students to dress in a degrading manner; and/or
- i. Psychological hazing: any act which is likely to compromise the dignity of a student; cause embarrassment or shame to a student; cause a student to be the object of ridicule or malicious amusement; or inflict psychological or emotional harm.

**36. Host Responsibility:** Students are accountable for any and all violations their guests may commit while visiting the University student. (Level A, B, C)

**NOTE 1:** Current students may not host persons banned from the campus or any facility (e.g., Fieldhouse, academic buildings, residence halls), including but not limited to individuals whose housing agreements have been cancelled

or revoked for any reason. Resident students may not host banned persons in the residence halls.

**NOTE 2:** Hosting a relative or non-relative child without parental supervision is prohibited (i.e., baby-sitting). Exceptions to this policy may be granted by a University official tasked with the supervision of a given facility (e.g., Resident Director for a residence hall, Director of Athletics for the Fieldhouse, Coordinator for Student Activities for the Student Center).

**37. Interference/Obstruction of the Conduct/Title IX Process:** Interfering in any manner with the student conduct/Title IX process is prohibited. Examples of violating this policy include, but are not limited to: (Level C, D, or E)

- a. Failing to participate in a hearing or investigation;
- b. Colluding with or intimidating witnesses;
- c. Intimidating any member of a student conduct panel or hearing board; and
- d. Providing false information or intentionally omitting relevant information from an investigation or hearing.
- e. Sharing case information publicly through written, verbal, social media to those not involved in the case who are not acting as a resource or advisory role.

**38. Littering:** Littering on University premises is prohibited, including but not limited to the improper disposal of personal garbage (e.g., placing trash in non-designated areas). (Level B + clean-up costs)

**39. Misuse of Documents:** Forgery, alteration, or misuse of any document, record, or officially- issued or legal identification is prohibited. (Level B, C, D, E)

**40. Misuse of Student Identifications:** Providing access to unauthorized persons, allowing another person to use your university issued student ID, failing to present a Student ID card when requested by a University official acting in the performance of his or her duties, or possessing or using a fraudulent ID card, may subject the owner and/or the holder to disciplinary action. (Level A, B, C, or D)

**41. Misuse of Keys:** No person may use or possess any University key without proper authorization. No student is allowed under any condition to have a University key duplicated. (Level A, B, C, D, or E)

**42. Motor Vehicles:** Operating a motor vehicle on University property in a manner that causes or might potentially cause physical harm to an individual or property is prohibited. Failure to register a vehicle with Campus Safety, parking a vehicle in unauthorized parking lots or in unauthorized areas (e.g., parking outside striped double parallel lines and in restricted parking areas), driving or parking a vehicle on the grass or in an unsafe manner anywhere on campus is prohibited. Driving on University-owned or controlled property without a valid driver's license is prohibited. (Level A, B, or C)

**NOTE:** The first three violations within one year (July 1 - June 30), the student may be subject to referral to the student conduct system. Following the issuance of the third parking

citation within an academic year, students will be referred to the Dean of Students Office. Employees who habitually violate the campus parking rules will be referred to the Human Resources Office. Referrals to the appropriate office will be made following each subsequent violation. Additional Habitual Offender penalties are as follows:

- Citations 3 and 4 - \$20.00 Habitual Offender surcharge will be automatically assessed.
- Citation 5 - \$20.00 Habitual Offender surcharge will be automatically assessed and tow warning sticker will be affixed to the driver side window of the vehicle advising the owner it will be towed if cited again.
- Citations 6 through 9 - \$50.00 Habitual Offender surcharge will automatically be assessed and vehicle will be towed of campus at owner's expense.
- Citation 10 and all subsequent citations - \$100.00 Habitual Offender surcharge will automatically be assessed and the vehicle will be towed off campus at the owner's expense.

When the owner of the vehicle is a known student or employee, they will be notified via email that their vehicle has been towed off campus. The vehicle owner will be responsible for all costs associated with the towing and storage of their vehicle. Concordia University is not responsible for damages caused by towing and will not provide or arrange for transportation to the towing facility to recover a vehicle after it has been towed off campus.

**43. Posting:** Publication and/or dissemination of materials on campus which have not been previously approved by Concordia University representatives are prohibited. (Level A)

**44. Retaliation:** Retaliation is defined as any adverse action taken against a person participating in a protected activity because of his/her participation in that protected activity. (Level A, B, C, D and/or Severity Level 1, 2, 3)

**NOTE 1:** Retaliation against an individual for alleging harassment or discrimination, supporting a complainant, or for assisting in providing information relevant to a claim of harassment or discrimination is a serious violation of University policy and will be treated as an instance of harassment or discrimination.

**NOTE 2:** Acts of alleged retaliation should be reported immediately to the Title IX Coordinator, to the CSSO, Dean of Students and/or Campus Safety and will be promptly investigated. The University will take all appropriate actions to protect individuals who fear that they may be subjected to retaliation.

**45. Searches:** Failing to comply with a reasonable request to search is a violation of this policy, including events held on University premises or at off-campus University-sponsored functions. Students who are in possession of a bag, purse, backpack, or any other container where contraband, weapons, alcohol, or any other prohibited substance could be contained is subject to search by a University official. This includes, but is not limited to, vehicles parked on University premises, or at off-campus University sponsored events, when there is reason to believe the vehicle contains any prohibited item. (Level B, C, or D)

**46. Sexual Behavior:** Consensual sexual behavior outside of marriage is prohibited. Because sexual behavior can involve a wide range of behavior the Dean of Students (or the Dean's designee) is charged to evaluate each case individually. (Level A, B, C, D, or E)

**NOTE 1:** As Christians, we embrace the proper place of sexuality within God's plan, viewing sex as part of our total personality and part of the total context of life. As His good gift to humanity, God in His Word affirms sexual union only in the marriage relationship of one man and one woman where their sexual intimacy performs various functions, including the building of the relationship through physical and emotional communication and sharing. (Genesis 2:18-25; Matthew 19:4-6) This physical, sexual sharing is only one part of a total relationship in a lifelong process which also involves emotional, social, spiritual and intellectual aspects, getting to know one another as total persons, developing in all of these areas. (Ephesians 5:19-33) As each person grows and matures, there is always more to learn about him or her. Therefore, sharing one's self sexually (e.g., sexual intercourse) outside of marriage would be inappropriate and unhealthy. (Colossians 3:1-17)

Students are expected to comply with all University policies as well as all federal, state and local laws.

**NOTE 2:** Pornography. The viewing and/or possession of pornography (in any form) will also be considered a violation of this policy. The focus of pornography is purely sexual and thus does not promote individuals getting to know one another within the context of a healthy Christian relationship or promote individuals in developing their own Christian moral fiber.

**NOTE 3:** Sexual Misconduct. See Title IX information (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>)

**47. Theft:** Theft or attempted theft of any kind, including seizing, receiving, or concealing property with knowledge that it has been stolen, is prohibited. Sale, possession, or misappropriation of any property or services without the owner's permission is also prohibited. (Level B for assessed value of property up to \$100; Level C for assessed value of property > \$101 - \$2499; Level D for assessed value of property \$2500 and above)

**48. Tobacco/Smoking:** Concordia promotes a healthy, Tobacco-Free Campus Community. Use of smoking/inhalant/vaping materials within all rooms and buildings and outside within 100 feet perimeter of any building except within designated and posted areas is prohibited, including but not limited to cigarettes, electronic cigarettes, cigars, pipes, hookahs, personal aromatherapy devices and smokeless/chewing tobacco. (Level A + clean-up costs as appropriate)

**NOTE:** Possession of electronic cigarettes/vape pens are prohibited in the residence halls.

**49. Unauthorized Presence in or Use of University Facilities or Property:** Unauthorized entry into, presence in, or use of University facilities, residence halls, equipment or property (includes parking lot, table space, and outside green space) that has not been

reserved or accessed through appropriate University officials is prohibited. (Level A, B, C, D, or E)

**NOTE:** Recognized groups are through our Student Government Association and Student Life Office.

**50. Unmanned Aircraft Systems (sUAS):** The use or operations of unmanned aircraft systems (sUAS) on campus is prohibited. This includes un-crewed aerial devices and drones. Students seeking exceptions for use of such devices for recreational or university-related purposes may apply to Student Life for limited approval. Any use of these devices must comply with local, state, and federal regulations and requires the prior filing and approval of an operating plan.

**NOTE:** Approval forms can be found in the Forms Repository under the Resource Tab in the Portal, the Student Life office, or the Campus Safety office.

**51. Weapons/Explosives:** The unauthorized possession or use of firearms, ammunition, or weapons of any other kind (including but not limited to five-inch blade knives, slingshots, metal knuckles, straight razors, paintball guns, BB guns, air pistols, Tasers, stun guns, batons, brass knuckles, folding knives with lock blades) is prohibited. Look-alike weapons are also prohibited. The ignition or detonation of anything which could cause damage to persons or property or disruption by smoke, explosion, noxious odors, stain, corrosion or similar means is prohibited. Possession of anything in the nature of fireworks, explosives or chemical explosives is prohibited on any property owned or operated by the University or off-campus University-sponsored events without prior University authorization. (Level A, B, C, D and/or Severity Level 1, 2, 3)

**NOTE 1:** Food preparation knives and safety (disposable) razors for the purpose of shaving, are exempt from this policy.

**NOTE 2:** Any student who violates this section of the Student Conduct Code shall be notified of the violation and will be referred to the Office of Student Conduct. CU may also refer the matter to the local police for prosecution. Any weapon on campus in violation of this Policy may be confiscated by Campus Safety and turned over to the local police.

**NOTE 3:** Any student with a reasonable basis for believing another person is in possession of a firearm, ammunition or weapon of any kind in violation of this Policy is required to report the suspected act immediately. Reports should be made to the Police Department (9 + 911 from a campus phone), or Campus Safety CUW: (262-243-4344); CUAA (734-995-7371). Students may be asked to provide a written statement regarding the weapon incident to Campus Safety within 24 hours of the incident. Any student who makes such a report in good faith will not be subjected to retaliation of any kind; however, failure to report such activity may result in a referral to the Office of Student Conduct. A student may choose to remain anonymous by using the Campus Safety Tip Line Call CUW: (262-243-2200); CUAA (734-995-7371) when making the initial report to Campus Safety.

**52. Doors:** The following situations with doors are prohibited: (Level A-D)

a. Propping open campus entrances or exterior and interior floor/wing doors of the residence halls is prohibited.

b. Disabling or tampering with a door latch mechanism that prevents the door from latching/locking.

c. Forcibly opening locked doors.

Note: The person is responsible for the financial costs of the repairs for all damages caused.

d. Utilizing an alarmed door for a non-emergency reason.

## Article 3 - Policies Student Welfare

### A. University Medical Amnesty Policy (MAP) – “CALL FIRST”

**Purpose:** The purpose of the policy is to facilitate access and remove barriers to students who require medical assistance in drug or alcohol related emergencies, and to provide the opportunity for caring, non-punitive interventions in response to such incidents.

**Policy:** The Medical Amnesty Policy (MAP) is a key component of the University’s comprehensive approach to reducing the harmful consequences caused by the use of drugs or excessive consumption of alcohol. The MAP represents the University’s commitment to informed decision making and promotion of healthy behaviors. In order to achieve these goals, the MAP mandates that discretion be exercised, including the possibility of conversations with supportive people such as the Dean of Students, Resident Director, etc. and may involve some educational programming to support a transition to a healthy lifestyle. All of this can be possible as permitted under the University’s Code of Student Conduct, as follows:

1. Students are expected to contact Resident Hall Staff or Campus Safety when they believe that assistance for an impaired student is needed. *Also see Contact Protocol below.*

2. At the discretion of the Department of Campus Safety, the Department will assist intoxicated individuals by facilitating transport to medical facilities.

3. In cases of concern for the health and safety of an individual, students should utilize one of the following options: notifying Resident Life Staff, notifying Campus Safety Staff, or by calling 911 for assistance by City Rescue Squad - then notify Campus Safety or Resident Hall Staff.

4. Students seeking assistance for drug or alcohol related emergencies will not be referred through the University’s student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.

5. Students who seek emergency assistance on behalf of a person(s) experiencing drug or alcohol-related emergencies will not be referred through the University’s student conduct system. However, a student will not be granted protection under this policy if campus officials (e.g., Resident Hall Staff, Campus Safety) intervene beforehand.

6. Records of all requests for assistance under this policy shall be maintained by the Office of the Dean of Students.

Participation in any program as a result of this policy shall not be noted on the student's conduct record.

7. This policy does not preclude disciplinary action regarding other violations of the University Code of Student Conduct, such as causing or threatening physical harm, sexual abuse, damage to property, harassment, hazing, etc. Students should also be aware that this policy does not prevent action by local and state authorities.

8. Nothing in this policy shall prevent an individual who is obligated by state or federal law to do so from reporting, charging or taking other action related to the possible criminal prosecution of any student.

9. Students who may have violated the Code of Student Conduct when s/he became a victim of sexual misconduct shall be granted Amnesty. Therefore, an alcohol/drug violation will not be applied to a student who reports that s/he was under the influence at the time of a sexual assault or harassment incident.

### B. University Missing Student Policy

In compliance with the "Higher Education Opportunity Act, P.L. 110-315, sec. 488, 122 Stat. 3301 (2008)" Missing Student Notification Policy and Procedures, it is the policy of the Office of Campus Safety to actively investigate any report of a missing resident who is enrolled at the University and residing in on-campus housing. Each resident will be notified of the Missing Student Notification Policy and Procedures via this Code.

For purposes of this policy, a student may be considered to be a "missing person" if the person's absence is contrary to his/her usual pattern of behavior and unusual circumstances may have caused the absence. Such circumstances could include, but not be limited to, a report or suspicion that the missing person may be the victim of foul play, has expressed suicidal thoughts, where there are concerns for drug or alcohol use, is in a life-threatening situation, or has been with persons who may endanger the student's welfare.

Each resident, on or before checking into his/her assigned room, has the option to identify the name and contact number of the individual(s) who are a primary contact to be notified in case of an emergency or in the event that the resident is reported missing (see Emergency Contact Information at the beginning of this document). In the event the resident is under the age of 18 or is not emancipated, the University is required to have the primary emergency contact be a custodial parent or guardian.

If a member of the University community has reason to believe that a student is missing, Campus Safety should immediately be notified.

**Note:** This notification can be made anonymously.

Upon receiving notification, Campus Safety, through the Vice President of Student Success/Dean of Students, will make reasonable efforts to locate the student to determine his or her state of health and well-being. These efforts may include, but are not limited to, checking the resident's room, class schedule, friends, ID card access, locating the resident's vehicle, and calling his/her reported cell phone number. As part of the investigation, the University reserves the right to contact the individual(s) whom the student has identified as his/her emergency contacts person(s) to help determine the whereabouts of the resident.

If, upon investigation by Campus Safety and concurred by the Vice President of Student Success/Dean of Students, that the resident has been determined to be missing for at least 24 hours, the following will occur. A University representative will contact the resident's designated emergency contact and the Director of Campus Safety or his designee who will contact the Local Police Department and request a missing person report initiating a police investigation. Even if a student has not registered a contact person, the local law enforcement agency will be notified that the student is missing. Investigation will continue in collaboration with law enforcement officers as appropriate.

### C. University Emotional Support Animal Policy & Procedures:

Concordia University is committed to compliance with state and federal laws as the laws relate to individuals with disabilities. The use of an Emotional-Support Animal (ESA) is determined in accordance with these applicable laws and regulations regarding whether such an animal is a reasonable accommodation for a disability. This determination will be made on a case-by-case basis. Concordia University enforces a no-animal policy in its residence halls and campus facilities. ESA's must be registered through the Academic Resource Center - Accessibility Services office. You must register an ESA with Accessibility Services within five (5) business days of beginning classwork, co-curricular involvement, or other school activity. This is an addendum to the student housing contract only. Abiding by this housing addendum policy protects Concordia University students and ensures the safety of the student and their emotional-support animal. For more information contact your campus Accessibility Services office:

CUW at - [www.cuw.edu \(https://www.cuw.edu/accessibility-services/\)](https://www.cuw.edu/accessibility-services/)

CUAA at - [www.cuaa.edu \(https://www.cuaa.edu/accessibility-services/\)](https://www.cuaa.edu/accessibility-services/)

### University Service Dog Statement:

Concordia University recognizes some students with disabilities may require the use of a service animal. The University defines service animals as dogs that are individually/specifically trained to perform certain tasks for people with disabilities. The task that the dog has been trained to provide must be directly related to the person's disability in order for that dog to qualify as a service animal. Dogs whose sole function is to provide emotional assistance do not qualify as service animals under the Americans with Disabilities Act. For more information contact your campus Accessibility Services office.

### D. Poster and Posting Policies

1. Student organizations, Faculty and Staff are allowed to post signs, posters, or fliers in designated areas in buildings and residence halls in compliance with established posting procedures. All information must first be entered onto the Campus Calendar and approved for posting by Student Success.

2. Regulations:

a. Posters and fliers may not exceed 11 x 17 inches in size. Any sign bigger than this must receive special approval from Student Success.

b. The name of the sponsoring group must appear on each item approved for display. It is preferred to have the name spelled out (acronyms and logos may be used if they are easily recognizable and easily identify the sponsor).



c. Sponsoring groups shall remove all posters after the advertised event. Signs without a Student Success stamp, those left after the expiration date, or those posted in an unauthorized area will be removed.

d. Signs may not be posted on walls (interior or exterior), trees or shrubs, trash cans, elevators, or any other area other than specific bulletin boards. Any signs posted in unapproved areas will be removed. Only one poster per event is allowed on each bulletin board.

e. Any CU sponsored events that require lawn signs must be approved by the Campus Safety office. Such signs are restricted to use on the day of the event.

f. Guidelines for Approval: It is difficult to set definitive standards for the approval of the content contained in posters. Therefore, CU sets forth in writing these guidelines in order to give students general notice of appropriate conduct. The regulations should be interpreted broadly and are not designed to define posting conduct in exhaustive terms. The following are examples of content (explicit or implied) which are inappropriate:

i. Any poster/posting which is not compatible with the Mission of the University and/or the doctrines of the Lutheran Church-Missouri Synod;

ii. Words or images which demean the University, any office/organization/entity of the University, or student organization of the University;

iii. Words or images which demean an individual/group by targeting an individual/group's race, gender, and/or religion;

iiii. Words or images which are sexually suggestive; or

v. Words or images of alcohol or drugs.

g. Students who identify themselves as a student of the University (explicitly or implied) or a member of a University organization on the internet (e.g., student organization, athletic team, choir) and/or electronic social networks (e.g., Facebook, YouTube) assume the responsibility for the content posted and are subject to sanctions contained in the Student Conduct Code for failure to abide by the posting guidelines directly above.

b. For more information on reporting requirements of the University, see the University's Clery and Responsible Employees policies.

#### B. Statement on Confidentiality

1. In some cases, the confidentiality of a reporting party may not be able to be kept. In cases where this is requested, the Investigator, CSSO, Dean or designee will take all steps to protect a victim.

#### C. Policy on Student Withdrawals with Pending Disciplinary Action

1. Concordia University may place a hold on a student's account and/or Student ID Card if that student has a complaint pending for violation of Code of Student Conduct or any CU policy. Should a student decide to leave and not participate in an investigation and/or hearing, the process will nonetheless proceed in the student's absence to resolution and that student will not be permitted to return to Concordia University unless all sanctions have been satisfied.

**NOTE:** The University reserves the right to place a Student Success hold on the student's account until investigations have been completed and/or the disciplinary sanctions have been satisfied.

#### D. Investigations by the Dean of Students' Office

1. Following receipt of notice or a complaint, the Dean or designee of the Student Conduct Office will promptly investigate the complaint. The individual(s) designated are hereinafter referred to as the "Investigator" (e.g., Campus Safety, Resident Hall Staff).

2. In some instances (e.g., housing violations and minor conduct violations), these investigations will be comprised of an interview with the reporting party and the person(s) alleged to have violated the policy (the "Responding Party"). In other instances, more in-depth investigation may be required.

#### E. Investigations by Title IX Office

**Note:** For more information, follow this link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>).

#### F. Resolution Options

**NOTE:** Should a student fail to appear for an Initial Administrative Resolution meeting, Formal Administrative Hearing, Formal Panel Hearing, Appeal Hearing, or Title IX Process Meeting, that student may be considered as having waived his/her right to be present for the hearing and a decision will be made in his/her absence.

1. Initial Administrative Resolution: The Responding Party accepts the findings of the Investigation and, if appropriate, sanctions, as explained by the Investigator. (Not applicable in Title IX cases)

2. Formal Administrative Hearing: In certain cases, the Dean of Students may desire a formal hearing that does not involve the full Formal Hearing Panel (due to timing, sensitivity, or seriousness of incident). In these cases, a Formal Administrative Hearing will be convened with a single administrator, typically the Dean of Students. (Not applicable in Title IX cases)

3. Formal Panel Hearing: A formal hearing before the Formal Hearing Panel is to determine if a policy has been violated and sanctions, if appropriate. For more information on the procedures,

## Article 4 - Procedures & Hearings

### A. Reporting

1. Concordia University will investigate all official reports of alleged violations of University policy.

**Note:** For reporting violations of the sexual misconduct policy, follow this link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/>).

2. Reporting an allegation of a violation of policy.

a. Anyone who believes a policy of the University has been violated should contact the office identified in the Resource List at the end of this document.

see the "Formal Hearing Procedures." (Not applicable to Title IX cases)

### G. Investigation Findings

1. Not Responsible (not a violation of policy): In these cases, the Investigator has determined that insufficient evidence exists for a finding of Responsible for the allegation(s). The case is closed and a record of the Not Responsible finding(s) is retained.
2. Responsible (a violation of policy): The Investigator determines that sufficient evidence exists for a finding of Responsible for the violation(s). In this case, the Responding Party may opt to resolve the case and acknowledge both the finding and sanctions.
3. Referral to Formal Hearing: When the Investigator determines that there is sufficient evidence for a finding of "Responsible" for any of the allegations, and the Responding Party does not acknowledge/accept the finding and/or sanctions – in whole or in part – then the case may be referred for a Formal Hearing.

### H. Formal Hearing Procedures Prior to the Hearing

1. The Formal Panel Hearing (FPH) shall consist of three-five members. The FPH is a pool of students, faculty and staff selected by the CSSO or designee and trained to deliberate on cases that involve allegations of violations of University policies.

#### 2. Notice of Allegations and Hearing

The Student Conduct Office will send a letter to the parties with the following information:

- a. A description of the alleged violation(s), a description of the applicable policies and a statement of the potential sanctions/responsive actions that could result;
- b. The time, date, and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Dean or designee may reschedule the hearing.

#### 3. Prior to the Formal Hearing:

- a. The FPH members, the Responding Party and the Reporting Party, may be provided access to copies of all appropriate documentation. This will include, but is not limited to:
  - i. The investigation report.
  - ii. A list of any witnesses who will be available for the hearing, should their testimony be necessary.
  - iii. The names of the FPH members to allow for any Responding Party challenges for cause/bias to be made to the Dean or designee.
  - iiii. The Dean of Students and Chair (or designee) will consider all challenges and the parties will be notified as to the determination.
  - v. Any other supporting documentation.

4. Role of the Advisor: The reporting party or responding party is entitled to only one advisor of his or her choosing to guide

and accompany him/her throughout the campus investigation, adjudication, and/or resolution process. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise him/her. Parties must notify the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases) of their advisor of record before the first meeting or hearing. If requested, a student may (not must) be granted advisor status for both parents by the Title IX Coordinator (for sexual misconduct cases) or the Dean of Students (for all other misconduct cases).

Note: To view the complete advisor policy, consult the Portal under the Resources Tab in the Title IX Compliance and Sexual Harassment box and look for the "Advisors" link (<https://www.cuw.edu/about/offices/title-ix-sexual-harassment-policies/support/advisor-questions.html>).

5. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to University consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisors.

6. In hearings involving more than one Responding Party or in which two Reporting Parties have accused the same individual of substantially similar conduct, the standard procedure will be to hear the complaints jointly; however, the Dean and/or Title IX Coordinator or Assistant Coordinator may permit the hearing pertinent to each respondent to be conducted separately. In joint hearings, separate determinations of responsibility will be made for each respondent.

#### 7. In Preparation for the Hearing

- a. The proceedings may be audio recorded, with the exceptions of deliberations. Persons given access to the recording will be required to sign an agreement confirming that they will protect the privacy of the information contained in the recording.
- b. Formal rules of evidence will not apply. Any evidence that the panel believes is relevant and credible may be considered, including history and pattern of evidence and/or behavior. The Chair will address any evidentiary concerns prior to and/or during the hearing and may exclude irrelevant or immaterial evidence and may ask the panel to disregard evidence lacking in credibility. The Chair will determine all questions of procedure and evidence.
- c. Character witnesses are not permitted to testify in the findings stage of the hearing, nor are statements of character to be introduced in the findings phase. Two letters of character support may be submitted for the sanctioning phase of the hearing.
- d. "Impact statements," describing the effect that the incident has had on the Responding Party or the Reporting Party, will not be permitted in the findings phase of the hearing, but may be offered in person or in writing during the sanctioning phase of the hearing.

### I. Hearing Procedures (Not applicable to Title IX cases)

#### 1. Initial Administrative Resolution Meeting

a. The Conduct Officer will send a letter and/or email to the parties involved with the following information:

- i. A description of the alleged violation(s), and a link to the Code of Student Conduct for further information; and
- ii. The time, date and location of the hearing and a reminder that attendance is mandatory, superseding all other campus/work activities. (If any party does not appear at the scheduled hearing, the hearing will be held in his/her absence. For compelling reasons, the Conduct Officer may reschedule the hearing. Hearings for possible violations that occur near or after the end of an academic term will be held immediately after the end of the term or during the summer, as needed, to meet the resolution timeline followed by the University.)

b. Proceedings are private. All persons present at any time during the hearing are expected to maintain the privacy of the proceedings, subject to university consequences for failure to do so. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose, and should discuss doing so with their advisor.

c. Students may ask questions throughout the Initial Administrative Resolution Meeting.

d. The Conduct Officer will greet the student and review the Respondent's Rights of the Code of Student Conduct.

e. The Conduct Officer will briefly review the general conduct system and procedures for the meeting.

f. The Conduct Officer will review the specific alleged violation(s) and the documentation to support the charge(s). The student is allowed to view the documentation and may ask questions at any time.

g. The Conduct Officer will ask the student to respond to the alleged violation(s) by addressing the facts of the case, and whether the facts are in dispute or not. Both parties may ask questions to seek clarification.

h. The Conduct Officer will deliberate his/her decision. Typically, the decision of a finding is made during the Initial Administrative Resolution Meeting, unless further information or consultation is warranted at the discretion of the Conduct Officer.

i. The Conduct Officer will inform the student of the finding(s) and, if appropriate, sanction(s) to the student, or official notification of their formal resolution option.

**\*NOTE 1** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

**\*NOTE 2** - Link to Outcome Appeal Form

## 2. Formal Panel Hearing

a. The Chair will call the hearing to order, and will explain the procedures, including having all parties introduce themselves, and then offering a prayer.

b. The Chair will ask the Investigator to present his/her report. This will include:

- i. A reading of the allegations/policies;
- ii. A reading of the facts not in dispute; and
- iii. A reading of the facts in dispute.
- iiii. A reading of any prior records, only if they are relevant to the current case. (i.e. to establish a pattern of behavior)

c. The Investigator will ask the parties if they have any comments or questions on the reading of the disputed and non-disputed facts.

d. The Investigator will accept any questions from the FPH, including those to the parties that the FPH chooses to ask through the Investigator.

e. The FPH may then ask the parties any relevant questions.

f. The student will offer his/her testimony.

g. The parties may ask relevant questions of the Investigator or one another when appropriate.

h. The FPH and the parties may request the Investigator to call witnesses that are available.

- i. The Investigator, as the individual who interviewed all witnesses, should be questioned prior to calling a witness in for live testimony.
- ii. If a witness is called, the requesting party may ask him/her questions first, followed by the Investigator and the FPH.

i. The Chair will dismiss all parties and the FPH will deliberate on the findings.

i. The deliberations are to be private and not recorded. All notes from deliberation are to be destroyed after the hearing.

ii. Should the members of the FPH have a procedural or other question for the Chair or the Investigator, they may ask the question to the Chair. The Investigator should communicate the nature of the question to the Responding Party and, when appropriate, the Reporting Party.

**NOTE:** In a sanctions-only hearing, after the reading of the allegations, the Responding Party will acknowledge responsibility for the violations. The hearing will then proceed to the sanctioning phase.

j. Once the FPH has deliberated, they will reconvene and the Chair will read the findings into the record. If the Responding Party has been found in violation of any of the allegations, the hearing will proceed to the Sanctioning Phase. If the findings

are Not Responsible on all allegations, then the Chair will dismiss all parties.

#### k. The Sanctioning Phase of the Formal Panel Hearing

- i. The Chair (or the Investigator) will disclose the full prior record of the Respondent.
- ii. The Chair will inform the FPH with the range of sanctions that would allow for institutional consistency.
- iii. The Chair will ask the Responding Party to read his/her impact statement to the Panel.
- iiii. The Chair will ask the Responding Party to read up to two letters of character support to the Panel.
- v. The Chair will remind all parties that the sanctions determined by the FPH are recommendations to be made to the Dean of Students.
- vi. The Chair will dismiss all parties for deliberation.

i. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the hearing, barring exigent circumstances.

#### J. Formal Hearing Findings

1. In a formal hearing, the FPH has the option of finding the Responding Party Responsible or Not Responsible. An FIO is not permitted as an outcome.
2. In a Sanctions Only hearing, the FPH will not be permitted to alter the findings as admitted by the Responding Party.

#### K. Sanctions Only Hearing Procedures

1. The Chair will call the Hearing to order, explain the procedures, conduct introductions, and offer a prayer.
2. The Chair (or Investigator on the case) will present the findings for the violation(s), read the applicable range of sanctions, and disclose the full prior record of the Responding Party.
3. The Responding Party will acknowledge responsibility and read his/her impact statement.
4. The Panel may ask questions of the Responding Party.
5. In cases where there is a victim, the Chair will ask the victim for his/her impact statement. Alternatively, the statement may be submitted in writing to the FPH. The Chair will determine if he/she or the Investigator will read the letter.
6. Two letters of character support for the Responding Party may be read into the record.
7. The Chair will dismiss all parties from the room to deliberate, with the exception of the members of the Panel.
8. The Panel will determine its recommendations for sanctions (modified or affirmed) and forward the recommendations to the Dean.

9. The results of the Hearing will be sent to the Responding Party within three (3) business days of the conclusion of the Hearing, barring exigent circumstances.

#### L. Sanctions for Individual Students

1. The following University-wide disciplinary sanctions may be imposed upon students found Responsible for a violation of the Code of Student Conduct. All sanctions may be imposed either singularly or in combination.

2. The purposes of imposing sanctions are twofold: 1) to protect the University community from behavior which is detrimental to the community and/or the educational mission of the University; and 2) to assist students in identifying acceptable parameters and consequences of future behavior. The sanction(s) imposed is/are intended to correspond with the severity or frequency of violations, as well as the student's willingness to recommit himself/herself to behaviors that fall within the Code of Student Conduct of the University and are consistent with the mission and values of the University. Other factors that may affect the sanctions are:

- a. The nature, severity of, and circumstances surrounding the violation;
- b. An individual's disciplinary history;
- c. Previous complaints or allegations involving similar conduct;
- d. The need for sanctions/responsive actions to bring an end to the actions that were in violation of the Code;
- e. The need for sanctions/responsive actions to prevent the future recurrence of the actions that were in violation of the Code; and
- f. The need to remedy the effects of the actions that were in violation of the Code on the victim and the community.

#### 3. Sanction Options:

- a. Expulsion: Dismissal from the University without the ability to apply for re-admittance.

**NOTE:** Any student expelled for disciplinary reasons must vacate the campus within the period of time noted in the notice of expulsion (typically immediately). The student may not return to campus or University property without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass.

- b. Suspension: Denial of enrollment, attendance, and other privileges at the University for a specified period of time. Students will be subject to complete a period of disciplinary probation upon their return to the University.

**NOTE 1:** Any student suspended for disciplinary reasons must vacate the campus within the period of time noted in the notice of suspension (typically immediately). The student may not return to campus or University property during the term of the suspension without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass.

**NOTE 2:** Students who are readmitted following University or Housing suspension may be immediately subject to suspension should they violate policies upon return, per the discretion of the CSSO or designee.

c. University Probation: A period of review and observation during which a student is under an official notice that subsequent violations of University rules, regulations, or policies are likely to result in a more severe sanction including suspension or expulsion from the University. While on conduct probation, a student may be considered to be "not in good standing" and may face specific limitations on his or her behavior and/or University privileges (see Conditions/Restrictions below).

d. Conditions/Restrictions: Limitations upon a student's behavior and/or University privileges for a period of time, or an active obligation to complete a specified activity. This sanction may include, but is not limited to restricted access to the campus or parts of campus, denial of the right to represent the University in any way, denial of extra-curricular activities include denial of housing or parking privileges, required attendance at a workshop, or participation in public service.

e. Written Warning: An official reprimand that makes the misconduct a matter of record in University files. Any further misconduct could result in further disciplinary action.

f. Fee/Restitution: An order may be issued to make restitution or to pay a fee when a student has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of payment, community service, or other special activities designated by the hearing authority. Additional fees may be assessed as a punitive measure for any conduct violation.

g. Withholding Diploma: The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has a complaint pending, or as a sanction if the student is found responsible for an alleged violation.

h. Revocation of Degree: The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation, or other violation of University policies, procedures or directives in obtaining the degree, or for other serious violations committed prior to the awarding of the degree.

i. Other sanctions: The University reserves the right to impose other sanctions as necessary to remain consistent with the mission and vision of the University. These may include, but are not limited to mandated psychological assessment, research projects, drug/alcohol classes or testing, online educational classes, proof of employment or attendance at classes, and/or apology letter, etc.

#### 4. Residence Life Specific Sanctions:

a. Permanent Housing Removal; Immediate removal from University housing with no ability to return.

**NOTE:** Any student permanently removed from University housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

b. Temporary Housing Removal: Immediate removal from university housing for a set period of time with an ability to reapply to return to university housing.

**NOTE:** Any student removed from university housing for disciplinary reasons must vacate the hall within the period of time noted in the notice of removal (typically immediately). The student may not return to any residence hall without prior written permission by the CSSO or designee. Failure to comply with this request will constitute criminal trespass. Additionally, anyone removed from housing for disciplinary reasons remains subject to the termination clause of the housing contract, including payment of any fees or penalties.

c. Housing Relocation: Immediate removal from a specific hall, room, or floor within University housing, and reassignment to another hall, room, or floor.

**NOTE 1:** Any student removed from any specific hall within University housing for disciplinary reasons must vacate that hall within the period of time noted in the notice of relocation (typically immediately). The student may not return to the residence hall from which they were removed without prior written permission by the CSSO or designee. Failure to comply with this request may constitute criminal trespass and will result in more severe disciplinary action.

**NOTE 2:** The CSSO or designee reserves the right to charge the student for the housing relocation.

#### M. Sanctions for Student Organizations

Student organizations are part of Concordia University and are required to follow the doctrine of the Lutheran Church-Missouri Synod.

The following disciplinary sanctions may be imposed upon student organizations or their membership when they have been found Responsible for violating the Code of Student Conduct. All sanctions may be imposed either individually or in combination. Disciplinary sanctions are imposed for the purpose of holding student organizations and their membership accountable for their actions and the actions of their guest(s), whether on campus or at any organization-sponsored function.

1. Permanent Revocation of Organizational Charter: "Permanent revocation" of the organization's registration charter means revocation without the ability to apply for new registration. Any organization whose registration is permanently revoked must cease all organizational activities upon receipt of the notice of permanent

revocation. Any member of an organization whose registration has been permanently revoked shall relinquish any appointed or elected office held with that organization's governing body. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSSO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to revocation may be reassigned to other eligible University organizations.

2. Suspension: Suspension means denial of rights and privileges of a registered organization for a specified period of time. Any organization whose registration is suspended or revoked must cease all organizational activities upon receipt of the notice of revocation or suspension. Any member of a suspended organization may not hold an appointed or elected office with that organization's governing body for the duration of the organization's period of suspension. Balances of all organizational funds granted by the University and/or the Student Government Association are to be surrendered to the CSSO or designee. Office or housing space assigned by the University shall be vacated within five (5) business days (an organization under emergency suspension may be required to vacate space more quickly) from the date the notice of suspension is issued. Space vacated due to suspension may be reassigned to other eligible University organizations. Leave to reapply for registration as a student organization may be granted with or without qualifications. Office or housing space assigned prior to suspension will not automatically be reassigned. The organization may reapply for a space assignment, subject to availability. Suspended organizations will automatically be placed on probationary status for a minimum of one academic year following their renewed registration.

3. Probation: A period of review and observation during which a student organization is under official notice that subsequent violations of University rules, regulations, or policies could result in a more severe sanction including suspension. During the probationary period, a student organization is deemed "not in good standing" with the University and may be subject to one or any combination of the following conditions and/or restrictions:

- a. Denial of the right to represent the University;
- b. Denial of the right to maintain an office or other assigned space on University property
- c. Denial of the privileges of:
  - i. Receiving or retaining funding;
  - ii. Participating in intramurals;
  - iii. Sponsoring or co-sponsoring any social event or other activity;
  - iiii. Sponsoring any speaker or guest on campus; and
  - v. Participating in any social event.

4. Conditions/Restrictions: Limitations upon a student organization's privileges for a period of time or an active obligation

to complete a specified activity or activities. This sanction may include, for example, denial of housing or social privileges, etc.

5. Written Warning: An official written reprimand making the misconduct a matter of record in University files for a specified period of time. Any further misconduct may result in further disciplinary action.

6. Restitution/Fines: An organization may be ordered to make restitution or to pay a fine when the organization has engaged in conduct including but not limited to the damage or destruction of property, the theft or misappropriation of property, fraudulent or disruptive behavior, violations of the alcohol and/or drug policies, or violations of the fire safety policies. Such property may belong to an individual, group, or the University. Restitution may be in the form of financial payment, public service, or other special activities designated by the hearing authority. Additional fines may be assessed as a punitive measure.

**N. Sanctioning Guidelines**

A point system, university fee, educational sanction, and probation period are employed for the level of offenses identified in this Code. Under normal circumstances the University will follow the schedule listed below. However, the University does reserve the right to impose harsher discipline for those offenses judged as involving extraordinary circumstances. As outlined in this code, the student may appeal sanctions which exceed the parameters below. The following sanctions may be imposed upon any student found to have violated this Code. Fees, at the discretion of the Conduct Administrator, can be substituted with Community Restitution (assigned work hours). The number of work hours shall be calculated by dividing the fee by the minimum student worker hourly wage and rounded up to the nearest ½ hour.

**Alcohol Policy Violations**

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Violation PBT = 0	\$0 to \$15	0-1		AoD Assessment and/or Education when appropriate
1st Violation PBT = 0 or > 0	\$100	5		AoD Assessment and Education
2nd Violation PBT = 0 or > 0	\$200	7	Probation = 7 months	AoD Assessment, Education, and Notice to Parents

3rd Violation PBT = 0 or > 0 Residence students who incur a third violation within 18 calendar months are subject to Resident Hall Suspension.

Commuter students who incur a third violation within 18 calendar months are subject to Conditions/Restrictions that limit time on the campus.

Violations beyond the 3rd alcohol violation make a student eligible to be suspended from the University or other appropriate sanctions. This meeting will be held with the Dean of Students.

**NOTE 1:** If alcohol is found in a resident's room or common area, and PBT = 0, all residents and guests will be subject to the student code of conduct.

**NOTE 2:** The fine above may be waived with proof of payment to the Municipality in which an off-campus drinking citation was issued. If a student is found Responsible for hosting an off-campus event in which underage persons received citations, CU will treat hosts of the event who violate the alcohol policy as a second violation. CU will enforce the above fine for hosts regardless of Municipal consequences.

**NOTE 3:** A combination of one alcohol violation and one drug violation on a students' record may also result in the equivalent sanction to a third alcohol violation.

## Drug Policy Violations

**NOTE 1:** Because drugs can manifest itself in a range of severity, the University has established 2 levels of severity (see below). The sanctioning administrator reserves the right to evaluate the gravity of the student's behavior (Severity Level 1 or 2) and impose any of the sanctions listed below to remediate the violation, as deemed appropriate.

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Possession or Use Violation Severity Level 1	\$50-200	7-12	Probation = 9 months With possible Housing Suspension	AoD Assessment; Notice to parents; AoD Counseling
Possession or Use Violation Severity Level 2	none		One full semester suspension from the University with possible Expulsion	AoD Counseling to return; Notice to parents
Sale or Distribution	none		1 year Suspension or Expulsion	AoD Counseling to return; Notice to parents

**NOTE 1:** A combination of one alcohol violation and one drug violation on a students' record may also result in the equivalent sanction to a third alcohol violation.

## Violence Policy Violations – Code Policy #'s 33, 34, 35, 44, 51

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Severity Level 1	\$50 to \$100	2-5	Up to 5 months' Probation	Online education program as appropriate; counseling as appropriate; mediation as appropriate; apology to victim; letter of reprimand

Severity Level 2	\$100 to \$200	6-9	6-12 months' Probation	Housing relocation for residents; restricted campus access for commuters; counseling as appropriate; apology to victim; letter of reprimand; loss of privilege's; student worker position revoked; additional restrictions/conditions as appropriate
------------------	----------------	-----	------------------------	--

Severity Level 3	None		University Suspension or Expulsion	Apology to the victim; loss of privileges; student worker position revoked; documentation of a completed program through a licensed agency with agency's recommendation for return
------------------	------	--	------------------------------------	--

## All Other Policy Violations (see specific policy number)

Violation	Fee	Points	Probation, Suspension, or Expulsion	Education or Remediation
Level A	\$0-\$15	0-1		
Level B	\$35-\$50	2-4	2 months' Probation as appropriate for repeated offenses	
Level C	\$70-\$85	5-9	5 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level D	\$100 - \$200	9-12	6-12 months' Probation	Online education program as appropriate; counseling and/or mediation as appropriate
Level E			Residence Hall Suspension or Expulsion; University Suspension or Expulsion	Conditions may be imposed as a condition to be readmitted

**Break Period Violations - Students found responsible for violating the student conduct code on campus during periods of hall closures (Christmas and Spring break) will have all student conduct points doubled. NOTE: Living on campus in the summer is a privilege. Therefore, CUWAA maintains a zero-tolerance practice regarding violations of the code of student conduct and students may be asked to leave summer housing without a conduct case hearing if they violate the code.**

**Probation Violation- Students who are on Probation and violate the Student Conduct Code and are not suspended or removed from University Housing are subject to doubling of fines, points, and sanctions.**

**Points: The accumulations of student conduct points have the effect(s) as described below.**

**Yearly Conduct Points - Student conduct points awarded for violations occurring after room selection of the current year carry over to the next academic year until the next room selection.**

**Resident Students - Current resident students who accumulate more than 19 student conduct points in the current year are not eligible to participate in the following year's room selection process.**

**Note: All accumulated points affect a student's housing priority.**

**All Students - Students who accumulate a yearly student conduct point total of more than 24 points are subject to immediate resident hall suspension or expulsion or University suspension or expulsion.**

### O. Appeals

#### 1. General Outline

a. There are two types of appeals that a student can request during the Initial Administrative Hearing (IAH).

b. The first appeal is called the **Outcome Appeal**, which a student can request if the student refuses to take responsibility for the conduct violation or disagrees with the sanctions recommended by the Conduct Officer.

**\*NOTE** – the Outcome Appeal can only be requested during the IAH. Once the student has accepted responsibility for the conduct violation and agreed to the sanctions recommended by the Conduct Officer, s/he can no longer request an Outcome Appeal.

c. After a student has requested an Outcome Appeal, s/he will be given the Outcome Appeal Form by the Conduct Officer overseeing the case. The student will complete the Outcome Appeal Form in the presence of the Conduct Officer and then submit the form to the Conduct Officer. The Conduct Officer will then submit the Outcome Appeal Form to the Dean of Students who will review the form.

d. Once the Dean of Students has reviewed the form and noted whether the student requested either a Formal Administrative Hearing or Formal Panel Hearing (see Frequently Asked Questions for definitions), the Dean of Students will determine the time and meeting of the hearing.

e. The decisions made in both the Formal Administrative Hearing and Formal Panel Hearing are final.

f. The second appeal is called a **Procedural/Omission Appeal**, which can be requested in the following cases:

i. If a student believes that a procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g., substantiated bias, material deviation from established procedures, etc.)

ii. To consider new evidence, unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

iii. The sanctions fall outside the range of sanctions the University has designated for the offense. As the Dean of Students or the Dean of Students and Title IX Coordinator reviews all sanctions, this ground for appeal is only appropriate when this review has not taken place.

g. The Procedural/Omission Appeal must be submitted to the Vice President of Student Success by completing the form "Request for Appeal," which can be found on the Portal under the Resource Tab.

h. The Procedural/Omission Appeal must be submitted within three (3) business days after the IAH.

#### Frequently Asked Questions

1. What are the Formal Administrative Hearing and Formal Panel Hearing?



*The Formal Administrative Hearing is a hearing including the Dean of Students (and/or) appointed representative and the student requesting the appeal. The student appealing will have this opportunity to discuss the conduct charges and/or sanctions with the Dean of Students/appointed representative. Decisions made by the Dean of Students and/appointed representative in this meeting are final.*

*The Formal Panel Hearing is a hearing that includes the student appealing and a panel made up of at least one faculty member, one student and one staff member. The student will have the opportunity to discuss the conduct charges and/or sanctions with the panel and the panel will then inform the Dean of Students on the decision that the panel has reached and this decision is final.*

1. Does a Formal Administrative Hearing/Formal Panel Hearing take the Conduct Officer's decision into account?

*The presumptive stance of the Dean of Students/the Panel is that the original hearing body was correct in its initial finding. The burden is on the appellant to convincingly communicate otherwise.*

*In the case of a Procedural/Omission Appeal, the appellant must show that either policy was not followed or that new information changes the decision that was made.*

*Appeals are not intended to be full re-hearings of the allegation(s). In most cases, appeals are confined to a review of the written documentation or record of the original hearing, and pertinent documentation regarding the grounds for appeal. No interviewing of or testimony by the parties is appropriate.*

1. Will sanctions be paused until the appeal is complete?

*All sanctions instituted by the original hearing body are to be implemented, barring extreme exigent circumstances. Final exams, graduation-related events, and/or proximity to the end of a term are not considered exigent circumstances.*

1. Who can request a Procedural/Omission Appeal?

*Any party to a complaint (Reporting Party or Responding Party) may submit a Request for Appeal (RFA) form to the Vice President of Student Success or designee who will review the appeal (Hereinafter the "RFA Reviewer"). Any party to a complaint may only file one appeal per incident, exigent circumstances notwithstanding.*

1. What is the General Outline of the Procedural/Omission Appeal?

*a. Request for Appeal must be submitted in writing to the RFA Reviewer within three (3) business days of notification of the outcome of the Formal Hearing. All outcomes are assumed received by all parties three business (3) days after sent via e-mail.*

*b. Any Request for Appeal not filed in a timely fashion will be denied. No exceptions to this timeline are permissible without the express permission of the RFA Reviewer.*

*c. The RFA Reviewer, who was not involved in the investigation, will review all Requests for Appeal to insure the request has standing.*

*d. The RFA Reviewer, reviewing the Request, may consider credibility, plausibility, and weight in his/her assessment of the Request.*

*e. Any Request for Appeal will be shared with all parties (Reporting Party, Responding Party, Investigator and Formal Hearing Panel Chair) who may respond to the Request in a "Response Memorandum."*

*f. All Response Memorandums must be submitted to the RFA Reviewer for consideration within three (3) days of the notification of the Request for Appeal.*

*g. All Response Memorandums will be shared with all parties.*

*h. The RFA Reviewer, after considering all Requests and Response Memorandums, will make and communicate one of the following determinations within three (3) business days of receiving the final response Memorandum:*

*1) The findings of the original hearing panel are affirmed, therefore, the Request for Appeal is denied. This decision is final and there is no appeal to this decision permitted by any party.*

*2) The Request for Appeal is denied in part and being forwarded in part for consideration.*

*3) The Request for Appeal is being considered.*

*i. Forwarded Requests for appeals will be considered and decisions will be communicated to all parties in writing within five (5) business days of receipt from the RFA Reviewer.*

*j. The decisions are limited to the following:*

*1) Affirming the decision of the original hearing body.*

*2) In cases where it is determined that the procedural error did significantly impact the finding or sanction, it will either:*

*i) Remand the case back to be reheard by a new Formal Hearing Panel/ Hearing Officer.*

*This is typically done in cases where the procedural error is so profound as to render the original panel too biased or influenced. Or,*

*ii) Remand the case back to the original hearing body with instruction to repair the procedural error.*

*k. In cases where it is determined that the new evidence, unavailable during the original hearing or investigation, is now available and could substantially impact the original finding or sanction it will either:*

*1) Remand the case back to the original hearing body with instruction to consider the new evidence.*

*2) In these cases, the original hearing body will convene solely to consider the new evidence. Whether all parties are required to be in attendance is at the discretion of the Chair/Original Hearing Officer.*

*3) Remand the case back to be reheard in its entirety by a new Formal Hearing Panel/Hearing Officer. This is typically done in cases where the new evidence is accompanied by a procedural error so profound as to render the original panel too biased or influenced.*

*4) In rare cases, the decision may be to alter the finding or sanction based on the new evidence. This will only be done in cases where reconvening the Panel would put an undue burden on the parties (e.g., the Panel is not available).*

*5) In cases where a new panel is convened or the original hearing panel is reconvened, the appellate process may still be available to the parties,*

but only on the outcomes and proceedings of the most recent hearing, and subject to the same grounds and restrictions. There are no appeals procedures applicable to a decision affirming the original findings.

## Flowcharts

## Resource Lists

### Alcohol Laws:

#### Wisconsin state law can be found at:

<http://docs.legis.wisconsin.gov/statutes/statutes/125/1/07> (<http://docs.legis.wisconsin.gov/statutes/statutes/125/1/07/>)

#### Michigan state laws can be found at:

<http://legislature.mi.gov/doc.aspx?mcl-Article-IV-40>

### Drug Laws:

#### Wisconsin laws can be found at:

<http://docs.legis.wi.gov/statutes/statutes/961/IV/41> (<http://docs.legis.wi.gov/statutes/statutes/961/IV/41/>)

#### Michigan laws can be found at:

<http://legislature.mi.gov/doc.aspx?mcl-333-7401>

<http://legislature.mi.gov/doc.aspx?mcl-333-7402> (<http://legislature.mi.gov/doc.aspx?mcl-333-7403>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7403> (<http://legislature.mi.gov/doc.aspx?mcl-333-7404>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7404> (<http://legislature.mi.gov/doc.aspx?mcl-333-7410>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7410> (<http://legislature.mi.gov/doc.aspx?mcl-333-7411>)

<http://legislature.mi.gov/doc.aspx?mcl-333-7411>

**Emergency Contact Information:** To enter or update the emergency go to the portal (<http://my.cuw.edu> or <http://my.cuaa.edu>). Once logged in to the portal, click on the Student Services tab. At the top of that tab in the center column there is a large "Concordia University Safety Net" logo. **"Add my Emergency Contact Information" is the middle link available.**

### Hazing Laws:

**Wisconsin hazing law can be found at:** <http://docs.legis.wi.gov/statutes/statutes/948/51> (<http://docs.legis.wi.gov/statutes/statutes/948/51/>)

**Michigan hazing laws can be found at:** <http://legislature.mi.gov/doc.aspx?mcl-750-411t>

### Office Resources

#### Disability Office:

#### Mequon Campus:

Contact Person: Director of Academic Resource Center & Accessibility Services

Room: Rinker 206

Phone: (262)243-4299

Email: [arc@cuw.edu](mailto:arc@cuw.edu)

#### Ann Arbor Campus:

Contact Person: Assistant Director of Academic Resource Center & Accessibility Services

Main Campus Location: Zimmerman Library, 1st Floor

North Campus Location: North Building Room 125

Phone: (734)-995-7460

Email: [arc@cuaa.edu](mailto:arc@cuaa.edu)

#### Posting Approval:

Mequon Campus:	Location:
Student Success	AL107
Academics	LU 128
Student Activities	AL108D
Marketing	Luther
Advising and Career Services	S 101
Residence Life can approve)	AL 107 (Res. Halls only & RD's
Ann Arbor Campus:	Location:
Student Service Center	SSC 101
Student Events	SSC 135
Career Engagement Studio	SSC 135
Residence Life	SSC 106

#### Reporting (Violation of Policy and/or Crime)

Contact Information for Mequon Campuses:

Email: [campus.safety@cuw.edu](mailto:campus.safety@cuw.edu)

Office: Rinker Room 023

Off Campus Phone: (262) 243-4344

On Campus Phone Extension: 4344

Tip Form (<https://www.cuw.edu/academics/services/campus-safety/anonymous-tip-form.html>)

Contact Information for Ann Arbor Campus:

Email: [security@cuaa.edu](mailto:security@cuaa.edu)

Office: Student Services Building Room 114 and North Building Room 120

Off Campus Phone: (734) 358-1340

On Campus Phone Extension: 7502

Tip Form (<https://www.cuaa.edu/life/campus-safety/anonymous-tips.html>)

## Full Time Faculty

### A

#### **Adameak, Laura**

- Interim Director of Counseling  
MS, BS, Concordia University  
At Concordia since 2023

#### **Adams-Qualls, Lisa**

Assistant Professor of Social Work  
Ph D, Capella University; BS, Tennessee State University; Other, University of Kentucky  
At Concordia since 2018

#### **Alles, Brad Alan**

Associate Professor of Education-Secondary/K-12  
Department Chair - Secondary Education  
EDD, Concordia University Wisconsin; MA, Concordia University Chicago;  
BS, Concordia University Nebraska  
At Concordia since 2016

#### **Ames, Diane**

Professor of Nursing-Grad  
Dean  
DNP; MS, UW-Oshkosh; BS, UW-Eau Claire; BSN, Alverno College; Other, CUW  
At Concordia since 2012

#### **Ankerberg, Erik**

Professor of English  
President  
Ph D, MA, Marquette University; BA, Concordia University Chicago  
At Concordia since 2023

#### **Aschenbrener, Margaret**

Assistant Professor of Occupational Therapy  
OTD, Shenandoah University; MS, Mount Mary University; BS, U of Iowa;  
BS, UW Milwaukee  
At Concordia since 2022

### B

#### **Baker, Hannah**

Assistant Professor of Physical Therapy  
DPT, Concordia University Wisconsin; Ph D, Northern Illinois University  
At Concordia since 2021

#### **Balsman, Jonathan**

Assistant Professor of Education-Secondary/K-12  
Ph D, Liberty University; MA, Aurora University; BA, Concordia University Wisconsin  
At Concordia since 2022

#### **Barnhart, Robert**

Professor of Physical Therapy  
Sci D, University of Tennessee Health Science Center; MS, University of Tennessee; BA, West Virginia Wesleyan College; Other, Emory University School of Medicine  
At Concordia since 2010

#### **Bartelme, Kassandra May**

Professor of Pharmacy-Practice  
Pharm D, University of Minnesota - Twin Cities; BS, University of Wisconsin - Madison; Other, University of Minnesota - Twin Cities College of Pharmacy  
At Concordia since 2011

#### **Beck, Jordan Patrick**

Professor of Physical Sciences  
Ph D, BS, University of Illinois at Urbana-Champaign  
At Concordia since 2011

#### **Belz, Angela**

Associate Professor of Management and Marketing  
Department Chair - Qualitative Programs  
Ph D, Cardinal Stritch University; MS, Concordia University Wisconsin; BA, Ottawa University  
At Concordia since 2004

#### **Bennett, Elisabeth**

Associate Professor of Master of Science in Leadership  
Director - Master of Science in Leadership  
Ph D, University of Georgia  
At Concordia since 2022

#### **Bennett, Kate**

Assistant Professor of Physical Therapy  
DPT, College of St. Scholastica; MPT, BA, Marquette University  
At Concordia since 2021

#### **Bialkowski, Joey-Lynn**

Associate Professor of Sport and Hospitality Business  
EDD, Concordia University Chicago; MBA, Canisius College; BS, Brock University  
At Concordia since 2011

#### **Bichler, Katherine Anne**

Professor of Physical Sciences  
Ph D, Northwestern University; BS, Carroll College  
At Concordia since 2008

#### **Bonk, Stephanie**

Assistant Professor of Occupational Therapy  
Coordinator - OT Doctoral Capstones  
OTD, Chatham University; MOT, Grand Valley State University; BA, Wartburg College  
At Concordia since 2021

#### **Boonenberg, John**

Associate Professor of Music  
BM, The University of Michigan; MM, The Juilliard School; DMA, University of Michigan  
At Concordia since 2017

#### **Borst, Michael J.**

Professor of Occupational Therapy  
OTD, Rocky Mountain University of Health Professions; MS, Western Michigan University; BA, Calvin College

At Concordia since 2007

**Bremeier, Bryan James**

Visiting Faculty of Human Resources and Healthcare Administration  
Department Chair - Human Resources and Health Care Administration  
DHA, Capella University; MBA, Herzing University; BA, University of Phoenix

**Brooks, Angela**

Assistant Professor of Financial Studies  
MBA, BBA, UW Whitewater  
At Concordia since 2022

**Brown, Michael**

Professor of Pharmacy-Practice  
Associate Dean - School of Pharmacy  
Pharm D, BS, University of Wisconsin-Madison; Other, VAMC - William S. Middleton Veterans Hospital and Clinics  
At Concordia since 2009

**Bruss, Robert**

Assistant Professor of English  
Department Chair - English  
Ph D, University of Wisconsin-Milwaukee; MA, Marquette University; BA, Wisconsin Lutheran College  
At Concordia since 2022

**Buckley, Elizabeth**

Professor of Pharmacy-Practice  
Pharm D, BS, University of Wisconsin Madison  
At Concordia since 2010

**Burditt, Cara**

Visiting Faculty of Pharmacy-Practice  
At Concordia since 2013

**Burlage, Robert S.**

Professor of Pharmaceutical & Admin Sci  
Department Chair - Pharmaceutical and Administrative Sciences  
Ph D, University of Tennessee; MS, Duquesne University; MS, Columbia University; BA, Rutgers University  
At Concordia since 2011

## C

**Casali, Sara E**

Associate Professor of Social Work  
DSW, University of St. Thomas; BA, Marquette University; Other, University Wisconsin-Milwaukee  
At Concordia since 2017

**Castillo, Uvidelio Francisco**

Associate Professor of Pharmaceutical & Admin Sci  
Ph D, Nagoya University; MS, Universidad de Los Andes Mérida; BS, Colorado State University; Other, Plant Sciences, Montana State University  
At Concordia since 2013

**Chappuis, Scott Owen**

Associate Professor of Communication  
Ph D, Bowling Green State University; MA, The University of Akron; BA, BS, Muskingum University  
At Concordia since 2019

**Chlebos, Daniel**

Assistant Professor of Justice & Public Policy  
MS, University of Wisconsin - Platteville; BA, Concordia College (now University); Other, Monroe Community College; Other, Cornell University; Other, University of Wisconsin - Milwaukee  
At Concordia since 2007

**Chreston, Juliane H.**

Professor of Occupational Therapy  
Program Director - Occupational Therapy at CUA  
OTD, Chatham University; MS, University of Michigan - Flint; BA, Wayne State University  
At Concordia since 2020

**Chuhuran, Kyle Bryan**

Associate Professor of Education-Elementary  
EDD, Concordia University, Portland; MS, Concordia University - Wisconsin; BA, Concordia College, Ann Arbor  
At Concordia since 2014

**Clemm von Hohenberg, Sara**

Associate Professor of Education-Graduate  
Coordinator - Teacher Certification Program for CUA  
Ph D, Northcentral University; MA, Oakland University; BA, Western Michigan University  
At Concordia since 2014

**Coleman, Lee James**

Assistant Professor of Physical Therapy  
DPT, Concordia University Wisconsin; BA, Saint Mary's University  
At Concordia since 2019

**Collins, Sarah**

Associate Professor of Social Work  
Director - MSW Program  
DSW, University of Thomas- St. Catherine's University; BA, Marquette University; Other, Dominican University  
At Concordia since 2017

**Colucci, Lamont**

Professor of Political Science  
Ph D, University of London; MA, MS, BA, University of Wisconsin  
At Concordia since 2021

**Cosgrove, Preston B**

Professor of Education-Graduate  
Ph D, Cardinal Stritch University; MA, Marquette University; BA, Taylor University  
At Concordia since 2018

**Cunningham, Christopher W**

Associate Professor of Pharmaceutical & Admin Sci  
Ph D, BS, University of Maryland; Other, University of Kansas Department of Medicinal Chemistry and Specialized Chemistry Center  
At Concordia since 2011

## D

**Doebele, Alexa**

Professor of Music  
BM, Washington University; MME, DMA, University of Colorado  
At Concordia since 2009

**Dougherty, Meagan**

Assistant Professor of SEB/HEM

EDD, Concordia Portland / Concordia Chicago; MA, State University of New York at Buffalo; BA, University of North Carolina - Chapel Hill  
At Concordia since 2017

**Dunne, Joseph Marsden**

Assistant Professor of Philosophy  
Ph D, MA, BA, Wayne State University; Other, American Society for Bioethics and Humanities; Other, Henry Ford Hospital  
At Concordia since 2022

**Dunsford, Kendra**

Assistant Professor of Physical Therapy  
DPT, Emory University; BS, University of Michigan; Other, University of the Pacific  
At Concordia since 2023

**Dutzy, Joseph**

Assistant Professor of Pharmacy-Practice  
Pharm D, Concordia University Wisconsin School of Pharmacy; BS, Michigan Technological University; Other, PGY1 Pharmacy Practice Residency - Ascension Columbia St. Mary's; Other, PGY2 Health System Pharmacy Administration and Leadership Residency - Ascension Wisconsin  
At Concordia since 2023

**Dvorak, Leah M.**

Professor of Life and Earth Sciences  
Chief Academic Officer - Vice President for Academics  
Ph D, University of Wisconsin-Madison; BA, Oberlin College  
At Concordia since 2011

**Dyson, John L.**

Associate Professor of Nursing-Undergrad  
Coordinator - Accelerated BSN Program  
Ph D, Northcentral University  
At Concordia since 2011

## E

**Eernisse, Elizabeth R**

Assistant Professor of Speech & Language Pathology  
Department Chair - Department of Speech Language Pathology  
Ph D, The University of Wisconsin-Madison; MA, The University of Texas at Austin; BS, Northwestern University  
At Concordia since 2017

**Ehlers, Greg**

Associate Professor of Health & Human Performance  
Department Chair - Health & Human Performance  
EDD, MS, Northern Illinois University; BS, San Jose State University (California State University System)  
At Concordia since 2010

**Engja, Jennifer**

Assistant Professor of Occupational Therapy  
Coordinator - Academic Fieldwork Coordinator  
OTD, Chatham University; MOT, Dominican University of California; BS, University of Michigan  
At Concordia since 2021

**Evans, Dennis**

Associate Professor of Mathematics  
Department Chair - Math Department

Ph D, MA, University of Illinois at Champaign-Urbana; BA, BS, University of Missouri - Columbia  
At Concordia since 2004

**Evans, Elizabeth L.**

Professor of Education-Graduate  
Associate Vice President - Academics for Faculty Development and Curriculum Improvement  
Ph D, MS, University of Wisconsin - Milwaukee; BS, Carroll University  
At Concordia since 1998

## F

**Fehrenbacher, Lynne**

Professor of Pharmacy-Practice  
Pharm D, BS, University of Wisconsin Madison  
At Concordia since 2011

**Fenske, Cynthia Lynne**

Professor of Nursing-Undergrad  
DNP, Oakland University; MS, University of Michigan; BSN, Valparaiso University  
At Concordia since 2015

**Fields, John**

Assistant Professor of Quantitative Business  
Ph D, Marquette University; MS, Syracuse University; BS, Texas A&M University  
At Concordia since 2020

**Fisher, Joseph B**

Associate Professor of Life and Earth Sciences  
Ph D, Medical College of Wisconsin; BS, Saint Norbert College  
At Concordia since 2017

**Fleischman, Megan Elizabeth**

Assistant Professor of Pharmacy-Practice  
Pharm D, University of Wisconsin School of Pharmacy  
At Concordia since 2022

**Fortuine, Heather**

Assistant Professor of Rehabilitation Science  
DPT, University of Wisconsin-La Crosse; MA, Northpark Theological Seminary; BA, Luther College  
At Concordia since 2020

**Frampton, Robert M**

Professor of Physical Therapy  
Assistant Dean - Assistant Dean of the School of Health Professions  
MPT, BS, Other, Duquesne University of the Holy Ghost; Other, Youngstown State University  
At Concordia since 2020

**Frazier, Tiffany Marie**

Assistant Professor of Physician Assistant  
Program Director - CUW Master of Physician Assistant Studies Program  
Other, Marquette University; Other, University of Lynchburg  
At Concordia since 2016

## G

**Gerke, Dale**

Professor of Physical Therapy  
Department Chair - Physical Therapy

MPT, Concordia University Wisconsin; BA, Wisconsin Lutheran College; Other, Texas Tech University Health Sciences Center  
At Concordia since 2009

**German, Brian Thomas**

Associate Professor of Theology  
Coordinator - Lutheran Faith and Learning Seminar for Year 2 Faculty  
Ph D, Wycliffe College (Toronto School of Theology); M Div, Concordia Theological Seminary; BA, Concordia University Wisconsin  
At Concordia since 2014

**Goetz-Sutinen, Emily**

Assistant Professor of Physical Therapy  
Director - Physical Therapy Orthopedic Residency  
DPT, Concordia University - Wisconsin; BS, St. Norbert College  
At Concordia since 2022

**Gotzler, April**

Assistant Professor of Health & Human Performance  
Ph D, Tiffin University; MA, California State University-Chico; BS, University of Wisconsin-Madison  
At Concordia since 2015

**Graff LaDisa, Anne**

Professor of Pharmacy-Practice  
Pharm D, Drake University; Other, Barnes-Jewish Hospital  
At Concordia since 2012

**Gray, Amber**

Associate Professor of Quantitative Business  
Assistant Dean - for Graduate Programs  
EDD, Concordia University Wisconsin; MS, BBA, Western Michigan University  
At Concordia since 2021

**Gries, Kevin Joseph**

Assistant Professor of Physical Therapy  
Ph D, Ball State University; MS, University of Wisconsin-La Crosse; BS, Concordia University of Wisconsin  
At Concordia since 2022

**Grimm, Jessica L**

Assistant Professor of Rehabilitation Science  
DPT, Concordia University; BS, University of Wisconsin, Green Bay  
At Concordia since 2017

**Guajardo, Alexandra**

Assistant Professor of Physician Assistant  
Academic Coordinator - Co-Coordinator Physician Assistant CUAA  
Ph D, Taganrog State Radiotechnical University; MS, University of Detroit Mercy; BS, Michigan State University  
At Concordia since 2022

## H

**Haglund, Claire Adeline**

Assistant Professor of Social Work  
Ph D, Institute for Clinical Social Work; MS, Wayne State University; BS, Eastern Michigan University  
At Concordia since 2022

**Halper, Christopher**

BA, Concordia University Wisconsin

**Harris, Kenneth E.**

Department Chair - Justice and Public Policy  
Ph D, Marian University; MBA, BA, Concordia University Wisconsin; BS, Illinois State University; Other, Cornell University  
At Concordia since 2002

**Harris, Sandra J.**

Associate Professor of Education  
Director - SOE Graduate Education  
EDD, MA, Other, Eastern Michigan University  
At Concordia since 2016

**Harrison, Lois**

Associate Professor of Rehabilitation Science  
DPT, MS, Rosalind Franklin University of Medicine and Science; BS, University of Wisconsin - Madison  
At Concordia since 2006

**Hayes, Andrew W**

Assistant Professor of Social Work  
At Concordia since 2023

**Hendrix, Stephen**

Assistant Professor of Social Science  
Ph D, MS, University of Oklahoma; M Div, Nazarene Theological Seminary; BA, MidAmerica Nazarene University  
At Concordia since 2018

**Hensel, Linda**

Professor of Education-Special  
Department Chair - Special Education  
Ph D, MA, Cardinal Stritch University; BS, University of Wisconsin  
At Concordia since 2006

**Hill, Robert**

Assistant Professor of History  
Ph D, University of Michigan; MA, University of Alabama; BA, University of Southern Mississippi  
At Concordia since 2014

**Hopkins, Theodore J**

Associate Professor of Theology  
Assistant Vice President - Academics  
Ph D, M Div, Concordia Seminary; BS, Valparaiso University  
At Concordia since 2015

**Horgan, John**

Assistant Professor of History  
Ph D, St. John's University; MA, BA, Marquette University  
At Concordia since 1991

**Hurtienne, Laura E**

Assistant Professor of Business  
Director - DBA Program  
EDD, Concordia University Portland; MS, Concordia University Wisconsin; BA, University of Wisconsin Parkside  
At Concordia since 2021

**Hurtienne, Matthew**

Professor of Business  
Dean - Batterman School of Business  
Ph D, Colorado State University; MS, Norwich University; BS, Southern Illinois University; Other, Online Learning Consortium  
At Concordia since 2017

## I

**Irabor, Kehinde**

Assistant Professor of Mathematics  
Ph D, MS, Marquette University; BS, Alverno College  
At Concordia since 2020

**Ivanets, Oleg**

Assistant Professor of Quantitative Business  
Department Chair - Quantitative Business  
Ph D, University of Hawaii at Manoa; MS, Shevchenko National University of Kyiv  
At Concordia since 2021

## J

**Jahns, Sandra**

Assistant Professor of Communication  
EDD, CUW; MBA, University of Wisconsin, Whitewater  
At Concordia since 2012

**Jastram, Nathan**

Professor of Theology  
Ph D, Harvard University; M Div, Concordia Theological Seminary; BA, University of South Dakota  
At Concordia since 1999

**Jobe, Brenda Marie**

Assistant Professor of Nursing-Undergrad  
DNP, Marquette University; MS, Other, State University New York: Upstate Medical University; BS, South Dakota State University  
At Concordia since 2006

**Johnson, Brooke**

Assistant Professor of Education-Graduate  
Associate Vice President - Academics for Academic Operations  
MA, Rockford University; BS, Northern Illinois University  
At Concordia since 2022

**Jorvig, Erik**

Professor of Pharmaceutical & Admin Sci  
Dean - School of Pharmacy  
Ph D, University of Minnesota; MS, BS, South Dakota School of Mines and Technology  
At Concordia since 2021

**Juergensen, Ed.D, James D.**

Associate Professor of Education-Secondary/K-12  
Director of Faith Integration for Athletics  
EDD, Cardinal Stritch University  
At Concordia since 2011

## K

**Kamw, Farah Shleemon**

Assistant Professor of Computer Science  
Ph D, Kent State University; MS, University of Zakho; BS, University of Baghdad  
At Concordia since 2020

**Kannass, Kathleen Noel**

Professor of Education-Graduate  
Program Director - LIC  
Ph D, The University of Iowa; BS, Carroll University

**Kehoe, Reggie**

Assistant Professor of Rehabilitation Science  
OTD, University of Toledo; BA, Adrian College  
At Concordia since 2022

**Keiper, Val**

Professor of Education-Elementary  
Program Director - Family Life, Graduate  
Ph D, University of Missouri; MA, University of Wisconsin Milwaukee; BA, Concordia College  
At Concordia since 1981

**Kellogg, Brandon**

At Concordia since 2024

**Kenney, Theresa**

Professor of Visual and Performing Arts  
Department Chair - Visual & Performing Arts  
Ph D, MFA, University of Wisconsin - Milwaukee; Other, IATSE INTERNATIONAL TRAINING TRUST; Other, Milwaukee Public Television; Other, Milwaukee Institute of Art & Design; Other, LinkedIn Learning  
At Concordia since 1998

**Kieffer, Melissa**

Assistant Professor of Physical Therapy  
DPT, BS, Daemen College  
At Concordia since 2023

**Kiernan, Jason Micheal**

Assistant Professor of Nursing-Grad  
Department Chair - School of Nursing - CUAA  
Ph D, MS, Wayne State University; BSN, University of Michigan  
At Concordia since 2023

**Klatt, Kari Leigh**

Coordinator - BSW Field  
MS, University of Wisconsin - Milwaukee; BA, University of Wisconsin - Madison; Other, Concordia University - St. Paul  
At Concordia since 2024

**Knowles, Jennifer**

Assistant Professor of Doctor of Business Administration  
Ph D, Colorado State University; MS, Eastern Michigan University; BS, University of Michigan  
At Concordia since 2021

**Kolander, Kurt D**

Associate Professor of Life and Earth Sciences  
Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College  
At Concordia since 2018

**Kosinski, Tracy Marie**

Associate Professor of Pharmaceutical & Admin Sci  
Pharm D, University of Wisconsin; BS, University of Wisconsin - Eau Claire  
At Concordia since 2011

**Kostrzewa, Audrey Banner**

Associate Professor of Pharmacy-Practice  
Other, Froedtert Hospital; Other, The University of Iowa  
At Concordia since 2013

**Krell, Jill**

Associate Professor of Nursing-Undergrad  
DNP, MS, BS, Concordia University WI

At Concordia since 2010

**Kuerschner, Dawn R**

Associate Professor of Nursing-Undergrad  
Department Chair - Chair Undergraduate Nursing (TUG/Accel/BSNc) -  
Mequon  
Ph D, Capella University; BSN, Elmhurst College; Other, Rush University  
At Concordia since 2017

**Kukor, Stacey Lynn**

Clinical Assistant Professor of Occupational Therapy  
Coordinator - Academic Fieldwork Coordinator  
OTD, Mount Mary University; MOT, BA, Concordia University Wisconsin  
At Concordia since 2013

**Kumpaty, Subha**

Professor of Engineering  
Department Chair - Engineering  
D Min, Tyndale Theological Seminary; Ph D, University of Mississippi;  
MS, National Institute of Technology Warangal, Kakatiya University; BS,  
National Institute of Technology Trichy, University of Madras  
At Concordia since 2023

**L**

**Laubach, Elizabeth**

Assistant Professor of Pharmaceutical & Admin Sci  
Pharm D, Concordia University Wisconsin; BS, Cornell University  
At Concordia since 2021

**Laverick, Erin**

Professor of English  
Associate Vice President - Student Success  
Ph D, Bowling Green State University; MA, Illinois State University; BA,  
University Wisconsin-Green Bay  
At Concordia since 2018

**Lawler McDonough, Marnie**

Assistant Professor of Communication  
Ph D, University of Wisconsin - Milwaukee; MA, Fairleigh Dickinson  
University; BA, University of Scranton  
At Concordia since 2022

**Lee, Matthew Bishop**

Assistant Professor of Physician Assistant  
MD, Medical College of Georgia; BA, Baylor University  
At Concordia since 2023

**Lemley, Kathy Jo**

Professor of Physical Therapy  
Ph D, Marquette University; MS, University of Wisconsin - Milwaukee; BS,  
University of Wisconsin  
At Concordia since 2007

**Liao, Yiming**

Assistant Professor of Computer Science  
At Concordia since 2021

**Liesener, Katherine**

Associate Professor of Health & Human Performance  
Program Director - Athletic Training Program (Mequon)  
Ph D, University of Wisconsin - Milwaukee; MS, University of Akron; BS,  
University of Wisconsin - La Crosse  
At Concordia since 2004

**Lindgren, Amy Melissa**

Associate Professor of Education-Early Childhood  
Director of Experiential Education - Office of Field Experience Coordinator

Ph D, Concordia University Chicago; MS, BA, Concordia University  
Wisconsin  
At Concordia since 2011

**Litman, Michael**

Professor of Computer Science  
Department Chair - Computer Science  
Ph D, Nova Southeastern University; MS, BS, Western Illinois University  
At Concordia since 2006

**Locklair, Gary H**

Professor of Computer Science  
Ph D, Nova Southeastern University; MS, University of Idaho; BS,  
California State University Sacramento; Other, Concordia University  
Wisconsin  
At Concordia since 1986

**Locklair, Oliver Joshua**

Associate Professor of Computer Science  
Ph D, Capella University; MS, BS, Concordia University Wisconsin  
At Concordia since 2015

**Lokken, James**

Associate Professor of Pharmacy-Practice  
Pharm D, CUW School of Pharmacy; MS, South Dakota State University;  
MS, Concordia University of Wisconsin; BS, University of Wisconsin Stout  
At Concordia since 2016

**Long, Sheena**

Assistant Professor of Physical Therapy  
Director of Clinical Education  
DPT, MS, Shenandoah University; BA, University of San Francisco  
At Concordia since 2022

**Loppnow, Jessica J**

Associate Professor of Life and Earth Sciences  
Ph D, University of Wisconsin - Milwaukee; BS, University of Wisconsin -  
Eau Claire  
At Concordia since 2013

**Lovern, Sarah Beth**

Professor of Life and Earth Sciences  
Ph D, University of Wisconsin-Milwaukee; BS, Truman State University;  
Other, Oregon Institute of Marine Biology; Other, Augustana College  
At Concordia since 2008

**Lueders Bolwerk, Carol**

Professor of Nursing-Undergrad  
Ph D, University of WI: Milwaukee; BS, University of WI-Eau Claire; Other,  
Marquette University  
At Concordia since 1987

**Lund, Cindy M.**

Associate Professor of Speech & Language Pathology  
Ph D, Northern Illinois University; MS, University of Wisconsin -  
Milwaukee (UWM); BS, Viterbo University  
At Concordia since 2015

**M**

**Mac Kelly, Matthew**



Associate Professor of Justice & Public Policy  
EDD, Regent University; JD, Marquette University Law School; BS, North Dakota State University  
At Concordia since 2010

**Macafee, Timothy**

Associate Professor of Communication  
Department Chair - Communication  
Ph D, University of Wisconsin-Madison; MA, BA, University of Wisconsin-Milwaukee  
At Concordia since 2014

**Macari, Mario**

At Concordia since 2024

**Makstenieks, Santa**

Professor of Life and Earth Sciences  
MD, Tartu University, Estonia  
At Concordia since 1996

**Martin, Alex D**

Associate Professor of Physical Sciences  
Ph D, Virginia Commonwealth University; BS, University of Michigan  
At Concordia since 2016

**Martin, Anne Elizabeth**

Assistant Professor of Occupational Therapy  
OTD, Creighton University; MOT, BA, St. Ambrose University  
At Concordia since 2021

**Martino, April Anne**

MPAS, Grand Valey State University; BS, Grand Valley State University  
At Concordia since 2024

**McCormick, Matthew Paul**

Visiting Faculty of Computer Science  
Ph D, Capitol Technology University  
At Concordia since 2023

**McGraw, Joseph Edward**

Professor of Pharmaceutical & Admin Sci  
Ph D, BS, Other, University of Illinois  
At Concordia since 2010

**McKinnis, Michael S**

Associate Professor of Occupational Therapy  
Ph D, Cardinal Stritch Univeristy; MA, Concordia University Wisconsin;  
BS, Auburn University  
At Concordia since 2013

**Melick, Amber**

Assistant Professor of Health & Human Performance  
MS, California State University, Fullerton; BS, California State University, Fresno; Other, Temple University  
At Concordia since 2016

**Menchaca, Louis A**

Professor of Music  
Department Chair - Music Department  
Ph D, MA, The Ohio State University; BA, St. Mary's University of San Antonio  
At Concordia since 1992

**Menuge, Angus**

Professor of Philosophy

Department Chair - Philosophy  
Ph D, MA, University of Wisconsin-Madison; BA, University of Warwick;  
Other, International Academy of Apologetics, Evangelism and Human Rights  
At Concordia since 1992

**Migan, Neal Edmund**

Professor of English  
Ph D, Purdue University; MA, BA, Michigan State University  
At Concordia since 2005

**Mobley, Susan**

Professor of History  
Ph D, MA, University of Wisconsin-Madison; BA, University of Oklahoma  
At Concordia since 1998

**Mobley, Van Avery**

Professor of History  
Ph D, MA, University of Wisconsin-Madison; BA, Vanderbilt University;  
Other, Indiana University; Other, United States Military Academy  
At Concordia since 2000

**Moldenhauer, Aaron**

Associate Professor of Theology  
Vice President - Mission, Identity, and Church Relations  
Ph D, MA, Northwestern University; M Div, Other, Concordia Theological Seminary; BA, Martin Luther College  
At Concordia since 2018

**Montreal, Steven R**

Professor of Social Science  
Ph D, University Wisconsin - Milwaukee; MA, Mankato State University;  
BA, University of Wisconsin - Green Bay  
At Concordia since 1995

**Morgen, Hazel Regina**

Assistant Professor of Pharmacy-Practice  
Pharm D, Butler University  
At Concordia since 2019

**Mueller, Robert**

Associate Professor of Pharmacy-Practice  
Pharm D, BA, University of Minnesota; Other, Froedtert Hospital  
At Concordia since 2013

**Muth, Nicole**

Professor of Education-Elementary  
Department Chair - Elementary Education  
Ph D, Northcentral University; MA, University of Texas at Dallas; BA,  
Concordia University Wisconsin  
At Concordia since 2006

**N**

**Neal, Timothy**

Assistant Professor of Health & Human Performance  
Program Director - Master of Athletic Training Program (Ann Arbor)  
MS, Syracuse University; BS, Other, Ohio University  
At Concordia since 2016

**Nelson, Reid**

Professor of Health & Human Performance  
Ph D, University of Minnesota; MS, Illinois State University  
At Concordia since 2002

**Nelson, Steven**

Professor of English  
Ph D, MA, BBA, University of Wisconsin Milwaukee  
At Concordia since 2009

**Newhouse, Mark****Nickerson, Georgia**

Professor of English  
Ph D, MA, West Virginia University; BS, Frostburg State University  
At Concordia since 2012

**Nicpon, Jennifer**

Assistant Professor of Nursing-Grad  
At Concordia since 2022

**Niederjohn, Scott**

Professor of Financial Studies  
Director - Free Enterprise Center  
Ph D, University of Wisconsin - Milwaukee; MBA, BS, Marquette University

At Concordia since 2021

**O****Odoro, Stephanie**

Assistant Professor of Occupational Therapy  
OTD, Washington University in St. Louis; BA, Augustana College  
At Concordia since 2021

**Onori, Nicole**

Assistant Professor of Occupational Therapy  
Coordinator - OTD Capstone  
MOT, Texas Woman's University; MS, Winona State University; BA, West Virginia Wesleyan College; Other, Nova Southeastern University  
At Concordia since 2022

**Ostrowski, Nichole Marie**

Assistant Professor of Social Work  
Director - BSW Program Director  
BA, University of Wisconsin-Oshkosh; Other, University of Wisconsin-Milwaukee  
At Concordia since 2019

**P****Paape, Adam**

Professor of Education-Secondary/K-12  
Assistant Dean  
EDD, George Fox University; MS, BA, Concordia University Wisconsin  
At Concordia since 2010

**Paly, Elizabeth Louise**

Associate Professor of Physical Therapy  
DPT, Concordia University; BS, Marquette University  
At Concordia since 2013

**Parve, Julie**

Associate Professor of Nursing-Grad  
Director - Graduate Nursing  
DNP, MS, CUW-Mequon; BSN, Marian University  
At Concordia since 2013

**Paterson, Mark Richard**

Assistant Professor of Life and Earth Sciences

Ph D, Medical College of Wisconsin; BS, Wisconsin Lutheran College  
At Concordia since 2019

**Paul, Emily**

Assistant Professor of Occupational Therapy  
OTD, Chatham University; MOT, Baker College of Graduate Studies; BS, Kennesaw State University  
At Concordia since 2023

**Pauly, Heather M.**

Assistant Professor of Speech & Language Pathology  
Ph D, Cardinal Stritch University; MA, Northwestern University  
At Concordia since 2020

**Pease, Betsy**

Associate Professor of History  
Department Chair - History  
Ph D, Indiana University-Bloomington; MA, University of Chicago; BA, University of Wisconsin-Madison  
At Concordia since 2014

**Peppard, Sarah R**

Professor of Pharmacy-Practice  
Pharm D, University of Wisconsin  
At Concordia since 2011

**Perrine, William M.**

Professor of Music  
Ph D, Indiana University; BA, Transylvania University; Other, University of Nebraska-Lincoln  
At Concordia since 2012

**Pickart, Michael Anthony**

Professor of Pharmaceutical & Admin Sci  
Director - Recruitment for School of Pharmacy  
Ph D, MS, BS, University of Wisconsin  
At Concordia since 2012

**Pickett-Metz, Rachel**

Professor of Psychology  
Department Chair - Psychology Department  
Ph D, MA, Southern Illinois University - Carbondale; BA, Clarke College  
At Concordia since 2009

**Pieper, Sarah L.**

Assistant Professor of Physician Assistant  
At Concordia since 2019

**Piesik, Carol**

Associate Professor of Physician Assistant  
Director - Physician Assistant Program  
At Concordia since 2023

**Pingel, James**

Professor of Education-Graduate  
Dean - School of Education  
Ph D, Cardinal Stritch University; MA, Marquette University; MS, BA, Concordia University Wisconsin  
At Concordia since 2014

**Polzin, Elizabeth Ann**

Associate Professor of Education-Graduate  
Vice President - Student Success  
EDD, MA, Other, Lindenwood University; BS, Hannibal-LaGrange University

At Concordia since 2016

## R

### **Ray, Sarah**

Professor of Pharmacy-Practice  
 Director - PGY1 Pharmacy Practice and Academic Leadership Residency Program  
 Pharm D, Creighton University; Other, Aurora Health Care; Other, BPS  
 At Concordia since 2012

### **Reasor, Jonathan Darryl**

Associate Professor of Life and Earth Sciences  
 Ph D, Meharry Medical School; BS, University of Alabama at Birmingham  
 At Concordia since 2016

### **Refenes, James Lee**

Assistant Professor of Life and Earth Sciences  
 Ph D, MS, Eastern Michigan University; BA, Concordia River Forest  
 At Concordia since 2004

### **Regis Bailey, Erin**

Assistant Professor of Speech & Language Pathology  
 Clinical Education Coordinator - Speech Language Pathology Program  
 MS, BS, University of Wisconsin-Milwaukee; Other, Northwestern University; Other, Emory University and Coursera  
 At Concordia since 2019

### **Reid, Terry-Elinor Renee**

Associate Professor of Pharmaceutical & Admin Sci  
 Director - Master of Science in Natural Products Science (MSNPS)  
 Ph D, BS, Howard University  
 At Concordia since 2018

### **Reimer, Lisa**

Clinical Assistant Professor of Imaging  
 Department Chair - Imaging Department - CUWAA  
 MS, University of St. Francis; BS, Marian University; Other, Aurora St Luke's Medical Center - School of Diagnostic Medical Sonography; Other, Theda Clark Medical Center - School of Radiologic Technology  
 At Concordia since 2016

### **Reina, Michelle**

Assistant Vice President - International Affairs  
 At Concordia since 2024

### **Reisman, Holly**

Assistant Professor of Psychology  
 Ph D, MA, Loyola University Chicago; BS, Valparaiso University  
 At Concordia since 2021

### **Renner, Sarah**

Assistant Professor of Occupational Therapy  
 Ph D, MOT, BS, Western Michigan University  
 At Concordia since 2023

### **Reynhout, Timothy Alan**

Assistant Professor of Mathematics  
 Ph D, MS, Central Michigan University; BS, Ferris State University  
 At Concordia since 2018

### **Rinka, Joseph R. G.**

Professor of Pharmacy-Practice  
 Pharm D, University of Wisconsin

At Concordia since 2010

### **Rubino, Frank Douglas**

Assistant Professor of Social Science  
 MS, BA, Madonna University; Other, Liberty University; Other, Wayne County Regional Police Training Center  
 At Concordia since 2020

### **Russell, Dale Everette**

Assistant Professor of Physician Assistant  
 Academic Coordinator - Co-Coordinator Physician Assistant Studies CUAA  
 DM, Lynchburg University; MS, University Of Nebraska, Lincoln Medical; BS, Madonna University; Other, Lansing Community College  
 At Concordia since 2023

## S

### **Saleska, Thomas John**

Professor of Life and Earth Sciences  
 Ph D, University of Wisconsin Milwaukee; MA, University of Houston; BA, Concordia River Forest; Other, St. John's Lutheran Junior College  
 At Concordia since 1993

### **Samuel, Linda**

Professor of Occupational Therapy  
 Dean - School of Health Professions  
 Ph D, Marquette University; MS, BS, University of Wisconsin - Milwaukee  
 At Concordia since 1995

### **Schave, Kimberly**

Assistant Professor of Financial Studies  
 Director - MBA Program  
 Ph D, Eastern University; MA, Concordia Theological Seminary; BBA, University of Cincinnati; Other, Washington University  
 At Concordia since 2022

### **Scheppa, Timothy Scott**

Clinical Assistant Professor of Financial Studies  
 MS, University of Wisconsin - Milwaukee; BS, University of Wisconsin - Madison  
 At Concordia since 1999

### **Schmidt, Jessica**

Assistant Professor of Occupational Therapy  
 OTD, Rocky Mountain University School of Health Professions; MOT, University of Wisconsin Milwaukee  
 At Concordia since 2020

### **Schmitz, Mark H**

Professor of Life and Earth Sciences  
 Ph D, University of Wisconsin; Other, LCMS  
 At Concordia since 2017

### **Schmitz, Mikaely T**

Assistant Professor of Speech & Language Pathology  
 EDD, Edgewood College; MA, Western Governors University; MS, BS, Marquette University; Other, University of Wisconsin Milwaukee  
 At Concordia since 2017

### **Scholz, Thomas Robert**

Associate Professor of Financial Studies  
 Ph D, University of Southern Mississippi; MBA, University of Chicago; BBA, University of Wisconsin-Madison

At Concordia since 2016

**Scott, Ann Pederson**

Clinical Assistant Professor of Physician Assistant  
Director of Clinical Education - PA Program  
MS, Pace University; BS, University of Wisconsin-Madison  
At Concordia since 2019

**Scudella, Christine**

Assistant Professor of Education-Graduate  
Director - Graduate Education Administration  
Ph D, Cardinal Stritch University; MA, Marian University; BA, UW - La Crosse  
At Concordia since 2017

**Sesing, Kim E.**

Assistant Professor of Speech & Language Pathology  
AuD, University of Florida; MS, University of Wisconsin; BS, University of Wisconsin - Stevens Point; Other, Bureau of Maternal and Child Health  
At Concordia since 2017

**Shawhan, Jeffrey**

MFA, UW-Milwaukee  
At Concordia since 1997

**Sheehan, Kathleen Elizabeth**

Clinical Assistant Professor of Nursing-Undergrad  
MS, Sacred Heart University; BSN, Eastern Michigan University; Other, Oakland Community College  
At Concordia since 2017

**Shepard, Halee**

Assistant Professor of Physical Therapy  
Director of Clinical Education - Physical Therapy  
DPT, BS, St. Ambrose University; EDD, University of the Cumberland; MBA, Herzing University  
At Concordia since 2021

**Shultz, Lance M**

Assistant Professor of Life and Earth Sciences  
Ph D, University at Buffalo; MS, University of Michigan; BS, Grand Valley State University  
At Concordia since 2016

**Shuman, Kristin M**

Associate Professor of Health & Human Performance  
EDD, MPE, Idaho State University; BS, Eastern Michigan University  
At Concordia since 2017

**Sigmund, Kemery J**

Associate Professor of Health & Human Performance  
Ph D, University of Wisconsin-Milwaukee; MS, Illinois State University; BA, Hope College  
At Concordia since 2014

**Simmons, Anita M**

Instructor of Nursing-Undergrad  
BSN, Anderson University; Other, Lourdes University  
At Concordia since 2016

**Sipone, Vittoria**

Assistant Professor of Psychology  
Ph D, Other, University of Wisconsin Milwaukee; BA, Accademia Nazionale d'Arte Drammatica "Silvio D'Amico"; BS, Università degli Studi "La Sapienza";  
At Concordia since 2017

At Concordia since 2022

**Slater, Sandy**

Professor of Pharmaceutical & Admin Sci  
Ph D, University of Illinois at Chicago; MS, DePaul University; BA, Butler University  
At Concordia since 2018

**Smith, Jeff**

Assistant Professor of Occupational Therapy  
DOT, University of South Dakota; MOT, BS, Saginaw Valley State University  
At Concordia since 2022

**Smith, Steven**

Assistant Professor of Theology  
Campus Pastor  
At Concordia since 2002

**Soenksen, Jason Russell**

Professor of Theology  
Ph D, Hebrew Union College  
At Concordia since 2005

**Speck, Bretta Lynn Vrieze**

Assistant Professor of Life and Earth Sciences  
Ph D, University of Wisconsin-Milwaukee; BS, Bethel College  
At Concordia since 2022

**Speck, Justin**

Associate Professor of Life and Earth Sciences  
Ph D, University of Wisconsin Milwaukee; BS, Bethel University  
At Concordia since 2018

**Spedoske, Timothy**

- Medical Director  
MD, Michigan State University  
At Concordia since 2022

**Sproat, Joel Craig**

Assistant Professor of Music  
MM, Indiana University; DMA, University of Oklahoma; BA, Concordia University Wisconsin  
At Concordia since 2022

**Stark, Christopher Charles**

Associate Professor of Psychology  
Ph D, MA, Southwestern Baptist Theological Seminary; MS, Texas A&M University; BS, Purdue University  
At Concordia since 2014

**Steele, Susannah L**

Assistant Professor of Physical Therapy  
DPT, Boston University; MS, Grand Valley State University; BS, Michigan State University  
At Concordia since 2022

**Stinson, Stacy A.**

Assistant Professor of Financial Studies  
Ph D, Grand Canyon University; MBA, University of Wisconsin - Madison; BBA, University of WI - Milwaukee  
At Concordia since 2017

**Stoehr, Nancy**

Assistant Professor of Pharmaceutical & Admin Sci

Director - Admissions for School of Pharmacy  
Pharm D, University of WI - Madison; MS, Concordia University Wisconsin

At Concordia since 2012

**Stolzman, Stacy Christine**

Associate Professor of Rehabilitation Science  
Department Chair - Rehabilitation Science  
Ph D, MS, BA, Other, Marquette University  
At Concordia since 2016

**Stremski, Ernest**

Professor of Pharmaceutical & Admin Sci  
Director - Medical Director, PA Program  
MD, Medical College of Wisconsin; MBA, Cardinal Stritch University; BS,  
UW LaCrosse  
At Concordia since 2010

**T**

**Taylor, Kurt**

Associate Professor of Theology  
Program Director - Church Ministries  
At Concordia since 2018

**Taylor, Steven Paul**

Assistant Professor of Education-Graduate  
Chief of Staff  
EDD, Concordia University Portland; MS, BA, Concordia University  
Wisconsin  
At Concordia since 2020

**Theesfeld, Melissa Lee**

Professor of Pharmacy-Practice  
Assistant Dean - Clinical Affairs  
Pharm D, BS, University of Wisconsin; Other, Froedtert Hospital  
At Concordia since 2010

**Theusch, Sean**

Visiting Faculty of Computer Science  
Ph D, University of the Cumberland; MS, Concordia University; BA,  
Lakeland University  
At Concordia since 2023

**Thompson, Dylan J.**

Associate Professor of Physical Sciences  
Ph D, Purdue University; BS, Hillsdale College; Other, CUE NET  
At Concordia since 2014

**Thorpe, Jennifer**

Associate Professor of Health & Human Performance  
Clinical Education Coordinator  
Ph D, University of Wisconsin-Milwaukee; MS, University of Illinois; BS,  
University of Wisconsin - Milwaukee  
At Concordia since 2006

**Tomesch, Harald George**

Professor of Theology  
ThD, Concordia Seminary; BA, Concordia University Wisconsin; Other,  
Brock University; Other, University of Toronto  
At Concordia since 2010

**U**

**Uden, Michael**

Professor of Education-Elementary  
Vice President - of Enrollment, Chief Strategy Officer  
Ph D, University of Wisconsin; MS, BA, Concordia University Wisconsin  
At Concordia since 1998

**Underberg, Daniel Lee**

Assistant Professor of Sport and Hospitality Business  
Department Chair - Department of Sport and Hospitality Business  
MS, Cardinal Stritch University; BS, University of Wisconsin-Madison  
At Concordia since 2016

**V**

**Van Hart, Rochelle Mary**

Associate Professor of Life and Earth Sciences  
Ph D, University of Wisconsin-Milwaukee; MS, University of Wisconsin-  
Madison; BS, Mount Mary University  
At Concordia since 2010

**Van Ornum, Scott**

Professor of Physical Sciences  
Department Chair - Physical Sciences Department  
Ph D, University of Wisconsin-Milwaukee; BS, University of Wisconsin-  
Stevens Point  
At Concordia since 2010

**VanLue, Michael**

Professor of Speech & Language Pathology  
At Concordia since 2019

**Vartanian, Heather Kathleen**

Associate Professor of Nursing-Grad  
Ph D, Marquette University  
At Concordia since 2020

**Verbeten, AmyJo LK**

Assistant Professor of Occupational Therapy  
Ph D, Concordia University Chicago; MOT, BS, Concordia University  
Wisconsin  
At Concordia since 2018

**Verdegan, Rhonda L**

Professor of Health & Human Performance  
Ph D, Capella University; MS, Illinois State University; BS, University of  
Wisconsin Stevens Point  
At Concordia since 2016

**Vergo, Bobbie**

Assistant Professor of Occupational Therapy  
OTD, Washington University in St. Louis; BA, Capital University  
At Concordia since 2022

**Vernon, Giannina Maria**

Assistant Professor of Nursing-Undergrad  
MS, Concordia University Wisconsin; BSN, Concordia University WI;  
Other, CUW  
At Concordia since 2010

**Viets, Aaron Daniel**

Associate Professor of Physical Sciences  
Ph D, University of Wisconsin - Milwaukee; BS, Missouri University of  
Science and Technology; Other, Concordia University Wisconsin  
At Concordia since 2017

**W****Wahl, Robert Steven**

Associate Professor of Computer Science  
Ph D, Capella University; MS, North Central College; BS, University of Wisconsin - Milwaukee; Other, Milwaukee Area Technical College  
At Concordia since 2011

**Walmsley, Angela**

Professor of Education-Graduate  
Assistant Director - LICl  
Ph D, Saint Louis University; BS, University Of Illinois-Urbana; Other, University Of Dublin; Other, Trinity College  
At Concordia since 2015

**Walz, Jeffrey**

Professor of Political Science  
Department Chair - Political Science  
Ph D, MA, University of Nebraska-Lincoln; BA, Valparaiso University  
At Concordia since 1997

**Ware Carlton, Rachel**

Professor of Music  
Dean - School of Arts and Sciences  
MM, DMA, University of Minnesota; BA, Luther College  
At Concordia since 2024

**Watry-Christian, Meghan**

Associate Professor of Occupational Therapy  
Department Chair - Department of Master of Occupational Therapy (MOT) and Doctor of Occupational Therapy (OTD) Programs  
Ph D, Northcentral University; MOT, Concordia University Wisconsin; BA, Wisconsin Lutheran College  
At Concordia since 2013

**Witt, Steven**

Professor of Education-Graduate  
Program Director - Graduate Education  
Ph D, Curtin University; MA, University of Texas; MS, Concordia University of Austin; BS, Dr. Martin Luther College  
At Concordia since 2008

**Witte, Cynthia Ellen**

Professor of Nursing-Undergrad  
Other, Concordia University Wisconsin; Other, Rush University - College of Nursing  
At Concordia since 1999

**Wojczulis, Donald**

Assistant Professor of Sport and Hospitality Business  
MS, Concordia University of Wisconsin; MS, Cardinal Stritch University; BS, University of Wisconsin-LaCrosse  
At Concordia since 2022

**Wolf, Mark Joseph**

Professor of Communication  
Ph D, MA, BA, University of Southern California  
At Concordia since 1995

**Woodall-Schaufler, Lori A**

Professor of Visual and Performing Arts  
MFA, California Institute of the Arts; BA, University of Wisconsin-Madison  
At Concordia since 2014

**Wulz, Jordan L**

Associate Professor of Pharmacy-Practice  
Pharm D, Palm Beach Atlantic University; Other, Samford University; Other, Samford University/Jefferson County Department of Health  
At Concordia since 2017

**Y****Yakimow, Scott Edward**

Professor of Theology  
Ph D, MA, University of Virginia; M Div, Concordia Seminary; MA, Luther Seminary; BS, Other, Valparaiso University; Other, Arabic Language Institute in Fez  
At Concordia since 2017

**Young, Katherine**

Clinical Assistant Professor of Physician Assistant  
Director of Clinical Education - Physicians Assistant Studies - CUAA  
MPAS, University of Florida; BS, Calvin College  
At Concordia since 2023

**Young, Michael**

Professor of Life and Earth Sciences  
Department Chair - Life and Earth Sciences  
Ph D, Washington University in St. Louis; BS, Michigan State University; Other, Colloquy for LCMS teachers - Concordia University Irvine  
At Concordia since 2013

**Course Descriptions****A**

- Accounting (ACCT) (p. 358)
- Art (ART) (p. 359)
- Art Education (AE) (<https://catalog.cuw.edu/undergraduate/courses/ae/>)
- Athletic Training (MSAT) (p. 363)

**B**

- Biology (BIO) (p. 363)
- Business (BUS) (p. 365)
- Business Analytics (BUAN) (p. 366)
- Business Communication (BCOM) (p. 367)

**C**

- Chemistry (CHEM) (p. 367)
- Child Life Specialist (CLS) (p. 368)
- Comm Sciences & Disorders (CSD) (p. 368)
- Common Core Experience (CCE) (p. 370)
- Communication (COMM) (p. 370)
- Computer Science (CSC) (p. 372)
- Construction and Trade Mgmt (CTM) (p. 374)

**D**

- Data Science and Applied Analytics (DSAA) (p. 375)
- Diagnostic Medical Sonography (DMS) (p. 375)

**E**

- Early Childhood (ECE) (p. 377)
- Economics (ECON) (p. 377)
- Education - CUAA (EDU) (p. 378)
- Education - CUW (ED) (p. 383)
- Education - Project INVEST (EDI) (p. 392)
- Engineering (ENGR) (<https://catalog.cuw.edu/undergraduate/courses/engr/>)
- English (ENG) (p. 393)
- Entrepreneurship (ENTR) (p. 395)
- Environmental Science (ENV) (p. 395)
- Exercise Physiology (EXPH) (p. 396)
- Exercise Science (EXS) (<https://catalog.cuw.edu/undergraduate/courses/exs/>)

**F**

- Family Life (FAM) (p. 397)
- Finance (FIN) (p. 397)

**G**

- Geography (GEOG) (p. 398)
- German (GER) (p. 399)
- Graphic Design (GD) (p. 399)
- Greek (GRK) (p. 400)

**H**

- Health & Human Performance (HHP) (p. 400)
- Health Care Management (HCM) (p. 402)
- Hebrew (HEB) (p. 403)
- History (HIST) (p. 403)

**I**

- Interprofessional Education (IPE) (p. 407)

**J**

- Justice & Public Policy (JPP) (p. 407)

**L**

- Latin (LAT) (p. 408)
- Legal Studies (LEGL) (p. 409)
- Liberal Arts (LA) (p. 409)

**M**

- Management (MGMT) (p. 410)
- Marketing (MKTG) (p. 410)
- Mathematics (MATH) (p. 411)
- Music (MUS) (p. 412)

**N**

- Nursing-Undergrad (NURS) (p. 418)

**P**

- Paralegal Studies (PLGL) (p. 421)
- Pharmacy (PHAR) (p. 421)
- Philosophy (PHIL) (p. 421)
- Physics (PHYS) (p. 423)
- Political Science (POLS) (p. 424)
- Psychology (PSY) (p. 425)
- Public Health (PH) (p. 427)
- Public Service (PS) (p. 427)

**R**

- Radiologic Technology (RT) (p. 428)
- Rehabilitation Science (RSC) (p. 428)
- Religion (REL) (p. 429)

**S**

- Science (SCI) (p. 433)
- Sign Language (SIGN) (p. 433)
- Social Work (SW) (p. 434)
- Sociology (SOC) (p. 436)
- Spanish (SPAN) (p. 437)
- Sport and Hospitality Business (SHB) (p. 438)

**T**

- Theatre (THTR) (p. 440)

## Accounting (ACCT)

**ACCT 2000. Accounting & Finance for Business Professionals. (3 Credits)**

This course provides an overview of accounting and finance topics necessary for entry level business professionals. This course is not intended for those students who wish to pursue advanced courses in accounting and finance. Topics include: financial statements and basic analysis; introduction to time value of money, loans and deposits; introduction to the financial system.

**ACCT 2100. Financial Accounting. (3 Credits)**

In this introductory course, students learn the process of identifying, measuring, recording, and communicating the economic events of a business using Generally Accepted Accounting Principles (GAAP). Students learn how to prepare basic financial statements and understand how companies use accounting data to make business decisions. Areas of emphasis include, the accounting cycle, cash, receivables, long-lived assets, liabilities, and equity. Other topics include, ratio analysis, the regulatory environment, internal controls, and ethics. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

**ACCT 2200. Managerial Accounting. (3 Credits)**

This course covers financial statement analysis, procedures for planning and controlling organizations, including measuring managerial performance and developing budgets, and the use of accounting information for decision-making by management. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

Prerequisites: (ACCT 203, 203, 2100 or 2100).

**ACCT 2700. Fraud Management. (3 Credits)**

This course is designed to provide students with a basic understanding of the principles of occupational fraud, emphasizing circumstances with which any management team may ultimately be confronted. The course covers fraud in the areas of skimming, cash larceny, check fraud; register schemes, and misappropriation of cash and assets. A brief overview of corruption and interviewing of employees when a fraud is suspected is also included.

**ACCT 3100. Intermediate Accounting I. (3 Credits)**

This course builds on the accounting foundation established in Financial Accounting. This course provides an in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by Generally Accepted Accounting Principles (GAAP) in the U.S. and compares and contrasts them to international accounting standards. Research via the Financial Accounting Standards Board (FASB) codification research system is introduced.

Prerequisites: (ACCT 203, 203, 2100 or 2100).

**ACCT 3110. Intermediate Accounting II. (3 Credits)**

This course extends the student's in-depth study of the conceptual and technical issues surrounding the recording and reporting standards set forth by Generally Accepted Accounting Principles (GAAP) and international accounting standards. Research using the FASB codification research system is emphasized. Topics include long-term debt; equity, earnings per share; leases; pensions; income taxes; revenue recognition; investments; accounting changes; and the statement of cash flows.

Prerequisites: (ACCT 310, 310, 3100 or 3100).

**ACCT 3200. Accounting Information Systems. (3 Credits)**

Accounting Information Systems examines the underlying concepts fundamental to an accounting information system. This course combines a general business background focusing on management information systems and accounting to prepare students for specialized careers in accounting, auditing, consulting, business analysis, and management. The course provides students with the knowledge and skills needed to utilize accounting information systems that integrate information technology and software in the transactions control procedures and financial reporting cycles. An in-depth understanding of the theory and current application of accounting information systems is reviewed within the context of documenting business processes, evaluating the internal control structure, significance of security protocols, and analyzing business decisions to add value to an organization.

**ACCT 3250. Cost Accounting. (3 Credits)**

This course emphasizes cost management with a strategic focus. Topics include cost behaviors, differential analysis, job costing, process costing, activity-based costing, budgeting, variance analysis, strategic performance measurement; and pricing.

Prerequisites: (ACCT 223, 223, 2200 or 2200).

**ACCT 3300. Advanced Accounting I. (3 Credits)**

This course is the study of advanced financial accounting issues such as derivative securities, foreign currency, interim financial reporting, revenue recognition, partnership accounting and specialized accounting of not-for-profit organizations and of government and non-profit entities.

Prerequisites: (ACCT 311, 311, 3110 or 3100).

**ACCT 3500. Income Tax I. (3 Credits)**

This course summarizes the history of federal income taxation and covers the taxation of personal income. Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures of the Internal Revenue Code and interpretations of the Internal Revenue Service are analyzed. Note: Sophomore standing, except for Accounting and Actuarial Science majors, is required.

**ACCT 3510. Income Tax II. (3 Credits)**

This course is designed to provide a framework for understanding the federal income tax laws applicable to regular C Corporations and their shareholders, partnerships and S Corporations. In addition, the course introduces the concepts of Multistate taxation and International taxation. Note: Sophomore standing, except for Accounting majors, is required.

**ACCT 4200. Auditing. (3 Credits)**

This course presents the theory; concepts and techniques utilized by independent auditors; covers professional ethics and legal relationships; evaluating and reporting on internal control; planning and implementation of the audit process; and formulating substantive testing procedures. Also presents the assertions used by management in the preparation of financial statements.

Prerequisites: (ACCT 311, 311, 3110 or 3110).

**ACCT 4300. Governmental/NFP Accounting. (3 Credits)**

This course emphasizes the different characteristics of governmental and not-for-profit organizations. Topics include accounting for state and local government entities and the role of the Governmental Accounting Standards Board (GASB), the accountability for public funds, and the accounting and financial reporting in the non-for-profit sector. Not available to students who have completed ACCT 4300.

**ACCT 4400. Business Combinations, Governmental, and NFP. (3 Credits)**

This course builds on the broad spectrum of accounting knowledge gained in Intermediate Accounting, by exploring more advanced accounting issues related to intercorporate investments with emphasis on mergers and acquisitions. The student will gain an understanding of the various motivations why businesses invest in or purchase other businesses. This course will enable the students to apply U.S. Generally Accepted Accounting Principles ("U.S. GAAP") for equity accounting, purchase accounting, intercompany transactions, variable interest entities and consolidation of majority owned subsidiaries.

Prerequisites: (ACCT 311, 311, 3110 or 3110).

## Art (ART)

**ART 1000. Basic Art Experience. (3 Credits)**

Basic Art Experience explores the essence and the milieu of the visual arts, engaging students in profound explorations of art's definition, creation, the role of the artist, and the aesthetic journey of the artwork. Through interactive classroom dialogues, we will dissect the dynamics between art, criticism, interpretation, and art's historical evolution. This course offers a vibrant blend of viewing and discussing eminent artworks, immersive gallery and museum tours, and hands-on introductory studio experiences, fostering a comprehensive understanding and appreciation of art.



**ART 1010. Arts & Craft Fundamentals. (3 Credits)**

"Arts and Crafts Fundamentals" presents an academically enriching exploration of the world, perceived as a masterpiece of divine creation. This course delves into the fascinating interplay between natural design and human interpretation, particularly in the structuring of pictorial spaces. Engaging in dynamic visual exercises, both in monochrome and vibrant color, students will embark on a journey towards a profound appreciation of design in our world. Simultaneously, they will refine their skills in artful image manipulation, blending inspiration with innovation. Pathway: CRAR

**ART 1020. Digital Imaging Fundamentals. (3 Credits)**

Digital Imaging Fundamentals offers an engaging and comprehensive introduction to the art of photography and digital image manipulation using Adobe Lightroom and Photoshop. The curriculum encompasses a range of topics: from landscape and portrait photography to close-up shots, mastering lighting techniques, and the nuanced use of color and monochrome. This course not only imparts technical skills but also inspires students to unleash their creativity and capture the world's beauty through their lenses. Please note, participants must have access to a digital or phone camera. Pathway: CRAR

**ART 1030. Darkroom Fundamentals. (3 Credits)**

"Darkroom Fundamentals" delves into the captivating realm of traditional photography and darkroom techniques. This course passionately explores the nuances of film photography, including subject framing, lighting manipulation, and the art of developing photographs in a darkroom. Embracing both technical skills and creative vision, students will learn to artistically capture the essence of their surroundings. A film camera is necessary for this course. Pathway: CRAR

**ART 1040. Drawing Fundamentals. (3 Credits)**

Dive into the world of representational drawing in our Drawing Fundamentals course, where your journey to master realistic art forms will unlock the creative potential of your mind. Embrace the challenge of shaping subjective art through your own perspective, employing a variety of line techniques, value, and innovative mark-making methods. This course promises a transformative experience, guiding you to unearth your unique artistic voice and infuse meaningful content into your creations. Pathway: CRAR

**ART 1050. Ceramic Fundamentals. (3 Credits)**

"Explore the dynamic world of ceramics in 'Ceramic Fundamentals,' where you'll master the art of hand-building techniques including pinch, coil, and slab construction. Dive into an array of surface treatments and decorative methods, enriching your artistic expression. Gain in-depth knowledge of clay body formulation, along with the intricacies of glaze composition and application. Experience the diversity of firing processes, from the traditional charm of primitive pit fires to the precision of electric kiln oxidation and the unique raku technique. Pathway: CRAR

**ART 1060. Glass Fundamentals. (3 Credits)**

Embark on a fascinating journey into the world of glass artistry with Glass Fundamentals. This course is designed for the beginning aspiring glass artists, offering a comprehensive introduction to the essential techniques of cutting, fusing, and sculpting glass. Dive into the captivating process of transforming glass into stunning artistic creations, and start shaping your artistic vision with this engaging and foundational course. Pathway: CRAR

**ART 1070. Jewelry Fundamentals. (3 Credits)**

Jewelry Fundamentals is an engaging course that looks into metal fabrication as a dynamic medium of expression. It explores the intricate relationship between form and content, placing a spotlight on art metals and their interplay with various media. This course emphasizes a deep appreciation for the historical significance of these materials, while also focusing on the exploration of formal properties, technical intricacies, and avenues for personal artistic expression. Join us for an exciting journey into the world of jewelry making, where history meets creativity! Pathway: CRAR

**ART 1200. Human Expression and the Arts. (3 Credits)**

This course encompasses literature, performing arts, and visual arts and offers a multifaceted exploration of human expression throughout the ages. This course delves into how diverse literary works, performances, and visual art forms reflect and shape individual experiences, cultural heritage, and societal norms. A distinctive feature of this course is its Lutheran perspective, which integrates how Christianity and ethics interact with these artistic mediums. This approach enriches the understanding of art as a vessel for conveying human emotions, cultural identities, historical contexts, and theology.

**ART 1500. 2-Dimensional Design. (3 Credits)**

"Explore the realm of '2-Dimensional Design', a course intricately woven around the concept of the world as a masterpiece of divine creation. Delve into the intriguing interplay of human design perceptions as mirrored in nature, applied to the structuring of pictorial spaces. Engage in a series of visual exercises spanning both monochrome and vibrant colors. This journey will not only heighten your awareness of the inherent design in our world but also refine your prowess in image manipulation. Join us for an enlightening adventure in design! Pathway: CRAR

**ART 1510. Observational Drawing. (3 Credits)**

Observational Drawing presents a dynamic and meticulously structured curriculum in drawing, serving as a cornerstone for students majoring in art, art education, graphic design, illustration, and interior design. The course emphasizes technical mastery, precise perception, and effective visual communication. Engaging deeply with both perceptual and conceptual themes, students will experiment with a diverse range of black and white media. Please note, a studio fee is applicable. Pathway: CRAR

**ART 1520. Creative Workshop: 2D Art. (3 Credits)**

Creative Workshop: 2D Art presents a dynamic opportunity for students to engage with a diverse array of two-dimensional mediums, encompassing Printmaking, Watercolor, and Bookmaking.

**ART 1530. Creative Workshop: 3D Art. (3 Credits)**

Creative Workshop: 3D Art" presents an invigorating opportunity for students to engage with an array of three-dimensional mediums, encompassing the intricate art of Loomweaving, the translucent beauty of glasswork, and the dynamic world of sculpture.

**ART 1540. Interior Space Production. (3 Credits)**

Interior Space Production: Dive into the dynamic world of architectural model creation, where your journey begins with transforming working drawings and designs into captivating three-dimensional models. This course offers a hands-on experience, enabling you to master the art of both physical and digital model making. Enhance your craftsmanship with a variety of hand and power tools as you meticulously construct physical architectural models. Parallel to this, develop proficiency in cutting-edge software tools for digital design, preparing you for the multifaceted challenges of the interior space production industry. Join us in this exciting endeavor and shape your future in design!

**ART 1550. Color Theory Application. (3 Credits)**

Research the vibrant world of color in 'Color Theory Application! Building on the foundation established in ART 1510, this course dives into an array of artistic media, enhancing your drawing skills. Engage in challenging perceptual and conceptual exercises using gouache, colored pencils, pastels, conte, and more, as you journey through the dynamic realm of color application in art."

**ART 2000. Art History I. (3 Credits)**

Explore the captivating journey of artistic evolution in Art History I. This course spans from prehistory to the early Renaissance, unveiling the major stylistic periods within Western Civilization. Dive into the intricate web of events, personalities, philosophies, and beliefs that influenced each artistic era, providing a foundation for interpretation and evaluation. Gain the skills to analyze and appreciate art's diverse facets, igniting your passion for the world's artistic heritage. Join us in this exciting academic expedition to unlock the secrets of human creativity and expression. Pathway: CRAR

**ART 2010. Art History II. (3 Credits)**

Art History II: Exploring the Evolution of Western Art offers a captivating exploration of major stylistic periods in Western art history, spanning from the early Italian Renaissance to the present day. Emphasizing events, influential forces, personalities, philosophical movements, and beliefs, this course provides a solid foundation for interpretation and evaluation of art. Engage in stimulating discussions, gain critical thinking skills, and immerse yourself in the world of creativity. Join us on this exciting academic journey, unlock the secrets of art, and let your passion flourish in a welcoming learning environment Pathway: CRAR

**ART 2200. Art History Comprehensive. (3 Credits)**

This course offers a comprehensive exploration of the major stylistic periods in the history of art from prehistory through to the modern era, all from the vantage point of our place within Western Civilization. It emphasizes the pivotal events, influential forces, key personalities, philosophies, and beliefs that have shaped each successive style, weaving a narrative that integrates Christian perspectives. This approach generates a cohesive framework for the interpretation and evaluation of art, encouraging students to understand and appreciate the Divine interplay between faith and creativity throughout the ages.

**ART 2500. Digital Imaging Production. (3 Credits)**

Welcome to Advanced Digital Imaging Production! This captivating course explores advanced photographic composition, video production and conceptual meaning, diving into the zone system, advanced lighting techniques, studio photography, portfolio production, and the fascinating history of photography alongside contemporary trends. Discover the secrets of Ansel Adams' zone system, master advanced lighting, and develop your studio photography and video skills while crafting impressive portfolios. Dive into the rich history of photography, from its inception to contemporary innovations, and elevate your creative vision. Whether you're an aspiring photographer, videographer or a seasoned pro, this transformative course promises to inspire and redefine your photographic artistry. Join us on this exhilarating academic journey and enroll now to elevate your photography skills and storytelling abilities. Pathway: CRAR

**ART 2510. Ceramics: Throwing on the Wheel. (3 Credits)**

Welcome to Ceramics: Throwing on the Wheel! This course offers a deep dive into the world of ceramics, focusing primarily on the art of wheel-throwing to create functional vessels and sculptural pieces. You'll explore various surface treatments, advanced clay body formulation, and the secrets of glaze composition and application. From Reduction gas firing to electric kiln oxidation and raku, you'll master diverse firing techniques. By course end, you'll have the skills and creativity to craft exceptional ceramics that blend tradition with innovation. Join us in this exciting journey of artistic discovery!

**ART 2520. History of Design. (3 Credits)**

Explore the dynamic origins of design and its profound influence on contemporary life through the lens of Western culture in our "History of Design" course. Uncover the pivotal events, influential figures, and philosophical foundations that have shaped the world of design. This engaging journey equips you with fundamental concepts to critically analyze and interpret historical design movements, bridging the past and present. Join us in unraveling the captivating tapestry of design's history and its enduring impact on our world. Pathway: CRAR

**ART 2530. History of Photography. (3 Credits)**

This captivating course, explores the evolution of photography in a journey through history. From its revolutionary beginnings to contemporary trends, you'll delve into the development of photographic processes and their dynamic applications. Discover influential figures and cutting-edge techniques, gain insights into the socio-cultural context, and engage in thought-provoking discussions and assignments that foster critical thinking and creative expression. Join us in this exciting academic journey through time and imagery, and ignite your passion for photography while staying current with the latest trends in this dynamic field. Enroll today and embark on an unforgettable visual odyssey! Pathway: CRAR

**ART 2540. Mixed Media Drawing. (3 Credits)**

Embark on an exciting journey into the world of illustration in this enriching academic offering. Mixed Media Drawing is designed to provide students with a robust and engaging learning experience, blending academic rigor with creative exploration. Delve into diverse drawing media, sharpen technical proficiency, achieve perceptual accuracy, and master visual communication skills. Explore traditional and non-traditional media, while engaging in drawing experiences to deepen your understanding of perceptual and conceptual issues. Join us and unlock your creative potential while mastering the art of drawing in a dynamic and inspiring academic environment.

Pathway: CRAR

**ART 2550. Typography I. (3 Credits)**

Typography I offers an immersive exploration of the dynamic relationship between text and image, coupled with an in-depth study of design principles and the profound impact of typography. This captivating course blends traditional manual techniques with contemporary software applications, empowering students to craft visually compelling layouts that leave a lasting impression. Through the analysis of real-world publications and a series of hands-on graphic design projects, participants gain practical skills and a portfolio of work. Typography I is your gateway to mastering the art of typography and enhancing your creative prowess, making it an invaluable asset in various professional fields. Join us for a transformative 15-week journey into the world of typography and design excellence.

Pathway: CRAR

**ART 2560. Painting. (3 Credits)**

Welcome to the dynamic realm of artistic expression in our Introduction to Oil Painting Techniques of the masters course. Dive into concept development, canvas preparation, color theory, and paint application, unleashing your creative potential. Learn to present and critically analyze your work while enjoying the option to explore oil-based media with instructor approval. This immersive journey promises to elevate your artistic skills and ignite your passion for painting. Join us and let your creativity flourish on canvas as you unlock the boundless potential of your artistic talents.

Pathway: CRAR

**ART 3000. Digital Imaging: Social Media. (3 Credits)**

Explore the vibrant world of Digital Imaging for Social Media in this comprehensive course. Delve into networking strategies, craft visually stunning social media photographs, and create a professional portfolio. Learn to build an online presence with a personal website, attract clients, and shape a public profile. Develop a cohesive body of work spanning commercial, documentary, or fine art photography. Gain the skills to thrive in the digital realm and embark on a rewarding photography career. Join us to unlock the potential of Digital Imaging for Social Media!

**ART 3010. Digital Imaging: Engineering. (3 Credits)**

Discover the art and science of visual storytelling in the digital realm with our Digital Imaging: Engineering course. Dive into the world of image processing and manipulation, learning essential skills for computer vision, photography, and multimedia production. Our expert faculty will guide you through cutting-edge image processing techniques, empowering you to create stunning visuals and tackle real-world engineering challenges. Whether you're interested in computer vision, photography, or multimedia design, this course equips you to excel in the evolving digital landscape. Join a vibrant community of learners and unleash your creative potential in the world of digital imaging. Your journey starts here!

**ART 3020. Digital Imaging: Artificial Intelligence. (3 Credits)**

Explore the cutting-edge fusion of art and technology in our Digital Imaging: Artificial Intelligence course. Dive into the world of AI and discover its impact on digital imagery, from enhancing photos to creating innovative visual art. Learn from industry experts, engage in hands-on projects, and delve into the ethical implications of AI in the arts. Whether you're a budding digital artist or a visual storytelling enthusiast, this course will empower you to unlock your creative potential and stay at the forefront of the digital imaging revolution. Join us and turn your visions into stunning realities!

**ART 3030. Digital Imaging: Movement. (3 Credits)**

Explore the captivating world of visual storytelling in our course, Digital Imaging: Movement. Expert instructors will guide you through mastering techniques to convey motion creatively, from freeze frames to long-exposure marvels. Whether you're an aspiring photographer, visual artist, or simply love capturing the beauty of movement, this course is open to all skill levels. Join us and unleash your creative potential, mastering the art of capturing movement through digital imaging. Enroll today to embark on a transformative journey in photography!

**ART 3040. Digital Imaging: Product Photography. (3 Credits)**

Elevate your photography skills with our Digital Imaging: Product Photography course! Dive into the world of product photography, where you'll gain hands-on experience, master professional equipment, and learn the art of creative composition and post-processing. Build a compelling portfolio and gain industry insights as you embark on a 12-week journey toward becoming a skilled product photographer. Whether you're an aspiring photographer or a business owner looking to create captivating visuals, this course will unlock your potential. Join us today and capture the essence of products like never before!

**ART 3500. Figure Drawing. (3 Credits)**

Unlock the art of capturing the human form in our Figure Drawing course. Explore historical precedents, delve into human anatomy, and experiment with various artistic media to elevate your figure representation skills. Gain insights from art history, master anatomical intricacies, and unleash your creativity while developing the ability to compose compelling narratives through the positioning of figures. This one-semester course offers an engaging and personalized in-person learning experience, suitable for both aspiring and experienced artists. Join us and embark on an exciting artistic journey, enrolling today to bring the human form to life on canvas.

Pathway: CRAR

**ART 3510. Advanced Studio Work. (1-3 Credits)**

Explore your artistic passions in Advanced Studio Work—an opportunity for motivated, self-directed art enthusiasts. This course empowers you to delve deeply into your chosen area of interest, guided by experienced instructors who provide personalized support. Elevate your skills, nurture your creativity, and embark on a thrilling journey of self-expression in this exceptional course designed to unleash your artistic potential.

Pathway: CRAR

**ART 3607. Special Topics in Photography. (3 Credits)**

This course offers the photography student the opportunity to explore a variety of subjects and approaches. The subjects of this Special Topics course will rotate between such emphases as Fashion, Documentary Essay, Performance (sports, entertainment), Visual Books, Experimental Media, and the Human Form.

**ART 3800. Art Study Abroad. (3 Credits)**

"Art Study Abroad: Explore the world through creative expression in this transformative course. Dive into fundamental studio activities, including painting and drawing, while delving into the rich tapestry of art history and culture. Discover the evolution of artistic expression across different cultures and time periods, immerse yourself in vibrant local communities, and create artworks inspired by your international experiences. Connect with fellow students from diverse backgrounds, broaden your worldview, and embark on a once-in-a-lifetime adventure to enrich your artistic talents and deepen your understanding of global cultures."

Pathway: CRAR

**ART 4500. Digital Character Design. (3 Credits)**

Jump into the exciting realm of Digital Character Design in this engaging course tailored for students of all academic backgrounds, including those who have completed introductory studio courses like ART1010 or ART1040. Explore diverse artistic mediums as you tackle expressive, contextual, technical, and formal challenges, igniting your creative passion and pushing your artistic boundaries. With experienced guidance, unlock the world of digital character design and bring your characters to life in this dynamic studio environment. Join us for an exhilarating journey of self-expression and creative growth!

**ART 4600. Internship. (1-6 Credits)**

Internship Experience for Independent Art Students: Immerse yourself in the world of art with our internship course. Designed for motivated art enthusiasts, this opportunity allows you to gain real-world experience while earning university credit. Tailor your internship to your specific artistic interests, and enjoy flexible scheduling that accommodates your needs. Each credit hour earned represents 15 hours of dedicated internship work, giving you the chance to enhance your skills while advancing your academic journey. Empower yourself to make arrangements for credit, and take a creative leap forward in this exciting course that merges your passion with practical experience.

**ART 4800. Senior Portfolio/Exhibition. (1,3 Credits)**

Discover the pinnacle of your academic journey in Senior Portfolio/Exhibition! In this capstone course, designed exclusively for seniors majoring in Art, Graphic Design, Illustration, Interior Architecture and Design, Photography, Art Education and Art, you'll embark on an exhilarating adventure. Craft a captivating professional portfolio, showcasing your skills through compelling documentary evidence, and curate an impressive exhibition displayed at the CU Art Gallery and online. Elevate your artistic career and embark on this thrilling final chapter of your undergraduate experience!

Pathway: CRAR

## Athletic Training (MSAT)

**MSAT 1575. Seminar in Athletic Training I. (1 Credit)**

This course is designed to allow prospective athletic training students to explore topics relevant to the profession of athletic training. Outside speakers will be invited to present on various topics specific to athletic training. As part of the course, students will complete observational hours with athletic trainers at Concordia University.

**MSAT 2572. Introduction to Athletic Training. (3 Credits)**

This course is designed to give the student an understanding of the field of athletic training and to develop knowledge, skills, and values of the various components related to the athletic training profession. The lab component is designed to give the student the opportunity to practically apply various skills related to the athletic training profession.

**MSAT 2575. Seminar in Athletic Training II. (1 Credit)**

This course is designed to allow prospective athletic training students to continue an exploration into topics relevant to the profession of athletic training. Outside speakers will be invited to present on various topics specific to athletic training. As part of the course, students will complete observational hours with athletic trainers at Concordia University. Prerequisites: (MSAT 175 or 1575).

**MSAT 3550. Applied Biomechanics and Arthrokinematics. (3 Credits)**

This course is designed to teach and clinically apply mechanical principles that relate to the structure and function of living organisms. Application of human movement as it relates to kinematics, kinetics, functional assessment, motion analysis, structural biomechanics, and properties of human tissues will be examined. Prerequisites: (BIO 191 or 1801).

## Biology (BIO)

**BIO 1000. Principles of Biology. (4 Credits)**

This course explores the fundamental concepts of biology in the fields of: research science, cytology, genetics, microbiology, human biology, botany, taxonomy, zoology, ecology and evolution through reading, online activities, lecture and laboratory experiences. Laboratory course.

**BIO 1300. Essentials of Anatomy and Physiology. (4 Credits)**

This is a course for non-biology majors. It surveys the major organ systems in the human body from both a structural and functional perspective. Laboratory course.

**BIO 1401. General Biology I. (4 Credits)**

This course is an introductory laboratory course which contains a heavy emphasis on the cell, its structures, and the processes which take place inside the smallest of living units. Laboratory course.

**BIO 1402. General Biology II. (4 Credits)**

This course is a continuation of BIO 1401 that focuses on the biological processes that occur at the system level in both plants and animals. Topics such as transportation, organism control, nutrient breakdown and utilization will be compared in different organisms. Laboratory course. Prerequisites: (BIO 141 or 1401).

**BIO 1501. Functional Human Biology I. (4 Credits)**

This course is an introduction to the cellular processes that occur in the human body with an emphasis on cellular composition/structure, biochemistry and genetics. It is designed for students in the biomedical sciences and pre-professional programs. Laboratory course.

**BIO 1502. Functional Human Biology II. (4 Credits)**

This course is a continuation of BIO 1501 with emphasis on the structure and function of selected human organ systems. Laboratory course. Prerequisites: (BIO 151 or 1501).

**BIO 1600. Medical Microbiology. (4 Credits)**

This course introduces students to the role that bacteria, viruses and eukaryotic microbes play in human health and disease. It is designed for students in the nursing program. Laboratory course. Prerequisites: (CHEM 105, 105, 1204 or 1204).

**BIO 1801. Human Anatomy and Physiology I. (4 Credits)**

This course begins with a study of the cell and cellular processes and tissues. It continues with investigation of the integumentary, skeletal, muscular, and nervous systems. Students must consult with their academic advisor or the Academic Advising office before enrolling in this course. Laboratory course.

**BIO 1802. Human Anatomy and Physiology II. (4 Credits)**

This course is a continuation of BIO 1801 and provides students with an in-depth study of the endocrine, circulatory, respiratory, digestive, excretory, and reproductive systems. Laboratory Course.

Prerequisites: (BIO 191 or 1801).

**BIO 2400. Botany. (4 Credits)**

This course is an in depth study of the plant kingdom with emphasis on the study of plants in their natural habitat. Laboratory course.

**BIO 2500. Zoology. (4 Credits)**

This course is a survey of the animal kingdom and study of the biology of animals in their natural environment. Laboratory course.

**BIO 2600. Biology of Microorganisms. (4 Credits)**

This course focuses on the biology and genetics of organisms too small to be seen by the human eye. Students will be introduced to the roles that bacteria, viruses, and eukaryotic microbes play in the environment and human disease. Laboratory course.

Prerequisites: (BIO 142, 152, 1402 or 1502) and (CHEM 100, 105, 141, 1003, 1204 or 1414).

**BIO 2800. Pathophysiology. (3 Credits)**

This course introduces the student to the study of the etiology, pathogenesis and clinical manifestations of common disease processes. Basic principles into the mechanism of cellular and tissue injury is followed by presentations of common diseases in the various organ systems.

Prerequisites: (BIO 142, 152, 192, 1402, 1502 or 1802).

**BIO 3200. Cell Biology. (4 Credits)**

This course provides a more detailed study of the relationships between cellular structure and function. Emphasis will be placed on proteins and enzymatic reactions, plasma and cellular membranes, cytoskeleton and cell motility, cellular interactions with the environment, and cell division. Laboratory course.

Prerequisites: (BIO 142, 152, 1402 or 1502) and (CHEM 100, 105, 141, 1003, 1204 or 1414).

**BIO 3400. Genetics. (4 Credits)**

This course is a study of Mendelian, molecular, and population genetics. Laboratory course. MATH 2050 is recommended prior to taking this course.

Prerequisites: (BIO 142, 152, 1402 or 1502).

**BIO 3500. Immunology. (3 Credits)**

This course introduces the upper level biology student to the principles of the adaptive and innate immune systems and how these systems protect against and cause disease. Emphasis is placed on how the cells of the immune system recognize and eliminate foreign invaders from the human body. Laboratory course. BIO 3200 Cell Biology is strongly recommended.

Prerequisites: (BIO 142, 152, 1402 or 1502) and (CHEM 100, 105, 141, 1003, 1204 or 1414).

**BIO 3730. Global Health and Disease. (3 Credits)**

This course provides students in biology, sciences, and pre-health care professions an overview of global health, international public health infrastructure, and endemic diseases found in various areas of the world. This course includes an international travel component for students to learn about the health care system and culture of another country and provide students with a variety of global health perspectives and service opportunities. Note: Completion of course pre-req(s) or approval of the instructor is required for registration.

Prerequisites: (BIO 142, 152, 192, CHEM 142, BIO 1402, 1502, 1802 or CHEM 1424).

**BIO 3760. Ecology of the Tropics. (3 Credits)**

This course is a field study of tropical habitats and organisms as well as their interactions with humans. Requires class travel to the Caribbean or Central America. Students will experience the influence of Spanish, French, Dutch, British, African, and US cultures on this diverse region. This is a travel course that satisfies the core culture requirement. Travel costs will be in addition to tuition.

**BIO 3761. Ecology of the Tropics Lab. (1 Credit)**

This course is an optional lab course that explores tropical organisms and ecosystems which complements BIO 3760 Ecology of the Tropics. BIO 3760 and BIO 3761 together fulfill the core lab science requirement.

**BIO 3800. Histology. (3 Credits)**

This course is a study of tissues present in the human body. Basic tissue types are analyzed and special emphasis is placed on how these tissues interact as components of organs.

Prerequisites: (BIO 146, 152, 192, 1300, 1502 or 1802).

**BIO 3990. Biology Internship. (1-6 Credits)**

This course provides credit for majors in the biological sciences who obtain laboratory or field experience outside of the typical academic environment. The experience must be approved in advance by the Chair of Life and Earth Sciences. Note: Students may enroll in this course multiple times, up to a maximum of 6 total credits.

**BIO 4100. Ecology. (4 Credits)**

This course is a study of the interactions between the organism and its environment. Ecology surveys the biotic and abiotic environments, ecosystem types, population ecology, community structure, and succession. Laboratory course.

Prerequisites: (BIO 142 or 1402) and (BIO 240, 244, 2400 or 2500).

**BIO 4200. Molecular Biology. (4 Credits)**

This course explores the molecular mechanisms underlying an array of biological processes including gene expression, DNA mutation and repair, genetic engineering, development, cancer, and stem cell regulation. There is a strong emphasis on current techniques used in biological research. The lab utilizes molecular biology techniques, including gene editing, in an original semester-long research project culminating in a poster presentation. Laboratory course.

Prerequisites: (BIO 142, 152, 1402 or 1502) and (BIO 260, 321, 348, 2600, 3200, 3400, CHEM 425 or 3214).

**BIO 4300. Pharmacology. (3 Credits)**

This course focuses on the principles of drug action. These principles will then be invoked in the discussion of various therapeutic interventions for diseases associated with selected organ systems. Treatments of pathogenic diseases and cancer will be discussed as well as the use of natural products.

Prerequisites: (BIO 142, 152, 192, 1402, 1502 or 1802) and (CHEM 242 or 2424).

**BIO 4800. Human Physiology. (4 Credits)**

This course focuses on medical physiology with emphasis on cellular and organ system physiology. Functions of circulation, respiration, heat regulation, water balance, neuromuscular mechanisms, neural and endocrine integration will be included.

Prerequisites: (BIO 152, 192, 1502 or 1802).

**BIO 4900. Biology Senior Seminar. (1 Credit)**

This course looks at current issues in biology by evaluating the biological literature. A general topic area is selected each semester for student presentations. Students must have Senior Status and 20 credits of Biology prior to taking this course.

**BIO 4990. Undergraduate Research. (1-4 Credits)**

This course provides students with the opportunity to work with members of the faculty conducting research in the biological sciences. Students must submit appropriate form to the Department Chair for approval. Note: Students may enroll in this course multiple times, up to a maximum of 4 total credits.

## Business (BUS)

**BUS 1200. Business Essentials. (3 Credits)**

This course provides an overview and application of technology and soft-skills necessary within a business context. The course explores the use of various information technology formats for communication, data management and problem solving in the organizations. Students will apply these technological skills within their preparation of vocation and career-related skills needed in today's business climate. Students conduct extensive laboratory activities culminating in a final project that evaluates proficiency in skills needed for professional success and etiquette.

**BUS 1220. Introduction to Business Information. (3 Credits)**

This course presents an overview of the management information system. This course examines total organizational effort required in the management function. Topics of special interest include communication and systems theory, accounting cycles and applications systems, costs of data processing software and hardware, systems control and systems design.

**BUS 1400. Quantitative Business Essentials. (3 Credits)**

This course provides an overview and application of technology and soft-skills necessary within a business context. The course explores the use of various information technology formats for communication, data management and problem solving in the organizations. The course introduces data analysis concepts using spreadsheets. Students will apply these technological skills within their preparation of vocation and career-related skills needed in today's business climate. Students conduct extensive laboratory activities culminating in a final project that evaluates proficiency in skills needed for professional success and etiquette.

**BUS 2200. Business Law I. (3 Credits)**

This course offers an introduction to the American Legal System and several specific legal topics including, but not limited to, criminal law, torts, employment law and discrimination, agency, contracts and sales. Note: This is a course required for students majoring in the business discipline. Grades lower than a C- will not satisfy the requirements of the Business Core.

**BUS 2400. Introduction to LEAN. (3 Credits)**

This course introduces a series of concepts and practices directed toward improving customer value and reducing waste. Lean means creating more value to the customer with fewer resources. The course will focus on how to systematically expose unneeded processes, materials, and effort to make operations processes more effective and customer focused.

**BUS 2420. Introduction to Six Sigma. (3 Credits)**

This course introduces a method that organizes an operational improvement project into five components: define, measure, analyze, implement and control (DMAIC). Similar to a scientific research project, students will learn the Six Sigma process and how to use measures and statistics to make the right decisions to improve the effectiveness of organizational operations.

Prerequisites: (BUS 315, 315, 3450 or 3450).

**BUS 2440. Project Management. (3 Credits)**

Project management is the practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria within certain constraints (time, quality, budget). The role and competencies of Project Managers is constantly evolving. Most recent discussions look at the Project Manager to be well versed in leadership as well as technical skills, such as statistics, etc. This course is a survey of project management and its use in solving business problems and its contribution to the strategic goals of the organization. Emphasis is placed on the scope, time frames, risk, cost, and quality aspects of project management. Project management case studies will supplement class lectures and students will use project management related tools (financial and statistical analysis, Gantt charts, Pareto analysis, and project management software) to facilitate project planning, analysis and feasibility assessment.

**BUS 2600. Employment and Labor Relations. (3 Credits)**

This course studies the management and administration issues related to group and individual performances and their effective contributions to the organizational objectives. Strategies for successful self-management, team building, and delegation will be emphasized.

**BUS 2620. Staffing. (3 Credits)**

This course introduces students to the principles and functions of staffing to enable the design and management of a successful staffing process, including legal compliance, internal and external recruitment, interviewing, and retention.

Prerequisites: (MGMT 336, 336, 3600 or 3600).

**BUS 2640. Workplace Health and Safety. (3 Credits)**

This course will provide students with the basic knowledge and principles of the field of occupational safety and health. This course is designed to provide students with an understanding and appreciation for the fundamental safety technology and management needs of the safety director.

Prerequisites: (MGMT 336 or 3600).

**BUS 2660. Organizational Management Principles. (3 Credits)**

This course engages students in the art and science of management within an organization. The four functions of management, organizing, leading, planning and controlling, are considered in light of individual group and organizational dynamics.

**BUS 3200. Business Law II. (3 Credits)**

This course examines several areas of business law including negotiable instruments, property, and business organizations. Fundamental principles of ethics and their application to common business situations are also examined during the course.

**BUS 3220. Nonprofit Fundraising and Grant Writing. (3 Credits)**

Course Description: Nonprofit Fundraising and Grant Writing offers students an introductory overview of fundraising strategies useful in the nonprofit sector. Weekly projects that allow for the practical application of the concepts being studied.

**BUS 3240. Philosophy of Values & Ethics. (3 Credits)**

This course provides the student the opportunity to explore philosophical approaches to ethics in the business organizational context. Personal and corporate ethical dilemmas are examined in reading, classroom, and online discussion, and reflective papers from the perspective of a variety of stakeholders. Students examine their own approach to ethical decisions and recognize the impact of Christian principles in their own behavior and attitudes.

**BUS 3260. Journal Editing & Publishing. (1-3 Credits)**

This course provides students an opportunity to explore specialized topics as research projects, seminars or lecture series in areas of business such as economics, sustainability, management, entrepreneurship, finance, accounting, human resources, marketing, and other subjects. Student will write, edit and publish research papers.

**BUS 3420. Management Information Systems. (3 Credits)**

This course presents an overview of management information systems. This course examines total organizational effort required in the management function. Topics of special interest include communication and systems theory, accounting cycles and applications systems, costs of data processing software and hardware, systems control and systems design.

Prerequisites: (MGMT 130, 130, 1200, 1200, BUS 130 or 130) and (BUS 161, 161, 1200, 1200, 162, 162, 1400 or 1400).

**BUS 3450. Business Statistics. (3 Credits)**

This course will provide students with a working knowledge of statistics, which will help them make proper business decisions under uncertain conditions. Areas to be covered include descriptive statistics, probability, inferential statistics, discrete and continuous probability distributions, and regression analysis.

**BUS 3600. Family Business Management. (3 Credits)**

This course exposes students to the ethical issues in business management and equips them to be effective servant leaders in business.

**BUS 3620. Family Business Strategic Plan. (3 Credits)**

This course will focus on the fundamental strategic planning opportunities and challenges facing family business owner management. Topics include: the strategy-making process; stakeholders – the vision and mission, governance and business ethics; external analysis; building competitive advantage; business level strategy and competitive positioning; strategy in the global environment; corporate level strategy and long-term profitability; strategic change – implementing strategies to build and develop the company; and implementing strategies through organizational design.

**BUS 3640. Supply Chain Management. (3 Credits)**

This is an introductory course in supply chain management. This will allow students to understand the components of supply chain management and its role within and across other functions in an enterprise.

**BUS 3660. Training and Employee Development. (3 Credits)**

This course emphasizes proper training and development within an organization and the introduction to a systematic approach to training. It examines the development and implementation of training, including needs, job and task analysis, design and evaluation of training programs, transfer of training and employee development.

Prerequisites: (MGMT 336, 336, 3600 or 3600).

**BUS 3680. Compensation and Benefits. (3 Credits)**

This course examines the development, administration, and evaluation of financial and non-financial compensation and benefits reward. Topics will include relevant theoretical and legal perspectives, compensation structure, compensation systems and benefit plans/ systems.

Prerequisites: (MGMT 336, 336, 3600 or 3600).

**BUS 3950. Special Topics in Business. (3 Credits)**

This course provides a discussion, lecture, and/or research forum (including individual research) for special business subjects not addressed by the regular curriculum. May be taken for 1-3 credits.

Prerequisites: (MGMT 130, 130, 1200 or 1200).

**BUS 3999. Business Internship. (1-12 Credits)**

This course provides credit for a pre-approved on-the-job work experience in the student's major field of study. The course further prepares the student for employment by teaching interviewing, networking and budgeting strategies; the role benefits play in companies; as well as professional etiquette and other life skills.

**BUS 4200. Employment Law. (3 Credits)**

This course combines the essential elements of managing individual and group performance towards organizational success with a comprehensive exploration of employment law and ethical considerations in the workplace.

**BUS 4400. Health, Life, and Business Social Insurance. (3 Credits)**

This course is an investigation of annuities, types of health and life insurance coverage's, employee benefits, and unemployment, disability, and old#age insurance.

**BUS 4420. Business Policy and Ethics. (3 Credits)**

This course provides management to guide resource deployment to maintain competitive advantages in meeting the corporate mission. The course provides a demonstration of the integration of the functional areas of business administration and a realistic approach to business problems. Prerequisites: senior status or permission of the professor.

**BUS 4600. Integrative Project: HR Management. (3 Credits)**

In this course elements of professional human resource practice are examined and summarized. Students integrate concepts of planning and evaluating strategic human resource initiatives with legal, social, management, and ethical approaches. This is an advanced course which can only be taken by students who have completed all other HR major requirements. Cannot be transferred in from another school.

## Business Analytics (BUAN)

**BUAN 4850. Business Data Analytics Programming with Visualization. (3 Credits)**

In this course, students will apply the Business Analytics framework (OSEMIIn) for the Obtaining, Scrubbing, Exploring, Modeling and Interpreting data to answer business questions using relevant software and techniques. This analysis will also include using statistical inference concepts and the visualization of data to defend the interpretations and conclusions through oral presentations and/or written reports. Students will learn to apply a Christian worldview to understand the value of analytics in business and the ethical use of data.

Prerequisites: (BUS 355, 355, BUAN 500, 500, BUS 3420, 3420, BUAN 5000 or 5000).

**BUAN 4900. Analytics and the Digital Economy. (3 Credits)**

In this course, students will use configurable software applications to transform data into meaningful information to answer business related questions. Results will be communicated orally and/or in writing using compelling visualizations to communicate to a non-technical audience and defend recommendations using data driven decision making. Students will learn to apply a Christian perspective and consider bias/fairness issues when applying business analytics to real-world applications in the Digital Economy.

Prerequisites: (BUS 355, 355, 3420 or 3420) or (MBA 520 or BUS 6300) and (MBA 534 or BUS).

**BUAN 4950. Data Analytics: Integrative Project. (3 Credits)**

This course is designed to provide students with a comprehensive view of the leading concepts and transformative role of analytics in business from a Christian worldview. This will be accomplished through a real-world project which incorporates all of the learning objectives from the program. The final project must provide insights to the organization or institution that is being studied and success will be measured through a written and oral defense of the project conclusions and recommendations.

Prerequisites: (BUAN 405, 405, 4850 or 4850).

## Business Communication (BCOM)

**BCOM 2400. Business Writing. (3 Credits)**

This course will explore and practice various types of business writing techniques, both internal and external to the corporation, to all levels, including the delivery of good and bad news, persuasion, company publications, advertising, and public relations. A segment will also focus on preparing a detailed research report, as well as a resume. Assignments stress tact, clarity, and conciseness.

**BCOM 3000. Group Dynamics. (3 Credits)**

This course introduces students to key communication skills and issues that occur within small, task-oriented groups. Topics such as group formation, group development, roles, power, listening skills, conflict, decision making, problem solving, and leadership are presented via a variety of thought provoking exercises. The course concludes with a major small-group project that leads into a class presentation and a reflection paper.

**BCOM 3200. Intermediate Public Relations. (3 Credits)**

This course presents public relations research and action concepts to students with basic public relations and journalistic training. Students will develop their expertise in the areas of ethics, strategic planning, public relations plan development, proactive news media relations, custom communications for organizational publics, the basic of market research, demographically appropriate uses of social media, and the basics of single project and departmental budgeting.

**BCOM 3800. Organizational Communication. (3 Credits)**

This course is a study of how communication can detract from or improve productivity, profitability, morale, product quality, and efficiency in public and private organizations. Emphasis is placed on the role of communication in different approaches to leadership decision-making, conflict management, worker effectiveness, and employee motivation.

**BCOM 3850. Interviewing Principles. (3 Credits)**

This course is the study of strategies and techniques used in journalistic, employment, counseling, and persuasive interviews, with emphasis placed on employment interviews. Topics to be covered include do's and don'ts in interviews, interviewing strategies, legal aspects of interviewing, and communication skills.

**BCOM 3900. Conflict Management. (3 Credits)**

This course focuses on causes, types, and functions of conflict in family and work environments; the course reviews alternative tactics usable in conflict situations. This course will also examine prevention of conflict and alternatives to resolving conflict. Methods of dealing with tough individuals and situations are practiced and critiqued.

Prerequisites: (COMM 201, 201, 2100 or 2100).

**BCOM 4000. Advanced Public Relations. (3 Credits)**

This course applies and develops strategic writing skills in using advocacy, persuasion, empathy, audience analysis, team building, and cultural awareness in producing documents for use in corporate or nonprofit communications, online and newspaper journalism, marketing, investor relations, fund raising, internal communication, community relations, media relations, and crisis communication.

Prerequisites: (BCOM 323, 323, 3200 or 3200).

## Chemistry (CHEM)

**CHEM 1003. Introductory Chemistry. (3 Credits)**

This course is a non-laboratory course that introduces the student to the principles and concepts of chemistry. It also gives students practice with the mathematical techniques used in the sciences.

**CHEM 1204. Elements of General and Biological Chemistry. (4 Credits)**

This course introduces the student to elements of general, organic, and biological chemistry and is recommended for students seeking a career in nursing. Note: Advisor placement, satisfactory performance on the chemistry placement exam, or completion of CHEM 1003 or MATH 1280 with a C- or better is required.

Prerequisites: (CHEM 100, 100, MATH 128, 128, CHEM 1003, 1003, MATH 1280, 1280 or minimum score of 0000 in 'CHEM 1003').

**CHEM 1414. General Chemistry I. (4 Credits)**

This course introduces the student to general concepts of chemistry including atomic and molecular structure, reaction stoichiometry, thermodynamics, periodic trends, gas laws, and intermolecular forces.

Note: Advisor placement, satisfactory performance on the chemistry placement exam, or completion of CHEM 1003 or CHEM 1204 with a C- or better is required.

Prerequisites: (CHEM 100, 100, 105, 105, 1003, 1003, 1204, 1204 or minimum score of 0000 in 'CHEM 1003').

**CHEM 1424. General Chemistry II. (4 Credits)**

This course is a continuation of Chemistry 1414 including thermodynamics, equilibrium, acid-base theory, reaction kinetics, and electrochemistry.

Prerequisites: (CHEM 141, 141, 1414 or 1414).

**CHEM 2204. Analytical Chemistry. (4 Credits)**

This course introduces the student to the application of chemical principles for the purpose of chemical analysis as well as the many associated skills such as sampling, sample preparation, treatment of data, etc. necessary to obtain valid information on the chemical composition of matter.

Prerequisites: (CHEM 1424 or 142).

**CHEM 2304. Descriptive Inorganic Chemistry. (4 Credits)**

This course introduces the student to the descriptive chemistry of the elements, with a focus on selected elements from within the representative or main groups. Topics to be covered include periodic trends, reactivity patterns, and structure as well as "real world" applications and some chemical history as it applies to the topics presented.

Prerequisites: (CHEM 142 or 1424).

**CHEM 2414. Organic Chemistry I. (4 Credits)**

This course introduces the student to organic synthesis and reaction mechanisms, focusing specifically on the chemistry of alkanes, alkenes, alkynes and alcohols. Substitution and elimination concepts are covered along with acid-base chemistry and stereochemistry.

Prerequisites: (CHEM 142 or 1424).



**CHEM 2424. Organic Chemistry II. (4 Credits)**

This course is a continuation of Chemistry 241, covering instrumental analysis of organic compounds, chemistry of aromatic systems, carbonyl chemistry, and the chemistry of amines. Laboratory consists of several multi-week projects including multi-step synthesis and unknown identifications.

Prerequisites: (CHEM 241 or 2414).

**CHEM 3214. Biochemistry. (4 Credits)**

This course introduces the student to the ways in which atoms and molecules function to produce life processes. Topics include aqueous interactions and bioenergetics; structure and function of nucleic acids, proteins, carbohydrates, and lipids; enzyme function and kinetics; and an overview of major metabolic pathways. Students will become familiar with and proficient using molecular visualization, data fitting, and kinetic simulation software. Note: A C- or better in CHEM 2104, 2424, or consent of the instructor is required for enrollment.

Prerequisites: (CHEM 215, 242 or 2424).

**CHEM 3404. Physical Chemistry: Thermodynamics. (4 Credits)**

This course introduces the student to the study of the states of matter, equilibrium, thermodynamics, the properties of solutions, the rates of chemical and physical processes, and the concepts and equations of statistical thermodynamics.

Prerequisites: (CHEM 142 or 1424) and (MATH 201, 201, 2010 or 2010).

**CHEM 3504. Physical Chemistry: Quantum and Spectroscopy. (4 Credits)**

This course is a study of quantum theory, electronic structure of atoms and molecules, group theory, computational chemistry and spectroscopy.

Prerequisites: (CHEM 142 or 1424) and (MATH 202 or 2020).

**CHEM 3990. Chemistry Internship. (1-4 Credits)**

This course provides credit for chemistry majors who obtain laboratory or field experience outside of the typical academic environment. The experience must be approved in advance by the Department Chair. Note: 16 credit hours of chemistry and consent of the instructor is required for enrollment. Students may enroll in this course multiple times, up to a max of 4 credits.

**CHEM 4224. Advanced Biochemistry. (4 Credits)**

This course deepens the student's appreciation of life processes and the chemical concepts that underlie them. Topics include metabolic pathways involving carbohydrates, lipids, proteins, and nucleic acids; photosynthesis; the flow of information in biological systems; and content that will be student chosen. Software programs will be utilized, including those introduced in CHEM 3214.

Prerequisites: (CHEM 425 or 3214).

**CHEM 4334. Advanced Organic Chemistry. (4 Credits)**

This course is an advanced survey of modern organic chemistry focusing on synthesis using the retrosynthetic approach. Selected topics include classical organic syntheses in addition to pharmaceutical drug applications and process development synthesis.

Prerequisites: (CHEM 242 or 2424).

**CHEM 4424. Advanced Inorganic Chemistry. (4 Credits)**

This course provides advanced treatment of the chemistry of transition metal compounds and organometallic compounds, including discussions of symmetry and group theory, bonding theory, structure of solids, kinetics and mechanisms for reactions, Lewis acid/base chemistry, and others.

Prerequisites: (CHEM 235 or 2304) and (CHEM 342 or 3504).

**CHEM 4524. Instrumental Analysis. (4 Credits)**

This course is an in-depth study of the use of instruments in chemical analysis. Topics include the basic theory and techniques of instrumental analysis, with emphasis on spectrophotometry, NMR, and gas and liquid chromatography. Note: A C- or better in CHEM 225 or consent of the instructor is required for enrollment.

Prerequisites: (CHEM 2204 or 225).

**CHEM 4911. Chemistry Senior Seminar I. (1 Credit)**

This course involves review and presentation of freshman and sophomore level chemistry topics with a strong focus on a senior-level understanding of the topics and the development of scientific presentation skills. Note: Students must have completed 20 credits in CHEM coursework prior to enrollment. (May be concurrently enrolled in 4 of the 20 credits.)

**CHEM 4921. Chemistry Senior Seminar II. (1 Credit)**

This course helps students learn the important skill of understanding literature articles from high-level journals well enough to present the findings in an articulate fashion.

Prerequisites: (CHEM 491 or 4911).

**CHEM 4990. Undergraduate Research. (1-4 Credits)**

This course provides the student the opportunity to work on a research topic under the direction of a member of the chemistry faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of chemistry and have the consent of the instructor prior to enrollment.

## Child Life Specialist (CLS)

**CLS 3391. The Child Life Practicum Experience. (3 Credits)**

This course will provide students with the opportunity to observe a certified child life professional for a minimum of 120 hours, observing the child life professional in provision of psychosocial, emotional, and developmental support services for pediatric patients and their families. Students will also observe the certified child life specialist's allocation and utilization of available resources. Students will need to complete a minimum of 120 hours in 15 weeks. During this time, the student is expected to increase his or her competence in the areas of observation, child life assessments, developmental theory integration, therapeutic play interventions, and rapport building. The course will also explore the Biblical concept of stewardship.

**CLS 4491. The Child Life Internship. (12 Credits)**

The capstone experience for a child life minor is in the fourth year and is a full-time internship. Students use learned academic information and field experiences to serve in a hospital or other medical setting with children for a minimum of 480 hours during one semester under the supervision/mentorship of a certified child life specialist.

Prerequisites: (CLS 391 or 3391).

## Comm Sciences & Disorders (CSD)

**CSD 1000. Introduction to Communication Sciences and Disorders. (3 Credits)**

This course introduces students to the scientific study of human communication and its disorders, providing an overview of etiologies, identification and treatment of speech, language, swallowing and hearing disorders across the lifespan. It also will provide an introduction to the professions of Speech-Language Pathology and Audiology.

**CSD 2100. Anatomy and Physiology of the Speech, Swallowing, and Hearing Mechanism. (3 Credits)**

This course provides understanding of the anatomical and physiological components involved in speech, hearing, and swallowing. It will cover the basic elements of anatomy, neuroanatomy, and neurophysiology. This course will cover in depth the anatomy and physiology of respiration, phonation, articulation, resonance, mastication, deglutition, and hearing.

**CSD 2200. Clinical Phonetics. (3 Credits)**

This course provides an introduction to the study of the International Phonetic Alphabet and training in the phonetic transcription of speech for improvement of voice and diction. It will include descriptive systems for characterizing production of speech sounds and speech errors, phonetic transcription of normal and disordered speech as well as phonetic variation associated with dialects of English. Manual and computerized methods of phonological analysis will also be included.

**CSD 2500. Foundations of Cognition and Language. (3 Credits)**

This course provides general coverage of cognitive and linguistic elements and mechanisms, relationships between cognitive and linguistic abilities, and cultural influences upon language and cognition across the lifespan.

**CSD 2600. Kinesiology & Motor Learning. (3 Credits)**

This is a foundational course that examines and analyzes human motion. Basic principles of kinematics, kinetics, levers, biomechanics and movements are covered. Muscle mechanics and neural control of muscles and joints are introduced. An overview of motor learning principles and theories leading to a better understanding of the neurophysiological and behavioral approaches to motor skill acquisition are introduced. Elements of kinesiology and motor learning as related to clinical evaluation of speech and swallowing are presented.

**CSD 2700. Multicultural Populations. (3 Credits)**

This course is a study of diverse populations, including cultural and linguistic differences and disorders in speech, language, and hearing, as well as cross-cultural issues in assessment and intervention.

**CSD 3100. Speech and Language Development. (3 Credits)**

This course focuses on speech and language development across life stages and cultures. This course covers theories of language acquisition and stages of development in the prenatal, postnatal, and newborn periods moving through the lifespan to include the toddler, preschool, school-age and adult years. In addition, this course will focus on the definition of the specific components of speech and language (phonology, syntax-morphology, semantics, and pragmatics), with emphasis on procedures for description and analysis commonly used in communication sciences.

**CSD 3200. Hearing Science. (3 Credits)**

This course is an introduction to hearing science and acoustics. Also covered will be anatomy/physiology of the auditory system and the human response to sound. Information will be presented in the form of lecture, discussions, graphic presentations, and hands on demonstrations.

**CSD 3400. Research Seminar. (1-3 Credits)**

This course is an investigation of research methods employed in communication sciences and disorders. Emphasis is placed on human subjects procedures and protections and the design of an empirically based investigation. Interested students may apply and be admitted through a selection process based on faculty recommendation.

**CSD 3500. Audiology. (3 Credits)**

This course is an introduction to audiology methods, pathologies of hearing, differential evaluation, physiological procedures, pediatric evaluation, hearing conservation, and rehabilitation. There is an emphasis on clinical application and hands on experience with audiology equipment.

**CSD 3600. Speech and Language Disorders in Children. (3 Credits)**

This course presents the characteristics of speech and language disorders in children from birth through adolescence as well as assessment and intervention strategies appropriate for that population.

**CSD 3700. Speech Science. (3 Credits)**

This course includes the study of the physiological, acoustic, and perceptual aspects of speech. Emphasis placed upon respiration, phonation, resonance, articulation, prosody, and acoustic phonetics.

**CSD 3800. Research Practicum. (1-3 Credits)**

This course is a closely mentored empirically based research experience in the context of some aspect of Communication Sciences and/or Disorders. Emphasis is placed on guided independent efforts to prepare, execute, and share research activities and results. Note: Instructor consent is required for participation in this course.

**CSD 4100. Aural Rehabilitation. (3 Credits)**

This course introduces principles of aural (re)habilitation. Perceptual, cognitive, communicative, educational, occupational, social, and emotional aspects of life related to hearing loss will be studied. Methods of management which optimize the use of residual hearing with amplification or other assistive devices are considered for patients across the lifespan. Further techniques for hearing loss intervention, including auditory training, counseling, and speech reading, will be presented.

**CSD 4200. Clinical Methods & Observation. (3 Credits)**

This course will provide students information about clinical practices in communication disorders, and the policies and regulations that govern them. Students will learn the principles of ethical practice, diagnosis and evaluation, management of communication disorders, and family-centered practice. Guidelines for evidence-based practice, use of assistive technology, and communication sampling will also be provided. Examples of ways in which clinicians can participate in research in the course of their practice will be presented.

**CSD 4300. Service Delivery & Ethics. (3 Credits)**

This course focuses on issues related to the profession of speech-language pathology, service delivery, ethics, and credentialing. An emphasis is placed on the American Speech-Language-Hearing Association Scope of Practice, Codes of Ethics, Scope of Practice and Preferred Practice Patterns. The importance of effective strategies within the context of the Christian perspective will be incorporated in regards to professional activity, including advocacy for the professions and the clients one serves are addressed.

**CSD 4400. Neurological Bases of Communication. (3 Credits)**

This course is the study of neurological development and function related to speech, language, and hearing. Emphasis is placed on the neuroanatomy and neurophysiology involved in communication.

**CSD 4500. Clinical Practicum. (1-3 Credits)**

This course is designed to provide an introduction to clinical skills and an opportunity to learn about related clinical practice. Students will participate in supervised clinical practicum experiences including assessment and remediation of a variety of communication disorders, where available. Undergraduate students will be assigned client(s) as well as a clinical instructor. A classroom portion/didactic will meet one hour per week to discuss topics such as record keeping, data collection, specific therapy techniques, clinical technologies, research findings, etc. Furthermore, these meetings are designed to enhance professional growth in the field of speech-language pathology.

**CSD 4600. School Methods. (3 Credits)**

This course is an overview of communication disorders and therapy methods in school-age children and the educational impact. Focus on practical application through understanding of IDEA, RTI, classroom interventions, and student accommodations and procedures and materials used in the public schools by speech language pathologists/Audiologists. Effective strategies within the context of the Christian perspective for managing ethical dilemmas in the school setting will also be addressed.

**CSD 4700. Speech and Language Disorders in Adults. (3 Credits)**

This course is a survey of speech and language disorders, seen in adulthood. Cause, identification, assessment, and treatment are addressed.

**CSD 4800. Senior Seminar. (1 Credit)**

This course is an integrative experience for seniors that ties together the key learning objectives identified by the department that are consistent with the mission of the University. These capstone projects are expected to demonstrate reflection, critical thinking, and effective communication including presentation, research, and technological skills as defined by the nature of the project.

## Common Core Experience (CCE)

**CCE 1010. Christian Citizen. (3 Credits)**

This course serves as a Freshman Seminar and provides a common intellectual experience to all students by engaging students in important questions, discussions, and activities on responsible social action and civic engagement as a Christian citizen. The course defines citizenship broadly—wishing to be good neighbors as well as good citizens—while looking at citizenship from both a Christian and secular context. Based on readings and resources students will explore vocation and are encouraged to live out their vocations as student, citizen, neighbor, professional, and Christian in a thoughtful and constructive manner. As service is essential to citizenship, the course creates an opportunity for students to engage in moral discernment, active engagement and service at the local, national, and/or international level(s). This class is part of the Common Concordia Core required for all traditional students.

**CCE 1020. Western Culture & Worldview. (3 Credits)**

This course explores the underpinnings of Western Culture by focusing on crucial historical/cultural moments and the artifacts these civilizations produced. The Classical heritage and Christianity (at least as practiced in Europe and America) have both competed and cooperated for 2000 years, and the work in this class will highlight their interactions that define a Western Christian worldview in the present moment. Through a study of these developments, students will be able to situate themselves culturally and better engage worldviews and cultures other than their own.

**CCE 1030. Western Thought & Worldview. (3 Credits)**

This course is a Christ-centered reflection on the great conversation between the leading minds of Western philosophy. Mindful of Paul's admonition to avoid captivity to ideas contrary to Christ, and equipped with the tools of logic and worldview analysis, students engage the great ideas of ancient, medieval, modern, and contemporary philosophy. Along the way, students are trained to give clear definitions, to state worthwhile theses, and to defend them with cogent arguments. There is a particular emphasis on defending the merits of a biblical understanding of the world (apologetics), living a Christian life (ethics) and the relevance of philosophy (evaluating and applying worldviews) to our many vocations. This class is part of the Common Concordia Core required for all traditional students.

**CCE 1040. Science & Humanity. (3 Credits)**

This interdisciplinary course promotes scientific literacy by developing student understanding of how the natural sciences, social sciences, and technology are practiced, while at the same time providing the foundation for the required lab sciences and social sciences courses. By focusing on both the natural and social sciences, students will learn the types of questions asked by each, the ways knowledge is acquired in each, and how to evaluate the claims made by each. The increased impact of computer science (modelling, algorithms, big data) on science and society will also be covered. Ethical considerations of the uses of scientific knowledge form a key part of this course.

## Communication (COMM)

**COMM 1000. Introduction to Mass Communication. (3 Credits)**

This course acquaints the student with the basic forms of mass communication and the media through which messages are conveyed. Current media trends and their origins will also be studied.

**COMM 1010. Speech Communication. (3 Credits)**

This course focuses on oral communication between the speaker and audience. The ability to speak with confidence is developed through a variety of speaking experiences. This course combines the theory of public speaking with practical experience in delivering informative, persuasive and inspirational speeches. Emphasis is placed on the ability to give and receive feedback of a critical nature.

**COMM 1100. Public Speaking. (3 Credits)**

This course considers the fundamentals of giving speeches that are informative, persuasive, inspirational, or entertaining. Students learn to manage speech tension, use vocal variety, improve delivery, and organize and support effective presentations with research and visual aids.

**COMM 1200. Journalism. (3 Credits)**

This course introduces students to the basics of reporting, writing, and editing in a journalistic style, and examines contemporary issues facing journalists and journalism.

**COMM 1400. Audio and Video Production. (3 Credits)**

This course introduces students to the world of film and video production. Students learn the process involved in preproduction, production, and postproduction throughout the development of digital video productions.

**COMM 2000. Beacon Newspaper (CUW). (1 Credit)**

This course affords students the opportunity to write, edit and publish the university newspaper.

**COMM 2001. WCUW-Radio. (1 Credit)**

This course considers the fundamentals of preparing and performing an on-the-air radio show, with a variety of skills including monologues, interviews, co-hosting, and introductions of other material. No prerequisites, although COMM 1300: Radio Production is strongly recommended.

**COMM 2002. WCUA-Radio. (1 Credit)**

This course considers the fundamentals of preparing and performing an on-the-air radio show, with a variety of skills including monologues, interviews, co-hosting, and introductions of other material. No prerequisites, although COMM 1300: Radio Production is strongly recommended.

**COMM 2003. Lighthouse Newspaper (CUAA). (1 Credit)**

This course considers the fundamentals of preparing and performing an on-the-air radio show, with a variety of skills including monologues, interviews, co-hosting, and introductions of other material. No prerequisites, although COMM 351: Radio Production is strongly recommended.

**COMM 2010. American Cinema. (3 Credits)**

This course introduces basic issues related to the phenomenon of American cinema. It looks at American film history from the 1890's through the 1990's, but it does not explore this history in a purely chronological way. It is a cultural history which focuses on topics and issues more than on what happened when. It also explores how Hollywood films work technically, aesthetically, and culturally to reinforce and challenge America's national self-image.

**COMM 2020. Intercultural Communication. (3 Credits)**

This course provides students with an opportunity to develop communication skills necessary for a diverse workforce. In this course students come to understand intercultural communication by discussing language, stereotypes, behavior and patterns. Students develop the ability to apply cultural concepts to modern business situations and relate across cultures within that setting.

**COMM 2100. Interpersonal Communication. (3 Credits)**

This course studies why communication breaks down in interpersonal relationships, focusing on such topics as perception, self-concept, non-verbals, listening, gender, self-disclosure, power, and conflict. Assignments lead students to a greater awareness of their strengths and weaknesses as communicators.

**COMM 2200. Advanced Public Speaking. (3 Credits)**

This course teaches the use of research, strategy, audience analysis, and technology to attain professionalism in presentations. Students apply speaking skills in a variety of speeches selected by the instructor such as, "after dinner" humor presentation, an informative/persuasive PowerPoint lecture, a team debate judged by students, and an inspirational or devotional presentation.

Prerequisites: (COMM 1100 or 105).

**COMM 2300. Media Literacy. (3 Credits)**

Media literacy is essential, as it allows individuals to deconstruct messages in order to gain control over them. In an age where claims of "fake news" are prevalent, it is increasingly important that audiences understand the messages being presented. In this course, students will engage with a variety of media - photographs, news articles, advertisements, websites, movies, tv shows - and develop an understanding of how this content can influence audiences. We will draw on persuasion and media theories, in order to evaluate the messages being presented in society. This course places equal emphasis on the foundation of solid scholarly writing and the pervasiveness of media messages. The course will feature regular writing assignments, in-class discussions, and a final project in which students analyze media messages using persuasion theories and discuss the importance of media literacy in evaluating persuasive messages.

**COMM 2400. Sports Journalism. (3 Credits)**

This course introduces students to the skills of a sports journalist, primarily the techniques and principles of interviewing, reporting, and writing sports. A hands-on approach is emphasized, with several opportunities for field experience.

Prerequisites: (COMM 1200 or 265).

**COMM 2500. Sports Broadcasting. (3 Credits)**

This course introduces students to the skills of a sports broadcaster, primarily the techniques and principles of interviewing, reporting, and the on-air broadcasting of sports. A hands-on approach is emphasized, with several opportunities for experience.

Prerequisites: (COMM 1400 or 339).

**COMM 3000. Special Topics in Mass Communication. (1 Credit)**

Special Topics in Mass Communication engages students in an emergent topic of the Mass Communication industry, intending to spur interest in a specific sub-field of the discipline. Topics vary by semester.

**COMM 3010. Servant Leadership. (3 Credits)**

This course engages students in understanding and applying theory and skills grounded in the biblical concept of servanthood. Students are challenged to become effective leaders who value service, individual dignity, growth, and wholeness.

**COMM 3100. Social Media. (3 Credits)**

This course introduces students to theories about the ways in which social media influences society and provides students the opportunity to employ those theories via practical application.

**COMM 3200. Mass Communication Campaigns. (3 Credits)**

The course introduces students to the basic practices and principles for creating and implementing a comprehensive mass communication plan.

**COMM 3300. Technical Writing and Speaking. (3 Credits)**

This course focuses on the technical types of writing and speaking needed in professional positions, specifically presenting specialized information in an accessible way to a variety of audiences. Students will learn to write and design effective technical documents and present them orally.

**COMM 3400. Gender and Communication. (3 Credits)**

Students will study the differences – and similarities – between men and women as they communicate. Verbal and nonverbal elements are studied, along with why any differences might exist. Gender-specific issues in dating, education, family, religion, and the workplace will be discussed. A significant final project analyzing institutional artifacts specific to gender will be required.

**COMM 3500. Film History. (3 Credits)**

This course examines the development of motion pictures from its beginning to the present day. Films will be screened representing various movements, periods, and styles.

**COMM 4000. Critical Analysis of Mass Communication. (3 Credits)**

This course applies logical reasoning, critical thinking, and problem-solving approaches to the reading and writing processes with the intent to disseminate the information to internal and external audiences. Students will weigh, judge, and evaluate information from qualitative and quantitative perspectives.

**COMM 4100. Cross-Cultural Communication. (3 Credits)**

This course examines the cultural diversity that exists locally, nationally, and globally in order to develop a positive appreciation for the contributions of other cultures. Students will gain personal contact with members of other cultures and learn effective intercultural skills for a diverse world.

**COMM 4200. Internship. (3-12 Credits)**

This course involves supervised work at a commercial communication enterprise. Prerequisites are explained in the internship packet, which may be obtained from any communication professor.

**COMM 4300. Fan Comm Practicum. (3 Credits)**

This is an advanced course in sports reporting, writing, blogging, broadcasting, and presenting. Students prepare publishable-quality pieces covering campus sports teams, athletes, and events. Students will hone their research, interviewing, and reporting skills utilizing a variety of technologies during this hands-on practicum course.

**COMM 4400. Research Seminar. (3 Credits)**

This course allows students to demonstrate their communication competencies by writing a research paper related to their particular major and giving a public presentation.

**COMM 4500. Multicultural Leadership. (3 Credits)**

This capstone course will engage students with Multicultural Leadership Theory and help students understand leadership theory that is culturally nuanced, preparing them to be leaders as they begin their vocations as Concordians. This course will study different fields and how Multicultural Leadership skills will serve them as leaders to take on difficult, systemic challenges they will face in the workplace.

## Computer Science (CSC)

**CSC 1010. Foundations of Computer Science. (3 Credits)**

Foundations of Computer Science provides a survey and overview of Computer science via its grand ideas. The concept of a computer system as a combination of hardware, software, and people is explored in detail. The computer system as a tool for personal and professional problem solving is emphasized. Foundational computer science issues along with current technology, terminology, ethical issues, application, and hands-on computer use are explored. Students select a topic of interest as a term project to augment class discussion and laboratory experiences. CSC 1010 serves as the foundation for all further CSC courses and is suitable for all students as an introduction to the fascinating world of computer science. CSC satisfies course requirements in mathematics (except for CS/IT majors).

**CSC 1050. Computer Communication. (3 Credits)**

Computer Communication introduces the basic concepts of the use of the computer in business, management, and in communication. Students will become aware of the main applications programs available, including writing memos using Word, crunching numbers with Excel, presentations with PowerPoint and using the internet to do research, send/receive email and explore other technology interests. This is an introductory course that guides students in appropriate communication techniques while using technology and computers with Office Suite programs.

**CSC 1070. Theory and Fundamentals of Computer Science. (3 Credits)**

This course allows the student to develop expertise in applying computer systems to a wide variety of personal and professional problems. Analysis of problems and synthesis of computerized solutions is emphasized. A unit approach allows the integration of current events, technology, concepts and practice. Selected topics include: web design; robotics; intermediate Word and Excel features; computer security; programming and scripting fundamentals; advanced issues in productivity software (e.g., data conversion, macros, objects, etc.); information management and presentation; PC design and build; and graphics.

**CSC 1800. Systems Integration. (3 Credits)**

This course explores classic and current articles in the fields of computer science, computer information sciences, and information technology. This course provides insights into effective reading and writing techniques in order to understand science and technology. In addition to specific activities focusing on reading and writing, students will select an interesting area of science or technology to investigate as a guided independent study. Useful information sources for science and technology will be explored, and students will be challenged to read widely and well as a foundation for life-long learning. The relationship between a Christian worldview and the development of science and technology is investigated.

**CSC 2000. Coding I - Fundamentals. (3 Credits)**

This course allows students to explore initial computer programming concepts with an emphasis on mapping current problem solving abilities to techniques that produce efficient computer systems. Topics covered include: history of programming languages, variables, conditionals, iteration, methods, and objects. These topics are covered within the context of good problem solving techniques, algorithm design, and user experience. The use of Python, an industry standard programming language, allows students to focus on the concepts of programming while minimizing the complexity of language details. Computer certifications (such as Mendix) are explored also.

**CSC 2020. Computer Architecture. (3 Credits)**

This course investigates the internal hardware function and structure of a computer in depth. The programmer's relationship to architecture and the computer scientist's relationship to organization are studied. Major topics include: peripherals (I/O and storage), the processor (CPU and memory), ALU (computer arithmetic), and the CU (computer instruction sets). Students will construct computer circuits from component chips and carry out programming assignments in assembly language. Prerequisites: (CSC 200 or 2000).

**CSC 2050. Coding II - Algorithms. (3 Credits)**

This course studies the foundational issues of computer programming in detail. The primary course emphasis is on computer control structures (selection, repetition, procedure) – how they are mathematically derived in theory and applied in the practice of problem solving. Algorithms will be transformed into modern high-level languages (such as C# and Java) by following professional programming techniques. Prerequisites: (CSC 200 or 2000).

**CSC 2400. Machine Learning and Robotics. (3 Credits)**

As sub-disciplines of artificial intelligence, machine learning and robotics hold much promise for the creation of practical and useful AI systems, but the correct understanding and application of these disciplines requires careful study of their theoretical underpinnings. This course examines the underlying theory behind current machine learning and robotic applications as well as their practical implementations. Students will work with state-of-the-art algorithms for supervised, unsupervised, and reinforcement learning. Students will also complete practical assignments related to robotic construction and navigation. Moral, ethical, and worldview issues related to these topics will be addressed from a Lutheran Christian perspective.

Prerequisites: (CSC 415 or 3400).

**CSC 2800. Animation I. (3 Credits)**

This course will introduce students to 3D computer animation including the end-to-end development process from script/story writing, production planning, creating geometric models and surface properties, designing motion, staging and lighting the action, rendered images with 2D and 3D effects, and editing them into a short film. Open Source software will be used for animation exercises. Throughout the course, existing 2D and 3D movies will be used for learning the techniques and methods of professional animators. The course is designed for students with no previous animation skills and will lead students through a series of exercises that build on each other to learn 2D and 3D animation techniques.

Prerequisites: (CSC 150 or 1010) and (CSC 200 or 2000).

**CSC 3010. Computational Dilemmas. (3 Credits)**

provides the foundation for professional ethics in the fields of Computer Science and Information Technology. Students are familiarized with the doctrine of vocation and its implications for ethical attitudes, policies and behaviors. Students see their work as a means of service with social responsibilities that go far beyond the immediate legal and business-related requirements of their employer. Relevant moral criteria are presented and applied to contemporary case studies.

Prerequisites: (CSC 250 or 2050).

**CSC 3020. User Experience and Interactive Systems. (3 Credits)**

concerns the fundamental issue of effective and usable human computer interaction. In addition to technical issues, people and process must be understood to create effective and usable tools. As CS and IT practitioners create and manage systems as effective problem-solving tools for others, they must develop a user-centered perspective within the organizational context. To that end this course will study related issues including cognitive principles, human-centered design, ergonomics, accessibility, emerging technologies and usable environments. CSC 3020 is part of the AI concentration in the CS curriculum.

Prerequisites: (CSC 250 or 2050).

**CSC 3030. Database Fundamentals. (3 Credits)**

This course provides students with the background to plan, design, implement, maintain, and use database management systems. It addresses database structures, requirements, functions and evaluation of database management systems. The course focuses on the relational database model, standard SQL language, database structure normalization, conceptual data modeling, and the entity-relationship data model. Concepts of data integrity, security, privacy, and concurrence control are included.

Prerequisites: (CSC 250 or 2050).

**CSC 3050. Operating Systems. (3 Credits)**

This course examines the foundational concepts, functions, and structure of operating systems. The primary operating system responsibilities of supporting virtualization, concurrency, and persistence are studied in depth. Students will investigate key concepts via a number of interactive simulations. In addition, students will carry out a number of systems programming projects in order to gain hands-on experience.

Prerequisites: (CSC 250 or 2050).

**CSC 3070. Software Engineering. (3 Credits)**

This course is the management of the entire software development process. This course affords the student the opportunity to explore the art and science of professional software development in great detail. The foundational aspects of the creative process, idea, implementation, and interaction are investigated in the context of software development. Principles of requirements, specifications, design, implementation, and maintenance are studied. The software development lifecycle is used as a management tool for the professional creation of effective systems. Support and management issues including design patterns, user and developer documentation, coding tools, and quality assurance are investigated. Actual programming projects are analyzed along with current research in the field. Several major software projects, both individual and team, are synthesized by students using an industry methodology. Knowledge of the programming environment utilized in CSC 2050 is required. CSC 3070 is part of the AI concentration in the CS curriculum. CSC 3070 may satisfy university requirements as a Writing Intensive course.

Prerequisites: (CSC 250 or 2050).

**CSC 3200. Systems Programming. (3 Credits)**

examines system-level software in depth with an emphasis on translation software and database systems. The interaction between systems-level software and the computer hardware is studied. The role of computer scientist in abstracting the hardware from the computer user is explored.

Prerequisites: (CSC 300 or 4400).

**CSC 3210. Programming Language Theory. (3 Credits)**

surveys major topics in the design, analysis, implementation and use of high-level languages. The four major programming paradigms are studied (procedural, functional, object, and declarative). Programming projects in each paradigm are implemented.

Prerequisites: (CSC 300 or 4400).

**CSC 3400. Artificial Intelligence. (3 Credits)**

Applied Artificial intelligence investigates the concepts of intelligence, both human and machine, and the nature of information, its origin, description, and transmission. This course focuses on building a theoretical foundation to support the incorporation of artificial intelligence into useful applications. Included are such topics as the ethics of artificial intelligence, machine learning, language processing, expert systems, and automated planning. The nature of human intelligence and the limits of machine intelligence will be treated from a scientific, philosophical, and computational perspective.

Prerequisites: (CSC 300 or 4400).

**CSC 3600. Cybersecurity. (3 Credits)**

is a survey and overview of methods to safeguard the computer and information technology employed today. Computer and information systems are increasingly under attack and therefore knowledge of attacks, protection, and counter-measures is important. Students will understand and manage assurance and security measures within the enterprise. Topics include operational issues, policies and procedures, attacks and related defense measures, risk analysis, backup and recovery, and the security of information.

Prerequisites: (CSC 250 or 2050).

**CSC 3610. Networks & Security. (3 Credits)**

This course is an in-depth view of data communication and networking ranging from the primitive historical approaches to the ever changing modern state of the field. It includes principles of network design, using a top-down approach and focusing on technologies used in the Internet. It will help students learn to design network-aware applications using sockets, threading, and concurrency. This course will help students understand how the Internet works, from the transport layer down to the physical layer. It will help students prepare for future positions in research and development by introducing them to the latest research in Internet technologies. This course will help students become better writers by emphasizing written work where possible. Finally, CSC 3610 will also help students apply networking technology in ways that can enrich their lives and assist in spreading the gospel.

Prerequisites: (CSC 250 or 2050).

**CSC 3800. Animation II. (3 Credits)**

In this course, students will continue work begun in CSC 2800 with a deeper exploration of 3D computer animation and introduction of a commercial 3D animation software product, Autodesk Maya. The class is viewed as a logical continuation of CSC 2800. This course explores the core technical and artistic aspects of 3D computer animation. Students will learn character modeling, character rigging, skinning, animation, and lighting using Autodesk Maya.

Prerequisites: (CSC 210 or 2800).

**CSC 4060. Advanced Database and Web Development. (3 Credits)**

Databases are the primary information repositories of 21st-century information technology. This course focuses on web technologies, information architecture, digital media, web design and development, vulnerabilities, and social software.

Prerequisites: (CSC 430 or 3030).

**CSC 4200. Theoretical Computer Science. (3 Credits)**

provides the student the opportunity to explore the Grand Ideas of computer science in a systematic way. Senior computer science students will be exposed to a variety of fundamental computer science concepts within a sound philosophical framework. Current events and small scale projects will augment and reinforce computer science concepts. The senior computer science assessment examination will be administered in this course. Topics include, Boolean Algebra and logic, Finite State Machines, grammars, correctness proofs, Turing Machines, analysis and discovery of algorithms, Finite Automata, coding and information theory, and aspects of creation. Students are challenged to explore the relationship between a Christian worldview and the fundamental concepts of computer science and technology.

Prerequisites: (CSC 300 or 4400).

**CSC 4400. Coding III - Data Structures. (3 Credits)**

As sub-disciplines of artificial intelligence, machine learning and robotics hold much promise for the creation of partial and useful AI systems, but the correct understanding and application of these disciplines requires careful study of their theoretical underpinnings. This course examines the underlying theory behind current machine learning and robotic applications as well as their practical implementations. Students will work with state-of-the-art algorithms for supervised, and reinforcement learning. Students will also complete practical assignments related to robotic construction and navigation. Moral, ethical, and worldview issues related to these topics will be addressed from the Lutheran Christian perspective.

Prerequisites: (CSC 250 or 2050).

**CSC 4410. Adv Artificial Intelligence. (3 Credits)**

This course builds upon the foundation developed by CSC 3400 by introducing students to a variety of cutting-edge artificial intelligence applications and systems. Included are such topics as probabilistic reasoning, planning and decision-making, natural language processing, robotic navigation, and deep learning. In addition, the ethical and moral implications of advanced artificial intelligence systems will be examined from both scientific and philosophical perspectives. The limitations of artificial intelligence will be examined via the framework of the Epistemological Assumption and a Christian worldview

Prerequisites: (CSC 415 or 3400).

**CSC 4600. Penetration Testing. (3 Credits)**

This course provides students with an introduction to the principles and techniques associated with the cybersecurity topics of penetration testing and ethical hacking. The course covers planning, reconnaissance, scanning, exploitation, and reporting from a "red team" offensive security posture. Students will learn how system vulnerabilities can be exploited and defended against in a variety of environments and operating systems. Students will develop an understanding of current cybersecurity issues and ways that human errors, system errors, and programming errors can lead to vulnerabilities in systems and organizations. The course will be divided between theoretical classroom learning and practical, hands-on lab and possible project work. Course Topics include: Email security, application security. Incident response, computer forensics, fuzzing, malware, ransomware, mobile malware, honeypots, cryptography, and change management.

Prerequisites: (CSC 250 or 2050).

**CSC 4800. Animation III. (3 Credits)**

this course is an advanced level course designed to advance animation knowledge developed in CSC 2800 and CSC 3800. The emphasis in this course is on extending the Maya skills developed in CSC 3800 by examining and demonstrating advanced skills such as Fluids, Particles, nParticles, Fur, nHair, Bifrost, and mental rays. CSC 4800 will also introduce and utilize Maya extensions and toolsets such as RenderMan, which provides the ability to add photo-realism to your creations.

Prerequisites: (CSC 315 or 3800).

**CSC 4900. Internship. (1-3 Credits)**

consists of supervised work in a given area of computer science in an industrial or business setting. The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

**CSC 4950. Capstone Project. (3 Credits)**

This course provides the student the opportunity to showcase computer science problem-solving skills by synthesizing an acceptable project. Students choose an acceptable problem and then fully implement the solution to that problem following professional programming practice. Students present their progress and project in both written reports and oral presentations.

Prerequisites: (CSC 250 or 2050).

## Construction and Trade Mgmt (CTM)

**CTM 2000. Codes and Compliance in Construction and Trades. (3 Credits)**

This course addresses building codes, safety codes, protocol, best practices, training, and permitting. Regulatory agencies, such as International Code Council, ADA, MSHA, and OSHA and how to interpret and work within these codes and regulations are also addressed.

**CTM 2100. Intro to Construction Methods, Materials, and Systems. (3 Credits)**

This course is an introduction to design and construction methods, materials, systems, processes will be addressed. Building technical construction and trades knowledge for commercial and residential projects. Site selection process, competing resources in vicinity, civil issues. Students will tailor this to their specific area of interest (residential construction, commercial construction, plumbing, carpentry, electrician, aggregates, etc.) in a self-directed project. Students will research, apply, and report on specific methods, materials, and systems used in the field.

**CTM 2200. Architectural Design and Technology. (3 Credits)**

This course introduces students to the fundamentals of construction documentation. Students will learn to read and interpret the complex 'design-intent' construction drawings and material specification sections produced by the architect, engineers, and designers. Students will learn basic proficiency of Bluebeam PDF Revu software to navigate, comment, and track within the construction documents.

**CTM 3000. Legal & Ethical Issues in Construction and Trades. (3 Credits)**

This course covers legal issues, especially with contracts. Insurance and managing risk and liability will be covered. Risks to the project budget, schedule, and quality. Hiring and firing of workers. Working with unions, worker populations, and diverse others. Tax rates, incentives. Code(s) of ethics for practitioners and how a Christian, ethical framework applies as the Christian worldview is our imperative for acting ethically.

**CTM 3100. Advanced Construction Methods, Materials, and Systems. (3 Credits)**

This course covers advanced design and construction methods, materials, systems, processes will be addressed. Mechanical, electrical, and plumbing applications and systems. Field work (i.e. coop or internship) will be required in this capstone course.

## Data Science and Applied Analytics (DSAA)

**DSAA 2000. Introduction to Data Science and Analysis. (3 Credits)**

This course introduces students to the field of data science and analysis and equips them with basic principles and tools. Students will learn key concepts, techniques, and tools to address various facets of the data science practice, including data collection and integration, data analysis, and predictive and descriptive modeling.

**DSAA 3000. Data Mining and Predictive Analysis. (3 Credits)**

This course allows students to study algorithms and computational paradigms to identify patterns in the data and perform predictions. The students will use data mining software.

Prerequisites: (DSAA 200 or 2000).

**DSAA 3100. Visual Analytics. (3 Credits)**

This course provides an overview of the foundational concepts and widely-used techniques in visual analytics. Students will learn about methods and tools that foster analytic reasoning by pairing visual capabilities with computational devices and algorithms.

Prerequisites: (DSAA 200 or 2000).

**DSAA 4000. Senior Research Seminar. (3 Credits)**

This course provides students with the opportunity to present a capstone research project. Students will survey the research methods of the field and apply tools of the field in order to interpret, analyze, and integrate data. Must be senior standing or have consent of instructor.

**DSAA 4990. Internship. (3 Credits)**

This course offers an opportunity for students to apply theories, ideas, principles, methods, and tools learned in the classroom to an off-site organization. Students will spend a minimum of 120 hours on site, furthering the development of their skills within the context of a workplace environment. Students will also write a paper that draws connections between the coursework and the on-site learning. Recommended pre-requisite of junior standing (60 previous credits).

## Diagnostic Medical Sonography (DMS)

**DMS 2000. Medical Law & Ethics. (3 Credits)**

This course presents legal guidelines and requirements for health care, personal attributes, job readiness, workplace dynamics, and allied health professions and credentialing. It identifies the roles and functions of personnel within the medical setting. Medical ethics and bioethics are discussed as well as risk management issues as they relate to the practice of allied health professionals. Students will learn to identify and respond to issues of confidentiality, perform within legal and ethical boundaries, establish and maintain the medical record, and document appropriately.

**DMS 3010. Superficial Sonography. (2 Credits)**

This course emphasizes the role of a diagnostic medical sonographer as it pertains to superficial sonography. This course will investigate embryology, development, and anatomy of the breast, thyroid, scrotum, prostate, and penis. Further evaluation of physiology, pathology and sonographic appearance of normal and abnormal superficial sonographic anatomy will be discussed. Correlation with laboratory values, other modalities, and instructional scan labs (dependent on model availability) will be included.

**DMS 3110. Sonographic Principles and Instrumentation I. (2 Credits)**

This is the first in a series of courses in sonographic principles and instrumentations. The physics of ultrasound and its relation to instrumentation will be covered. Concepts of sound interaction with the human body are explored and the production of images discussed.

**DMS 3120. Sonographic Principles and Instrumentation II. (2 Credits)**

This course continues the discussion of sonographic principles and instrumentation and the relationship between them. It focuses on instrumentation and the production of ultrasound images. The interaction of sound and the human body is discussed.

Prerequisites: (DMS 311 or 3110).

**DMS 3210. Vascular Sonography I. (3 Credits)**

This course is intended to teach the student the anatomy, physiology and pathology of the cerebrovascular and visceral systems and to perform and analyze cerebrovascular and abdominal vascular exams.

**DMS 3220. Vascular Sonography II. (2 Credits)**

This course prepares the student to perform peripheral venous testing and ultrasound. It explores the anatomy, physiology and pathology of the peripheral venous system. Scan labs will be integrated into the curriculum to provide hands-on skills.

Prerequisites: (DMS 321 or 3210).



**DMS 3230. Vascular Sonography III. (2 Credits)**

This course prepares the student to perform peripheral arterial vascular ultrasound. It will include concepts of arterial hemodynamics as well as anatomy, physiology and pathology of the peripheral arterial vasculature. Scan labs will be integrated into the curriculum to provide hands-on skills.

Prerequisites: (DMS 322 or 3220).

**DMS 3310. Abdominal Sonography I. (4 Credits)**

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the abdominal cavities, abdominal vessels, liver, biliary, and pancreatic systems. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations.

**DMS 3320. Abdominal Sonography II. (3 Credits)**

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the urinary system, spleen and gastrointestinal system. Physiology, pathology and pathophysiology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scan labs.

Prerequisites: (DMS 331 or 3310).

**DMS 3330. Abdominal Sonography III. (2 Credits)**

This course focuses on normal gross anatomy, cross-sectional anatomy, and relational anatomy of the GI tract and abdominal wall. The use of contrast and performance of invasive procedures is covered. Physiology and pathology are emphasized. Related laboratory values and other imaging modalities are discussed. Lectures are correlated with scanning lab demonstrations.

Prerequisites: (DMS 332 or 3320).

**DMS 3410. Ob & Gyn Sonography I. (3 Credits)**

This course focuses on the non-gravid female pelvis and will enable the student to identify the normal organ anatomy of the female pelvis along with supporting structures and vasculature. The student will have a thorough understanding of the physiology of the various stages of the female reproductive system. Physiology, pathology and pathophysiology are emphasized. The student will be able to identify and differential gynecologic pathology. Scanning protocol will be discussed with correlating scan lab demonstrations.

**DMS 3420. Ob & Gyn Sonography II. (3 Credits)**

This course focuses on the gravid uterus, types of imaging in pregnancy and normal fetal development in all three trimesters. Biometrics in all three trimester will be covered. This course is the precursor to Ob/Gyn Sonography III, which focuses on fetal anomalies. Some course content between Ob/Gyn II and Ob/Gyn III will overlap. The role of the sonographer along with ethics and performance specifications will be explored. Obstetric models, if available, are used during integrated scan labs to give the student proctored, hands-on scanning experience.

Prerequisites: (DMS 341 or 3410).

**DMS 3510. Case Reports I. (1 Credit)**

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

**DMS 3520. Case Reports II. (1 Credit)**

Case presentation and exam critique classes are held throughout the program. This course required students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

Prerequisites: (DMS 351 or 3510).

**DMS 3710. DMS Clinical Education I. (3 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

**DMS 3720. DMS Clinical Education II. (4 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisites: (DMS 371 or 3710).

**DMS 3730. DMS Clinical Education III. (3 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 3720.

**DMS 4030. Musculoskeletal Sonography. (2 Credits)**

Students will be instructed on the anatomy, physiology, and pathology of the musculoskeletal system as it relates to sonography. Students will learn scanning techniques of the shoulder, elbow, knee, and ankle. Scan labs will be integrated in to the curriculum to provide hands on skills.

**DMS 4140. Sonography Principles and Instrumentation Review. (1 Credit)**

This course is intended to prepare the student to take the ARDMS SPI exam. Review and mock boards will be conducted. This course is only scheduled to run for five weeks during the semester.

**DMS 4240. Pediatric Sonography. (2 Credits)**

This course emphasizes the role of a diagnostic medical sonographer as it pertains to pediatric sonography. This course will investigate neonatal echoencephalography, spine and hip. It further explores sonography of the infant and neonatal abdomen, including kidneys, gastrointestinal and the diagnosis of jaundice. Imaging models will be used periodically, when available, for integrated scan lab instruction.

**DMS 4430. Ob & Gyn Sonography III. (3 Credits)**

This course focuses on the 2nd and 3rd trimester patient and sonographic exam with specific attention to abnormal conditions and congenital anomalies of the fetus. This course is designed to follow the Ob/Gyn II course and content is designed to overlap. The role of the sonographer along with ethics and performance specifications will be explored. Obstetric models, if available, are used during integrated scan labs to give the student proctored, hands-on scanning experience.

Prerequisites: (DMS 342 or 3420).

**DMS 4440. Ob & Gyn Sonography IV. (3 Credits)**

This course emphasizes the role of a diagnostic medical sonographer as it pertains to women's reproductive health in both obstetrics and gynecology. This course will further investigate complex obstetrical and gynecologic anomalies, the balance of maternal and fetal needs, ethics specific to obstetrics, emerging technologies, labor delivery, post-partum, complementary and alternative medicine as well as registry exam review in Ob-Gyn. Imaging models will be used periodically, when available, for integrated scan lab instruction.

Prerequisites: (DMS 443 or 4430).

**DMS 4530. Case Reports III. (1 Credit)**

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

**DMS 4540. Case Reports IV. (1 Credit)**

Case presentation and exam critique classes are held throughout the program. This course requires students to present cases from clinical rotations. Presentations will be judged on clinical history, correlative testing, differential diagnosis, image analysis and participation.

Prerequisites: (DMS 453 or 4530).

**DMS 4600. Professional Development in Sonography. (1 Credit)**

This course will explore professionalism in general and as it relates to sonography. Topics include job exploration, interview and resume building designed to enhance skills for entry into the workforce.

**DMS 4740. DMS Clinical Education IV. (6 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 3730.

**DMS 4750. DMS Clinical Education V. (7 Credits)**

Students will receive clinical instruction in sonographic procedures at their assigned clinical sites. Under the direct and indirect supervision of registered clinical staff, students will perform, assist, and observe sonographic examinations. In addition to clinical site rotations, clinical practicum includes scan lab instruction as indicated. Clinical competency will be assessed and documented to record student achievement of sonographic clinical skills.

Prerequisite: DMS 4740.

**DMS 4800. Registry Review. (3 Credits)**

Classroom involvement during the last semester of the program is dedicated to reviewing for the ARDMS exam. This course provides students with the opportunity to improve test-taking skills.

Prerequisites: (DMS 323 or 3230) and (DMS 333 or 3330) and (DMS 443 or 4430).

## Early Childhood (ECE)

**ECE 4450. Early Childhood Education Preschool Practicum. (2 Credits)**

60 hours of full-time clinical experience in a licensed early childhood program.

Prerequisites: ECE 201, 250, 310, 315, 330 and 345.

## Economics (ECON)

**ECON 2000. Principles of Economics. (3 Credits)**

This course is a survey of basic economic theory and its applications and is designed to cover principles of both microeconomics and macroeconomics. This one semester survey course is specifically designed to help students acquire an understanding of the basic economic decision-making tools required for sound economic decision making and further study in business and related fields. This course is not designed for the student wishing to pursue a major in economics.

**ECON 2100. Microeconomics. (3 Credits)**

This course provides a unifying theme of microeconomics, showing how micro-economics is the synthesis of theories, decision sciences, and the various fields of business administration studies. Special emphasis is placed on the interaction between the firm's business strategy and the market structure as the firm attempts to reach optimal performance in the face of economic constraints.

**ECON 2200. Macroeconomics. (3 Credits)**

This course presents principles and theories of macro-economics with emphasis on economic policies and their impact on the national welfare. Special attention is giving to the application of economic thinking methods to solving the macro-economic problems.

**ECON 3070. History of Economic Thought. (3 Credits)**

This course will trace the evolution of economic thinking from the Scholastics through the early twentieth century. Major groups and thinkers covered include Scholasticism, Mercantilism, Laissez-faire, Liberalism, Utilitarianism, Marxism, Neoclassicism, Keynesianism, Monetarism, and Austrian Economics. Upon successful completion of the course students should be able to distinguish between the main schools and thinkers in the history of economic thought and to understand the foundations of the approaches in the economics of the 19th, 20th and 21st centuries.

Prerequisites: (ECON 231, 231, 222, 222, 2100, 2100, 2200 or 2200).

**ECON 3100. Macroeconomic Crises in History. (3 Credits)**

This course analyzes the causes and consequences of macroeconomic crises in history and provides insight into whether or not these crises can be avoided or ameliorated by wise government economic policies. Particular crises analyzed include the South Sea Bubble, the Great Depression, and the current macroeconomic crisis, which is sometimes referred to as the "Great Recession".

**ECON 3200. Intermediate Macro Economics. (3 Credits)**

This course explores several theoretical models relating to the determinants of unemployment, inflation, economic growth, and economic stability in a primarily market based economy. Within this framework, the impact of fiscal and monetary policy is explored within the context of the current economic environment. This course is designed to utilize theoretical and mathematical tools that are more advanced than those applied in the introductory macroeconomics course.

Prerequisites: (ECON 222, 222, 2200 or 2200).

**ECON 3250. Ecological Economics. (3 Credits)**

This course addresses the distribution of wealth and the allocation of resources with a goal of efficiency, acknowledgement and rigorous assessment of the scale issue with a goal of optimality. This is what fundamentally distinguishes ecological economics from conventional or neoclassical economics. This business decision and natural science course gives full treatment to the efficiency standard, externalities, sustainability, socio-eco-economic measurement, food, energy, water, poverty, pollution, depletion, population and migration in our economic world. The course ends with a scientific research project that aims to improve both ecological and financial performance, showing clearly that both can be accomplished concurrent.

Prerequisites: (ECON 222, 222, 2200 or 2200) and (ECON 231, 231, 2100 or 2100).

**ECON 3300. Intermediate Micro Economics. (3 Credits)**

This course provides a rigorous analysis of consumer preferences as related to the demand for goods and services, as well as the theory of the firm which relates market structure to the supply of goods and services and the efficient allocation of scarce resources. This course is designed to use theoretical and mathematical tools that are more advanced than those applied in the introductory microeconomics course.

Prerequisites: (ECON 231, 231, 2100 or 2100).

**ECON 3350. An Econometric Survey. (3 Credits)**

This course focuses on the development of analytical tools to support business decision making. Students use multiple regression methods for analyzing data in microeconomics, macroeconomics and related disciplines using the scientific research methodology. Extensions include bivariate linear regression, multivariate regression and nonlinear bivariate and multivariate regression modeling, design of econometric experiments and regression with time series data. The objective of the course is for the student to learn how to conduct – and how to critique – empirical studies in economics and related fields. The mathematical operations of econometrics are introduced only as needed and statistical software input/output is given full treatment.

Prerequisites: (ECON 222 or 2200) and (ECON 231 or 2100) and (MATH 205, 2050, BUS 315 or 3450).

**ECON 3700. International Economics. (3 Credits)**

This course deals mainly with the theory, policies, and benefits of international trade. Class discussions will address the mechanisms of foreign exchange markets and the balance of payments. Emphasis is placed on policy issues regarding how nations are affected by, and can best respond to, pressures on fluctuating currencies. Some problems raised by the international mobility of humans and physical resources are also under special consideration.

Prerequisites: (ECON 222 or 2200) and (ECON 231 or 2100).

**ECON 4900. Special Topics in Economics. (3 Credits)**

This course addresses current areas of interest in economics. Topics for the course may change with each offering and the course is scheduled based on student interest.

## Education - CUAA (EDU)

**EDU 1000. Teaching & Learning in Diverse Societies. (3 Credits)**

Candidates will learn strategies to cultivate a student-centered classroom that leads to student empowerment and ownership, active engagement in exploration and learning, positive social interaction and behaviors and an inclusive classroom community through norms and routines. Candidates will further acknowledge and reflect on the impact of personal beliefs, biases, privileges and experiences of both self and learner within the educational environment.

**EDU 1002. Teaching & Learning in Diverse Societies Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

**EDU 1004. Teaching & Learning in Diverse Societies Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in student-centered learning, active engagement and the presence of bias and personal beliefs within the art of teaching.

**EDU 1020. Human Growth and Development. (3 Credits)**

Candidates will recognize and respond appropriately to the multiple influences on adolescent development, including but not limited to cultural, linguistic, religious, gendered, historic, economic, and social-emotional contexts throughout all aspects of teaching and learning. Candidates will further demonstrate knowledge of a variety of strategies, instructional approaches, behavioral assessments, and positive behavioral interventions within the general education learning environment to promote the full participation of all learners.

**EDU 1022. Human Growth and Development Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

**EDU 1024. Human Growth and Development Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in adolescent influences on development as well as behavior assessment and intervention.

**EDU 1050. Technology for Educators. (2 Credits)**

Candidates will integrate instructional technology, aligned with International Society for Technology in Education (ISTE) Standards for Students, to empower learners as knowledge constructors, creative and analytical thinkers, collaborators, and good digital citizens. Candidates will further learn how to facilitate multiple opportunities for all students to formulate, represent and analyze content knowledge using a variety of technology tools.

**EDU 1060. Intro to Learning Disabilities. (3 Credits)**

This course provides an introduction to the field of learning disabilities. Students will investigate academic, functional, and social characteristics of learners found eligible for special education services as learning disabled. Historical perspectives, definitions, service delivery systems, evaluation procedures, and current issues will be examined. This knowledge will prepare students to help others understand the needs of individuals with learning disabilities and to advocate for educational policy, appropriate resources, and evidence-based practices.

**EDU 1110. Number Sense: Teaching Pre K-9. (3 Credits)**

This course is the first course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "number". Specific number sense topics include numeration systems, number theory, concepts of numbers and operations (whole numbers, integers, fractions, decimals, percents, and ratios), estimation, and proportional reasoning. Preservice teachers will invent strategies to solve computations.

**EDU 1120. Data & Space: Teaching Pre K-9. (3 Credits)**

This course is the second course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "uncertainty" and "geometry". Topics include collecting, representing and analyzing data; concepts of chance; strategies for determining probability of events; functions; properties of 2-D and 3-D figures; transformations, similarity and symmetries; measurement systems; perimeter, area, volume, and surface area; and topology.

**EDU 2000. Designing Instruction for Student Success. (3 Credits)**

Candidates will explore best practices in instructional planning and assessment, the effective use of technologies to enhance teaching and learning, pedagogical theories and skills, and classroom management. Student motivation, home-school relationships, and the knowledge, skills, and dispositions of an effective educator that lead to individual student success will be examined.

**EDU 2002. Designing Instruction for Student Success Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

**EDU 2004. Designing Instruction for Student Success Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in instructional planning, technology integration, pedagogy and classroom management.

**EDU 2020. Differentiation for All Learners. (3 Credits)**

Candidates will evaluate and analyze culturally responsive, trauma-informed and resiliency-informed instruction that promotes communication, safety, and a sense of belonging in the classroom. Candidates will further design challenging, standards-based instruction that reflects learners' needs, assets and interests connecting the learners' language, culture and experiences to learning.

**EDU 2022. Differentiation for All Learners Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grades PK-3 or grades 3-6). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

**EDU 2024. Differentiation for All Learners Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage with students, applying best practices in culturally responsive, trauma and resiliency informed instruction that honors the language, cultural and experiential needs of all students.

**EDU 2110. Mathematics in Early Childhood. (2 Credits)**

Candidates will explore current research, theories and practices regarding the early development of mathematical understanding and strategies for supporting lower elementary (grades PK-3) children's exploration and understanding of the world through inquiry-based, hands-on activities.

**EDU 2120. Emergent Literacy in Early Childhood. (3 Credits)**

Candidates will research supported theories, philosophy and teaching strategies aimed at supporting the young child's (grades PK-3) emergent reading, writing, speaking and listening behaviors. Candidates will also learn how to select and utilize high-quality picture books. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply the principles of emergent literacy.

**EDU 2130. Children's Literature. (3 Credits)**

This course provides a general survey of the wide body of literature that is available to use with children, as well as criteria for evaluation and presentation of a variety of techniques for teaching such literature. Prerequisites: (ENG 103, 104, 1030 or 1040).

**EDU 2140. Assessment of Young Children. (3 Credits)**

Candidates will explore purposes and techniques of formal and informal assessment with lower elementary students (grades PK-3), including observation, analysis and reporting of results. The application of assessment data in planning developmentally appropriate activities for children will be discussed. In a clinical setting under the supervision of a mentor/classroom teacher (10 hours minimum), candidates will apply these principles of assessment.

**EDU 2210. Foundations for Teaching Math. (3 Credits)**

Candidates will review the mathematical concepts needed in a middle or upper level math classroom. Candidates will further learn methods and develop skills for planning and instruction specific to math students at the middle and upper levels.

**EDU 2410. Math Strategies for Special Learning Needs. (3 Credits)**

This course will provide candidates with expertise in the teaching of mathematics to children with learning disabilities. Candidates will develop expertise in the area of NCTM standards for prek-12 grade, RTI as it applies to students with learning disabilities, curriculum based measures and progress monitoring tools to develop appropriate programs, and strategies to modify and adapt mathematics curriculum to meet the needs of students with learning disabilities.

**EDU 2420. Language and Literacy. (3 Credits)**

This course will provide candidates with expertise in the teaching of language and literacy skills to students with learning disabilities. Candidates will demonstrate the skills in language and literacy assessments and development of instructional strategies designed to meet the individual needs of each student with learning disabilities. The candidates will also demonstrate the expertise in the area of response to intervention (RTI) and the role of the special education teacher in this process.

**EDU 2430. Special Education Legislation and Legal Guidelines. (3 Credits)**

This course will provide candidates with a deep understanding of the history of special education, current legal and ethical standards, and emerging issues which will provide them with a strong base to advocate for educational policy and appropriate resources to support high quality education and legal rights of individuals with exceptional learning needs.

**EDU 2440. Meeting the Social, Emotional, & Behavior Needs of the Student. (3 Credits)**

This course will provide candidates with proficiency in understanding and managing the diverse social/emotional and behavioral needs of students with learning disabilities. Candidates will apply a thorough understanding of research-based strategies to develop intervention plans using current data-based assessment and practices. Candidates will be able to apply knowledge to create positive learning environments for all students.

**EDU 2450. Collaboration with Parents, Students, and Other Professionals. (3 Credits)**

This course will provide candidates advanced understanding of the educational and societal needs of students with learning disabilities as well as skills to advocate for educational policy, services, programs, and resources to support high quality education. Candidates will apply deep understanding to promote ethical, legal, and evidence-based practices for collaboration and professional development with stakeholders.

**EDU 2460. Determining Eligibility and Designing Educational Programs. (3 Credits)**

This course will provide candidates with expertise in the assessment procedures required to identify a specific learning disability. Candidates will demonstrate skill in using assessment data to develop individualized educational plans which take into account a full continuum of program options and services. Candidates will demonstrate the ability to provide extensive information regarding the results of assessments and educational recommendations to all stakeholders.

**EDU 2470. Instruction Across the Content Areas for Students with Learning Disabilities. (3 Credits)**

This course will provide candidates with the knowledge and skill required to assist general educators with understanding the educational and emotional needs of students with disabilities along with the ability to implement accommodations, modifications and best practice instructional strategies in the general education setting.

**EDU 2510. Teaching the Christian Faith. (2 Credits)**

In this course, students prepare and evaluate objectives, strategies, and materials for teaching the Christian faith to Lutheran and non-Lutheran through lessons, the integration of the faith across the curriculum, and through worship experiences. This is a writing intensive course.

**EDU 3000. Assessment and Evaluation for Educators. (3 Credits)**

Candidates will focus on developing formative and summative assessments that are aligned to educational standards, curriculum, and objectives in a variety of formats to meet the diverse needs of students appropriate to their program certification level (grades 3-6, grades 5-9 or grades 7-12). Skills will be gained in developing and using appropriate rubrics for assessment. Understanding, interpreting, and using assessment data results to determine instructional effectiveness and to modify or adapt instruction will be emphasized.

**EDU 3002. Assessment and Evaluation for Educators Elementary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in an elementary classroom appropriate to their program certification level (grade 3-6 only). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

**EDU 3004. Assessment and Evaluation for Educators Secondary Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom appropriate to their program certification level (grades 5-9 or grades 7-12). Under the supervision and direction of the mentor/classroom teacher, candidates will engage in assessment activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will learn about various types of assessments (formative, summative, standardized, project-based, etc.) and how to use assessment data to monitor student progress and adapt instruction to meet students' needs.

**EDU 3050. Preparing for Student Teaching. (1 Credit)**

Candidates will purposefully prepare for the semester of Student Teaching through understanding of ethical practices and development of classroom culture. Candidates will further reflect on Core Teaching Practices and specific grade band standards to ensure that they are prepared to advocate for all students and their learning.

**EDU 3099. Professional Semester Seminar. (0 Credits)**

This course is an introduction to the professional semester of student teaching. This course orients Candidates to student teaching represents a valuable opportunity to provide focused and continuous mentoring, support and encouragement in the classroom with practitioners. Major components of this course include assessment, reflection, goal setting, and strengthening of practice between the Candidate, Cooperating Teacher(s), and the University Supervisor. The objective of this course is the development of an excellent teacher candidate who has a servant's heart, a disposition of reflection and life-long learning and the skills and understanding necessary to help every student be successful. Prerequisite: minimum score of 10 in 'Education Upper Division'.

**EDU 3110. Teaching Elementary Literacy. (3 Credits)**

Candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will create informal assessments to monitor students' progression through emergent, developing, and fluent literacy.

**EDU 3111. Elementary Literacy – Lower Elementary Clinical. (1 Credit)**

This course will focus on applying the concepts of teaching literacy in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

**EDU 3112. Elementary Literacy - Upper Elementary Clinical. (1 Credit)**

This course will focus on applying the concepts of teaching literacy in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of a mentor/classroom teacher, candidates will identify the needs of elementary students and will design and delivery literacy instruction. Candidates will use formative and summative assessments to evaluate lesson effectiveness and will reflect on and adapt pedagogy to continuously improve their instruction.

**EDU 3120. Literacy Challenges in Elementary Classrooms. (3 Credits)**

This course will focus on identifying and addressing literacy challenges for readers and writers in the elementary classroom. Candidates will learn about specific assessments and how to use assessment data to develop effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

**EDU 3121. Literacy Challenges – Lower Elementary Clinical. (1 Credit)**

This course will focus on identifying and addressing literacy challenges for readers and writers in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

**EDU 3122. Literacy Challenges - Upper Elementary Clinical. (1 Credit)**

This course will focus on identifying and addressing literacy challenges for readers and writers in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will use specific assessments and assessment data to develop and implement effective instructional strategies that meet the needs of each learner, to monitor student progress in reading and writing, and to adapt and modify teaching strategies to meet unique student needs.

**EDU 3189. Assessment for Educators. (3 Credits)**

This course will focus on developing formative and summative assessments that are aligned to educational standards, curriculum, and objectives in a variety of formats to meet the diverse needs of students in the elementary classroom. Skills gained in developing and using appropriate rubrics for assessment. Understanding, interpreting, and using assessment results to modify and adapt instruction will be emphasized.

**EDU 3197. Teach Struggling Read/Writ Ele. (3 Credits)**

This course focuses on teaching struggling readers and writers in the elementary classroom. Candidates will utilize assessment data to monitor student progress in reading and writing and to develop effective instructional strategies that meet the needs of each learner.

**EDU 3199. Teach Reading in Elem Class. (3 Credits)**

In this course, candidates will develop an understanding of the reading and writing processes and be able to apply a wide range of instructional practices that develop the skills needed to use the symbolic, system of written language, including word recognition, phonemic awareness, systematic, explicit phonics, structural analysis and context clues and comprehension strategies. Candidates will utilize formal and informal assessments to monitor students' progression through emergent, developing, and fluent literacy.

**EDU 3210. Literacy for Teaching Middle Levels. (3 Credits)**

Candidates will examine and create instructional strategies, specific to students in grades 5-9, which use reading, writing, speaking and listening skills to learn content matter in a given discipline. Candidates will further gain understanding regarding language development as well as how contextual factors of students and their environment influence literacy acquisition.

**EDU 3213. Literacy for Teaching Middle Levels Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to middle levels.

**EDU 3220. Literacy for Teaching Upper Levels. (3 Credits)**

Candidates will examine and create instructional strategies, specific to students in grades 7-12, which use reading, writing, speaking and listening skills to learn content matter in a given discipline. Candidates will further gain understanding regarding language development as well as how contextual factors of students and their environment influence literacy acquisition.

**EDU 3224. Literacy for Teaching Upper Levels Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in literacy activities with students. Through classroom activities and other interactions with the mentor teacher, candidates will teach lessons focused on literacy and Core Teaching Practices specific to upper levels.

**EDU 3310. Health & PE for Elementary Teachers. (2 Credits)**

This course will help you gain content knowledge necessary for the preparation and planning of instruction and integration of health and physical education concepts and principles across the curriculum.

**EDU 3510. Office of the Christian Teacher. (2 Credits)**

This course is a study of the role of the professional Educator in the Lutheran school system. Special emphasis will be given to the ministry of the Lutheran teacher, the call and placement process, staff relationships, and the role of the teacher in the total parish program.

**EDU 4097. Secondary Methods. (4 Credits)**

In this course, students gain an understanding of the content, methods, and materials for teaching in the secondary school setting.

**EDU 4110. Language Arts & Social Studies Elementary Methods. (2 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in language arts and social studies in the elementary classroom, with an emphasis on integration of these content areas.

**EDU 4111. Language Arts & Social Studies – Lower Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 4112. Language Arts & Social Studies – Upper Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in language arts and social studies in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in language arts and social studies, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 4120. Math & Science Elementary Methods. (2 Credits)**

Teacher candidates will learn methodologies and develop skills for planning, teaching, and assessing in math and science in the elementary classroom, with an emphasis on integration of these content areas.

**EDU 4121. Math & Science– Lower Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in lower elementary (grades PK-3) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics/numeracy and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 4122. Math & Science - Upper Elementary Clinical. (1 Credit)**

This course will focus on applying the skills for planning, teaching, and assessing in mathematics and science in upper elementary (grades 3-6) classrooms. In a clinical setting under the supervision of the mentor/classroom teacher, candidates will plan and teach lessons in mathematics and science, with an emphasis on integration of these content areas. Through personal reflection and feedback from the mentor teacher, candidates will improve and refine their pedagogy.

**EDU 4189. Visual Arts for Elem Teachers. (2 Credits)**

This course focuses on the developing content knowledge in the visual arts, as well as competence and resources necessary for visual arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to art education across the curriculum.

**EDU 4191. Student Teaching for Lower Elementary. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a lower elementary classroom (grades PK-3). Through reflection on their instruction and feedback from the mentor, the candidate will develop and improve their practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

**EDU 4192. Student Teaching for Upper Elementary. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper elementary classroom (grades 3-6). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

Prerequisites: (EDU 395 or 3050).

**EDU 4197. Student Teaching: Elem Ed. (12 Credits)**

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

**EDU 4210. Methods for Teaching Middle Levels. (3 Credits)**

Candidates will purposefully incorporate approaches to address the cognitive, physical, behavioral, social, and emotional development of middle level (grades 5-9) learners throughout all aspects of teaching and learning. Candidates will further use reflective practices to design, monitor, and adapt instruction as a means for gauging professional growth.

**EDU 4213. Methods for Teaching Middle Levels Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 5-9. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the middle level whole child.

**EDU 4220. Methods for Teaching Upper Levels. (3 Credits)**

Candidates will purposefully incorporate approaches to address the cognitive, physical, behavioral, social, and emotional development of upper level (grades 7-12) learners throughout all aspects of teaching and learning. Candidates will further use reflective practices to design, monitor, and adapt instruction as a means for gauging professional growth. Using the Danielson Framework and Core Teaching Practices, candidates will teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

**EDU 4224. Methods for Teaching Upper Levels Clinical. (1 Credit)**

Candidates will receive instruction and support for participation in a clinical experience (15 hours minimum) in a secondary classroom in grades 7-12. Under the supervision and direction of the mentor/classroom teacher, candidates will engage in pedagogical activities with students specific to their content area. Through classroom activities and other interactions with the mentor teacher, candidates will use the Danielson Framework and Core Teaching Practices as a reference to teach self-created lessons integrating skills and addressing the needs of the upper level whole child.

**EDU 4250. Teaching English for Middle and Upper Levels. (3 Credits)**

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level ELA classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the classroom.

**EDU 4260. Teaching Math for Middle and Upper Levels. (3 Credits)**

Building on the knowledge acquired in Foundations for Teaching Math, Candidates will strengthen lesson planning skills and strategies. Lesson and unit plans will be designed to show a full comprehension of the mathematical concepts, methods, strategies and technology necessary to ensure that all students are successful in the math classroom. Prerequisites: (EDU 255 or 2210).

**EDU 4270. Teaching Science for Middle and Upper Levels. (3 Credits)**

Candidates will develop their understanding of the content, methods, and strategies for teaching in an upper or middle level science classroom. Candidates will explore best practices in instructional planning and assessment, effective use of strategies to enhance teaching and learning in the science classroom.

**EDU 4293. Student Teaching for Middle Levels. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a middle level classroom (grades 5-9). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities. Prerequisites: (EDU 395 or 3050).

**EDU 4294. Student Teaching for Upper Levels. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in an upper level classroom (grades 7-12). Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities. Prerequisites: (EDU 395 or 3050).

**EDU 4297. Student Teaching:Secondary Ed. (12 Credits)**

In this course, the teacher candidate will design, deliver and use reflective authentic assessments. The teacher candidate will use complex patterns of teaching performances across the curriculum that are well-aligned, well-differentiated, and have a positive effect on student learning.

**EDU 4310. Curriculum and Instruction: Health and PE. (2 Credits)**

By investigating historic and current understandings of learning and schooling within a multicultural society, the future teacher will construct a foundation for reflective teaching and decision making that utilizes best practices in pedagogy, technology, and methodology. 2 credits.

**EDU 4320. Teaching Physical Education Activities. (3 Credits)**

This course will focus on how to teach different activities and strategies for the Physical Education classroom.

**EDU 4350. Elementary Music Methods. (3 Credits)**

In this course, students discover principles, methods, and materials for teaching music in the elementary classroom.

**EDU 4352. Secondary Music Methods. (3 Credits)**

In this course, students examine methods, materials and principles for organization of music courses and activities in secondary schools.

**EDU 4397. Music for Elementary Teachers. (2 Credits)**

This course focuses on the developing content knowledge in the music and the performing arts, as well as competence and resources necessary for fine arts advocacy and the well-aligned and well-differentiated integration of a discipline-based approach to music education across the curriculum.

**EDU 4399. Student Teaching for PE/Health or Music. (12 Credits)**

Under the supervision of a mentor teacher and university supervisor, the candidate will design and deliver instruction and assessments to students in a PE/Health or Music (K-12) classroom. Through self-reflection on instruction and feedback from the mentor, the candidate will develop and improve skills and practice. With support from the mentor teacher, the candidate will manage the classroom and all related activities.

**EDU 4499. Directed Student Teaching: Special Education with Seminar. (6 Credits)**

In this course, candidates will complete 8 weeks for directed student teaching under the direction of a certified special education teacher along with student teaching seminar. During this student teaching experience, candidates will be evaluated by their cooperating teacher in 5 areas: demonstrating understanding of students with learning disabilities, assessing students with learning disabilities and developing individualized programs, teaching and modifying instruction and curricula for students with learning disabilities, working in the professional environment.

## Education - CUW (ED)

**ED 1000. Orientation Seminar. (0 Credits)**

This course is a seminar for education majors who have not yet obtained Upper Division Status. This course orients students to the education program and the process of achieving Upper Division Status. Major components include an introduction to clinical experiences and program requirements. Students should register for ED 1000 their first semester in the education program and must pass this course. This course is pass/fail.

**ED 1099. Foundations of Personal Finance. (0 Credits)**

This course will provide participants with a clear understanding of personal budgeting and savings, loans and debt, and investing for one's future. The seminar utilizes the Foundations in Personal Finance: College Edition curriculum and resources developed by the Dave Ramsey team (Financial Peace University). This is a six-session seminar course in a pass/fail format.

**ED 1102. Foundations of Education. (3 Credits)**

This course is a critical examination of the forces that have shaped formal and informal education, especially as they affect American urban education. The course will review historical, philosophical, theological, social, scientific, and technological contributions that have influenced the American educational system. From this foundation, students will be encouraged to explore contemporary issues in American education as they consider their future roles in the teaching profession. This course will be taught with computer technology integrated throughout the course. This course serves as the first required professional course for teaching education students at Concordia University Wisconsin.

**ED 1103. Human Relations for Teachers. (3 Credits)**

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.



**ED 1104. Human Relations- Study Abroad. (3 Credits)**

This course is an interaction laboratory course designed to help candidates improve their interpersonal relationship skills and acquire competence in facilitating human relations activities in the classroom. Candidates will examine their attitudes and values toward and improve their techniques in working with learners, parents, colleagues, and community and minority groups. This course serves as an introduction of human relations' components to education majors.

**ED 1151. Conflict Resolution for Educators. (1 Credit)**

This course is a course designed for online learning. The course addresses some common causes of conflict in a school environment and provides communication strategies useful for conflict resolution. The final unit examines a step-by-step plan for how to train students in the use of communication skills and peer mediation to assist other students engaged in conflict.

**ED 1209. Educational Psychology - Adolescent. (3 Credits)**

This course presents theories of development, learning, and motivation in the context of the early adolescent and adolescent students. This course includes a field experience component.

**ED 1211. Discovery Clinical. (0 Credits)**

This is an initial fieldwork course which provides the general clinical experience of fifteen hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their clinical hours during their first and second years at Concordia. Students register for this course concurrently with ED 1209 Educational Psychology or ED 1275 Human Learning.

**ED 1212. Cultural Clinical. (0 Credits)**

This is a fieldwork course which provides a multicultural clinical experience of fifteen hours in a variety of urban educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. In the Cultural Clinical Experience, all candidates participate in a number of field experiences which facilitate their exploration of teaching and learning settings that include students from diverse backgrounds. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their clinical hours at Concordia in correlation with ED1103 Human Relations.

**ED 1213. Special Education Clinical. (0 Credits)**

This is a fieldwork course which provides a Special Education experience of 15 hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings. At Concordia, Pre-UDS clinical hours must be completed before students can apply for Upper Division Status. Students should complete their Special Education hours during ED 1230 Nature of the Exceptional Child.

**ED 1230. Nature of the Exceptional Child. (3 Credits)**

This course is designed to introduce the education student to a study of the major characteristics of all disabilities and gifted students as defined by state and federal law in order to provide for their needs in the general education classroom. The course provides significant foundational theories and practices for understanding special education as a discipline, legal requirements for Special Education services including IEPs, and rights and responsibilities of parents, teachers, other professionals and schools related to children with exceptional needs. Students learn about characteristics of learners, assessments used to diagnose them, support services, and how to create instructional and behavioral strategies for exceptional learners in the general education classroom. This course includes a field experience component. Students, who are education majors, must register for ED 1213 concurrently with this course.

**ED 1231. Best Practices in Engaging Children in Literacy. (3 Credits)**

This course presents an overview of texts for children – early childhood through the early adolescent years – along with criteria for making appropriate literature selections. Attention is also given to authors and illustrators and the awards presented by various committees. Practical strategies for stimulating children's interest in books will also be discussed. Additionally, students will also explore social issues as related to literature and develop an understanding of critical literary theories.

**ED 1275. Human Learning. (3 Credits)**

This course explores theories of human development, learning, and motivation from a brain-based perspective. Students will be actively engaged in the learning process through a variety of assignments and activities including clinicals, presentations, reflections, and other experiences to enhance understanding and application of brain-based learning theory in the classroom. This course includes a field experience component.

**ED 2000. UDS Seminar. (0 Credits)**

This course is a seminar for education majors who have obtained or are working toward obtaining Upper Division Status (UDS). UDS seminar orients students to required content knowledge exams, pre-student teaching, and completing degree requirements. Students should register for ED 2000 during the semester in which they plan to complete Portfolio II and apply for UDS.

**ED 2001. Cross Cultural Communication for Teachers of Language Learners. (3 Credits)**

Students will examine the cultural diversity that exists locally, nationally and globally in order to develop a positive appreciation for the contributions of other cultures, and use in classroom instruction. Students will gain skills for working with students from diverse language backgrounds and learn how to foster relationships with parents and the community.

**ED 2002. Accommodating Differences in Literacy Learners. (3 Credits)**

Teachers learn to prepare students in five broad areas that are instrumental in working with learners who have varying levels of language and literacy delays: relevant criteria used for determining language and literacy delays in children; relationships between cognition, speech, and language; cultural and linguistic differences; instructional arrangements for diverse learning styles; and core components of effective literacy instruction.

**ED 2003. Basic English Linguistics for Teachers of Language Learners. (3 Credits)**

This course introduces students to the phenomenon of language and aspects of English linguistics, including phonetics, phonology, morphology, syntax, semantics, dialects, and social contexts. It provides students the opportunity to explore the sounds of English by using the International Phonetic Alphabet, introduces theories of language acquisition.

**ED 2204. The Art & Science of Teaching Reading. (3 Credits)**

This course examines the science, research, and methodology behind literacy instruction. Effective literacy instruction involves an acute understanding of the reading process, which includes oral language development, concepts of print, phonological awareness, phonics/decoding, vocabulary, word knowledge, fluency, and comprehension. Pre-service teachers will assume responsibility for understanding this complex process and delivering an effective instruction using varied instructional approaches, curricular materials, and assessment tools. The results of successful instruction are readers who possess not only basic reading skills but also the ability to read for multiple purposes, including other curricular areas. This course will also consider how to support the reading development of English Language Learners, students with disabilities, students from low socioeconomic status, and students from diverse backgrounds. The practicum component of this course enables students to put some of these strategies and skills into teaching practice.

**ED 2208. Extracurricular Activities in the Fine Arts. (3 Credits)**

Extracurricular activities in the fine arts sustain and ensure the necessary continuum of creative outlets for students. This course will provide skills necessary for use in any educational level up to the end of high school. ED 2208 will offer students experience and knowledge that will not only be useful in teaching, but also for work with scouting groups, the community, or volunteer projects. This course fulfills three credits in the speech/communications and language arts minors available in the elementary and secondary education majors.

**ED 2221. Infant and Toddler Development. (3 Credits)**

Students will gain learning experience with infants and toddlers through examining infant and toddler development as it applies to an early childhood education setting. Students will integrate strategies that analyze development of infants and toddlers from conception to three years, correlate prenatal conditions with development, summarize child development theories, analyze the role of heredity and the environment, and determine how to create and maintain a culturally and developmentally appropriate environment.

**ED 2252. Best Practices in Engaging Adolescents in Literacy. (3 Credits)**

This course provides an introduction to a variety of strategies for presenting adolescent literature in the classroom. The course includes an overview of genres along with an introduction to important early texts, as well as current adolescent/young adult texts appropriate for classroom use. Students will explore the issues of diversity, censorship, and privacy within relevant family and community situations. Attention is also given to authors in the field and also will identify criteria for selecting award-winning books.

**ED 2293. The Urban Education Landscape. (3 Credits)**

This course offers the student an extensive study of urban issues positively and negatively affecting urban education. Philosophies and specific strategies will be explored using a variety of resources and instructional tools.

**ED 2294. Paradigms for Success in Urban Education. (3 Credits)**

This course explores successful urban leaders in the areas of education and social services. Students will examine a variety of data-driven measures of success, such as student achievement, attendance, student engagement, student behavior, learning environment, and teacher engagement. In addition, students will survey the development of beginning urban schools to high-performing models of academic success and strong values. This course involves immersion experiences in a variety of urban schools.

**ED 2295. Classroom Management. (3 Credits)**

Classroom Management is essential for developing a class culture conducive to student learning. In this class, students will observe, practice, and evaluate a variety of classroom management theories and strategies used in urban schools. Student will learn best-practices for preventing, monitoring, and reacting to student behavior. This course involves immersion experiences in a variety of urban schools.

**ED 2306. Teaching the Faith. (3 Credits)**

This course helps the student develop knowledge of resources and skills necessary to teach religion in the elementary or secondary classroom. This course is required for Lutheran education majors. Students will explore theological, relational, social, and educational issues related to teaching the faith. While focusing upon topics and issues related to a Lutheran school setting, much of what is explored will be useful as one considers present and future vocations in parish, family or other educational settings. Note: Completion of Core theology courses is a requirement prior to taking this class.

**ED 2327. Collaborating with Families and Professionals in a Diverse Society. (3 Credits)**

This course is designed to provide students with a practical look at how teachers and families can empower, collaborate, and advocate for children with special needs. Students will see how lasting partnerships can be formed between members of diverse families and professionals in special and general education including administrators, teachers, assistants, special educators, and related service providers. The course includes family systems theory, the history and current status of policy, family rights, and the principles of partnership and their application by teachers and other professionals. Focus is on communication between home and school and strategies for developing culturally appropriate family-centered practices.

**ED 2348. Developmentally Appropriate Practices for Early Childhood. (3 Credits)**

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills.

**ED 2358. Emergent Writing: Birth to Grade 3. (2 Credits)**

This course examines the development of children as writers from ages birth to grade 3. This course includes a study of children's language development, specifically the relationship between language and writing, stages of writing development, supporting the child as a writer through Writer's Workshops and Writing Conferences. The course explores the use of writing as a way to communicate to a variety of audiences for multiple, authentic purposes. A deep understanding of the process writing approach is developed through course work. The course will examine current research and instructional strategies.

**ED 2432. Teaching Writing: Grades 4-12. (3 Credits)**

This course is designed to introduce and immerse students both in the theory and practice of writing instruction. Through an in-depth study of best practices for children (grades 4-12) students will: 1) explore how to design an effective writing program; 2) identify the characteristics of different writing types as well as purposes for writing; 3) examine strategies for teaching and learning in writing; and 4) examine current research in writing instruction for upper elementary and adolescent writers. This course will offer suggestions on how to create authentic, real-world writing experiences for students, coupled with extensive teacher modeling and mentor texts.

**ED 2464. Family - School Interactions. (3 Credits)**

This course studies the relationship between young children, parents, and schools. Course focuses on family structures and social factors that influence the family. Emphasis will be placed upon how schools and families can support each other and how community resources can be used. To be taken after or concurrent with student teaching.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3359.

**ED 2466. Health, Safety, and Fitness for the Young Child. (3 Credits)**

This course presents the integration of health, wellness, safety, nutrition, and fitness for children within early childhood settings. Students will explore curriculum, resources, and instructional strategies to teach young children about health, safety, and fitness. Additionally, students will learn to prepare and maintain safe and healthy early childhood environments. Students will complete a service project that promotes wellness for young children.

**ED 2484. Educational and Behavioral Management in Special Education. (3 Credits)**

Topics addressed in this course include individual and group behavior management, behavioral change strategies, and classroom management for students with special needs. Principles of applied behavior analysis are discussed to promote appropriate academic and social behaviors and to decrease challenging behaviors in school settings. Creating positive learning environments that facilitate student learning and effective social interaction is emphasized. Special emphasis is placed on the student's ability to recognize, apply, and evaluate various strategies of management, and to develop Behavior Intervention Plans (BIPs).

**ED 2820. How Adults Learn. (1 Credit)**

This course introduces the psychology of learning and various theories of adult development. Students apply concepts to their own experiences of adult learning and development.

**ED 3000. Student Teaching Seminar. (0 Credits)**

This course is a seminar for education majors who are preparing for the student teaching experience. Major components include Portfolio III, requirements and information for the student teaching experience, and edTPA. Students should register for ED 3000 in the semester prior to their planned student teaching experience.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3001. ELL Literacy: Reading, Writing, and Grammar Strategies. (3 Credits)**

This course provides students with opportunities to review, evaluate and adapt materials for use in teaching reading, writing and grammar to English Language Learners. Students will gain facility in matching and adapting texts and materials to the needs of different kinds of ELL learners.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3002. Methods of Teaching English as a Second Language. (3 Credits)**

This course introduces the student to the methods, curriculum, and current practices in the teaching of English as a second language.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3003. Observation, Analysis, and Practicum in ESL Classrooms. (3 Credits)**

This capstone course provides students with observation and analysis skills to apply to their own ESL teaching for this practicum experience, as well as with techniques for working with paraprofessionals in ESL/bilingual classrooms in schools.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3248. Philosophy, Organization, and Practices of Coaching Athletics. (2 Credits)**

This course is intended for education students pursuing the Athletic Coaching for Educators minor. Athlete-focused philosophies of coaching, management and planning of sports organizations, and theories and strategies of coaching are covered within this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3318. The Art & Science of Planning. (3 Credits)**

This course will prepare pre-service teachers to implement developmentally, culturally, and linguistically appropriate teaching approaches that enhance young children's learning and development, with an emphasis on the nature and functions of play. Curriculum design, goal development, and assessment strategies will be examined. This course will include a clinical experience in which pre-service teachers will use a play assessment tool to document the types of play and determine next steps to support the development of a young child. Learners will also use a readiness checklist to observe fine and gross motor skills

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3328. Teaching Students with Significant Disabilities. (3 Credits)**

This course examines and provides instruction in the teaching of the following areas for students with disabilities, especially those with moderate to severe disabilities: self-management and self-determination skills; social skills and emotional development; self-concept, personal competence, communication skills, and academic skills. This course also provides a study of the philosophical and practical base of effective assessment and intervention for individuals with moderate and severe disabilities, including assistive technology evaluations and applications. In addition, this course will focus on issues relevant to post educational, vocational, independent living, and community transitions, and the development of Individual Transition Plans.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3356. STEM: Math in Early Childhood. (2 Credits)**

This course explores content, materials, and strategies for teaching and assessing young children in mathematics. Current research in early childhood mathematics education is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisites: minimum score of 01 in 'Upper Division Status', MATH 119 and 120.

**ED 3357. STEM: Science and Environment in Early Childhood. (2 Credits)**

This course provides the pre-service educator with the knowledge, skills, and dispositions necessary for engaging curiosity, developing scientific literacy, and embracing a sense of wonder in young children. This course addresses how young children construct and represent scientific knowledge through problem solving, inquiry-based exploration, cooperative learning experiences, and integration with other curricular areas. Students develop concepts about essential components and skills of scientific investigation; and use this information in developing, assessing, and modifying developmentally appropriate instructional strategies for diverse learners.

Prerequisites: minimum score of 01 in 'Upper Division Status' and SCI 151 or SCI 152.

**ED 3359. Curriculum and Techniques in Early Childhood. (4 Credits)**

This course is a study of developmentally appropriate practices for the whole child, with emphasis on the nature and functions of play. Students develop an understanding of constructivist theory and utilize strategies of curriculum design that are emergent, integrated, aligned with early learning standards, and meet the needs of diverse learners. To be taken prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3378. Curriculum and Methods of Teaching Choral Education. (2 Credits)**

This course covers philosophical foundations of music education, levels of objectives with emphasis and the program and instructional level, characteristics of children and adolescents relevant to teaching music, classroom and rehearsal management, and methods for teaching choral music to students in grades 6-12.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3379. Curriculum and Methods of Teaching Instrumental Music. (2 Credits)**

This course covers the philosophical foundations of music education, levels of objectives with emphasis at the program and instruction level, characteristics of adolescents relevant to learning music, classroom management, rehearsal techniques, unit/lesson planning, genre-specific pedagogy and school rehearsal visitations.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3381. Curriculum and Methods of Teaching PE - Elementary. (4 Credits)**

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in elementary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the elementary level.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3400. Creativity in Early Childhood. (2 Credits)**

This course is a study of creativity and the importance of meaningful integration of the creative arts throughout the curriculum for young children; including music, visual arts, movement/fitness, and dramatic play. Students will explore methods to utilize the creative arts to support learning and creativity in young children and throughout early childhood education.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3401. Instruction & Assessment of Reading. (3 Credits)**

This course provides students with multiple reading and learning strategies to use across the curriculum. Theoretical models of reading and instructional approaches to the teaching of reading are reviewed, including developmentally appropriate instructional methods for teaching phonics and spelling, and assessments for instruction and accountability. Students will learn evidence-based instructional methods for: concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary and comprehension.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 204\* or ED 2204\*.

\* May be taken concurrently.

**ED 3403. Elementary General Music Methods. (2 Credits)**

This course covers historical methods in teaching music for grades PK-5, including but not limited to singing, percussion instruments, recorders, autoharps, rhythmic dancing and note reading.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3416. Marketing in Early Childhood Programs. (1 Credit)**

This course presents the challenges related toward successfully marketing Early Childhood programs. Topics include formal and informal marketing as well as local and corporate sponsorship. Students will explore, critique, and reflect upon marketing strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3417, and ED 3418 concurrently with ED 3416.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

**ED 3417. Financial Management for Early Childhood Programs. (1 Credit)**

This course presents the issues related to the unique workings of Early Childhood programs and competently managing their financial resources. Topics include bookkeeping, computer resources, and inter-staff communication. Students will explore, critique, and reflect upon financial management strategies at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3418 concurrently with ED 3417.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

**ED 3418. Human Resources for Early Childhood Programs. (1 Credit)**

This course explores the intricate relationships and concerns found in managing staff in an early childhood program. Issues include off-site management, full-time and part-time employment, and inter-staff communication. Students will explore, critique, and reflect upon human resources management at an early childhood center during their Administration Practicum. Candidates must enroll in ED 3489, ED 3416, and ED 3417 concurrently with ED 3418.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or ED 502.

**ED 3429. Urban Education Field Practicum. (3 Credits)**

This practicum course investigates the quality and performance of city classrooms. Students complete at least 20 hours in an urban classroom. Emphasis will be placed on teaching, feedback, and reflection.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3438. Transition and Collaboration for Adolescents with Disabilities. (3 Credits)**

This course is designed to provide an overview of the transition and community-based needs faced by adolescents with disabilities as they move from school-based instruction to community-based vocational or post-secondary settings. Emphasis is on legal issues and legislation, service delivery models, transition, and collaboration with community-based organizations and personnel.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3450. Instruction and Transition for Adolescents with Disabilities. (3 Credits)**

This course examines the instructional, transitional and community-based needs faced by adolescents with disabilities. Students learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with adolescents with disabilities and create appropriate learning environments as they move from school-based instruction to community-based vocational or post-secondary settings.

There is an emphasis is on legal issues, the continuum of alternate placements, post-secondary transition plans and collaboration with community-based organizations and personnel.

**ED 3452. Strategies for Teaching Exceptional Youth. (3 Credits)**

This course will help students understand the characteristics of adolescents with exceptionalities. Students will identify appropriate attitudes and strategies that will help them build positive relationships with exceptional students and create appropriate learning environments. Students will examine legal issues, inclusion, collaboration, and behavioral and academic needs as they pertain to exceptional youth. Students will learn how to modify, accommodate, and adapt instruction for exceptional youth, with an emphasis on adolescents who have disabilities, are gifted and talented, and are identified as at-risk.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3455. Legal Issues in Special Education. (3 Credits)**

This course presents students with an overview of the legal requirements of providing an education for children and youth with disabilities. Students will examine the Individuals with Disabilities Education Act (IDEA) and how it ensures students with disabilities receive appropriate educational and related services, including parental rights and responsibilities. Other laws affecting the education and treatment of students with disabilities will also be examined.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3457. Curricular Adaptations for Learners with Disabilities. (3 Credits)**

This course offers a framework for adapting the general education curriculum and instructional materials to meet the diverse needs of students, including those with disabilities and mental health challenges. Curriculum adaptations, modifications, and accommodations are defined and scrutinized. Planned supports such as instructional strategies, differentiated instruction, Universal Design for Learning, and assistive technology are explored as ways to accommodate students with diverse needs in the general education environment and curriculum. The course includes an emphasis on unit and lesson planning.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3459. Measurement and Evaluation - Health and Physical Education. (3 Credits)**

This course focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3461. Administration of Early Childhood Programs. (3 Credits)**

This course is a study of planning and administering early childhood programs with emphasis on planning, implementing and evaluating programs. State regulations, establishing policies, leading and managing personnel, developing budgets and contemporary early childhood issues will also be examined. Strategies to facilitate learning in this course will include, but are not limited to, lectures, assigned readings, class discussions, group exercises, and application experiences.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3475. Adaptive Physical Education. (3 Credits)**

This course includes the study of those conditions and unique needs of the special needs child in the physical education environment. This course provides the student with knowledge of specific disabilities and impairments as they relate to a physical education and recreational setting. Concepts of inclusion and least restricted environments are presented. Teaching techniques, progressions and program modifications are reviewed for various environmental situations. This course works in conjunction with ED 3486.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 1230.

**ED 3476. Curriculum and Methods - Health Education. (3 Credits)**

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3486. Practicum in Adaptive PE. (0 Credits)**

This course introduces the student to a clinical experience with an adaptive cohort. Must be taken simultaneously with ED 3475.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 3489. Practicum in Early Childhood Administration. (1 Credit)**

This practicum course provides the opportunity to relate theory to practice in an administrative childcare setting. Placement will be made with a director in a licensed and NAEYC certified childcare. Candidates must enroll in ED 3416, ED 3417, and ED 3418 concurrently with ED 3489.

Prerequisites: minimum score of 01 in 'Upper Division Status' and ED 3461 or EDG 502.

**ED 4301. Data Driven Analysis of Classroom Practice. (2 Credits)**

This course examines the research and methodology behind classroom management practices. It encourages the development of a personal philosophy to plan, implement, and assess the management, instruction, and student achievement occurring within a classroom. The course examines the use of formative assessment as a means for both developing and extending student understanding. Further, the course addresses a comprehensive framework for teaching that includes preparation, classroom environment, instruction, and professional responsibilities.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4302. Collaborating with Families and Members of the Community. (1 Credit)**

This course will focus on the broader function of the school within the community. The course highlights successful approaches for developing partnerships with community stakeholders, including the parents of students. Additionally, research and innovative partnership models will be explored.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4303. Language Arts Methods. (3 Credits)**

This course explores materials and methods in the study of the communication skills: speaking, listening, writing, and reading, and their interrelationships. Research-based practices in teaching students the many different types of literacy and becoming confident and independent readers and writers is emphasized.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4304. Curriculum and Methods in Mathematics. (3 Credits)**

This course explores content, materials and strategies for teaching and assessing elementary and middle school mathematics. Current research in mathematics education and curriculum development is emphasized. Pre-service teachers will teach mathematics in local schools and develop a philosophy for teaching mathematics.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4305. Curriculum & Methods in Science & Environment. (3 Credits)**

The course presents an overview of curriculum, materials, and methods of teaching science from an environmental education perspective. Pre-service teachers will design lessons to teach the nature of science in area schools using science content and inquiry-based teaching practices to construct evidence-based explanations about real-world phenomena.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4306. Curriculum and Methods in Social Studies. (3 Credits)**

This course examines the research and methodology behind successful social studies instruction at the elementary/middle level. The course introduces students to curriculum planning, methods, and materials in teaching social studies. Further, the course is designed to help you prepare to teach diverse populations of students. This course will develop your understandings of the thinking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. Teaching social studies at the elementary and middle school levels allows students to develop their inquiry, critical thinking, problem solving, and literacy skills. Locating and using resources is an integral component of social studies instruction. Included in this course are topics that address instructional philosophies, instructional strategies, assessment techniques, resource materials, and technology. Further, this course is designed to broaden one's content knowledge in history, geography, economics, behavioral science, and political science as these key areas are essential for providing meaningful experiences for elementary/middle level students.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4307. Curriculum and Methods in Language Arts and Social Studies. (3 Credits)**

This course explores materials and methods in the study of communication skills through the lens of social studies content areas. This course will develop your understanding of the thinking, speaking, reading, and writing required in the study of social studies and how to integrate literacy goals within your instruction. This will be done through the use of a wide variety of digital resources and platforms. The course introduces students to curriculum planning, methods, and materials in teaching language arts and social studies in the K through 9th-grade classroom.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4308. Curriculum and Methods in STEM. (3 Credits)**

This course presents an overview of K-9th grade curriculum and methodology for teaching science, technology, engineering, and mathematics for the purpose of understanding and exploring their environment. Mathematics methodology will focus on supporting students in developing strong conceptual understanding, procedural fluency, reasoning, and problem-solving skills. Science methodology will use content and practices through inquiry to provide evidence-based explanations about real-world phenomena. Engineering methodology will focus on problem-solving to use or develop technologies.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4337. The Art and Science of Assessment. (3 Credits)**

This course covers research-based assessment strategies for determining both learner progress and instructional effectiveness. Both formative and summative assessments strategies will be created. Teacher candidates will learn fundamentals of assessment data analysis that will help inform next steps for instruction. Emphasis on appropriate feedback and means by which learners can implement that feedback to their continued learning will be taught. In addition, strategies for integrating academic language into assessment strategies will be covered. Taken concurrently with ED 4339.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4339. The Art and Science of Instruction. (3 Credits)**

This course covers research-based instructional strategies that engage and deepen the learner's understanding of focused content. This course also looks at general teaching practices that allow for successful implementation of lesson plans. In addition, this course covers classroom management strategies supported by research and theory. Taken concurrently with ED 4337.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4340. The Art and Science of Assessment and Instruction. (3 Credits)**

In this course, teacher candidates will explore research-based assessment strategies to evaluate learner progress and instructional effectiveness. They will develop both formative and summative assessment strategies. The course will provide a solid foundation in assessment data analysis, enabling candidates to make informed decisions regarding their instruction. Special attention will be given to providing appropriate feedback and empowering learners to utilize it for ongoing learning. Furthermore, candidates will gain insights into integrating academic language into their assessment strategies.

**ED 4343. Portfolio Completion: Early Childhood. (1 Credit)**

This course is taken concurrently with the student teaching semester. The course is designed to encourage reflection and discussion on the process of developing as an early childhood professional. During this reflective process, a professional portfolio will be completed and updated to include a resume, an updated philosophy statement, letters of recommendation, and documents from three student teaching placements. Students will also complete the performance-based assessment, edTPA, as required for Wisconsin state licensure.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4372. Curriculum and Methods of Teaching English - Secondary. (3 Credits)**

This course emphasizes writing of course objectives and lesson plans, instructional strategies, along with classroom management and discipline techniques.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4373. Curriculum and Methods of Teaching Social Studies - Secondary. (3 Credits)**

This course addresses principles, methods, and specific instructional strategies for teaching Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4374. Curriculum and Methods of Teaching Mathematics - Secondary. (3 Credits)**

This course combines principles and specific methods of teaching mathematics in the secondary school. National trends and current philosophy of teaching mathematics are discussed. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4376. Curriculum and Methods of Teaching Science - Secondary. (3 Credits)**

This course combines current research on learning theory with principles and specific methods of teaching science in the middle and secondary schools, including the instruction in the use of audio-visuals. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4377. Curriculum and Methods of Teaching Business Education - Secondary. (3 Credits)**

This course combines principles and specific methods in teaching business in the middle and secondary schools, including instruction in the use of audio-visuals. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4382. Curriculum and Methods of Teaching PE - Secondary. (3 Credits)**

This course provides the physical education major with an exposure to a variety of teaching methods, organization and management systems, age-appropriate activities, and best practice techniques in secondary physical education. It introduces teaching concepts related to the development of curriculum. Students are given the opportunity to "practice teach." A variety of materials are produced by the student for use in future teaching situations. This course provides a foundation in teaching physical education at the secondary level. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4388. Curriculum and Methods in English/Social Studies – Secondary. (3 Credits)**

Curriculum and Methods in English/Social Studies – Secondary combines principles, methods, and specific instructional strategies for teaching English courses and Social Studies courses at the secondary level and the middle school level. Educational standards and the various philosophies of teaching English and Social Studies courses will be discussed. Includes curriculum planning and the construction of unit and lesson plans using a variety of resources, technology, and instructional tools. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4411. The Profession and Ethics of Teaching. (3 Credits)**

This course is the capstone course of the education program, ideally taken just prior to student teaching. This course emphasizes key tenets of the profession: school law; ethics and judgment of educators, including conflict mediation and resolution; legal responsibilities of teachers; finding and securing a meaningful job, including the Call process to a Lutheran school; and ongoing professional development. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4412. Portfolio Completion - Elementary/Content Tests. (1 Credit)**

This course includes the culminating portfolio presentation that provides verification that the teacher candidate has completed all Elementary Education program and Wisconsin licensure requirements. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Public Instruction can change licensure requirements at any time, so students should consider applying for the license shortly after receiving endorsement. Students will enroll concurrently in ED 4421 and/or ED 4422. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4414. Portfolio Completion-Secondary. (1 Credit)**

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all EA-A or EC-A program and Wisconsin licensure requirements at that time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. The Wisconsin Department of Instruction can change license requirements in the future so students should consider applying for license shortly after receiving endorsement. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4421. Gr K-9 Student Teaching 1. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary majors will enroll concurrently in ED 4422 and dual majors will enroll in one of the student teaching courses for Early Childhood or Special Education majors. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4422. Gr K-9 Student Teaching 2. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary and middle school. Teacher candidates will be mentored in the responsibilities and expectations of a K-9 teacher through observations, reflections, discussions, and professional development meetings. Elementary majors will enroll concurrently in ED 4421 and dual majors will enroll in one of the student teaching courses for Early Childhood or Special Education majors. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4425. Early Childhood Student Teaching. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary education. In a fulltime clinical placement, students will apply the 11 teacher education standards under the supervision of a cooperating teacher and university supervisor. Students will enroll concurrently in ED 4422, ED 4425, ED 4444, or ED 4447. Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4433. Secondary Ed Student Teaching 1. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for K-12 education. Students will enroll concurrently in ED 4434. Note – edTPA may be completed during this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4434. Secondary Ed Student Teaching 2. (6 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for K-12 education. Students will enroll concurrently in ED 4433. Note – edTPA may be completed during this course.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4440. Curriculum and Methods in Computer Science Education. (3 Credits)**

This course studies the strategies involved in teaching computer science. Focuses on choosing software that integrates into other areas of the curriculum, and details how to use that software effectively.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4442. ECSE Student Teaching. (6 Credits)**

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in ECSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4444. CCSE Student Teaching 1. (6 Credits)**

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4447. CCSE Student Teaching 2. (6 Credits)**

This course provides one of two culminating special education clinical experiences for students who will receive a teaching license in CCSE. Teacher candidates will be mentored in the responsibilities and expectations of a special education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course to fulfill the requirements of their teaching license.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4449. Portfolio Completion - Special Education. (1 Credit)**

This course is the culminating portfolio presentation that provides verification that the teacher candidate has completed all special education program and Wisconsin licensure requirements at this time. Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia's teacher education program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process, which seeks to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student. The final portfolio presentation provides evidence of the teacher candidate's proficiency in and application of the Wisconsin Teaching Standards with artifacts from student teaching. Students will enroll concurrently in ED 4444 and/or ED 4447.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4454. Curriculum, Methods, & Practicum for CCSE/ECSE. (4 Credits)**

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for programming for learners with disabilities. Course and field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. UDS clinical and pre-student hours are a part of this course. This field-based experience will occur one or two terms prior to student teaching.

**ED 4455. Practicum Add-On for CCSE/ECSE. (1-4 Credits)**

This is a field-based experience where special education majors work directly with learners with disabilities in their license area and age range. It is designed to provide students with an add-on practicum working with learners who have disabilities. The field work will focus on evidence-based instructional strategies and practices, creating and supporting learning environments, writing and implementing unit and lesson plans, and collaborating with school professionals. This field-based experience will occur one or two terms prior to student teaching.

Prerequisite: ED 4454.

**ED 4477. Practicum in Adaptive Education. (1 Credit)**

The Practicum in Adaptive Education provides the opportunity to relate theory to practice in the field of special education. This clinical field experience fulfills the licensing requirement for the Adaptive Education Minor.

Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4478. Preschool Practicum and Synthesis. (3 Credits)**

This course provides the early childhood education candidate with an opportunity to relate theory to practice in a preschool setting. Students will consider and reflect upon a variety of topics related to professionalism, developmentally appropriate practice, communication, instructional planning and strategies, differentiation for diverse learners, and assessment strategies as they complete pre-student teaching requirements. The practicum placement will be made in a childcare center or school-based preschool setting. Must be taken the semester prior to student teaching.

Prerequisite: minimum score of 01 in 'Upper Division Status'.



**ED 4479. Assessment Strategies for Diverse Learners. (3 Credits)**

This course provides a foundation in using multiple methods of assessment and data sources in making educational decisions, as well as, the legal and ethical issues regarding the assessment of students with exceptional needs. Students will learn to conduct formal and informal assessments for eligibility and instructional purposes. They will interpret assessment results to guide educational decision-making including writing individualized plans and selecting supports and adaptations for learners with special education needs. Students will learn the importance of collaboration with families and other colleagues to assure that nonbiased and meaningful assessments are administered. Students will use technology to support assessment tasks.  
Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4485. Special Education Law and IEPs. (3 Credits)**

This course addresses the philosophical, historical, and legal foundations of special education, from referral to placement. Students will acquire knowledge of special education legislation, policy, and terminology, including the provisions outlined in the Individuals with Disabilities Education Act (IDEA). Students will develop meaningful and compliant Individualized Education Plans (IEPs) and learn how to serve on school-based teams that interpret assessment data, write goals, and advocate for students with disabilities and their families.  
Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4487. Implementation Strategies in Special Education. (2 Credits)**

This course provides an overview of implementation strategies for individuals with disabilities from early intervention to adult transition programs. Problem based learning is utilized to instruct students in writing IEPs/IFSPs and to serve on school-based teams that advocate for students with disabilities and their families. Additional topics include special education eligibility, service delivery models, introduction to cross-categorical concentration areas and Birth to Three services.  
Prerequisite: minimum score of 01 in 'Upper Division Status'.

**ED 4501. Clinical Field Experience 1. (3 Credits)**

ED 4501 is an initial field work course within the online teacher licensure program. This course provides the candidate an opportunity for a minimum of forty-five (45) hours in a variety of educational settings and sites. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4502. Clinical Field Experience 2. (3 Credits)**

This course is an initial field work course within the online teacher licensure program. ED 4502 provides the candidate an opportunity for a minimum of forty-five (45) hours in a variety of educational settings and sites - special education, cultural, and discovery. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4503. Clinical Field Experience 3. (3 Credits)**

ED 4503 is an initial field work course within the online teacher licensure program. ED 4503 provides the candidate an opportunity for a minimum of forty-five (45) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4504. Clinical Field Experience 4. (1 Credit)**

ED 4504 is an initial field work course within the online teacher licensure program. ED 4504 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4505. Clinical Field Experience 5. (1 Credit)**

ED 4505 is an initial field work course within the online teacher licensure program. ED 4505 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4506. Clinical Field Experience 6. (1 Credit)**

ED 4506 is an initial field work course within the online teacher licensure program. ED 4506 provides the candidate an opportunity for a minimum of fifteen (15) hours in a discovery educational setting. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4507. Clinical Field Experience 7. (3 Credits)**

ED 4507 is the final clinical field work course prior to student teaching within the online teacher licensure program. This is a 30-hour clinical experience with the emphasis on lesson and unit planning, teaching practices, and assessment for students in accordance with the general education curriculum. The cooperating teacher and a university supervisor observe the student with written feedback and in-person conferencing provided. In Teacher Education, clinicals refer to off-campus field experiences working with children in educational settings.

**ED 4508. Clinical Field Experience Special Education. (3 Credits)**

This course is a field-based experience where special education majors work directly with children and youth with disabilities ages 4 to 21. It is designed to provide students with the curricular methods, techniques, and adaptations necessary for teaching learners with disabilities. The focus is on evidence-based practices, designing and adapting learning environments and curriculum, writing and implementing unit and lesson plans, collaborating with other professionals, and self-reflection. This field-based experience will occur one or two terms prior to student teaching.  
Prerequisite: minimum score of 01 in 'Upper Division Status'.

## Education - Project INVEST (EDI)

**EDI 3430. Synthesis & Prof Dev. (1 Credit)**

This is a synthesis course designed to encourage reflection and discussion throughout the professional development process. This course is taken during the student teaching semester.

**EDI 4810. Student Teaching K I. (4 Credits)**

This course provides culminating clinical experiences for students who will receive a teaching license. Teacher candidates will be mentored in the responsibilities and expectations of an early childhood education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course (EDI 4910) to fulfill the requirements of their teaching license.

**EDI 4820. Student Teaching K II. (4 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary school. Students will enroll concurrently in EDI 4920.

**EDI 4910. St Teaching Primary I. (4 Credits)**

This course provides culminating clinical experiences for students who will receive a teaching license. Teacher candidates will be mentored in the responsibilities and expectations of an early childhood education teacher through observations, reflections, discussions, and professional development meetings. The setting will provide students with the experience in their developmental level. The student teacher will enroll concurrently in a second student teaching course (EDI 4810) to fulfill the requirements of their teaching license.

**EDI 4920. St Teaching Primary II. (4 Credits)**

This course provides one of two culminating clinical experiences for students who will receive a teaching license for elementary school. Students will enroll concurrently in EDI 4820.

## English (ENG)

**ENG 1020. Elements of English Grammar. (3 Credits)**

This course is an elementary grammar course that focuses on basic principles of grammar and usage. It is intended for students whose background in grammar is weak, or for students who wish to brush up on their understanding of concepts and terminology. Emphasis is placed on applying principles in written communications and developing proofreading skills.

**ENG 1030. Civilization & Worldviews: Literature. (3 Credits)**

This course provides practice and experience in reading and analyzing three primary genres of literature: fiction, poetry, and drama. The purpose of this course is to enable the student to enjoy and appreciate a wide spectrum of literature, with an understanding of how best to undertake various types of critical analyses of a work.

**ENG 1040. Introduction to Writing. (3 Credits)**

This course is designed for the student with a good background in writing, focuses on the process of written expression, and gives practice in dealing with the various modes of discourse from free writing through research.

**ENG 1050. Introduction to Writing Studio. (1 Credit)**

This course is a one-credit "studio" session that augments the work done in ENG 104. The studio session meets 1 hour per week in addition to the ENG 104 meeting times and is designed for students who will benefit from extra support, feedback, and attention. The work completed in ENG 105 will help clarify and reinforce an understanding of the writing process by providing students with active reading and study skills, individualized learning strategies, and a dedicated writing community.

**ENG 1100. Introduction to Writing: Grammar. (3 Credits)**

This course prepares students for the reading and writing assignments they will receive as they complete their college program. The class begins with grammar and written diagnostic measures, after which it addresses rhetorical strategies used in developing and organizing ideas, the composition of college-level academic essays, and reading comprehension. It concludes with a brief introduction to the research process.

**ENG 1300. Literature. (3 Credits)**

This course introduces students to forms of literature that include short story, drama, poetry, and the novel with a concentration on American literature, specifically focused on The American Dream. Students will learn how literary devices from all of the genres are used to create meaning for readers: plot, characterization, theme, point of view, setting, and figurative language. Students will engage in close reading: they will be asked to analyze literature inductively, using clues from the surface level of literature (literary devices) to create larger truths they see in the literature. Additionally, students will examine how these texts define what it means to be "American," specifically what material, social, spiritual, psychological, intellectual and environmental conditions contribute to this definition (both in the making of the texts and within the texts' representations). Students' analysis of texts will be expressed through writing projects, journals, presentations, and other activities.

**ENG 1360. Literary Visions. (3 Credits)**

This course brings literature to life with dramatizations of individual works and readings of literary passages. As an introduction to literature, it incorporates both contemporary and traditional works in its selection of literary texts. It also places a strong emphasis on writing about literature as a way for students to learn and use advanced compositional techniques.

**ENG 1900. Intro to English Studies. (3 Credits)**

This course provides an intensive introduction to concepts necessary for the study of literary and language studies, including major literary movements, basic principles of critical theory, literary research, and scholarly writing. ENG 1900 is open to English majors, Secondary-Ed English majors, and others with permission of the department.

**ENG 2050. English Language. (3 Credits)**

This course presents the basic structure of standard written English and elements of style in written composition. Activities will help students gain mastery in the conventions of English usage, explore the relationship between language and thought, and apply rhetorical principles in their own reading and writing. The course also will function as an introduction to linguistics, including attention to semantics, semiotics, and the cultural role of language.

**ENG 2100. College Writing. (3 Credits)**

This course is a beginning college-level composition course designed to provide a variety of challenging writing tasks addressing a number of vital ideas and issues. Through critical reading and discussion of essays written by influential thinkers such as Niccolo Machiavelli, Martin Luther King, Jr., and Virginia Woolf, students learn to write thoughtful, logical, creative essays incorporating research when appropriate.

**ENG 2110. Introduction to Composition Studio. (1 Credit)**

In this studio course, students engage in hands-on work in line with ENG 210's content and objectives and gain additional practice in writing by completing further assignments. The class sessions are conducted using a workshop model in which students share and discuss their work with one another. The class may focus on any aspect of writing that supports the English 210 course, such as invention, arrangement, and style; subject, audience, and purpose; response and revision; reading and writing; and editing and proofreading. The overall goal of the studio is to provide additional support for meeting the English 210 course objectives.

**ENG 2450. Art of the Personal Essay. (3 Credits)**

This course is designed for those students who have demonstrated competence in the basic techniques of expository writing and the mechanics of language. The object of the course is to steer students away from structured, research composition to drawing creative material from their own minds and experience.

Prerequisites: (ENG 104, 190, 1040 or 1900).

**ENG 2460. Creative Writing. (3 Credits)**

This course involves studying theory, models, and strategies for writing fiction, poetry, and drama, as well as developing skills while creating new works in all three genres.

Prerequisites: (ENG 104 or 1040).

Pathway: CRAR

**ENG 2500. Academic Writing and Research. (3 Credits)**

Academic Writing and Research teaches the conventions and expectations of academic research writing by guiding students through their own extended research project. This course teaches project discovery; annotation of source materials; processes of drafting and revision; delivery of a polished final product that adheres to the standards of citation style; and finally, remixing of the essay into a multimodal and/or digital format.

Prerequisites: (ENG 104, 210, 1040 or 2100).

**ENG 2510. Practicum in Writing Consultation. (3 Credits)**

This course explores composition theory, writing center theory, critique of writing, collaborative learning, and tutoring philosophies. Students participate in writing consultations and management of the CUW Writing Center.

**ENG 3000. Adolescent Literature. (3 Credits)**

This course is a survey of the seven styles of adolescent literature now appearing in print, accompanied by an historical overview of previous (late 19th/early 20th century) young adult literature. The student is asked to read numerous young adult novels within the types to determine their worth for young readers.

**ENG 3040. Documentary Writing and Storytelling. (3 Credits)**

This course invites students to plan, research, script, shoot, edit, and present a documentary "short" focused on a specific, local problem that they would like to see addressed. Through extensive research, fieldwork, and interviews, students will explore an issue that has significance to a community and create a project that provides awareness and advocacy for populations who have been traditionally underserved or underrepresented. In this course, we will consider a historical perspective of the genre as a singular form of storytelling and persuasion, learn critical strategies for consuming documentaries, grapple with issues of "truth" as it relates to "nonfiction," and deliberate the ethics surrounding this form of film-making.

**ENG 3050. English Grammar and Usage. (3 Credits)**

This course is intended for students who already have a solid background in grammar and wish to extend their knowledge and appreciation of grammatical principles. It is required of all English majors.

Prerequisites: (ENG 104, 190, 1040 or 1900).

**ENG 3150. Contemporary Mosaic. (3 Credits)**

This course provides students the opportunity to read selections of contemporary American Literature in several genres that demonstrate the interplay among writers of different background and broadens one's understanding of life and literature.

Prerequisites: (ENG 104, 190, 1040 or 1900).

**ENG 3410. American Literature: Beginnings to 1865. (3 Credits)**

This course surveys the Romantic and Realist traditions of American Literature as they develop and form the basis for what has become the modern entity. Representative writers such as Poe, Hawthorne, Melville, Crane, and selected poets such as Whitman and Dickinson are considered for their influence on the development of American literature.

**ENG 3420. American Literature: 1865 to Present. (3 Credits)**

This course surveys the development of American literature from the latter part of the 19th century to the present. Representative writers will be studied.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

**ENG 3440. British Literature: Beginnings to Early 1700s. (3 Credits)**

This course reviews the early years of English literary history. The course begins with Beowulf and surveys four major literary periods: The Middle Ages, The Sixteenth Century, The Seventeenth Century, and the Restoration and the Eighteenth Century. Major authors studied include Chaucer, Milton, Marlowe, Spenser, and Swift.

**ENG 3450. British Literature: Late 1700s to Present. (3 Credits)**

This course surveys the continuing development of English literature from Blake through the Romantics and Victorians to the moderns. It is required for all English majors.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

**ENG 3470. Early World Literature. (3 Credits)**

This course is a chronological survey of important and influential literary texts from various Western and non-Western cultures.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

**ENG 3480. Late World Literature. (3 Credits)**

This course continues the chronological survey begun in ENG 3470. The course includes a wide variety of literary styles, including text from various Western and non-Western cultures and civilizations from the 17th Century to the present.

**ENG 3500. Classical & Modern Rhetoric. (3 Credits)**

This course provides an overview and study of the art of classical rhetoric, beginning with the ancient Greeks and culminating in twenty-first century understandings and applications.

**ENG 3550. Modern Fiction & the Tradition. (3 Credits)**

This course examines principle authors and works of this century and studies the historical development of the novel as an aid to understanding the present conventions of the genre.

**ENG 3560. Modern Poetry & the Tradition. (3 Credits)**

This course studies twentieth century poetic conventions and contemporary poets in historical perspective.

**ENG 3570. Modern Drama & the Tradition. (3 Credits)**

ENG 357 examines the history and literature of Western drama from Aeschylus and Sophocles to Williams and Pirandello.

**ENG 3580. Modern Non-Fiction & the Tradition. (3 Credits)**

This course examines the history and development of the most popular form of contemporary writing. Various methods of non-fiction discourse will be studied: journalism, biography, the essay, and new non-fiction.

**ENG 3650. History of the English Language. (3 Credits)**

This course studies the history and structure of the English language and several grammatical systems of English and dialectology. It surveys the development of the English language, from the Old English period to the present, and provides an introduction to linguistics.

**ENG 3700. Women's Literature. (3 Credits)**

This course enhances the English major's study of literature by examining works of women writers not covered in American and English Literature courses (ENG 341, 342, 344, and 345). Since it is generally acknowledged in academic circles that women's place in the literary canon has been neglected or underemphasized, ENG 370 places the more recognizable women authors beside the less well-known in order to establish a context from which all literature may be more fully understood and appreciated.

**ENG 3800. Major Authors. (3 Credits)**

This course focuses on a single author, studying his or her work in depth. In some cases, it may focus on a small group of writers.

**ENG 3860. Special Topics in Literature. (3 Credits)**

This course focuses on repeated themes or specific styles that have proven important in literature.

Pathway: CRAR

**ENG 3920. Survey of American Literature. (3 Credits)**

This course provides a compressed survey of American Literature for non-traditional students in accelerated programs.

**ENG 3940. Survey of British Literature. (3 Credits)**

This course provides a compressed survey of British Literature for non-traditional students in accelerated programs.

**ENG 3960. English Language and Its Usage. (3 Credits)**

This course studies the history and structure of the English language and several grammatical systems modern English usage. It surveys the development of the English language, from the Old English period to the present, and provides an introduction to linguistics.

**ENG 3990. Internship. (3 Credits)**

The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

**ENG 4100. Professional Writing Seminar. (3 Credits)**

This course examines writing outside of academia in a variety of professional genres and disciplines, particularly in the area of business. Students will analyze and produce work within chosen specialties.

Prerequisites: (ENG 104, 1040, 210 or 2100).

**ENG 4350. Literature for Young Adults. (3 Credits)**

This course surveys the growing body of literature written for the marketed to adolescents. What can young adult books tell us about adolescents and their lives? How do we read them differently as adults? Students will read so-called "problem" novels, mysteries, historical fiction, fantasy, and other genres of young adult literature. The course will also look at young adult literature as a microcosm of various literary techniques.

**ENG 4650. Shakespeare. (3 Credits)**

This course examines the major works of Shakespeare including examples of the comedies, histories, tragedies, and the sonnets.

Prerequisites: (ENG 103, 104, 190, 1030, 1040 or 1900).

**ENG 4750. Literary Criticism. (3 Credits)**

This course considers the premises and methods of criticism. The course will survey the various modern approaches to literature – formalist, genre, archetypal, historical, and others – and will provide exercises in practical criticism.

**ENG 4800. Writing Creative Nonfiction. (3 Credits)**

This course builds upon the work of ENG 2450.

**ENG 4950. Senior Seminar. (3 Credits)**

This course provides students the opportunity to conduct a research project in the humanities. The semester's work is designed to integrate the humanities and to develop a Christian perspective on the arts, culminating in the creation and presentation of a research project.

Prerequisite: ENG 4750\*.

\* May be taken concurrently.

## Entrepreneurship (ENTR)

**ENTR 2500. Legal Landscape of Entrepreneurship. (3 Credits)**

This course provides students the opportunity to learn and understand the legal landscape of protecting and advancing innovation and startup ventures. It covers an array of important issues that every emerging entrepreneur should know. Students will learn which corporate ownership structure best suits their needs, how and when to engage in the patent filing process to protect intellectual property, fiduciary responsibilities for startup formation, funding the initiative, contracts with vendors and clients, understanding the basics of hiring and retaining the best staff, and protecting intellectual property.

**ENTR 2800. Planning New Ventures. (3 Credits)**

This course presents students interested in starting their own business or nonprofit enterprise an opportunity to learn how to write and present a business plan, include market analysis, financial projections, and operating plan.

**ENTR 2900. Social Entrepreneurship. (3 Credits)**

This course focuses within a Christian context to identify and address social and global challenges. Students will apply innovation, creativity, critical thinking, and risk-taking to solve various challenges from an entrepreneurial perspective. Business skills such as planning, opportunity analysis, financial management, forecasting, and resourcefulness are critical elements of this course.

**ENTR 3900. Entrepreneurship Practicum. (3 Credits)**

This practicum course is an action-based learning module where students of all disciplines collaborate to work on entrepreneurial endeavors. Whether working to launch their own startup ventures or assisting existing startups reach into new and emerging markets, this course seeks to empower students to innovate, problem-solve and adapt as they navigate the startup landscape. Entrepreneurship is both a mindset and a process. This course will cultivate, inspire and draw out creative and innovative student skills. Students take a holistic approach to problem solving, immersing them in their target market, and can work individually or in a team to formulate and advance their ideas. Grades will not be determined by whether or not a student launches a startup, but by the learning, problem solving, and collaboration that takes place.

## Environmental Science (ENV)

**ENV 1050. Introduction to Environmental Science. (3 Credits)**

This course introduces students to vocabulary, major concepts, and contemporary issues related to the natural world and human interaction with it.

**ENV 1300. Introduction to Sustainability. (3 Credits)**

This course is a comprehensive introduction to the vocabulary, importance, technology, and occupations concerning sustainability. This course is a guide on the principles that help us understand sustainability and how we can be more sustainable. This course reveals what types of well-paid sustainability careers exist. The list of topics ensures learners have a full exposure and understanding of sustainability as related to the triple bottom line, closed loop systems, ecological footprint, zero waste, alternative and renewable energy, local sourcing, nature's carrying capacity, water, transportation, food supplies, and climate change.

**ENV 1400. Introductory GIS. (4 Credits)**

This course introduces the principles of Geographic Information Systems (GIS) using ArcGIS software. Topics covered include fundamental cartography, collecting, analyzing, and disseminating geographical data. Laboratory Course.

**ENV 1500. Remote Sensing from Satellites and Drones. (3 Credits)**

This course introduces the use of remotely sensed data for the studying environmental conditions. Topics include data acquisition, processing, analysis, and application.

**ENV 1600. Meteorology. (3 Credits)**

This course provides a physical description of the weather variables (temperature, wind, moisture, pressure, solar radiation, vorticity, etc.) and the relationships that exist among them. This knowledge will be used to explain weather events such as frontal passages, cloud formation, thunderstorms, and tornadoes. This course will also investigate techniques of forecasting future weather events.

**ENV 1800. Environmental Science. (4 Credits)**

This course is a study of the effects man has on his surroundings through a basic understanding of ecological, biochemical, and physical systems in nature. Laboratory course.

**ENV 2200. Water Quality and Aquaponics. (4 Credits)**

This course explores how natural environmental processes are driven by chemical reactions and how these processes are affected by toxicants. Includes production techniques and methods for aquaponics, the combination of hydroponics and aquaculture. Laboratory Course.

**ENV 2400. Native Plants of Wisconsin. (4 Credits)**

This course explores the plants present throughout the different regions and ecosystems of Wisconsin. Emphasis will be place on identifying native plants and their conservation. Laboratory Course.

**ENV 2500. Earth Science. (4 Credits)**

This course is an integrated study of the materials physical features of Earth and the processes that form and shape them. Map skills are also developed. Laboratory course.

**ENV 2600. Oceanography. (4 Credits)**

This course is a study of the chemical, geologic, physical, and biological features of Earth's oceans. Topics covered include the history of oceanography, chemistry and physical properties of sea water, waves, global currents seas, and submarine morphology. Laboratory course.

**ENV 3200. Environmental Data Analysis. (3 Credits)**

This course includes the fundamentals of statistics, data exploration, and graphing with practical application to environmental sciences. Computation will use the R software environment for statistical computing and graphics.  
Prerequisites: (MATH 205 or 2050).

**ENV 4990. Advanced Applied Field Research. (1-4 Credits)**

This course serves as a practical capstone experience in environmental science. The course involves individual engagement in experimental research, including experimental design, data collection, and data analysis. Successful completion of major capstone requirements includes presentation of results in paper, poster, and/or oral presentation formats. Note: Junior or senior standing required. Students may enroll in this course multiple times, up to a maximum of 4 total credits.

**ENV 5800. Readings in Environmental Science. (3 Credits)**

This course covers a wide range of issues and problems such as air and water pollution, energy resources, climate change, acid rain, the greenhouse effect, wastes, and land/resource management.

## Exercise Physiology (EXPH)

**EXPH 2225. Introduction to Exercise Science. (3 Credits)**

This course provides an examination of the career paths in the field of exercise science. Students will learn about the requirements, credentials, examinations, and continuing education required to prepare for these careers. Students will examine the intersection of their passion, profession, and vocation throughout the course.

**EXPH 3442. Exercise Testing and Prescription. (4 Credits)**

This course examines the theoretical and applied knowledge required to conduct safe and effective exercise tests and fitness evaluations for healthy and at risk populations. Application to exercise program design is included.

**EXPH 3470. Exercise Physiology. (4 Credits)**

This course provides an examination of the common acute responses and chronic adaptations to physical activity and exercise. Laboratory assessment of common physiological responses to exercise is included. Prerequisites: (BIO 191 or 1801).

**EXPH 3471. Advanced Exercise Physiology. (4 Credits)**

This course provides an advanced examination of the acute responses and chronic adaptations of the body to physical activity and exercise. Laboratory assessment of common physiological responses to exercise is included.

**EXPH 4475. Seminar in Exercise Physiology. (2 Credits)**

This course requires students to select and present research articles from current topics in Exercise Physiology. Students will analyze, evaluate and discuss the methodology of the selected research topics. The importance of the Institutional Review Board in conducting research will be covered as a preparation for the EXPH 4995 Senior Seminar research project.

**EXPH 4480. Program Design and Application of Strength and Conditioning Principles. (3 Credits)**

This course will examine the various anatomical and physiological aspects associated with strength and conditioning. The students will have opportunities to analyze and design a strength and conditioning program for athletes from various sports or for individuals with special needs.

**EXPH 4494. Exercise and Chronic Disease. (3 Credits)**

This course is an examination of the characteristics, physiological responses and exercise-related adaptations in individuals with select chronic diseases. Emphasis will be on pathophysiology and clinical considerations including exercise limitations, responses, and adaptations for each disease state.

**EXPH 4960. Internship. (3-6 Credits)**

This course provides an opportunity for an upper level undergraduate student to gain valuable practical experience in an exercise physiology setting. This experience is aligned with the student's individual career or graduate study goals. The student will be able to demonstrate and apply the knowledge and skills they have learned in classroom and lab activities to a professional setting. Additionally, students are given the opportunity to network within their chosen profession. This internship is a dynamic program that will respond to change as warranted.

**EXPH 4995. Senior Seminar. (3 Credits)**

This course provides students with a research experience in the exercise physiology field. Emphasis is placed on data collection and analysis and completion of a research presentation or publication.

## Family Life (FAM)

**FAM 1050. Family Life Ministry Seminar. (2 Credits)**

Family Life Ministry seminar serves as an introduction to the vocation of Director of Family Life Ministries (DFLM). It explores the roles and responsibilities of a DFLM, the dispositions required for ministry, and provides an overview of six major areas of Family Life ministry. Students will interact with ministry professionals, research various aspects of this profession, and perform a self-assessment regarding their interests and gifts for the vocation of DFLM.

**FAM 2100. Practical Skills in Family Life Ministry. (3 Credits)**

Students explore and practice foundational skills for family life ministry. Students will learn skills of meaningful communication as part of the foundation of relational ministry. Students will also learn how to lead Bible studies, plan and lead retreats, evaluate resources, and other essential skills for family ministry.

**FAM 3110. Family Dynamics and Resource Management. (3 Credits)**

This course will provide students with an awareness of basic family theories as tools for understanding family strengths and weaknesses. The student will learn about the identification and management of family resources; the impact of decision making on a family's quality of life; and how families make decisions regarding the development and allocation of resources. The course will also explore the Biblical concept of stewardship.

**FAM 3210. Parent Education and Guidance. (3 Credits)**

This course will examine the general philosophy and principles of family life education in order that the student will be able to plan, implement and evaluate such educational programs. The course will examine parenting as a process, parental rights and responsibilities, parental roles over the life cycle and variation in parenting practices.

**FAM 3900. Family Life Ministry Practicum. (3 Credits)**

Students will spend 120 hours in a supervised volunteer position at a local church or ministry. Note: Instructor permission is required for registration.

**FAM 4300. Foundations of Family Life Ministry. (3 Credits)**

This course explores Biblical foundations for family ministry as well as family ministry philosophies. Students, then, form their own definition and philosophy on the basis of the Biblical foundation. The role of the home and the importance of parents for youth and children's ministry programming will be examined. Students will also learn how to design and implement intergenerational ministry programming.

**FAM 4310. Youth Culture. (3 Credits)**

This class will help students explore generations and the youth culture in America with a view toward ministry among youth and their families. Students will explore ways to support homes with teens in crisis, stay current on youth culture issues, and learn the importance of building relationships with teens and their parents. It will also explore strategies to partner with homes in dealing with teen issues, to reach out and minister to youth and their homes in the community, apply theology to contemporary issues, and set up policy to protect teens and adults from misconduct or false accusation.

**FAM 4320. Administration in Family Life Ministry. (3 Credits)**

This course examines processes, policies, and systems for successfully administering family life ministry programming in a congregational setting. Students learn to develop short- and long-term planning skills, recruit and train volunteers, and manage budgets. Students will learn ways to identify, plan, implement, evaluate, and lead a balanced ministry program.

**FAM 4550. Family Life Ministry Internship. (3 Credits)**

The capstone Family Life ministry experience is in the student's final year and is called internship. Students apply academics and previous field experiences to serve in ministry under the mentorship of an experienced professional. The internship includes a ministry proposal, as a final project, based upon qualitative and/or quantitative data. Note: Instructor permission is required for registration.

Prerequisites: (FAM 390 or 3900).

## Finance (FIN)

**FIN 1200. Introduction to Actuarial Science. (3 Credits)**

This course introduces students to the field of actuarial science. Topics include career information and rigorous examples of problems that actuaries work on. Class meetings will include guest presentations from working actuaries and other professionals in the insurance industry.

**FIN 2000. Personal Finance. (3 Credits)**

This course is a valuable survey course which explores areas of finance which have a direct impact on the individual's lifestyle. Course topics are treated in a non-technical manner. These topics include personal budgeting, financial planning, cash management, credit and loans, home buying, insurance, consumer information, investing, tax planning, retirement planning, and estate planning.

**FIN 3000. Principles of Finance. (3 Credits)**

This course provides an introduction to the basic functions of financial planning, working capital management, financial markets, financial institutions, investment returns, capital budgeting methods, asset valuation, leverage, time value of money, and capital structure. Prerequisites: (ACCT 201, 203 or 2100).

**FIN 3100. Basic Investing. (3 Credits)**

This course examines investors' activities and decision rules in the selection and management of financial assets. The focus of the course is financial instruments such as stocks, bonds, mutual funds, and derivatives, as well as the markets in which they are traded. The course will also emphasize the analytical approach to investment decision making.

Prerequisites: (FIN 300 or 3000).

**FIN 3150. Principles of Insurance. (3 Credits)**

This course surveys methods of dealing with risk including risk retention, prevention, and transfer. Insurance is a major means of risk transfer. Various kinds of insurance, such as liability, property, life, health, and social insurance are examined.

Prerequisites: (BUS 315, FIN 322, MATH 205, BUS 3450, FIN 3220 or MATH 2050).

**FIN 3200. Money and Banking. (3 Credits)**

This course is a functional analysis of financial institutions with emphasis on commercial banking. It includes a review of the nature, history, and functions of money-creating depository institutions. It also includes an examination of the role of central banks and the implications of monetary and fiscal policy for economic growth, inflation, employment, trade and exchange rates.

Prerequisites: (ECON 222, 222, 2200 or 2200) and (ECON 231, 231, 2100 or 2100) and (FIN 300, 300, 3000 or 3000).

**FIN 3210. Financial Math for Actuaries. (3 Credits)**

This course is designed to prepare students for the Society of Actuaries Exam FM (Financial Mathematics). Topics include time value of money, annuities with payments that are not contingent, loans, bonds, general cash flows and portfolios, duration, convexity, and immunization.

Prerequisites: (FIN 121, 300, 1200 or 3000) and (MATH 202 or 2020).

**FIN 3220. Probability and Statistics for Actuaries I. (3 Credits)**

This is the first course in the Actuarial Science program's probability and statistics sequence. Its purpose is to develop students' knowledge of the fundamental probability tools for quantitatively assessing risk. Topics include general probability theory, univariate probability distributions, and multivariate probability distributions, including conditional and marginal. Prerequisites: (MATH 202 or 2020).

**FIN 3230. Probability and Statistics for Actuaries II. (3 Credits)**

This is the second course in the Actuarial Science program's probability and statistics sequence. Topics covered include sampling distributions, estimation and the properties of estimators, confidence intervals, hypothesis testing, and regression analysis.

Prerequisites: (FIN 322 or 3220).

**FIN 3400. Corporate Finance. (3 Credits)**

The primary goal of this course is to impart the knowledge to allow students to intelligently solve practical business problems. To achieve this goal, it is essential that students have a sound understanding of the financial theory. As such, the course will be theoretical in nature, often requiring rigorous quantitative analysis. Topics that will be covered include complex time value of money problems, security valuation, risk and return, capital budgeting techniques, the term structure of interest rates, the capital asset pricing model, dividend policy, and stock repurchases.

Prerequisites: (FIN 300 or 3000).

**FIN 3450. Investment and Financial Markets for Actuaries. (3 Credits)**

This course develops students' knowledge of the theoretical basis of corporate finance, financial models and the application of those models to insurance and other financial risks. Topics include mean-variance portfolio theory, asset pricing models, market efficiency and behavioral finance, investment risk and project analysis, capital structure, and pricing methods of derivative securities.

Prerequisites: (FIN 310 or 3100) and (FIN 323 or 3230).

**FIN 4200. Advanced Excel for Financial Analysis. (3 Credits)**

This course gives students the opportunity to master Microsoft Excel's advanced functionality by using Excel to complete a wide range of tasks and projects that require data organization and analysis. Areas of focus include advanced data analysis, reporting templates, worksheet/workbook linking, importing and manipulating data, using VBA to create/edit macros for task automation, auditing tools, and other features especially useful to financial professionals.

Prerequisites: (FIN 300 or 3000).

**FIN 4250. Securities Analysis. (3 Credits)**

This course is the study of investment choices and the analysis of each for the investment decision. Stocks, bonds, derivatives, and mutual funds are all examined. Understanding the characteristics of securities and how to evaluate them using financial spreadsheets and internet applications toward making a capital decision is emphasized.

Prerequisites: (FIN 310 or 3100).

**FIN 4260. Applied Portfolio Management. (3 Credits)**

This course emphasizes investment selection/decision/policy issues, key concepts in modern portfolio theory, methods of common stock valuation, understanding the essentials of fixed income securities, determinants of option pricing, and evaluating managers' performance.

Prerequisites: (FIN 425 or 4250).

**FIN 4300. International Finance. (3 Credits)**

This course examines the role of international financial management with emphasis on multinational corporations. It discusses topics such as the foreign exchange market and determination of exchange rates, the exchange risk exposure as it impacts management's decisions, the multinational corporation (MNC) and foreign direct investment (FDI), the rationality of FDI flows, the management of foreign operations, and the determinants of international flows of goods and funds.

Prerequisites: (ECON 222 or 2200) and (ECON 231 or 2100) and (FIN 300 or 3000).

**FIN 4900. Special Topics in Finance. (3 Credits)**

This course offers topics designed to address current areas of student interest in finance.

## Geography (GEOG)

**GEOG 2200. Cultural Geography. (3 Credits)**

Cultural Geography, or human geography, studies the interaction and integration of human achievements, needs, and institutions based upon geographic location. Cultural Geography investigates the development of food ways, popular culture, religion, economy, medicine, technology, crime, and human rights. In recent decades, the phenomenon of globalization has increased interconnectedness across borders transforming traditional, local cultures into global ones. Starbucks in Italy, Indian films winning American Oscars, and the increasing speed by which epidemics become pandemics characterize globalization. This course looks at these and other issues of culture and globalization.

**GEOG 3400. World Regional Geography. (3 Credits)**

This course brings to life the impact of global issues by representing the daily lives of men, women, and children in the various regions of our globe. Exploring the rich diversity of human life, students will learn how the activities of ordinary people at the local level are connected to the geographic themes of population, climate, terrain, globalization, power, economics, politics, urbanization, and environment.

## German (GER)

### GER 1010. Beginning German I. (3 Credits)

GER 1010 is a beginner course for students who have had no previous formal course work in German. Students will begin to develop listening, speaking, reading, and writing skills in the German language. Attention will be given primarily to grammar, vocabulary, and reading comprehension.

### GER 1020. Beginning German II. (3 Credits)

Beginning German II is for students who have had one semester of formal course work in German or the equivalent. Students will continue to develop basic listening, speaking, reading, and writing skills in the German language. An orientation to the culture of German-speaking countries is an integral part of the course.

## Graphic Design (GD)

### GD 1010. Digital Design Fundamentals. (3 Credits)

Digital Design Fundamentals is your gateway to the captivating world of graphic design, offering a comprehensive introduction for non-designers. Dive into industry-standard software with Adobe Photoshop and Illustrator, and get introduced to the art of photo compositing and vector art. Designed for beginners, this course empowers you to develop and implement creative strategies for visual communication, making it perfect for aspiring non-designers, marketing enthusiasts, and professionals looking to enhance their skills. No prior design experience is necessary – embark on your creative journey today and unlock your full creative potential!

Pathway: CRAR

### GD 1500. Digital Vector Design. (3 Credits)

Digital Vector Design: Mastering Macintosh and Adobe Creative Cloud is a comprehensive course that immerses students in the Macintosh computing platform, Adobe Illustrator Creative Cloud, and Adobe InDesign Creative Cloud. This course empowers students with the essential skills needed to manipulate digital vectors effectively for communication design. Additionally, it introduces critical digital pre-press concepts to ensure flawless execution of designs in the real world. Join us on this exciting journey to unlock your potential as a communication designer!

Pathway: CRAR

### GD 1510. Digital Raster Design. (3 Credits)

Embark on an exciting journey through the world of photo compositing, where you'll unleash your creative talents using the incredible capabilities of Adobe Photoshop. Our course, "Digital Raster Design," immerses you in a rich learning experience that provides a deep understanding of Photoshop, giving you the confidence to master the art of image manipulation for communication design. Delve into the captivating realm of digital image manipulation, introductory animation, and motion graphics, and watch your design horizons expand. Whether you're just starting or an experienced student designer, this course guarantees an exhilarating adventure as you unlock the full potential of creating mesmerizing composite imagery. Gain essential skills to thrive in the creative industry. Join us today and witness your creativity reaching new heights like never before!

Pathway: CRAR

### GD 3000. Pixel Motion. (3 Credits)

Embark on a captivating journey into character animation and motion graphics with Pixel Motion. This introductory course introduces Adobe After Effects and Character Animator through hands-on, project-based lessons, making it ideal for beginners. Unleash your creativity, master industry-standard tools, and conquer animation challenges in a friendly and supportive learning environment. Join us and bring your visual storytelling dreams to life!

### GD 3500. Advanced Pixel Motion. (3 Credits)

Advanced Pixel Motion is an exhilarating advanced-level course that immerses you in the art of character animation and motion graphics. Through project-based learning, you'll master Adobe Character Animator, and After Effects, equipping you with the skills to create captivating video projects featuring character animation and lip-syncing. This course covers media organization, audio integration, character rigging, title production, and special effects, enabling you to produce dynamic, engaging animations that tell compelling stories. Join us on this creative journey to elevate your skills and excel in the ever-evolving world of animation and motion graphics. Enroll today and unleash your full potential in pixel-perfect motion!

### GD 3510. Creative Pixel Studio. (3 Credits)

Welcome to Creative Pixel Studio, where you'll dive into the practical aspects of web design techniques and technology. This course equips you with a solid foundation in portfolio website design, encompassing online site builders, Content Management Systems (CMS), HTML, CSS, and introductory Javascript. Learn to seamlessly integrate these tools into your workflow, guiding your website from initial concept to final execution. Hands-on experience is a core element, allowing you to apply your knowledge in real-world scenarios. Please note that a studio fee covers essential resources for your creative journey. Join us and unleash your creativity in the dynamic world of web design. Enroll now and embark on this exciting adventure!

### GD 3520. Web Design Solutions. (3 Credits)

Welcome to Advanced Web Design Solutions! This captivating course builds upon foundational web design skills, seamlessly blending UX/UI principles to create sophisticated web and app solutions. You'll gain hands-on experience with Adobe XD, master advanced CSS techniques, explore jQuery for interactivity, and strengthen your HTML skills. Prerequisite: Basic web design courses completion and a studio fee. Whether you're a seasoned designer or a budding talent, join us to elevate your web design expertise and craft exceptional digital experiences. Enroll today to unlock your creative potential!

Prerequisites: (GD 360 or 3510).

### GD 4800. Design Outlook. (3 Credits)

Design Outlook is an exhilarating senior-level course that delves deep into layout and digital design while engaging with real clients. To excel in this immersive studio, students are expected to showcase their advanced proficiency in Adobe design tools such as Photoshop, Illustrator, After Effects, InDesign, and Video Editing Software. Here, you'll hone your creative problem-solving skills, collaborate within a supportive studio environment, and gain practical experience by addressing real-world design challenges. Enroll today to elevate your design expertise and build a professional portfolio that stands out in the world of design.



## Greek (GRK)

### GRK 2010. Greek I. (3 Credits)

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax.

### GRK 2020. Greek II. (3 Credits)

This course continues the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax. Prerequisites: (GRK 201 or 2010).

### GRK 3010. Greek III. (3 Credits)

This course completes the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Greek prose. Students will learn to recognize Greek vocabulary, to distinguish between the various parts of speech, to analyze Greek morphology, and to apply rules of syntax in order to create translations of elementary Greek texts that represent a synthesis of Greek vocabulary, morphology, and syntax. Prerequisites: (GRK 202 or 2020).

### GRK 3015. Greek Readings. (1 Credit)

This course is a one credit readings course for students of all levels who wish to continue in the language in order to maintain their knowledge and ability in Greek.

Prerequisites: (GRK 303 or 3010).

### GRK 3020. Greek IV. (3 Credits)

This course consists primarily of intermediate narrative readings. These readings may come from any combination of the Gospels, the LXX, or the Church Fathers. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also learning about the transmission of the text of the Greek New Testament.

Prerequisites: (GRK 303 or 3010).

### GRK 4010. Greek V. (3 Credits)

This course will consist primarily of intermediate epistolary readings from the New Testament or other Greek epistolary literature. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also learning about the textual apparatus used in critical editions of the Greek New Testament. Finally, they will produce an exegetical analysis.

Prerequisites: (GRK 304 or 3020).

### GRK 4020. Greek VI. (3 Credits)

This course consists of advanced readings from the New Testament or other Greek literature. Students will increase their knowledge of Greek vocabulary and further develop their understanding of Greek syntax. They will study the culture and genre in which the assigned texts were written while also researching and writing on aspects of the Greek language. Finally, they will produce a paper on Greek grammar.

Prerequisites: (GRK 403 or 4010).

### GRK 4100. Epic Poetry. (3 Credits)

This course studies selected readings of such Greek poets as Babrius, Hipponax, Homer, Euripides, and Sophocles, with readings progressing from the relatively easy to the more difficult. The study of Greek prose may also be used to prepare students to read Greek poetry.

Prerequisites: (GRK 304 or 3020).

## Health & Human Performance (HHP)

### HHP 1100. Stewardship of the Body. (1 Credit)

This course explores how physical activity and exercise enhance wellness in our lives.

### HHP 1115. Fit and Well. (2 Credits)

This course explores the importance that physical activity and nutrition play in maintaining wellness in our lives.

### HHP 1116. Health Profession Med Term. (1 Credit)

This course is designed for students interested in health professions. This course will focus on medical terms, definitions, and abbreviations commonly associated with anatomy and the health professions. Basic medical terminology, health and disease, and diagnostic procedures will be covered. In addition, the following human body systems will be introduced: skeletal, muscular, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, nervous, special senses, integumentary, endocrine, and reproductive.

### HHP 1171. Introduction to Exercise Science. (1 Credit)

This course will introduce students to the field of exercise science, the department of Health and Human Performance, and the Health Science programs at Concordia University Wisconsin.

### HHP 1192. Basic Taping & Wrapping Techniques. (1 Credit)

This course provides the fundamental taping and wrapping techniques used in the prevention and care of athletic injuries.

### HHP 1504. Mindful Movement. (1 Credit)

This course provides students the opportunity to improve flexibility, build strength, and relieve stress using yoga-like movement. Core strengthening, weight bearing on hands, and connecting movement with breath will be introduced with the goal of linking mind with body.

### HHP 1520. Weight Training. (1 Credit)

This course is designed to introduce the student to the principles and techniques of weight training through the use of weight machines and free weights.

### HHP 1522. Badminton. (1 Credit)

This course introduces the student to singles and doubles strategies along with developing serving style and basic strokes.

### HHP 1524. Aerobics. (1 Credit)

This course is designed to expose the student to a variety of different aerobic activities, help the student understand how to structure these activities to meet personal fitness goals, and assist the student in becoming more aware of the experiential nature of aerobic activity.

### HHP 1529. Bowling. (1 Credit)

This course introduces the approach, release, and delivery for satisfactory participation in the recreational sport of bowling. Scoring, strike adjustment systems, and spare conversion techniques are also presented.

### HHP 1530. Advanced Weight Training. (2 Credits)

This course analyzes the techniques and skills of weight training to achieve individual goals. The course will go over various core lifts, Olympic lifts, and repetition strength testing.

**HHP 1549. Wellness Boot Camp. (1 Credit)**

This course introduces the student to nutritional, physical, and mental activities for lifetime wellness and fitness.

**HHP 1560. Walking For Wellness. (1 Credit)**

This course introduces the student to walking for fitness development, stress reduction, and personal wellness.

**HHP 1561. Kayaking. (1 Credit)**

This course is designed to give students the basic skills and information needed to successfully and safely participate in the sport of kayaking. Prerequisite: Ability to drive to an off campus location.

**HHP 1566. Hiking. (1 Credit)**

This course introduces the student to the basic skills, nutritional demands, and safety aspects of hiking. Prerequisite: Ability to drive to an off campus location.

**HHP 1568. Pickleball. (1 Credit)**

This course provides students the opportunity to improve fitness and learn basic skills, techniques and rules of Pickleball.

**HHP 1599. University Athletics. (1 Credit)****HHP 2202. Introduction to Kinesiology. (3 Credits)**

This course allows students to explore the principles, scientific foundations, philosophy, and scope of physical activity as it relates to human movement.

**HHP 2209. First Aid and CPR. (2 Credits)**

This course follows the requirements and methodology of the American Red Cross. The program is designed to give students the knowledge and skills to prevent, recognize, and provide basic care for injuries and sudden illnesses of adults, children or infants until medical professionals arrive and take over. The skills covered are essential for everyone; however, successful completion of the course will not qualify one as a health care professional. AED instruction is included.

**HHP 2210. Health Care Delivery. (2 Credits)**

This course is designed to introduce the student to the basic elements of athletic training patient care. This will be accomplished by exposing the student to the foundational behaviors of professional practice, clinical examination, diagnosis skills, cultural competence, communication skills, and healthcare administration.

**HHP 2212. First Aid and Emergency Procedures w/Lab. (3 Credits)**

This course will prepare students to make appropriate decisions regarding first aid care and to act skillfully on those decisions. Students will be given the opportunity to take the American Heart Association Heartsaver Examination for First Aid, CPR, and AED. Students will also address special concerns in the athletic population such as equipment removal, stabilization, and airway management. First Aid and Emergency Procedures Lab will allow students the opportunity to practice first aid and CPR skills in a controlled environment and to make life-saving decisions on practice manikins. Students will also perform carries and transportation techniques on suspected spine-injured victims.

**HHP 2260. School and Community Health. (3 Credits)**

This course provides an examination of school and community based healthcare issues, including healthcare systems, social determinants of health and other factors related to health decisions, and methods to create effective change in schools and communities. Students will learn to examine current community health trends, as well as risk mitigation, quality improvement, and intervention techniques.

**HHP 2265. Healthy Lifestyles. (3 Credits)**

This course examines modifiable and non-modifiable risk factors for common health conditions and the interpersonal factors that impact health-related decisions. Students will learn to apply theories of behavior change, personal advocacy, and health-related communication techniques to individuals.

**HHP 2274. Care and Prevention of Athletic Injuries. (3 Credits)**

This course is designed to give the student an understanding of the field of athletic training and to develop knowledge, skills and values of the various components related to the athletic training profession.

**HHP 2275. Administration and Organization of Sport. (3 Credits)**

This course introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal considerations, event management, safety consideration and other issues at all levels of sport. Students are involved in selected hands-on experiences at various levels and types of participation.

**HHP 2280. Psychology of Sport. (3 Credits)**

This course provides an examination of psychosocial factors contributing to sport performance, skill or occupational performance, and making health-related decisions such as participating in physical activity or exercise. Students will learn healthcare and performance applications and strategies for self-improvement.

**HHP 2581. Theory and Techniques of Coaching Softball. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of softball as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 2582. Theory and Techniques of Coaching Basketball. (2 Credits)**

This course will provide the student with theoretical information necessary for the successful coaching of basketball as well as skill analysis, drill development, tactics, strategies, and other coaching techniques.

**HHP 2584. Theory and Techniques of Coaching Football. (2 Credits)**

This course provides students with the theoretical and philosophical information necessary for the successful coaching of football as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 2586. Theory and Techniques of Coaching Track. (2 Credits)**

This course provides students with the theoretical and philosophical information necessary for the successful coaching of track and field. Event analysis, training theory, individual and team strategies and other coaching techniques are covered.

**HHP 2587. Theory and Techniques of Coaching Soccer. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of soccer as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 2588. Theory and Techniques of Coaching Volleyball. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of volleyball as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 2590. Theory and Techniques of Coaching Wrestling. (2 Credits)**

This course provides the student with the theoretical information necessary for the successful coaching of wrestling as well as skill analysis, drill development, tactics, strategies and other coaching techniques.

**HHP 3342. Nutrition for Wellness and Performance. (3 Credits)**

This course introduces the student to principles of nutrition. It emphasizes the importance of good nutrition to promote a healthy lifestyle, enhance performance, prevent injury and foster wellness throughout life. Real world application is emphasized.

**HHP 3350. Coaching Methods. (3 Credits)**

This course presents the theories of coaching and strategies of team sports.

**HHP 3371. Exercise Physiology. (3 Credits)**

This course involves the application of anatomical and physiological processes to human movement, physical performance, and rehabilitation.

**HHP 3373. Motor Development. (3 Credits)**

This course focuses on developmental principles as they apply to movement and are influenced by the maturation process. An integrative approach will be used emphasizing the role of movement and physical activity in an individual's total growth and development from birth through adulthood.

**HHP 3375. Biomechanics. (3 Credits)**

HHP 3375 deals with mechanical principles regarding such things as force, inertia, momentum, friction, and the application of these principles to various movement, rehabilitation and skill activities. This course provides students with an understanding of the principles of physics which govern effective and efficient movement. This knowledge is essential for teaching skills, analyzing movement, conducting injury rehabilitation programs and other activities involving the development and use of the human body.

Prerequisites: (BIO 191 or 1801) and (BIO 192 or 1802).

**HHP 4410. Measurement and Evaluation in Health & Human Performance. (3 Credits)**

focuses on assessment techniques in health and physical education. This course discusses and provides methods for creating appropriate assessments, models for performance-based assessments, authentic assessments, and instruction for administering skill and fitness tests. Test construction will be examined. Students will develop a battery of assessment tools, intended for use at the elementary, middle, and high school levels. 3 credits.

**HHP 4412. Adapted Physical Education. (3 Credits)**

HHP 4412 includes the study of those conditions and unique needs that prevent students from succeeding in regular physical education classes. This course provides the student a clear comprehension of specific disabilities and impairments as it relates to a physical education setting. Concepts of least restricted environment and inclusion are models used in teaching techniques and program modifications.

**HHP 4450. Curriculum and Methods - Health. (3 Credits)**

This course introduces the student to general principles and methods of teaching health education. Emphasis will be placed upon pedagogy, application of appropriate materials, teaching aids, and evaluating effective health resources.

Prerequisites: (HHP 100, 150 or 1100) and (HHP 260 or 2260) and (HHP 265 or 2265).

**HHP 4475. Seminar in Exercise Science. (2 Credits)**

Students will select research articles from current topics in Exercise Science. Students will analyze, evaluate and discuss the methodology of the selected research topics. In addition, the importance of the Institutional Review Board in conducting research will be covered in preparation for HHP 4995 Senior Seminar's research project.

**HHP 4490. Coaching Practicum. (1-3 Credits)**

This course is designed to give the student-coach an opportunity to gain a hands-on field experience by working with a sports program under the direction and guidance of an experienced head coach. This practicum is taken after all other coaching courses are completed.

Prerequisite: minimum score of 10 in 'Upper Division Status'.

**HHP 4960. Internship. (1-6 Credits)**

This course is an off-campus, supervised, educational internship experience of at least 120 clock hours (per 3 credit hours) at an approved affiliate site offering programs and experiences in fitness development or health promotion.

**HHP 4995. Senior Seminar. (3 Credits)**

This course involves the design and conducting of an exercise physiology-related research study in collaboration with other students in the class. Students will submit an IRB application, conduct the research, analyze the data, and present the results. Potential exists for the submission of the research project to a regional or national exercise physiology organization for publication. Senior status required.

## Health Care Management (HCM)

**HCM 2000. Healthcare Ethics. (3 Credits)**

This course explores systems of moral reasoning and their impact upon the legal and ethical decision-making process within health care organizations and professionals. Themes to be explored include confidentiality, informed consent, decision making capacity, treatment refusal, end of life decisions and care, and legal issues related to initiating or withdrawing treatment. Exposes students to the breadth of legal aspects of Health Care Management in order to assist health care professionals in identifying when a situation is likely to be subject to a law or regulation.

**HCM 3100. Current Trends in Healthcare. (3 Credits)**

This course is designed to discuss current health care issues regarding the rising and unsustainable costs of health care, the importance of competition within health care, the debate surrounding the Medicare system, continuous mergers and collaborations with system and business, and the future resolve of health care in the United States and beyond. This course is designed to be directly applicable to the students' careers in health care and will prepare students for a career of service to Christ, the church, and the community in the field of health care management.

**HCM 3200. Management Principles in Health Care. (3 Credits)**

This course focuses on the fundamentals of healthcare management for the health care administrator. Basic management functions of planning, organizing, leading and controlling health care organizations are emphasized. In this module management functions are practically applied to health care organizations by means of an introductory overview of different management principles and techniques.

**HCM 3300. Financial Issues in Health Care. (3 Credits)**

This course studies finance, economics, budgeting, pricing, and managed care as they relate to the health care industry. Students gain an understanding of managed care, a basic knowledge of the budgeting process and the economic risks unique to the health care sector and the contribution of the health care industry to the Gross Domestic Product. The national health care policy of the United States is compared and contrasted to that of other developed nations.

Prerequisites: (ACCT 203 or 2100) and (BUS 315 or 3450).

**HCM 3400. Health Care Marketing. (3 Credits)**

This course studies marketing principles, concepts, and operations and provides the student with the necessary marketing skills to promote health care services or products. The course introduces the student to the complex world of health care marketing and promotion and examines marketing plans and focus groups.

**HCM 3500. Eldercare. (3 Credits)**

This course is an in-depth study of the challenges facing elders in American society, the services available to them, and a critical evaluation of public policy. Specifics include a life course perspective on aging that makes this course applicable and meaningful for people to study, provides an examination of the meaning of old age, explains how the body, mind, spirit and soul are affected by the decline of age. Students are expected to spend 16 to 18 hours per session on academic work for this course.

**HCM 3999. Health Care Practicum. (6 Credits)**

This course engages students in a practical on-the-job learning experience in a health care setting. The course requires that students complete a journal of their learning, a reflective plan for personal and professional development, and a research paper on a topic related to the work they have done at the site of the practicum. Minimum of 60 hours over at least 6 weeks required in the health care setting. Students wishing to sit for the State of Wisconsin Nursing Home Administrator exam must do this practicum in a nursing home setting and the research paper must be on a related topic. Taken after completion of all other courses in the major.

**HCM 4100. Health Care Planning and Evaluation. (3 Credits)**

This course examines the principles, methods, and basic fundamentals in planning, evaluating and measuring outcomes in the health care delivery system. Students learn the process of planning for the delivery of health care services to the surrounding communities while adapting to the changing environment.

Prerequisites: (ACCT 203 or 2100) and (BUS 315 or 3450) and (HCM 300 or 2000) and (HCM 320 or 3200) and (HCM 330 or 3300) and (HCM 335 or 3400).

## Hebrew (HEB)

**HEB 2010. Hebrew I. (3 Credits)**

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

**HEB 2020. Hebrew II. (3 Credits)**

This course presents elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

Prerequisites: (HEB 301 or 2010).

**HEB 3010. Hebrew III. (3 Credits)**

This course completes the presentation of elements of vocabulary, morphology, and syntax with a reading of simple Hebrew prose. Students will learn to recognize Hebrew vocabulary, to distinguish between the various parts of speech, to analyze Hebrew morphology, and to apply rules of syntax in order to create translations of elementary Hebrew texts that represent a synthesis of Hebrew vocabulary, morphology, and syntax.

Prerequisites: (HEB 302 or 2020).

**HEB 3015. Hebrew Readings. (1 Credit)**

This course is a one credit readings course for students of all levels who wish to continue in the language in order to maintain their knowledge and ability in Hebrew.

Prerequisites: (HEB 401 or 3010).

**HEB 3020. Hebrew IV. (3 Credits)**

This course consists primarily of simple to intermediate narrative readings. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax. They will also study the culture and genre in which the assigned texts were written while learning about the transmission of the text of the Hebrew Old Testament.

Prerequisites: (HEB 401 or 3010).

**HEB 4010. Hebrew V. (3 Credits)**

This course will consist primarily of intermediate poetic readings from the Old Testament. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax, especially as that syntax and vocabulary are affected by the genre of poetry. They will also study the culture and genre in which the assigned texts were written while learning about the textual apparatus used in critical editions of the Hebrew Old Testament.

Prerequisites: (HEB 402 or 3020).

**HEB 4020. Hebrew VI. (3 Credits)**

This course will consist of advanced readings from the Hebrew Old Testament. Students will increase their knowledge of Hebrew vocabulary and further develop their understanding of Hebrew syntax. They will also study the culture and genre in which the assigned texts were written.

Prerequisites: (HEB 413 or 4010).

## History (HIST)

**HIST 1000. Introduction to American Civilization. (3 Credits)**

This course surveys the history of the United States from pre-Columbian America to the present, and explores political, ideological, social and religious changes that have occurred in the American story.

**HIST 1099. History and Worldviews of the Western World. (3 Credits)**

This course provides the student with an examination of the chronology and major themes of Western Civilization through the study of primary and secondary sources. Fulfills core history requirement.

**HIST 1210. American Civilization I. (3 Credits)**

This course surveys and analyzes the history of the United States from pre-Columbian America to 1877. It sets out the basic narrative of U.S. history and explores the political, cultural, social and economic changes that have occurred in the American story. This course is offered at CUAU only.

**HIST 1215. American Civilization II. (3 Credits)**

This course surveys and analyzes the history of the United States from 1877 to the present. It sets out the basic narrative of U.S. history and explores the political, cultural, social, and economic changes that have occurred in the American story. This course is offered at CUAU only.

**HIST 1400. Historical Perspectives. (3 Credits)**

Historical perspective means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past. At any time, different historical actors may have acted on the basis of conflicting beliefs and ideologies, so understanding diverse perspectives is also a key to historical perspective-taking. Though it is sometimes called "historical empathy," historical perspective is very different from the common-sense notion of identification with another person. Indeed, taking historical perspective demands comprehension of the vast differences between us in the present and those in the past. The goal of the course is to introduce students to how the historical narrative changes over time and focus upon an historical incident that best highlights the shift in focus of history historians.

**HIST 1600. Non-Western World. (3 Credits)**

This course is a survey of the peoples and cultures of Africa, Asia, the Middle-East, the Pacific Rim, and pre-Columbian America, providing the students background to make sense of these increasingly important regions in the world.

**HIST 1610. World Civilizations I. (3 Credits)**

This course will offer an introduction to the major events and themes in world history from the earliest civilizations to the Middle Ages, including the origins of agriculture and urbanization, the rise of empires, the emergence of world religions, and the first period of globalization. In addition to gaining a broad understanding of the major events in global history prior to the modern era, students will practice the skills historians use to analyze artifacts, identify patterns in human social organization, and differentiate political and social practices across cultural contexts.

**HIST 1615. World Civilizations II. (3 Credits)**

This course will provide an introduction to the major events and themes in Early Modern and Modern world history including the development of transoceanic trade, colonization and empire building, industrialization, world wars, and decolonization. In addition to gaining a broad understanding of how these events shaped social, cultural and political life, students will be introduced to the skills, tools, and methods historians use to narrate the past and debate how we ought to understand it.

**HIST 2099. Historical Methodology. (3 Credits)**

This course examines the nature of history, philosophies, and methodologies of major historians. Readings include selections from Thucydides to contemporary historians. Student activities, presentations, and essays will include research techniques, examining primary sources, problems in knowledge and explanation, historical criticism, and questions arising from various historical viewpoints.

**HIST 2200. The Civil War. (3 Credits)**

This course explores the period 1861-1865 when the country was rent apart by the most divisive war in American history, the war which has to a large degree shaped current American political, economic, and social realities. Though the course will examine the historical context in which the war unfolded, the military aspects of the Civil War will receive significant attention.

**HIST 2210. Women in America. (3 Credits)**

This course introduces students to significant worldviews and major events that affected women's history in the United States. The students will examine women's involvement within the major social institutions of America, and what role women have played in economics, education, family, politics, and religion from early settlement to current times. Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 2220. The City & American Culture. (3 Credits)**

This course examines the history of cities in the United States, their portrayal in American culture, and their effects on society and social policy. Students will study the central role cities have played in American society and culture from the Industrial Revolution to the Progressive Era and into the age of suburban sprawl and post-industrialism. Finally, students practice the methods of cultural history and sociology to examine how Americans have thought about cities and their role in the nation.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 2230. Michigan History. (3 Credits)**

This course surveys and analyzes the social, cultural, and political history of the State of Michigan from contact with the indigenous peoples to the present. This course fulfills the Michigan history requirement for Teacher Certification in Social Studies. While primarily designed for students in social studies education, the course is open to students of any major. This course is offered at CUAA only.

**HIST 2240. The American Federal System. (3 Credits)**

This course is a proposed new course for the online Secondary Education program. We're developing and phasing in those courses gradually, and that one is at the bottom of our development list because we currently have options that students can take while we focus on developing the American history courses. So, we don't have a syllabus, and thus no course description, for the course at this moment. I'm not even sure who will be in charge of developing it yet!

**HIST 2400. History of Christianity. (3 Credits)**

This course offers a broad introduction to the history of Christianity, from its beginnings, through the Reformation, to the denominations of the modern era. Major events, doctrinal developments and distinctions, key figures and problems will be emphasized.

**HIST 2600. History of Food. (3 Credits)**

This course will examine the history of food, beginning with the Neolithic revolution that gave rise to the agriculture and animal domestication and ending with the quandaries over diet that plague modern society. The course will highlight food economically, socially and culturally, looking at how different societies have procured sustenance, and how they have attached different meanings to what they consume.

**HIST 2605. Monsters. (3 Credits)**

This course examines monsters and the historical, social, cultural and scientific contexts in which they arose and in which they continue to exist. Monsters have been pivotal to world folk tales, myths, literary texts, and films. These hybrids of living creatures and otherness have endured since the beginnings of time and inhabit both the ancient and modern imagination. Through study of monsters throughout time and around the globe students will develop an understanding of different cultures and the way in which people engage the world around them.

**HIST 2610. Sports of the World. (3 Credits)**

This course explores global sport and its importance for and impact upon modern international society. The purpose of the course is to help students to frame sport, professional and amateur, in an appropriate historical and cultural context. This permits the student to better understand how sport transcends time and borders, unifies and divides, and creates heroes and goats that are remembered for generations.

**HIST 2615. World of Superheroes. (3 Credits)**

This course examines the history and culture of superheroes. The world of superheroes includes figures whose histories are drawn from folklore, myths and legends of numerous civilizations. The superhero today should thus be re-conceptualized as part of a local, national and even global culture and should be examined in light of what superheroes reflect about the cultures that created them, particularly in terms of law, politics, religion, philosophy, science, gender and race. The course will highlight not only the hero in history but the roles of superheroes across cultures, e.g., Japan, India, the Middle East, Africa, South America and Mexico. Fulfills core cross-cultural requirement.

**HIST 2620. Ancient Civilizations. (3 Credits)**

This course surveys ancient civilizations across the globe, with particular emphasis upon religion, geography and culture. The course examines civilizations located in Asia, India, South America, and North America. Fulfills core cross-cultural requirement.

**HIST 2625. The Ancient World. (3 Credits)**

This course examines the major cultures of the ancient Near East (Egyptian, Assyrian, Babylonian, etc.) from the earliest times to development of Archaic Greece, and in so doing offers a backdrop to the ancient world of the Old Testament and the classical era of the Greeks and Romans. Fulfills core cross-cultural requirement.

**HIST 2630. Modern Africa. (3 Credits)**

This course examines the political, economic, social and ethnic issues confronting contemporary Africa. Various historical issues are explored in the course, including the Atlantic slave trade, 19th-century imperialism, colonialism, post-war decolonization, ethnic conflicts, AIDS and globalization. Fulfills core cross-cultural requirement.

**HIST 2635. History & Culture of Latin America. (3 Credits)**

This course explores the history and culture of North, Central and South America and the Caribbean from the Aztecs, Incas, and Mayas to the present. Fulfills core cross-cultural requirement.

**HIST 2640. Modern Japan. (3 Credits)**

This course is an introduction to the history of Japan, emphasizing Japan's distinctive cultural, spiritual, political, educational, artistic, and social life. The antecedents of modern Japan are traced from ancient and feudal times. A comparison and contrast is made between the cultures of Japan and the United States. Fulfills core cross-cultural requirement.

**HIST 2645. Modern Middle East. (3 Credits)**

This course surveys the rise and disintegration of the Ottoman Empire as well as later 20th-century developments in the Middle East, with particular emphasis on the Arab-Israeli conflict. Fulfills core cross-cultural requirement.

**HIST 2650. Empires: East & West. (3 Credits)**

This course offers an introduction to the political construct of "empire" by studying various empires, from the Romans to the Soviets, using a comparative approach. Students will re-examine imperial imperatives of the past will reconsider contemporary opinions about the respective benefits of empire and nation states. Fulfills core cross-cultural requirement. Fulfills core cross-cultural requirement.

**HIST 2655. Asia on Fire. (3 Credits)**

This course surveys the various conflicts (including World War II, the Chinese Civil War, Korean War, etc.) occurring on the Asian continent and Pacific Rim during the 20th century with particular emphasis upon how these conflicts impacted the Asian peoples and their struggles for independence. Fulfills core cross-cultural requirement.

**HIST 2660. Byzantium. (3 Credits)**

This course offers an overview of the history of the Byzantine Empire, starting with the division of the Roman Empire into Eastern and Western halves in the 4th century A.D. to the fall of Constantinople to the Ottoman Turks in 1453. Students will explore political, cultural, religious, and social aspects of the Empire as well as its relations with various regions, particularly Western Europe, the emerging Russia, and the Islamic world.

**HIST 2665. Imperial China. (3 Credits)**

This course explores China's ancient history and introduces students to ancient Chinese culture through a number of cultural activities. Fulfills core cross-cultural requirement.

**HIST 2670. Modern China. (3 Credits)**

This course examines China's modern history from the Qing dynasty to the present. It also introduces students to Chinese culture through a number of cultural activities. Fulfills core cross-culture requirement.

**HIST 2675. America and Vietnam. (3 Credits)**

This course examines the history of two quite different countries from the period of colonization to the fall of Saigon in 1975. Both countries will be studied in terms of political, economic, religious, social, and diplomatic trends. Particular consideration will be given to the impact the Vietnam conflict had upon the course of history in both the United States and Vietnam. Fulfills core cross-culture requirement.

**HIST 2680. Rats, Lice & Mice: History of Diseases & Epidemics. (3 Credits)**

This course examines the global history of medicine and disease from antiquity until the 20th century. The overall theme is the biological and cultural impact of disease (especially epidemics) on society. The course focuses upon major historical infectious disease outbreaks e.g. plague, smallpox, AIDS, Ebola and examines the course of the disease, medical/health responses to the disease and the political/economic/cultural/social impacts upon the affected societies.

**HIST 2685. Faces of Culture. (3 Credits)**

This course is a foundations social science course in introductory cultural anthropology. Anthropology is presented from a holistic perspective using an integrated approach to race, class, gender, and ethnicity.

**HIST 3200. Early America:1492-1800. (3 Credits)**

This course examines the early heritage of the United States from the Native Americans to the election of Thomas Jefferson. The course explores such topics as the beginnings of our multi-cultural society, the growth of representative government, and the diverse economic and social values in early America.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3210. American Republic: 1800-1860. (3 Credits)**

This course studies the history of the United States from Washington's administration to the Civil War, exploring the political, economic, social, and intellectual growth of the nation.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3220. Indus America:1865-1920. (3 Credits)**

This course explores the development of the United States from an agrarian to an industrial nation and from a hemispheric to a world power.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3230. United States as a World Power: 1920-Present. (3 Credits)**

This course studies the political, economic, social, and intellectual development of the United States since World War I. Several important events and representative figures of the period will be studied in depth.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3240. America's Game: Football and Society. (3 Credits)**

This course offers perspectives on American society by examining a sport that from small town high school fields, through historic college stadiums to the majesty of the Super Bowl has captured the American spirit. The growth in the popularity of the sport coincided with the rise of the U. S. as a global power. Students will examine the rise of the NCAA, development of professional football, standardized rules, urbanization, race relations, and team relocations.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3250. Baseball in America. (3 Credits)**

This course surveys the history of the United States through a very distinctive lens, that of baseball. Besides examining the game itself, the course will explore baseball's experience with race and gender issues, urbanization and industrialization, immigration and labor issues, professionalization, community loyalty and the role of the individual in American society.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3400. Classical Greece and Rome. (3 Credits)**

This course is an interdisciplinary study of the civilization of the Ancient Greeks and Romans - their culture, philosophy, and arts - and the continuing heritage of classical thought.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3410. The Classical World. (3 Credits)**

This course surveys the history of Greece and Rome during the Classical era, with special attention to political, social, cultural, economic, and religious aspects. The course will also emphasize the history of Christianity in its initial centuries.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3420. Medieval World: Kings, Knights, Damsels & Dragons. (3 Credits)**

This course approaches the subject of the Middle Ages in a way different from the traditional approach of either English or History in that it will focus on exploring the medieval worldview through an examination of documents, literary works and artifacts utilizing the disciplinary methodologies of English and History. As an interdisciplinary course, students will use and synthesize methodologies from both academic disciplines to engage the complexities of the medieval period.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3430. Renaissance and Reformation in Europe. (3 Credits)**

This course presents an overview of European history from the 13th to the 17th centuries, with especial emphasis upon the Renaissance and Reformation. Students will explore how these movements impacted the development of Western Civilization in general and Europe in particular.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3440. Age of Enlightenment. (3 Credits)**

This course examines the greater 18th century in the Atlantic World. The course focuses on the importance of the Scientific Revolution and its effect on the Age of Reason and the Enlightenment. It also explores the development of capitalism, the expansion of slavery, cultural trends, including art and music, and the American and French Revolutions, which ended the era.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3450. Revolutionary Europe. (3 Credits)**

This course surveys the history of Europe in the 17th and 18th centuries, a period during which Europe experienced revolutions of all kinds—political, religious, scientific, technological, military, economic—and witnessed some of the greatest political, cultural and intellectual changes in European history.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3460. Modern Europe. (3 Credits)**

This course studies developments in European social, political, economic, religious, and cultural history from the French Revolution to the present.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3470. Contemporary Studies. (3 Credits)**

This course is a review and exploration of the cultural condition within the Western tradition through the present day. It approaches the contemporary scene as a discourse: by examining samples of critical and scientific theory as well as samples of visual art and literature, it attempts to trace the mutual influence each has felt from and exerted upon the other.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3600. Africa: History & Culture. (3 Credits)**

This course uses methods of geography, history, anthropology, and ethnography to examine political, cultural, and physical evidence to study Africa.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3800. Field Education in History. (3 Credits)**

This course offers various opportunities for students to gain practical experience through service in the field of History particularly as a student mentor. Student interns will work under the supervision of a faculty supervisor.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 3850. Historical Methods. (3 Credits)**

This course introduces students to the nature and theory of history through the study of past developments in historical research and writing. Students will explore the work of the historian and the concept of historiography through various exercises. In addition, students will consider the meaning of history, particularly from the Christian perspective. Offered fall semester only.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4250. Topics in American History. (3 Credits)**

This course provides the student with the opportunity to explore a theme or question in American history in an in-depth fashion in a seminar-style course.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4400. History of Education in the Western Tradition. (3 Credits)**

This course surveys the history of education in the West, beginning with classical Greece and Rome and proceeding through various periods of history to 20th-century American education. Students will read selections from landmark figures in the history of education, such as Aristotle, Cicero, Quintilian, Vergerius, Luther, Melancthon, Rousseau, and Dewey, and will examine the objectives, ideals, theories and historical contexts of education over time and place. This study will provide the context for an evaluation of education in the contemporary Western world.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4410. The Reformations. (3 Credits)**

This course consists of an in-depth study of the Reformations of 16th-century Europe, including the Lutheran, Calvinist and Catholic. The student will be given the opportunity to explore in depth the ideas (theological, political, educational, etc.) and the major themes (salvation, individualism, fracturing of the Catholic Church into different denominations, education, religious war, religious toleration, etc.) through directed readings of selected texts, individual research and group projects.

Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4420. European National History. (3 Credits)**

This course examines the history of a specific European country (England, France, Germany or Russia), exploring political, social, economic, religious, and other factors. The course will examine one nation; the nation under study will rotate from year to year  
Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4450. Topics in Western History. (3 Credits)**

This course provides the student with the opportunity to explore a theme, question or topic in Western history in an in-depth fashion in a seminar-style course.  
Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4650. Topics in Global History. (3 Credits)**

This course provides the students an opportunity to explore a theme, question, or topic in global history in an in-depth fashion in a seminar-style course.  
Prerequisites: (CCE 110, 120, HIST 190, CCE 1020, 1030 or HIST 1400).

**HIST 4800. History Seminar. (3 Credits)**

This course is a culminating undergraduate experience in which the student will study history by researching, writing, and presenting a piece of original historical work.  
Prerequisites: (HIST 385 or 3850).

## Interprofessional Education (IPE)

**IPE 1100. Introduction to Undergraduate Research Methods. (1 Credit)**

Undergraduate research is a learning activity that enriches a student's undergraduate experience. Students report that participation in research, scholarship, or creative activity broadens and deepens their classroom learning and supports the development of a range of skills. Students under my supervision will learn a variety of laboratory techniques that will enhance their scientific knowledge and skill as they seek a higher education degree such as Masters, PhD's, and a Professional degree. Students will learn from basic laboratory skill in working in a lab setting. Later the students will be guided to conduct their own scientific research under my supervision.

**IPE 1900. Introduction to Inter-professional Education. (0 Credits)**

This is an introductory course to "inter-professionalism" – the health and social care movement towards team-based or collaborative care. In particular, the course focuses on "inter-professional education" (IPE), which formally began in the late 1990s and early 2000s as various health professions adopted a set of key competencies for students and professionals to acquire. The history of IPE is covered in this course along with the four key competencies established by the Inter-professional Education Collaborative (IPEC). Students are evaluated through short papers and quizzes.

**IPE 4900. Understanding IPE through the Experiences of Working Professionals. (1 Credit)**

This course will help students develop inter-professionally in mind, body, spirit and to eventually collaborate more effectively as a future professional. As a capstone course, it is required for students to complete the IPE Undergraduate Certificate. It will provide students with opportunities for growth in well-established inter-professional competencies through engagement with readings, multimedia presentations, and the IPEC Competency Domains. Students will be required to complete both short Reaction Papers as well as a longer paper that results from the interviewing of a working professional outside their individual field of study. Finally, students will produce a short video/audio recording of themselves during an interview scenario discussing their understanding of inter-professionalism. At the conclusion of this course, students will have a nuanced and critically-informed view of IPE as well as the ability to articulate what inter-professionalism means for another profession and for their own future career as a health and social care professional.

## Justice & Public Policy (JPP)

**JPP 1010. Introduction to Law Enforcement. (3 Credits)**

This course studies the history, philosophy and functions of local police departments, county sheriff departments, state law enforcement agencies and federal investigatory and intelligence gathering agencies.

**JPP 1020. Criminology. (3 Credits)**

This course studies causations of crime, including sociological, psychological, biophysiological and free will theories.

**JPP 1030. Introduction to Courts. (3 Credits)**

This course studies the history, philosophy and functions of American courts.

**JPP 1040. Juvenile Justice Theory. (3 Credits)**

This course studies the organizations, functions, and jurisdiction of juvenile justice agencies along with the theories and causations of juvenile crime and antisocial behavior.

**JPP 1050. Introduction to Probation and Parole. (3 Credits)**

This course provides an introduction to probation and parole in the America Criminal Justice System. As the problem of prison overcrowding continues, probation and parole will expand, and so will the focus on the application of services provided to offenders who are allowed to be supervised in the community. Students will gain an understanding not only of probation and parole history, administration, policy, and procedures, but also areas of best practices in the field. The course also provides insight into the challenging, but interesting work performed by probation and parole officers and the techniques utilized to effectively manage caseloads.

**JPP 2010. Corrections in America. (3 Credits)**

This course studies the history, philosophy and functions of the American correctional system.

**JPP 2020. Substantive Criminal Law. (3 Credits)**

This course studies definitions of law, definitions of crime, general principles of criminal responsibility, elements of the major crimes, punishments, conditions or circumstances that may excuse criminal responsibility or mitigate punishment.  
Prerequisites: (JPP 104 or 1030).

**JPP 2030. Criminal Investigation. (3 Credits)**

This course studies the criminal investigation process including interviewing, crime scene analysis, collection of evidence, and analysis of issues critical to investigations.



**JPP 2040. Criminal Justice Research Methods. (3 Credits)**

This course will acquaint the student with the various research skills and methods used in this discipline of Criminal Justice. Both quantitative and qualitative research strategies will be discussed, as well as issues in measurement, research design, and hypothesis formation.

**JPP 2050. Terrorism. (3 Credits)**

This course will introduce students to the phenomena of contemporary terrorism and extremism. Emphasis will be placed on extremism as a foundation for terrorist behavior, types of terrorism, and how governments and law enforcement agencies respond to terrorism.

**JPP 2060. Stress Management. (3 Credits)**

This course introduces techniques and strategies developed for coping with or lessening the psychological, physical, and emotional effects of everyday life pressure when working in the justice and public service systems, thereby improving job performance.

**JPP 3010. Procedural Criminal Law. (3 Credits)**

This course studies the history of laws and the constitution, and the procedures in place in criminal law from when police stop a citizen through the trial process.

Prerequisites: (JPP 104 or 1030) and (JPP 207 or 2020).

**JPP 3020. Administrative Law. (3 Credits)**

This course provides the student with an understanding of the interaction of public administrative agencies with the more "established" sectors of government, specifically, the legislature and judiciary. This is acquired in part through analysis of the U.S. Constitution, enabling legislation, and the Administrative Procedure Act. The student develops an appreciation of the breadth of influence of these agencies, and the role of law in legitimizing and limiting the role of bureaucracies.

**JPP 3030. Criminal Psychology. (3 Credits)**

This course studies the psychological theories of crime causation and the impact of the use of psychology on the Legal System.

**JPP 3040. Forensic Investigation. (3 Credits)**

This course provides the student with a general understanding of physical scientific methods utilized in criminal investigative operations. Using the laboratory method of instruction, the course will expose the student to current advances in criminalistics such as DNA identification.

**JPP 3050. Organized Crime. (3 Credits)**

This course studies the history, structure, and operations of organized crime.

**JPP 3060. Management of Public Service Agencies. (3 Credits)**

This course introduces the student to the study of administration and management techniques, with a public administration emphasis, as they are applied to public service organizations.

**JPP 3070. Criminal Justice Liability Law. (3 Credits)**

This course explores the various areas of liability law as it relates to the criminal justice function within the entire justice system. Issues of liability covered are related to use of force, civil rights violations, pursuit and arrest situations, failure to train and supervise, failure to respond, and vicarious responsibility.

Prerequisites: (JPP 104 or 1030) and (JPP 207 or 2020) and (JPP 308 or 3010).

**JPP 3080. Public Finance and Budgeting. (3 Credits)**

This course exposes the student to principles of budgeting and finance of a public agency. The student will gain a general understanding of fiscal principles and how to adapt those principles to the operations of a public agency.

**JPP 3090. Special Topics in Criminal Justice. (1-3 Credits)**

Special topics courses in criminal justice are designed to address topics identified as attitudes, current events, knowledge, skills, and behaviors pertinent to examining the technological and occupational aspects of criminal justice. The topic for this course will change with each offering.

**JPP 3999. Career & Internship in Justice and Service. (3 Credits)**

This course combines an internship component along with exploration of the numerous career opportunities in the fields of justice and public service. The internship provides an opportunity to exercise, in a practical manner, the skills, knowledge and responsibilities of a public service practitioner. Note: Students completing 120 internship hours are eligible for 3 credits, and students completing 240 internship hours are eligible for 6 credits.

**JPP 4010. Ethics in Justice and Public Service. (3 Credits)**

This course studies the many ethical problems and dilemmas confronted by the criminal justice and public service professional.

**JPP 4020. White Collar Crime. (3 Credits)**

The course will explore the underlying criminological principles, concepts and alternative theories relevant to what is defined as "occupational related crimes." The fraud schemes commonly used in the commission of an occupational related crime involve asset misappropriation, financial statement irregularities, and corruption. The causation for committing an occupational related crime will focus on the circumstances and opportunities that motivated an individual in a lawful occupation to act dishonestly. Practical problems and real-life case studies will be used to provide students with an opportunity to observe, to analyze and to examine the complex and realistic social-economic factors that motivated the criminal behavior. In addition, students will be introduced to the four key areas relating to fraud examinations: fraud prevention and deterrence, legal elements of fraud, fraudulent financial transactions and fraud investigation.

## Latin (LAT)

**LAT 1050. Latin I. (3 Credits)**

LAT 1050 provides a foundation in elementary Latin grammar and vocabulary. The class provides a framework for a deeper understanding of English through the study of Latin models. In addition to grammar and vocabulary studies in Wheelock's Latin, the class also reads Livy's Early History of Rome (in English translation) to explore the beginnings of the Roman culture. No previous study or knowledge is assumed for this class.

**LAT 1060. Latin II. (3 Credits)**

LAT 1060 is a continuation of LAT 1050, concluding the Wheelock grammar text, and reading further into Livy's cultural history of Rome. The students will have an increased awareness of the reason for many of the rules governing standard English, as well as a firm foundation in the noble Latin language.

**LAT 2050. Latin III. (3 Credits)**

Reviews and builds upon the vocabulary and grammar introduced in LAT 1050 and LAT 1060. The emphasis shifts to the translation of specific passages from Roman authors. The course introduces a more intensive study of language itself, discrete from a continuing comparative study of Latin's relationship to English.

Prerequisites: (LAT 106 or 1060).

**LAT 2060. Latin IV. (3 Credits)**

is a continuation of LAT 2050. The student translates more complex passages and is introduced to various difficult idioms of the Latin language usually associated with poetic structure. The course compares and contrasts the syntactic and linguistic Latin styles of various Roman authors.

Prerequisites: (LAT 205 or 2050).

**LAT 3050. Readings in Latin I: Republic. (3 Credits)**

is designed for the student who is comfortable with translating Latin poetry and prose into English. Representative authors for this class include Caesar, Catullus, Livy, Sallust, and Tacitus. The student also sees how these authors have influenced the culture of not only their own world, but of the present age.

Prerequisites: (LAT 206 or 2060).

**LAT 3060. Readings in Latin II: Empire. (3 Credits)**

is a continuation of LAT 3050, and is designed for the student who is comfortable with translating Latin poetry and prose into English. Representative authors for this class include Caesar, Catullus, Livy, Sallust, and Tacitus. The student also sees how these authors have influenced the culture of not only their own world, but of the present age.

Prerequisites: (LAT 305 or 3050).

**LAT 3450. Latin Church Fathers. (3 Credits)**

focuses on a single author, whose Latin writings will be explored in depth. Grammar and syntactical styles associated with this writer will be examined, as will the content of the texts, and how they relate to the culture of today. The student and the teacher will together decide on the Roman authors include Jerome, Augustine, Virgil, Petronius, Cicero, Caesar, Horace, Pliny, and Seneca.

Prerequisites: (LAT 306 or 3060).

**LAT 3460. Medieval Authors. (3 Credits)**

This course focuses on a single author, whose Latin writings will be explored in depth to study this author's use of language and importance to culture.

Prerequisites: (LAT 306 or 3060).

**LAT 3850. Special Topics in Roman Culture. (3 Credits)**

explores a various aspects of the Roman world's impact on the world's culture in the 21st Century. The student will read and explicate various Latin texts in a thematic study. Topics could include Rome's impact on theater, government, literature, or architecture. The topics will be determined by the student and the teacher.

Prerequisites: (LAT 306 or 3060).

## Legal Studies (LEGL)

**LEGL 2300. Environmental Law & Politics. (3 Credits)**

This course provides an historical analysis of environmentalism and the origins of environmental law, and also analyzes environmental law, policies, and procedures in the United States.

**LEGL 3250. Legal Landscape of American Schools. (3 Credits)**

This course analyzes individual rights and responsibilities under the laws of the United States of America as they relate to education and educational institutions. The course will devote significant time to First Amendment issues and in particular to religious liberty and the operation of faith-based institutions. The course will engage students in a systematic legal analysis of key Supreme Court decisions regarding various Constitutional rights and responsibilities.

## Liberal Arts (LA)

**LA 1010. Higher Education: A New Experience. (3 Credits)**

This course orients students to Christian higher education through an engaging, student-centered approach that supports students in reaching for academic excellence and exploring their God-given talents.

**LA 1020. Student Success Strategies. (3 Credits)**

This course engages students in cultivating the abilities necessary for academic and professional success, including study and research skills, learning styles, use of technology, and critical thinking skills.

**LA 1030. Career & Vocation Exploration. (1 Credit)**

Career Vocation Exploration and Mentorship will guide participants through the career and vocation exploration process, with a particular emphasis on life and vocational transition. Participants will explore personal talents, strengths, and interests directly using a variety of assessment tools. A significant component of the course is the identification of mentors, chosen within participant's career field(s) of interest, who will introduce students to the realities of various careers directly and authentically. As a result, course participants will develop individualized academic plans to enable them to reach their career and vocational goal. Note: This elective course is often scheduled for a specific targeted student population, e.g., female veteran students.

**LA 3000. Teaching Methods of Classical Education. (3 Credits)**

In LA 3000, students will explore the history, theory, and practice of Classical education and will develop practical knowledge of Classical pedagogy. Students first will examine, from a comparative perspective, various models and specific approaches to Classical Education currently in practice in the United States. Next, students will consider historical perspectives of Classical education through focused readings related to the Liberal Arts. Students will then have the opportunity to identify Classical pedagogical methods utilized in various subject areas and will develop initial teaching plans for specific topics within selected disciplinary areas. As part of the culminating project of the course, students will complete a practical field experience and complete a culminating project that combines theory and practice.

Prerequisites: (HIST 401, 4400, PSY 305 or 3050).

**LA 4800. Practicum. (1-3 Credits)**

The Practicum constitutes the culminating course for the Classical Education program and should be taken in conjunction with LA 4900 Student Teaching Experience in Classical Education. Each student will identify a topic related to Classical Education, explore its history by means of primary texts and secondary materials, and connect these historical ideas and perspectives with actual practice as observed or conducted by the student in the context of his/her student teaching experience. Students will work directly with a faculty advisor to identify and shape the topic, to compose an extensive paper, and present that paper publicly.

Prerequisites: (HIST 401 or 4400) and (LA 305 or 3000).

**LA 4900. Classical Education Student Teaching. (1-6 Credits)**

LA 4900 constitutes one of the culminating courses for the Classical Education program and should be taken in conjunction with LA 4800 Practicum. Students will complete student teaching experiences in various schools that have adopted a Classical paradigm for their curricula and principles of pedagogy. Students thus will acquire practical experience in a Classical education setting and will develop facility with teaching methods distinct to Classical education. Students will build upon the theoretical knowledge of Classical education gained through academic coursework and will apply that to their practical experiences in Classical schools.

## Management (MGMT)

### **MGMT 1200. Management & Leadership. (3 Credits)**

This course introduces the student to the fundamental principles and practices of management and leadership. After a brief historical review, the concepts of organizational culture, globalization, and social responsibility are examined. The basic functions of management – planning, organizing, leading, and controlling – are studied in depth. This course introduces students to creating people-focused organizations.

### **MGMT 2200. Nonprofit Management Principles. (3 Credits)**

This course provides a foundation to introduce students to the strategic areas and fundamental skills for nonprofit sector success in a managerial role. Students will gain a general understanding of nonprofit practices, human resource development, organizational development and strategic management.

### **MGMT 3200. Legal Issues in Nonprofit Management. (3 Credits)**

This course examines the legal and ethical issues faced in nonprofit governance, leadership and management including tax exempt status, risk management, fiduciary and board responsibilities.

Prerequisites: (MGMT 250 or 2200).

### **MGMT 3400. Financial Issues in Nonprofit Management. (3 Credits)**

This course examines the basic elements of nonprofit financial management, highlighting the differences in not-for-profit accounting standards, including program designation of operating expenses, sources of revenue, budgeting, and governmental reporting requirements. Other topics include financial analysis, cost accounting, auditing, cash flow management, and management controls.

### **MGMT 3600. Human Resource Management. (3 Credits)**

This course gives students an introduction to the field of HRM, and the theories and technical aspects of the HRM function. Although not every student taking this course will become an HR professional, the materials covered in this course are beneficial no matter what career path one chooses. For some students who plan to be in a management type of roles in the future, this course is an introduction to the concepts of managing and directing the work of employees.

### **MGMT 3620. Organizational Behavior. (3 Credits)**

This course considers the behavior of individuals and groups within an organizational context. Students consider individual-level factors such as motivation and attitudes, group-level factors such as communication, leadership, work teams and conflict, and organizational-level factors such as organizational structure, culture, learning and change process.

Prerequisites: (MGMT 130 or 1200).

### **MGMT 3640. Small Business Administration. (3 Credits)**

This course studies the problems and opportunities of managing a small company. Specific concerns of retail, service, and small manufacturing firms are addressed. Location selection, financing, and operations are investigated.

Prerequisites: (MGMT 130 or 1200).

### **MGMT 3660. Managing Change. (3 Credits)**

This course engages students in the analysis of an organization's needs and the development of a plan to influence major organizational change from the human resources perspective or the managerial perspective.

Prerequisites: (MGMT 336 or 3600) and (BUS 272, 2660, MGMT 130 or 1200).

### **MGMT 4200. Operations Management. (3 Credits)**

This course studies the structure and functioning of production systems within a manufacturing context. The complexity of international business operations is also studied. Topics include: plant location and operation, inventory control, transportation, technology acquisition (CAD/CAM), work flow planning, JIT concepts, and statistical quality control. Also covered is how each of the above topics generally relates to the global service environment.

### **MGMT 4600. Diversity, Inclusion, and Human Relations. (3 Credits)**

In this course a Christian perspective of diversity will be explored with implications for problem-solving, leadership and organization development, conflict resolution, and advancement of human resources to unleash expertise and productivity. Topics covered will include, but are not limited to, constructs of race, ethnicity, nationality, social class, religion, sexual orientation, disability, physical appearance, and age.

### **MGMT 4620. International Business. (3 Credits)**

This course is a systematic course concerned with the challenges, problems and opportunities that face corporations operating outside their domestic environment. The emphasis will be placed upon the basic principles, concepts, and techniques relevant to international business management. Other than business issues generally discussed in the fields of economics, politics, finance, marketing and law, this course stresses the integration within a global business context.

Prerequisites: (MGMT 130, 130, 1200, 1200, BUS 272 or 2660).

## Marketing (MKTG)

### **MKTG 1300. Sales and Marketing. (3 Credits)**

This course studies the basics of the role of marketing in society and within the firm. This course covers marketing history, the present-day practices, personal selling strategies and future projections.

### **MKTG 2200. Public Relations. (3 Credits)**

This course surveys the techniques and procedures used to secure publicity in business and politics, as well as manage responses to public issues affecting the publicity-seeking business, person, or organization. Topics covered include: identifying publics, media use, message preparation and dissemination, strategy, and ethical and legal concerns.

### **MKTG 2500. Nonprofit Marketing. (3 Credits)**

This course provides students an introduction to marketing the nonprofit organization, through advertising, public relations, community relationships, and collaborations. Effective communication of the mission and programs to funders and potential clients is emphasized. Students develop a marketing plan for a nonprofit organization.

Prerequisites: (MGMT 250 or 2200).

### **MKTG 3000. Retail Management. (3 Credits)**

This course examines the interrelationships of the various facets of retailing as a set of marketing activities. Retailing is the marketing and sale of goods and services to the ultimate consumer for personal, family or household use. Consequently, the course presents the strategic processes of determining location, product selection, merchandising, promotion, customer service, and pricing as they contribute to successful retail marketing. MKTG 131 recommended.

### **MKTG 3200. Promotion & Advertising. (3 Credits)**

This course analyzes current advertising procedures and practices. Topics include: methods of approach and appeal; basic campaign strategy, copy, visualization, and layout; mechanical production; relationship of behavioral sciences to advertising, their use and selection; packaging, brand identification and promotion; market research, ethics, and consumer protection. MKTG 1300 recommended.

**MKTG 3400. E-Commerce. (3 Credits)**

This course examines, from a marketing perspective, the impact, challenges, opportunities, and costs of using the internet and intranets as integral tools in business, including business-to-business and business-to-consumer operations. Topics covered in the course include: benefits and limitations of EC, e-tailing, B2B EC, effect of EC on customer relations, EC and procurement, EC and inventory management, EC payment systems, and legal and ethical concerns. The focus of the course is on EC within the discipline of marketing; however, the course will also briefly review web page design and maintenance, web programming principles, and web software agents.

**MKTG 3999. Marketing Internship. (6 Credits)**

This course provides credit for a pre-approved, on-the-job work experience in the area of marketing. The course further prepares the student for employment by teaching interviewing, networking and budgeting strategies; the role benefits play in companies; as well as professional etiquette and other life skills.

**MKTG 4200. Marketing Management. (3 Credits)**

This course studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business. Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, and marketing communications.

Prerequisites: (MKTG 131 or 1300).

**MKTG 4250. Marketing Research. (3 Credits)**

This course presents the methods and measurements appropriate for deriving meaning for problems concerned with decisional research. Cases demonstrate the concepts and techniques of decisional research constrained by time and economic considerations.

**MKTG 4400. International Marketing. (3 Credits)**

This course studies marketing principles from an international perspective, and examines the problems, opportunities, considerations and public policies peculiar to marketing across national boundaries. The course focuses on applying sound marketing principles to international situations. Hence, emphasis will be placed on case analysis and acquiring detailed information about the country or region where a firm might engage in international marketing.

**MKTG 4500. Advanced Marketing Mgmt. (3 Credits)**

This course studies the integrated management of all aspects and components of the marketing function. It also studies how the marketing function interrelates with the other major functions of a business. Topics covered include: the marketing mix and how adjustments of the mix can provide solutions to marketing problems, how leadership (marketing management) affects marketing practices, marketing planning, marketing resource allocation, marketing information systems, analyzing consumer and business markets, market segmentation and forecasting, marketing strategies, managing product lines and brands, pricing, channel selection and management, marketing communications.

Prerequisite: for traditional students completion of all MKTG courses, for adult accelerated students MKTG 4200 and two other marketing courses.

Prerequisites: (MKTG 422 or 4200).

## Mathematics (MATH)

**MATH 1190. Number Sense: Teaching Pre K-9. (3 Credits)**

This course is the first course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "number". Specific number sense topics include numeration systems, number theory, concepts of numbers and operations (whole numbers, integers, fractions, decimals, percents, and ratios), estimation, and proportional reasoning. Preservice teachers will invent strategies to solve computations.

**MATH 1200. Data & Space: Teaching Pre K-9. (3 Credits)**

This course is the second course in a two-course sequence that presents an integrated approach to mathematics content and methods appropriate for early childhood, elementary, and middle school pre-service teachers. Emphasis is on constructing knowledge through problem solving, communication, reasoning, connecting mathematical ideas, representation, and generalization. Pre-service teachers will develop their conceptual understanding of "uncertainty" and "geometry". Topics include collecting, representing and analyzing data; concepts of chance; strategies for determining probability of events; functions; properties of 2-D and 3-D figures; transformations, similarity and symmetries; measurement systems; perimeter, area, volume, and surface area; and topology.

Prerequisites: (MATH 119 or 1190).

**MATH 1210. Intermediate Algebra. (3 Credits)**

This course continues the study of algebra combining previously acquired algebraic knowledge with new topics. Content includes: real numbers, exponents, polynomials, linear equations, quadratic equations, systems of equations, functions, graphing, rational expressions, and determinants.

**MATH 1250. Contemporary Math. (3 Credits)**

This course presents problem solving, structure and properties of the real number systems, number theory, principles of descriptive and inferential statistics, probability and geometry topics. Emphasis is on application to real life situations.

**MATH 1280. College Algebra. (3 Credits)**

This course presents linear, quadratic, polynomial, exponential and logarithmic functions and their graphs, asymptotes and end-behavior of functions, inverse functions, systems of equations, and applications of these.

**MATH 1300. Basics of Statistics. (3 Credits)**

This course studies the basic methods of sampling and interpreting data probability, the normal distribution, correlation, hypothesis testing and confidence intervals. Recommended three years of high school college preparatory mathematics or MATH 1210. For BSN Completion students only.

**MATH 1500. Trigonometry. (3 Credits)**

This course provides the essential elements of trigonometry, particularly emphasizing the trigonometric functions. Recommended two years of high school college preparatory algebra and one year of geometry or MATH 1210.

**MATH 1970. Applied Calculus. (3 Credits)**

This course presents the basic concepts of differential and integral calculus including limits, continuity, differentiation, and integration of real-valued functions. Applications are chosen from business, life sciences, and social sciences. Recommended 4 years of high school college preparatory mathematics or MATH 1280.

Prerequisites: (MATH 128 or 1280).

**MATH 2010. Calculus I. (4 Credits)**

This course presents limits, continuity, and differentiation of real valued functions as well as their applications. Integration of functions and their applications are also discussed. Recommended four years of high school mathematics or MATH 1280 and MATH 1500.

Prerequisites: (MATH 128, 1280 or minimum score of 0000 in 'MATH 1280 not required').

**MATH 2020. Calculus II. (4 Credits)**

This course presents analytic geometry, integration and differentiation of trigonometric, exponential, and logarithmic functions. Techniques of integration, improper integrals, parametric equations, and differential equations are also discussed. Sequences and series are also introduced.

Prerequisites: (MATH 201 or 2010).

**MATH 2030. Calculus III. (4 Credits)**

This course presents vectors, vector-valued functions, partial derivatives, and multiple integration with applications. An introduction to vector calculus is also presented including vector fields, line integrals, and surface integrals.

Prerequisites: (MATH 202 or 2020).

**MATH 2050. Statistics I. (3 Credits)**

This course presents the basic methods of sampling and interpreting data, probability, the normal distribution, correlation, hypothesis testing and confidence intervals.

**MATH 2200. Discrete Math. (3 Credits)**

This course presents the topics of sets, proof, boolean algebra, logic, induction, combinatorics, graph theory, functions, and algorithms.

Prerequisites: (MATH 197, 201, 1970 or 2010).

**MATH 3050. Statistics II. (3 Credits)**

This course is designed to continue the student's background in probability and statistics. Students examine ANOVA, two sample tests, regression and multiple regression, non-parametric statistics, and the Chi-square distribution.

Prerequisites: (MATH 205 or 2050).

**MATH 3130. Math in the Middle School. (3 Credits)**

This course investigates methods and content appropriate for teaching mathematics to middle school students using the Common Core State Standards, Standards for Mathematical Practice Standards, and Content Standards, as a framework. Emphasis is placed on the application of mathematics in the STEM areas (science, technology, and engineering). Additionally, it provides real-world lesson planning and teaching experience.

**MATH 3210. Abstract Algebra. (3 Credits)**

This course is a study of sets, mappings, operations, relations, partitions, and the basic algebraic structures; groups, rings, integral domains, fields, and vector spaces. Strongly recommended for those in secondary mathematics.

Prerequisites: (MATH 202 or 2020).

**MATH 3250. Linear Algebra and Differential Equations. (4 Credits)**

This course presents elementary linear algebra, including matrices and determinants, vector spaces, linear transformations, solutions of linear systems, and differential equations including series of equations.

Prerequisites: (MATH 203 or 2030).

**MATH 3310. Geometry. (3 Credits)**

This course is a study of postulational development of Euclidean and non-Euclidean geometries.

Prerequisites: (MATH 202 or 2020).

**MATH 4410. Real Analysis. (3 Credits)**

This course presents differentiation and convergence in a real n-space; topology of the real line and metric spaces; theory of the integral; and uniform convergence.

Prerequisites: (MATH 203 or 2030).

**MATH 4610. Probability & Statistics. (3 Credits)**

Basic probability theory; random variables, single, joint, conditional and marginal probability distributions; expectation, variance, covariance and other moments and other moment generating functions.

**MATH 4900. Math Senior Seminar. (3 Credits)**

This course is the culminating undergraduate experience in mathematics. It provides an opportunity for the student to work with a specific topic from the spectrum of mathematical knowledge. An individual research project will be required. Senior standing and at least 24 credits in mathematics courses.

**MATH 4950. Mathematics Education Senior Seminar. (3 Credits)**

This course is the culminating undergraduate experience in the accelerated mathematics education program. It provides an opportunity for the student to work with a specific topic from the spectrum of mathematics education knowledge. An individual research project will be required. Note: A student must have completed 24 credits of mathematics coursework prior to taking this class.

## Music (MUS)

**MUS 0800. Concert/Recital Attendance. (0 Credits)**

MUSIC 0800 Concert/Recital Attendance is the primary instrument faculty use to assure music majors attend departmental concerts and peer student recitals. Each semester in order to receive a passing credit, music students must attend a minimum of 4 campus events.

**MUS 1100. Piano Class for Beginners. (3 Credits)**

Piano Class for Beginners provides group instruction, emphasizing the development of basic keyboard skills and instruction in reading both G and F clef notation.

Pathway: CRAR

**MUS 1130. Guitar Class. (1 Credit)**

Guitar Class is a beginning level introduction to the guitar with an emphasis on basic note reading, flat-pick technique, and playing basic chords as accompaniment to songs. Basic music theory as it pertains to note reading is also included. Previous knowledge of music and guitar is not required.

Pathway: CRAR

**MUS 1171. Creative Arts: Music. (3 Credits)**

Creative Arts: Music provides students with an opportunity to experience music in its many forms by learning the elements of music and studying how these elements are used in various styles.

Pathway: CRAR

**MUS 1172. Music Appreciation. (3 Credits)**

This course is designed to help students grow in their musical comprehension. Rooted in Western Art music, students will be exposed to music from each of the principal musical eras.

**MUS 1175. Musical Theater Workshop. (1 Credit)**

Musical Theater Workshop studies and performs music written for musical theater in a variety of musical theater style and genres.

**MUS 1176. Opera Workshop. (1 Credit)**

Opera Workshop studies and performs music written for opera, as well as styles and languages.

**MUS 1202. Beginning Piano I. (1 Credit)**

Beginning Piano I is an introduction to the piano covering music notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales and arpeggios, beginning improvisation, harmonization, and repertoire.

**MUS 1203. Beginning Piano II. (1 Credit)**

Beginning Piano II continues exploring music notation, key signatures, chords, musical symbols and terminology, major and minor mode, scales and arpeggios, beginning improvisation, harmonization, and repertoire on the piano.

**MUS 1241. Music Theory I. (3 Credits)**

Music Theory I enables students to explore musical concepts through analysis, sight-singing, aural training, and composition. Harmonic studies include primary chords in root position and cadential preparations.

**MUS 1251. Aural Theory I. (1 Credit)**

Aural Theory I provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 1262. Music Theory II. (3 Credits)**

Music Theory II is a continuation of Music Theory I with special emphasis on primary chords in inversion, seventh chords, secondary dominants and chromatic materials.

Prerequisites: (MUS 240 or 1241).

**MUS 1272. Aural Theory II. (1 Credit)**

Aural Theory II provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 2204. Keyboard Skills. (2 Credits)**

Keyboard Skills intends to improve musicianship through application of the keyboard as a learning tool. Keyboard technique, sight-reading at the piano, harmonization of melodies, performance of scales and harmonic progressions, simple accompanying, and improvisation will be elements of this class. This course is offered in the fall semester, and is open to music majors and minors. Completion of this class with a grade of "C" or above satisfies the music department's keyboard proficiency requirement. Pathway: CRAR

**MUS 2205. Intro in Multimedia Production. (2 Credits)**

Intro to Multimedia Production introduces the student to various forms of music technology for basic sequencing, recording, score production, and sound amplifications. These techniques will be applied in the production of original compositions, improvisations, and arrangements.

**MUS 2218. Vocal Pedagogy. (1 Credit)**

Vocal pedagogy provides instruction on various aspects of vocal studio teaching, including vocal production, diction, and repertoire selection.

**MUS 2241. Music Theory III. (3 Credits)**

Music Theory III is a continuation of Music Theory II with special emphasis on secondary functions, modulation, altered chords, and chromatic harmony.

Prerequisites: (MUS 241 or 1262).

**MUS 2251. Aural Theory III. (1 Credit)**

Aural Theory III provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 2262. Music Theory IV. (3 Credits)**

Music Theory IV continuation of Music Theory III with special emphasis on extended harmonies, formal analysis, and twentieth century techniques.

Prerequisites: (MUS 242 or 2241).

**MUS 2272. Aural Theory IV. (1 Credit)**

Aural Theory IV provides students with the knowledge to read at sight, notate, and improvise short musical examples.

**MUS 2301. Applied Piano. (1-2 Credits)**

Students, both music majors and non-majors, may register for private piano lessons for either 1 credit (one 30 minute weekly lesson) or for 2 credits (1 hour weekly lesson). Piano majors are required to take applied piano for 2 credits each semester. The weekly lesson time is arranged with the instructor at the beginning of the semester.

Pathway: CRAR

**MUS 2302. Applied Organ. (1,2 Credits)**

One private, half-hour organ lesson weekly (1 Credit) or one hour lesson every week (2 Credits).

Pathway: CRAR

**MUS 2303. Applied Voice. (1,2 Credits)**

Applied Voice is the pedagogical and performance study of voice. The student works toward the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital. Students may study applied voice as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

**MUS 2304. Applied Guitar. (1,2 Credits)**

Applied Guitar is the pedagogical and performance study of guitar in a half-hour (for one credit) or an hour (for two credits) individual lesson each week. This course emphasizes note reading, chords, pick-style technique, and classical (fingerstyle) technique. Also included is the application of these techniques to the preparation and presentation of song melody and accompaniment.

Pathway: CRAR

**MUS 2311. Applied Violin. (1,2 Credits)**

Applied Violin is the pedagogical and performance study of violin. If the student selects this as a primary instrument for the recital track throughout the undergraduate residency, the capstone for this course is MUS 4499 Senior Recital. Students may study this instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

**MUS 2312. Applied Viola. (1,2 Credits)**

Applied Viola is the pedagogical and performance study of viola. If the student selects this as a primary instrument for the recital track throughout the undergraduate residency, the capstone for this course is MUS 4499 Senior Recital. Students may study this instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

**MUS 2313. Applied Cello. (1,2 Credits)**

Applied Cello is the pedagogical and performance study of cello. If the student selects this as a primary instrument for the recital track throughout the undergraduate residency, the capstone for this course is MUS 4499 Senior Recital. Students may study this instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

**MUS 2314. Applied Bass. (1,2 Credits)**

Applied Bass is the pedagogical and performance study of bass. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital. Students may study the instrument as a non-major to fulfill Core Fine Arts requirements.

Pathway: CRAR

**MUS 2321. Applied Flute. (1,2 Credits)**

Applied Flute is the pedagogical and performance study of flute. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2322. Applied Clarinet. (1,2 Credits)**

Applied Clarinet is the pedagogical and performance study of clarinet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2323. Applied Saxophone. (1,2 Credits)**

Applied Saxophone is the pedagogical and performance study of saxophone. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2324. Applied Oboe. (1,2 Credits)**

Applied Oboe is the pedagogical and performance study of oboe. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2325. Applied Bassoon. (1,2 Credits)**

Applied Bassoon is the pedagogical and performance study of bassoon. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2331. Applied Trumpet. (1,2 Credits)**

Applied Trumpet is the pedagogical and performance study of trumpet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2332. Applied Horn. (1,2 Credits)**

Applied Horn is the pedagogical and performance study of French horn. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2333. Applied Trombone/Euphonium. (1,2 Credits)**

Applied Trombone/Euphonium is the pedagogical and performance study of Trombone and Euphonium. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2334. Applied Tuba. (1,2 Credits)**

Applied Tuba is the pedagogical and performance study of Tuba. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2341. Applied Percussion. (1,2 Credits)**

Applied Percussion is the pedagogical and performance study of the snare drum, bass drum, tympani, cymbals and mallet instruments. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.

Pathway: CRAR

**MUS 2351. Applied Composition. (1,2 Credits)**

Private music lessons focused on the composition of original music.

**MUS 3170. Jazz Ensemble. (1 Credit)**

Jazz Ensemble students study and perform the repertoire of the various jazz idioms including swing, be-bop, big band and contemporary fusion. The ensemble seeks to provide a comprehensive study of the performance repertoire for both players and appreciation by the audiences. Membership is by audition only.

Pathway: CRAR

**MUS 3177. Pep Band. (1 Credit)**

Pep Band is an ensemble playing a repertoire of high-energy, high-volume popular music performed at designated home football and basketball games.

Pathway: CRAR

**MUS 3180. Chapel Ringers. (1 Credit)**

Chapel Ringers consists of 11-13 handbell ringers and performs primarily for on-campus chapel services and concerts at CUW. Membership is by audition only – preferably for the entire academic year.

Pathway: CRAR

**MUS 3181. University Band. (1 Credit)**

University Band is an instrumental ensemble that gives students the opportunity to continue to use instrumental musical skills on campus at CUW in a concert band setting. University Band performs a repertoire of sacred and secular music at concerts throughout the academic year. Membership is by audition only.

Pathway: CRAR

**MUS 3182. Chapel Choir. (1 Credit)**

Chapel Choir is a mixed-voice ensemble of up to 90 voices which sings in several major on-campus settings and for weekly chapel services at CUW. Open to all students, faculty and staff. Membership is by audition only. Pathway: CRAR

**MUS 3183. Selah. (1 Credit)**

Selah is a select ensemble for women's voices that performs at a variety of campus and off-campus activities at CUW. Preference is given to those who demonstrate solid choral background. Ordinarily participation is expected for the entire academic year. Membership is by audition only. Pathway: CRAR

**MUS 3184. Concordia Civic Chorale. (1 Credit)**

This is a large mixed ensemble that sings for on-campus performances at CUW. Open to all students, faculty and staff, alumni, and community members. Membership is by audition only. Pathway: CRAR

**MUS 3185. String Ensemble/Chamber Orchestra. (1 Credit)**

String Ensemble is the performing university string ensemble which performs concerts throughout the academic year at CUW. The ensemble maintains a repertoire of historical music significance from the standard orchestral repertoire from 1600 to the present. The dual format provides a string ensemble in the Fall semester then adding requisite winds, brass and percussion personnel for larger symphonic works during the Spring semester. Pathway: CRAR

**MUS 3190. Cardinal Ringers. (1 Credit)**

Cardinal Ringers consists of 11-13 handbell ringers and performs primarily for on-campus chapel services and concerts at CUAA. Membership is by audition only. Pathway: CRAR

**MUS 3191. Arborsong. (1 Credit)**

Arborsong is a select vocal ensemble that performs at a variety of campus and off-campus activities at CUAA. Ordinarily participation is expected for the entire academic year. Membership is by audition only. Pathway: CRAR

**MUS 3192. Traditional Chapel Ensemble. (0 Credits)**

Traditional Chapel Ensemble is a music team at CUAA that provides opportunities for performance and leadership growth in the worship, music, organization, and technology components of traditional liturgical music. Pathway: CRAR

**MUS 3193. Women's Chorale. (1 Credit)**

A non-auditioned choir for women at CUAA. Women's Chorale sings a wide range of literature written for women's voices. Pathway: CRAR

**MUS 3194. Men's Chorus. (1 Credit)**

A non-auditioned choir for men at CUAA. Men's Chorus sings a wide range of literature written for men's voices. Pathway: CRAR

**MUS 3195. Concordia Civic Orchestra. (1 Credit)**

The Concordia Civic Orchestra performs concerts throughout the academic year at CUAA. The ensemble maintains a repertoire of historical music significance from the standard orchestral repertoire from 1600 to the present. Open to all students, faculty and staff, alumni, and community members by audition. Pathway: CRAR

**MUS 3196. Worship Arts Ensemble. (0 Credits)**

Worship Arts Ensemble is a praise team at CUAA that provides opportunities for performance and leadership growth in the worship, music, organization, and technology components of worship arts. Pathway: CRAR

**MUS 3240. World Music. (2 Credits)**

World Music is an introduction to the music of the world's peoples designed to enable the student to experience and understand the meanings of music in the lives of diverse human communities.

**MUS 3244. Song Writing & Arranging. (3 Credits)**

Song Writing and Arranging focuses on the musical composition and arranging of music in popular styles designed for either solo or congregational singing.

**MUS 3271. Music History I. (3 Credits)**

Music History I surveys the history of music from the Medieval through the Baroque periods; introduces and develops the musical forms pertinent to the respective periods, as well as their parallel correlation to the artistic, literary, architectural, and socio-economic aspects of general historical development; encourages, develops, and reinforces analytical and research skills.

Prerequisites: (MUS 240 or 1241) and (MUS 241 or 1262).

**MUS 3272. Music History II. (3 Credits)**

Music History II surveys the history of Western Civilization's concert music from the Pre-Classical Period through the end of the Romantic Period (ca. 1900). Additionally, it introduces and explores the musical forms pertinent to the respective style periods, as well as their parallel correlations to the artistic, literary, architectural, and socio-economic aspects of general historical development.

**MUS 3273. Music History III. (3 Credits)**

Music History III blends the study of traditional Twentieth-Century concert music with an introduction to the wide variety of music traditions from around the globe. It discusses the manner in which music symbolizes a people's way of life and represents a distillation of cultural style. Further, it explores how changing technologies shape the sounds, settings, and significance of music experience. The course is designed to create a dialogue between traditional Western concert music and global music in an interactive context.

**MUS 3301. Advanced Applied Piano. (1,2 Credits)**

Students, both music majors and non-majors, may register for private piano lessons for either 1 credit (one 30 minute weekly lesson) or for 2 credits (1 hour weekly lesson). Piano majors are required to take applied piano for 2 credits each semester. The weekly lesson time is arranged with the instructor at the beginning of the semester. Pathway: CRAR

**MUS 3302. Advanced Applied Organ. (1,2 Credits)**

Taken for either 1 credit (half-hour weekly) or 2 credits (one-hour private, organ lesson weekly). Pathway: CRAR



**MUS 3303. Advanced Applied Voice. (1,2 Credits)**

Advanced Applied Voice is the pedagogical and performance study of the voice. The student works toward the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3304. Advanced Applied Guitar. (1,2 Credits)**

Advanced Applied Guitar is the pedagogical and performance study of guitar in an hour individual lesson each week. This course emphasizes classical fingerstyle technique, note reading, chords, and pick-style technique. Also included is the application of these techniques to the preparation and presentation of song melody and accompaniment. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3311. Advanced Applied Violin. (1,2 Credits)**

Advanced Applied Violin is the pedagogical and performance study of violin. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3312. Advanced Applied Viola. (1,2 Credits)**

Advanced Applied Viola is the pedagogical and performance study of viola. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3313. Advanced Applied Cello. (1,2 Credits)**

Advanced Applied Cello is the pedagogical and performance study of cello. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3314. Advanced Applied Bass. (1,2 Credits)**

Advanced Applied Bass is the pedagogical and performance study of bass. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3321. Advanced Applied Flute. (1,2 Credits)**

Advanced Applied Flute is the pedagogical and performance study of flute. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3322. Advanced Applied Clarinet. (1,2 Credits)**

Advanced Applied Clarinet is the pedagogical and performance study of clarinet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3323. Advanced Applied Saxophone. (1,2 Credits)**

Advanced Applied Saxophone is the pedagogical and performance study of saxophone. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3324. Advanced Applied Oboe. (1,2 Credits)**

Advanced Applied Oboe is the pedagogical and performance study of oboe. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3325. Advanced Applied Bassoon. (1,2 Credits)**

Advanced Applied Bassoon is the pedagogical and performance study of bassoon. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3331. Advanced Applied Trumpet. (1,2 Credits)**

Advanced Applied Trumpet is the pedagogical and performance study of trumpet. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3332. Advanced Applied Horn. (1,2 Credits)**

Advanced Applied Horn is the pedagogical and performance study of French horn. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3333. Advanced Applied Trombone/Euphonium. (1,2 Credits)**

Advanced Applied Trombone/Euphonium is the pedagogical and performance study of trombone and euphonium. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3334. Advanced Applied Tuba. (1,2 Credits)**

Advanced Applied Tuba is the pedagogical and performance study of tuba. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3341. Advanced Applied Percussion. (1,2 Credits)**

Advanced Applied Percussion is the pedagogical and performance study of snare drum, bass drum, tympani, cymbals and mallet instruments. The student selects the major instrument for the recital track throughout the undergraduate residency. The capstone for this course is MUS 4499 Senior Recital.  
Pathway: CRAR

**MUS 3351. Advanced Applied Composition. (1,2 Credits)**

Private music lessons focused on the composition of original music.

**MUS 3450. Beginning Conducting. (3 Credits)**

Beginning Conducting presents the fundamental and working knowledge of rudimentary conducting principles including baton techniques, beat patterns, analytical skills, non-verbal expression and fundamental gesture. This course will also introduce some of the essential administrative duties germane to the ensemble director.

Pathway: CRAR

**MUS 3451. Advanced Conducting. (3 Credits)**

Advanced Conducting further develops beginning conducting skills with special emphasis on effective rehearsal techniques. The student has the opportunity to gain some practical experience in both instrumental and choral conducting.

**MUS 3455. Techniques of Teaching Voice. (1 Credit)**

Techniques of Teaching Voice presents the tripartite nature of the singing instrument; focusing on the physiology of the laryngeal structure and its function, the mechanics of the breath apparatus as applied to the singing voice and most importantly, the relationship of mind and body. This course allows the student to gain practical experience in applying the concepts acquired in this course.

**MUS 3456. Techniques of Teaching Brass. (1 Credit)**

Techniques of Teaching Brass includes instruction in the pedagogy of brass playing and teaching. This course will survey the art and practice of brass playing relative to trumpet, French horn, trombone and tuba. This course is designed to prepare future music educators by emphasizing basic techniques in brass pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

**MUS 3457. Techniques of Teaching Woodwinds. (1 Credit)**

Techniques of Teaching Woodwinds includes instruction in the pedagogy of woodwind playing and teaching. This course will survey the art and practice of woodwind playing relative to flute, oboe, clarinet, and saxophone. This course is designed to prepare future music educators by emphasizing basic techniques in woodwind pedagogy for these instruments ranging from elementary to high school. This course is part of the K-12 instrumental core music education curriculum.

**MUS 3458. Techniques of Teaching Percussion. (1 Credit)**

Techniques of Teaching Percussion includes instruction in the pedagogy of percussion playing and teaching. This course will survey the art and practice of percussion playing relative to snare drum, bass drum, cymbals, timpani and keyboard mallet percussion. This course is designed to prepare future music educators by emphasizing basic techniques in percussion pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

**MUS 3459. Techniques of Teaching Strings. (1 Credit)**

Techniques of Teaching Strings includes instruction in the pedagogy of string playing and teaching. This course will survey the art and practice of string playing relative to violin, viola, cello, and bass. This course is designed to prepare future music educators by emphasizing basic techniques in string pedagogy for these instruments from elementary to high school. This course is part of the K-12 instrumental music education curriculum.

**MUS 3499. Junior Recital. (1,2 Credits)**

Junior Recital is a non-required public solo performance by music students on a major instrument. This public solo performance requires 50 minutes of solo performance on a culmination of repertoire studied in the Concordia University undergraduate studio.

**MUS 4181. Symphonic Wind Ensemble. (1 Credit)**

Symphonic Wind Ensemble is the premiere university instrumental ensemble at CUW which performs concerts throughout the academic year. The ensemble maintains a repertoire of both secular and sacred music, and performs in both worship and concert settings. Participation in annual winter tour is required. Membership is by audition only.

Pathway: CRAR

**MUS 4184. Kammerchor. (1 Credit)**

Kammerchor is a highly select mixed voice ensemble which performs at a variety of campus and off-campus activities at CUW and takes an annual tour. Preference is given to sophomores through seniors, or to those who demonstrate solid choral background. Participation is expected for the entire academic year. Membership is by audition only.

Pathway: CRAR

**MUS 4185. Alleluia Ringers. (1 Credit)**

The Alleluia Ringers is a select handbell choir of 13-14 ringers which performs in worship and concert settings both on- and off-campus at CUW. Selection is by audition only, and for the entire academic year.

Pathway: CRAR

**MUS 4191. Concordia Wind Ensemble. (1 Credit)**

Concordia Wind Ensemble is the premiere university instrumental ensemble at CUAA which performs concerts throughout the academic year. The ensemble maintains a repertoire of both secular and sacred music, and performs in both worship and concert settings. Membership is by audition only.

Pathway: CRAR

**MUS 4194. Concordia Choir. (1 Credit)**

Concordia Choir is a highly select mixed voice ensemble which performs at a variety of campus and off-campus activities at CUAA and takes an annual tour. Preference is given to sophomores through seniors, or to those who demonstrate solid choral background. Participation is expected for the entire academic year. Membership is by audition only.

Pathway: CRAR

**MUS 4195. Concordia Worship Team. (1 Credit)**

The Concordia Worship Team is a praise team at CUAA that provides opportunities for performance and leadership growth by leading worship music both on campus and for area LCMS churches.

Pathway: CRAR

**MUS 4430. Applying Worship Arts Leadership. (3 Credits)**

Applying Worship Arts Leadership in classroom, field research, and congregational settings. Students will design theoretical and practical proposals to enhance worship excellence.

**MUS 4442. Form and Analysis. (3 Credits)**

Form and Analysis is a study of traditional musical forms and structures and their organizing principles. It will familiarize students with the musical parameters and events that indicate important considerations in the design of a composition.

**MUS 4445. Composing and Arranging. (3 Credits)**

Composing and Arranging explores the role of the musician as composer and arranger. Assignments related to the specific needs of the parish and school: orchestration, harmonization, arrangement and composition of original material.

**MUS 4450. Worship Arts Practicum. (3 Credits)**

Worship Arts Practicum is the culminating field experience where students apply Worship Arts Leadership skills in a congregational setting. This involves all aspects of worship, from planning to implementation.

**MUS 4461. Music in Worship. (3 Credits)**

Music in Worship presents the principles and practice of liturgical music, especially as it finds current expression in Lutheran worship. The study includes historical background but stresses practical contemporary issues.

**MUS 4465. Survey of Christian Hymnody. (3 Credits)**

Survey of Christian Hymnody presents the development of hymnody from Bible times to the present and helps develop knowledge of the large scope of hymnic literature and its ever-changing usage in worship.

**MUS 4469. Issues in Church Music. (3 Credits)**

Issues in Church Music identifies current significant worship issues facing church musicians, provides opportunities for comparing and contrasting approaches to dealing with these issues, and acquaints the student with important resources for making effective decisions in the current American worship milieu.

**MUS 4485. Handbell Methods and Materials. (3 Credits)**

Handbell Methods and Materials prepares the student to be a handbell choir director. The course provides techniques of handbell ringing, strategies for planning and organizing a handbell choir, and experience in performing and conducting handbell music.

**MUS 4491. Parish Music Practicum/Internship. (3 Credits)**

This course allows the student to gain first-hand experience in parish musical work. This course is a requirement for the Director of Parish Music major.

**MUS 4499. Senior Recital. (1,2 Credits)**

Senior Recital is a required public solo performance by music students on a major instrument. This public solo performance requires 50 minutes of solo performance on a culmination of repertoire studied in the Concordia University undergraduate studio.

## Nursing-Undergrad (NURS)

**NURS 2010. Professional Core Foundations. (3 Credits)**

In this course, students learn the basic principles of professional nursing including the philosophical basis, conceptual framework and the roles, responsibilities, and standards of care for the professional nurse. Prerequisites: (BIO 149 or 1600) and (BIO 191 or 1801) and (BIO 192 or 1802) and (CHEM 105 or 1204).

**NURS 2020. Nursing Pathophysiology. (3 Credits)**

Students explore various altered health states and their variances from wellness in the human body, focusing on disease processes by body system, core body functions, general mechanisms, and systemic manifestations of altered health across the lifespan.

**NURS 2030. Wellness Assessment. (3 Credits)**

This course is designed to provide students with the beginning knowledge and skills needed to assess the health status of individuals across the lifespan. Focus will be placed on professional communication skills and distinguishing normal from abnormal findings during a physical examination.

**NURS 2040. Nursing Pharmacology 1. (2 Credits)**

This is an introductory course focusing on concepts and principles of pharmacology. The emphasis is on the nurse's role in clinical applications of drug therapy. Coursework focuses on nursing considerations for drug administration and safety across the lifespan, including correct dosage calculations.

Prerequisites: (BIO 149 or 1600) and (BIO 191 or 1801) and (BIO 192 or 1802) and (CHEM 105 or 1204).

**NURS 2110. Foundational Nursing Skills 1. (1 Credit)**

In this course, the student will focus on professional psychomotor nursing skills and therapeutic communication that complements didactic content of NURS 2120. This course provides reinforcement of psychomotor experiences in the clinical setting.

**NURS 2120. Gerontological Nursing Theory. (3 Credits)**

This course explores the health needs of the older adult client. Positive and negative functional consequences are discussed as they relate to retaining, attaining, and maintaining the older adult optimal level of wellness.

Prerequisites: (NURS 2040 or 250).

**NURS 2122. Gerontologic Nursing Clinical. (2 Credits)**

This first clinical course provides guided clinical experiences related to meeting the chronic health care needs of diverse older adult clients, focusing on maximizing health and minimizing comorbidities through restorative and preventative treatment, and palliative and hospice care.

**NURS 2130. Nursing Pharmacology 2. (2 Credits)**

This course builds on Nursing Pharmacology 1 to help students apply basic concepts of pharmacology. The emphasis is on understanding additional categories of drugs and the nurse's role in their clinical application. Coursework focuses on nursing considerations for drug administration and safety across the lifespan, including more advanced dosage calculations.

**NURS 2310. Pathophysiology Across the Lifespan. (4 Credits)**

In this course, students will explore variances in health states, disease processes and fundamental pathophysiologic concepts essential to caring for patients across the lifespan.

**NURS 2320. Pharmacology. (3 Credits)**

In this course, students will develop an understanding of basic pharmacological principles and drug therapies for various illnesses, with a focus on nursing implications of safe medication administration, monitoring, and teaching.

Prerequisites: (NURS 270 or 2310) and (NURS 271 or 2330).

**NURS 2330. Health Assessment Across the Lifespan. (4 Credits)**

This course is designed to provide students with the beginning knowledge and skills needed to assess the health status and the experience of health and illness of individuals across the lifespan. Focus will be placed on professional communication skills and how to distinguish normal from abnormal findings during a physical examination.

**NURS 2340. Fundamentals of Professional Nursing. (5 Credits)**

This online theory and onsite skills lab course introduce students to the role of critical thinking and decision-making in applying the nursing process, concepts of professional nursing, and psychomotor and assessment nursing skills in the provision of nursing care to promote, maintain and restore the health of patients.

**NURS 3010. Foundational Nursing Skills 2. (1 Credit)**

This course focuses on professional psychomotor nursing skills and therapeutic communication that complements the didactic content of NURS 3020. Provides reinforcement of psychomotor experiences in the clinical setting.

**NURS 3020. Alterations in Adult Health: Chronic Conditions Theory. (3 Credits)**

In this course, students focus on nursing and interprofessional management of diverse patients experiencing chronic conditions. Emphasis is placed on the use of evidence-based guidelines and clinical reasoning skills in the provision of person-centered care.

**NURS 3022. Alterations in Adult Health: Chronic Conditions Clinical. (2 Credits)**

In this course students have guided clinical experiences in providing person-centered care for patients with chronic conditions.

**NURS 3030. Psychological Wellness Theory. (3 Credits)**

The focus of this course is on nursing practice related to mental health/behavioral health in diverse settings. Topics related to special populations and patients with acute and chronic health care needs are explored.

**NURS 3032. Psychological Wellness Clinical. (1 Credit)**

Students are provided with guided clinical experiences in a variety of settings in working with patients needing mental health/behavioral health care. A major focus of the clinical includes application of communication skills to establish therapeutic relationships with patients.

**NURS 3110. Nursing Research. (3 Credits)**

This course introduces students to the research process, synthesis of research findings and application of evidence in practice.

**NURS 3120. Alterations in Adult Health: Acute Conditions Theory. (3 Credits)**

In this course, students focus on nursing and interprofessional management of diverse patients experiencing acute conditions. Emphasis is placed on the use of evidence-based guidelines and clinical reasoning skills in the provision of person-centered care.

**NURS 3122. Alterations in Adult Health: Acute Conditions Clinical. (2 Credits)**

In this course students have guided clinical experiences in providing person-centered care for patients with acute conditions.

**NURS 3130. Community Health Theory. (2 Credits)**

This course provides an overview of the concepts and theories related to public health/community nursing. It explores the role of the nurse in developing and implementing preventions for sustaining and promoting health among diverse populations in the community. Principles of epidemiology, public health, population-focused practice, and community assessment are included.

**NURS 3131. Community Wellness Theory. (3 Credits)**

This course presents nursing responsibilities in assisting individuals, families, and groups to meet stressors and retain, attain, and maintain system stability within the community setting.

**NURS 3132. Community Health Clinical. (1 Credit)**

In this course, students will have guided clinical experiences with individuals, and families, across the life span in a community setting. Students will focus on health promotion and health education while applying acquired knowledge of primary, secondary, and tertiary prevention and evidence-based practice that promotes healthy behaviors.

**NURS 3310. Evidence-Based Nursing and Change Management. (2 Credits)**

In this course, students are introduced to the research process, synthesizing research findings, and applying evidence to nursing practice. Using evidence as a foundation for change management is addressed.

**NURS 3320. Patient-Centered Care: Chronic Care Theory. (4 Credits)**

In this course, students will focus on planning evidence-based nursing care of patients with chronic conditions. Students will apply acquired knowledge and skills affecting health promotion, maintenance, and restoration of health in the collaborative care of chronically ill patients and their families.

**NURS 3322. Patient-Centered Care: Chronic Care Clinical. (3 Credits)**

In this course, students have guided clinical experiences with individuals experiencing chronic conditions and their families, in healthcare settings.

**NURS 3330. Health Systems: Policy, Regulation, and Quality Issues for Professional Nursing. (2 Credits)**

In this course, students will explore health systems and related professional nursing concepts essential to caring for patients across the lifespan.

**NURS 3340. Patient-Centered Care: Acute Conditions Theory. (4 Credits)**

In this course, students will focus on planning evidence-based nursing care of individuals with acute conditions. Students will apply acquired knowledge and skills affecting health promotion, maintenance, and restoration of health in the collaborative care of acutely ill individuals and their families.

**NURS 3342. Patient-Centered Care: Acute Conditions Clinical. (3 Credits)**

In this course, students have guided clinical experiences with individuals experiencing complex conditions, and their families, in acute care settings. Taken concurrently with NURS 3340.

**NURS 3350. Population-Focused Care Theory. (3 Credits)**

In this course, students focus on health promotion and health education across the lifespan. Students apply knowledge of primary, secondary, and tertiary prevention and evidence-based practice that promote healthy behaviors to reduce co-morbidities and mortality among the population.

**NURS 3352. Population-Focused Care Clinical. (2 Credits)**

In this course, students have guided clinical experiences with individuals, families, and groups, across the lifespan, in a community setting. Taken concurrently with NURS 3350.

**NURS 3510. Dimensions of Professional Nursing. (3 Credits)**

In this course, students are introduced to the mission and philosophy of Concordia University and the School of Nursing, nursing as a profession, and role expectations for the baccalaureate-prepared nurse. Students explore the theoretical foundations of nursing and apply them to current nursing practice. Legal and ethical aspects of professional nursing are studied. Course activities allow students to further develop and apply oral and written communication.

**NURS 3520. Trends in Professional Nursing. (3 Credits)**

In this course, students examine trends in healthcare which include advancements in genetics, genomics, nursing and health care informatics, and related legal and ethical issues in nursing practice.

**NURS 3530. Nursing Research for RNs. (3 Credits)**

This course introduces students to the research process, synthesis of research findings and application of evidence in practice. Prerequisites: (MATH 130 or 1300) and (NURS 301 or 3510).

**NURS 3540. Population Health. (3 Credits)**

This course provides an overview of the concepts and theories related to public health/community nursing. It explores the role of the nurse in developing and implementing strategies for sustaining and promoting health among diverse populations in the community. Principles of epidemiology, public health, population-focused practice, and community assessment are included. Students will be immersed in the role expectations of the community-based nurse via clinical experience.

**NURS 4010. Alterations in Adult Health: Complex Conditions Theory. (4 Credits)**

In this course, students focus on nursing and interprofessional management of diverse patients living with complex conditions. Emphasis is placed on the use of evidence-based guidelines and clinical reasoning skills to meet the transitional care needs of this population.

**NURS 4012. Alterations in Adult Health: Complex Conditions Clinical. (2.5 Credits)**

In this course students have guided clinical experiences in providing person-centered care for patients with complex conditions with a focus on meeting transitional care needs.

Prerequisites: (NURS 344 or 3120) and (NURS 347 or 3122).

**NURS 4020. Family-Centered Nursing: Pediatrics Theory. (3 Credits)**

In this undergraduate nursing course students learn family-centered and evidence-based nursing care. Students apply acquired knowledge and skills affecting health promotion, maintenance, and restoration in the collaborative care of pediatric patients and their families.

**NURS 4022. Family-Centered Nursing: Pediatrics Clinical. (1 Credit)**

This course provides guided clinical experience with childrearing families in a variety of settings and agencies.

**NURS 4030. Family-Centered Nursing: OB & Women's Health Theory. (3 Credits)**

This course focuses on stressors encountered and nursing interventions required to retain, attain and maintain system stability throughout a woman's life from menarche through post menopause. Content includes gynecologic health concerns, obstetrics and neonatal care.

**NURS 4032. Family-Centered Nursing: OB & Women's Health Clinical. (1 Credit)**

This course provides guided clinical experience with childbearing families and women's health in a variety of settings.

**NURS 4040. Advanced Concepts in Perfusion. (4 Credits)**

This course will expose students to pathologies that affect perfusion as well as nursing assessments and interventions to support perfusion. This includes mechanical and pharmacological therapies and other critical care nursing skills to help support patients through life-threatening perfusion dysfunction. At the completion of this course students will have the ability to earn the American Heart Association certifications for both Advanced Cardiac Life Support (ACLS) and Pediatric Advanced Life Support (PALS).

**NURS 4050. Global Education Mexico. (3 Credits)**

This course allows students to study and experience the history, culture, and health beliefs of various countries.

**NURS 4051. Global Education Costa Rica Immersion. (3 Credits)**

This interprofessional experience is designed to allow students to study and experience Costa Rica's history, culture, and health beliefs. Students will examine their own cultural beliefs and values, and the impact of globalization and trans-national collaboration while experiencing health promotion activities.

**NURS 4060. Introduction to EKG. (1 Credit)**

This course introduces the nursing student to basic rhythms of the heart. Requires junior or senior level nursing status.

**NURS 4070. Introduction to Integrative and Complementary Therapies. (1,2 Credits)**

This course provides an overview of a variety of complementary therapies outside the realm of conventional medical options used in the United States. Content includes alternative, manipulative, biologically based, energy therapy mind/body interventions.

**NURS 4110. Leadership and Management in Healthcare Systems Theory. (3 Credits)**

This course explores the principles of effective leadership/management skills related to the professional nurse role and transition to RN practice. The application of leadership and management principles within the health care system, including informatics, social, political, legal and economic factors as they relate to the provision of quality and safe patient care outcomes, will be addressed.

**NURS 4112. Leadership and Management Practicum: In an Evolving Healthcare System. (2.5 Credits)**

This course affords students the opportunity to apply the principles of effective leadership/management skills in the clinical setting.

**NURS 4310. Family-Centered Care Theory. (3 Credits)**

In this course, students focus on planning evidence-based nursing care of children and childbearing women with varied health, wellness, and illness needs. Students apply acquired knowledge and skills affecting health promotion, maintenance, and restoration in the collaborative care of pediatric patients and childbearing women.

**NURS 4312. Family-Centered Care Clinical. (2 Credits)**

In this course, students have guided clinical experiences with children and childbearing women in diverse healthcare settings. Taken concurrently with NURS 4310.

**NURS 4320. Patient-Centered Care: Complex Conditions and Transitional Care Theory. (4 Credits)**

In this course, students focus on planning evidence-based nursing care of patients with complex conditions. Students will apply acquired knowledge and skills affecting health promotion, maintenance, and restoration of health in the collaborative care of patients and their families.

**NURS 4330. Transition to Professional Nursing Practice Theory. (2 Credits)**

In this course, students explore principles of effective leadership and management related to the professional nursing role. The focus is on critical analysis of management and leadership concepts, theories, and skills, applied to intraprofessional and interprofessional teams caring for the health needs of individuals and groups.

**NURS 4340. Professional Nursing Preparation and Licensure. (1 Credit)**

In this course, students assess their knowledge and understanding of critical concepts and the application of clinical judgement required for entry into professional nursing. Through the use of diagnostic tools and resources, students develop a plan for areas of needed growth, NCLEX-RN success, and licensure application.

**NURS 4399. Transition to Professional Nursing Practice. (6 Credits)**

In this capstone course, students will have guided clinical experiences in managing care for groups of patients with complex conditions, and their families, in diverse settings. Students will explore the roles and responsibilities associated with professional practice and apply best practices in leadership and management, in preparation for the transition from student to professional nurse.

**NURS 4510. Leadership - The Future of Nursing. (3 Credits)**

This course presents the principles of leadership and management as they relate to the role of the nurse leader/manager and professional in any health care setting. The focus is on critical analysis of management, and leadership concepts.

**NURS 4599. Seminar in Contemporary Nursing. (3 Credits)**

In this final BSN Completion capstone course, students complete a study of a patient/family with a chronic health threatening illness from diagnosis to end of life. Issues affecting contemporary inter-professional care and health care delivery are examined. Students gain clinical experience in evaluation of patient centered transitions, including discharge planning, to ensure continuity of care.

**Paralegal Studies (PLGL)****PLGL 1010. Introduction to Paralegal Studies & Ethics. (3 Credits)**

This course introduces the function and sources of American law, the American legal system, and legal practice, focusing on the role of the paralegal. This course also examines ethical considerations in the practice of law that paralegals are likely to encounter. Attorney and paralegal ethical codes are examined.

**PLGL 1020. Legal Research & Writing I. (3 Credits)**

This course teaches students the principles of legal research and focuses on locating and analyzing case law, statutes, regulations, and other legal authorities and secondary sources to solve legal problems. Students will apply research to writing legal memoranda and other practical writing exercises. Students are trained in the use of WESTLAW computerized legal research and alternative electronic research methods. Both federal and Wisconsin materials are used extensively in this course.

**PLGL 1025. Legal Research & Writing II. (3 Credits)**

This course teaches students the principles of legal research and focuses on locating and analyzing case law, statutes, regulations, and other legal authorities and secondary sources to solve legal problems. Students will apply research to writing legal memoranda and other practical writing exercises. Students are trained in the use of WESTLAW computerized legal research and alternative electronic research methods. Both federal and Wisconsin materials are used extensively in this course.  
Prerequisites: (PLGL 101 or 1020).

**PLGL 2010. Civil Litigation I. (3 Credits)**

This course studies civil litigation principles and practices prior to and through trial, including an introduction to procedures in the courts and administrative agencies. The course focus is on preparation of initial pleadings, documents related to discovery, motion practice and trial. The course also examines pre-litigation investigation and fact-gathering strategies used in the practice of law.

**PLGL 2020. Tort Law. (3 Credits)**

This course examines areas of legal liability commonly encountered by individuals and business as well as the methods of liability avoidance. Topics covered include intentional torts, negligence, strict liability, product liability, malpractice, premises liability, consumer protection, and other areas of tort liability.

**PLGL 2030. Contract Law. (3 Credits)**

This course examination the formation of effective legal contracts, how contracts are performed, and how to remedy for nonperformance or breach of contract. Contract drafting, analysis and litigation skills learned in this course apply to a wide variety of legal situations.

**PLGL 2040. Legal Aspects of Business Organizations. (3 Credits)**

This course provides an overview of the formation and operation of business enterprises, focusing on the sole proprietorship, forms of partnerships, limited liability companies, and incorporated entities. Students are introduced to the advantages and disadvantages of each form of business organization, explore ethical considerations, and draft various documents as they pertain to the formation, maintenance, and dissolution.

**Pharmacy (PHAR)****PHAR 1000. Introduction to Pharmacy. (1 Credit)**

Intro to pharmacy is an online introductory course intended for undergraduate students who are interested in the profession of pharmacy, regardless of previous experience in the profession. This course is designed to help students understand the progressive world of pharmacy and the profound impact pharmacists have on patient care. Whether you are considering pharmacy as a potential career path or are just interested in the subject, this course will open your eyes to the exciting profession of pharmacy. This course will introduce the student to the history of pharmacy, the pharmacist's and technician's role in patient care, drug discovery, pharmacy law, and many other important pharmacy topics.

**Philosophy (PHIL)****PHIL 2010. Central Texts of Philosophy. (3 Credits)**

This course familiarizes the student with many of the basic, historical and contemporary texts of philosophy. It teaches students how to read philosophical texts effectively, by analyzing their claims, and evaluating their arguments.

**PHIL 2110. Elementary Logic. (3 Credits)**

This course is a grounding in both informal and formal logic. The course studies the nature and types of argument and methods for distinguishing good and bad reasoning. Formal methods include the use of truth-tables and natural deduction.

**PHIL 2210. Human Dignity. (3 Credits)**

This course is a philosophical consideration of issues bioethical, legal, ethical, ontological, and political that affect our understanding of human dignity. For students preparing for vocations in these areas, it will enable them to think with logical acumen and to serve with a motivating knowledge of the dignity inherent in being human.

**PHIL 2400. Environmental Ethics. (3 Credits)**

This course is a grounding in the theory and practice of environmental ethics. The course studies both secular and religious principles that impact environmental care, and examines the foundations and consequence of anthropocentric, biocentric, and eco-centric approaches and "deep ecology," in dialogue with a developed biblical concept of stewardship. The course has no prerequisites and assumes no prior exposure to philosophy.

**PHIL 2500. Moral Philosophy. (3 Credits)**

This course examines the central ethical systems of philosophy in dialogue with Christian presuppositions and with a Lutheran understanding of Law and Gospel. Participants will study classical and contemporary sources of ethical foundations in the Western tradition. Analytical methods of philosophical inquiry are explained and applied. Case studies provide occasions for fostering in-depth class discussions and application of ethical theories, principles, and tools.

**PHIL 2560. Critical Thinking & Creativity. (3 Credits)**

This course applies logical reasoning and critical thinking to reading and writing processes. The course includes divergent thinking and ways of developing creative ability and considers both "left brain" and "right brain" processes. Doing is as important as understanding. Therefore, exercises and practical applications involving analysis of arguments and supporting ideas, as well as opening to creativity are included. Students complete the activities by weighing, judging, and evaluating qualitatively.

**PHIL 2720. The Lord of the Rings and Philosophy. (3 Credits)**

This course delves into the profound philosophical themes both surrounding and suffusing Tolkien's magnum opus. The course includes a study of Tolkien's professed methodology and refers to the background of Middle Earth painted in other works, but mainly focuses on how Tolkien develops and argues for and against specific philosophical theses within the text of *The Lord of the Rings*.

Prerequisites: (REL 100, 201, 1000 or 2010) and (REL 203 or 2020) and (REL 110, 204, 1100 or 2030).

**PHIL 3090. History and Philosophy of Science. (3 Credits)**

This course presents the development of science and scientific methodology from classical antiquity to the contemporary scene. There is a special emphasis on the changing fortunes of design as a scientific category. Students learn how theological categories provide the metaphysical, epistemological and ethical foundation for the rise of modern science, and critically evaluate the contrasting, contemporary attitude of methodological naturalism.

**PHIL 3250. Christian Apologetics. (3 Credits)**

This course is an introduction to the art of defending the truth claims of the Christian faith. Students learn the biblical warrant for apologetics, the merits of rival methodologies, and study philosophical, scientific, and historical evidences. They are equipped to respond to the skeptical challenges of atheism and the contrary claims of rival religions.

**PHIL 3330. C.S. Lewis: His Life and Christian Philosophy. (3 Credits)**

This course is a focused study of the life and works of C. S. Lewis. This course gleans philosophically important lessons about faith, reason, worldviews, and the imagination by a close examination of the trials and triumphs faced by C. S. Lewis both in his personal life and his public career as a major Christian apologist. It then considers a representative selection of his works, drawn from the many genres to which he contributed, including formal apologetics, science fiction, fantasy, and literary criticism.

**PHIL 3340. Christ and Culture. (3 Credits)**

This course examines the interaction between the Christian and the surrounding culture in both Western and non-Western settings. The classic typology of H. Richard Niebuhr is presented and critically evaluated. The implications of the doctrines of vocation and of the two kingdoms are explored. Public theology is defined, and students learn to appreciate the distinctive approaches to public theology within different denominations. A wide range of contemporary issues facing the Christian is studied. Throughout the course, there is particular emphasis of the merits of the Lutheran "paradox" model for interaction with culture, along with due consideration of the strengths and weaknesses of other models.

**PHIL 3430. Chronicles of Narnia & Philosophy. (3 Credits)**

This course focuses on how Lewis incarnated philosophical ideas in the imaginary worlds of the *Chronicles of Narnia*. From the creation to the end of Narnia, students will trace Lewis's defense of the supernatural, objective moral values and the value of faith against materialist skepticism.

**PHIL 3500. Bioethical Dilemmas in Contemporary Society. (3 Credits)**

This course will study basic concepts concerning in vitro fertilization, genetic testing and therapy, stem cell research, cloning, organ transplantation, end-of-life care, human subject research, and access to health care. Students will examine how contemporary philosophers address bioethical issues. They will be enabled to articulate their perspectives and make informed decisions compatible with the Christian faith. This course is particularly suited for those in medical, biology, pre-seminary, director of church ministries, teaching, and philosophy programs. Note: It is recommended that students take CCE 1030, PHIL 2010, or PHIL 2500 before enrolling.

**PHIL 3700. Philosophy of Mind. (3 Credits)**

This course is an in-depth exploration of the character of mind and of the relationship between the mind and the physical world. Students learn to evaluate the strengths and weaknesses of a variety of materialist, dualist, and neutral theories, and to see how they arise from and influence foundational worldviews. Pre-requisite: at least one other philosophy class or enrollment in the minor or major in psychology, or permission of instructor.

**PHIL 3790. Religion and the Law. (3 Credits)**

This course examines the nature of law as understood biblically, philosophically, and in relation to contemporary social issues. Legal reasoning and ethics will be treated, together with controversial subjects such as the Christian's responsibility to civil government, civil disobedience, abortion, euthanasia, homosexuality, the death penalty, and freedom of religion. The course deals with these issues from the perspective both of Anglo-American common law and of other legal systems (such as Muslim law), as well as that of international law.

**PHIL 3800. Philosophy of Language. (3 Credits)**

This course is your invitation to consider with philosophical care the essential aspect of our human being that language is. Are we tool users who employ language as a tool, or is it rather the case that language has us? Beginning and ending with a contemplation of John 1:1, "In the beginning was the Word," central texts for this course include contemporary classics such as Ludwig Wittgenstein's *Philosophical Investigations* and Hans-Georg Gadamer's *Truth and Method*. This is a philosophy course with rich application to students' academic work now, to their lifelong creative writing, and to those who wrestle with Derrida's postmodern dismissal of language as mere logocentrism.

Prerequisites: (CCE 1030 or 120).

**PHIL 4000. Ancient Philosophy. (3 Credits)**

This course presents concepts and historical themes developed in ancient philosophical literature. The course will examine philosophers who lived during a thousand-year period, from approximately 600 BC to AD 400. Particular attention will be paid to the writings of Plato and Aristotle. Students will examine how ancient philosophers addressed issues still important today. Of interest will be the philosophers' perspectives on logic, physics, soul and mind, ethics, and God. Students will be enabled to articulate ancient philosophical perspectives in dialogue with the Christian faith.

Prerequisites: (PHIL 201, 250, 2010 or 2500).

**PHIL 4100. Medieval Philosophy. (3 Credits)**

This course explores the central conviction, "I believe so that I may understand." This is a philosophy course with rich application to students' academic work and the living out of their vocations. Beginning with a prologue of Aristotle's logic and metaphysics, students go on to study a selection of formative texts extending from the early Christian apologist Justin Martyr up until the dawn of the Reformation. The philosophies of Augustine and Aquinas are central concerns for work in the spirit of the mediaeval synthesis or marriage of faith and reason.

Prerequisites: (CCE 120 or 1030).

**PHIL 4110. Advanced Logic. (3 Credits)**

This course explores the important results of mathematical logic for computability, first order predicate logic, and arithmetic. Students will learn to distinguish computable and non-computable functions, learn why there is no algorithm for evaluating arguments of first order logic, and explore the construction and implications of Gödel's famous theorems. Along the way, we consider the apparent philosophical and theological implications of these results for the nature of human reason.

Prerequisites: (PHIL 211 or 2110).

**PHIL 4250. Advanced Christian Apologetics. (3 Credits)**

This course provides a thorough immersion in a wide range of advanced topics in apologetics, including the epistemological need for apologetics, the defense of biblical authority, training in understanding and responding to the claims of rival cults, sects, and world religions, and specialized study in cultural, historical, legal, literary, medical and scientific apologetics and in the foundations of human rights. The 45 hours of instruction are supplemented by a substantial reading list. Classes are held at the International Academy of Apologetics, Evangelism and Human Rights in Strasbourg France. Students who wish to take this class for credit must register both for the International Academy (full details here: <http://www.apologeticsacademy.eu/>) and for PHIL 4250.

Prerequisites: (REL 100, 201, 1000 or 2010) and (REL 203 or 2020) and (REL 110, 204, 1100 or 2030).

**PHIL 4500. Modern Philosophy. (3 Credits)**

This course surveys philosophy in the modern period (from the 16th to the 19th century) and then discusses foundational primary sources. Philosophers studied include Francis Bacon, René Descartes, Thomas Hobbes, Baruch Spinoza, John Locke, Gottfried Leibniz, George Berkeley, David Hume, Thomas Reid, Jean-Jacques Rousseau and Immanuel Kant. The course emphasizes how each of these philosophers responded to his predecessors and how each provoked controversies in subsequent thought. Note: for Philosophy majors, PHIL 400, PHIL 410, and junior standing are strongly recommended.

Prerequisites: (CCE 120 or 1030).

**PHIL 4600. Research Ethics. (3 Credits)**

This course provides a foundation for the responsible conduct of research. Students will identify key issues relating to ethical standards of research, and they will develop an understanding of their own personal responsibility for scientific integrity based on non-religious and Christian norms. This course will cover ethical issues involving human subject biomedical research, social science and behavioral research, animal research, plagiarism, scholarship misconduct, data fabrication, ownership and authorship issues, conflicts of interest, peer review, mentor/mentee relationships, whistle-blowing, biosecurity, and others. An introductory course in philosophy, bioethics, or ethics is required.

**PHIL 4910. Senior Seminar I. (1 Credit)**

This course provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, they are thoroughly trained in proper writing mechanics, following The Chicago Manual of Style. Note: Senior standing is required for registration.

Prerequisites: (CCE 120 or 1030) and (PHIL 201 or 2010).

**PHIL 4920. Senior Seminar II. (3 Credits)**

This course is a continuation of Senior Seminar I. Working with both the course instructor and a faculty advisor who specializes in the subject area of their research, students draft and redraft their project. Finally, students give a public presentation and defense of their thesis and produce a final version of their written project.

Prerequisites: (PHIL 491 or 4910).

## Physics (PHYS)

**PHYS 1204. Introductory Astronomy. (4 Credits)**

This course includes the scientific and historical foundations of astronomy, solar system mechanics, Earth's seasons and sky motions, life-cycles of stars, life-cycles of galaxies, life-cycles of solar systems, cosmology, and space exploration. Competency in basic algebra and trigonometry will be expected.

**PHYS 1514. General Physics I. (4 Credits)**

This introductory course includes classical mechanics, mechanical waves, and sound. It involves the use of algebra and trigonometry, and it emphasizes both numerical problem-solving and building logical arguments based on physics concepts. Note: Advisor placement, satisfactory performance on the physics placement exam, or completion of MATH 1280 with a C- or better is required.

Prerequisites: (MATH 128, 128, 1280, 1280 or minimum score of 0000 in 'MATH 1280 not required').

**PHYS 1524. General Physics II. (4 Credits)**

This course is a continuation of PHYS 1514 and includes classical electricity and magnetism, electric current and circuits, light waves, geometric optics, and the atom. Note: Completion of PHYS 1514 or 1714 with a C- or better is required.

Prerequisites: (PHYS 151, 171, 1514, 1417 or minimum score of 0000 in 'MATH 1280 not required').

**PHYS 1714. University Physics I. (4 Credits)**

This course is a calculus-based introductory course in physics that includes classical mechanics, mechanical waves, and sound. It involves the use of algebra, trigonometry, derivatives, and integrals. Both numerical problem-solving and building logical arguments based on physics concepts are emphasized. Note: Completion of MATH 2010 is required.

Prerequisites: (MATH 201, 201, 2010, 2010 or minimum score of 0000 in 'MATH 2010 not required').

**PHYS 1724. University Physics II. (4 Credits)**

This course is a calculus-based continuation of PHYS 1714 and includes classical electricity and magnetism, electric current and circuits, light waves, geometric optics, and the atom. Note: Completion of PHYS 1714 with a C- or better is required.

Prerequisites: (PHYS 151, 171, 1514 or 1714) and (MATH 201 or 2010).



**PHYS 2703. Modern Physics. (3 Credits)**

This course examines the discoveries and historic experiments of the early twentieth century that led to the development of two of the pillars of modern physics—the theory of special relativity and quantum mechanics. This course emphasizes an evidence-based view of modern physics, as well as a basic overview of the theoretical tools of special relativity and quantum mechanics. It is a part of the Great Texts Pathway. Texts for this course will include *Relativity—The Special and General Theory* by Albert Einstein and excerpts from the Bohr–Einstein debates. Additional texts may be covered as well. Note: Completion of PHYS 1524 or 1724 with a C- or better or consent of the instructor is required. Prerequisites: (PHYS 152, 172, 1524 or 1724).

**PHYS 4990. Undergraduate Research. (1-3 Credits)**

This course provides the student the opportunity to work on a research topic under the direction of a member of the physics faculty. The experience must be approved in advance by the Department Chair. Note: Students must have completed 8 credits of physics and have the consent of the instructor prior to enrollment.

## Political Science (POLS)

**POLS 1010. Introduction to Political Science. (3 Credits)**

This course is an analysis of the structure and operation of American political system, along with a comparison of the characteristics of liberal democracy with those of such competing ideologies as nationalism, communism, socialism, anarchism, and fascism.

**POLS 1350. Voices in Democracy. (3 Credits)**

This course introduces the student to the study of American government, its structure, processes and actors. Students will examine the operations of the federal government as well as the roles of state and local governments. Also, the course will examine the role of the media and of public interest groups in American politics, as well as the nature of the electoral process.

**POLS 2010. American Government. (3 Credits)**

This course studies the basic foundations and underlying principles of American national, state and local government.

**POLS 2550. Presidency. (3 Credits)**

This course introduces students to the history, theory, and practice of the office of the U.S. presidency. Activities will help students appreciate how the presidency has evolved, explore the powers and limitations of the contemporary presidency, and recommend improvements and modifications to the office. The course is suggested as an advanced level course for students who have taken POLS 2010 (American Government), though it is not a prerequisite.

**POLS 2850. American Politics and Health Care Policy. (3 Credits)**

In this course students will learn the fundamentals of the American political system as well as its origins. They will compare a federal political system to unitary and confederal systems in terms of policy outcomes and variation. Students will engage in research, both individually and in small groups, with the purpose of assessing the current state of health in the United States and formulating practical policy ideas to improve it. Students will contribute their individual data to a data pool for common use. The group projects include researching and leading a panel discussion as well as a debate in class. The final exam will require students to do further individual research on specific health policy problems and to formulate their own practical policy suggestions.

**POLS 2900. Spacepower. (3 Credits)**

This course will engage the students in the coming 5th economic revolution and address the politics, economics, and strategy of from space, to space, and in space. It will focus on international space policy issues facing the United States and other space powers, placing them within the context of astropolitics, geopolitics, science, and technology. The course will briefly examine the space environment, the policy foundations of U.S. space policy, and the current international space legal regime. It will also address the great and medium power competition in space.

**POLS 3000. Comparative Politics. (3 Credits)**

This course introduces students to central concepts of comparative politics, including power, state formation, political economy, political culture, nationalism and identity, democratization, and globalization. Prerequisites for Political Science majors and minors: POLS 1010 and POLS 2010. Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

**POLS 3100. International Relations. (3 Credits)**

This course introduces students to the fundamentals of international politics and international organization, particularly the United Nations and its specialized agencies. Prerequisites: (POLS 101 or 1010).

**POLS 3300. Political Philosophy. (3 Credits)**

This course provides a broad introduction to political philosophy, beginning with classical political thought, theorists from the Enlightenment, Marx, and up through more recent thinkers and movements. The course will include an analysis of current issues in light of these philosophical ideas, as we seek to determine what is the best form of government, and how should human societies be organized.

**POLS 3310. American Political Thought. (3 Credits)**

This course will explore American political thought and American political philosophy. There will be a heavy emphasis on primary documents, especially those related to the founding fathers. Thematic political ideas such as democracy, liberty, freedom, conservatism, progressivism, and liberalism in the American context will be addressed.

**POLS 3320. Conservative Political Thought. (3 Credits)**

This course is a survey of the political tradition of conservatism. We will analyze the philosophical foundations of conservatism and the various theories of conservatism. The course will address historical, thematic, intellectual, and policy issues and concepts. We will explore questions: Is conservatism an ideology, tradition, or perspective? Are the different schools of conservatism more unified or disparate? How has conservatism changed, and what is the conservative movement's future?

**POLS 3400. U.S. National Security Policy. (3 Credits)**

This course will examine the problems and issues regarding United States National Security Policy. There will be a brief overview of national security theory and philosophy. Next, a large section of the course will deal with the principal actors and institutions involved in making and creating a national security policy. Lastly, there will be a thematic look at the threats and concerns that United States national security has dealt with and must continue to deal with. The instructor will call upon his experience as a diplomat for the Department of State and the U.S. Space Force to enhance the classroom. Time will also be spent on career options in national security.

**POLS 3450. United States Foreign Policy. (3 Credits)**

This course will explore the role of the United States in the world. The course's themes will be American foreign policy and diplomacy through a historical context, foreign policy decision-making and apparatus, the role of the electorate (you) in foreign policy, and American foreign policy objectives. We will also concentrate on significant issues facing American foreign policy, and students will familiarize themselves with these concepts for their awareness and study. The class will stress major themes in United States foreign policy and national security, connecting to form a whole picture.

**POLS 3500. Methods for Political Science. (3 Credits)**

This course provides an introduction to the research methods used in political science. Students will develop the skills necessary to formulate questions and hypotheses, carry out, and analyze research questions in political science. Emphasis will be placed on research design and quantitative methods, culminating in a student research project. Prerequisites: (MATH 205 or 2050).

**POLS 3590. Constitutional Law. (3 Credits)**

This course analyzes individual rights and responsibilities as developed by the United States Supreme Court in its interpretation of the United States Constitution.

**POLS 3600. Intelligence and Terrorism. (3 Credits)**

This course will examine the misunderstood topic of terrorism and the neglected area of intelligence. The first half of the course deals with the issue of terrorism. This section identifies the fundamental and underlying reasons why America is a target for terrorists as it compares and contrasts various international terrorist groups and their respective ideologies. The second section will deal with intelligence, exploring the organization and functions of the U.S. Intelligence Community, its interaction with national security policymakers, critical issues about its workings, and the challenges it faces in defining its future role.

**POLS 3610. Civil Rights & Civil Liberties. (3 Credits)**

This course explores the philosophical and historical development of the concepts of civil rights and civil liberties, the role American society has played and continues to play in protecting human rights through government institutions, particularly the judiciary, and the current state of rights protections within the U.S.

**POLS 3710. Nonprofits and Public Policy. (3 Credits)**

This course explores the relationship between nonprofit organizations (NPOs) and the public policy process by examining the different strategies of public policymaking used by NPOs to fulfill their respective missions and the various ways public policy impacts how NPOs function. Additional focus is given to the broader role NPOs play in democratic societies, especially through their collaborative and/or conflictual interactions and relationships with government entities.

**POLS 4100. Faith and Politics. (3 Credits)**

This course examines the relationship between religion and politics in the United States and how Christians may respond to and be a part of the public square. Prerequisites for Political Science minors: POLS 1010 and POLS 2010.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

**POLS 4800. Internship/Fieldwork. (1-6 Credits)**

This course provides opportunities for students to work and gain experience in a variety of political contexts. Students may intern at the local, state, national, or international level, including a Washington, D.C., semester.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

**POLS 4900. Senior Seminar I. (3 Credits)**

This course provides the methods and tools required to develop a significant, original undergraduate research project. Students learn how to: identify an issue worthy of further research; formulate an initial thesis; gather and evaluate relevant resources; and make a clear and coherent plan of their project. In addition, the course examines the nexus between faith and politics, and explores how Christian political and law practitioners may impact society.

Prerequisites: (POLS 100 or 1010) and (POLS 201 or 2010).

**POLS 4910. Special Topics in Politics. (3 Credits)**

Special Topics in Politics allows in-depth study of an area of politics and government of mutual interest to staff and students. This course may be taken more than once as long as there is substantially different content in each course. Prerequisites: POLS 1010 and POLS 2010 for Political Science majors and minors; or permission of the instructor.

Prerequisites: (POLS 101 or 1010) and (POLS 201 or 2010).

**POLS 4990. Senior Seminar II. (3 Credits)**

This course is a continuation of Senior Seminar I. Working with the course instructor or a faculty advisor who specializes in the subject area of their research, students draft and redraft their thesis project. Students produce an original paper that deals with contemporary politics in one of the great sub-fields of the significant (International Relations, Political Philosophy, Comparative Politics, and American Government and Politics), culminating in a public presentation and defense of their thesis and produce a final version of their written project.

Prerequisite: POLS 4900.

## Psychology (PSY)

**PSY 1010. General Psychology. (3 Credits)**

This course is an introductory survey course acquainting the student with the procedures, principles, theories, and vocabulary of psychology as a science.

**PSY 2050. Theories of Learning. (3 Credits)**

This course is a focus on how people learn. Inseparable from a discussion of the history of Psychology, PSY 2050 presents information of basic learning theory along a timeline in the science of psychology. Classical conditioning, instrumental conditioning, and cognitive mapping, to name a few learning strategies, are described. The words of Thorndike, Tolman, and Skinner are highlighted along with the research of other learning theorists.

Prerequisites: (PSY 101 or 1010).

**PSY 2210. Child Development. (3 Credits)**

This course discusses changes throughout childhood from conception until the onset of puberty; emphasis is on development from conception through six years of age—early childhood. Of primary importance are the changes that occur within the three domains of development—the physical, the cognitive, and the socio-emotional. Students are given the opportunity to conduct basic research in the field.

Prerequisites: (PSY 101 or 1010).

**PSY 2220. Adolescent Development. (3 Credits)**

This course will focus on adolescent development within the context of contemporary society. Students will learn to understand how the world in which adolescents live impacts their behaviors and social relationships. Students will also learn about current debates in the field of adolescent development. Students will develop critical and insightful thinking skills through reading, writing and discussing course materials. The impact of multicultural issues (e.g., ethnic culture, class and religion) will also be addressed.

Prerequisites: (PSY 101 or 1010).

**PSY 2300. Life Span Development. (3 Credits)**

This course covers changes throughout the life span from conception until death. Of primary importance are the changes that occur within the three domains of development—the physical, the cognitive, and the socio-emotional.

Prerequisites: (PSY 101 or 1010).

**PSY 2710. Social Psychology in the Workplace. (3 Credits)**

This course introduces students to the study of social psychology applied to the workplace. Students learn how an individual's thoughts, feelings and behaviors are affected by others. Topics include social psychology methods, understanding the self, cognition, social influence, groups and leadership, pro-social behavior, aggression and prejudice.

**PSY 3050. Psychology of Teaching and Learning. (3 Credits)**

This course fosters critical understanding of modern teaching and learning theories in the context of classical education. This course builds on the historical theories of learning, from philosophers to psychologists, and examines their strengths and weaknesses in the light of classical education authors and Church Fathers.

**PSY 3090. Educational Psychology. (3 Credits)**

This course will offer an overview of psychological principles, theories, methodologies and practices applied to issues of teaching and learning in the undergraduate classroom. The elective course is intended for students who are serving as Peer Leaders. It provides Peer Leaders with an opportunity for practice, application, reflection and revision of skills and knowledge in the undergraduate classroom setting.

Prerequisites: (PSY 101 or 1010).

**PSY 3100. Theories of Personality. (3 Credits)**

This course is a seminar focusing on various concepts of personality as addressed by theorists within the disciplines of psychology and sociology.

Prerequisites: (PSY 101 or 1010) and (PSY 221, 222, 230, 2210, 2220 or 2300).

**PSY 3120. Marriage and Family Relations. (3 Credits)**

This course considers the major facets of marriage and family life American culture. It emphasizes such aspects of marriage and the family as personality development, role and status sets, communication patterns, adjustment and conflict.

Prerequisites: (PSY 101 or 1010) or (SOC 101 or 1010).

**PSY 3150. Social Psychology. (3 Credits)**

This course introduces basic concepts of social psychology and leadership as an aspect of social power, small group behavior, communication, development of attitudes and interactional dynamics.

Prerequisites: (PSY 101 or 1010) and (COMM 201, PSY 201 or COMM 2100) and (PSY 221, 222, 230, 2210, 2220 or 2300).

**PSY 3160. Special Topics in Psychology. (3 Credits)**

This course varies in topic and focuses on special areas of psychology, often from an interdisciplinary perspective.

**PSY 3240. Introduction to Psychopathology. (3 Credits)**

This course examines the complex factors that cause behavioral disorders, presents biological, psychological, and environmental influences, and demonstrates psychological, biological, and social approaches to the treatment of abnormal behaviors.

**PSY 3410. Cognitive Psychology. (3 Credits)**

This course focuses on the study of thinking, reasoning, memory, consciousness, information processing, and other aspects of "mind" or "mental life." Cognitive behaviors, neuroscience, and links among psychology, anatomy and physiology are studied.

Prerequisites: (PSY 101 or 1010).

**PSY 3500. Experimental Psychology. (3 Credits)**

This course provides practice in a variety of research methods and includes design of experiments, techniques for data collection, control of experimental events, and data analysis. Individual laboratory projects and preparation of scientific reports are required.

Prerequisites: (PSY 101 or 1010) and (MATH 205 or 2050).

**PSY 4210. Human Sexuality. (3 Credits)**

This course presents an examination of human sexuality through developmental and sociocultural lenses.

Prerequisites: (PSY 101 or 1010) and (PSY 221, 222, 230, 2210, 2220 or 2300).

**PSY 4250. Abnormal Psychology. (3 Credits)**

This course studies behavioral disorders in adults and children with special emphasis on the effects of social conditions and social change on the nature and incidence of maladaptive behaviors in American society and an emphasis on the major contemporary approaches to therapy used in the treatment of these disorders.

Prerequisites: (PSY 101 or 1010) and (PSY 310 or 3100) and (PSY 221, 222, 230, 2210, 2220 or 2300).

**PSY 4450. Principles of Counseling. (3 Credits)**

This course introduces the student to the theory and practice of clinical psychology centering on major approaches to counseling and psychotherapy. Theory and practice are integrated and applied to practical settings and interpersonal relationships. Attention will be given to role playing, interviewing techniques, and the dynamics, purpose and goals of a helping relationship.

Prerequisites: (PSY 101 or 1010) and (PSY 310 or 3100).

**PSY 4500. Psychology Practicum. (3 Credits)**

This course will offer students supervised field experience at local agencies and institutions providing psychological services. Students will learn the basics of ethical practice, record keeping, helping skills, and professional options in the field of psychology. Students will also gain insight into their own personal development as a helper.

Prerequisites: (PSY 310 or 3100) and (PSY 425 or 4250).

**PSY 4650. Psychology Capstone. (3 Credits)**

This course provides students with the opportunity to synthesize and integrate knowledge gained in their prior coursework and to analyze current research in the field of psychology.

**PSY 4850. Research Proposal. (1 Credit)**

This course focuses on preparing the senior seminar research project. Students are required to submit a formal research proposal; university approval of the proposal will be required. Enrollment for this course is during fall of the senior year.

Prerequisites: (PSY 350 or 3500).

**PSY 4900. Psychology Senior Seminar. (3 Credits)**

This course provides opportunity for students to work with special schools or topics in the fields of sociology, psychology, economics, political science and education. Individual research or group projects will be required. Enrollment for this course is during spring of the senior year.

Prerequisites: (PSY 101 or 1010) and (PSY 350 or 3500) and (MATH 205 or 2050) and (PSY 485, 4850 or POLS 492).

## Public Health (PH)

### PH 1050. Introduction to Public Health. (3 Credits)

This course is a foundational and broad overview to the study and practice of public health. Students will be introduced to the history, philosophy, core values, key concepts, and functions of public health across the world. After completing this course, students will be able to describe public health activities and how they as individuals might serve their community to promote health and prevent disease in their own life and future career.

### PH 2050. A Public Health Perspective on Community, Culture, and Advocacy. (3 Credits)

Part of being an effective public health professional is being able to define the community and specific population(s) you are working with and understanding how to best serve and advocate for those individuals. This course will focus on cultural humility, cultural competence, and related concepts (e.g., social and political determinants of health). The goal is to prepare students to be able to work with a wide variety of communities, even if they are not part of that community themselves.

### PH 2100. Public Health Research, Evaluation and Ethics. (3 Credits)

Public health work involves data and interventions within large populations. To be effective, public health professionals must understand basic concepts surrounding research, evaluation, and ethics related to interventions. In this course, students will learn basic concepts surrounding research methods, statistics, epidemiology, big data, and ethical considerations, especially as they relate to public health.

### PH 3000. Introduction to the U.S. Health Care System. (3 Credits)

The course will cover the major concepts related to the structure and functioning of the U.S. health care system. Emphasis will be placed on analyzing issues associated with health care, personnel, and the organization of health care and its delivery, how it is financed and regulated. In addition, students will be introduced to other issues related to the current US health care system including health disparities, vulnerable populations, and health care safety net. This course will also discuss how the Health Reform Act of 2010 (ACA or PPACA) and ongoing efforts to improve (including repeal and replace) may shape the future of US healthcare.

### PH 3050. Public Health Communication. (3 Credits)

Public health professionals must be able to effectively communicate with a wide array of stakeholders, from low health literate individuals in their community, to the general public, to health care workers, to top administrators and policy makers of their state or country. This course will focus on public health-specific communication considerations related to health literacy, advocacy, messaging, and more.

Prerequisites: (PH 205 or 2050).

### PH 3100. Public Health Interventions and Program Planning. (3 Credits)

Much of public health action is through targeted, data-driven, evidence-based interventions and programs. In this course, students will learn about examples of and how to carry out such interventions, as well as learn the fundamentals of program planning. The course will cover foundational concepts around project implementation, such as the planning process, assessment, and evaluation.

Prerequisites: (PH 210 or 2100).

### PH 3150. Introduction to Global Health. (3 Credits)

This course provides an introduction to key principles and topics in global health including measures of global burden of disease, identification of key health problems around the world and the main determinants, health systems and international public health organizations. In addition, we will discuss cross-cutting and timely issues in health promotion, disease control programs, and operational research in international settings. Through this course you will also travel abroad to learn about another country and culture while also enriching your educational experience.

### PH 3200. Navigating Public Health Careers. (3 Credits)

Many people want to know, "what can you do with a degree in public health"? While not always so easy to explain succinctly with such a broad field of study, this course will help students explore just that. There are many career paths within the world of public health to discover. This course will help to break down public health-specific considerations related to organizational dynamics, systems, networking, professionalism, and more. After completing this course, individual students will have some concrete next steps to take in the direction that interests them.

### PH 3300. Special Topics Public Health. (1-3 Credits)

This course provides a discussion, lecture, and/or research forum (including individual research) for special or current areas of interest in public health subjects not addressed by the regular curriculum.

### PH 4500. Baccalaureate Project in Public Health. (3 Credits)

Students will complete a cumulative, integrative, experiential or scholarly project designed to demonstrate students' mastery of the overarching curriculum goals for the undergraduate major in public health; demonstration of critical thinking and analytic skills. Course Information: Pass/Fail grading only. These experiences may include, but are not limited to, internships, service-learning projects, portfolio projects, and research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

Prerequisites: PH 3050, 3100 and 3200.

## Public Service (PS)

### PS 1010. Foundations of Leadership. (3 Credits)

This course explores foundational theories, principles, and concepts of leadership. Public Service prepares the student to develop a greater understanding of the concepts and principles of ethical leadership in order to maintain public trust.

### PS 1020. Intro to Public Policy. (3 Credits)

This course provides an overview of the field of public policy and introduces students to the interactive relationship existing between politics and the policymaking process. This course studies how institutions such as federalism, Congress, the presidency, and elections impact the American policymaking process, including the local level. The course explores how policy "correction" and policy change occurs.

### PS 2010. Crisis and Emergency Management. (3 Credits)

This course develops an understanding of the philosophical and theoretical foundations of crisis and emergency management principles defining effective public management.

### PS 2020. Public Information and Community Relations. (3 Credits)

This course assists students in framing a practical approach to the principles of communicating before, during, and after an incident, and gaining knowledge needed to respond to diverse community interests.

**PS 4090. Leading in an Inclusive, Diverse and Equitable Organization. (3 Credits)**

This capstone course explores public service leadership in organizations in the context of internal and external environments. Students will understand the limitations and implications of leadership decisions on equitable, diverse and inclusive organizations.

Prerequisites: (PS 101 or 1010) and (PS 220 or 2010) and (PS 225 or 2020) and (JPP 330 or 3080) and (JPP 415 or 4010).

## Radiologic Technology (RT)

**RT 3120. Medical Terminology. (1 Credit)**

RT 3120 introduces a word-building system for medical terms through the use of a programmed text and facilitates appropriate pronunciation and use of the words derived from Greek and Latin components.

## Rehabilitation Science (RSC)

**RSC 1010. Medical Terminology. (1 Credit)**

This course introduces a word-building system for medical terms through the use of a programmed text and facilitates appropriate pronunciation and use of the words derived from Greek and Latin components.

**RSC 1020. Foundations of Rehabilitation Science. (3 Credits)**

This course is designed as a broad introduction to the field of rehabilitation for students pursuing graduate education in a rehabilitation profession. Students will explore fundamental concepts of health, ability, and function as a basis for understanding disability. The scope of rehabilitation services and settings, and the unique roles of rehabilitation professionals are covered.

**RSC 1031. Clinical Conditions I. (1 Credit)**

RSC 1031 is the first of a two-course sequence intended to expose students to a broad range of clinical conditions commonly encountered by rehabilitation professionals. This course will cover basic knowledge about the underlying condition including pathophysiology, etiology, signs/symptoms, diagnosis, prognosis, and common medical and rehabilitation services. This course is intended to provide students with knowledge about conditions that will be discussed in more detail in graduate level physical therapy and occupational therapy programs.

**RSC 1032. Clinical Conditions II. (1 Credit)**

RSC 1032 is the second of a two-course sequence intended to expose students to a broad range of clinical conditions commonly encountered by rehabilitation professionals. This course will cover basic knowledge about the underlying condition including pathophysiology, etiology, signs/symptoms, diagnosis, prognosis, and common medical and rehabilitation services. This course is intended to provide students with knowledge about conditions that will be discussed in more detail in graduate level physical therapy and occupational therapy programs.

**RSC 2010. Evidence Based Practice and Basic Statistics. (3 Credits)**

This course is designed to help rehabilitation professionals acquire skills related to consuming rehabilitation research. Fundamental scientific inquiry skills related to searching electronic data bases, reading, understanding, and appraising the rehabilitation research literature for the purpose of evidence-based practice is emphasized. Students are exposed to basic concepts of research methodology and a review of conceptually-based statistics that further enhances skills with consuming the scientific literature. Students will practice reading and critiquing professional literature.

**RSC 2020. Basic Neuroscience for Health Professionals. (3 Credits)**

This course is designed to help rehabilitation professionals acquire knowledge related to basic neuroscience important to their practice. Basic Neuroscience for health professionals covers basic principles of human nervous system structure and function. The cellular anatomy and physiology of neurons and synapses are described. The course covers somatosensory, motor, limbic, cognitive and special sensory systems.

**RSC 3020. Advanced Anatomy. (4 Credits)**

This course is an integrated approach to the anatomy of the human body, with particular emphasis on the musculoskeletal, cardiovascular and nervous systems and their application to movement and clinical conditions. Additionally the course will include the study of living subject anatomy, guiding the student in the identification and palpation of structures in the living subject.

Prerequisites: (BIO 191 or 1801) and (BIO 192 or 1802).

**RSC 3510. Ethical Considerations in Rehabilitation. (3 Credits)**

This course is taken as part of the Bachelor of Science in Rehabilitative Science degree and organized to give occupational and physical therapists the knowledge and tools they need to address ethical dilemmas. It assists the student to recognize and apply ethical and legal principles in clinical practice. Students will acquire information and tools from several fields and apply them to contemporary medical ethical issues.

**RSC 3530. Teaching and Learning in Rehabilitation. (3 Credits)**

This course will introduce students to various learning theories and teaching strategies as it relates to rehabilitation. This exploration will pay particular attention to the needs of an adult learner. Activities will help students to appreciate how teaching is a part of working in a rehabilitation setting. Concepts of motivation in learning will be explored along with the impact of physical, cognitive and psychosocial deficits on learning.

**RSC 3540. Culture and Rehabilitation. (3 Credits)**

This course reviews the concept of interacting with other cultures in professional contextual environments (i.e. medicine, education, community). It includes an investigation of the scope of the language surrounding cultural diversity, how to develop a framework for cultural competency, how to negotiate cultural differences in working with individuals, evaluating and designing interventions in a diverse world, and assessing intercultural interactions and interventions.

**RSC 3550. Physical Therapy Treatment. (3 Credits)**

This course is an integrated approach to the different physical therapy treatment techniques, with particular emphasis on functional movement across the life span. Additionally, the course will provide definitions of functional movement, discuss the different body systems contributing to functional movement, and different functional movement outcomes.

**RSC 3560. Occupational Therapy Treatment. (3 Credits)**

This course is intended to ground students in both theoretical concepts important to occupational therapy practice and practical knowledge about the profession. Theoretically, students will be introduced to those fundamental concepts discussed in the OT literature. These include: 1) philosophical assumptions about the nature and therapeutic value of occupation (occupation-centered practice); 2) the importance of the collaborative nature of the client-therapist relationship (client-centered practice); 3) the role of scientific research evidence in making clinical decisions (evidence-based practice); and 4) the importance of service in professional and personal activities. In addition, important events and trends in occupational therapy's history will be discussed. Moreover, the role of professional ethics is introduced. Practical issues related to the profession of occupational therapy are also introduced, these include: various arenas or contexts of practice; important documents in OT; OT organizations; and the importance of advocacy/professional involvement.

**RSC 3571. Rehabilitation Experience I. (1 Credit)**

This course offers students from Tianhua College in Rehabilitation Science the opportunity to explore and observe a range of clinical practice settings, types of services, and diversity of clients that receive rehabilitation services in the U.S.

**RSC 3572. Rehabilitation Experience II. (1 Credit)**

This course offers students from Tianhua College in Rehabilitation Science the opportunity to explore and observe a range of clinical practice settings, types of services, and diversity of clients that receive rehabilitation services in the U.S.

**RSC 3640. Service in Rehabilitation. (3 Credits)**

This course will be offered as an elective course for students in the Accelerated Bachelor of Science in Rehabilitation Science Program during the summer semester. This course is intended to provide students with an opportunity to participate in a service learning experience related to the field of rehabilitation. Students will examine their own cultural beliefs, biases, and practices while learning about a culture different from their own by working directly with children and adults who have a disability.

Prerequisites: (RSC 200 or 1020) and (RSC 310 or 3540).

## Religion (REL)

**REL 1000. The Bible. (3 Credits)**

This course is an overview of the Bible intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for Bible content for students who are not in a program that requires the enhanced church-work core.

**REL 1000C. Worldviews. (3 Credits)**

This course is an overview of the Bible intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for the Bible content for students who are not in a program that requires the enhanced church-work core.

**REL 1050. Church Leadership Seminar. (1 Credit)**

This course introduces the students to the church ministries program by seeking avenues for theological and spiritual formation to serve in the church.

**REL 1100. Christian Faith. (3 Credits)**

This course is an overview of Christian theology intended to acquaint the student with key theological concepts as they relate to everyday life. This introductory course satisfies the core curriculum requirement for Christian doctrine for students who are not in a program that requires the enhanced church-work core.

**REL 1100C. Systematics. (3 Credits)**

This course is an overview of Christian theology intended to acquaint the student with key theological concepts as they relate to everyday life. This introductory course satisfies the core curriculum requirement for Christian doctrine for students who are not in a program that requires the enhanced church-work core.

**REL 1590. Heritage of Faith. (3 Credits)**

This course examines the faith stance of various biblical personalities as well as various literary forms used by biblical authors to enable the student to read the Bible with a more profound grasp of its message as well as a deeper appreciation for its role in the literature of the Western world.

**REL 2010. Old Testament. (3 Credits)**

This course is an overview of the Old Testament intended to acquaint the student with its background, content, and messages. This introductory course satisfies the core curriculum requirement for Bible content, but students who take it must also take REL 2020 New Testament elsewhere in their programs. It is required for students in a church-work program.

**REL 2020. New Testament. (3 Credits)**

This course presents an overview of the New Testament intended to acquaint the student with its background, content, and messages. The New Testament is read with a focus on the life of Jesus, his teaching and miracles, death and resurrection. The other major people of New Testament are also studied through their writings, especially the apostles Paul, Peter, and John.

**REL 2030. Biblical Theology. (3 Credits)**

This course is a systematic study of major areas of Christian doctrine with an emphasis on what Scripture says, as well as how Lutheran doctrine reflects what Scripture teaches. This introductory course satisfies the core curriculum requirement for Christian doctrine, and is required for students in a church-work program. Note: For registration, enrollment in a church-work program or permission of the instructor is required.

**REL 2500. Great Commission Evangelism. (3 Credits)**

This course presents an overview of the Biblical and systematic foundations for evangelism. The course begins with a systematic study of the theology of evangelism. It continues with an exegetical study of the Great Commission of Jesus as it was presented to the disciples in Matthew 28. It is noted how they were trained by Jesus before the Great Commission was given to them and how they were equipped for the task of evangelism by the Holy Spirit in the book of Acts after they received the Great Commission. The course then focuses on how the disciples followed through with the Great Commission as we observe their service to God in the Book of Acts. Key terms and concepts are examined. Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2550. Friendship Evangelism. (3 Credits)**

This course develops the ability of the student to share the Gospel with a non-Christian in the context of a growing friendship. Prior enrollment in REL 2500 is recommended. Outreach elective (evangelism). Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2570. Youth Ministry: Theology and Practice. (3 Credits)**

This course equips the student with the understandings, attitudes and skills needed to begin youth ministry in a congregation. Along with the scriptural and theoretical principles of youth ministry, this course prepares students for practical experiences encountered in REL 3000 Ministry Practicum.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2590. Religious Education of Youth and Adults. (3 Credits)**

This course equips the student with practical methods, skills, and resources to teach religion to youth and adults in a parish setting. Provides students with opportunities to strengthen their ability to communicate the Gospel effectively. Religious education elective. Religion elective.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2630. Communicating Bible Messages. (3 Credits)**

This course examines the preparation and delivery of devotional messages based on a careful study of the biblical text. Classroom discussions center on the proper distinction between Law and Gospel, the correct interpretation of biblical texts, the structure of effective devotional messages, and the techniques of delivering these messages. Religious education elective.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2750. Theology and Film. (3 Credits)**

This course explores the medium of film and how film may communicate biblical theology for a visual age. Motion pictures contain many theological ideas, and because films can be persuasive without arguing their case, it is important to be able to critique their content impartially, and to distinguish between an appreciation of artistic integrity and truth as revealed in Scripture. Special attention will be given to Christianity in the interrelationship of faith and culture.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2870. Christian Care Giving. (3 Credits)**

This course offers the student the opportunity to understand and apply the theology of the cross and the practice of the church in Christian care giving.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 2980. Faith and Culture. (3 Credits)**

This course explores the role of religion in defining our way of life and self-understanding and how culture, in turn, may shape spirituality. Major world views and their influence on the faith experience will be analyzed. Special attention will be given to Christianity in the interrelationship of faith and culture.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3000. Ministry Practicum. (3 Credits)**

This course is intended for students interested in practical experience in a specified area of church work. Forty hours for each credit hour earned will be spent in a parish or institution with involvement in hands on, supervised training with a skilled supervisor. Time will also be devoted to readings and discussion sessions. REL 3000 may be repeated in subsequent semesters with different ministry specializations.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3100. Religion in America Today. (3 Credits)**

This course gives the student an overview of the religious life of people in the United States. It begins with a discussion of the relationship between church and state in this country. The majority of the class will examine the beliefs, organization, and worship of the most prominent and practiced religious systems in America.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3110. Church in Mission. (3 Credits)**

This course gives the student an overview of the religious life of people in the United States. It begins with a discussion of the relationship between church and state in this country. The majority of the class will examine the beliefs, organization, and worship of the most prominent and practiced religious systems in America. Outreach elective (evangelism).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3120. Office of the Professional Church Worker. (3 Credits)**

This course studies the role of auxiliary ministries in light of the New Testament and the Lutheran Confessions. It pays particular attention to church administration and conflict resolution in congregations.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3130. Women and the Church. (3 Credits)**

This course explores the multiple dimensions of women's gifts and activities as recorded in the Christian Scriptures and experienced throughout the history of Christianity, with particular interest in applying biblical principles to contemporary feminist perspectives as well as that of women in the church.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3140. Christian Ethics. (3 Credits)**

This course explores the distinct nature of Christian ethics in dialogue with other forms of ethical inquiries. Contemporary Christian responses to timely ethical issues (including medical topics) will also be explored.

Prerequisites: (REL 100, 159, 1000, 1590, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3150. Christian Care-Giving for Health Professionals. (3 Credits)**

This course offers the student preparing for a vocation in Health Care to understand and apply the theology of the cross and the practice of the church in Christian care giving.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3160. World Missions I. (3 Credits)**

This course explores the biblical foundations, the theology, and practice of Christian missionary work and provides students with some initial background in preparation for missionary service. Outreach elective (missions).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3170. World Missions II. (3 Credits)**

This course provides additional background information for students considering missionary service, continuing the exploration of missions begun in REL 3160 World Missions I. This course looks into the history of missions, contemporary issues of missions, and the practice of missions. Outreach elective (missions).

Prerequisites: (REL 316 or 3160).

**REL 3175. World Religions. (3 Credits)**

This course surveys living, non-Christian religions in terms of worship, beliefs, values, history, and their relationship to Christianity. Comparative religions elective.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3180. Family-based Youth Ministry. (3 Credits)**

This course helps a student develop ministry to both youth and family, primarily, but not exclusively, in a congregational setting. In addition to learning skills on how to lead youth according to God's Word, the student will also be directed toward the larger dynamic of ministering to families, who then minister to the youth in the home. Attention will also be given to unique issues and obstacles teenagers face, offering possibilities of Biblical responses.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3190. Family and Youth Ministry. (3 Credits)**

This course explores congregation ministry with and for families by providing students with an understanding of parent and child relationships, teen development, and the place of faith and the church in family life. Special attention is paid to family life education, intergenerational ministry, and strategic planning, with the goal of building ministries that strengthen family relationships.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3200. Genesis. (3 Credits)**

This course covers the teachings of Genesis with special reference to the origins of the human race, the creation-evolution debate, the flood, and the patriarchs. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3250. Prophets of Israel. (3 Credits)**

This course studies Old Testament prophecy and the prophetic movement, including its origin, development, purpose, methodology, message, and impact. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3300. Wisdom of Israel. (3 Credits)**

This course is an examination of the wisdom literature of the Old Testament: Job, Psalms, Proverbs, Ecclesiastes, and the Song of Songs. The course studies biblical poetry, devotional literature, and the major questions of life. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3310. Psalms. (3 Credits)**

This course is a study of the hymnal of ancient Israel, with its interpreters, historical context, and enduring liturgical and theological value. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3330. Christ in the Old Testament. (3 Credits)**

This course studies the messianic teachings found in the OT, traces their thematic development, identifies their fulfillment in the New Testament, and explores scholarly controversies about their interpretation. Bible elective (OT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3340. Dead Sea Scrolls. (3 Credits)**

This course investigates how these two-thousand-year-old documents have changed the way people think and write about the Bible and provide a valuable window into the early history of Jews and Christians. Students will be challenged to discover answers to the continuing questions of modern biblical and historical scholarship as it relates to the Christian faith. Bible elective (OT/NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3350. Life of Christ. (3 Credits)**

Life of Christ studies the religious and social conditions of the world into which Christ came, His life and teachings as found in the four Gospels, with an overview of the opinions expressed in the apocryphal Gospels, the ancient Church, and modern historical criticism. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3370. The Gospel of Mark. (3 Credits)**

This course covers the Gospel of Mark as a distinct presentation of the ministry of Jesus. The course will focus on Mark's choices of Jesus's miracles, parables, and travels. The deliberate structure of the Gospel will be highlighted. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3380. Gospel of Luke. (3 Credits)**

This course surveys foundational principles and techniques in biblical interpretation using the Gospel of Luke. The life and ministry of Jesus is studied through the distinctive parables, songs, characters, and events of Luke. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3390. Johannine Literature. (3 Credits)**

This course presents the writings of St. John in the New Testament, namely his Epistles, Gospel, and Revelation. Students examine the Johannine message concerning the person and work of Jesus Christ. Characteristic terms, themes, and doctrines are made the subject of special study. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3400. Pauline Literature. (3 Credits)**

This course presents selected writings of the Apostle Paul to familiarize the student with the historical background, content, purpose, message, and distinctive characteristics of five of Paul's epistles. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3410. Life of Paul. (3 Credits)**

This course gives an overview of the life and teachings of the Apostle Paul in terms of his place in the New Testament as an apostle of Jesus Christ against the background of his birth and development. Studies are based on selected texts from Acts and the Pauline Epistles. Bible elective (NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).



**REL 3480. Revelation and End Times. (3 Credits)**

This course explores the doctrine of eschatology as it is revealed in the Scriptures. Special emphasis is placed on understanding apocalyptic literature as a key to interpreting the Book of Revelation. Texts from Daniel, Ezekiel, Matthew, and the writing of Paul are also examined as they relate to the full range of eschatological topics: the millennium, the rapture, Armageddon, the anti-Christ, death, Christ's second coming, resurrection, and the eternal state.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3500. A Survey of Christian Thought. (3 Credits)**

A Survey of Christian Thought examines how Christians have probed and presented the mystery and majesty of God's interaction with human beings, from early Christian writers to modern theologians. With a focus on close reading of primary sources, discussion, and writing, this course familiarizes students with some of the most influential thinkers of Christianity, allowing them to explore themes that have fascinated generations of Christians through the centuries.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3510. Christ's People through the Ages. (3 Credits)**

Christ's People through the Ages surveys Christian history from Pentecost to the present. Distinctive eras in Christian history will be discussed, with attention given to their main contours and the principal dynamic forces at work within them. Special attention is given to the development of world Christianity within the history of the church.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3550. Christian Origins. (3 Credits)**

Christian Origins traces the roots of Christian theology from late first century through the sixth century. In this vibrant and turbulent period, as Christianity moved from being a persecuted sect to a sanctioned religion of a crumbling empire, Christian thinkers clarified the place and claims of their faith to Jews, Pagans, and one another. Attention will be given works illustrative of this formative era.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3560. Spirituality of the Middle Ages. (3 Credits)**

This course explores the flourishing of spirituality and thought about God from the Fall of the Roman Empire to the Reformation. Rejecting the false caricature that the Middle Ages were a time of uniformity and ignorance, this course surveys the development of Christian thought from antiquity to the Reformation. Special attention is given to how medieval theology and institutions continue to shape today's world.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3570. Life and Thought of Luther. (3 Credits)**

This course is a study of Luther the man and the theologian in relation to the world in which he lived. The student will be asked to read and analyze some of Luther's major works.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3580. Theology in the Age of Lutheran Orthodoxy (1546-1700). (3 Credits)**

This course is intended to acquaint students with the theological figures and works of the sixteenth and seventeenth centuries, such as Martin Chemnitz, Johann Gerhard, Abraham Calov, and others. Attention will be given to the major controversies and developments in the Age of Orthodoxy, such as the authority of Holy Scripture, the role of reason and human will, and the person of Christ, to name a few. Students will also become familiar with the many great contributions of this Age to dogmatic theology, biblical interpretation, devotional life and catechesis, and hymnody. Priority will be given to the Lutheran theological tradition, but students will discover how that tradition grew among broader theological and historical developments.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3800. God, Man, and Creation. (3 Credits)**

God, Man, and Creation examines what it means to be human in view of God and in relation to the world around us. The course will address the nature and attributes of the Triune God, man as the bearer of His image, and the cosmos as his willed and precious creation.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3820. The Person and Work of Christ. (3 Credits)**

The Person and Work of Christ studies the heart of the Christian confession, the God-Man Jesus Christ and His redemptive work to save humanity. Students will explore the apostolic confession of Christ in Holy Scripture, the ecumenical creeds, and early and modern Christological writings, to learn what it means for a Christian to believe today what the church has always confessed, namely, that Jesus Christ is LORD.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3840. Holy Things and Holy People. (3 Credits)**

This course examines three holies: the sacraments, the ministry, and the church. Thus, it explores how God, who is holy, allows human beings to interact with him and share in his holiness. The doctrines of the sacraments, the ministry, and the church will be explored in view of the Holy Scriptures and pertinent historical sources, while holding an eye to contemporary questions.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 3860. Law and Gospel in the Life of the Church. (3 Credits)**

Law and Gospel in the Life of the Church leads the student to see more clearly the significance of two major Christian doctrines and the correct relationship between them for a Christian's life. Sections of Scripture, of the Lutheran Confessions, and of current theological literature are analyzed in the light of these fundamental teachings.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4000. Lutheran Confessions. (3 Credits)**

This course is an overview of the historical background and major teachings of the documents of The Book of Concord, the confessions of the Evangelical Lutheran Church. Students will explore the confessional heritage of the Lutheran tradition as expressed in the ancient creeds and in confessions of the Lutheran Reformation, which serve as norm for contemporary teaching and practice among Lutherans and as a model for confessing the faith today.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4010. Lutheran Worship: Theology and Practice. (3 Credits)**

This course introduces the terms, history and theology of worship in the Lutheran Church. The student is exposed to a variety of art forms and ways in which they can be incorporated into the worship experience. Along with learning the principles involved in developing and leading a worship service, the student practices these skills in class.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4200. Church Ministries Internship. (3 Credits)**

This course puts theory into practice in a specialized setting unique to the individual student's need. The student intern is introduced to the congregational or institutional arena of professional church work. This presents the student intern the opportunity to experience the vocational option of service as a professional church worker. Requires completion of Level I and Level II of the online Director of Church Ministries certificate program.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4500. Topics in Theology. (3 Credits)**

This course is an elective in which students travel to the annual Lutheran theological symposium in Fort Wayne. Students attend the five-day conference and participate in all conference activities related to both exegesis and theology. This course will include both pre-conference readings and a post-conference paper.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4510. Holy Land. (3 Credits)**

This course offers students the opportunity to experience the land of Israel in person. Students will walk the streets of Jerusalem and Bethlehem, sail on the Sea of Galilee, and taste the brackish waters of the Dead Sea. Guided sightseeing will be supplemented with on-site lectures by scholars, museum visitations in Jerusalem, and background readings. Bible elective (OT/NT).

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4520. Luther in Context. (3 Credits)**

This course is a study of Luther the man and the theologian in relation to the world in which he lived. The student will be asked to read and analyze some of Luther's major works. The travel course affords the experience of the Land of Luther, with opportunities to see where he was born, studied, worked, served and died. Guided sightseeing supplements, on-site lectures, museum visitations, and background readings.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4900. Senior Seminar I. (3 Credits)**

This course will lead students to demonstrate the ability to synthesize knowledge, skills, and attitudes from two or more areas in order to create and support a new point of view in a senior seminar project that contributes to the discipline, in a culminating undergraduate experience.

Prerequisites: (REL 100, 1000, 201, 2010, 203 or 2020) and (REL 110, 204, 1100 or 2030).

**REL 4910. Senior Seminar II. (3 Credits)**

This course will lead students to demonstrate the ability to synthesize knowledge, skills, and attitudes from two or more areas in order to create and support a new point of view in a senior seminar project that contributes to the discipline, in a culminating undergraduate experience.

Prerequisites: (REL 490 or 4900).

**REL 4950. Director of Church Ministries Seminar. (1 Credit)**

This course brings into focus the church's overall mission as it applies to God's mission. The participants will present, in light of Lutheran confessional theology, their personal vocational goals to serve in the church and especially the youngest generation in the church. Requires completion of Level 1 and 2 of the Church Ministries Program, and completion of Level 3 admission process.

## Science (SCI)

**SCI 1000. Introduction to Natural Science. (4 Credits)**

This course studies selected topics from the natural sciences with emphasis on practical implications of an understanding of those topics. Laboratory course.

**SCI 1100. Introduction to Life and Physical Sciences. (4 Credits)**

This course provides education and athletic training students with an understanding of the nature of science and how it coheres with a Christian worldview. Inquiry-based experiences in physical, life, earth space, and environmental sciences reinforce content areas and practices addressed by state and national science standards. Laboratory course.

**SCI 2100. Atmospheric and Space Science. (4 Credits)**

The first half of the course will include a study of the dynamics of the atmosphere including the processes atmospheric motion, global circulation, weather patterns, severe weather and the techniques used in weather forecasting. The second half of the course will include a study of the dynamics of earth's motions relative to the sun, moon and stars as well as an exploration of planets, comets, asteroids and cosmogony. Laboratory Course.

**SCI 2400. Cosmogony. (3 Credits)**

This course is the study of origins. Questions regarding the origin of the physical universe and life (including human beings) will be explored and possible answers will be offered. The two possible cosmogonic models, Evolution and Creation, will be treated in-depth from a scientific perspective. The nature of science and the differences between operational science and origin science will also be investigated. The primary emphasis of this course concerns scientific evidences for origins; however, philosophical and theological evidences will also be discussed. Students must have a college-level physical or biological science course prior to taking this class.

## Sign Language (SIGN)

**SIGN 1010. Beginning Sign Language I. (3 Credits)**

This course is designed for students who have had no formal learning of ASL. Students will develop skills in producing and understanding signs and will be introduced to deaf culture.

**SIGN 1020. Beginning Sign Language II. (3 Credits)**

Beginning Sign Language II is an introductory course designed for students who are preparing to work in professions or mission work where they may have contact with persons who are deaf or hard of hearing. This course is a continuation of Beginning Sign Language I and is designed to further provide students with a knowledge of fundamental survival signs. Students also acquire an awareness of the differences between deaf and hearing cultures. This course will be taught in American Sign Language. Prerequisites: (SIGN 101 or 1010).

## Social Work (SW)

### SW 1100. Diverse Populations. (3 Credits)

This course addresses issues of vulnerability and social justice experienced by individuals and families in today's world. The material covers categories of vulnerability such as AIDS, Alcoholism, Disabilities Personality Disorders, and Depression. Other discussions will cover issues of life circumstances such as Immigrants and refugees, returning servicewomen and veterans, survivors and victims of terrorism, homelessness, individuals with intellectual disabilities and children in foster care or bullying. Students will also explore and discuss the problems facing social work professionals. Issues to be discussed will include the significantly increasing difficulty of providing services to vulnerable populations, the concern serious problems continue to emerge in modern society and resources are not as available as experienced by previous generations.

### SW 1110. Social Work & Social Welfare. (3 Credits)

This course is the first in the social work curriculum to begin the process of establishing a knowledge base for practice. As a foundational level course, it is of significant importance in the curriculum. Students will study the history of social work through the eyes of those who set out to change the world through the establishment of the profession of social work and their advocacy in the field of social welfare. They will be introduced to the roles and responsibilities of professional social workers, the mission of the profession as it relates to social and economic justice, and the importance of advocating for the poor and the disadvantaged. Students will learn skills of self-reflection and self-regulation in the management of personal values and professionalism. Students will learn the importance of ethical behavior. They will learn about advocacy and the importance of research and life-long learning. This course addresses the multitude of current and dynamic issues facing social workers today. It addresses the importance of professional social work in critical practice settings and how the profession is making a difference in changing the world through advocacy for social and economic justice.

### SW 1200. Introduction to Child Welfare. (3 Credits)

This course provides the student with foundational level knowledge on the historical and statutory basis for child welfare practice. The students will examine all components of the current child welfare system and its federal mandate. Students will learn about and discuss issues of child maltreatment/abuse, the rights of children and parents, and the significance of family in a system with the authority of the government to intervene and/or remove children who are at risk of harm. Students will gain a working knowledge of the definitions of child abuse and neglect. They will learn about and discuss theories of practice, family systems, and the policies that effect practice in child welfare.

### SW 1210. Agency-Centered Volunteer Social Work Experience. (3 Credits)

This course provides students with an experience in a social service agency through 120 hours of volunteer service. Students will volunteer in a social service agency 8 hours a week for 15 weeks. Additionally, students will meet as a group four times in person and four times online throughout the semester to share information about their respective placements. This course provides an introduction to agency-based social work practice. The placements are determined the semester prior to taking the course.

Prerequisites: (SW 225 or 1110).

### SW 2100. Trauma: Prevalence, Impact, and Coping. (3 Credits)

This course is designed to provide an introduction to the prevalence and impact of trauma on both our clients (individuals, families and communities) and on the helping professionals who are serving those coping with trauma. The coursework presented will enhance the skills and knowledge base of all students of health and mental health professions and will be particularly useful to students interested in working directly with survivors of trauma. The impact of trauma is surrounded by a complex set of issues and topics that will be addressed such as survivors of domestic violence, veterans, individuals struggling with addictions, individuals with life-threatening illness/injury, survivors of abuse and neglect, and other vulnerable populations. There will be a particular emphasis on strengths, resiliency, coping, multicultural issues, and systems factors. This course also introduces beginning skills of helping individuals, families and groups within a trauma-informed framework. Grounded in the values and ethics of the profession, students learn the application and evaluation of direct practice skills used in the initial phase of helping. Finally, students will evaluate the secondary stresses connected with a helping profession.

### SW 2110. Drugs, Society, and Human Behavior. (3 Credits)

This course introduces students to the effects of drugs on the brain and how drugs affect cognition, personality, and behavior. Students will learn how drugs get into the body/brain and how they exert their psychoactive effects. The course will cover the role of drugs throughout history and in today's society; the biological actions of drugs and the influence on society and behavior; and drug treatments and prevention. Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010).

### SW 2120. Understanding Death and Dying. (3 Credits)

This course examines the role of family, church and other social institutions in our experiences with death and dying. The student will study current theories and practices related to death and dying from the standpoint of developmental and learning theory, and social and cultural attitudes and practices. Theories regarding grief and loss are included. The student will learn social work intervention skills and methods for working with the dying and survivors. Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010).

### SW 2200. Aging and the Social Environment. (3 Credits)

This course investigates the processes of human aging within the social environment. Social gerontology is concerned with the nonphysical aspects of aging. Emphasis is placed on its social, psychological, and spiritual aspects, although attention is given to the impact of aging on biological functioning. The course examines many facets of aging including group processes, mental health, dementia, skills for working with older adults, theories, ageism, death and dying, and broader social forces that affect the aging process.

Prerequisites: (PSY 101, SOC 101, PSY 1010 or SOC 1010) and (PSY 230 or 2300).

**SW 2210. Social Work Practice in Health Care. (3 Credits)**

This course offers a comprehensive examination of social work practice in a healthcare setting. The course examines current practice settings and issues impacting health care. It examines the impact of the Patient Protection and Affordable Care Act of 2010 (PPACA). The contents of the course examine the integration of physical and behavioral health care, evidence-based practice, transdisciplinary care, and the increased focus on primary health services associated with prioritized prevention, wellness, and chronic illness intervention. It examines issues associated with managed care and the escalating costs of health care. This course identifies skills, ethical perspectives, techniques, and stresses associated with contemporary health and patient care. The course utilizes a systems perspective to service delivery. It places a significant emphasis on the importance on the need for social workers to be attentive to individual, patient, and institutional provider needs.

**SW 3100. Research Methods I. (3 Credits)**

This course introduces research methodology pertinent to the evaluation of human service programs, and discusses the rationale for conducting evaluations. Among the topics discussed are the relationship of evaluative efforts to program design and implementation, threats to validity of program evaluation, constructing a measurement plan and designs for program and evaluation. Program evaluation knowledge, skills and techniques, such as needs assessment, operationalization of variables, levels of measurement, statistical significance, efficiency and outcome evaluation are introduced. This course emphasizes this methodology when conducting formative evaluations, i.e., needs assessment, program development, and market research.

**SW 3110. Human Behavior in the Social Environment I. (3 Credits)**

This course develops the person-in-environment concept used in social work practice. Using the theoretical lens of systems theory, the course focuses on the formation of identity and how diversity in the human experience impacts identity. Students will learn about the multiple factors that comprise diverse experiences throughout life, and how those factors influence the formation of identity. Factors that will be examined include age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sexual orientation, and tribal sovereign status. For Social Work majors with upper division status or consent of instructor.

**SW 3120. Skills & Methods of Social Work Practice I. (3 Credits)**

This course is the first in a sequence of three required social work practice courses. Practice I focuses on the development of skills and strategies for helping individuals within a variety of social work and host settings. Key concepts of generalist practice are applied to the development of relationship building and interviewing skills. Generalist Practice is examined as a problem-solving process, which includes engagement, assessment, intervention, and evaluation. Students learn to view clients and client systems from a strengths perspective.

Prerequisites: (SW 225 or 1110) and (SW 235 or 1200).

**SW 3200. Research Methods II. (3 Credits)**

This is the second in a series of two research courses designed to teach students research methodology pertinent to the evaluation of human service programs and individual practice. Students will learn about and discuss the rationale for conducting such evaluations. The written research report is emphasized with student participation in a class designed research project and written paper. Each section of the written research design and report is discussed in depth with continued knowledge building of research methodology. Among the topics discussed and practiced through assignments and written paper are: writing a title, an abstract, the literature review, hypothesis formation, and methodology including the operationalization of variables, sampling, data collection and tools, procedures, and ethics, analysis of and writing results, and the ethical dissemination of findings. For Social Work majors with upper division status or consent of instructor.

Prerequisites: (SW 310 or 3100) and (MATH 205 or 2050).

**SW 3210. Human Behavior in the Social Environment II. (3 Credits)**

This course uses the generalist practice model to examine groups and group processes as manifested in communities and organizations. Students will learn the skills and techniques of group practices, the process of planning, engagement, and assessment of group members and their organizations at multiple levels of practice. Students will apply knowledge and skills to assess the environment and create change at the community and organizational levels of practice. Theoretical frameworks utilized include Systems Theory and the Strengths Perspective.

Prerequisites: (SW 346 or 3110).

**SW 3220. Skills & Methods of Social Work Practice II. (3 Credits)**

This course is designed to help students further develop social work practice skills for helping groups and families. Students learn how group work is utilized as a method in social work practice. Various types of groups are examined including task groups, interdisciplinary team meetings, and treatment groups. Students learn skills for forming and conducting groups with different client groups. Generalist practice often requires viewing client situations from a family perspective. Students learn to apply concepts from systems theory to understanding the interpersonal dynamics of family functioning. Working with families and groups utilizes a professional problem solving process to engage, assess, intervene, and evaluate practice with groups.

**SW 3230. Social Welfare Policy and Programs. (3 Credits)**

This course helps students develop a framework for understanding social problems and social welfare policies so they may function as informed and competent practitioners in providing social services, and as committed participants in efforts to achieve change in social policies and programs. The course examines the current structure of social welfare programs in the United States, their historical evolution, and the role ideological, political, economic, and social forces have played in the development of the social welfare system and its present character. In particular, the course examines the ways in which discrimination and oppression have affected the structure of social welfare policies and the impact of those policies on the poor, minorities, women, the disabled, and other populations-at-risk. To facilitate understanding of the social welfare system, students will learn approaches to social policy analysis. The course explores the political process in the United States and how involvement in this process can advance the goals of the profession of social work. The historical development of the profession of social work and its role within the social welfare system is another focus of study. Students will examine the values and ethics of the profession, such as self-determination and respect for individuals and human diversity, in the context of the development and implementation of social policy. The course looks at how social policy and the institutions that implement that policy can be made more responsive to the needs of people.

**SW 4100. Field Education I. (3 Credits)**

This course is taken concurrently with SW 4110. This course engages the student in the practice of beginning social work skills and tasks within an agency setting over a period of one semester (16 weeks). It is designed for the senior level student and requires an average of 14 hours per week in the agency for a minimum of 200 hours.

Prerequisites: (SW 306 or 3230) and (SW 310 or 3100) and (SW 346 or 3110) and (SW 347 or 3210) and (SW 410 or 3200).

**SW 4110. Field Seminar I. (3 Credits)**

This course is taken concurrently with SW 4100, Field Education I. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments. For Social Work majors with senior standing.

**SW 4120. Skills & Methods of Social Work Practice III. (3 Credits)**

This course focuses on developing an understanding of larger systems, and skills for practice within that context. The material includes a macro level perspective of social justice, oppression and advocacy, and a review of various theoretical perspectives, including systems theory and the strengths perspective, as they apply to macro level practice. Discussion will center around an examination of traditional and nontraditional social action strategies, including community organization, development and advocacy. Students learn agency and legislative advocacy skills with a specific focus on human rights and social and economic justice. Social work values and ethical perspectives related to social change are analyzed.

Prerequisites: (SW 306 or 3230) and (SW 310 or 3100) and (SW 326 or 3120) and (SW 346 or 3110) and (SW 347 or 3210) and (SW 410 or 3200) and (SW 426 or 3220).

**SW 4200. Field Education II. (3 Credits)**

This course is designed for the senior level student and engages the student in supervised direct service activities within an agency setting. This course is the second course in a series, and successful completion of SW 4100 and SW 4110 is required in order to enroll in SW 4200 and SW 4210. This course provides practical experiences in the application of theory and skills acquired in the social work curriculum. The placement requires an average of 14 hours per week in an agency for a minimum of 200 hours.

Prerequisites: (SW 327 or 4100) and (SW 328 or 4110).

**SW 4210. Field Seminar II. (3 Credits)**

This course is taken concurrently with SW 4200 Field Education II. A seminar format will provide for the sharing of practice experiences and practice issues that occur during field practicum. Discussion topics will focus on agency orientation, self-awareness issues, engagement skills, critical thinking skills, ethical dilemma awareness and the development of the professional self. The seminar will provide for the integration of field experience with classroom learning through discussion and assignments.

Prerequisites: (SW 327 or 4100) and (SW 328 or 4110) and (SW 436 or 4120).

**SW 4230. Senior Integrative Seminar. (3 Credits)**

This course provides the student with the opportunity to integrate classroom and practicum experience for application in their entry level professional practice. This course is the culminating integrative process for the baccalaureate generalist practice social work student to further develop and refine communication and problem solving skills, to exercise peer support and evaluation skills; and to increase self-awareness through group interaction, values clarification, and discussion and analysis of policy and practice issues in the context of social work values and ethics. This course is a self-directed readings, critical inquiry, and discussion seminar. For Social Work majors with upper Division Status. Taken concurrently with SW 4200 and SW 4210.

Prerequisites: (SW 327 or 4100) and (SW 328 or 4110).

## Sociology (SOC)

**SOC 1010. Introduction to Sociology. (3 Credits)**

This course is an introduction to the study of social groups and social relationships. The course analyzes basic sociological concepts to acquaint the student with the fundamental laws governing human relationships. Problems of social structure, social processes and social motivations will be considered.

**SOC 1750. African American Reality and Culture. (3 Credits)**

This course will examine historical and current structural issues, experiences and accomplishments of African Americans in context of cultural expressions and the American experience. This study of African Americans is a documented individual and collective perspective in research and interdisciplinary methodologies from the Social Sciences and African American Studies.

**SOC 2030. Contemporary Social Problems. (3 Credits)**

This course provides the student with a perspective for viewing major problems confronting American society. An eclectic approach is utilized in the analysis of these problems, selected research studies are evaluated and field research trips are conducted as time allows. Special attention is given to mental health, crime, delinquency, poverty, mass media communication, prejudice, discrimination, and urbanization.

Prerequisites: (SOC 101 or 1010).

**SOC 2550. Urban Society. (3 Credits)**

This course introduces the student to the complex nature of the urban area; sensitizes the student to the complexities of urban life; helps the student appreciate what it means to become meaningfully involved in their community and in today's urban society. The course examines racial and ethnic diversity, concepts of the city, historical urbanization in diverse cultures, transportation, housing, population shifts, urban economics, employment, education, industrialization, international population and urbanization, community organization and planning, the church and urban society.

Prerequisites: (SOC 101 or 1010).

**SOC 3330. Families in Society. (3 Credits)**

This course will provide students with an understanding of families within the ecological contexts in which they exist. Students will connect their own experiences with marriage and family to form new information and perspectives in order to broaden their understanding of the role of the family within society as a whole.

**SOC 3450. Adulthood & Aging. (3 Credits)**

Adulthood and Aging as a life stage continues the normal developmental process that all human experience just as they did in adolescence. Study of that process allows us to maximize life's potential no matter what stage we are in ourselves or working within the Church, community or institutions such as schools, hospitals and nursing homes. We will review facts and information on aging and those issues that most older people and their families face. We will look at issues an aging society will raise for all of us and the interaction between personal aging and social institutions.

**SOC 4510. Issues in Social Science. (3 Credits)**

Students examine selected current issues in social science from multidisciplinary perspectives. May be repeated for additional credit when content varies.

**SOC 4900. Senior Seminar. (1-3 Credits)**

Secondary and elementary teacher education candidates and candidates seeking liberal arts degrees who are social studies majors document both their content knowledge in the major and their mastery of institution-wide student learning outcomes. Offered through approved application only.

## Spanish (SPAN)

**SPAN 1000. Beginning Spanish I for Health Care Professionals. (3 Credits)**

This course introduces basic terminology, cultural information, and grammatical concepts of the Spanish language related to certain aspects of human care in the nursing profession. SPAN 1000 will provide nursing students basic grammar, cultural knowledge, and vocabulary to help students communicate with accuracy and clarity and in culturally appropriate ways at a beginning level.

**SPAN 1010. Beginning Spanish I. (4 Credits)**

Students are introduced to Spanish grammar, vocabulary, and readings which seek to improve their skills thus gaining knowledge and a greater understanding of the Spanish-speaking world.

**SPAN 1020. Beginning Spanish II. (4 Credits)**

Students review and build upon grammar, increase vocabulary, and include using readings which continue to improve their skills thus gaining knowledge and a greater understanding of the Spanish-speaking world.

**SPAN 2010. Intermediate Spanish I. (3 Credits)**

Intermediate Spanish I is a continuation of SPAN 1020.

**SPAN 2020. Intermediate Spanish II. (3 Credits)**

Intermediate Spanish II is a continuation of SPAN 2010.

**SPAN 3010. Spanish Conversation and Composition. (3 Credits)**

This course focuses intensively on enhancing conversational skills by increasing oral and auditory proficiencies as well as on improving the writing skills through related activities.

**SPAN 3050. Spanish Immersion Experience. (0 Credits)**

This course is the designation on the transcript for the Spanish Majors that students have successfully completed an immersion experience and written a paper about their time abroad.

**SPAN 3070. Linguistics. (3 Credits)**

This course introduces the basic terminology and concepts of linguistics as applied to the Spanish language. It also presents the sound system, morphology, and syntax of Spanish as compared to English and investigates topics in language acquisition. Required for Spanish Education majors and minors.

**SPAN 3080. Master Literary Works of Spain. (3 Credits)**

This course focuses on the major literary work that is on the list of nearly all great books lists, Don Quijote de la Mancha, and its literary and cultural importance in the Iberian Peninsula and the world. This canonical text is read in this course from a Christian perspective and is discussed in relation to the Church and the World, and this foundational modern novel is studied in dialogue with Lutheran doctrine, which ultimately prepares students to conduct literary studies from a Christian perspective.

Prerequisites: (SPAN 301 or 3010).

**SPAN 3090. Master Literary Works of Latin America. (3 Credits)**

This course focuses on the major literary works in Latin America, some of the foundational fictions which put Latin American literature out into the world. Canonical texts from this Spanish-speaking region will be read from a Christian perspective and discussed in relation to the Church and the World, and in particular, how these novels dialogue with Lutheran doctrine, which will prepare students to conduct literary studies from a Christian perspective.

Prerequisites: (SPAN 301 or 3010).

**SPAN 3100. Special Topics. (1 Credit)**

This course is designed for flexible scheduling and the ability to discuss a wide range of topics to serve the needs of majors, minors, and others who simply want to maintain and improve their language skills. This course will help students review and expand their vocabulary through out-of-class preparation on a variety of topics. Each 1-credit course will have a different topic, and majors and minors must take this course three different times for a total of three credits.

**SPAN 3200. Latin American Literature. (3 Credits)**

This course studies selected literary works by Latin American authors.

Prerequisites: (SPAN 301 or 3010).

**SPAN 3300. Advanced Spanish Grammar. (3 Credits)**

This course focuses on the review and syntax of more difficult grammatical structures of the Spanish language and on writing and conversational skills at the advanced level.

Prerequisites: (SPAN 301 or 3010).

**SPAN 3510. Span&SpanAmCiv&Cul I (up 1800). (3 Credits)**

This course studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from antiquity through the colonial period. Recommended successful completion of SPAN 2020 or equivalent, 4 years of Spanish in high school, or consent of instructor.

Prerequisites: (SPAN 202 or 2020).

**SPAN 3520. Span&SpanAmCiv&Cul (after 1800). (3 Credits)**

studies the history, the cultures and the political, economic and social changes on the Iberian peninsula and in the Americas from the late colonial period through the present. Prerequisite: successful completion of SPAN 2020 or equivalent, 4 years of Spanish in high school, or consent of instructor. 3 credits.

Prerequisites: (SPAN 202 or 2020).

**SPAN 3550. Span&SpanAm Lit (up to 1800). (3 Credits)**

surveys major literary developments and works in Spain and the Americas from the earliest days through about 1700. This course is required for majors. Minors must take either SPAN 3550 or SPAN 3560. Prerequisite: successful completion of SPAN 2020 or equivalent. 4 years of Spanish in high school, or consent of instructor. 3 credits.

**SPAN 3560. Span&SpanAm Lit II(after 1800). (3 Credits)**

This course surveys major literary developments and works in Spain and the Americas from about 1700 to the present. This course is required for majors. Minors must take either SPAN 3550 or SPAN 3560. Recommended successful completion of SPAN 2020 or equivalent. 4 years of Spanish in high school, or consent of instructor.

**SPAN 3600. Civilization and Culture of Spain. (3 Credits)**

examines Spain through its art, history, architecture, religion, music, literature, geography, culture, language, and people. It also looks at the influence of Roman, Muslim, Jewish, and Christian civilizations in Spain. Taught in Spanish.

Prerequisites: (SPAN 301 or 3010).

**SPAN 3640. Health Issues in the Hispanic World. (3 Credits)**

This course presents students with disparities in health care among minority and Hispanic communities. In the course students will study how disproportionate care affects Hispanics, why there exists such a gap in care, and what might be done to level the playing field in care received from health care professionals. Hispanic beliefs towards care, cultural approximations to seeking care, and varying customs about what works in medicine will be examined. Also, a study of which issues in health care are dominant in the Hispanic community will be studied.

**SPAN 3650. Spanish for Human Service Professionals. (3 Credits)**

Spanish for Human Service Professionals focuses on the vocabulary, grammatical structures, and cultural nuances necessary for human service professionals to communicate in a work setting.

**SPAN 3700. Hispanics in the United States. (3 Credits)**

The population of the United States is comprised of an increasingly diverse group of cultures. We cannot identify one distinctive American culture. Instead we have a constantly changing, inclusive multicultural society that encompasses a diverse population related to all people and nations on the planet. This course is designed to present students with an understanding of the identity dynamics of the major Hispanic groups in U.S. history. Special attention is given to key geographical areas, immigration and demographics, process of acculturation and assimilation to mainstream society, the diversity within Latino ethnic and national communities in the U.S., Hispanic literary history and consciousness, bi-culturalism, the ramifications of the intersection of the different Hispanic cultures and the realities of the past and current presence of Hispanics in the U.S. as the first colonizers and special immigrants.

Prerequisites: (SPAN 301, 301, 3010 or 3010).

**SPAN 3750. Spanish for Human Services Professions II. (3 Credits)**

Spanish for Human Service Professions II is an upper-level course designed to help students develop the linguistic and cultural competence necessary to interact with Spanish-speaking individuals in service-related professions and mission experiences, particularly as related to health care fields. Span 3750 is a continuation to Span 3650 and is meant to further prepare healthcare professionals in their acquisition of specialized vocabulary based on students' current and future needs, gaining oral proficiency and competence, and increased understanding of and sensitivity to culture.

Prerequisites: (SPAN 301 or 3010).

**SPAN 4000. Spanish Internship. (1-6 Credits)**

The topic of the internship is determined in conjunction with the responsible faculty, the on-site supervisor, and the student.

## Sport and Hospitality Business (SHB)

**SHB 1100. Introduction to Sport & Entertainment Business. (3 Credits)**

This course exposes students to the expanding roles of sport and entertainment in society. Strong emphasis is placed on framing sport and entertainment management as a leading business sector in today's marketplace; thus the content includes a broad-based examination of the foundations of theory, techniques, culture and practices of management, and as applied to all segments of sport and entertainment business within the local, regional, national and international communities.

**SHB 1200. Introduction to Hospitality & Event Business. (3 Credits)**

This course examines the principles of the entertainment and hospitality industries. This course focuses on the applications of industry knowledge and exposes students to the fundamentals and best practices of hospitality, event and entertainment management.

**SHB 1400. Exposition & Special Event Management. (3 Credits)**

This course challenges students to understand the breadth and depth of industry standards relative to planning, implementing, evaluating and managing trade shows, exhibitions, conventions, conferences, or other hallmark-caliber events. Students will test and analyze hypothetical events and review case studies in order to prepare in-depth analysis of the proposed events, and offer detailed support or critique based on their review.

**SHB 2000. Contemporary Leadership Behavior. (3 Credits)**

In this course students will examine the concepts of "effective leadership" through evaluation of the roles and responsibilities of leaders as communicators and agents of change. This course will focus on various issues such as moral and ethical dimensions of leadership, interrelationships among individuals and organizations, problem finding and problem solving, and participatory decision-making. Additionally, this course will have a strong focus on self-awareness and relatable conceptual frameworks for individual and personal constructs.

**SHB 2020. Professional Development - Intro to Field Experience. (1 Credit)**

This course will provide the student with an introduction to field experience. This field experience provides the student with a structured, supervised experience with an athletic, hospitality and event business department within Concordia University. Instructor approval is required before starting the internship.

**SHB 2100. Facility Design & Management. (3 Credits)**

This course examines the concepts of design and management of sports and recreation facilities. This course will focus on various issues such as site selection, layout, plan and design, maintenance, staffing, fiscal management, and risk management.

**SHB 2150. Intro to Culinary Management. (3 Credits)**

This course will build knowledge and experience in culinary production and management in a foodservice operation. Basic principles of foodservice management and its application to volume food production, menu development, food safety, procurement, kitchen equipment, customer service, and marketing will be covered during the semester. Basic cooking assignments will allow for hands-on experience in food preparation. The final project will consist of analyzing a menu for a foodservice operation; this will provide experience in various aspects of foodservice management.

**SHB 2200. Concessions, Catering, & Vendor Strategies. (3 Credits)**

This course introduces students to the food, beverage, merchandise, and vendor relations side of hospitality and event management. This course provides the student with a diverse foundation of current industry knowledge through a variety of simulated professional environments allowing students to explore conventions, private event space(s), athletic facilities and more.

**SHB 2300. Ceremonial Management. (3 Credits)**

This course offers an introduction to the planning and management of weddings. The social, political, economic, cultural, religious and historical influences on wedding planning decision-making and business strategies will be explored. Practices relevant to successful wedding planning and consultancy for diverse clients and settings will be reviewed.

**SHB 2350. Intro to Beer, Wine, and Spirits Management. (3 Credits)**

This course serves as an introduction to beers, wines and spirits. Topics covered include the production and styles of alcoholic beverages. Legal responsibilities of alcohol service. Introduction to responsible beverage service and management. Focuses on the development of a business plan for a beverage business.

**SHB 2400. Administration & Organization of Sport & Entertainment. (3 Credits)**

This course introduces the student to administrative and organizational policies, procedures, budget principles, public relations, legal considerations, event management, safety consideration and other issues at all levels of sport.

**SHB 2500. Legal & Ethical Issues of Sport. (3 Credits)**

This course creates awareness and understanding of the legal issues prevalent in the sport business industry today from a legal and ethical perspective. Students examine and integrate possible solutions from both a personal and professional perspective of morals and values. The course will examine policies and procedures from the United States legal system and the application of pertinent laws and concepts for the basis of sound and ethical decision making.

**SHB 3000. SHB Internship. (1-6 Credits)**

This course will provide the student with an intensive, supervised sport and entertainment business OR hospitality and event business experience with a professional, corporate, intercollegiate, interscholastic, not-for-profit, or other related organizations. Prerequisite: Junior standing or higher in major.

**SHB 3100. Integrated PR & Social Media. (3 Credits)**

This course provides a practical and conceptual foundation for students interested in sport, entertainment, hospitality, and event management. Students will explore the formalized working relationships between the mass media and professional organizations. The course focuses on the interactions among the people and organizations involved in the flow of information to the public, including the connection between the informational and commercial sides of communication and information management. Students will understand the professional and industry standards of using social media as an effective business tool for public relations, community relations, media relations and marketing efforts. Students will be challenged to develop effective content for various public relations and social media platforms; and will understand the importance of analytics, engagement of end markets and measurability of public relations and social media efforts.

**SHB 3120. Hotel Administration. (3 Credits)**

This course serves as an advanced exploration of hotel and lodging administration. Topics covered include contemporary management issues related to conference management, hotel security, hotel administration, and strategic planning.

**SHB 3200. Sport Economics & Finance. (3 Credits)**

This course provides an in-depth examination of the economic impact that interscholastic, intercollegiate, and professional sports make in society. It is a comprehensive investigation of fiscal policy and practice with focus on inputs and values from the sports and recreation industries and their impact on local and national economies.

**SHB 3220. Front Office Management. (3 Credits)**

This course focuses on principles and concepts of effective front office management in the lodging industry. It also discusses current practices and issues in the lodging industry. Topics covered included reservation-related activities, handling guest transactions, guest services, housekeeping, security, and technologies in the lodging industry.

**SHB 3300. Financial Aspects of Hospitality. (3 Credits)**

This course provides an in-depth analysis of the financial aspects of the hospitality and event management industries. Integrated with industry-specific content, it emphasizes the importance of financial responsibility related to successful planning, implementation and management hospitality and event management. Topics include understanding budgets, profit margins, return on investment, budget design, cost of goods sold, inventory costs and purveyor relations.

**SHB 3400. Marketing of Sport & Entertainment. (3 Credits)**

This course provides a study of fundamental marketing concepts related to the sport and entertainment industry, sport as a unique product, sport consumer markets, marketing planning process, marketing mix, and determining the target market.

**SHB 4000. Sales, Sponsorship, and Fundraising Strategies. (3 Credits)**

This course is designed to give students and inside look into the world of sponsorship, it's advantages and why it's used. At the same time, they will gain insight into the use of sales development and techniques. They will also learn about the importance of fundraising and how all three areas feed into one other in the worlds of sport hospitality.

**SHB 4050. Culinary Management Operations. (3 Credits)**

This course provides students an opportunity to exercise their ability and creativity to manage food-related events. Includes practical experience in the operational administration of food service event management. This course will provide opportunities for students to gain experience handling problems and situations routinely faced by food and beverage managers. Prerequisites: (SHB 215 or 2150).



**SHB 4100. Event & Production Management. (3 Credits)**

This course is designed to acquire an in-depth knowledge about the specialized field of event management; emphasis will be placed on the following broad based sectors including but not limited to sport, entertainment, and hospitality industries. Students will be provided with a complete understanding of management techniques and strategies required for successful planning, promotion, implementation, and evaluations. Students will study objectives, strategies, and tactics of event management; identify costs for events and potential revenue streams; select host cities and venues; understand the event planning process; and understand the accommodation and management of guests at events. Emphasis will be placed on the production and management of an actual event.

**SHB 4500. SHB Senior Capstone. (3 Credits)**

This course is designed to look at the total environment of sport and entertainment business as viewed by top managers in the field. Concepts developed in other business and sport and entertainment business courses will be implemented in research of topics. Actual sport and entertainment business issues currently being addressed at an organization or institution will be studied. Prerequisite: Senior standing in major.

## Theatre (THTR)

**THTR 1000. Orientation to Theatre. (3 Credits)**

This course explores the history, theory, nature and practice of the Theatre Arts in the United States and the World, as well as fosters an apprehension for Theatre through attendance of live theatrical productions.

Pathway: CRAR

**THTR 1200. Basic Dance. (3 Credits)**

This course will introduce students to the fundamentals of dance: rhythm, coordination, body alignment, and physical stamina. Students will learn contemporary dance styles used in theatrical performance- Jazz, Hip Hop, Tap, and other styles geared towards Musical Theatre dance performance. Students will learn how to convey character through choreography.

**THTR 1400. Stagecraft I: Intro Stagecraft. (3 Credits)**

This course gives the student hands-on experience in the various areas of stagecraft including such topics as set design, construction, painting, and decorating; stage lighting; and the making and finding of stage properties.

Pathway: CRAR

**THTR 1800. Theatre Practicum. (1 Credit)**

This course allows students to earn credit for significant participation in an acting role, technical position, or dramaturg position on a Concordia Theatre production. Roles/positions are designated and approved by Theatre faculty.

Pathway: CRAR

**THTR 2000. Voice & Speech for the Actor. (3 Credits)**

This course is designed to enhance voice, speech, and dialects for use on stage by the student actor. Vocal projection, variance, breathing, diction, and dialects would be taught to strengthen the vocal performance of the actors. Linklater vocal methodology and Alexander Technique is taught to enhance breathing and vocal performance.

Pathway: CRAR

**THTR 2200. Acting I: Intro to Acting. (3 Credits)**

This course explores the history, theory, and practice of voice, movement, improvisation and character development for the stage. The course will help students to improve their critical thinking, communication, problem solving, and teamwork/teambuilding skills and will suggest means of growth and application both professionally and personally.

Pathway: CRAR

**THTR 2210. Choreography for the Stage. (3 Credits)**

This course is a continuation of THTR 1200, with a specific emphasis on the study of choreography used in musical theatre, and the history of the choreographers who popularized their styles in the 20th century. Students will have an opportunity to choreograph dance numbers and to enhance their basic dance knowledge.

Pathway: CRAR

**THTR 2220. Acting for the Camera. (3 Credits)**

In this course, students will learn the methods and business of acting in film, television, commercials, industrials, and voice-over work. In addition, students will learn how to market themselves in the on-camera performance industry, including resume preparation, how to work with agents and casting directors, and utilizing the right marketing tools to secure work.

Pathway: CRAR

**THTR 2230. Musical Theatre and Dancing. (3 Credits)**

This course presents the history, theory, and practice of musical theatre performing and auditioning for the stage. The course will help students to improve their critical thinking, communication, problem solving, and teamwork/teambuilding skills in the area of musical theatre and will suggest means of growth and application both professionally and personally.

Pathway: CRAR

**THTR 2400. Producing Children's Theatre. (3 Credits)**

This course presents the history, theory, and practice of Children's Theatre in the United States and abroad. Students will have an opportunity to work hands-on in the areas of directing, teaching, stage managing, acting, and designing children's theatre for a live children's audience.

Pathway: CRAR

**THTR 3000. Drama Ministry. (3 Credits)**

This course examines how drama is used in churches and Christian theatre, film, and television programs. Students will have the opportunity to create ministry sketches to be performed at churches and various outreaches to disadvantaged youths in the Milwaukee area.

Pathway: CRAR

**THTR 3010. Theatre in Education. (3 Credits)**

This course examines the use of drama in the elementary and secondary education classroom to enhance reading, writing, and comprehension skills, as well as enliven a history or social studies class. It would be designed for students pursuing teaching theatre to youth in a classroom, extracurricular, or production setting, as well as for Education majors seeking to use Theatre in the classroom.

Pathway: CRAR

**THTR 3020. 20th Century American Drama. (3 Credits)**

This course studies the contributions of key American playwrights of the 20th Century in the genres of Realism, PostModernism, and American Expressionism. Writers to be studied may include Eugene O'Neill, Tennessee Williams, Arthur Miller, Lorraine Hansberry, August Wilson, Thornton Wilder, and other notable playwrights of the 20th century.  
Pathway: CRAR

**THTR 3200. Acting II: Intermediate Acting. (3 Credits)**

This course continues with the history, theory, and practice of voice, movement, improvisation and character development for the stage. This course takes a deep look at 19th and 20th Century American and Western classics while delving into deeper characterization and the fusion of the fundamentals of acting. Students will study the works of Ibsen, Chekhov, Wilde, Shaw, and other notables of the Early Modern period.  
Prerequisites: (THTR 261 or 2200).  
Pathway: CRAR

**THTR 3400. Theatre Mgmt and Stage Mgmt. (3 Credits)**

This course looks at the business side of theatre as well as Stage Management. Students will study box office procedures, budgeting, producing, and house management, as well as learn the specifics of Stage Management including how to develop a prompt book, development and implementation of reports, properties tracking, and production team communication.

**THTR 3410. Stage Design I. (3 Credits)**

This course takes the student into more advanced concepts of stage design, the preparation of models and related techniques.  
Prerequisites: (THTR 231 or 1400).  
Pathway: CRAR

**THTR 3420. Stage Directing. (3 Credits)**

This course explores the creative process by which a director transforms a literary script into a live performance for the stage. The course covers such topics as selecting and preparing the script, planning rehearsals, developing stage pictures, creating tension, blocking, and types of rehearsals.  
Prerequisites: (THTR 261 or 2200).  
Pathway: CRAR

**THTR 3440. Stage Movement & Combat. (3 Credits)**

This course explores stage movement as it applies to varying genres, styles, and time periods, with an added emphasis on stage combat and physical comedy to strengthen movement on stage for the actor.  
Pathway: CRAR

**THTR 3800. Cultural Experience Through Directed Travel Study. (3 Credits)**

This course gives students the opportunity to travel to distant theatre centers in the United States and abroad, developing an interest and understanding of the nature of Theatre and its cultural influences. Students will see a variety of plays, interact with theatre artists, and view other cultural centers while traveling.

**THTR 4000. Special Topics in Theatre. (3 Credits)**

This course offers variable content as a high-level elective for theatre students. The topic is tied to a University production featured that semester and is recommended for students who plan to be involved in the production.  
Pathway: CRAR

**THTR 4010. Playwriting. (3 Credits)**

This course surveys the history of play writing, considers the differences between writing plays and other types of creative writing, studies the necessary aspects of theatre, and gives students experience in writing for the stage.  
Prerequisites: (ENG 104, 104, 1040 or 1040).  
Pathway: CRAR

**THTR 4200. Acting III: Advanced Acting. (3 Credits)**

This course teaches the fundamentals of acting for the Classical stage, exploring the works of ancient Greek playwrights Sophocles and Euripides, as well as Shakespeare. Students learn specifics of voice, language, textual analysis, movement, and enhanced breathing techniques necessary for performing Classical works and auditioning with Classical pieces for professional Classical theatres.  
Pathway: CRAR

**THTR 4600. Theatre Internship. (1-4 Credits)**

In this course, students will have the opportunity to intern with a professional Milwaukee area theatre company in an acting or technical position, arranged by Theatre faculty. Students are expected to complete a number of hours on a single production or half of the assigned company's production season. An evaluation of the student's completed work by the company staff and Theatre faculty will complete the semester.  
Pathway: CRAR

**THTR 4800. Senior Capstone in Theatre. (3 Credits)**

In this course, students with Senior standing who are minoring in Theatre will demonstrate their competence in three culminating components: 1) a major research project (approved by the faculty) which exhibits an appropriate synthesis of their course and production experiences as well as their vocational expectations; 2) a devised work of writing, design, or directing that has been researched and approved by theatre faculty 3) a comprehensive oral presentation or live performance based on the theatre core curriculum and supplemental reading list. Faculty and guest respondents will attend the exam and evaluate the work presented.

## Legal Notices

### The Family Education Rights and Privacy Act

Consistent with the Family Educational Rights and Privacy Act (FERPA) or 1974, as amended by S. J. Res 40 (12-30-74), the following statement represents the position of Concordia University Wisconsin with respect to the confidentiality of student records.

The Act assures students "the right to inspect any and all official records, files, and data directly related..." to themselves, and assures the student an opportunity for debate or correction of inaccurate, misleading, or otherwise inappropriate data in the student's file.

The Act provides that no party may review a student's record with the exception of the following, who do not need written consent of the student to view a record: other school officials, officials of other schools or systems in which the student intends to enroll, authorized representatives of:

1. the Comptroller General of the U.S.
2. the Secretary of H.E.W.
3. administrative head of an education agency
4. state educational authorities. Persons working in connection with a student's application for, or receipt of, financial aid.

Any other than those listed above can obtain access to a student's file only upon written release from the student. This record will be available for inspection only by the student. The following procedure has been established for CUW students.

A written request, signed by the student shall be presented to the Registrar or appropriate office. The Registrar, or other appropriate office will arrange a time and date, within 45 days after receipt of the request, for the student to review the record.

The following types of information are considered directory information and may be included in publications or disclosed upon request without consent of the student, but only after public notice of these categories of information has been given in order to allow sufficient time for the student to inform the institution that any and all of this information should not be released without prior consent, such requests can be made in writing to the Registrar's Office:

- student's name
- address including e-mail
- telephone number
- dates of attendance
- class standing
- previous institution(s) attended
- major field of study
- awards
- honors (including Dean's List)
- degree(s) conferred (including date)
- past and present participation in official recorded sports activities
- physical factors (height, weight of athletes)
- date and place of birth

The Act provides the student the right to file with the U.S. Department of Education a complaint concerning alleged failures by the education institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office - U.S. Department of Education  
600 Independence Avenue, SW - Washington, DC 20202-4605

## Public Notice Designating Directory Information

Concordia University Wisconsin hereby designates the following categories of student information as public or "Directory Information." Such information may be disclosed by the institution for any purpose, at its discretion.

### Category I

Name, address, telephone number, dates of attendance, class, photos and class schedules.

### Category II

Previous institution(s) attended, major field of study, awards, honors (includes Dean's List), degree(s) conferred (including dates).

### Category III

Past and present participation in officially recorded sports and activities, physical factors (height, weight of athletes), date and place of birth.

Currently enrolled students may withhold disclosure of any category of information under the Family Educational Rights and Privacy Act of 1974. To withhold disclosure, written notification must be received in the Office of the Registrar prior to the fifth class day of each academic year. Forms

requesting the withholding of Directory Information are available in the Office of the Registrar.

Concordia University Wisconsin assumes that failure on the part of any student to specifically request the withholding of categories of Directory Information indicates individual approval for disclosure.

## Jeanne Clery Campus Safety and Campus Crime Report

The safety of all members of our campus community is a high priority at Concordia University Wisconsin. Become an informed member of our campus community to protect yourself and welcome visitors.

A copy of Concordia University's annual campus security report includes statistics for the previous three years concerning reported crimes that occurred on campus; in certain off-campus buildings or property owned or controlled by the University; and on public property within, or immediately adjacent to and accessible from the campus. This report also includes institutional policies concerning campus security/safety, such as alcohol and drug use, crime prevention, the reporting of crimes, sexual assault, and other matters.

You may obtain a copy of this report through any one of the means listed below by contacting the Student Life Office of Concordia University requesting either a written copy or an electronic copy (sent via e-mail).

US Mail:

Concordia University Wisconsin - Student Life Office  
12800 North Lake Shore Drive - Mequon, WI 53097

E-mail: [student.life@cuw.edu](mailto:student.life@cuw.edu)

Location: Luther Hall, Room 127 (above address)

## Grievance Procedure

Students with grievances may wish to consult with their academic advisor or the appropriate division chairperson. Procedure for the process involved in working through a grievance is spelled out in the Student Handbook.

## Non-Discrimination Policies

Concordia University Wisconsin admits qualified students of any age, sex, race, color, national or ethnic origin, physical or mental conditions, or developmental disability, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Concordia University Wisconsin does not discriminate on the basis of race, color, national or ethnic origin, age, sex, physical or mental condition, or developmental disability in the administration of its admission policies, education policies, scholarship and loan programs, athletic and extra-curricular programs or other school-administered programs. Concordia University does not discriminate on the basis of handicap. (c.f. Section 504 of the Rehabilitation Act of 1973).

## Title IV

Concordia University fully subscribes to all Federal and State civil rights laws banning discrimination for private, church-affiliated institutions of higher education. CU will not discriminate against any employee, applicant for employment, student or applicant on the basis of race, color, sex, pregnancy, national origin (including ancestry), citizenship status, physical or mental disability, age, marital status, gender, veteran or military status, predisposing genetic characteristics, domestic violence victim status, or any other protected category under applicable local, State or Federal law.

A pamphlet summarizing CU's policy and procedures relating to sexual harassment and gender discrimination, and a full explanation of the

policy, which includes a list of University staff members who can help, can be found at: [www.cuw.edu/consumerinformation](http://www.cuw.edu/consumerinformation) (<http://www.cuw.edu/consumerinformation/>)

### **Weapons Prohibited**

All persons are prohibited from possessing or carrying a firearm, ammunition or weapons of any kind, as determined in CU's sole discretion, regardless of whether the person has a permit to carry a firearm. Any employee, faculty, student or other representative of the University who violates this policy shall be notified of the violation and subject to disciplinary action, up to and including termination or expulsion.

# INDEX

---

## A

Academic Definitions .....	11	Article 4 - Procedures & Hearings .....	336
Academic Policies .....	12	Artificial Intelligence & Robotics Minor (A) .....	76
Academic Programs .....	22	Artificial Intelligence & Robotics Minor (M) .....	231
Accelerated Cross Categorical Special Education (Acc) .....	126	Arts and Sciences Programs .....	112
Accelerated CUAA Lower and Upper Elementary Education (Acc) .....	129	Associate Degrees .....	118
Accelerated Elementary Education (Acc) .....	133	Associate Degrees .....	123
Accelerated Programs (ACC) .....	112	Athletic Coaching Certificate (M) .....	243
Accelerated Second Degree BSN (Acc) .....	153	Athletic Coaching Minor (M) .....	231
Accelerated Secondary Education - English and Language Arts (Acc) ..	136	Athletic Training (A) .....	62
Accelerated Secondary Education - Mathematics (Acc) .....	139	Athletic Training (M) .....	182
Accelerated Secondary Education - Social Studies (Acc) .....	142	Athletic Training (MSAT) .....	363
Accounting (Acc) .....	120	<b>B</b>	
Accounting (ACCT) .....	358	Bachelor Degrees .....	113
Accounting Major (A) .....	51	Bachelor Degrees .....	120
Accounting Major (M) .....	158	Bachelor Degrees .....	147
Accounting Minor (A) .....	57	Bachelor Degrees .....	153
Accounting Minor (Acc) .....	124	Bachelor of Science-Nursing Completion Program for Registered Nurses (Acc) .....	155
Accounting Minor (M) .....	175	Batterman School of Business (M) .....	156
Actuarial and Data Sciences (M) .....	181	Batterman School of Business Programs .....	120
Actuarial Science Major (M) .....	159	Biblical Languages for Translation and Missions Major (M) .....	184
Actuarial Science Minor (M) .....	175	Biblical Studies Major (A) .....	65
Adaptive Education Minor (M) .....	294	Biblical Studies Major (M) .....	185
Admission Procedures .....	34	Biblical Studies Minor (A) .....	76
Admission Procedures (Acc) .....	36	Biblical Studies Minor (M) .....	231
Adolescent Studies Minor (A) .....	75	Biochemistry Major (M) .....	186
Ann Arbor Main Campus (A) .....	50	Bioethics Minor (M) .....	232
Applied Computer Science (Acc) .....	113	Biology (BIO) .....	363
Applied Psychology (Acc) .....	114	Biology Certificate (M) .....	243
Applied Theology Major (A) .....	62	Biology Education Minor (A) .....	100
Applied Theology Major (M) .....	181	Biology Major (A) .....	65
Art (ART) .....	359	Biology Major (M) .....	187
Art Education Major (M) .....	270	Biology Minor (A) .....	76
Art Major (A) .....	62	Biology Minor (M) .....	232
Art Major (M) .....	181	Biomedical Sciences Major (A) .....	66
Art Minor (A) .....	75	Biomedical Sciences Major (M) .....	189
Art Minor (Non-Licensable) (M) .....	230	Broad Field Science Major (M) .....	273
Article 1 - Overview .....	324	Broad Field Social Studies Education Major (M) .....	276
Article 2 - Policies General .....	326	Business Analytics and Change Management (Acc) .....	121
Article 3 - Policies Student Welfare .....	334	Business Analytics and Organizational Performance (A) .....	52
		Business Analytics and Organizational Performance (M) .....	159
		Business Analytics (BUAN) .....	366

Business (BUS) .....	365	Classical Pedagogy Minor (M) .....	234
Business Certificate (M) .....	179	Code of Student Conduct .....	324
Business Communication (BCOM) .....	367	Comm Sciences & Disorders (CSD) .....	368
Business Communication Major (A) .....	52	Common Core Experience (CCE) .....	370
Business Communication Major (M) .....	161	Communication and Leadership (Acc) .....	115
Business Communication Minor (M) .....	175	Communication (COMM) .....	370
Business Communications Minor (A) .....	58	Communication Sciences and Disorders Major (M) .....	298
Business Education Major (M) .....	279	Communication Sciences Minor (M) .....	314
Business Management (Acc) .....	121	Compassion Care Certificate (M) .....	297
Business Management (Acc) .....	123	Computer Animation Minor (A) .....	77
Business Management Certificate (Acc) .....	125	Computer Animation Minor (M) .....	234
Business Management Minor (Acc) .....	124	Computer Science Certificate (M) .....	244
Business Minor (A) .....	58	Computer Science (CSC) .....	372
Business Minor (M) .....	175	Computer Science Major (A) .....	69
<b>C</b>		Computer Science Major (M) .....	196
Certificates .....	61	Concordia International Center (CIC) .....	36
Certificates .....	83	Construction and Trade Mgmt (CTM) .....	374
Certificates .....	101	Construction and Trades Management (Acc) .....	121
Certificates .....	119	Construction and Trades Management Certificate (Acc) .....	125
Certificates .....	125	Construction and Trades Management Minor (Acc) .....	124
Certificates .....	179	Contemporary Christian Music Minor (A) .....	77
Certificates .....	243	Contemporary Church Music Certificate (A) .....	83
Certificates .....	297	Course Descriptions .....	357
Certificates .....	316	Cross Categorical Special Education Program (M) .....	255
Certificates .....	323	Cybersecurity Minor (A) .....	78
Chemistry Certificate (M) .....	243	Cybersecurity Minor (M) .....	234
Chemistry (CHEM) .....	367	<b>D</b>	
Chemistry Major (M) .....	193	Data Science and Applied Analytics (DSAA) .....	375
Chemistry Minor (A) .....	77	Data Science Applied Analytics Major (M) .....	200
Chemistry Minor (M) .....	233	Data Science Applied Analytics Minor (M) .....	235
Child Life Specialist (CLS) .....	368	Diagnostic Medical Sonographer Completion (Acc) .....	148
Child Life Specialist Minor (A) .....	109	Diagnostic Medical Sonography (A) .....	101
Christian Service Learning & Leadership (CSLL) .....	368	Diagnostic Medical Sonography Certificate (M) .....	316
Christian Service Learning & Leadership Minor (M) .....	233	Diagnostic Medical Sonography (DMS) .....	375
Christian Thought Certificate (M) .....	244	Diagnostic Medical Sonography (M) .....	300
Christian Thought Major (A) .....	67	Digital Media Design (A) .....	70
Christian Thought Major (M) .....	195	Digital Media Design Minor (A) .....	78
Christian Thought Minor (A) .....	77	Director of Church Ministries - Bachelor of Arts (M) .....	200
Christian Thought Minor (M) .....	233	Director of Church Ministries - Online Certificate (M) .....	244
Church Music Major (A) .....	67	Director of Church Ministries (Acc) .....	119
Classical Education - Bachelor of Arts (M) .....	195	Director of Church Ministries Minor for Parish Music Major (M) .....	235
Classical Education - Bachelor of Arts (A) .....	68	Director of Church Ministries Minor for Social Work Majors (M) .....	314

Director of Church Ministries Minor with Related Majors (M) .....	235	Environmental Studies Minor (M) .....	236
<b>E</b>		ESL: English as a Second Language Minor (M) .....	295
Early Childhood and Elementary Education Dual Major (M) .....	257	Ethics Minor (A) .....	78
Early Childhood (ECE) .....	377	Ethics Minor (M) .....	236
Early Childhood Regular and Special Education Dual Certification Program (M) .....	260	Exegetical Theology Certificate (M) .....	246
Earth and Space Science Certificate (M) .....	245	Exercise Physiology (EXPH) .....	396
Economics Certificate (M) .....	179	Exercise Physiology Major (M) .....	206
Economics (ECON) .....	377	Exercise Science (A) .....	71
Economics Major (A) .....	52	<b>F</b>	
Economics Major (M) .....	162	Family Business Minor (A) .....	58
Economics Minor (A) .....	58	Family Business Studies Minor (M) .....	176
Economics Minor (M) .....	175	Family Life (FAM) .....	397
Education - CUAA (EDU) .....	378	Family Life Ministry (A) .....	72
Education - CUW (ED) .....	383	Fashion Merchandising Major (M) .....	163
Education - Project INVEST (EDI) .....	392	Finance (FIN) .....	397
Education Programs .....	126	Finance Major (A) .....	52
Educational Studies Minor (Non-Licensable) (M) .....	294	Finance Major (M) .....	163
Elementary Education - Lower Elementary Grades PreK - 3 (A) .....	88	Finance Minor (A) .....	58
Elementary Education - Upper Elementary Grades 3 - 6 (A) .....	89	Finance Minor (M) .....	176
Elementary Education (A) .....	88	Financial Aid Overview .....	37
Elementary/Middle (M) .....	263	Financial Aid Types of Assistance .....	38
Elementary/Middle Regular and Cross-Categorical Special Education Dual Certificate Program (M) .....	266	Flowcharts .....	345
English and Language Arts Education Major (M) .....	282	Forensic Accounting Minor (A) .....	59
English Certificate (M) .....	245	Forensic Accounting Minor (M) .....	176
English Education Minor (A) .....	100	French (FRE) .....	398
English (ENG) .....	393	Full Time Faculty .....	346
English Major (A) .....	71	<b>G</b>	
English Major (M) .....	202	Game Programming Minor (M) .....	236
English Minor (A) .....	78	General Business (Acc) .....	123
English Minor (M) .....	236	General Business Major (A) .....	53
English/Language Arts Minor (M) .....	294	General Business Major (M) .....	165
Entrepreneurship (ENTR) .....	395	Geography Certificate (M) .....	247
Entrepreneurship Major (A) .....	52	Geography (GEOG) .....	398
Entrepreneurship Major (M) .....	162	German (GER) .....	399
Entrepreneurship Minor (A) .....	58	Graphic Design (GD) .....	399
Entrepreneurship Minor (M) .....	176	Greek (GRK) .....	400
Environmental Health and Water Quality Major (M) .....	203	<b>H</b>	
Environmental Science (ENV) .....	395	Haab School of Business (A) .....	50
Environmental Science Major (M) .....	203	Health & Human Performance (HHP) .....	400
Environmental Studies Certificate (M) .....	246	Health Care Administration (A) .....	54
Environmental Studies Major (M) .....	205	Health Care Administration (M) .....	166
		Health Care Management (Acc) .....	121

Health Care Management (Acc) ..... 124

Health Care Management Certificate (Acc) ..... 125

Health Care Management (HCM) ..... 402

Health Care Management Minor (Acc) ..... 124

Health Profession Programs ..... 147

Hebrew (HEB) ..... 403

History Education Minor (A) ..... 100

History (HIST) ..... 403

History Major (A) ..... 72

History Major (M) ..... 208

History Minor (A) ..... 79

History Minor (M) ..... 236

Horticulture Major (M) ..... 209

Hospitality and Event Business Major (A) ..... 54

Hospitality and Event Business Major (M) ..... 167

Hospitality and Event Business Minor (A) ..... 59

Hospitality and Event Business Minor (M) ..... 176

Human Biology Minor (A) ..... 79

Human Biology Minor (M) ..... 237

Human Resource and Strategic Leadership Major (A) ..... 54

Human Resource and Strategic Leadership Major (M) ..... 169

Human Resource Management (Acc) ..... 121

Human Resource Management (Acc) ..... 124

Human Resource Management Certificate (Acc) ..... 125

Human Resource Management Minor (A) ..... 59

Human Resource Management Minor (Acc) ..... 124

Human Resources Minor (M) ..... 177

**I**

Illustration Major (M) ..... 210

Important Student Information ..... 324

Individualized Business Minor (A) ..... 59

Individualized Business Minor (M) ..... 177

Information Systems Minor (A) ..... 79

Information Systems Minor (M) ..... 237

Interior Architecture and Design Major (M) ..... 212

International Business Major (M) ..... 170

Interprofessional Education (IPE) ..... 407

Interprofessional Education Undergraduate Certificate (M) ..... 323

**J**

Justice & Public Policy (Acc) ..... 124

Justice & Public Policy (JPP) ..... 407

Justice & Public Policy Major (A) ..... 54

Justice & Public Policy Major (M) ..... 170

Justice & Public Policy Minor (A) ..... 60

Justice & Public Policy Minor (M) ..... 177

**K**

K-12 Health and Physical Education (A) ..... 90

K-12 Music Education Major (A) ..... 92

**L**

Latin (LAT) ..... 408

Law and Politics Minor (M) ..... 237

Legal Notices ..... 441

Legal Studies (LEGL) ..... 409

Liberal Arts (A) ..... 72

Liberal Arts (LA) ..... 409

Liberal Arts Major (M) ..... 214

**M**

Majors ..... 51

Majors ..... 62

Majors ..... 88

Majors ..... 101

Majors ..... 110

Majors ..... 158

Majors ..... 181

Majors ..... 254

Majors ..... 298

Majors ..... 317

Majors ..... 320

Management Major (A) ..... 55

Management Major (M) ..... 171

Management (MGMT) ..... 410

Management Minor (A) ..... 60

Management Minor (M) ..... 177

Managerial Accounting Minor (A) ..... 60

Managerial Accounting Minor (M) ..... 177

Marketing Certificate (Acc) ..... 125

Marketing Certificate (M) ..... 179

Marketing Major (A) ..... 56

Marketing Major (M) ..... 172

Marketing Minor (A) ..... 60

Marketing Minor (Acc) ..... 124

Marketing Minor (M) ..... 178

Marketing (MKTG) ..... 410

Mass Communication Major (A) ..... 72



Mass Communication Major (M) .....	214	Nursing: Traditional Bachelor of Science in Nursing (A) .....	110
Mass Communication Minor (A) .....	80	Nursing: Traditional Bachelor of Science in Nursing (M) .....	318
Mass Communication Minor (M) .....	237	<b>P</b>	
Mathematics Certificate (M) .....	247	Paralegal Studies Certificate (A) .....	61
Mathematics Education Major (M) .....	285	Paralegal Studies Certificate (Acc) .....	125
Mathematics Education Minor (A) .....	100	Paralegal Studies Certificate (M) .....	179
Mathematics Major (A) .....	72	Paralegal Studies (PLGL) .....	421
Mathematics Major (M) .....	215	Parish Music Program - LCMS Rosterable (M) .....	219
Mathematics (MATH) .....	411	Pathways .....	41
Mathematics Minor (A) .....	80	Pharmaceutical Science (A) .....	73
Mathematics Minor (M) .....	237	Pharmaceutical Sciences Major (M) .....	219
Mathematics Minor (M) .....	295	Pharmacy (PHAR) .....	421
Mequon Main Campus (M) .....	156	Philosophy Major (M) .....	220
Minors .....	57	Philosophy Minor (A) .....	81
Minors .....	75	Philosophy Minor (M) .....	238
Minors .....	100	Philosophy (PHIL) .....	421
Minors .....	109	Photography Major (M) .....	221
Minors .....	119	Photography Minor (M) .....	239
Minors .....	124	Physical Education Certificate (M) .....	297
Minors .....	175	Physical Education Major (M) .....	290
Minors .....	230	Physical Science Minor (A) .....	81
Minors .....	293	Physics Certificate (M) .....	247
Minors .....	314	Physics (PHYS) .....	423
Minors .....	323	Political Science Certificate (M) .....	248
Missions Major (M) .....	216	Political Science Major (M) .....	221
Missions Minor (M) .....	238	Political Science (POLS) .....	424
Multicultural Studies (MCST) .....	412	Post-Traditional - Core .....	24
Music Education Major (M) .....	287	Post-Traditional - Intermediate Core .....	25
Music Major - Liberal Arts (M) .....	216	Post-Traditional - Transfer Core .....	26
Music Major (A) .....	72	Post-Traditional Students .....	23
Music Minor (A) .....	80	Practical Theology Certificate (M) .....	248
Music Minor (M) .....	238	Pre-Deaconess Program (A) .....	74
Music (MUS) .....	412	Pre-Seminary Program (A) .....	74
Music Therapy Equivalency (M) .....	217	Project Invest (Acc) .....	145
Musical Theatre Minor (A) .....	80	Psychology Certificate (M) .....	248
<b>N</b>		Psychology Major (A) .....	74
Natural Sciences Major (M) .....	217	Psychology Major (M) .....	223
Nonprofit Management Certificate (Acc) .....	125	Psychology Minor (A) .....	81
Nonprofit Management Minor (Acc) .....	124	Psychology Minor (M) .....	239
Nonprofit Management Minor (M) .....	178	Psychology (PSY) .....	425
Nursing Programs .....	153	Public Health (M) .....	320
Nursing-Undergrad (NURS) .....	418	Public Health (M) .....	323

Public Health (PH) .....	427	Social Science Minor (M) .....	239
Public Relations Major (A) .....	56	Social Studies Major (A) .....	75
Public Relations Major (M) .....	173	Social Studies Minor (A) .....	81
Public Relations Minor (A) .....	60	Social Studies Minor (M) .....	296
Public Relations Minor (M) .....	178	Social Work (Acc) .....	150
Public Service (Acc) .....	121	Social Work Major (A) .....	109
Public Service Certificate (Acc) .....	125	Social Work Major (M) .....	309
Public Service Minor (Acc) .....	124	Social Work Minor (A) .....	109
Public Service (PS) .....	427	Social Work Minor (M) .....	315
<b>R</b>		Social Work (SW) .....	434
Radiologic Technology Completion (Acc) .....	149	Social Work/Psychology Double Major (M) .....	312
Radiologic Technology Major (A) .....	104	Sociology Certificate (M) .....	249
Radiologic Technology Major (M) .....	303	Sociology Minor (A) .....	81
Radiologic Technology (RT) .....	428	Sociology (SOC) .....	436
Rehabilitation Science (A) .....	106	Software Engineering Minor (A) .....	82
Rehabilitation Science (M) .....	306	Software Engineering Minor (M) .....	240
Rehabilitation Science (RSC) .....	428	Spanish Certificate (M) .....	249
Religion (REL) .....	429	Spanish Education Major (M) .....	293
Resource Lists .....	345	Spanish Education Minor (A) .....	101
<b>S</b>		Spanish for Health Care Professionals Certificate (M) .....	250
School of Arts and Sciences (A) .....	61	Spanish Major (M) .....	224
School of Arts and Sciences (M) .....	179	Spanish Minor (A) .....	82
School of Education (A) .....	86	Spanish Minor (M) .....	240
School of Education (M) .....	253	Spanish Minor (M) .....	297
School of Health Professions (A) .....	101	Spanish (SPAN) .....	437
School of Health Professions (M) .....	298	Special Education Learning Disabilities Endorsement Grades K-12 (A) ..	99
School of Nursing (A) .....	109	Speech Communication Certificate (M) .....	250
School of Nursing (M) .....	317	Sport and Entertainment Business Major (A) .....	56
School of Pharmacy (M) .....	320	Sport and Entertainment Business Major (M) .....	173
Science Education Minor (M) .....	296	Sport and Entertainment Business Minor (A) .....	60
Science (SCI) .....	433	Sport and Entertainment Business Minor (M) .....	178
Secondary Education - Comprehensive Social Studies (A) .....	93	Sport and Entertainment Management Certificate (Acc) .....	126
Secondary Education - English (A) .....	94	Sport and Entertainment Management Minor (Acc) .....	125
Secondary Education - Mathematics (A) .....	96	Sport and Hospitality Business (SHB) .....	438
Secondary Education - Science (A) .....	97	Sports Media Minor (A) .....	82
Secondary Education (A) .....	92	Sports Media Minor (M) .....	240
Secondary Education (Grades 4 - 12) and K-12 Education Subject Area Majors and Minors (M) .....	269	Student Services .....	42
Secondary Education Minors (A) .....	100	<b>T</b>	
Sign Language (SIGN) .....	433	Teacher Colloquy Program - LCMS (M) .....	293
Social Science Minor for Social Work Majors (A) .....	109	Technical and Professional Communication Major (M) .....	224
Social Science Minor for Social Work Majors (M) .....	315	Technical and Professional Communication Minor (M) .....	240
		Technology Requirements .....	45

The University .....	8
Theatre Certificate (M) .....	250
Theatre Minor (M) .....	240
Theatre (THTR) .....	440
Theatrical Communication Minor (A) .....	82
Theological Languages Major (A) .....	75
Theological Languages Major (M) .....	224
Theological Languages Minor (A) .....	83
Theological Languages Minor (M) .....	241
Theological Studies (Acc) .....	116
Theological Studies (Acc) .....	118
Theological Studies Minor (Acc) .....	119
Theology Major (M) .....	226
Theology Minor (M) .....	241
Theology Minor (M) .....	297
Traditional Students .....	27
Traditional Students - Core .....	28
Traditional Students - Intermediate Core .....	30
Traditional Students - Transfer Core .....	32
Transfer Credit Policy and Options .....	46
Tuition and Fees .....	47

## U

Undergraduate Catalog .....	8
Undergraduate Research Certificate (A) .....	84
Undergraduate Research Certificate (M) .....	251
Undergraduate Research Certificate (M) .....	324

## V

Visual Communication Major (M) .....	228
Visual Communications Minor (M) .....	242

## W

Women's Studies Minor (M) .....	242
Women's Studies (WST) .....	441
Worship Arts Leadership Minor (A) .....	83
Writing Emphasis Minor(M) .....	242

## Y

Youth and Family Ministry Minor (A) .....	83
Youth Ministry Minor (M) .....	242