



CONCORDIA  
UNIVERSITY  
PORTLAND • OREGON

2019-2020  
ACADEMIC CATALOG

# Rooted

*“Therefore, my beloved, be steadfast, immovable,  
always excelling in the work of the Lord, because  
you know that in the Lord your labor is not in vain.”*

1 CORINTHIANS 15:58

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# **Concordia University 2019-2020 Academic Catalog**

# USE OF THIS CATALOG

## Welcome!

Welcome to the Concordia University-Portland 2019-2020 Academic Catalog. It contains course descriptions and curricular requirements for Fall 2019 through Summer 2020, as well as information and policies current during the same time period.

## Use of This Catalog

This catalog is provided for guidance in course selection and program planning. Students are expected to confer with their academic advisors for individualized information concerning their academic programs. Every effort is made to ensure the accuracy of the information in this catalog. Other publications which reflect additional policies of Concordia University include the Student Handbook (<https://intranet.cu-portland.edu/sites/default/files/2017-2018%20Student%20Handbook.pdf>) and the Faculty Handbook ([https://intranet.cu-portland.edu/sites/default/files/Faculty\\_Handbook\\_2016-17.pdf](https://intranet.cu-portland.edu/sites/default/files/Faculty_Handbook_2016-17.pdf)). (Access to CU's Intranet is required to view these handbooks.)

The statements made in this Academic Catalog constitute official policies of Concordia University. These policies are subject to change by the President, the Board of Regents, and the faculty. Courses listed in this catalog are subject to change through normal academic processes. Changes to the curriculum are published in the program outlines and the online Course Schedule (<https://www.cu-portland.edu/academics/registrar/course-schedule>). Concordia University reserves the right to, at any time, change or withdraw courses, fees, rules, and calendar, as well as other regulations affecting the student body.

## Find Your Catalog

The degree requirements and academic policies pertinent to a particular student are specified in the edition of the Academic Catalog which was in force when the student was admitted to CU in pursuit of that degree.\*

- 2018-2019 Catalog with Addendums (<http://catalog.cu-portland.edu/archive/2018-2019>) – Began between May 2018 and August 2019
- 2017-2018 Catalog (<http://catalog.cu-portland.edu/archive/2017-2018>) – Began between May 2017 and April 2018
- 2016-2017 Catalog (<http://catalog.cu-portland.edu/archive/2016-2017>) – Began between May 2016 and April 2017
- 2015-2016 Catalog (<http://catalog.cu-portland.edu/archive/2015-2016>) – Began between May 2015 and April 2016
- [www.cu-portland.edu/academics/registrar/academic-catalog](http://www.cu-portland.edu/academics/registrar/academic-catalog) (<http://www.cu-portland.edu/academics/registrar/academic-catalog>) to access pdf versions of previous catalogs.

\* For a student who entered CU declaring one program and then, after admission, changed to a different program, the student may 1) remain under the catalog which was in force at the time of Admission to CU or 2) elect to move to any catalog published between the time of Admission and the Academic Year in which the change was made.

## Appendices

- Appendix A: Faculty and Faculty Emeriti
- Appendix B: Athletic Staff
- Appendix C: Administrative Staff

- Appendix D: Council of Trustees
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- Appendix G: Academic Calendars
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## Addendum to 2019-2020 Catalog

Addendum Publication Date: July 2019

The following programs and policies have added or updated information since the initial publication of the 2019-2020 Academic Catalog:

### Education Certificates

- NEW: Certificates
- UPDATED: Transfer and Program Overlap Policies

### MAT Program

- UPDATED: Online Format, Updated Policies, etc.

### M.Ed. Program

- NEW: M.Ed. in Educational Technology & Learning Design
- NEW: M.Ed. in Higher Education Administration

### CU Policies

- NEW: Discontinued Programs
- NEW: VA Benefits Policy Statement

## Addendum 2 to the 2019-2020 Catalog

Addendum 2 Publication Date: November 2019

The following programs and policies have been added, updated, or clarified since the publication of the first Addendum to 2019-2020 Academic Catalog:

### Ed.S.

- NEW: Ed.S. – Education Specialist (Anticipated Approval by NWCCU – December 2019)

### LAW

- UPDATED: LAW Courses Information

### MAT

- UPDATED: Master of Arts in Teaching (MAT) Secondary-level Endorsement Option

### MS HSEM

- SUSPENDED: Master of Science in Homeland Security & Emergency Management (MS HSEM)

### Nursing Updates

- UPDATED: For Summer 2020 and forward, the Nursing Core curriculum has been updated.

### University Restructure

- RESTRUCTURE: On July 1, 2019, Concordia announced a University Restructure.

## CU Policy Updates

- UPDATED: Admission Requirements for former CAS Majors
- UPDATED: Undergraduate Residency Requirement
- CLARIFIED: Transfer Credit Limit Policy

## President's Welcome

Welcome to Concordia University-Portland!

I would like to thank you for providing us the privilege of serving you through the university's mission as a Christian university to prepare leaders for the transformation of society.

We know that, through you, this audacious mission is achievable.

This academic catalog helps to describe a significant part of our commitment to prepare you as a transformational leader. We are committed to providing a superior education of heart, soul and mind which prepares you for your calling and your vocation. We also remain committed to living out our core themes of Lutheran, Rigor, and Servant Leadership, which you'll experience through your courses and programs, your engagement with the community, and the strong relationships that you form.

We hope you'll take full advantage of Concordia's rich relational approach both on campus and online—please know that our faculty and staff are here for you. Connect with us, connect with your peers, and stay connected long after graduation by tapping into all the resources and connections that your Concordia education provides.

You will be challenged—and, in turn, you'll challenge us—to think critically and to serve others. Tomorrow is a new day, once again, to make a difference.

In Service,

Dr. Johnnie Driessner  
Interim President  
Concordia University-Portland

## About Concordia

### Concordia's History & Mission

#### A Rich History

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

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

this campus, as all strive to encourage, support, and equip for service and fulfillment.

## Concordia History Chronology

1905	Concordia opens as a four-year academy for boys to meet the needs of the area for pastors and parochial school teachers for the Lutheran Church—Missouri Synod
1950	Junior College is established for men
1954	Concordia becomes co-educational
1962	Accreditation is achieved from the Northwest Association of Schools and Colleges
1977	Concordia becomes a four-year college
1980	The first students graduate with bachelor's degrees
1982	International Student Programs are initiated
1985	Health Care Administration and the International Executive Program are added
1989	The Accelerated Degree Program is added
1991	Secondary Education is added
1992	Concordia exceeds enrollment of 1,000 students
1995	Concordia College becomes Concordia University-Portland, a member of the Concordia University System
1996	Distance-learning classes and Concordia University System's Visiting Student Program begin
1996	Master's degree programs in teacher education are first offered by the College of Education
1997	The Health Care Administration program is approved for associate membership to The Association of University Programs in Health Care Administration; the Director of Christian Education program is expanded with the calling of the first full-time director
1998	A new 245-bed residence complex opens, doubling the resident student population
2001	The Master of Business Administration degree is first offered by the School of Management
2002	The first fully online program, the Master of Education, is offered
2005	The Bachelor of Science in Nursing program receives approval from the Oregon State Board of Nursing
2006	The School of Management opens an MBA program in Bend, Oregon
2007	Concordia reorganizes into four colleges, adding the College of Health & Human Services
2008	Concordia breaks ground on the George R. White Library and Learning Center, dedicates the Throw Center, and begins construction of a new residence hall
2009	Concordia opens the doors to the George R. White Library & Learning Center and Concordia Place Apartments, and dedicates the Geraldine L. White Campanile
2010	Concordia's Social Work program obtains National Social Work accreditation through the Council on Social Work Education
2012	The inaugural Law class begins in Boise, Idaho; the Masters of Arts in International Development & Services (MA IDS) is first offered by the College of Theology, Arts & Sciences
2013	The Bachelor of Science in Nursing program receives clinical site placement approval from the Washington State Nursing Quality Assurance Commission
2013	The Doctorate of Education degree program is launched

- 2014 The Master of Arts in Community Psychology is first offered by the College of Theology, Arts & Sciences and Concordia opens the Columbia River Campus
- 2015 The Concordia University School of Law in Boise, Idaho is provisionally approved by the American Bar Association
- 2017 The 3 to PhD® Concordia University + Faubion School facility opens
- 2017 Concordia University becomes an official member of the NCAA Division II, competing in the Great Northwest Athletic Conference

## Concordia's Mission Statement

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

## Core Values

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

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

## Vision 2024

In the execution of its mission as informed by its core values, and its historic, active and ongoing relationship and partnership with the Lutheran Church—Missouri Synod, Concordia University's mission will be made real in the following core themes:

## Core Themes

- **Lutheran**  
Concordia engages diverse perspectives in an environment of open discourse and academic freedom while bringing a distinctive voice and lens, rooted in the Christian faith, Lutheran understanding and heritage, and liberal arts tradition.
- **Rigorous**  
Concordia's programs prepare students for meaningful vocations through intellectually challenging academic engagement, research and global preparedness.
- **Servant Leaders**  
Concordia creates an environment in which individuals are transformed, becoming servant-leaders who are agents of positive change, through ethical, humble and rigorous leadership, with and for their communities and around the world.

# Accreditation, Associations, and Memberships

## Accreditation

- Concordia University is accredited by the Northwest Commission on Colleges and Universities at the undergraduate and graduate levels.
- All graduate and undergraduate business programs in Concordia University's School of Management are accredited by the Accreditation Council for Business Schools and Programs (ACBSP).
- Concordia University's Social Work program is accredited by the Council on Social Work Education (CSWE).

- Concordia University's Nursing program is accredited by the Commission on Collegiate Nursing Education and fully approved by the Oregon State Board of Nursing.
- Concordia University's Teacher education programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and, at the time of publication of this catalog, are in the process of being approved by the Council for the Accreditation of Educator Preparation (CAEP).
- The University is a member of the Oregon Alliance of Independent Colleges and Universities and the Oregon Independent College Foundation.
- Concordia University is authorized to transact business in the State of Idaho.
- Programs at Concordia University are approved by the State Approving Agency for the use of Veterans' Education Benefits.
- Concordia University School of Law is fully approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.

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

## Washington Higher Education Coordinating Board (HECB)

Concordia University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institution Act. This authorization is subject to periodic review and authorizes Concordia University to offer the following degree program: Bachelor of Science in Early Childhood Education. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

## The Concordia University System (CUS)

Concordia University-Portland is the Pacific Northwest University of the Concordia University System (CUS). The CUS is a unique, nationwide consortium—a nine-school, inter-campus partnership designed to provide enhanced educational experiences for students, efficient use of resources, and unique inter-institutional programming. Associated with the Lutheran Church—Missouri Synod (LCMS), each college and university maintains its individual identity and autonomy, and is strengthened by the association with the sister institutions.

The member institutions of the Concordia University System are:

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



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

## Spiritual Life at Concordia

The heart of Concordia University is Jesus Christ. The university was founded upon, and moves forward under, his name. We recognize and celebrate that everything we receive to use, enjoy, and give away is from God alone. This is the beginning of worship! In response to God's gifts, we give him our whole-hearted attentiveness, adoration, and assistance to others.

Worship on Concordia's campus takes many forms. During the week we gather daily for chapel. It is a brief time set aside for receiving God's gifts through his word and a devotional message as well as responding with songs and prayers. Chapel is not mandatory, but many faculty, staff, and students come together in community to strengthen their Christian faith.

Wednesday evenings provide students the opportunity to plan, lead, and participate in a time of prayer and praise called "Lighthouse." Students can be seen gathering for small group Bible studies, prayer, and group devotions in residence halls throughout the week.

Worship is also characterized by the many service events throughout the semester. When we sacrifice time, attention, and effort to help others in the name of Jesus, we are also worshipping. Paul wrote in Romans 12:1, "Therefore, I urge you, brothers and sisters, in view of God's mercy, to offer your bodies as a living sacrifice, holy and pleasing to God—this is your true and proper worship."

Finally, students are encouraged to gather with other Christians at local churches on Sundays. A list of neighboring churches is available to students to find a church where they fit. Some congregations provide transportation to and from their worship services for students.

Concordia University works hard through all these experiences to help students grow and mature in their spiritual lives. By the end of their time at Concordia we hope students have not only earned a degree, but also gained deep friendships, resilient spirits, matured attitudes, and passionate beliefs.

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### Campus Ministries

Pastor Wes "Bo" Baumeister  
Hagen Campus Center 109  
503-493-6587  
bbaumeister@cu-portland.edu

Spiritual Life on [www.cu-portland.edu](https://www.cu-portland.edu/campus-life/spiritual-life) (<https://www.cu-portland.edu/campus-life/spiritual-life>)

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Concordia's Campus Ministries is a part of:

### CALL (Center for Applied Lutheran Leadership)

Rev. Dr. Paul Mueller, Director  
Centennial Hall 213 (Door D)  
503-493-6550  
pamueller@cu-portland.edu

WEBSITE: <http://www.cu-portland.edu/academics/academic-centers/center-applied-lutheran-leadership>

MISSION TRAINING CENTER: <http://www.missiontrainingcenter.com/>

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## Libraries

### Portland Campus

#### FWJ Sylwester Library

The University Libraries have a steadfast commitment to student, faculty, staff, and community success. As the physical, intellectual, and social hub of campus, the library nurtures knowledge-seeking, scholarly growth, collaboration, relationship building, and lifelong learning. The *FWJ Sylwester Library*, located in the George R. White Library & Learning Center (<https://www.cu-portland.edu/giving/ways-give/designated-gifts/campus-improvements/george-r-white-library-and-learning-center>), is open 105.5 hours per week and provides space for individual study and group interaction. Faculty librarians are available in person and via chat, text, email, or phone to assist students in identifying, evaluating, and locating the information needed to support their course work. Faculty librarians provide classroom instruction on research methods and information literacy and are also embedded in most online courses with a strong research component. Online reference and research assistance is available 24-7 through a global library network.

Selected to support scholarship in all disciplines taught at Concordia, the University Libraries' print and electronic collections contain almost 500,000 print and electronic books, 64,000 journals, 152 databases, and 177,000 electronic and physical media resources. The CU Libraries are also part of the Orbis-Cascade Alliance, a library consortium that provides our students, faculty, and staff access to over 22 million items held by the consortium's 38 regional institutions. Students may also check out laptops for use while in the library.

The Libraries also lead the campus-wide Open Educational Resources (OER) and Textbook Affordability initiative, which creates a more equitable classroom by providing students with free access to required course materials. CU Librarians maintain a popular research guide with OER search tools, discipline-specific open textbooks and content, and other resources to support this initiative.

The University Libraries' special collections include the *Robert W. Chambers Science Fiction Collection* and Hebrew Sefer Torah scrolls from the 18<sup>th</sup> and 19<sup>th</sup> centuries. The *Jody Thurston Northwest Center for Children's Literature* (NWCCL) and the *Center for Volga German Studies* are also housed in the library along with the archives of the University, the *Center for Volga German Studies* and the Northwest District of the Lutheran Church—Missouri Synod. The *Science Library* is located on the third floor of Luther Hall near the science faculty offices. The *Multicultural Arts and Events Program of Concordia University Libraries* features an ongoing series of exhibits and programs showcasing local artists and authors. The George R. White Library & Learning Center also houses the *1905 Coffee Shop* for those visiting the library.

### Boise Campus

#### George R. White Law Library

The *George R. White Law Library*, located on the first floor of the Concordia University School of Law in Boise, Idaho, is a private facility intended for the use of CU's students and faculty. Librarians are available for reference and research assistance to law students, staff, and faculty; and to provide formal and informal library and research instruction. Limited access and assistance is available to practicing members of the bench and bar (with proof of bar ID) during normal business hours. For in-depth assistance,

attorneys should inquire at the state law library. As a member of CALI (The Center for Computer-Assisted Legal Instruction), the library provides access to computer-based tutorials, useful for students and faculty.

The library is a modern building with spacious areas with tables, intimate alcoves, group study rooms, and the Rick Porter Conference Room available for reservation. The design is timeless, and has been referred to as, "a northwestern commentary on Scandinavian design." The library flows seamlessly with the rest of the building, from classroom to office space.

The collection is a modern blend of traditional print and cutting edge electronic resources. Many of those electronic resources are available 24/7 from any location, with an approved ID and Password. In addition to a broad array of traditional legal resources in the open stacks, the library holds a robust collection of study guides, student oriented treatises on core legal subjects, writing books, law practice aids, and general and legal reference materials. For those just looking for a place to relax, a collection of current events and popular culture magazines may be found, along with local artwork, in the Idaho Reading Room, adjacent to the copier room on the first floor.

Visit <https://law.cu-portland.edu/library/databases> for information on the *George R. White Law Library*.

## Contact Information

### University Libraries

Kim Read, Dean

Dean of Libraries

George R. White Library & Learning Center – 105

503-493-6451

Email ([kread@cu-portland.edu](mailto:kread@cu-portland.edu))

### Full-time Library Faculty

#### In Portland

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#### In Boise

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CATALOG: [catalog.cu-portland.edu/general-information/about-concordia/libraries/](http://catalog.cu-portland.edu/general-information/about-concordia/libraries/)

WEBSITE: <https://www.cu-portland.edu/academics/libraries>

## Technology Resources

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

The Concordia Technology Service Center is available during normal business hours to assist with technology access and application questions. The Technology Service Center provides many online self-help tools and resources available during all hours. The Technology Service Center can also assist with academic Audio/Visual needs.

Most residence hall rooms are equipped with one or more wired network ports. High speed wireless coverage is available in all campus buildings including all on-campus residence facilities.

Most students qualify for the *Microsoft Enrollment for Education Solutions* program which will provide them free access to the Microsoft Office 365 Suite. This includes access to download Microsoft Office applications and *Minecraft: Education Edition*. Students may also receive access to free or reduced-cost software to support specific academic programs. Additional information may be found in the technology Knowledge Base ([kb.cu-portland.edu](http://kb.cu-portland.edu) (<http://kb.cu-portland.edu>)) or by contacting the Technology Service Center either via email at [support@cu-portland.edu](mailto:support@cu-portland.edu), via phone at (503) 493-6300, or by visiting the Help Desk near the mailboxes on the first floor of the Hagen Campus Center.

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

Policies, procedures and services change frequently as required to accommodate new and changing technology at Concordia University. All university technology stakeholders are encouraged to utilize the technology Knowledge Base ([kb.cu-portland.edu](http://kb.cu-portland.edu) (<http://kb.cu-portland.edu>)) for the latest information regarding technology availability, services and applicable policies.

## The Center for Learning Solutions

Concordia University created the Center for Learning Solutions (CLS) to enhance online learner-centered teaching and to support the advancement of academic programs to meet the needs of all learners. While CLS primarily exists to enhance the contribution of educators and other professionals as they prepare leaders for the transformation of society, Concordia students benefit as CLS values are upheld among teaching faculty:

- Education should be “learner-centered,” focusing on the attributes, needs, and context of the learner.
- Learning is a transformative process which can be heightened through the crafting of an effective learning environment.
- The faculty at Concordia is gifted, caring, and the key influence in providing a learner-centered, mission-driven teaching environment at Concordia.
- The selection of instructional strategies, methodologies, and delivery modes in the classroom are best based upon the learner and the instructional objectives.
- The strongest instructional objectives are consistent with the university's mission and vision, and include a focus on appropriate cognitive, psychomotor, and affective outcomes.
- Learner-centered education incorporates the iterative process, providing effective and appropriate formative and summative assessment strategies.
- Effective use of instructional technologies can greatly enhance the learning environment.
- Research and innovation about teaching and learning will provide future opportunities for development of all CU faculty.

The Center for Learning Solutions serves the campus community in course design, in discussing the teaching and learning processes, and in thinking through the development of the most effective modalities in distance education. Faculty participate in development opportunities as well as in one-on-one training. CLS staff and faculty have helped to equip online instructors and challenge all faculty to think deeply about the teaching and learning processes.

## Online Programs

Concordia University offers a wide range of fully online undergraduate and graduate degree programs: [www.cu-portland.edu/academics/online-degrees](http://www.cu-portland.edu/academics/online-degrees) (<http://www.cu-portland.edu/academics/online-degrees>). These educational programs take Concordia University to the “global classroom” and focus learner attention on Concordia's mission, culture and academic excellence. No longer is quality student learning bound to the brick and mortar campus; indeed, students from around the globe are enrolled, with excellent, measurable outcomes.

The engaging, interactive online courses in each program have been designed to create meta-cognitively sophisticated, scholarly practitioners.

Course activities have been designed by teachers, administrators and experts from across the United States who have assessed each course for rigor, relevance and applicability in the 21<sup>st</sup> century classroom.

## Attending Concordia University

Concordia University welcomes applications from all students who have demonstrated that they are able to successfully participate in and benefit from the courses of study offered. Concordia University admits students of any religion, race, color, national and ethnic origin, gender, age, sexual orientation, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of religion, race, color, national or ethnic origin, gender, age, sexual orientation, or disability in administration of its educational policies and programs, admission policies, merit scholarships and loan programs, and athletic or other university-administered programs. Complaints or concerns

should be filed through the University's Title IX process (<https://www.cu-portland.edu/student-affairs/title-ix-and-equity-protection>).

General admission to the university does not constitute admission to a program of study. For specific information see the requirements listed under each program in this catalog or contact the Office of Admission at 503-280-8501.

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

## Student Affairs

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

Student Affairs programs include new student orientation, academic advising, residence life, career guidance, personal counseling, student activities, student government, health services, campus safety, and dining services. Program specifics can be found in the Student Handbook. (<http://intranet.cu-portland.edu/students/documents/StudentHandbook.pdf>) (Access to CU's Intranet is required to view this handbook.)

For more information on Student Affairs, visit <https://www.cu-portland.edu/student-affairs>.

## Co-Curricular Activities

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

### Athletics

#### *Intercollegiate Athletics*

Concordia University is a member of the National Collegiate Athletic Association Division II. The NCAA Division II is comprised of nearly 300 colleges and universities across the United States and Canada. The Cavaliers compete in the Great Northwest Athletic Conference (GNAC) and offer the following sports: baseball, men's and women's basketball, men's and women's cross country, men's and women's golf, men's and women's soccer, softball, men's and women's indoor track and field, men's and women's outdoor track and field and volleyball.

#### *Intramural Athletics (IM)*

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

Visit <https://www.cu-portland.edu/campus-life/intramurals> to see a list of current intramural activities.

## Music

Concordia University offers a variety of opportunities to get involved in music. Whether a student's talents lie in instrumental or vocal performance, there is an ensemble available. Groups include Brass Ensemble, Christi Crux Vocal Ensemble, Concert Choir, Handbell Ensemble, String Ensemble, Wind Ensemble, Jazz Ensemble, and Concordia Praise Ensemble. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

## Campus Publications

### The Promethean

*The Promethean* is Concordia University's literary and arts journal. It provides a forum for student, faculty, and visiting contributor opinion, scholarship, poetry, art, photography, and other creative endeavors. Students can contribute short stories, plays, and essays, as well as learn how to compose, edit, and publish a journal of the literary and visual arts. All students involved in the publication of the journal receive academic credit by enrolling in ENG 217 LITERARY JOURNAL I and ENG 218 LITERARY JOURNAL II. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

## Honor Societies

### Delta Mu Delta

Delta Mu Delta is a business honor society that recognizes and encourages academic excellence of students at qualifying colleges and universities to create a DMD community that fosters the well-being of its individual members and the business community through lifetime membership. Students working towards a major in the School of Management who meet the GPA and academic standing requirements will be invited to apply for Delta Mu Delta membership.

### Kappa Delta Pi

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

### Psi Chi

Psi Chi is the International Honor Society in Psychology and has two primary purposes: (1) to encourage, stimulate, and maintain excellence in scholarship, and (2) to advance the science of psychology. Membership is open to undergraduate and graduate students who are majoring or minoring in psychology, and who meet the minimum qualifications. The mission of Psi Chi is to produce well-educated, ethical, and socially responsible members committed to contributing to the science and profession of psychology and to society in general. Students with a major or minor in Psychology and who meet the minimum GPA requirements are eligible to apply. For contact information, visit the Clubs

and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

## Sigma Tau Delta

Membership in Concordia University's local chapter of the internationally-constituted English honor society, Sigma Tau Delta, is open to prospective majors or minors in English who have completed at least two literature courses beyond the freshman composition requirements, academically rank in the upper third of the Concordia University community, have achieved at least a B average in all courses in English, and who have completed at least five semesters of collegiate work. Sigma Tau Delta confers recognition of superior academic achievement in English, and the Concordia chapter—Alpha Beta Rho—supports the publication of the college's literary journal, *The Promethean*. The society invites members to compete for scholarships of up to \$5,000 in the fields of poetry, creative writing, and critical writing. Initiation of new members is conducted each spring term. Interested students should contact Sigma Tau Delta's faculty advisor for more information.

## Clubs and Organizations

### Associated Students of Concordia (ASCU)

ASCU (Associated Students of Concordia University) (<http://www.cu-portland.edu/node/260>) is the student body of Concordia-Portland. All students are members of ASCU simply because they are enrolled at Concordia. ASCU represents the student voice at Concordia, and provides many opportunities for students including: leadership positions in student senate and program boards, events, intramural sports, and much more. For more information on ASCU and/or clubs on campus, email [ascu@cu-portland.edu](mailto:ascu@cu-portland.edu).

### ASL Club

The purpose of the ASL Club is to bring awareness of the Deaf Culture, to teach people ASL, to create a community where Deaf, Hard of Hearing, and Hearing people are all welcomed. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### Christian Life Ministries

Christian Life Ministries (CLM) plans, organizes, and provides opportunities for the Concordia community to share in Christian fellowship and to grow in their spiritual walk with God. The CLM mission statement is "*Concordia's Christian Life ministries strives to share Christ-centered community by modeling grace, integrity, and faith.*"

Student leaders in Christian Life Ministries are responsible for these specific ministry initiatives on campus:

- *Lighthouse* is a Wednesday night student-led worship experience with music, Scripture, prayer, and a devotional message.
- *Life Ministry* educates the campus community regarding God's gift and support of life in every phase, from conception, into childhood and adolescence, and even to our last days. Topics such as suicide prevention, adoption, and foster care are brought to the community in light of the Gospel of Jesus.
- *Small Group Bible Studies* happen throughout campus. CLM leaders organize studies, recruit leaders, and help students to find a study that will grow their faith.
- *Fellowship of Christian Athletes* is a club that meets four days a week on campus. CLM supports this ministry by assisting the leadership in advertising, devotions, and organizing speakers.



- *International Student Support* is a ministry of service to international students. With no strings attached our CLM leaders help international students navigate Concordia and build community with each other and the campus.
- *CONNECT! Ministry Team* organizes groups of students to put on junior and high school youth events in a congregation. An event may include music, games, skits, and Bible studies. The group may also assist with CU Sundays.
- The annual *CLM Mission Trip* is held during the summer months and is open to all CU students and friends. Past locations include Liberia and northern India.

CLM also organizes special events like spiritual retreats. Both fall and winter retreats give students a chance to get off campus, be involved in deeper conversations of faith, and enjoy each other's company. Christian Life Ministries is a significant influence for Jesus Christ with students at Concordia. Their service models the servant leadership of Jesus. For more information please contact the Campus Pastor (<https://www.cu-portland.edu/campus-life/spiritual-life/campus-pastor>).

### **Fellowship of Christian Athletes**

Fellowship of Christian Athletes (FCA) is a club that brings together Christian student-athletes for mutual support, camaraderie, faith discussions, and laughter. Even though most of the members are student-athletes, any student is welcome to attend FCA meetings. The club seeks to support the various athletic teams on campus by attending their athletic contests. Students within FCA have the opportunity to lead discussions and devotions at various meetings which aligns with both core values of rigor and servant leadership. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **Hawai'i Club**

Hui'O Hawai'i Club exists to invite friends and family of Concordia University to experience the Aloha Spirit. During spring term Hawai'i Club hosts their annual Lua'u which has become a marquee event on campus. For more information, visit Facebook at Concordia University Hui #O Hawaii#i (<https://www.facebook.com/groups/222727351216071>). For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **International Student Club**

International Student Club is open to all international and domestic students. We strive to create a safe and welcoming environment for students to discuss international issues, share experiences, and become active in the Concordia community. This club meets weekly and hosts several events during the academic year. For more information or to join, email [internationalprograms@CU-portland.edu](mailto:internationalprograms@CU-portland.edu).

### **Pre Health Professionals Society (PHPS)**

PHPS's purpose is to prepare students hoping to enter the medical field and facilitate resources that help students at various stages of their education. The club increases awareness of the details of the Pre-med curriculum, provides study guides and exam preparation, and facilitates mCAT preparation. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **Q&A Club**

The Queer & Allies (Q&A) club fosters a safe, positive, and inclusive environment for lesbian, gay, bisexual, transgender, queer/questioning

(LGBTQ+) individuals and their allies at Concordia University. Additionally, the club hopes to provide fun and educational programming opportunities to the Concordia Community regarding the LGBTQ+ community. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **Soccer Club**

The purpose of the soccer club is to unite and involve students once a week, using the game of soccer. The goals of club is to involve the students and/or faculty in a year round physical activity while having fun and to create long lasting friendships. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **Social Work Club**

The Social Work Club helps students and faculty to become better acquainted, exchange ideas, share common experiences, and serve the community in various ways. The club also brings in guest speakers from the social work profession to address issues, trends, and situations unique to the profession. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **The Student Nurses Association**

Open to all nursing students, Concordia's Nursing club unifies those in nursing and pre-nursing. The club participates in at least one service event each semester and helps with the annual pinning ceremony for graduating nursing students. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **The Student Veterans of Concordia University (SVCU) Club**

SVCU is committed to providing comprehensive resources to military affiliated students to support personal, academic, and professional development. The SVCU is an inclusive club that serves as a campus liaison between the student veteran and the University to foster the successful transition from military to college life.

### **Student Service Corps**

Concordia University Student Service Corps (<http://www.cu-portland.edu/campus-life/student-service-corps>) are a mentorship series designed to promote meaningful relationships between University students and under-privileged urban youth. The Student Service Corps are designed specifically to help provide solutions to low graduation rate, low testing results, high gang prevalence, and lack of positive role models. The Service Corps include Concordia Teacher Corps, Health Corps, Green Corps, Performing Arts Corps, and Athlete Corps. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **Ultimate Frisbee Club**

Ultimate Frisbee club offers a weekly opportunity for students, staff, faculty, and the community to have fun, get exercise and enjoy some Ultimate Frisbee. For contact information, visit the Clubs and Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on the CU website.

### **Co-Curricular Eligibility**

Eligibility of students that are on academic probation who wish to participate in co-curricular activities such as student government,

music, or athletics will be determined in consultation with the student's advisor and activity director, unless the activity has special eligibility requirements. In addition, if the student is subsequently dismissed and readmitted, the student is not eligible to participate in the co-curricular activities until they are back on good academic standing.

NOTE: The views expressed by student organizations are their own and do not necessarily reflect the views of Concordia University.

## Residence Life

### Living on Campus

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

Concordia University has defined a set of values for the residential community. These values are implemented through a set of interpersonal and behavioral expectations for on-campus residents as well as visitors to the campus that emphasizes visitation and quiet hours, appropriate choices, and the prohibition of drugs and alcohol. Students are asked to respect the rights and freedoms of others while holding up the ideal of the Christian community as the center of residential life.

### Housing Requirements

#### Traditional Students

The University has a two-year residency requirement for new, traditional-age students. Students under 21 years of age transferring to Concordia must live on campus for at least one year. Please see the Student Handbook (<http://intranet.cu-portland.edu/students/documents/StudentHandbook.pdf>) for specifics. (Access to CU's Intranet is required to view this handbook.)

#### International Students

International Students are encouraged to work with the International Student Services (<https://www.cu-portland.edu/student-affairs/international-student-services>) office to determine the housing option best suited to their needs. It is recommended that undergraduate International Students first live in University housing. This helps students learn the most about American culture and American higher education, and provides the best setting in which to learn English.

### Campus Safety

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

### Parking Regulations

All vehicles are required to be registered with Concordia's Campus Safety Office. It is the student's responsibility to observe all State of Oregon ordinances with respect to registration and operation of motor vehicles. Students are also required to adhere to all City of Portland and Concordia University parking regulations (see Parking Policy & Information (<http://www.cu-portland.edu/student-affairs/campus-safety/parking-policy-information>) on the Campus Safety web page for more detailed parking information). Concordia does not assume liability for loss or damage of automobiles, motorcycles, or bicycles by theft or accident. Valuables should not be stored in parked vehicles. Owners are advised to provide adequate insurance protection to cover any loss or damage.

## Support Services

### Academic Advising

Freshmen and transfer undergraduate students entering Concordia will have access to a centralized advising team of full-time professional advisors focused on helping each student navigate their Concordia experience. Academic advising provides new students with their first links to the Concordia University community. Each advisor is fully cross-trained in all academic programs to help students better understand their major course of study and career path, and to assist in helping students identify skills, aptitudes and interests that will enhance their college experience.

It is the responsibility of the student to maintain normal progress and to select the proper courses leading to their chosen degree. Advisors will assist students in the development of an academic degree plan and registration for necessary academic coursework, as well as assist them in a variety of matters pertaining to their academic experience here at Concordia University.

### Academic Resource Center (ARC)

The Academic Resource Center (<https://www.cu-portland.edu/academics/academic-resource-center>)(ARC) offers a full range of services including tutoring and writing assistance designed to help students succeed during their college experience. Academic tutors are available to provide assistance as students face the rigors of collegiate level work. The ARC facilitates free individual tutoring for students in a wide range of subjects across the undergraduate curriculum. In addition, students at every academic level have access to online and on-ground writing tutoring through the Concordia University Writing Center (<https://www.cu-portland.edu/academics/academic-resource-center/writing-center>). The writing center is staffed with knowledgeable tutors to help students improve their writing skills and provide guidance in the collegiate writing process.

### Career Services

Students are encouraged to take responsibility for investing their lives in purposeful activity as they prepare themselves for meaningful and impactful careers. All students have access to a full suite of programming that includes a comprehensive database of job/ internship postings, résumé counseling, interview training, and networking strategies. Workshops and seminars are offered throughout the year that focuses on necessary career planning and job search skills. In cooperation with the four academic colleges, Concordia's Career Services Program is designed to provide opportunities to meet the needs of a diverse student population to explore and expand their career journey.

### Disability Support Services

Disability Support Services (DSS) at Concordia University facilitates access to University programs and serves students with disabilities through accommodations, education, consultation, and advocacy. The office is located in Student Affairs on the second floor of the Hagen Building and is accessible via the stairs and the elevator located in the mail room. Any student with a documented learning, physical or psychological disability who feels their disability may impact academic success may be qualified to receive accommodations. Students should make accommodation requests no later than one (1) week prior to needing them. Ideally students should request accommodations at the beginning of a term, but if an issue arises mid-semester, students should contact DSS as soon as possible. However, not all mid-term requests can be guaranteed. All discussions will remain confidential, and

once the student's learning needs have been established and upon the student's consent, the DSS Coordinator will work with the student and all relevant professors. For additional information, please refer to the process outlined on the Disability Support Services web page ([www.cu-portland.edu/DSS](http://www.cu-portland.edu/DSS) (<http://www.cu-portland.edu/DSS>)) and/or contact DSS at [disabilitysupportservices@cu-portland.edu](mailto:disabilitysupportservices@cu-portland.edu) or 503-280-8515.

## Health and Counseling Services

### **Health Services**

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

### **Insurance/Athletic Insurance**

Students are required to provide insurance coverage for their personal property, medical, and athletic needs. Most family insurance policies provide coverage for these concerns. Student group accident and emergency insurance information is available in Student Affairs, Administrative Services, or Health Services. This insurance is not sufficient for student athletes. Student athletes are required to show proof of adequate medical insurance before participating in any athletic activity. By Concordia University policy, all international students on an F-1 or J-1 visa are required to have health and repatriation insurance.

### **Counseling**

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

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

## Veteran Services

### **Veterans Education Benefits**

Academic programs offered at Concordia are approved by the Oregon State Approving Agency. Veterans and other persons eligible for educational benefits may complete the education benefit application on the VA's website <https://benefits.va.gov/gibill/>. Students will receive confirmation (Certificate of Eligibility or CoE) from the VA regarding eligibility for education benefits. It is the student's responsibility to send a copy of the CoE to Concordia University's School Certifying Official in the Finance Office before benefits can be processed. Please note: a copy of the qualifying veteran's DD-214 is also required for those no longer on active duty or for those students receiving Dependent Education Assistance (Chapter 35) benefits. Any veteran applying to receive GI Bill® benefits while attending Concordia University is required to obtain transcripts from all previously attended schools and submit them Concordia for review of prior credit. More information is available on [www.cu-portland.edu/student-affairs/finance-office/veterans-benefits](http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits) (<http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits>).

Programs at Concordia University are approved for the use of VA benefits under the Montgomery GI Bill®, Dependents Educational Assistance, and

Title 38 and Title 10 of the US Code, or benefits offered by the State of Oregon Department of Veteran Affairs. The university, through the Office of Student Accounts & Veteran Benefits, provides the certifying service to qualified students. The certifying official issues enrollment certification documents to the appropriate VA regional office and monitors students' satisfactory progress for the VA. Any student receiving GI Bill® education benefits while attending Concordia University is required to obtain transcripts from all previously attended schools and submit them to the school for review of prior credit.

Concordia students who receive benefits from the Veterans Benefits Administration of the Department of Veterans Affairs are subject to the satisfactory progress standards as set forth in Chapter 38, U.S. Code sections 1674, 1724, 1775, and 1776, and to those defined by the university. See the Undergraduate or the Graduate Academic Standing Policy for more information.

For other types of financial assistance, refer to the Financial Assistance information in the Undergraduate and Graduate Tuition, Fees, and Financial Assistance sections of this catalog.

### **Military Transfer Credit**

Concordia University recognizes that many service personnel have taken specialized training during their military careers in addition to their regular duty work. In some cases, specialized military training can translate into college credit and thus contribute toward completion of an undergraduate degree. Concordia will transfer a maximum of 45 credits from military transcripts. Concordia will transfer a maximum of 45 credits combined between military and CLEP. See the Undergraduate Admission section of this catalog for additional alternative credit options.

### **Deployment or Unexpected Withdrawal Policy**

The Concordia University refund policy provides prorated refunds for dropped or withdrawn courses within the applicable deadlines posted on the Academic Calendar (<https://www.cu-portland.edu/academics/registrar/academic-calendar>). If a student is called to active duty military service they may be eligible for exceptions to these posted deadlines.

- Students called to active duty should contact all of their professors to arrange for final grades to be issued or for assignment of incompletes as appropriate (see University policy on incomplete grades for more information).
- If arrangements for a final grade or incomplete are not possible (in some or all courses), Concordia University will drop the course(s).
- Any refund (full or partial) of tuition and fees will be determined for applicable courses upon verification of circumstances. Students must make a written request for an exception to the standard withdrawal policy. NOTE: all exceptions will be deliberated within the constraints of the U.S. Department of Education's Federal Student Aid Title IV policies.
- A copy of general active duty orders containing an issue date and effective date will be expected as a form of documentation.
- The student must submit documentation and proof to the Office of Student Accounts & Veteran Benefits (Luther Hall 200 or [vets@cu-portland.edu](mailto:vets@cu-portland.edu)) to discuss available options.

For additional information on withdrawing from classes at Concordia University and the possible financial implications, see the Policies information in the Undergraduate or Graduate Tuition, Fees, and Financial Assistance sections of this catalog.

SVCU is committed to providing comprehensive resources to military affiliated students to support personal, academic, and professional

development. The SVCU is an inclusive club that serves as a campus liaison between the student veteran and the University to foster the successful transition from military to college life.

For information on other clubs and student organizations at Concordia, see CoCurricular Activities in the Student Affairs section of this catalog or the Clubs & Organizations (<https://www.cu-portland.edu/campus-life/student-events-and-activities/clubs-organizations>) page on CU's website.

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**Concordia's School Certifying Official (SCO)**

Josh Grover

Veterans Benefits Specialist

Luther Hall - 200

503-493-6215

[vets@cu-portland.edu](mailto:vets@cu-portland.edu)

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GI Bill<sup>®</sup> 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 <https://benefits.va.gov/gibill/>.



# LIST OF PROGRAMS

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- **Accounting** – B.A.
- **Art** – Minor
- **Pre-Athletic Training** – Minor (available to ESS Majors only)
- **Biology** – Minor, B.A.
- **Business Administration** – Minor, B.A., MBA
- **Chemistry** – Minor
- **Communication Studies** – Minor
- **Computer Information Systems** – Minor
- **Education** –
  - Doctorate of Education (Ed.D.)
  - Master of Arts in Teaching (MAT) (for Preliminary Teacher licensure in Oregon)
  - Master of Education (M.Ed.) in:
    - Administration (M.Ed. Admin)
    - Career and Technical Education (MCTE)
    - Curriculum & Instruction (M.Ed. C&I)
    - Educational Leadership (Non-licensure)
  - Education Certificates (Graduate-level)
  - Early Childhood (B.S.)
  - Elementary Education (B.A.)
  - Secondary Education (B.A.)
  - Professional Church Work Program (Lutheran Teacher training)
  - Teacher Colloquy Program
- **English to Speakers of Other Languages (ESOL) Concentration** – M.Ed. C&I
- **Exercise & Sport Science (ESS)** – Minor, B.S.
- **ESS Sport Coaching** – Minor (available to ESS Majors only)
- **Gender Studies** – Minor
- **General Studies** – A.A.
- **Global Studies** – Minor
- **Health Care Administration** – Minor, B.S.
- **History** – Minor
- **Homeland Security & Emergency Management** – Minor, B.S., M.S.
- **Human Performance** – Minor (available to ESS Majors only)
- **Law** – J.D.
- **Literature** – Minor
- **Long Term Care Administration** – B.S.
- **Marketing** – B.A.
- **Mathematics (General)** – Minor
- **Music** – Minor
- **Nursing** – BSN
  - **Pre-Nursing** – A.A.
- **Pre-Athletic Training** – Minor (available to ESS Majors only)
- **Pre-Medical Studies** – See **Biology** B.A.
- **Pre-Occupational Therapy** – See **Biology** B.A.
- **Pre-Physical Therapy** – See **Biology** B.A.
- **Pre-Physician Assistant** – See **Biology** B.A.
- **Psychology** – Minor, B.A.
- **Religion** – Minor, B.A.
- **Social Work** – Minor, B.S./B.A.

- **Spanish** – Minor
- **Sport Coaching** – Minor
- **Sports Management** – Minor
- **University Studies** – B.A.

## Additional Programs and Certificates

- Certificate in Seminary Preparation: Pastoral Studies
- Cooperative Education Programs
- EnvisionPDX
- Honors Program
- Professional Church Work Program (Lutheran Teacher training)
- Short Term Programs
- Teacher Colloquy Program

# CU-WIDE ACADEMIC INFORMATION AND POLICIES

## Academic Integrity at CU

Final Revision by ECF (3/26/18) / Implementation Date-Fall 2019

See Section 4 of the CU School of Law Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>) for Academic Integrity Honor Code policies which additionally apply to those in the School of Law.

### 4.7. Academic Integrity

#### 4.7.1. Academic Integrity Policy for Concordia University Students

##### 4.7.1.1. Preamble

A university degree prepares people to serve as professionals in society who conduct their work with integrity and character, for their work affects the whole fiber and strength of the society. As part of Concordia's goal to prepare students to be professionals for the transformation of society, we expect students to pursue their studies with integrity and character.

##### 4.7.1.2. Values

The Academic Integrity Policy reflects the community's values of honesty and integrity in the work of all scholars and students. As a Christian community, the covenant of trust pledged among community members is honored, and the values expressed in Philippians 4:8-9 are modeled: "Whatever is true, whatever is honorable, whatever is just, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Keep on doing the things that you have learned and received and heard and seen in me, and the God of peace will be with you."

##### 4.7.1.3. Purpose

Students are charged to complete and present their work honestly under the terms specified by the instructor and in accordance with the requirements of the student's academic program and the general policies of Concordia University. It is important that the Concordia University community encourages and upholds a high standard of integrity and equity. It is of utmost importance therefore that each member of this community pledge themselves to following this policy to ensure equal treatment of every member of Concordia University.

##### 4.7.1.4. Statement of Academic Integrity

As a member of the Concordia University community, I will conduct myself with honesty and integrity; I will not engage in fraudulent behaviors in the presentation and completion of my work, nor will I provide unauthorized assistance to others.

##### 4.7.1.5. Applicability

The Academic Integrity Policy applies to all students of Concordia University. Students are subject to this policy and the procedures outlined herein when they sign their application for admission to Concordia. Concordia School of Law operates under a separate Academic Integrity policy that can be viewed at the following URL: <http://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>

Instructors, academic supervisors, Academic Deans, and/or the Chief Academic Officer are required to uphold Concordia University's Academic Integrity Policy in good faith.

##### 4.7.1.6. Definitions

A. The term "fraudulent" refers to the intentional act of using or presenting another's thoughts, words, or ideas for final evaluation without providing full and complete documentation of the original source. This may include plagiarism of another's work, fabrication of information, or the intentional misrepresentation of information. This includes, but is not limited to, the intentional use of the following items without proper attestation:

- Text-based sources (books, articles, etc.);
- Graphics (digital images, etc.);
- Research Data;
- Media sources (movies, videos, television and radio broadcasts, etc.);
- Electronic sources; or
- Another student or person's work.

B. "Unauthorized assistance" refers to any support or materials students utilize in the completion of their work that has not been explicitly specified as appropriate by the instructor. This includes, but is not limited to, the following:

- Use of unauthorized notes, another's work, or other irregularity during a proctored examination;
- Use of unauthorized notes or personal assistance in a take-home examination setting;
- Use of student's own previous work (i.e. self-plagiarism);
- Inappropriate collaboration in preparation or completion of a project;
- Divulging, receiving, acquiring pre/post examination questions or answers;
- Knowingly assisting or aiding another student in the violation of this policy;
- Misrepresentation of identity; and
- Unauthorized solicitation of professional resources for the completion of the work.

C. "Instructor" refers to the faculty, lecturer, instructor, grader, or teaching assistant who is contracted by the university to serve as the instructor of record or designee for the course in which the student is enrolled.

D. "Academic Supervisor" refers to the supervisor to whom the instructor is immediately answerable. Depending on the academic unit of the university, the Academic Supervisor may be a Department Chair, Director, Dean, or named designee of the Dean.

E. "Academic Dean" refers respectively to the Dean of the college within the university (i.e. College of Arts and Sciences, College of Education, College of Health and Human Services, and the School of Management).

F. "Chief Academic Officer" (CAO) is the Academic Officer to whom the Academic Deans report.

G. "Academic Appeals Committee" (AAC) refers to the body charged with presiding over the formal appeals process for Academic Integrity Policy breaches. This body is charged to conduct any necessary fact-finding investigations and to preside over hearings of appeal. This committee will be formed to serve a one-year term starting each July 1. It will be chaired by one of the Academic Deans who will rotate into service. The Deans as a collective in consultation with the CAO will appoint a minimum of four faculty members from the colleges and include online and graduate faculty when appropriate. There may not be more than two faculty members from any one college to ensure fair representation.

H. "Business Days" refers to days when the university is in session. Generally, this is Monday-Friday and excludes official holidays noted in the official Academic Calendar. While some online and graduate courses may meet on weekends, this policy refers minimally to Business Days.

I. "Sanctions" outlined in the Academic Integrity Rubric below may include, but are not limited to, interventions and/or reprimands. These may include a written apology, counseling, mandatory workshops, an additional educational assignment, a failing grade on an assignment, a failing grade in a course without the opportunity to withdraw, academic probation, dismissal from the program and the university, and/or rescindment of academic degree.

#### **4.7.1.7 Determination of a Breach of the Academic Integrity Policy**

If an instructor believes that a student has committed a breach in academic integrity, the instructor and student will communicate either in person or through electronic means to discuss the event. The event may be resolved as follows:

1. It is determined that no breach in academic integrity has been committed. No further steps are taken. Faulty may, at their discretion, require the student to re-do parts of the assignment or the assignment may be graded down.
2. When it is determined that a breach in academic integrity has occurred, the instructor will fill out the CU Academic Integrity Breach Form—Part I which documents the suspected fraudulent or unauthorized behaviors and assigns the appropriate sanction according to rubric. This form is then sent to the student electronically. The Academic Breach is recorded with the Academic Dean of the student's college, the CAO or designee, and the Registrar. The Registrar will place this form in the academic file of the student and track the number of breaches by case number. Sanctions will be tracked and enforced in accordance with the Breach of Academic Integrity Rubric by the Instructor, Dean, CAO, and/or Registrar. If the student pursues more than one degree at CU please note that the Office of the Registrar will track the number of breaches within each academic level (i.e. undergraduate and graduate) separately.
  - a. If the student does not admit to violating the Concordia University Academic Integrity Policy and/or contests the evidence presented by the instructor in the CU Academic Integrity Breach Form—Part I, then the student may request a formal meeting with the Instructor and Academic Supervisor.
3. The Academic Supervisor will convene a meeting in person or through electronic means with the instructor and the student to review the submitted CU Academic Integrity Breach Form—Part I and discuss the evidence which led to the instructor's conclusion that a breach has occurred. In the case of two or more students engaged in suspected fraudulent or unauthorized behaviors, the Academic Supervisor will determine if an individual or joint meeting needs to be conducted.
  - a. Within five (5) business days after meeting with the student, the instructor and Academic Supervisor in consultation will render a decision (uphold, amend, dismiss) and will submit the CU Academic Integrity Breach Form—Part II which will in turn be sent to the student. The CU Academic Integrity Breach Form is then recorded with the academic Dean of the student's college, the CAO or designee, and the Registrar. The Registrar will place this form in the academic file of the student and track the number of breaches by case number. Sanctions will be tracked and enforced in accordance with the Breach of Academic Integrity Rubric by the Instructor, Dean, CAO, and/or Registrar.

4. If the student does not admit to violating the Concordia University Academic Integrity Policy and/or contests the evidence presented by the Instructor and the Academic Supervisor, then the student may appeal this decision (see section 4.7.1.9).

#### **4.7.1.8. Reporting of Suspected Breach of the Academic Integrity Policy by Any Concordia University Community Member**

The Academic Integrity Policy reflects the community's values of honesty and integrity in the work of all scholars and students; therefore, any member of the Concordia University community who reasonably believes that a student(s) has breached the Academic Integrity Policy may submit a written complaint to one of the Academic Deans. In such a case, the Dean, or designee, will call a meeting with the instructor to discuss the filed complaint. If they determine that there is sufficient evidence, they will call a meeting which will include the student(s), instructor, and the Academic Supervisor. The determination of a violation in the Academic Integrity Policy will proceed in accordance with the procedure outlined above (see section 4.7.1.7).

#### **4.7.1.9. Appeals Process**

A student has the right to appeal the determination that an Academic Integrity Policy violation has occurred if they contest the evidence presented and/or believe the violation was processed erroneously in accordance with the following procedure:

1. The student must complete the Notice of Academic Integrity Policy Appeal form within five (5) business days of receiving the CU Academic Integrity Breach Form—Part II. If the student fails to appeal within this time frame, the student waives the right to appeal. Upon receiving the Notice of Academic Integrity Policy Appeal form, the Chair of the AAC, will convene the AAC.
2. The AAC meets to consider the student's appeal within ten (10) business days of the convening of the AAC and proceeds according to the Adjudication process.
3. Adjudication Process:
  - a. Fact-Finding Investigation  
Following receipt of the Notice of Academic Integrity Policy Appeal, the AAC shall convene and undertake a confidential fact-finding investigation, including, but not limited to, review of CU Academic Integrity Breach Form—Parts I & II, an interview of the student, an interview of instructor, interview of Academic Supervisor, interview of witnesses, including those reasonably requested by the student and/or instructor, as well as any other relevant evidence. The investigation shall be conducted within a reasonable time period, but generally no longer than ten (10) business days. Extensions may be granted for good cause.
  - b. Academic Integrity Hearing Process  
Following the investigation, the AAC will write a fact-finding report summarizing the results of the investigation. The fact-finding report must be sent out to the student, instructor, and Academic Supervisor, or designee prior to the hearing date. The AAC shall convene a Hearing scheduled within five (5) days after completion of the inquiry process. The appeals committee will schedule a meeting that ensures confidentiality of the proceedings. The hearing is confidential, closed to the public, and no recordings are allowed. The AAC will appoint one member to serve as a stenographer to record minutes of the proceedings.

**Attendance and representation:** The student, instructor, and the Academic Supervisor, or designee, must be in attendance. If all parties are not present, the hearing must be rescheduled. Residential and commuting students must attend in person. Online students may attend via secure university web

conferencing software. The student may be questioned, and witnesses may be called at the discretion of the AAC. The student may be accompanied by the student's chosen representative who serves as an observer of the proceedings and does not participate. The student's representative is available to serve in an advising and support role for the student. The student's representative may not be a lawyer. If a student obtains legal counsel, the AAC discontinues their action and this case is subsequently handled by Concordia's legal department.

#### Hearing protocols:

1. The Chair of the AAC provides an agenda and the parameters of interaction during the hearing (e.g. student's representative observes but cannot participate),
2. The AAC then presents the evidence provided in the Breach of Academic Integrity form.
3. After all evidence is reviewed, the student may provide an oral rejoinder to any points that are contested. The committee must document all rejoinders (i.e. contested items). Any additional evidence must be presented to the AAC at this time.
4. Next, the Instructor and/or the Academic Supervisor may provide an oral rejoinder to any points that are contested. The committee must document all rejoinders (i.e. contested items)
5. The AAC will then dismiss participants and deliberate. The AAC with a majority vote may uphold or amend the previously imposed sanctions or impose new sanctions. The AAC with a majority vote may determine that the evidence does not demonstrate that a student violated the Academic Integrity Policy and dismiss the case.
6. The AAC will then complete the CU Academic Integrity Breach Form—Part III which will be sent to the student, instructor, and Academic Supervisor.
7. The Academic Breach is then recorded with the academic Dean of the student's college, the CAO or designee, and the Registrar. The Registrar will place this form in the academic file of the student and track the number of breaches by case number. Sanctions will be tracked and enforced in accordance with the Breach of Academic Integrity Rubric by the Instructor, Dean, CAO, and/or Registrar.

#### Final Appeals

The student may appeal the decision of the AAC to the CAO, or designee, within five (5) business days of the Hearing of the Committee by completing the Academic Integrity Policy Appeal form. The CAO, or designee, will render a final decision regarding the appeal by completing the Administrative Action section on the Academic Integrity Policy Appeal form. The CAO, or designee, may uphold or amend the previously imposed Sanctions or may dismiss the case and the matter will be considered closed. No additional appeals are permitted.

#### 4.7.1.10. Term of Academic Appeals Committee and On-Going Appeals

The AAC will be formed in the month of July to serve a bi-annual term. To ensure continuity, the standing AAC must complete all pending appeals before them; an appeals case may not be transferred between committees.

#### 4.7.1.11. Student Status Pending Academic Integrity Appeals Process

While an Academic Integrity Policy process is pending, a student will be permitted to attend class in the normal course and participate in Concordia University's sponsored activities, subject to any conditions or restrictions imposed by the CAO, or designee. If sanctions include

dismissal from the program and the university the student will be administratively withdrawn from courses.

#### 4.7.1.12. Sanctions

Sanctions will be enforced in accordance with the rubric in the CU Academic Integrity Breach form. Sanctions are scaled in accordance with the Category of Infraction and the student's academic status (e.g. undergraduate, graduate, etc.) and are imposed by the Instructor, Academic Supervisor, Dean, CAO, and/or Registrar.

## Enrollment Topics – Undergraduate General Enrollment Issues

### Adding, Dropping, and Withdrawing from Courses

All deadlines for course enrollment changes are published on the online Academic Calendar (<http://www.cu-portland.edu/academics/registrar/academic-calendar>). If appropriate actions are not taken by the student before the withdraw deadline, the student will be responsible for the graded outcome based on their performance in the course. The student will be responsible for any balance that results from a withdrawal calculation, if applicable.

#### Adding and Dropping 15-Week Courses

No course can be added after 10% of the class sessions have convened. In no case may a course be added to a student's schedule after the second week. Adding courses must be approved by both the instructor and the student's academic advisor. A candidate may drop a course during the first two weeks of a semester without transcript notation.

#### Automatic Drop

It is normally the student's responsibility to drop or withdraw from any class. However, the following are circumstances which might result in students being administratively dropped or withdrawn from courses:

- Candidates who have not attended any of their registered classes by the second Friday of any term, and who have not notified their instructors of the reason for their absences
- Candidates who fail to make satisfactory payment arrangements for the term

#### Withdrawing

If a student drops a course between the beginning of the third week and the end of the tenth week, it is considered a Withdrawal. A grade of "W" (withdrawn) is issued and remains a permanent entry on the student's transcript. The Student will be responsible for any balance that results from a withdrawal calculation, if applicable. After the tenth week, a candidate will not be allowed to withdraw from a course unless unusual circumstances exist.

### Concurrent Enrollment

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

### Double Major, Double Concentration, Double Minor

Students must complete all of the requirements for each major, concentration, or minor in order to receive two majors, concentrations, or minors. Students desiring a double major, concentration, or minor may do so if a minimum of 50% of the required credits for each major,



concentration or minor are unique. If additional courses are required to complete 50% of a major, concentration, or minor, the department chair may inform the Registrar about which courses will be added to meet the requirement. Courses used for the major, minor and/or concentration cannot be used to fulfill the general education requirements. See below for definitions of each of these topics.

## Enrollment Status

For standard terms, levels of enrollment for undergraduate degree programs are:

- Full Time: 12 or more credits
- Three Quarter Time: 9-11.99 credits
- Half Time: 6-8.99 credits
- Less than half time: Less than 6 credits

## Freshman English Sequence

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

## Majors, Minors, Concentrations, and Certificates

### Majors

A **major** represents a degree-seeking student's primary field of study. A major is a structured plan of study requiring a minimum of 45 semester credits and it must be feasible for students to complete degree requirements within 124 semester credits. The major appears on the official transcript and the diploma. Specific requirements are defined in this catalog under each major. To successfully complete a major course, the grade earned must be a C or higher. The individual colleges may require a GPA minimum for a student to graduate with any given major. No more than 50% of credits may be awarded through transfer credit. Credits used to complete the general education requirements cannot duplicate credits used to fulfill the major requirements. No more than 50% of credits may overlap between any two majors, two concentrations, two minors, or a combination of minors and concentrations. Courses applied to the major cannot also be applied to a minor.

### Minors

A **minor** represents an optional, secondary field of study for a degree-seeking student at the undergraduate level only; no student may declare a major and a minor in the same discipline. A minor is a structured plan of study, established and approved by the college through the formal curricular process, requiring a minimum of 15 semester credits. Specific requirements are defined in this catalog. To successfully complete a minor course, the grade earned must be a C or higher. The minor appears on the official transcript, but is not printed on the diploma. No more than 50% of credits may be awarded through transfer credit. No more than 50% of credits may overlap between any two majors, two concentrations, two minors or a combination of minors and concentrations. Courses applied to the major cannot also be applied to a minor.

### Concentrations

A **concentration** is a structured plan of study within a major and is required for the completion of the major. The minimum number of semester credits for a concentration is nine at the undergraduate level and is included within the semester credits for the major. The concentration appears on the official transcript, but is not printed on the diploma. Specific requirements are defined in the Academic Catalog. To

successfully complete a concentration course, the grade earned must be a C or higher. No more than 50% of credits may overlap between any two majors, two concentrations, two minors or a combination of minors and concentrations.

An **undergraduate certificate** is a structural set of professionally orientated course designed to provide recognition that the student has completed coursework in an applied area of focus. A minimum of 16 semester credits are needed for any undergraduate certificate. All undergraduate certificates must be earned after earning a bachelor's degree or in conjunction with a bachelor's degree at Concordia University. To successfully complete a certificate course the grade earned must be a C or higher. No more than 50% of credits may be awarded through transfer credit. Consult specific transfer policies for each certificate.

## Repeating a Course

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

Previously passed courses are only eligible for financial aid for one repeat. This is regardless of requirements for a higher grade for the major. Students should contact their financial aid counselor if there are questions related to this issue. If ineligible for financial aid, the student will be responsible for the balance.

## Second Bachelor's Degree

Students, who have previously been awarded one or more bachelor's degrees meeting the following criteria, may earn an additional bachelor's degree at Concordia-Portland in a discipline that is substantially different from all previously earned majors, concentrations, or minors:

- Awarded from a regionally accredited U.S. college or university

or

- Awarded from an institution outside the U.S. where the degree is deemed equivalent to a U.S. bachelor's degree based on an evaluation from one of CU's transcript evaluation partners (<http://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>)

## Additional Information for Students Educated Outside the United States

- Students educated outside of the United States must report a passing score on an English proficiency test which is no more than two years old.
  - TOEFL: paper-based=525; internet-based=71; IELTS=6.0
  - **Exception:** Students whose undergraduate education took place in Australia, Canada (English-speaking provinces), United Kingdom, Ireland, or New Zealand, in English, are exempt from this requirement. Students born in one of these countries, or the U.S, yet educated elsewhere are still required to satisfy the English proficiency requirement if their degree was earned outside the U.S.

## General Education Requirements

A previous bachelor's degree fulfills all general education requirements with the following exceptions:

- Unless previously completed at CU, REL 401 is required.
- Any prerequisite requirements that exist for the chosen major.

### Graduation Requirements

In order for a candidate to graduate from Concordia-Portland with an additional baccalaureate degree, the following list of requirements must be met:

- A minimum of 30 credits must be earned at CU subsequent to the granting of the first degree.
- All upper division major courses required for the additional degree must be completed at CU.
- Unless the course is designated as a Pass/No Pass grade option *only*, all course credit earned toward the additional degree must be a standard A-F letter grade.
- A minimum cumulative CU GPA of 2.00 is required in courses taken for the additional degree. Some majors may require a higher GPA. See program requirements for specific details.
- The student must satisfactorily complete all major, minor, or other college requirements for the additional degree. This includes minors or concentrations that could be required based on the chosen major. See program requirements for specific details.
- Students completing an additional bachelor's degree are not eligible for University honors.

### Seminar Courses

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

## Class Attendance and Rank

### Class Attendance

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

### Automatic Drop

Candidates who have not attended any of their registered classes by the second Friday of any term, and who have not notified their instructors of the reason for their absences may be administratively dropped or withdrawn from courses. See Adding, Dropping, and Withdrawing from Courses for more information on Automatic Drop situations.

### Class Rank

A student's class rank is determined by the total number of credits awarded by CU or via transfer, not by the number of years of college study or by the completion of an associate's degree. The ranking is as follows:

- Freshman – A student who has earned 29.9 or fewer credits in courses numbered 100 or above

- Sophomore – A student who has earned 30-59.9 in courses numbered 100 or above
- Junior – A student who has earned 60-89.9 in courses numbered 100 or above
- Senior – A student who has earned 90 or more credits in courses numbered 100 or above

Satisfying CU graduation requirements depends not only on the number of semester credits completed—a minimum of 124 for most programs—but also on completing all College and major requirements. See specific program information for details.

## Course Registration Types

### Audit

Students desiring to take a course as an audit rather than for credit can indicate their intention to do so during the registration period by filling out a form (available from the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu))) for this purpose. Policies regarding the adding or dropping of a credited course also apply to audited courses. No course may be changed to an audit after the end of the second week of classes in that particular semester. See Tuition, Fees, and Financial Assistance for information on the cost of auditing a course. Students who are not matriculated will be charged at a lower rate for auditing courses..

### Credit by Exam

Students may receive credit for course work they have not taken by passing an examination in the subject area devised by the appropriate department. Individual departments may choose to offer, or refuse to offer, the opportunity to allow students to gain credit in this manner (e.g. student has already completed coursework at a higher level). Applications for credit by exam can be obtained from the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)).

### Directed Study

If a student, through no fault of their own, should be unable to complete a specific program or institutional requirement, they may petition to utilize the directed study as a "last option." Guidelines and petitions for a directed study may be obtained from the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)). A flat fee of \$300 will be assessed to any directed study course. This course fee will be in addition to the tuition assessed for the credits enrolled.

### Independent Study

The independent study is designed for students to formulate unique and challenging courses of study which are not already offered at Concordia. Guidelines and petitions for independent studies are available in the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)). A flat fee of \$300 will be assessed to any independent study course. This course fee will be in addition to any tuition assessed for the credits enrolled.

## Grade Modes

### Course-In-Progress Grade

Several types of courses at Concordia, by design, extend beyond one semester (e.g. internships, practica, and research). At the end of the first semester, the instructor will grant a grade of Course-In-Progress (CIP). The CIP can remain on the course for up to six months, with a final grade granted at the end of that time. Please note: CIP-graded courses are not considered toward student enrollment for subsequent terms. It is the

student's responsibility to follow up with the instructor to see that the grade is updated.

## Incomplete Grade

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

- The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will submit a "Grade Incomplete Form" to the instructor and also share a plan with timeline for how they intend to complete work still required.
- The instructor will use professional discretion to determine whether a grade of "I" should be awarded. \*If the instructor is a part-time faculty member, permission to assign a grade of Incomplete cannot be given without the additional approval of the department chairperson and signed by the department chairperson on the Grade Incomplete Form."
- At the time a grade of "I" is assigned, a back-up grade is provided by the instructor which reflects that grade the student will receive if the additional work is not completed.
- When the student completes the work, the instructor submits a "Grade Change" form to the Office of the Registrar.
- The grade of "I" is granted for a period of up to 15 weeks. If a Grade Change form is not received, grades of "I" will be converted to the backup grade at the end of the 15 weeks.

## No Count Grade

Courses, such as science labs, which are required as part of another course and are thus not separately assessed, will be designated with the "N" grade mode. On the transcript the grade for the lecture/lab combination will display on the lecture course line only.

Transcript Example:

BIO 101	PRINCIPLES OF BIOLOGY	3.00	A	12.00
BIO 101L	PRINCIPLES OF BIOLOGY LAB	0.00	N	0.00

## Pass/No Pass

Bachelor's-level courses at Concordia may be taken on a Pass/No Pass basis ("Pass" meaning the award of a C- or better in the course), provided the student meets with their advisor, fills out the necessary form (available from the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu))), receives the signatures of the instructor and submits the Pass/No Pass form to the Office of the Registrar no later than the ninth Friday of the semester. Courses in the major, minor or area of concentration cannot be taken Pass/No Pass. Honors courses may not be taken with a Pass/No Pass option. Courses used to fulfill Writing, Humanities, and REL 401 General Education requirements may not be taken Pass/No Pass (with the exception of Humanities seminars).

No more than six (6) credits per term, exclusive of those designated as mandatory Pass/No Pass, may be taken in Pass/No Pass courses. Courses successfully completed as Pass/No Pass count toward graduation, but are not used in computing a student's GPA. Once the request is submitted, a student may not change a "P" or "NP" to a grade. A maximum of 20 credits, exclusive of those designated as mandatory Pass/No Pass, may be taken as Pass/No Pass courses.

## Standard Grade

The majority of CU's courses are graded in the Standard mode where a letter grade (A through D- or F) are earned. See Transcript Information > Grades and Quality Points for GPA values given to each Letter Grade.

- No grade below a "C" will be accepted in a course that counts toward completion of a major or minor. Students who receive a "C-" or lower in a major or minor course must retake the course and earn a "C" or higher for the course to count toward completion of a major or minor.
- No grade below a "D" will be accepted in a course that counts toward completion of a general education requirement. Students who receive a "D-" or lower in a general education course must retake the course and earn a "D" or higher for the course to count toward completion of a general education requirement.

# Enrollment Topics – Graduate & Law

## General Enrollment Issues

### Adding, Dropping, and Withdrawing from Courses

All deadlines for course enrollment changes are published on the online Academic Calendar (<http://www.cu-portland.edu/academics/registrar/academic-calendar>). If appropriate actions are not taken by the student before the withdraw deadline, the student will be responsible for the graded outcome based on their performance in the course. The student will be responsible for any balance that results from a withdrawal calculation, if applicable.

### Adding and Dropping 15-Week Courses

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

A candidate may drop a course during the first two weeks of a semester without transcript notation. See *Withdrawing* below for more information.

### Automatic Drop

It is normally the student's responsibility to drop or withdraw from any class. However, the following are circumstances which might result in students being administratively dropped or withdrawn from courses:

- Candidates who have not attended any of their registered classes by the second Friday of any term, and who have not notified their instructors of the reason for their absences
- Candidates who fail to make satisfactory payment arrangements for the term

### Withdrawing

If a student drops a course between the beginning of the third week and the end of the tenth week, it is considered a Withdrawal. A grade of "W" (withdrawn) is issued and remains a permanent entry on the student's transcript. The Student will be responsible for any balance that results from a withdrawal calculation, if applicable. After the tenth week, a candidate will not be allowed to withdraw from a course unless unusual circumstances exist.

## Class Attendance

Policies governing absences and tardiness are determined by individual instructors and are announced at the beginning of the course or in the course syllabus. Ed.D. students, refer to the program pages for specific policy information.

Students that have not attended any of their registered classes for the semester will be administratively dropped from all coursework after the add/drop deadline for the term. See the Adding, Dropping, and Withdrawing from Courses section above for more information.

## Concurrent Enrollment

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

## Course Offerings for Graduate Students

Course descriptions for all graduate offerings are listed in the Course Descriptions – Graduate section of this catalog. Classes that do not meet the minimum enrollment established by the university may be cancelled as late as the first session.

## Enrollment Status

Levels of enrollment for all graduate degree programs are:

- Full Time: 6 or more credits
- Three Quarter Time: 4.5-5.99 credits
- Half Time: 3-4.49 credits
- Less than half time: Less than 3 credits

During periods of non-enrollment in the non-standard term structure students may be reported as withdrawn.

## Experimental Courses

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

## Majors, Concentrations, and Certificates

A **major** is a structured plan of study requiring a minimum of 30 semester credits please see individual major pages in the catalog for requirements, minimum grades, GPA, transfer policy, and graduation requirements.

A **concentration** is a structured plan of study within a program and is required for the completion of the degree. The minimum number of semester credits for a concentration is 9 credits at the graduate level, and is included within the semester credits for the program. The concentration appears on the official transcript, but is not printed on the diploma. For specific requirements, refer to the individual program sections of this Catalog. To successfully complete a concentration course, the grade earned must be a C or higher. No more than 50% of credits may overlap between any two programs or two concentrations.

A graduate **certificate** is a structured set of professionally orientated courses designed to provide recognition that the student has completed coursework in an applied area of focus. A minimum of 15 semester credits are needed for a graduate-level certificate. For specific program and graduation requirements, refer to the individual programs sections of this Catalog. To successfully complete a certificate course, the grade earned must be a B- or higher. No more than three credits are eligible for transfer; please see specific transfer policies for each certificate.

## Online Courses

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

## Repeating a Course

A candidate may repeat some courses. A course may be taken either at Concordia University-Portland, or another institution with approval by the program director if it is intended to replace a program requirement. When a course is repeated at Concordia University, only the grade and credits for the last attempt will be used in computing the GPA, quality points, and credit. All attempts and grades will be recorded on the transcript. Transfer coursework will not replace Concordia University classes.

Previously passed courses are only eligible for financial aid for one repeat. This is regardless of requirements for a higher grade for the major. Students should contact their financial aid counselor if there are questions related to this issue. If ineligible for financial aid, the student will be responsible for the balance.

## Grade Modes

### Course-In-Progress Grade

A number of courses at Concordia by design extend beyond one semester (e.g. internships, practica, and research). At the end of the first semester, the instructor will grant a grade of Course In Progress (CIP). The CIP can be used for up to six months, with a final grade granted at the end of that time. Please note: CIP graded courses are not considered toward student enrollment for subsequent terms.

### Incomplete Courses

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

- The student will initiate a meeting with the instructor to explain the extenuating circumstances. The student will submit a “Grade Incomplete Form” to the instructor and also share a plan with timeline for how they intend to complete work still required.
- The instructor will use professional discretion to determine whether a grade of “I” should be awarded. \* If the instructor is a part-time faculty member, permission to assign a grade of Incomplete cannot be given without the additional approval of the department chairperson and signed by the department chairperson on the “Grade Incomplete Form.”
- At the time a grade of “I” is assigned, a back-up grade is provided by the instructor which reflects that grade the student will receive if the additional work is not completed.
- When the student completes the work, the instructor submits a “Grade Change” form to the Office of the Registrar.
- The grade of “I” is granted for a period of up to 15 weeks. If a Grade Change form is not received, grades of “I” will be converted to the backup grade at the end of the 15 weeks.

### Pass/No Pass Courses

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

## Graduation Information



## Graduating from Concordia University Commencement

Commencement ceremonies are held twice a year—at the end of the fall term and at the end of the spring term. The president of the university, by the authority of the trustees and on recommendation of the faculty, awards the degrees. Details regarding the ceremonies are mailed approximately four to six weeks prior to commencement to prospective participants who have properly submitted an Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>). Certificate programs are not part of the commencement ceremonies.

The last day to declare intent to participate in commencement is via the Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>) is:

Undergraduate and Graduate degrees:

- Spring Commencement – November 1 of the prior calendar year
- Fall (December) Commencement – April 1 of the same calendar year

Law degree:

- April 15<sup>th</sup> when planning to receive the degree at the conclusion of the spring or summer term of the following calendar year
- November 15<sup>th</sup> when planning to receive the degree at the conclusion of the fall term of the following calendar year

Once the necessary paperwork has been submitted and processed, students will receive information regarding the commencement ceremony. Participation in commencement is not the same as graduation. See Graduation vs. Commencement below.

For more information on Commencement, visit:

- Undergraduate and Graduate: <https://www.cu-portland.edu/academics/registrar/commencement>
- Law: <https://law.cu-portland.edu/student-services/commencement>

## Graduation Application

Regardless of a student's desire to participate in a commencement ceremony, an Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>) must be submitted to the Office of the Registrar no less than two semesters before the student plans to complete a degree.

The application:

- alerts the Office of the Registrar to review the student's academic history to ensure that all degree requirements have been met, and
- states the student's intent regarding participation in commencement.

Once a student has graduated, regardless of participation in a commencement ceremony, the line "*Degree Awarded [Name of Degree] [Date Awarded]*" will appear near the upper left corner of the transcript. Students are encouraged to visit their MyCU (<https://mycu.cu-portland.edu>) account to view their unofficial transcript prior to ordering official copies to ensure that their degree has, in fact, been awarded. Contact the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)) for more information.

## Graduation Fee

A graduation fee will be applied to the student's account once the Graduation Application is processed.

This is a processing fee and is required of all students who are graduating, regardless of their intent to participate in a commencement ceremony.

- Degree Students: \$100
- Certificate Students: \$50

## Graduation vs. Commencement

"Graduation" and "Commencement" are two separate, but interrelated, events:

1. **Graduation:** verification by the Registrar that all degree requirements have been met. This may occur in conjunction with or sometime following the optional commencement ceremony in which the student participates. The only official documentation of graduation is an official transcript bearing the words "Degree Awarded <Degree> <Date Awarded>". Once a degree has been awarded, it becomes a part of the student's permanent record and cannot be adjusted in any way for any reason.
2. **Commencement:** a formal ceremony celebrating the achievements of those graduating with academic degrees. The diploma received following commencement is a ceremonial document only. It is not, and cannot be used as, proof of a degree.

Participation in **commencement** is not the same as **graduation**.

- Graduation occurs when the Office of the Registrar has certified that all degree requirements have been successfully completed. This may or may not occur in relation to participation in a commencement ceremony.
- A student may graduate and choose not to participate in a commencement ceremony.
- Some programs allow students to participate in a commencement ceremony prior to graduating if the students have fewer than a specific number of credits outstanding in their programs. Such a student may "walk" in a commencement ceremony but will not actually graduate until all degree requirements are met and the Office of the Registrar has verified that fact. In order to graduate, it is the student's responsibility to see that all graduation requirements are completed which were outstanding at the time of commencement. For more information, contact the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)).

## Posting of Degrees

The integrity of academic transcripts is fundamental to the validity of degrees certified by the university. Therefore, all student transcript entries (grades and other notations) are finalized when the degree is officially posted to the permanent academic record. Degrees are posted to students' permanent academic records approximately 30 days following the effective date of graduation (which may or may not coincide with commencement). Once the degree has been posted, a copy of the diploma will be mailed to the student at the address on file in the student's My.CU account, and official transcripts will be available. (Order an official transcript. (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>)) It is important to note that once a degree is

conferred, the student's academic record regarding that degree is sealed and can no longer be changed.

## Transcript vs. Diploma

A "transcript" and a "diploma" are two separate, but interrelated, documents:

1. **Transcript:** the university's documentation of the student's academic performance. It will list, among other things, classes taken, grades, credit hours, major(s), and minor(s). Most importantly, it will note the date on which the student's degree was awarded. It is the student's responsibility to make sure the transcript is up to date and accurate before using it for any important purposes. Unofficial transcripts may be accessed through the student's MyCU account. Official copies may be ordered at: [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>)
2. **Diploma:** a ceremonial document the student receives in the mail 8-10 weeks after the date a degree has been awarded (which may be different than the date of Commencement—see Graduation vs. Commencement for more information). If there is an error on the printed diploma, the student may contact Concordia's Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)), follow their instructions for updating the incorrect information, and then order a replacement diploma. Visit [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>) for ordering instructions and fees.

## Graduation Information – Undergraduate Graduation Requirements

Any bachelor's degree at Concordia carries the following requirements for program completion:

- A minimum of 124 semester credits of 100-level or above courses\*
  - At least 30 of the 45 final credits (excluding credit given by exam) must be completed at Concordia
  - At least 50% of the credits required for a major, minor and concentration must be completed at Concordia
  - At least 45 credits must be earned in 300 to 400 level courses
  - At least a 2.0 cumulative GPA must be earned\*
  - No more than 20 credits can be earned from non-mandatory Pass/No Pass courses
  - No grade below a "C" will be accepted in a course that counts toward completion of a major or minor. Students who receive a "C" or lower in a major or minor course must retake the course and earn a "C" or higher for the course to count toward completion of a major or minor.
  - No grade below a "D" will be accepted in a course that counts toward completion of a general education requirement. Students who receive a "D" or lower in a general education course must retake the course and earn a "D" or higher for the course to count toward completion of a general education requirement.
  - Completion of an *Application for Graduation* (See instructions under the General tab)
- \* While 124 earned credits and 2.0 GPA are minimums to receive a bachelor's degree, some majors carry different requirements. Refer to major requirements for specific details and to identify exceptions.

## Additional Graduation Requirements

Some programs have additional graduation requirements. Refer to the individual program pages for more information.

## Graduation Honors

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

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

The honors level acknowledged in the commencement ceremony may be adjusted on the student's final transcript if warranted by additional graded degree requirements.

Note, this differs from graduating from the Honors Program. See the Honors Program section for more information.

## Graduation Information – Graduate

All general graduation information is applicable to students graduating from Concordia's masters or doctoral programs. Most graduate programs also have additional graduation requirements. Refer to individual program pages to view all program-specific graduation requirements.

## Commencement Ceremonies

Some graduate programs are offered off-site. Candidates at the off-site location may choose to attend commencement exercises at the main campus. Certificate programs are not part of the commencement ceremonies.

## Graduate Latency Policy

Graduate-level courses completed more than seven (7) years prior to graduation will not be counted toward the degree.

## Graduation – Law

### Graduation

At Concordia Law, the Juris Doctor (J.D.) degree is awarded upon the successful completion of the degree requirements. The degree provides the academic training and skills needed to practice law and the knowledge required to take and pass a state bar exam in order to become a licensed attorney. Although most graduates will initially elect to use their degrees within the legal arena, a J.D. degree has become increasingly recognized as the foundation to prepare and lead law school graduates into a wide variety of careers in business, finance, government, education, and the non-profit sector.

### Application for Graduation

Students must submit an Application for Graduation (<https://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>) by April 15<sup>th</sup> if they plan to receive a degree at the conclusion of the upcoming fall term or at the conclusion of the spring or summer term of the following calendar year. Once the necessary paperwork has been submitted and processed, students will receive information regarding the commencement ceremony. Note: A Graduation Fee will be assessed upon

receipt of the Graduation Application regardless of the student's intent to participate in a commencement ceremony.

### **Graduation with Honors**

Students who obtain a cumulative grade point average of 3.29 or higher will graduate with honors, as follows:

- Summa Cum Laude: 3.70 to 4.33
- Magna Cum Laude: 3.47 to 3.69
- Cum Laude: 3.29 to 3.46

Students who graduate with honors will receive a notation on their academic transcript.

## **Grievance Policy – Undergraduate & Graduate**

Procedures for student grievances regarding academic issues (e.g., concerns over grades, grading policies, grading practice, course design) are delineated in the CU Student Handbook (<https://intranet.cu-portland.edu/sites/default/files/2017-2018StudentHandbook.pdf>) (access to CU's Intranet required to view this handbook). These procedures are designed to provide a mechanism by which students can seek to express concerns, disagreements, or complaints about a faculty member, and seek redress of perceived injustice, harassment, discrimination, or inequity. Students are encouraged to start by discussing concerns face-to-face with the faculty member in an attempt to resolve issues. Students should also consider discussing concerns with their academic advisor (<https://www.cu-portland.edu/student-affairs/academic-advising>) or a professional staff person in Student Affairs (<https://www.cu-portland.edu/student-affairs/staff>). This will provide an opportunity to review the appropriate university policies and practices related to the student's concern.

## **Grievance Policy – Law**

At times, students may have an academic grievance that they wish to resolve. The American Bar Association, under ABA Standards for Approval of Law Schools Standard 510, provides that any student at the Law School may bring a formal complaint to the Law School administration regarding "a significant problem that directly implicates the school's compliance with the [ABA] Standards" (see ABA Standard Interpretation 510-1).

For information on the process by which students may seek to express concerns, disagreements, or complaints regarding an academic or ABA Standard issue, see **3.11 Academic Grievance Process** in the *Concordia University School of Law Student Handbook* (<https://law.cu-portland.edu/sites/default/files/pdf/2018-2019%20Student%20Handbook.pdf>).

## **Miscellaneous CU Policies**

### **Computer Requirements**

Ready access to adequate computing resources is essential for student success in higher education. For the latest computer guidelines, please visit [kb.cu-portland.edu/Computing+Standards](http://kb.cu-portland.edu/Computing+Standards) (<http://kb.cu-portland.edu/Computing+Standards>).

### **Inclement Weather Policy**

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

In instances of inclement weather, the decision to cancel classes will be determined by the Provost and be broadcast on local radio/TV stations as well as posted on the Concordia University web site. Please refer to the Student Handbook (<https://intranet.cu-portland.edu/sites/default/files/2017-2018StudentHandbook.pdf>) for a listing of local radio/TV stations that carry this information. (Access to CU's Intranet is required to view the Student Handbook.)

### **Paper-Writing Formats**

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

- **Undergraduate Coursework**
  - Some departments abide by rules that govern the proper format (e.g., MLA, APA) for work submitted within their disciplines. Students should inquire of instructors regarding the applicability of professional formats to assigned work.
- **Graduate Coursework**
  - The latest edition of the APA Publication Manual has been adopted for writing assignments in Concordia's graduate programs.

## **Privacy Rights of Students (FERPA)**

The Family Educational Right and Privacy Act (FERPA) of 1974 (Public Law 93-380), as amended, Oregon Revised Statutes 351.065, and their implementing regulations, afford students certain rights with respect to their educational records and require Concordia University to assure that those students' rights are not abridged.

- Student Record Privacy
- Student Rights under FERPA
- Restrictions to Student Access
- What about parents?

### **Student Record Privacy**

FERPA protects the privacy of all "education records," in any medium, maintained by Concordia University. Although the law was written in 1974, its coverage is not limited to paper copies. All student education records, including records about students contained in computer databases, are protected.

It is important to respect the privacy of students. Even though a record is not protected by FERPA, it does not mean that the record can be freely released. For example, other laws protect employment and medical records. Medical records used to accommodate a disability should be kept separately from a student's "education records."

A student is any individual who is or has been enrolled as a student at Concordia University. This includes students who are enrolled in any Concordia course, whether attending the main campus, an off-campus site, or online, regardless of the student's age. FERPA continues to apply to a student's records even after they have graduated or otherwise left the University.

Most student records at the university are considered education records that are protected by FERPA.

Examples of education records include:

- Admissions information for students once they are enrolled;
- Biographical information including date and place of birth, gender, nationality, information about race and ethnicity;
- Grades, test scores, evaluations, courses taken, and official communications regarding a student's status;
- Coursework including papers and exams, class schedules, as well as written, email or recorded communications;
- Disciplinary records;
- Student's financial and financial aid records;
- Internship program records;
- Employment records related to a student's employment in a position for which only students are eligible.

Education Records include any information or data recorded in any medium that is directly related to a student and maintained by the University or by a person acting for the University. Record mediums include, but are not limited to, electronic databases and files, handwriting, print, tapes, film, email, microfilm, and microfiche.

Some university records are not defined as educational records in FERPA, and the FERPA procedures do not apply to them. However, other legal restrictions do apply to them and they also may not be released. Any subpoena or request for release for these records should be referred to the Office of the Registrar. Some examples are the following:

- Employment records when the employment is not connected to student status (e.g., a staff member who happens to be pursuing a degree at the institution, as opposed to a student employed under the work-study program);
- Medical and mental health records used only for treatment of the student;
- Alumni records that do not relate to or contain information about the person as a student (e.g., information collected by the University pertaining to alumni accomplishments).
- Law enforcement records maintained by the Campus Safety office are not education records under FERPA, but may be subject to other restrictions

This is a list of examples only; it is important that all university records be maintained with appropriate restrictions.

FERPA protects four specific rights of students. The right to:

- **Inspect:** Students have the right to inspect and review their education records in a timely manner. Specifically, students have the right to inspect their records within 45 days of their request.
- **Amend:** Students have the right to request the amendment of their education records that they believe are inaccurate or misleading.
- **Consent:** Students have the right to consent to disclosures of the personally identifiable information contained in their educational records.
- **Complain:** Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Concordia University to comply with the requirements of FERPA.

Student education records may not be disclosed to anyone unless the student has given written consent, or the request fits one of the legal exceptions.

However, FERPA allows an institution to define "directory information" that can be released. Consent from a student is not generally required for the release of directory information and it may be viewed and released to the public, unless the student has placed a confidentiality restriction on its release. Concordia defines directory information as the following:

- Name
- Address, phone & email
- Dates of attendance
- The fact of enrollment, and whether full-time, half-time or less than half-time
- Field(s) of study (major, minors, etc.)
- Degrees, honors and awards
- Number of credits earned, including class standing (i.e. freshman, sophomore, etc.)
- Thesis title/topic
- Status as a graduate teaching fellow and teaching assignment
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Photographs
- Concordia Identification Number

Concordia University's primary use of directory information is in writing press releases for students involved in music, drama, athletics or representing Concordia University in other public capacities.

The University may disclose directory information without the student's prior written consent. Students have the right to establish a confidentiality restriction on the release of their records, including directory information. Please note that such withholding requests are binding for all information to all parties other than for educational purposes. Students should consider all aspects of a directory exemption prior to filing such a request. Request for nondisclosure will be honored by the institution until a release form is filed by the student in the Office of the Registrar.

Students have a right to access and review their education records, subject only to reasonable time, place and manner restrictions. However, a student does not have the right to see:

- confidential letters of recommendation (those to which the student has waived access in writing),
- financial information of their parents,
- those items not defined as education records, or
- records that contain information on more than one student, in which case the student may see only those portions of the record that pertain to herself or himself.

## What about parents?

One area of FERPA that generates confusion is the right of a parent to access student record information. In this case, Oregon law applies as well as FERPA. Oregon law prohibits giving parents access to students' information except with the student's written consent.

Although FERPA is a federal law, it is written in such a way as to permit institutions to be more restrictive in some cases. Since FERPA is



permissive regarding parents' access to information, and Oregon law is restrictive, Oregon law is what prevails in this case.

Get more information concerning FERPA at [www.cu-portland.edu/academics/registrar/student-privacy](http://www.cu-portland.edu/academics/registrar/student-privacy) (<http://www.cu-portland.edu/academics/registrar/student-privacy>) and [www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html](http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa>) or contact the Registrar.

## Transcript Information

### Academic Credit Hour Definition

Concordia's unit of credit is the semester hour, normally granted for the satisfactory completion of a course meeting one period (50 minutes) per week for one semester. The primary role of the credit hour is to provide a reasonable and prudent proxy standard for student engagement and learning. Students can anticipate that one credit usually connotes 15 hours of course meeting time and 30 hours of outside or laboratory work over the semester. One credit in an online course can assume 30-45 hours of work for the semester.

A semester credit hour is defined as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two additional hours of student work each week for approximately fifteen weeks for one semester of credit; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities of instructional delivery and design modes including asynchronous delivery, hybrid delivery, laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A unit of undergraduate academic credit is awarded to a student upon the successful completion of an approved instructional course, or by the demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes that is the equivalent to that provided by an approved instructional course.

For asynchronous and hybrid delivery methodologies, one unit of undergraduate academic credit shall be determined by:

1. demonstration of competency, demonstration of proficiency, or fulfillment of learning outcomes as judged by the appropriate faculty to be equivalent to a traditionally defined unit of undergraduate credit, or
2. what is judged by the appropriate faculty to be equivalent to a time commitment of three hours per week for an average student.

Unless otherwise noted, the term "credit" in this catalog refers to a semester credit hour.

### Quarter vs. Semester Credits

Colleges and universities that operate on a semester system award semester credit. Concordia University awards semester credit. To convert quarter credits to semester credits, multiply the number of quarter credits by 0.67 as in this chart:

### Quarter to Semester Credit Conversion Chart

Quarter	Semester
5	3.350
4	2.680
3	2.010
2	1.340
1	0.670

### Course Numbering System

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

Graduate courses carry a 500, 600, or 700 number, this includes Law and Doctoral courses. Courses in the 800 sequence are awarded limited graduate seminar credit\*, and are designed to meet professional development needs. Continuing Education courses, awarded CEUs only, will carry the CEU prefix.

Courses that have an "E" (e.g., BA 399E) are experimental courses.

Courses that have an "H" (e.g. WR 121H) are offered through Concordia's undergraduate Honors Program.

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

### Dean's List

Undergraduate students who attain a grade point average of 3.50, with a minimum of 12 graded credits (Quality Hours Attempted) for a semester, are placed on the Dean's list and receive notification on their transcript.

### Grades and Quality Points

Academic work is evaluated each semester according to the following scale (grades are never rounded, only truncated):

Grade	Quality Points/Semester Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7

F	0.0
AU - Audit	None
CIP - Course In Progress*	None
L - Incomplete*	None
N - No Count*	None
NP - No Pass*	None
P - Pass*	None
RD - Registrar Delay	None
W - Withdraw**	None
X - No Basis For Grade	None

\* See the Grade Modes section in this catalog for more information.

\*\* See the Course Withdrawal Policy section in this catalog for more information.

## Transcript vs. Diploma

A "transcript" and a "diploma" are two separate, but interrelated, documents:

1. **Transcript:** the university's documentation of the student's academic performance.  
It will list, among other things, classes taken, grades, credit hours, major(s), and minor(s). Most importantly, it will note the date on which the student's degree was awarded. It is the student's responsibility to make sure the transcript is up to date and accurate before using it for any important purposes. Unofficial transcripts may be accessed through the student's MyCU account. Official copies may be ordered at: [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>)
2. **Diploma:** a ceremonial document the student receives in the mail 8-10 weeks after the date a degree has been awarded (which may be different than the date of Commencement—see Graduation vs. Commencement for more information).  
If there is an error on the printed diploma, the student may contact Concordia's Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)), follow their instructions for updating the incorrect information, and then order a replacement diploma. Visit [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>) for ordering instructions and fees.

# CONCORDIA UNIVERSITY UNDERGRADUATE INFORMATION & PROGRAMS

## Programs of Study – Undergraduate

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

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

- Facilitate the personal pursuit of understanding in the quest for meaning and answers to life's ultimate questions.
- Assist in cultivating a better understanding of the religious character of others. Students develop their skills in communicating intelligently and compassionately with people from other religious and secular cultures. Failure to understand others, especially their religious symbols and world views, has caused untold grief in this country and abroad.
- Encourage all students to adopt an attitude of service to church, society, and the world. This attitude of service is directly related to the fundamental faith commitments, ethical insights, and perspectives of the Christian faith in a Lutheran academic tradition.
- Encourage a hopeful stance toward the possibilities of resolving personal, societal, and world problems through an active faith life of Concordia's graduates.

## Undergraduate Majors

- Accounting (B.A.)
- Biology (B.A.)
- Business Administration (B.A.)
- Education - Early Childhood (B.S.)
- Education - Elementary Education (B.A.)
- Education - Secondary Education (B.A.)
- Exercise & Sport Science (B.S.)
- General Studies (A.A.)
- Health Care Administration (B.S.)
- Homeland Security & Emergency Management (B.S.)
- Long Term Care Administration (B.S.)
- Marketing (B.A.)
- Nursing (BSN)
- Pre-Nursing (A.A.)
- Psychology (B.A.)
- Religion (B.A.)
- Social Work (B.A. and B.S.)
- University Studies (B.A.)

+++ See the Addendum to this catalog for information on the discontinuation of the Art, Gender Studies, Global Studies, History, Literature, and Music Minors beginning Fall 2019.

## Undergraduate Minors

### Introduction

Undergraduate students may choose to complete a minor as part of their bachelor's degree. A minor must be selected from a discipline other than that of one's major. There are additional minors available to Exercise and Sport Science (ESS) majors. Consult the ESS program information for details.

### Policies

#### Academic Standing Policy

The Academic Standing Policy found at Academic Standing Policies – Undergraduate applies to all minors.

#### Course Overlap Policy

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

#### Transfer of Credit

No more than 50% of credits toward a major, minor or concentration may be awarded through transfer credit. See *Majors, Minors, Concentrations, and Certificates* under Academic Information and Policies for an explanation of the difference between majors, minors, and concentrations.

### List of Minors

- Art
- Biology
- Business Administration
- Chemistry
- Communication Studies
- Computer Information Systems
- Exercise & Sport Science
- Gender Studies
- Global Studies
- Health Care Administration
- History
- Homeland Security & Emergency Management
- Literature
- Mathematics (General)
- Music
- Psychology
- Religion
- Social Work
- Spanish
- Sport Coaching
- Sports Management

### Art Minor (18 credits)

ART 141	DIGITAL IMAGING	2
AS 181	DRAWING STUDIO	1
ART 311	ART HISTORY I	2

ART 313	ART HISTORY II	2
ART 314	NON-WESTERN ART TRADITIONS	2
or ART 322	ART IN CONTEMPORARY SOCIETY	
ART 301	COMPUTER GRAPHIC DESIGN	2
ART 202	TWO DIMENSIONAL DESIGN	2
ART 302	THREE DIMENSIONAL DESIGN	2
Choose three 1-credit Studio courses from the following:		3
AS 191	CERAMICS STUDIO	
AS 199	WATERCOLOR STUDIO	
AS 271	LIFE DRAWING	
AS 281	PAINTING STUDIO	
Total Credits		18

For more information on the Art Minor, contact the Fine Arts Department in the College of Arts & Sciences.

### Biology Minor (14 credits)

A 14-credit Biology minor is available for students who have selected a major outside the Biology field.

BIO 211	GENERAL BIOLOGY I	4
BIO 212	GENERAL BIOLOGY II	4
Upper division Biology electives (6 credits)		6
Total Credits		14

More information about the Biology Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/biology>).

### Business Administration Minor (17 credits)

This 17-credit minor is available for all CU students who are not pursuing majors provided by the School of Management (SOM) with the exception of the Homeland Security & Emergency Management (HSEM) program. Contact the School of Management for more information.

BA 101	INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 260	PRINCIPLES OF ORGANIZATIONAL MANAGEMENT	3
Upper division Business electives BA, MKT, ACT, or SPT (6 credits) <sup>1</sup>		6
Total Credits		17

<sup>1</sup> Must be department approved. All prerequisites for courses must be satisfied

More information about the Business Administration Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/school-management/undergraduate-programs/business>).

### Chemistry Minor (16 credits)

This 16-credit minor is available for all CU undergraduate students who are not pursuing a Chemistry major.

CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I	4

CHM 414	BIOCHEMISTRY I	4
Total Credits		16

More information about the Chemistry Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/chemistry>).

### Communication Studies Minor (15 credits)

WR 305	JOURNALISM	3
WR 305 repeated as NEWSPAPER		3
ENG 348	FILM AND LITERATURE	3
HST 331	MEDIA AND CULTURE IN AMERICA	3
MKT 360	PRINCIPLES OF MARKETING	3
Total Credits		15

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

### Computer Information Systems Minor (15 credits)

CIS 230	COMPUTER AND SOFTWARE DEVELOPMENT FUNDAMENTALS	3
CIS 232	FRONT-END WEB DEVELOPMENT	3
CIS 334	DATABASE AND SQL	3
CIS 336	TECHNOLOGY PROJECT MANAGEMENT	3
CIS 450	COMPUTER INFORMATION SYSTEMS CAPSTONE	3
Total Credits		15

For more information on the CIS Minor, contact the School of Management.

### Exercise & Sport Science Minor (18 credits)

This 18-credit Exercise and Sport Science Minor is available for all CU undergraduate students who are not pursuing an ESS major.

BIO 264	INTRODUCTION TO HUMAN ANATOMY	4
or BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	
ESS 250	INTRODUCTION TO EXERCISE SCIENCE	2
Choose 12 credits from the following:		12
ESS 330	FIRST AID AND CPR	
ESS 340	PREVENTION AND CARE OF ATHLETIC INJURIES	
ESS 360	SOCIAL RESPONSIBILITY AND DIVERSITY IN SPORTS AND EXERCISE	
ESS 370	PRINCIPLES OF COACHING	
ESS 384	FOUNDATIONS OF MOVEMENT	
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	
ESS 464	NUTRITION FOR EXERCISE AND HUMAN PERFORMANCE	
ESS 474	KINESIOLOGY	
ESS 484	EXERCISE PHYSIOLOGY	
ESS 494	EXERCISE PRESCRIPTION AND PROGRAMMING	



SPT 461	PRINCIPLES OF SPORTS, RECREATION, AND WELLNESS MANAGEMENT	
Total Credits		18

Additional minors are available to ESS Majors. More information about the ESS Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/exercise-and-sport>).

### Gender Studies Minor (15 credits)

WR 303	RHETORICAL APPROACH TO LITERATURE AND CULTURE	3
ENG 342	WOMEN'S HISTORY AND LITERATURE	3
ENG 343	GENDER, RACE AND LITERATURE	3
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE	3
ENG 355	AFRICAN LITERATURE	3
Total Credits		15

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

### Global Studies Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing a Global Studies major.

GS 201	OUR GLOBAL WORLD	3
GS 301	GLOBAL POLITICS, IDENTITY, AND COMMERCE	3
GS 302	GLOBAL HUMAN ISSUES	3
Complete an additional 6 credits from the course offerings listed in the four themes within the Global Studies major		6
Total Credits		15

More information about the Global Studies Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/global-studies>).

### Health Care Administration Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing an HCA major.

HCA 301	THE NATION'S HEALTH	3
HCA 321	LEADERSHIP AND BEHAVIOR IN HEALTH CARE	3
HCA 331	HEALTH CARE REIMBURSEMENT	3
HCA 431	HEALTH CARE POLICY	3
Choose one additional HCA course (3 credits)		3
Total Credits		15

More information about the HCA Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/degree-completion-programs/healthcare-administration>).

### History Minor (16 credits)

This 16-credit minor is available for all CU undergraduate students who are not pursuing a History major.

HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203	EUROPE SINCE 1789	
HST 215	AMERICAN CIVILIZATION I	3
or HST 216	AMERICAN CIVILIZATION II	
HUM 488	DEPARTMENTAL SEMINAR	1
Upper division History electives (9 credits)		9
Total Credits		16

More information about the History Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/history>).

### Homeland Security & Emergency Management Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing an HSEM major.

HSEM 301	INTRODUCTION TO HOMELAND SECURITY	3
HSEM 315	RISK ASSESSMENT, ANALYSIS, AND IMPACT	3
HSEM 332	SOCIAL AND POLITICAL ROOTS OF TERRORISM	3
HSEM 335	CYBER SECURITY	3
HSEM 360	EMERGENCY PREPAREDNESS AND MANAGEMENT	3
Total Credits		15

More information about the HSEM Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/school-management/homeland-security-and-emergency-management>).

### Literature Minor (16 credits)

ENG 231	AMERICAN LITERATURE I	3
or ENG 232	AMERICAN LITERATURE II	
ENG 222	BRITISH LITERATURE I	3
or ENG 223	BRITISH LITERATURE II	
Choose nine credits from the following:		9
ENG 310	WORLD DRAMA	
ENG 315	THE WORLD NOVEL	
ENG 321	SHAKESPEARE	
ENG 337	THE SIXTIES IN ITS OWN WRITE	
ENG 342	WOMEN'S HISTORY AND LITERATURE	
ENG 343	GENDER, RACE AND LITERATURE	
ENG 348	FILM AND LITERATURE	
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE	
ENG 355	AFRICAN LITERATURE	
ENG 363	THE EUROPEAN NOVEL	
ENG 462	THE HERO	
ENG 480	RELIGION AND LITERATURE	
Choose one of the following:		1
HUM 488	DEPARTMENTAL SEMINAR	
ENG 217	LITERARY JOURNAL I	
Total Credits		16

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this

catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

### Mathematics (General) Minor (15 credits)

MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
Upper division Math electives (4)		4
<b>Total Credits</b>		<b>15</b>

For more information on other programs offered by the Math & Science Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

### Music Minor (15 credits)

MUS 101	FUNDAMENTALS OF MUSIC	2
MUS 102	MUSIC THEORY I	2
MUS 121	MUSIC APPRECIATION	2
MUS 142	AURAL SKILLS I	1
Choose two of the following:		4
MUS 351	CONDUCTING I	
MUS 261	MUSICAL COMPOSITION	
MUS 265	MUSIC TECHNOLOGY	
MUS 364	CHRISTIAN HYMNS AND LITURGY	
MUS 422	CHRISTIAN MUSIC, WORSHIP, AND SPIRITUALITY	
Music Performance courses (MUP) representing at least two different areas (4 credits)		4
<b>Total Credits</b>		<b>15</b>

For more information on the Music Minor, contact the Fine Arts Department in the College of Arts & Sciences.

### Psychology Minor (14 credits)

This 14-credit Psychology minor is available for all CU undergraduate students who are not pursuing a Psychology major.

PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
Choose two of the following (1 credit each):		2
PSY 251	WEEKEND SEMINAR	
PSY 288	DEPARTMENTAL SEMINAR	
PSY 451	WEEKEND SEMINAR	
PSY 488	DEPARTMENTAL SEMINAR	
Upper division Psychology electives (9 credits)		9
<b>Total Credits</b>		<b>14</b>

More information about the Psychology Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/psychology>).

### Religion Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing a Religion major.

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT <sup>1</sup>	3
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or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 304	SYSTEMATIC THEOLOGY	3
Religion electives (9 credits) <sup>2</sup>		9
<b>Total Credits</b>		<b>15</b>

<sup>1</sup> Choose one not taken as a general education requirement

<sup>2</sup> Including at least 6 credits at the 300 level or above

More information about the Religion Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/religion-degree>).

### Social Work Minor (12 credits)

This 12-credit minor is available for all CU undergraduate students who are not pursuing a Social Work major.

SCW 251	INTRODUCTION TO SOCIAL WORK	3
SCW 351	HUMAN BEHAVIOR IN SOCIAL ENVIRONMENTS	3
Choose two courses from the following:		6
SCW 321	SOCIAL WORK INTERVIEWING	
SCW 352	SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS	
SCW 353	SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS	
SCW 354	SPIRITUAL AND CULTURAL DIVERSITY IN SOCIAL WORK PRACTICE	
SCW 363	BSW SKILLS IN ADDICTION, MENTAL HEALTH, INTERPERSONAL VIOLENCE, AND CRISIS	
SCW 399	INTERNATIONAL STUDY TOUR	
<b>Total Credits</b>		<b>12</b>

More information about the Social Work Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/social-work>).

### Spanish Minor (12 credits)

Twelve (12) credits in Spanish. Six (6) credits must be upper division.		12
<b>Total Credits</b>		<b>12</b>

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

### Sport Coaching Minor (15.5 credits)

This 15.5-credit Sport Coaching Minor is available for non-ESS majors only. A 12-credit ESS Sport Coaching Minor is available for ESS and ESS Pre-PT majors only. See the ESS Program section of this catalog for more information.

ESS 240	INTRODUCTION TO PREVENTION AND CARE OF ATHLETIC INJURIES	2
ESS 330	FIRST AID AND CPR	0.5
ESS 352	SPORT SKILL ANALYSIS	3
ESS 370	PRINCIPLES OF COACHING	2
ESS 384	FOUNDATIONS OF MOVEMENT	4

ESS 397	COACHING FIELD EXPERIENCE	1
ESS 422	PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY	3
Total Credits		15.5

More information about the ESS Program is available in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/exercise-and-sport>).

### Sports Management Minor

BA 101	INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION	4
SPT 461	PRINCIPLES OF SPORTS, RECREATION, AND WELLNESS MANAGEMENT	3
SPT 462	SPORTS, RECREATION, AND WELLNESS MARKETING	3
SPT 463	SPORTS, RECREATION, AND WELLNESS FINANCING AND SPONSORSHIP	3
SPT 464	LEGAL AND ETHICAL ISSUES IN SPORTS, RECREATION, AND WELLNESS MANAGEMENT	3
Total Credits		16

For information on additional management programs, contact the School of Management.

## Cooperative Education Programs

### Air Force and Army ROTC

Under a cooperative agreement with the University of Portland, Concordia University students may participate in the Air Force Reserve Officers Training Corps (AFROTC) (<https://www.up.edu/afrotc>) or Army Reserve Officers Training Corps (AROTC) (<https://www.up.edu/armyrotc>) program offered on the University of Portland campus, a sister Oregon Alliance of Independent Colleges and Universities (OaICU) (<https://oaicu.org>) school. ROTC is available to men and women with a minimum of two years of college remaining. Scholarships are available on a competitive basis for those who qualify. Most ROTC credits earned are accepted as transfer credits to meet Concordia University's total credit requirements for graduation. Students work with University of Portland staff and faculty to satisfy ROTC program requirements. Likewise, students will work with their Concordia University academic advisor to ensure completion of CU program requirements. For more information, view the program descriptions on the University of Portland web site via the links above or contact the Concordia University Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)).

### Clark College Co-Admission

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

To be eligible for co-admission, students must be in pursuit of an Associate of Arts degree, an Associate of Science degree, or a degree program that is formally articulated between the two institutions. Co-admission students must meet current Concordia admission

requirements. Transfer students must have successfully completed a minimum of 18 quarter or 12 semester transferable credits from an accredited U.S. institution.

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

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

### OaICU Cross Registration

A full-time undergraduate student may take one course per semester (fall or spring semesters only) at no additional tuition cost at one of the neighboring institutions in the Oregon Alliance of Independent Colleges and Universities (OaICU) (<https://oaicu.org>) as those courses are available and approved. Generally, only courses not available on the home campus may be selected. Cross registration is initiated by application through the CU Registrar.

### Portland Community College (PCC) Dual Admission

For students interested in attending Concordia University and Portland Community College (<https://www.pcc.edu>), Tillamook Bay Community College (<http://tillamookbaycc.edu>), or Columbia Gorge Community College (<https://www.cgcc.edu>), the schools have partnered in a dual admission arrangement that is designed to reduce barriers, promote smooth transitions between institutions, and assure that student success is optimized. Students taking advantage of the partnership have increased curricular choices and are able to tailor their educational experiences to fit personal goals, preferences, and needs.

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

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

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

### Simultaneous Enrollment in the Concordia University System

With the approval of the two campuses involved, a Concordia-Portland student can study for up to one year at another participating Concordia campus within the Concordia University System (<https://cus.edu>) without transferring, submitting transcripts, or complex paperwork. The academic credits earned are entered on the student's transcript at their "home" Concordia. Eligibility rules apply and inquiries should be directed to the Visiting Student Coordinator in the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)).

# Admission – Undergraduate

## Freshman Admission

### Academic Preparation

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

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

### Admission Criteria – Freshman

Concordia University offers an Early Action admission plan for Freshmen, with a deadline of November 15. After the Early Action period closes, Concordia uses a rolling admission process, reviewing applications in the order in which they are received. During rolling admission, an admission decision is generally made within two weeks of the completion of the application process. Application to Concordia University is available online at [www.applytocu.com](http://www.applytocu.com) (<http://www.applytocu.com>). Also, Concordia University is part of the Common Application for Undergraduate Admission and accepts applications through their website found at [www.commonapp.org](http://www.commonapp.org) (<http://www.commonapp.org>). High school graduates and college transfer students with fewer than 12 semester or 18 quarter credits may be eligible for freshmen admission, provided they fulfill and submit the following materials:

- **Application** – The undergraduate application for admission is available online at: [www.applytocu.com](http://www.applytocu.com) (<http://www.applytocu.com>).
- **Transcripts** –
  - Applicants may submit official high school transcripts as early as the completion of their junior year.
  - Following high school graduation, the final official transcript must be submitted.
  - If the applicant has taken college-level coursework while in high school or after high school graduation, all official college transcripts must be sent to Concordia University in a sealed envelope.
- **Admission essay** – Applicants are required to submit one essay. There are three different options for fulfilling this requirement.
  - a. Students may submit a written response to the admission essay question included in the online application process.
  - b. Students may request the essay portion of the SAT exam to be used to fulfill this requirement.
  - c. Students applying through the Common Application may use the common admission essay to fulfill this requirement
    - Students applying to the nursing program must submit an essay on why they want to be a nurse.
- Students applying to the Honors Program must submit an essay answering the prompt found in the current Honors Program (<http://www.cu-portland.edu/admission/undergraduate/honors/how-apply-honors-program>) Handbook.
- **Letters of Recommendation** – Applicants must submit two letters of recommendation (at least one teacher/professor recommendation). Letters of recommendation are confidential and not available to students. A letter of recommendation form can be found on the website.
- **Standardized tests scores** – The SAT or ACT may be taken to fulfill this requirement. Applicants may take standardized tests more than one time. The Office of Admission will accept the highest score on a given test for admission decision and merit scholarship.
- **GED students** – High school students completing their secondary education through a GED program must earn a passing score of 145 or above on all tests. GED students are eligible for academic merit scholarships and will need to meet with an admission counselor to convert GED scores for the purpose of determining merit eligibility. GED students must complete all other documentation required for admission.
- **Home-schooled students and students graduating from non-accredited high schools** – Applicants must submit official high school transcripts provided by the person responsible for instruction and completion of degree. Home-schooled students are eligible for academic merit scholarships and will need to meet with an admission counselor to assist in determining merit eligibility. All students must complete required documentation for admission.
- **Earning college credit while in high school** – Running Start (Washington residents), College Advantage, Early College Credit, College Now, and other high school programs allow students to earn college credit while attending high school. Students who are taking college-level courses as part of their high school diploma program may receive college transfer credit for courses completed. Students may still apply as freshmen for the purpose of receiving freshmen-level financial aid and scholarships. All transferable college-level coursework will be applied to their degree at Concordia University upon approval from the Office of the Registrar. Running Start students who complete their Washington transfer degree (Associate in Arts & Sciences - Direct Transfer Agreement [DTA]) will receive transfer credit for all CU general education requirements that are (a) non-major specific, (b) non-CU specific, (c) non-religion and (d) are lower division courses. Applicants, who graduate from high school, then attend a community college or university and earn more than 12 semester credits, will need to apply to Concordia University as a transfer student. See the Transfer Student tab above for more information.
- **Math Placement Evaluation** – Entering students who have not completed their Concordia general education mathematics requirement must take Concordia's Math Placement Evaluation, administered by the Math/Science Department. Students may take the online Math Placement Evaluation only one time. If a student chooses to dispute their evaluation results, they may request a supervised retake of the evaluation which will be administered by the Math & Science department. Students will be placed in Math courses at Concordia based on the Math & Science department's assessment of their transcripts and Math Placement Evaluation results.



## Transfer Student Admission

### General Transfer Policy

To students pursuing a first bachelor's degree, the Office of Admissions awards transfer credit according to the guidelines discussed here. The Admissions Office and the Registrar reserve the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by their regional accrediting association for colleges and universities, provided that such credits have been earned through university-level courses appropriate to the student's degree program at Concordia University (CU). Exceptions are noted under Notable Restrictions on Transfer Credit and Courses Receiving No Credit.

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

### Admission Criteria – Transfer Student

Applicants with more than 12 semester or 18 quarter credits from an accredited college or university are considered transfer students. Transcripts are reviewed by the Registrar to confirm transferability of completed coursework. Concordia University uses a 2:3 ratio to translate quarter credits into semester credits. See the conversion chart below.

To receive admission, transfer students must fulfill and submit the following materials:

- **Application** – Available online at: [www.applytocu.com](http://www.applytocu.com) (<http://www.applytocu.com>).
- **Transcripts** – Official transcripts of all completed and in-progress coursework from each college previously or currently attended.
- **Letters of Recommendation** – Applicants must submit two letters of recommendation (at least one teacher/professor recommendation). Letters of recommendation are confidential and not available to students. A letter of recommendation form can be found on the website.
- **Math Placement Evaluation** – Entering students who have not completed their Concordia general education mathematics requirement must take Concordia's Math Placement Evaluation, administered by the Math/Science Department. It is highly recommended that transfer students who have only completed 100-level mathematics courses at a community college take the Math Placement Evaluation for proper placement in math courses. Students may take the online Math Placement Evaluation only one time. If a student chooses to dispute their evaluation results, they may request a supervised retake of the evaluation which will be administered by the Math & Science department. Students will be placed in Math courses at Concordia based on the Math & Science department's assessment of their transcripts and Math Placement Evaluation results.

Freshman and transfer students may apply online for free. (This is limited to one time only). Go online to [www.applytocu.com](http://www.applytocu.com) (<http://www.applytocu.com>).

### Alternative Credit Options

#### *College Credit Taken While in High School*

Earning college credit earned through College Advantage, Early College Credit, College Now, BacPac, Running Start (State of Washington residents), and other similar college courses while attending high school is guided by the following parameters:

Students who are taking college level courses as part of their high school diploma program may receive college transfer credit for courses completed. Students may still apply as freshmen for the purposes of receiving freshmen-level financial aid and scholarships. All transferable college-level coursework will be applied to their degree at Concordia University upon approval from the Office of the Registrar. Running Start students will receive transfer credit for all CU General Education Requirements that are (a) non major specific, (b) non-CU specific, (c) non-religion, and (d) are lower division courses. Applicants, who graduate from high school, then attend a community college or university and earn more than 12 semester credits, will need to apply to Concordia University as a transfer student.

#### *Advanced Placement (AP) / International Baccalaureate (IB)*

Concordia University recognizes Advanced Placement (AP) and International Baccalaureate (IB) credit. The Office of the Registrar evaluates these for transfer purposes.

#### *CLEP and other Credit by Exam*

Concordia University grants a maximum of 45 credits from CLEP (<https://clep.collegeboard.org>) (College Level Examination Program). Information regarding minimum score requirements, allowable credits, and approved exams are available from the Office of the Registrar.

For credit by examination for independent study completed outside a formal educational setting, are also available from the Office of the Registrar.

Office of the Registrar: Email (preferred) [registrar@cu-portland.edu](mailto:registrar@cu-portland.edu) or call 503-280-8510.

#### *Military Credit*

Concordia University recognizes that many service personnel have taken specialized training during their military careers in addition to their regular duty work. In some cases, specialized military training can translate into college credit and thus contribute toward degree completion. Concordia will transfer a maximum of 45 credits from military transcripts. Concordia will transfer a maximum of 45 credits combined between military and CLEP (see above).

### Block Transfer of General Education Requirements

Concordia University recognizes the following Block Transfer Degrees as clearing all General Education Requirements except REL 401 and HUM 351.

- Associate of Arts Oregon Transfer (AAOT)
- Associate of Science Oregon Transfer for Business (ASOTB)
- The Washington Transfer Associate of Arts (WTAA) also known as the Direct Transfer Agreement (AA-DTA and AS-DTA)
- The California Associate of Arts Degree for Transfer or any associate's degree if the Intersegmental General Education Transfer Curriculum (IGETC) requirements or the CSU General Education Breadth requirements have been met.

Students who have earned an approved transferable associate's degree may need to complete prerequisite courses for their major. Students

will also have to complete the Admit To Major process for their desired program.

Students who hold an Associate Degree in Nursing are not admissible to the accelerated or traditional BSN program at Concordia.

Students who have a bachelor's degree from a regionally accredited or ABHE accredited college or university may pursue a second bachelor's degree at Concordia University in accordance with the University Requirements for earning a second bachelor's degree.

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

## Class Rank

A student's class rank is determined by the total number of credits awarded by CU or via transfer, not by the number of years of college study or by the completion of an associate's degree. The ranking is as follows:

- Freshman – A student who has earned 29.9 or fewer credits in courses numbered 100 or above
- Sophomore – A student who has earned 30-59.9 in courses numbered 100 or above
- Junior – A student who has earned 60-89.9 in courses numbered 100 or above
- Senior – A student who has earned 90 or more credits in courses numbered 100 or above

Satisfying CU graduation requirements depends not only on the number of semester credits completed—a minimum of 124 for most programs—but also on completing all College and major requirements. See specific program information for details.

## Transfer Credit Evaluation

Determination of how and what credit will transfer to Concordia University from another institution is facilitated by the Office of the Registrar in consultation with College Deans, Department Chairs, and the faculty.

The information recorded on the transfer credit evaluation, including the transfer of credits and the transfer GPA, becomes part of the student's permanent record at CU. If a student applies to an academic program with special admission requirements, transfer coursework and the transfer GPA will be considered.

The evaluation is not an official transcript. The official CU transcript that is sent out to other institutions includes the transfer GPA and a detailed listing of the transfer credit CU awarded. Transfer grades are not included in CU GPA although they do factor into the cumulative GPA.

### Credit Acceptance Standards

- Transferable credits intended to satisfy requirements in the student's academic program, other than general education credits, must be graded "C" or better.
- Credits that are 10 years old or older may fulfill pertinent course requirements, but will not be incorporated into the cumulative GPA.

### Notable Restrictions on Academic Credit

+++ See Addendum 2 to this catalog for clarification of the Transfer Credit Limit Policy.

### Transfer Credit Limit

The University allows a maximum of 60 credits of lower-division transfer coursework to be applied toward a CU degree. Of the 124 credits required for graduation from the University (some majors require more than 124), a maximum of 60 lower-division transfer credits are allowed. Once a student is enrolled at CU, if the lower division credit exceeds 60, there will be a difference between the "total credits earned" and the "total credits allowed" under the Summary of Transfer Credit following the Transcript Analysis.

Additionally, a maximum of 60 total transfer credits are allowed toward the 124 credit total. The University-wide residence requirement states that 30 of the last 45 credits must be taken "in residence" while enrolled as a matriculated student. Therefore, a student transferring 135 or more credits must complete a minimum of 45 more credits in residence at CU.

### Out of Sequence Courses

Credit is not awarded for prerequisite courses in mathematics or foreign languages completed after a more advanced course has been completed. For example, students will not be awarded credit for Spanish 102 if taken after Spanish 103.

### Courses Receiving No Credit

Concordia University reserves the right to deny credit for courses that are not compatible with those offered in its baccalaureate degree programs. Some general categories of courses never receive transfer credit—or, in some instances, receive credit on a restricted basis only (see items marked with an asterisk in the list that follows). Examples of courses that receive no credit include:

- Courses considered below college level (usually numbered below 100).
- Repeated course or courses with duplicate subject content.
- Coursework earned at an institution that did not hold at least candidacy status with its regional accrediting association when the coursework was taken.
- Mathematics courses considered below college level, including basic math, business math and beginning and intermediate algebra.
- Courses offered for non-credit continuing education units (CEU).
- Remedial English (for example, but not limited to: reading, vocabulary development, grammar, speed reading, or any courses that are preparatory to an institution's Freshman Composition course).
- Courses providing instruction in English as a Second Language (100-level or above).\*
- Examinations offered by the College Level Placement Program (CLEP).
- Remedial courses in any academic discipline (100-level and above).
- Non-academic/vocational technical courses.

\* For non-native speakers of English, up to 6 credits may be awarded for completion of all levels of an English Language School and a minimum score of 525 on the TOEFL-PBT exam.

### Appeal Procedure

If some courses do not transfer and the student questions a decision, the student should consult the Office of the Registrar. Further appeal can be directed to the Office of the Provost.

## Quarter vs. Semester Credits

Colleges and universities that operate on a semester system award semester credit. Concordia University awards semester credit. To convert quarter credits to semester credits, multiply the number of quarter credits by 0.67 as in this chart:

### Quarter to Semester Credit Conversion Chart

Quarter	Semester
5	3.350
4	2.680
3	2.010
2	1.340
1	0.670

## Applying Transfer Credit to Degree Requirements

Before a student first registers for classes at Concordia University, they should meet with an academic adviser to plan a program of study. The advisor determines how the transfer credits shown on the transfer-credit evaluation may be used to meet CU degree requirements.

## Residency Requirement

To earn a first or subsequent baccalaureate degree from Concordia, a student must complete 30 of the final 45 credits required for graduation as a matriculated student at Concordia University-Portland.

## International Student Admission

### General Information

International students are welcome to apply to Concordia University. Students from diverse backgrounds, perspectives, and cultures enhance the Concordia University community and individual classroom experience.

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

An international applicant is a student who will enter or is in the United States on an F-1 student visa.

### International Admission Criteria – Freshman Applicants

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

- **Transcripts**
  - **From high schools:** Applicants may submit high school transcripts as early as the completion of their junior year, however a copy of the final official transcript must be submitted following high school graduation.
  - **From colleges:** If the applicant has taken college-level course work outside of the United States while in high school or after high school graduation, all official college transcripts must be sent to a pre-approved transcript evaluation agency (<https://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>)

and an evaluation report must be sent to Concordia's Office of Admission.

- **GPA:** The required minimum cumulative GPA is 2.5. The submitted GPA may be weighted if the student has taken honors, AP, IB, or A-level courses.
- **English Proficiency:** A score which is no more than two years old from one of the following:
  - TOEFL (Test of English as a Foreign Language) minimum requirements:
    - 71 – Internet-based
    - 195 – Computer-based
    - 525 – Paper-based
  - IELTS (International English Language Testing System) minimum requirement: 6.0
  - ELS Language Centers ([www.els.edu](http://www.els.edu) (<http://www.els.edu>)) – Successful completion of the final level
  - NOTES:
    - Concordia's TOEFL code is 4079
    - Freshman applicants attending an American high school, or citizens of countries where English is the native language are required to take the SAT-I or the ACT in lieu of the TOEFL. Minimum scores accepted are:
      - ACT – 18 [Concordia's ACT code is 4079]
      - SAT-I Critical Reading section – 480 [Concordia's SAT code is 3458]
    - Other testing may be acceptable or an English proficiency test score may be waived if a student attended their last two years of school in the United States, Canada (English-speaking provinces), the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa. Contact the International Admission Office ([internationalprograms@cu-portland.edu](mailto:internationalprograms@cu-portland.edu)) for more information.
- **Letters of Recommendation:** Two (2) letters of recommendation from people who know the applicant's academic record well (for example, a school teacher, Registrar, or Principal) and who is not related to the applicant.
- **Admission essay:** Applicants are required to submit one essay. There are three (3) options for fulfilling this requirement:
  - submit a written response to the admission essay question included in the online application process;
  - request the essay portion of the SAT exam be used to fulfill this requirement; or
  - when applying through the Common Application process, submit the response given for the common admission essay question.

### International Admission Criteria – Transfer Applicants

International applicants with more than 12 semester or 18 quarter credits from an accredited college or university are generally considered transfer students. Concordia University is a semester-based university and uses a 2 to 3 ratio to translate quarter credits into semester credits. Transferable credits intended to satisfy requirements in the student's academic program, other than general education credits, must be graded "C" or better. Credits earned at an international institution may fulfill pertinent course requirements but will not be incorporated into the cumulative GPA.

To receive admission, international transfer applicants must fulfill the following minimum criteria:

- **Transcripts**
  - **From Non-U.S. Institutions:** All official college transcripts from institutions outside the United States must be sent to a pre-approved transcript evaluation agency (<https://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>) and an evaluation report must be sent to Concordia's Office of Admission for review.
  - **From U.S. Institutions:** All official college transcripts from U.S. institutions must be sent to Concordia's Office of Admission. They will be reviewed by Concordia's Office of the Registrar to confirm transferability of completed coursework.
- **GPA:** The required minimum cumulative GPA is 2.5.
- **English Proficiency:** A score which is no more than two years old from one of the following:
  - TOEFL (Test of English as a Foreign Language) minimum requirements:
    - 71 – Internet-based
    - 195 – Computer-based
    - 525 – Paper-based
  - IELTS (International English Language Testing System) minimum requirement: 6.0
  - A cumulative GPA of 2.5 in freshman English composition courses equivalent to Concordia University's WR 121
  - ELS Language Centers ([www.els.edu](http://www.els.edu)) – Successful completion of the final level
- **NOTES:**
  - Concordia's TOEFL code is 4079
  - Other testing may be acceptable or an English proficiency test score may be waived if a student attended their last two years of school in the United States, Canada (English-speaking provinces), the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa. Contact the International Admission Office ([internationalprograms@cu-portland.edu](mailto:internationalprograms@cu-portland.edu)) for more information.
- **Recommendations:** Two (2) letters of recommendation
- **Admission Essay:** An essay of approximately 500 words stating purpose of study

Students transferring a student visa from another school within the U.S. must submit copies of:

- a completed *International Student Transfer Recommendation Form*
- the student's current I-20

## International Undergraduate Application Process

The above stated criteria for admission as Freshman Applicants or Transfer Applicants must be met. Additionally, international applicants must also:

- Complete and submit the *Certificate of Immunization* form (required by Oregon state law). Students will not be allowed to attend classes if the form has not been received by Health Services.
- Complete and submit the *Health History Form*.
- Provide proof of health and repatriation insurance (must be submitted before starting classes)

To receive an I-20, an international student must submit the following;

- A *International Statement of Financial Guarantee* form, completed by the student or student's financial sponsor, and supporting bank statements, dated within 6 months of the program start date, showing that there are sufficient funds to pay for tuition, fees, and living expenses for one academic year.
- A copy of the picture and registration page of the student's passport.<sup>1</sup>

<sup>1</sup> For students bringing dependents to the U.S., a copy of each dependent's passport and proof of financial support must also be received.

## International Undergraduate Admission Decision

Upon receipt of the above documents, the candidate for admission will be considered for acceptance. Upon acceptance to the University, a non-refundable deposit of 300 USD is required for enrollment confirmation. Upon registration, the fee will be applied to the student's tuition account.

Note: Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

## Concordia's Institution Codes for Standardized Tests

- ACT – 3458
- SAT – 4079
- TOEFL – 4079

## Other Admission Processes

- Non-matriculating Students
- Re-Admission to Concordia University

## Non-matriculating Students

Students who do not wish to pursue a degree but are interested in taking courses must complete the online application (<https://www.cu-portland.edu/your-higher-education-journey-starts-here-apply-now>) as a non-matriculating student. Non-degree students must demonstrate sufficient academic qualifications and required degree level for the courses for which they wish to register and course prerequisites must be satisfied as stated in the catalog. No more than nine credits may be taken per term and undergraduate registration is through the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)) (graduate registration is done in the Department). Once a student desires to pursue a degree, the full application process must be completed. Payment for courses is due at time of registration.

## Re-Admission to Concordia University

- Undergraduate students who were in good academic standing when they left Concordia may resume their studies in the following way:
  - Students who wish to return within one academic year (three terms) may contact the advising office to re-enroll and continue their previous academic roadmap.
  - Students who have been absent for one academic year (three terms) or more must complete the online application for admission, and will be subject to any changes in admission requirements, program requirements, and tuition increases. Institutional scholarships, Concordia Grants, and Concordia Merit Awards at the time of initial admission are subject to change upon re-admission.
- Students who were academically dismissed from Concordia and wish to resume their education should obtain instructions by contacting the Scholastic Standards Committee at: [ssc@cu-portland.edu](mailto:ssc@cu-portland.edu).



If re-admitted, the student will be placed on academic probation until the minimum GPA requirements are met for the program they are entering. All re-admitted undergraduate students may take a maximum of 12 credits during the first term of re-admittance.

All students must submit official transcripts for any coursework taken at other institutions during their absence.

All students will be notified electronically or in writing of their re-admission status.

All previous course work at Concordia University remains part of the permanent record for students who have been re-admitted, and the cumulative GPA includes all prior grades.

## Contact Information

### Concordia's Office of Admission

**Phone:** 503-280-8501 or toll free at 1-800-321-9371

**Email:** admission@cu-portland.edu

**Fax:** 503-280-8531

**Mailing Address:** 2811 NE Holman Street, Portland, OR 97211

**Physical Location:** Concordia House - First Floor

**Website:** <https://www.cu-portland.edu/admission>

### Submission of Application Material:

1. Please be sure the first and last names of the applicant appear on all application materials.
2. Concordia must receive ALL items from the applicant before the application will be considered for review, including transcripts.
3. Materials may be submitted (preferably in one packet) using one of the following methods:
  - a. Scan and email to [applicationmaterials@cu-portland.edu](mailto:applicationmaterials@cu-portland.edu)
  - b. Fax to 503-280-8531
  - c. Mail to:
 

Office of Admission  
Concordia University  
2811 NE Holman Street  
Portland, OR 97211

*NOTE:* Application materials submitted during the admission process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

## Tuition, Fees, and Financial Assistance – Undergraduate

### Tuition Information

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

#### Audit Tuition

- Matriculated Student: \$315 per credit
- Non-Matriculated Student: \$210 per credit

#### Bachelor of Arts (B.A.) & Associate of Arts (A.A.) Tuition

- Tuition for .5 to 5.5 credits: \$499 per credit
- Tuition for 6.0 to 11.5 credits: \$1,053 per credit
- Tuition for 12-18 credits: \$15,790 per semester \*

- Tuition for credits in excess of 18 credits/semester: \$499 per credit \*
- Tuition for CTE Certificate Program: \$484 per credit
- Tuition for Off-Campus Summer Term Field and/or Experiential Courses: \$250 per credit
- Tuition for courses in the Summer Bridge Program: \$100 per credit

Students who opt to pay their tuition on a monthly payment plan are assessed a fee. See the *Deferred Payment Plan Fee* information for the current fee amount.

### Bachelor of Science (B.S.) Tuition

#### Accelerated Bachelor of Science in Nursing (ABSN)

- Tuition for .5 to 5.5 credits: \$499 per credit
- Tuition for 6.0 to 11.5 credits: \$1,053 per credit
- Tuition for 12-18 credits: \$15,790 per semester \*
- Tuition for credits in excess of 18 credits/semester: \$499 per credit \*

#### All other Bachelor of Science Programs

- Tuition: \$499 per credit

Students who opt to pay their tuition on a monthly payment plan are assessed a fee. See the *Deferred Payment Plan Fee* information for the current fee amount.

### Tuition for Honored Citizens

- Tuition: \$65 per credit
- The "Honored Citizen Rate" applies to individuals age 62 and over who are not matriculating towards a degree at Concordia University. These individuals may take ONE course per semester at the rate stated above. This course may be audited or taken for academic credit. Persons utilizing this program are responsible for the cost of books, course materials, and/or any special course fees in addition to tuition. These students may take seats in the class only as they are available over and above the seats taken by matriculating students. This discount will be applied during the three weeks prior to the beginning of the term, and decisions on class availability are made by the Registrar. The "Honored Citizen Rate" applies only to regularly-scheduled and taught courses that have sufficient enrollment, and does not apply to concurrent enrollment at another school, Independent or Directed Study, private lessons, or tutoring.

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\* Students taking the following types of courses may be eligible for a tuition adjustment if the course brings their overall enrollment over 18 credits. Students will be charged the standard block rate.

- Music
- PAC
- LDR courses required for students in positions of leadership: RA's, ASCU President, Secretary, Treasurer, etc. (i.e., those positions which are commissioned at the formal opening ceremony for the academic year, generally held at St. Michael's Lutheran Church.)

## Fee Information

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

### Campus Dining and Housing Fees

#### Campus Dining Fees

100% Declining Balance Program

- Cavalier Plan - Premium Base: \$2,830 (+ \$100 bonus = \$2,930 Buying Power) per semester
- Advantage Plan - Main Base: \$2,685 (+ \$50 bonus = \$2,735 Buying Power) per semester
- Navy Plan - Lower Base: \$2,295 (- \$115 fee = \$2,180 Buying Power) per semester
- Commuter Plan: \$500 (+ \$40 bonus = \$540 Buying Power) per semester
  - This plan is only available to commuter students and juniors/seniors living in apartment housing.
- Mandatory Apartment Plan: \$100 per semester (included in Campus Housing Fee) (no bonus)
- Voluntary Apartment Plan: \$1,360 per semester (no bonus)
  - This plan is the minimum requirement for sophomores under 21 in apartments. It is available to all others in apartments as well as commuters.
- Voluntary ELS Session Plan: \$220 per session/month (no bonus)

- Residence Hall: \$250
- K Street: \$500

The Campus Housing Fee includes a student-assessed fee of \$30 per semester for Residence Life activities and programs.

Requests to cancel a housing contract after it is signed must be received in writing or by email to Housing ([housing@cu-portland.edu](mailto:housing@cu-portland.edu)) before May 1 for the following academic year. Cancellation of the housing contract on or after May 1st, will result in a \$250 Cancellation Fee.

\* Apartment rates include a per-semester (fall and spring only) Declining Balance plan for apartment residents to use in the Dining Hall, Cav Corner, or Café 1905. See *Mandatory Apartment Plan* under Campus Dining Fees above.

### Deferred Payment Plan Fee

Students who opt to pay their tuition on a monthly payment plan are assessed a fee of \$35 per term.

### Deposits

- **Tuition Deposit:** The Tuition Deposit of \$300 is due after Admission acceptance and ensures class registration. Refundable until May 1 for the following academic year.
- **Housing Deposit:** The Housing Deposit of \$250 ensures housing placement and serves as damage deposit. Refundable. See Campus Housing Fees below.

### Graduation Fee

A graduation fee will be applied to the student's account once the Graduation Application is processed.

This is a processing fee and is required of all students who are graduating, regardless of their intent to participate in a commencement ceremony.

- Degree Students: \$100
- Certificate Students: \$50

### Late Payment Fee

A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

### Miscellaneous Fees

#### Student Activity Fee

Sanctioned by the Associated Students of Concordia University (ASCU), this fee supports student publications, clubs, and activities:

- B.A., BSN, and A.A. Programs
  - Students enrolled full-time: \$80 per semester
  - Students enrolled for between 6 and 11.5 credits per semester: \$40 per semester
- B.S. Programs (except BSN): \$40 per semester<sup>1</sup>

#### Student Health Services Fee

- All full-time undergraduate students: \$45 per semester<sup>1</sup>

#### Technology & Blackboard Portfolio Fee

All students enrolled in an undergraduate or graduate program that does not have an online counterpart are assessed a combined technology and portfolio fee that is utilized to provide state-of-the-art instructional technology, provide equitable access to technology resources at Concordia University, maximize the impact of both student-owned and

Traditional hall resident students under 21 must purchase a full meal plan each semester. Full meal plans include the Cavalier, Advantage, and Navy Plans.

Off-campus students and students living in campus apartments may purchase full meal plans through Student Affairs. Visit [SodexoMyWay \(https://cuportland.sodexomyway.com\)](https://cuportland.sodexomyway.com) for details or email [housing@cu-portland.edu](mailto:housing@cu-portland.edu).

### Campus Housing Fees

- Elizabeth Hall, Neils Hall, Weber Hall
  - Standard (2+ persons per room): \$2,520 per semester
  - Single: \$2,520 per semester
- East Hall
  - Suite (2+ persons per room): \$2,520 per semester
  - Suite (Single): \$2,520 per semester
  - 2 Bedroom Apartment: \$2,935 per semester\*
  - 4 Bedroom Apartment: \$2,935 per semester\*
- Coates (Holman) Apartments\*
  - \$2,935 per semester
- Concordia Place Apartments\*
  - Studio: \$3,595 per semester
  - 2 Bedroom: \$3,335 per semester
  - 3 Bedroom: \$3,335 per semester
  - 4 Bedroom: \$3,335 per semester
- K-Street Apartments\*
  - Studio: \$975 per month
  - Studio - Large: \$1,025 per month
  - Studio - Dbl Occupancy: \$513 per month
  - 1BR - Standard: \$1,285 per month
  - 1BR - Standard Dbl Occupancy: \$643 per month
  - 1BR - Large: \$1,335 per month
  - 1BR - Large Dbl Occupancy: \$668 per month
  - 2BR - Standard: \$1,850
  - 2BR - Standard Dbl Occupancy: \$925
  - 2BR - Large: \$1,875
  - 2BR - Large Dbl Occupancy: \$935
- Refundable Damage Deposit (Payable at the beginning of the student's first term living on campus)

institution-owned computing and information resources, and provide CU students with a competitive advantage.

- Students enrolled for between 0.5 and 5.5 credits: \$100 per semester
- Students enrolled for 6.0 or more credits: \$200 per semester

### Other Fees

- **Credit by Exam Fee:** A \$50 testing fee is required. If the student passes the exam, then an additional charge is assessed of: [(per-credit tuition rate) x (number of credits) x 33%] – \$50 testing fee previously paid
- **Independent Study or Directed Study Fees:** Students may arrange for independent study or directed study course work in accordance with existing academic policies. A flat fee of \$300 will be assessed to any course taught in either an independent study or directed study format. This course fee will be in addition to any tuition fee assessed for the number of credits enrolled.
- **Lab Fees:** refer to course descriptions and schedules
- **Prior Service Learning (SLE) Fee:** \$10 Service Learning Consultation and Placement fee (nonrefundable)
- **Private Music Lessons**
  - 1/2-hour lesson per week: \$450 per semester
  - 1-hour lesson per week: \$900 per semester

<sup>1</sup> Only assessed during Fall & Spring semesters

### Program-specific Fees

Some program have additional fees. See the program information for details.

### Transcript Fee

**Official Transcripts:** \$5 per copy. (Additional charges may apply when ordering paper copies.)

Visit [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>) for a current listing of options and pricing. Note: Paper transcripts are processed through the third-party entity, Parchment, Inc. Due to this, please note that emails from Parchment may be diverted to a "spam" folder.

**Unofficial Transcripts:** No charge.

Available online through the student's MyCU account: [mycu.cu-portland.edu](https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P_GenMenu?name=homepage) ([https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P\\_GenMenu?name=homepage](https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P_GenMenu?name=homepage)).

### Other Expenses

- Estimated cost of books: \$450 per semester
- More information may be found at: [www.cu-portland.edu/student-affairs/bookstore](http://www.cu-portland.edu/student-affairs/bookstore) (<https://www.cu-portland.edu/student-affairs/bookstore>)

## Tuition & Fees Policies

### Course Withdrawal Policy

In order to withdraw from a course, the student must submit a completed copy of the official withdraw request form, available from the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)).

Tuition and course fee refunds are processed based upon the length of each course and the date upon which the course is withdrawn. Refunds follow the below schedule:

Class Length (in weeks)	Add Period	Drop Period 100% Refund	Withdraw Period 50% Refund	Withdraw Period 25% Refund	Withdraw Period No Refund
5	1st Week	1st Week	2nd Week	N/A	3rd Week
8	1st Week	2nd Week	3rd Week	4th Week	5th Week
15	2nd Week	2nd Week	3rd Week	4th Week	9th Week

- Courses less than 5 weeks in length can be dropped before the course starts for 100% refund. Once the course starts, no refund is available.
- "Drop" indicates course will not be recorded on transcript. "Withdraw" indicates course will be recorded on the transcript.
- Deadlines fall on Friday or next business day in the event of a holiday.

The date utilized in the above calculations is the date on which the student submits a completed copy of the official withdraw request form.

### Deployment or Unexpected Withdrawal Policy

The Concordia University refund policy provides prorated refunds for dropped or withdrawn courses within the applicable deadlines posted on the Academic Calendar (<https://www.cu-portland.edu/academics/registrar/academic-calendar>). If a student is called to active duty military service they may be eligible for exceptions to these posted deadlines.

- Students called to active duty should contact all of their professors to arrange for final grades to be issued or for assignment of incompletes as appropriate (see University policy on incomplete grades for more information).
- If arrangements for a final grade or incomplete are not possible (in some or all courses), Concordia University will drop the course(s).
- Any refund (full or partial) of tuition and fees will be determined for applicable courses upon verification of circumstances. Students must make a written request for an exception to the standard withdrawal policy. NOTE: all exceptions will be deliberated within the constraints of the U.S. Department of Education's Federal Student Aid Title IV policies.
- A copy of general active duty orders containing an issue date and effective date will be expected as a form of documentation.
- The student must submit documentation and proof to the Office of Student Accounts & Veteran Benefits (Luther Hall 200 or [vets@cu-portland.edu](mailto:vets@cu-portland.edu)) to discuss available options.

### Financial Aid Implications

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

- If withdrawal from all courses within a given term occurs prior to completing more than 60% of the term, financial aid will be prorated according to the federal Return of Title IV Funds policy (<http://www.cu-portland.edu/admission/financial-aid/policies>). Courses withdrawn during this period may have a transcript record.
  - NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.
- If withdrawal from all courses within a given term occurs after completing more than 60% of the term, there will be no adjustment for financial aid. Courses withdrawn during this period will have a transcript record.
- To begin the process of withdrawing from all courses within a given term, a student must contact an academic advisor.

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

- If, due to a withdrawal, a student's course load disqualifies them for all or part of previously awarded financial aid, that portion of financial aid may be returned to its payment source (federal student loan, financial aid, personal resources, scholarships, etc.).
- NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.

## Payment Policy

Students are required to make full payment of fees or enter into a deferred payment agreement on or before the first day of the term. Students will not be permitted to attend classes until financial arrangements have been completed. A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

The following are considered payments:

- Cash, check, money order, or payments made by VISA, American Express, Discover, Diners Card, or MasterCard.
- Student loan proceeds that have been received by Student Accounts. Students must apply for loans at least six weeks prior to the beginning of an academic term to ensure that their loan proceeds are received by the university before classes begin.
- Scholarships and grants awarded by Concordia's Financial Aid Office.
- A letter of financial guarantee from a sponsoring embassy or agency.

Please note:

- A service charge of up to \$35 per semester is assessed to participate in a monthly deferred-payment program. Additional information regarding terms of this program can be obtained from Student Accounts.
- Failure to make satisfactory payment arrangements may result in withdrawn academic registration.
- No student will be permitted to register for a semester of study with a past due balance. Diploma, transcripts, employment placement credentials, and grades will be withheld until payment is made in full.
- If a student's account becomes delinquent, the student agrees to give Concordia University permission to seek legal remedy including, but not limited to, identifying and contacting present and future employers to receive information for purposes of collection of the debt. Collection fees, attorneys' fees, and other collection costs will be paid by the student.
- Upon registering for classes at Concordia University, each student is obligated to pay tuition and fees, and agrees to, and is bound by, the payment policy described above.

## Tuition Assessment and Refund Policy

Concordia University's Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Because many classes do not meet regularly throughout an entire term, it is important for students to know which term their classes are in so that they know when tuition is due and when a tuition refund is available. Tuition is always due on the first day of the term. Students should contact their Academic Advisor or Program Director to verify their particular term information.

## Financial Assistance Information

- Basis for Student Financial Aid
- Eligibility for Aid
- How to Apply for Financial Aid
- Primary Types of Financial Aid
  - Veterans Education Benefits
- Satisfactory Academic Progress (SAP) for Financial Aid

### Basis for Student Financial Aid

The primary responsibility for paying for a college education belongs to students and to the families of dependent students. However, Concordia realizes that most students and families are not able to pay the full cost of attending private universities such as Concordia. The CU financial aid programs help or assist to make up that difference between what families should reasonably be expected to provide and the total cost of attending Concordia. Each year, Concordia provides aid to over 90% of eligible students.

### Eligibility for Aid

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

### How to Apply for Financial Aid

Concordia requires that all students applying for financial aid file a Free Application for Federal Student Aid (FAFSA) each year. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) (<http://www.fafsa.ed.gov>). Concordia University's Title IV school code is 003191.

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

### Primary Types of Financial Aid

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

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



A complete listing of all available financial aid can be found on the Concordia University website at <https://www.cu-portland.edu/admission/financial-aid>.

### **Veterans Education Benefits**

Academic programs offered at Concordia are approved by the Oregon State Approving Agency. Veterans and other persons eligible for educational benefits may complete the education benefit application on the VA's website <https://benefits.va.gov/gibill/>. Students will receive confirmation (Certificate of Eligibility or CoE) from the VA regarding eligibility for education benefits. It is the student's responsibility to send a copy of the CoE to Concordia University's School Certifying Official in the Finance Office before benefits can be processed. Please note: a copy of the qualifying veteran's DD-214 is also required for those no longer on active duty or for those students receiving Dependent Education Assistance (Chapter 35) benefits. Any veteran applying to receive GI Bill® benefits while attending Concordia University is required to obtain transcripts from all previously attended schools and submit them Concordia for review of prior credit. More information is available on [www.cu-portland.edu/student-affairs/finance-office/veterans-benefits](http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits) (<http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits>).

### **Satisfactory Academic Progress (SAP) for Financial Aid**

*Revised Feb. 2018 - Effective beginning with 2018-2019 Academic Year*

#### **Undergraduate**

All students receiving financial assistance from the University, State Scholarship Programs, or Federal Student Aid Programs must maintain Satisfactory Academic Progress for Financial Aid. Quality and quantity of work is reviewed each semester. Undergraduate students will be expected to complete 67% of attempted credit hours each term with both a term and cumulative GPA of 2.0 or better. In addition, a minimum cumulative GPA of 2.0 must be earned by the time they have earned the equivalent of 60 semester credit hours. Students in baccalaureate programs must complete their program within 186 attempted credits, and students in associates programs must complete their credits within 93 attempted credits. Earned credits include those courses graded as "A", "B", "C", "D", or "P". Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If you fall below this scale or have an insufficient number of credits earned at the end of each term, you will be placed on Financial Aid Warning for the next term. During the Warning term, you must raise your GPA to the required level and/or remove the deficiency in credits earned or your aid will be revoked until the required GPA or credits earned is reached. Appeals for Financial Aid Revoke may be addressed to the Director of Financial Aid. Students who have been re-instated after being revoked are considered to be on Financial Aid Probation and must meet specific requirements to continue to receive aid. Students who have been academically dismissed are automatically revoked from financial aid and if re-instated to the institution through appeal, may also need to appeal their financial aid status. Appeals received within the first 3 weeks of the term will be considered for that term. A student receiving a 0.0 GPA for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

#### **Graduate (except Accelerated M.Ed.)**

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. For most graduate programs, students must maintain a 3.0 term and cumulative GPA as well as successfully

complete at least 67% of attempted courses. Law students must maintain a 2.0 term and cumulative GPA. Financial Aid Satisfactory Academic Progress is measured at the end of each term. Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. Students who fall below these requirements for the first term will be placed on Financial Aid Warning. These students must meet academic progress requirements the next term. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended will automatically be placed on Financial Aid Revoke status and will need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

Certain programs and scholarships may have more stringent criteria for meeting the conditions of the program/scholarship.

#### **Graduate – Accelerated M.Ed.**

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. Financial Aid Satisfactory Academic Progress is measured at the end of each term. For the accelerated M.Ed. graduate program, students must maintain a 3.0 term and cumulative GPA as well as successfully complete at least 67% of attempted courses. Courses graded as "F", "NP", "I", or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended due to the University Academic Standing policy will automatically be placed on Financial Aid Revoke status and may need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

#### **Reestablishing eligibility (for all programs)**

When a student's appeal has been denied or they have already been granted one appeal and failed to meet SAP standards during the probationary term, the student must reestablish eligibility for aid. The process for reestablishing eligibility is that a student must satisfactorily complete a term at full-time or equivalent (i.e. two terms at half-time enrollment) with the minimum required GPA without the benefit of Federal funding in order to reapply for aid. It is permissible for students to utilize private loan funds during a term that they are reestablishing eligibility. Simply sitting out or not attending a term does not reestablish eligibility for Federal aid purposes.

For more information on SAP, contact Concordia's Office of Financial Aid (<https://www.cu-portland.edu/admission/financial-aid>) at [finaid@cu-portland.edu](mailto:finaid@cu-portland.edu) or 503-280-8514. For Online M.Ed. or Ed.D. (<https://>

education.cu-portland.edu/affordability): 1-888-244-5140. For Law (https://law.cu-portland.edu/admission-financial-aid): 208-639-5444.

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 https://benefits.va.gov/gibill/.

## Academic Information and Policies – Undergraduate

The student is responsible to become familiar with the regulations of the university, in particular the requirements for graduation, and to assure that these requirements are met.

## Academic Standing Policies – Undergraduate

### Good Academic Standing

In order to remain academically eligible for enrollment, and in good academic standing, an undergraduate student must maintain a minimum cumulative and term grade point average (GPA) of 2.00. Students failing to achieve the minimum term and/or cumulative GPA at the end of each semester, including summer, are automatically placed on Academic Probation or are dismissed. (See Academic Probation / Dismissal section below.)

### Academic Probation / Dismissal

A student is placed on academic probation when their term GPA drops below a 2.0 in any semester. Eligibility to participate in co-curricular activities while on probation will be determined by the student's advisors in consultation with the co-curricular activity liaison.

A student is academically dismissed when their term GPA drops below a 2.0 for two consecutive semesters or if they are on academic probation and their term GPA drops below a 2.0.

If the students cumulative GPA drops below a 2.0, and their term GPA is above a 2.0, the student will remain on academic probation until their cumulative GPA is above a 2.0.

All students have the right to appeal an academic dismissal. (See *Academic Dismissal Appeal Process* below). If a student appeals their academic dismissal and is granted re-entry to the university they will be placed on academic probation and must earn a minimum term GPA of 2.0 or higher in the first term of re-admittance. If the student fails to earn a minimum term GPA of 2.0 in their first term of re-admittance they will be dismissed from the university. If a student is readmitted, they will be placed on academic probation, and remain on probation, until they obtain a cumulative GPA of 2.0. Should the students term GPA drop below the minimum of 2.0 while on academic probation the student will be dismissed from the university.

All readmitted students can take a maximum of 12 semester credits during the first term of re-admittance. In addition, during their probation semester, readmitted students will be required to adhere to the conditions of re-admittance as defined by the Scholastic Standards Committee.

## Academic Dismissal Appeal Process

All students have the right to appeal academic dismissal through the Scholastic Standards Committee. Instructions on how to petition will be communicated to all dismissed students, but may also be obtained by contacting [ssc@cu-portland.edu](mailto:ssc@cu-portland.edu).

## Co-Curricular Eligibility

Eligibility of students that are on academic probation who wish to participate in co-curricular activities such as student government, music, or athletics will be determined in consultation with the student's advisor and activity director, unless the activity has special eligibility requirements. In addition, if the student is subsequently dismissed and readmitted, the student is not eligible to participate in the co-curricular activities until they are back on good academic standing.

## Re-Admission to Concordia University

- Undergraduate students who were in good academic standing when they left Concordia may resume their studies in the following way:
  - Students who wish to return within one academic year (three terms) may contact the advising office to re-enroll and continue their previous academic roadmap.
  - Students who have been absent for one academic year (three terms) or more must complete the online application for admission, and will be subject to any changes in admission requirements, program requirements, and tuition increases. Institutional scholarships, Concordia Grants, and Concordia Merit Awards at the time of initial admission are subject to change upon re-admission.
- Students who were academically dismissed from Concordia and wish to resume their education should obtain instructions by contacting the Scholastic Standards Committee at: [ssc@cu-portland.edu](mailto:ssc@cu-portland.edu). If re-admitted, the student will be placed on academic probation until the minimum GPA requirements are met for the program they are entering. All re-admitted undergraduate students may take a maximum of 12 credits during the first term of re-admittance.

All students must submit official transcripts for any coursework taken at other institutions during their absence.

All students will be notified electronically or in writing of their re-admission status.

All previous course work at Concordia University remains part of the permanent record for students who have been re-admitted, and the cumulative GPA includes all prior grades.

## General Education Requirements

### Student Core Competencies Goals and Objectives

The liberal arts core is designed to give students a broad understanding of the world in a progressive environment that integrates the best of learning theory and technology. Concordia has designed its general education curriculum to provide students with the following:

1. **Christian Engagement & Values Competency:** Students make a difference in the civic life of their communities (society) developing the combination of knowledge, skills, values and motivation to make that difference through a Christian (Lutheran) perspective.
2. **Critical & Creative Thinking Competency:** Students are skilled observers who can comprehensively explore their world (issues,

ideas, artifacts and events), formulate meaningful questions, consider alternative perspectives and propose creative solutions.

- Communication Competency:** Students understand the complexities of dynamic human exchange (written and oral) and effectively express their responses through a variety of communication media.
- Quantitative Reasoning Competency:** Students understand and create sophisticated mathematical arguments using a variety of methods to solve real-world problems in a variety of formats.
- Integrative Learning Competency:** Students synthesize curricular and cocurricular experiences with a disposition to transfer learning to new, complex situations within and beyond the campus resulting in responsible leisure, vocational satisfaction and purposeful service.
- Intercultural Knowledge Competency:** Students possess a set of cognitive, affective and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- Lifelong Learning & Life Skills Competency:** Students engage in purposeful learning on an ongoing basis with the aim of improving personal knowledge, skills and competence beyond a required curriculum or degree program to live more productive and meaningful lives.

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

## Bachelor of Arts

### General Education Requirements – B.A.

#### Freshman (50 credits)

##### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
	or Lab Science	
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

##### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
	or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

##### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6

##### Studies in Arts & Sciences (18 credits)

	Natural Science	3
	Fine Arts	3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
	WR 30X (upper division Writing course)	3

Electives (6 credits) – at least three must be upper division credits outside major	6
<b>Total Credits</b>	<b>50</b>

#### Transfer Student (49 credits)

##### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
	Humanities	3
	Ex: Lit, World History, Music History	
	Physical Education	2
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	

SCI 110	INTRODUCTION TO SCIENCE	3
	or Lab Science	

##### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
	or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

##### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6

##### Studies in Arts & Sciences (18 credits)

	Natural Science	3
	Fine Arts	3
	WR 30X (upper division Writing course)	3
	Social Science	3
Electives (6 credits) – at least three must be upper division credits outside major		6

<b>Total Credits</b>	<b>49</b>
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Note: For students educated outside the U.S., in non-English speaking institutions, WR 107 ENGLISH COMPOSITION (ESL) is required. This course may be waived with a TOEFL-IBT score of 80 or a TOEFL-PBT score of 550 on exams completed within in the past two years.

#### Foreign Language Requirement – B.A.

Concordia University recognizes the inter-connectedness of the global community in which students live and understands that experiences in other languages and cultures prepare students to live and work in this increasingly diverse world. As such, every student in a B.A. degree program at Concordia will demonstrate experience with a second language as part of the general education requirements. Credit toward the meeting this requirement may be earned in the following ways:

- College credit from a regionally accredited institution
- CLEP Exam-Approved World Language exam with a minimum score of 50
- Credit given for successful completion of approved BYU Foreign Language Achievement Testing Service (FLATS) exam: <https://flats.byu.edu>
- Successful completion of an Advanced Placement (AP) Exam in an approved World Language with a minimum score of 3
- Foreign Language coursework at CU including: IST/SCI 230, IST 201, IST 202

6. International Baccalaureate (IB) score of 5 or more on the High Level exam in the Language Acquisition category
7. Approved *Foreign Language Waiver Request* from the College of Arts & Sciences showing one of the following:
  - a. Passed four (4) years of high school-level foreign language
  - b. Attended two (2) years of high school in a language other than English with a minimum GPA of 2.00
  - c. Has a *Seal of Literacy*

## Notes:

- This requirement may be met through experiences with more than one language.
- The items in the list above meet the General Education foreign language requirement, but do NOT necessarily substitute for academic credit.
- Participating in a Study Abroad program does NOT automatically fulfill the foreign language requirement. Contact the College of Arts & Sciences for more information.

## Bachelor of Science

### General Education Requirements – B.S.

- Freshman Student
- Transfer Student

#### Freshman Student (35)

Click on course number to see description and credit amount

Freshman Foundation (15)		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
Spiritual Formation (6)		
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (9)		
Social Science 3		
WR 30X (upper division Writing course)		3
Electives (3)-Must be upper division credits outside major		3
Total Credits		35

#### Transfer Student (31 credits)

Click on course number to see description and credit amount

Transfer Foundation (14 credits)		
WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		

Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
Spiritual Formation (6 credits)		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
Intercultural Experiences (5 credits)		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Studies in Arts & Sciences (6 credits)		
Social Science		3
Writing above WR 121		3
Total Credits		31

Note: For students educated outside the U.S., in non-English speaking institutions, WR 107 ENGLISH COMPOSITION (ESL) is required. This course may be waived with a TOEFL-iBT score of 80 or a TOEFL-PBT score of 550 on exams completed within in the past two years.

## Associate of Arts

### General Education Requirements – A.A.

#### Freshman and Transfer Student (28 credits)

Communications		
WR 121	ENGLISH COMPOSITION	3
ENG 202	INTRODUCTION TO SPEECH	2
Fine Arts		
Fine Arts courses		2
Humanities		
HUM 152	HOW THE WEST CAME TO BE	3
HUM 288	DEPARTMENTAL SEMINAR	1
Mathematics		
MTH 110	MATH FOR LIFE	3
Natural Sciences		
Lab Science Electives		3
Physical Education		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
Religion		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
Religion electives		2
Social Sciences		
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
Social Sciences electives <sup>1</sup>		1
Total Credits		28

<sup>1</sup> Includes economics, geography, US history, political science, psychology, and sociology



Note: The College of Arts & Sciences has the right to change the requirements of this program at any time.

The Associate of Arts in Pre-Nursing has specific General Education requirements to fit the unique needs of that program. Please visit the program page for details.

For students educated outside the U.S., in non-English speaking institutions, WR 107 ENGLISH COMPOSITION (ESL) is required. This course may be waived with a TOEFL-iBT score of 80 or a TOEFL-PBT score of 550 on exams completed within in the past two years.

## Honors Program

### Overview Information

#### Introduction

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

- provide an academic challenge for gifted and highly motivated students;
- raise the academic profile of the student body and model the notion of Concordia University as a vibrant learning community;
- serve as a pilot venue for innovative pedagogical methods and new technologies that will benefit all students;
- encourage students to take advantage of leadership opportunities on campus; and
- provide extra-curricular activities that are intellectually and socially enriching, activities open to members of the Concordia community from all colleges and majors.

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

#### Desired Student Outcomes

In addition to meeting Concordia University's General Education Core Competencies in a distinguished manner, the Honors Program seeks to create a community of learners in the following ways. The Honors Program will:

- promote complex critical thinking skills, including the ability to appreciate paradox and irony;
- develop highly-crafted communication skills in a variety of modes of communication that embody the notion that learning is a dialogical activity;
- model the idea of servant leadership, incorporating the highest ethical ideals of the university;
- exemplify the principle of experiential learning both inside and outside the classroom (e.g., using the community as an organic part of classes and extra-curricular activities, known as the NCHC *City as Text*™ concept);
- enhance awareness of citizenship in the Global Village and promote involvement in social justice activities;

- promote disciplined learning as well as synthesis of information from a variety of academic fields; and
- envision learning as a natural human endeavor and promote curricular and extra-curricular learning opportunities across all colleges and majors.

#### Co-Curricular Activities

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

#### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from the Honors Program and receive the "Honors Program Graduate" designation on their diploma, must:

1. Maintain a cumulative grade point average of 3.25 or higher in all college courses
2. Successfully complete at least:
  - a. 24 Honors credits when entering the program as a Freshman
  - b. 20 Honors credits when entering the program as a Sophomore
  - c. 14 Honors credits when entering the program as a Junior
3. Successfully complete HON 489 HONORS CAPSTONE EXPERIENCE during the senior year
4. Participate in a range of extracurricular Honors program activities
5. Meet once a year with the Director of the Honors Program to discuss academic and social progress and plans for the future.

#### Honors Program Handbook

For more information, refer to the Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>).

### Honors Program Admission

- Incoming Freshman
- Current Concordia Students
- Transfer Students
- Non-Honors Students in Honors Classes

#### Incoming Freshmen

Admission to the Honors Program is highly competitive and the number of positions available is limited to 25 incoming freshmen each year. The applications receiving highest consideration by the Honors Admissions Committee will be complete and submitted early. Students should submit their application for the Honors Program no later than May 1 for consideration for fall semester admission.

Incoming freshmen students will be invited to participate in the Honors Program if they meet the following minimum test score and GPA standards:

- 1240 combined SAT (1725 in the old scoring system) or 26 ACT and
- 3.65 high school GPA (weighted) on a 4.0 scale

Freshman applicants must meet all requirements as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to the Honors Program must:

- Submit a personal essay (see Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>) for the current prompt)
- Submit at least two letters of recommendation, one of which should specifically address admission into the Honors Program and be written by a teacher who has had the student in class.

Admission decisions will be based on academic record, test scores, personal essay and letters of recommendation. The Honors Faculty Committee, which reviews all Honors applications, seeks to select students who show promise of fulfilling Concordia University's Mission Statement.

Freshman students, accepted to the Honors Program, will receive the Honors Scholarship. See the Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>) for amount details. Eligibility for renewal of the Honors Scholarship depends on maintaining a cumulative GPA of 3.25, full-time status as a student at CU, and making normal progress towards graduating with a total of at least 24 Honors credits.

## Current Concordia Students

Current Concordia students who have achieved sophomore or junior status and have at least a 3.5 cumulative GPA on a 4.0 scale for all college-level courses may apply to the Honors Program. Current Concordia student applicants must:

1. Complete an Honors Program application form (available from Honors Program Director (<https://www.cu-portland.edu/admission/undergraduate/honors/honors-program-director>))
2. Provide a current transcript
3. Submit a personal essay (see current Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>) for the prompt)
4. Submit two letters of recommendation from full-time Concordia faculty members who have had the student in class, one of which should specifically address admission into the Honors Program.

Current students, accepted to the Honors Program, may be eligible for the Honors Scholarship. See the Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>) for amount details. Eligibility for renewal of the Honors Scholarship depends on maintaining a cumulative GPA of 3.25, full-time status as a student at CU, and making normal progress towards graduating with a total of at least 20 credit hours of Honors courses (entering the program as a sophomore) or 14 credit hours of Honors courses (entering the program as a junior). Note: Current student admission is subject to space availability in the program.

## Transfer Students

Transfer students who enter Concordia with sophomore or junior status and have at least a 3.5 cumulative GPA on a 4.0 scale for all college-level courses may apply to the Honors Program by submitting:

1. Complete an Honors Program application form (available from Honors Program Director (<https://www.cu-portland.edu/admission/undergraduate/honors/honors-program-director>))
2. Provide a current transcript
3. Submit a personal essay (see current Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>) for the prompt)
4. Submit two letters of recommendation from faculty members at a previous college/university who have had the student in class, one of which should specifically address admission into the Honors Program.

Transfer students, accepted to the Honors Program, may be eligible for the Honors Scholarship. See the Honors Program Handbook (<http://www.cu-portland.edu/sites/default/files/pdf/Honors%20Program%20Handbook%202018-19.pdf>) for amount details. Eligibility for renewal of the Honors Scholarship depends on maintaining a cumulative GPA of 3.25, full-time status as a student at CU, and making normal progress towards graduating with a total of at least 20 credit hours of Honors courses (sophomore transfers) or 14 credit hours of Honors courses (junior transfers). Note: Transfer student admission is subject to space availability in the program.

## Non-Honors Students in Honors Classes

Current Concordia students who are not members of the Honors Program may enroll in individual Honors courses upon the approval of the course instructor(s) and the Honors Program Director (<https://www.cu-portland.edu/admission/undergraduate/honors/honors-program-director>).

## Curricular Requirements

Honors courses seek ways to challenge students with creative pedagogical methods and assignments appropriate to the workload for the credits earned. Students may choose from a number of courses to fulfill general education requirements.

### List of Honors Courses

ART 121H	ART APPRECIATION - HONORS	3
HUM 152H	HOW THE WEST CAME TO BE - HONORS	3
HUM 288H	DEPARTMENTAL SEMINAR - HONORS (Topics vary by term. May be repeated with unique topics.)	1
or HUM 488H	DEPARTMENTAL SEMINAR - HONORS	
HUM 351H	CHALLENGES OF GLOBAL DIVERSITY - HONORS	3
MTH 231H	RESEARCH & STATISTICAL TECHNIQUES - HONORS	3
or PSY 231H	RESEARCH & STATISTICAL TECHNIQUES - HONORS	
MUS 121H	MUSIC APPRECIATION - HONORS	2
PSY 201H	PRINCIPLES OF PSYCHOLOGY - HONORS	3
REL 211H	HISTORY AND LITERATURE OF THE OLD TESTAMENT - HONORS	3
REL 221H	HISTORY AND LITERATURE OF THE NEW TESTAMENT - HONORS	3
REL 371H	WORLD RELIGIONS - HONORS	2
REL 401H	FAITH FOR LIFE - HONORS	3
SCI 112H	ENVIRONMENTAL SCIENCE - HONORS	3
WR 121H	ENGLISH COMPOSITION - HONORS	3
One of the following may be used to meet the General Education writing requirement:		3

WR 303H	RHETORICAL APPROACH TO LITERATURE AND CULTURE - HONORS	
WR 304H	CREATIVE NON-FICTION: ART OF THE ESSAY - HONORS	
WR 305H	JOURNALISM - HONORS	
WR 307H	SCIENCE WRITING - HONORS	
HON 488	HONORS SEMINAR	1
HON 489	HONORS CAPSTONE EXPERIENCE	1

### Suggested Courses by Year – Non-Nursing Majors

Freshman			Credits
Semester 1	Credits	Semester 2	Credits
WR 121H	3 ART 121H		3
REL 211H or 221H*	3 HUM 152H		3
	PSY 201H		3
	6		9
Sophomore			Credits
Semester 1	Credits	Semester 2	Credits
MUS 121H	2 MTH 231H or PSY 231H*		3
HUM 288H, 488H, or HON 488	1 WR 303H, 304H, 305H, or 307H*		3
	3		6
Junior			Credits
Semester 1	Credits	Semester 2	Credits
Consider a semester abroad this year.		SCI 112H (offered alternating years)	3
HUM 351H	3		
REL 371H	2		
	5		3
Senior			Credits
Semester 1	Credits	Semester 2	Credits
HON 489**	1 REL 401H		3
	1		3

Total Credits: 36

### Suggested Courses by Year – Nursing Majors

Due to the nature of the Nursing major, an Honors student in the Nursing program will take 23 credit hours of Honors courses in their first two years and the 1 credit hour Honors Capstone Seminar their Senior year. Nursing students will need to work closely with an academic advisor to ensure the necessary 24 hours of Honors credits are taken, especially when AP or transfer hours are used to fill any General Education or Honors Program requirements. Honors students majoring in Nursing are urged to take Honors courses at the following points in their academic preparation:

Freshman			Credits
Semester 1	Credits	Semester 2	Credits
WR 121H	3 HUM 152H		3
REL 211H or 221H*	3 PSY 201H		3
	MTH 231H or PSY 231H**		3
	6		9
Sophomore			Credits
Semester 1	Credits	Semester 2	Credits
HUM 351H	3 WR 303H, 304H, 305H, or 307H*		3
REL 371H	2 REL 401H		3
	5		6

Semester 1	Credits
HON 489**	1
	1

Total Credits: 27

\* Offered on a rotation basis

^ Plan accordingly as this may need to be scheduled in Spring of Sophomore year

\*\* Successful completion required in order to receive "Honor Program Graduate" designation on diploma

## Contact Information

### Honors Program

Dr. Erin Mueller, Director

George R. White Library &amp; Learning Center - 315A

503-493-6206

emueller@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/honors-program/](http://catalog.cu-portland.edu/undergraduate/honors-program/)WEBSITE: <https://www.cu-portland.edu/admission/admission-requirements/freshmen/honors>

## Short Term Programs

### Field Studies Programs

Concordia University has joined its sister college, Concordia University in Austin, Texas, in offering an ongoing series of field courses in a variety of interesting locations throughout the world and the United States. Past field courses have focused on the biology, geology, ecology, and/or anthropology of such places as Belize, the Pacific Northwest, the Grand Canyon, Hawaii, and the world-famous Malheur Wildlife Refuge in southeastern Oregon.

Students hike through tropical rain forests, camp out under the open sky, snorkel with sharks and rays in incredible blue oceans, or climb to the summit of Mayan temples. Guided by professors rich in knowledge of the area, students are challenged to explore vistas many never have the opportunity to see. Plans are for future field courses in the Russian Far East, Australia, and Costa Rica. Information may be obtained from the Chair of the Math & Science Department.

### Concordia Faculty-led Courses

Each year, faculty from Concordia organize and teach special courses to expose students to the places which make history, art, and culture come alive. Art History may be taught as a two-week course in Europe; and British Theater includes a two-week course in London. Visit the College of Arts & Sciences to learn about which programs are available for the next upcoming academic year.

## Study Abroad

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

at Concordia to consider which semester will best fit with their program requirements.

In addition to the programs listed, the Department of International Studies receives information from many other study abroad programs and can provide information about other options such as the Semester at Sea program. The International Studies office will work with students to facilitate application and assist with questions about transfer credits. Financial aid applies to most study abroad programs. Concordia students pay a program fee which generally includes tuition and housing. Students do not pay Concordia tuition in addition to the program fee for study abroad.

## Summer, Semester, or Year-long Programs

### GEO

Students can study at any of the following GEO sites for a year, a semester, or a summer and receive credit at Concordia.

**Get more information:** [geo.uoregon.edu](http://geo.uoregon.edu) (<https://geo.uoregon.edu>)

GEO sites include:

- Rosario, Argentina
- London, England
- Angers, France
- Berlin, Germany
- Accra, Ghana
- Athens, Greece
- Siena, Italy
- Fes, Morocco
- Oviedo and Segovia, Spain

### AIFS

Concordia has an affiliation agreement with the American Institute for Foreign Study (AIFS), a national study abroad organization. Students can study for a year, semester, or a summer. To learn more about AIFS, visit their web site: [www.aifsabroad.com](http://www.aifsabroad.com) (<http://www.aifsabroad.com>)

The AIFS sites include:

- Australia
- Austria
- Brazil
- Chile
- Costa Rica
- Czech Republic
- England
- France
- Germany
- Ghana
- Greece
- India
- Ireland
- Italy
- New Zealand
- Russia
- South Africa
- Spain

- Turkey
- Multi-Country

### International Studies Abroad (ISA)

ISA offers the most varied and numerous sites for students who wish to study in a Spanish speaking country. There are programs in Argentina, Belgium, Brazil, Chile, China, Columbia, Costa Rica, Czech Republic, Dominican Republic, England, France, India, Ireland, Italy, Jordan, Morocco, Peru, Scotland, South Africa, South Korea, and nine cities in Spain. [www.studiesabroad.com](http://www.studiesabroad.com) (<http://www.studiesabroad.com>)

### IE3 Global Internships

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

### Direct Enrollment

Concordia has cooperative agreements directly with universities in Mexico, Japan and Wales. Concordia students work with the Department of International Studies to enroll directly at these universities.

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

*Budo International University*, Katsuura, Japan [www.budo-u.ac.jp/english](http://www.budo-u.ac.jp/english) (<http://www.budo-u.ac.jp/english>)

*Bunkyo University*, Tokyo, Japan [www.bunkyo.ac.jp/stf/kkokusai/English](http://www.bunkyo.ac.jp/stf/kkokusai/English) (<http://www.bunkyo.ac.jp/stf/kkokusai/English>)

*Cardiff University* in Cardiff, Wales [www.cardiff.ac.uk](http://www.cardiff.ac.uk) (<http://www.cardiff.ac.uk>)

## College of Arts & Sciences – Undergraduate Programs

### Introduction

The College of Arts & Sciences (CAS) strives to create a community of mature, critical thinkers informed by the Christian faith who become leaders in service to the Church and society. Students are challenged to explore a wide variety of liberal arts and pre-professional course offerings in order to better prepare them to deal with the rapid pace of change encountered in today's world. Majors offered are in a variety of exciting fields including biology, chemistry, English, global studies, history, humanities, psychology, religion, and university studies.



New students join award-winning faculty in a variety of activities including carrying out cutting-edge research, assisting young people in coping with tragedy in their lives, or carrying the gospel of Jesus to the peoples of China. These and many other opportunities challenge Concordia students who are a community of learners guided by caring, Christian faculty who know each student as a person and work hard to support all students in their quest for fulfillment and meaning in life.

The goal of the College of Arts & Sciences is to assist students in the transition from mere participants in education to becoming leaders with the potential to transform society.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

## Special Offerings of the College of Arts & Sciences

### 3+3 BA to JD Program

The College of Arts & Sciences has partnered with the Concordia Law School in Boise permitting students to earn a Bachelor of Arts (BA) degree and Juris Doctor (JD) in a reduced period of time. The typical path to enter the legal profession requires students to first earn an undergraduate degree (in most cases a BA) which typically takes at least four years. Once accepted into law school, students generally complete

three more years of courses to earn a JD before being eligible to take the Bar exam. This process generally takes seven years. The 3+3 BA to JD Program potentially trims one year off the degree path permitting students to receive dual credit for one year of courses making it possible to acquire both degrees in six years.

Participating students enrolling at Concordia-Portland would declare a major in English, history, humanities, religion or psychology. Students would complete all required courses for the major, less 30 elective credits. During their junior year, a participating student would apply for admission to the Law School and take the LSAT (must achieve a minimum 152 score). After successful acceptance into Law School, students would move to Boise for the subsequent three years of courses. The first year of Law School would be considered dual credit, completing the fourth year of electives in the undergraduate major and the first year of law courses. Students would be awarded a BA after successful completion of the first year of law courses.

Individuals opting to follow this path must successfully meet all undergraduate degree requirements which includes earning a minimum of 124 credits and completing a senior capstone experience (e.g. thesis, practicum or internship, depending on the major). The program is geared for highly motivated students interested in ultimately pursuing a legal career and requires taking courses in a specific sequence. Contact the College of Arts & Sciences or Admissions for more information.

### Field Biology Program

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

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## CAS Undergraduate Programs

- **Art** - Minor
- **Biology** - B.A. (Concentration Options), Minor
- **Chemistry** - Minor
- **Communication Studies** - Minor
- **Gender Studies** - Minor
- **General Studies** - A.A.
- **Global Studies** - Minor
- **History** - Minor
- **Literature** - Minor
- **Mathematics** - Minor
- **Music** - Minor
- **Pre-Nursing** - A.A. (See the College of Health & Human Services for information regarding B.A. in Nursing.)
- **Psychology** - B.A. (Concentration Options), Minor

- **Religion** - B.A., Minor, Certificate in Seminary Preparation
- **University Studies** - B.A.
- **Spanish** - Minor

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## Contact Information

### College of Arts & Sciences

Dr. Michael Thomas, Interim Dean  
George R. White Library & Learning Center - Suite 315  
503-280-8680  
cas@cu-portland.edu

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences>

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## CAS Undergraduate Departments

### Fine Arts Department

**Disciplines:** Art, Music, Theater

Dr. William Kuhn, Chair  
Fine Arts Building - 5  
503-493-6285  
wkuhn@cu-portland.edu

### Full-time Fine Arts Department Faculty

**Art**  
**Kurt P. Bergdolt**, M.F.A., Assistant Professor, kbergdolt@cu-portland.edu

### Music

**Kurt Berentsen**, M.A., Assistant Professor, kberentsen@cu-portland.edu

**William F. Kuhn**, Ed.D., Professor; Department Chair, wkuhn@cu-portland.edu

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### Global Studies & Culture Department

**Disciplines:** English, Global Studies, Languages (Ancient and Foreign), History, Humanities, Political Science, TESOL

Dr. Kimberly Knutsen, Chair  
George R. White Library & Learning Center - 315D  
503-493-6228  
kknutsen@cu-portland.edu

### Full-time Global Studies & Culture Department Faculty

**English**  
**Kim Knutsen**, Ph.D., Professor; Department Chair, kknutsen@cu-portland.edu

**Ceiridwen Terrill**, Ph.D., Professor, cterill@cu-portland.edu

### History

**Joel T. Davis**, Ph.D., Professor, joedavis@cu-portland.edu

**Gerd J. Horten**, Ph.D., Professor, ghorten@cu-portland.edu

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### Math & Science Department

**Disciplines:** Astronomy, Biology, Chemistry, Geography, Geology, Mathematics, Physics, Science

Dr. Mihail Iordanov, Chair  
Luther Hall - 112  
503-493-6487  
miordanov@cu-portland.edu

### Full-time Math & Science Department Faculty

#### Biology

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### Psychology Department

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# Biology (B.A.)

+++ See Addendum 2 in this catalog for information on an update to the Admission Requirements listed below.

## Overview Information

### Introduction

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

All students who pursue a Biology major are required to complete an area of concentration. See the Curricular Requirements information for a list of available concentrations.

### Desired Student Outcomes

Those successfully completing Concordia's Bachelor of Arts in Biology program will be able to:

#### Knowledge

1. Describe levels of organization of matter
2. Understand characteristics of life, chemistry, and physics of living matter vs. non-living matter
3. Know the relationship of biological structures and functions in living things
4. Understand fundamental principles of biological evolution and natural selection
5. Understand ecological relationships within the biosphere and importance of human actions in preventing of the global ecological crisis

#### Skills

1. Utilize the scientific method to produce and carry out a hypothesis-based experiment
2. Extract, interpret, and communicate scientific information in an oral and written manner
3. Safely and properly utilize scientific instrumentation to obtain and interpret scientific data
4. Have quantitative skills to effectively interpret and analyze scientific data
5. Differentiate scientific and pseudoscientific information, referring to validity of available data

#### Attitudes

1. Nurture inherent curiosity concerning the nature of life to the extent that a student is capable of delineating one or more areas of biology they might be interested in pursuing a career
2. Recognize the strength and limitations of science as one of the ways of pursuing Truth
3. Appreciate diversity and uniqueness of life on Earth

4. Share responsibility for Environmental Stewardship, making personal contribution to taking care of conservation of nature and sustainability as a worldview and a practical way of life

Every student graduating with a B.A. degree in biology will successfully complete a Senior Project. This requirement can be met either by completing an extensive practicum in their field of interest outside of the university or by carrying out original research and writing and thesis based on the research that must be defended before a panel of faculty members in a public defense. In either case, the student will work closely with a faculty mentor who will guide them through the process. It is our belief that a primary goal of a college education should be to turn a student from one who gains knowledge to one who produces knowledge.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

### Program-specific Admission Requirements

Students seeking admission to the Biology major must demonstrate competency in basic biology by successfully completing a standardized test covering basic knowledge in the field of Biology. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students. It is the student's responsibility to schedule this appointment through the Chair of the Math & Science Department.

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student->

research-and-projects/senior-symposium). See Program-specific Graduation Requirements for possible additional requirements.

### Program-specific Graduation Requirements

The Biology major has no additional graduation requirements.

## Curricular Requirements

### Bachelor of Arts in Biology

#### Major Requirements (50.5-57 credits)

##### Core Requirements (29-31 credits)

BIO 211	GENERAL BIOLOGY I	4
BIO 212	GENERAL BIOLOGY II	4
BIO 315	GENETICS	4
BIO 288	DEPARTMENTAL SEMINAR	1
BIO 488	DEPARTMENTAL SEMINAR	1
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I	4
One of the following:		3-5
BIO 492 & BIO 493 & BIO 494	SENIOR THESIS PREPARATION and BIOLOGY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN and BIOLOGY THESIS II: RESEARCH, WRITING, AND DEFENSE (5 credits total)	5
or		
BIO 496	BIOLOGY PRACTICUM	3
Total Credits		29-31

#### Concentration Requirements (21.5-26 credits)

Students pursuing a B.A. in Biology must concentrate their studies in one of the following areas:

##### General Biology Concentration Requirements (24 credits)

BIO 426	EVOLUTION	3
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
Eighteen (18) credits from the following:		18
BIO 284	MICROBIOLOGY	3
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
BIO 370	FIELD BIOLOGY	3
BIO 411	ECOLOGY	3
BIO 421	MARINE BIOLOGY	3
BIO 457	MOLECULAR BIOLOGY	3
CHM 345	ORGANIC CHEMISTRY II	4
CHM 414	BIOCHEMISTRY I	4
CHM 415	BIOCHEMISTRY II	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Total Credits		24

##### Molecular Biology Concentration Requirements (24 credits)

BIO 457	MOLECULAR BIOLOGY	3
CHM 414	BIOCHEMISTRY I	4
CHM 415	BIOCHEMISTRY II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
Ten (10) credits from the following:		10
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
BIO 426	EVOLUTION	3
CHM 345	ORGANIC CHEMISTRY II	4
CHM 442	PHYSICAL CHEMISTRY I	3
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Total Credits		24

##### Pre-Medical Studies Concentration Requirements (26 credits)

CHM 414	BIOCHEMISTRY I	4
MTH 211	CALCULUS I	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
Seven (7) credits from the following:		7
BIO 284	MICROBIOLOGY	3
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 345	ORGANIC CHEMISTRY II	4
CHM 415	BIOCHEMISTRY II	4
MTH 212	CALCULUS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Total Credits		26

##### Pre-Occupational Therapy Concentration Requirements (21.5 credits)

BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
ESS 330	FIRST AID AND CPR	0.5
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
PHY 211	GENERAL PHYSICS I	4
PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
PSY 434	ABNORMAL PSYCHOLOGY	3
Total Credits		21.5

##### Recommended Electives for Pre-OT Concentration

BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	3
ESS 474	KINESIOLOGY	4



ESS 484	EXERCISE PHYSIOLOGY	4
PHY 212	GENERAL PHYSICS II	4
PSY 350	COUNSELING THEORY	3
MEDICAL TERMINOLOGY (transfer course from PCC)		
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4

See Elective Requirements below for more information.

#### Pre-Physical Therapy Concentration Requirements (26 credits)

BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
Seven (7) credits from the following:		
BIO 284	MICROBIOLOGY	3
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
CHM 345	ORGANIC CHEMISTRY II	4
CHM 414	BIOCHEMISTRY I	4
CHM 415	BIOCHEMISTRY II	4
ESS 340	PREVENTION AND CARE OF ATHLETIC INJURIES	3
ESS 422	PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY	3
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	3
ESS 444	ADVANCED ATHLETIC INJURY MANAGEMENT	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Total Credits		26

#### Pre-Physician Assistant Concentration Requirements (25 credits)

BIO 284	MICROBIOLOGY	3
BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 414	BIOCHEMISTRY I	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
Seven (7) credits from the following:		
BIO 321	DEVELOPMENTAL BIOLOGY	3
BIO 325	IMMUNOLOGY	3
BIO 457	MOLECULAR BIOLOGY	3
CHM 345	ORGANIC CHEMISTRY II	4
CHM 415	BIOCHEMISTRY II	4
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
Total Credits		25

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
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#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		

#### Studies in Arts & Sciences (18 credits)

Natural Science		
Fine Arts		
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6 credits) – at least three must be upper division credits outside major		

Total Credits		50
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### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		
Ex: Lit, World History, Music History		

Physical Education		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		

#### Studies in Arts & Sciences (18 credits)

Natural Science		
Fine Arts		
WR 30X	(upper division Writing course)	3
Social Science		

Electives (6 credits) – at least three must be upper division credits outside major	6
Total Credits	49

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Biology Minor (14 credits)

A 14-credit Biology minor is available for students who have selected a major outside the Biology field.

BIO 211	GENERAL BIOLOGY I	4
BIO 212	GENERAL BIOLOGY II	4
Upper division Biology electives (6 credits)		6
Total Credits		14

## Contact Information

### College of Arts & Sciences

#### Math & Science Department

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/biology/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/biology/)

WEBSITE: <https://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/biology>

## Psychology (B.A.)

+++ See Addendum 2 in this catalog for information on an update to the Admission Requirements listed below.

## Overview Information

### Introduction

The Psychology major offers students an opportunity to explore the forces that shape human behavior and thought. In addition to completing the psychology core requirements, students take upper level courses in one of four concentrations and complete either an internship or senior thesis. This degree program provides outstanding preparation for working in a mental health profession; advocating for children, youth and families; or matriculating into graduate school programs designed to produce counselors, psychologists, or psychiatrists.

The Psychology Department offers PSY 381 INTERNATIONAL SERVICE IN PSYCHOLOGY. This course is a faculty-led, short-term study abroad program, including volunteer placement and cultural experiences. Priority is given to Psychology majors and minors, however, other majors can register with Department Chair approval. Trip locations have varied between France, Ireland, and South Africa. For more information on the next trip, please contact the Dr. Erin Mueller (emueller@cu-portland.edu).

### Program Goals\*

#### Knowledge Base in Psychology

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

- Foundation students should demonstrate breadth in their knowledge and applications of psychological ideas to simple problems.
- Baccalaureate students should show depth in their knowledge and application of psychological concepts and frameworks to problems of greater complexity.

#### Scientific Inquiry and Critical Thinking

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.

- Foundation students should learn basic skills and concepts in interpreting behavior, studying research, and applying research design principles to drawing conclusions about behavior.
- Baccalaureate students should focus on theory use as well as designing and executing research plans.

#### Ethical and Social Responsibility

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings.

- Foundation students should become familiar with the formal regulations that govern professional ethics in psychology and begin to embrace the values that will contribute to positive outcomes in work settings and in society.
- Baccalaureate students should have more direct opportunities to demonstrate adherence to professional values that will help them optimize their contributions.

## Communication

Students should demonstrate competence in written, oral, and interpersonal communication skills.

- Foundation students should be able to write a cogent scientific argument, present information using a scientific approach, engage in discussion of psychological concepts, explain the ideas of others, and express their own ideas with clarity.
- Baccalaureate students should produce a research study or other psychological project, explain scientific results, and present information to a professional audience. They should also develop flexible interpersonal approaches that optimize information exchange and relationship development.

## Professional Development

The skills in this domain refer to abilities that sharpen student readiness for post-baccalaureate employment, graduate school, or professional school. The emphasis in the domain involves application of psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation. These skills can be developed and refined both in traditional academic settings and extracurricular involvement. In addition, career professionals can be enlisted to support occupational planning.

\* Derived from APA Standards for undergraduate education in Psychology

## Desired Student Outcomes

### Knowledge

1. Demonstrate familiarity with major concepts, theoretical perspectives, and empirical findings.
2. Understand empirical findings and how they guide theoretical development.
3. Differentiate research methodologies and evaluate the effectiveness of research conclusions.
4. Possess a thorough knowledge of the role of cultural, racial, ethnic, economic, and spiritual factors in behavior.
5. Apply knowledge of psychological principles to realistic and feasible career decision making and graduate education pathways.

### Skills

1. Apply basic psychological research methods, including research design & data analysis.
2. Design and conduct basic studies.
3. Use critical and creative thinking in arguments and persuasion and approach problems with sophistication.
4. Apply psychological principles to personal, social, and organizational issues.
5. Demonstrate effective written, interpersonal, and oral communication skills guided by the values of the field.
6. Display high standards of personal integrity with others as valued within the field.

### Attitudes

1. Respect and engage in critical and creative thinking, skeptical inquiry and the scientific approach.
2. Weigh evidence and act ethically while reflecting the values underpinning psychology.
3. Demonstrate an increasing sense of compassion, civic responsibility, and commitment to service.
4. Value lifelong learning and ongoing professional development.

5. Develop self-insight and enact self-management strategies that maximize healthy outcomes.
6. Show sensitivity to and respect for sociocultural and international diversity, especially the role of cultural, racial, ethnic, economic, and spiritual factors in shaping individual behaviors.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

## Program-specific Admission Requirements

Students seeking admission to the Psychology major must pass PSY 289 UNDERSTANDING THE PSYCHOLOGY MAJOR (may be taken as PSY 489), which includes baseline assessment, reflective work, reference submissions, and an interview with a psychology faculty member. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students.

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

## Program-specific Graduation Requirements

Students pursuing a Psychology degree must complete the Psychology Major Core Requirements (32-36 credits) and one 15 or 16 credit Concentration.

## Curricular Requirements

### Bachelor of Arts in Psychology

#### Major Requirements (47-52 credits)

##### Psychology Core Requirements (32-36 credits)

##### Core Courses – Freshmen (23 credits) & Transfer Students (26 credits)

PSY 201	PRINCIPLES OF PSYCHOLOGY (Transfer students only) <sup>1</sup>	0-3
PSY 289/489	UNDERSTANDING THE PSYCHOLOGY MAJOR	1
PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
PSY 231	RESEARCH & STATISTICAL TECHNIQUES	3
PSY 332	RESEARCH METHODS WITH LAB	4
PSY 370	INTRODUCTION TO COMMUNITY PSYCHOLOGY	3
PSY 434	ABNORMAL PSYCHOLOGY	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
SOC 321	SOCIOLOGY OF DIVERSITY	3
<b>Seminars (4 credits)</b>		4
PSY 288	DEPARTMENTAL SEMINAR	
or PSY 488	DEPARTMENTAL SEMINAR	
or PSY 251	WEEKEND SEMINAR	
or PSY 451	WEEKEND SEMINAR	
Each seminar is 1 credit. Combine and/or repeat with unique topics to equal 4 credits.		
<b>Senior Project (5-6 credits)</b>		5-6
One of the following:		
<b>Senior Thesis (5 credits)</b>		
PSY 492	SENIOR THESIS PREPARATION	
PSY 493	PSYCHOLOGY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN	
PSY 494	PSYCHOLOGY THESIS II: RESEARCH, WRITING, AND DEFENSE	
<b>Internship (6 credits)</b>		
PSY 391	PRE-INTERNSHIP SEMINAR	
PSY 491	PSYCHOLOGY INTERNSHIP	
Total Credits		32-36

<sup>1</sup> Students beginning at Concordia as Freshmen take PSY 201 as part of their General Education Requirements.

#### Concentration Requirements (15-16 credits)

Students pursuing a B.A. in Psychology must concentrate their studies in one of the following areas:

- General Psychology
- Developmental Psychology
- Clinical/Counseling Psychology
- Social-Community Psychology

##### General Psychology Concentration Requirements (15 credits)

One course (3 credits) from the following:		3
PSY 345	CHILD AND ADOLESCENT DEVELOPMENT	
PSY 351	ADULT DEVELOPMENT	
PSY 360	FAMILY DEVELOPMENT	
Two courses (6 credits) from the following:		6
PSY 312	HUMAN SEXUALITY	

PSY 420	HISTORY AND SYSTEMS OF PSYCHOLOGY	
PSY 422	PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY	
PSY 442	BRAIN AND BEHAVIOR	
One course (3 credits) from the following:		3
PSY 343	THEORIES OF PERSONALITY	
PSY 362	SOCIAL PSYCHOLOGY	
PSY 380	GLOBAL PERSPECTIVES ON PSYCHOLOGY	
One course (3 credits) from the following:		3
PSY 350	COUNSELING THEORY	
PSY 364	INTRODUCTION TO CLINICAL PSYCHOLOGY	
PSY 410	HELPING SKILLS	

Total Credits 15

##### Developmental Psychology Concentration Requirements (16 credits)

PSY 312	HUMAN SEXUALITY	3
PSY 442	BRAIN AND BEHAVIOR	3
BIO 211	GENERAL BIOLOGY I	4
Two courses (6 credits) from the following:		6
PSY 345	CHILD AND ADOLESCENT DEVELOPMENT	
PSY 351	ADULT DEVELOPMENT	
PSY 360	FAMILY DEVELOPMENT	

Total Credits 16

##### Clinical/Counseling Psychology Concentration Requirements (15 credits)

PSY 343	THEORIES OF PERSONALITY	3
or PSY 350	COUNSELING THEORY	
PSY 364	INTRODUCTION TO CLINICAL PSYCHOLOGY	3
PSY 410	HELPING SKILLS	3
PSY 420	HISTORY AND SYSTEMS OF PSYCHOLOGY	3
PSY 442	BRAIN AND BEHAVIOR	3

Total Credits 15

##### Social-Community Psychology Concentration Requirements (15 credits)

PSY 364	INTRODUCTION TO CLINICAL PSYCHOLOGY	3
or PSY 420	HISTORY AND SYSTEMS OF PSYCHOLOGY	
PSY 343	THEORIES OF PERSONALITY	3
PSY 360	FAMILY DEVELOPMENT	3
PSY 362	SOCIAL PSYCHOLOGY	3
PSY 380	GLOBAL PERSPECTIVES ON PSYCHOLOGY	3

Total Credits 15

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

#### Spiritual Formation (6 credits)



REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		50

**Transfer Student (49 credits)****Transfer Foundation (14 credits)**

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (11 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

**Studies in Arts & Sciences (18 credits)**

Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		49

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

**Psychology Minor (14 credits)**

This 14-credit Psychology minor is available for all CU undergraduate students who are not pursuing a Psychology major.

PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
Choose two of the following (1 credit each):		
PSY 251	WEEKEND SEMINAR	2
PSY 288	DEPARTMENTAL SEMINAR	
PSY 451	WEEKEND SEMINAR	
PSY 488	DEPARTMENTAL SEMINAR	
Upper division Psychology electives (9 credits)		9
Total Credits		14

**Contact Information****College of Arts & Sciences****Psychology Department**

**Disciplines:** Psychology, Sociology, Leadership

Dr. Reed Mueller, Chair

George R. White Library & Learning Center - 315B

503-493-6535

rmueller@cu-portland.edu

**Full-time Psychology Faculty**

**R. Bryant Carlson**, Ph.D., Associate Professor, Director, M.A. Psychology Program, bcarlson@cu-portland.edu

**Erin A. Mueller**, Ph.D., Professor; Director, Honors Program, emueller@cu-portland.edu

**Reed M. Mueller**, Ph.D., Professor; Department Chair, rmueller@cu-portland.edu

**Jane Graves Smith**, Ed.D., Professor, jsmith@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/psychology/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/psychology/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/psychology>

**Religion (B.A.)**

+++ See Addendum 2 in this catalog for information on an update to the Admission Requirements listed below.

## Overview Information

### Introduction

The mission of the Religion Department, in accord with the mission of the University and the College of Arts & Sciences, is to “prepare leaders to transform church and society, inspired by the love of Christ and the vision of His Kingdom.”

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

The Religion Department offers a flexible major which provides a solid theological grounding for those who are called in a variety of directions: seminary studies and pastoral ministry; graduate studies and teaching in religion; professional ministry directly following the bachelor’s degree; and those simply interested in studying the Christian religion. For those who already have a bachelor’s degree, it also offers a Pastoral Studies Certificate to better prepare them for seminary-level education. Ministry Training Center (MTC) is a program under the Center for Applied Lutheran Leadership (CALL) (<http://www.cu-portland.edu/academics/academic-centers/center-applied-lutheran-leadership>) at Concordia-Portland, in partnership with the Northwest District of the Lutheran Church—Missouri Synod, which trains and develops local leaders for Christian ministry.

### Program Objectives

The Religion Student will:

1. Understand the history, content, and significance of major Christian doctrines.
2. Identify and understand major epochs of Christian history and can articulate them.
3. Possess a thorough knowledge of Christian sacred texts.
4. Understand other faith traditions
5. Demonstrate ability to utilize a foreign language.
6. Appropriately apply sound hermeneutical principles to extract meaning from sacred texts
7. Communicate the Christian faith meaningfully and effectively
8. Effectively relate theology to other fields of knowledge
9. Create new knowledge through research, synthetic learning and writing
10. Open to continuing exploration of and engagement with the various religious traditions in the U.S.
11. Demonstrate a growing humility before the complexities of the discipline and the challenges it seeks to address
12. Appreciate spiritual disciplines as foundational for a meaningful life of faith

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student’s sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia’s campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

### Program-specific Admission Requirements

Students seeking admission to the Religion major must successfully complete an oral interview with one or more members of the Religion faculty. This generally occurs during the spring semester of a student’s sophomore year for traditional students, or at the end of the first semester in residency for transfer students. It is the student’s responsibility to schedule this appointment through the Chair of the Religion Department.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

### Program-specific Graduation Requirements

The Religion major has no additional graduation requirements.

## Curricular Requirements

### Bachelor of Arts in Religion Major Requirements (46 credits)

Religion Core (23 credits)		23
PHL 201	INTRODUCTION TO PHILOSOPHY	3
REL 288	DEPARTMENTAL SEMINAR	1
or REL 488	DEPARTMENTAL SEMINAR	
This course is repeatable up to three times with unique topics. Additional credits earned beyond the required one (1) are counted as non-major electives.		
REL 289	MAJOR SEMINAR	1
or REL 489	MAJOR SEMINAR	

This course must be taken each Fall while enrolled in the Religion Major. Additional credits earned beyond the required one (1) are counted as non-major electives.

REL 315	WRITINGS OF THE OLD TESTAMENT/HEBREW BIBLE	3
REL 325	NEW TESTAMENT WRITINGS	3
REL 349	RENAISSANCE AND REFORMATION	3
REL 361 or PHL 361	INTRODUCTION TO ETHICS	3
REL 382 or HUM 382	ISSUES BETWEEN CHRISTIANITY AND ANOTHER RELIGION	3
This course is repeatable up to two times with unique topics. Additional credits earned beyond the required three (3) are counted as non-major electives.		
REL 431	LUTHERAN CONFSSIONAL THEOLOGY	3
<b>Religion Major Electives (18 credits)</b>		18
Choose eighteen (18) credits from the following:		
REL 301	MISSIONAL AND PRACTICAL THEOLOGY <sup>1</sup>	3
REL 302	RELIGION AND CULTURE <sup>1</sup>	3
REL 303 or HST 303	CHURCH HISTORY <sup>1</sup>	3
REL 304	SYSTEMATIC THEOLOGY <sup>1</sup>	3
REL 341 or ART 341	ART IN THE CHRISTIAN CHURCH	2
REL 389 or HST 389	CLASSICAL GREECE AND ROME	3
REL 460 or GS 460	RELIGION IN THE MODERN WORLD	3
REL 480 or ENG 480	RELIGION AND LITERATURE <sup>1</sup>	3
<b>Senior Capstone (5 credits)</b>		5
REL 482 & REL 483 & REL 484	INTERNSHIP PREPARATION and INTERNSHIP I and INTERNSHIP II (5 total credits)	
or		
REL 487	INTENSIVE INTERNSHIP (5 credits)	
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.		
or		
REL 492 & REL 493 & REL 494	SENIOR THESIS PREPARATION and RELIGION THESIS I: LITERATURE REVIEW AND PROJECT DESIGN and RELIGION THESIS II: RESEARCH, WRITING, AND DEFENSE (5 total credits)	
or		
REL 497	INTENSIVE THESIS (5 credits)	
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.		
Total Credits		46

<sup>1</sup> This course may be repeated for up to nine (9) credits total with unique topics. Contact the Religion Department for schedule of topics.

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
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#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		

#### Studies in Arts & Sciences (18 credits)

Natural Science		
Fine Arts		
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		

Total Credits		50
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### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		
Ex: Lit, World History, Music History		

Physical Education		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		

#### Studies in Arts & Sciences (18 credits)

Natural Science		
Fine Arts		
WR 30X (upper division Writing course)		3
Social Science		

Electives (6 credits) – at least three must be upper division credits outside major	6
Total Credits	49

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Religion Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing a Religion major.

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT <sup>1</sup>	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 304	SYSTEMATIC THEOLOGY	3
Religion electives (9 credits) <sup>2</sup>		9
Total Credits		15

<sup>1</sup> Choose one not taken as a general education requirement

<sup>2</sup> Including at least 6 credits at the 300 level or above

## Contact Information

### College of Arts & Sciences Religion Department

**Disciplines:** Religion, Philosophy, Hebrew

Dr. Phil Brandt, Chair

Centennial Hall - E Block 219

503-493-6492

pbrandt@cu-portland.edu

### Full-Time Religion Faculty

**Phillip L. Brandt**, Ph.D., Professor; Department Chair, pbrandt@cu-portland.edu

**Ted Engelbrecht**, D.Min., Professor, tengelbrecht@cu-portland.edu

**Michael Thomas**, Ph.D., Professor, mithomas@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/religion/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/religion/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/religion-degree>

## Certificate in Seminary Preparation: Pastoral Studies

+++ See the Addendum to this catalog for information on the discontinuation of this program beginning Fall 2019.

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

### Admission Requirements

Interested candidates must interview with a member of the full-time Religion faculty to begin the program. The student is responsible to arrange the interview.

### Certificate Requirements

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 288	DEPARTMENTAL SEMINAR	1
REL 304	SYSTEMATIC THEOLOGY (Topics vary on rotating basis. Contact Religion Department for schedule.)	3

Select one of the following: 8-9

GRK 201 & GRK 202	ELEMENTARY GREEK I and ELEMENTARY GREEK II <sup>1</sup>	
HEB 301 & HEB 302	ELEMENTARY BIBLICAL HEBREW I and ELEMENTARY BIBLICAL HEBREW II <sup>1</sup>	
REL 401	FAITH FOR LIFE	3
REL 371	WORLD RELIGIONS	2

Select one of the following: 3

REL 431	LUTHERAN CONFSSIONAL THEOLOGY	
PHL 201	INTRODUCTION TO PHILOSOPHY	3
or REL 361	INTRODUCTION TO ETHICS	
REL 303	CHURCH HISTORY (Topics vary on rotating basis. Contact Religion Department for schedule.)	3

Total Credits 32-33

<sup>1</sup> Offered every other year

The Certificate Program ordinarily may be completed within one full year, including two semesters and one summer. The summer courses would ordinarily best be taken in the summer before the two semesters, so that



the Certificate Program can be completed after spring semester, and the seminary entrance tests completed by that time. The student would then be free to attend the seminary's summer course in Elementary Hebrew or Elementary Greek in preparation for the beginning of regular seminary studies in the fall.

## Options for Fulfilling Requirements

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

- Transfer in credit for courses previously completed.
- Take the seminary test in a given area (for example Old Testament) and test out of the course. The seminary tests are administered at Concordia through the Religion Department, and may be taken at any time. The student may use the "Bible Tutor" computer program to assist in preparing for the seminary biblical tests.
- Take the necessary courses for academic credit at Concordia, paying regular university tuition.
- Audit the necessary courses at Concordia.
  - Note: Academic credit is not necessary for seminary admission. Taking the courses at the audit rate will reduce the cost to the student while still preparing the student for seminary entrance.
  - Some of the required courses are available online through the Mission Training Center affiliated with Concordia University or through the CUEnet Colloquy program.

## Contact Information

### Religion Department

**Disciplines:** Religion, Philosophy, Hebrew  
 Dr. Phil Brandt, Chair  
 Centennial Hall - E Block 219  
 503-493-6492  
 pbrandt@cu-portland.edu

## EnvisionPDX

### EnvisionPDX Program

As Concordia-Portland's high school theology institute for social impact and leadership, EnvisionPDX offers an opportunity for diverse high school students to connect Christian faith to positive social change through innovative practices in design-thinking, leadership development, spiritual inquiry, mentorship, and creative arts expression.

EnvisionPDX is an academic Christian leadership program and annual cohorts are available to student applicants ranging from incoming high school freshman to outgoing high school seniors of any faith background. Students accepted each year are exposed to a variety of dynamic opportunities for spiritual, social, vocational, skill, and critical thought development, all focused on the intersections of faith and social justice. Students are invited to envision new ways that Christian values and principles might help communities navigate critical conversations and realities around complex social issues.

This program is a repeatable program with changing project pathways for students as they continue to develop. Each pathway utilizes innovative principles and practices in design-thinking, civic engagement, leadership development, and project-based learning.

- Freshman Pathway: Digital Story-Telling & Game Development for Social Change with Pixel Arts Game Education

- Sophomore & Junior Pathway: Social Justice Community Projects with Breaker
- Senior Pathway: Vocational Development Senior Capstone Course (for college credit see Course information)

Students who participate in EnvisionPDX are more likely to identify themselves as leaders for the transformation of society, be comfortable communicating their own faith and spirituality, and believe that they can be part of helping to address complex social issues in the world.

EnvisionPDX also aims to make higher education more accessible for student participants and their families by providing opportunities to receive college scholarships, college credit, vocational mentorship, and immersive experiences on a university campus.

## EnvisionPDX Courses

LDR 189	PRACTICES IN SPIRITUALITY AND SOCIAL CHANGE	1
LDR 190	LEADERSHIP IN SPIRITUALITY AND SOCIAL CHANGE (May be repeated with unique topics)	2

These courses may be take as:

REL 189	PRACTICES IN SPIRITUALITY AND SOCIAL CHANGE
REL 190	LEADERSHIP IN SPIRITUALITY AND SOCIAL CHANGE (May be repeated with unique topics)

## Contact Information

### EnvisionPDX

Jeanie Whitten-Andrews, Director  
 Centennial Hall 212 (Door C) - Email for appointment  
 jwhitten@cu-portland.edu (jwhitten@cu-portland.edu)

CATALOG: [catalog.cu-portland.edu/undergraduate/programs/envisionpdx/](http://catalog.cu-portland.edu/undergraduate/programs/envisionpdx/)

WEBSITE: [www.envisionpdx.com](http://www.envisionpdx.com) (<http://www.envisionpdx.com>)

ON CU's WEBSITE: <https://www.cu-portland.edu/about/youre-never-too-young-change-world>

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EnvisionPDX is offered through the Center for Applied Lutheran Leadership (CALL). For more information about CALL and its Mission Training Center (MTC) program, contact:

### CALL (Center for Applied Lutheran Leadership)

Rev. Dr. Paul Mueller, Director  
 Centennial Hall 213 (Door D)  
 503-493-6550  
 pamueller@cu-portland.edu

WEBSITE: <http://www.cu-portland.edu/academics/academic-centers/center-applied-lutheran-leadership>

MISSION TRAINING CENTER: <http://www.missiontrainingcenter.com/>

## University Studies (B.A.)

### Overview Information

#### Introduction

The University Studies (UST) program is multi-disciplinary major designed for students who are curious, gifted, and unwilling to be tied to a single discipline. Guided by direct mentoring by faculty and staff,

students will build a program that is suited to their needs and desires. In essence, Universities Studies is a “build-your-own-adventure” degree. Students will have a great deal of electivity to explore the curriculum and even, perhaps, fit in a study abroad experience. All UST students will complete a senior capstone requirement; either a senior thesis, or a year-long internship. As a result, graduates will have a powerful set of tools that will enable them to engage a diverse and intercultural world by combining insights from multiple disciplines to serve as leaders in today’s demanding, interdisciplinary, team-oriented professions.

## Program Objectives

The B.A. in University Studies will prepare students to engage a diverse and intercultural world by combining insights from multiple disciplines to serve as leaders in today’s demanding, interdisciplinary, team-oriented professions. This program of study will help students to:

- combine knowledge from multiple disciplines to create comprehensive and nuanced solutions to problems;
- use critical and creative thinking in arguments and persuasion and approach problems with sophistication and nuance;
- respect and engage in critical and creative questioning, skeptical inquiry, and problem solving;
- demonstrate effective written, interpersonal, and oral communication skills guided by a deep grounding in the liberal arts and interdisciplinary studies;
- conduct interdisciplinary research that integrates and applies knowledge and modes of thinking drawn from two or more disciplines;
- demonstrate an increasing sense of compassion, civic responsibility, and commitment to service in the Lutheran Intellectual Tradition;
- initiate and develop interactions with culturally different others, suspending judgment and advocating for human rights and justice;
- show sensitivity to and respect for sociocultural and international diversity, especially the role of cultural, racial, ethnic, economic, and spiritual factors in shaping individual behaviors; and
- complete a substantial Senior Capstone (either Senior Thesis or Year-Long Internship) that serves as the culminating educational experience in this major.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to the University Studies major must meet with an Academic Advisor (<https://www.cu-portland.edu/student-affairs/academic-advising>) to map out their courses for this major.

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

## Program-specific Graduation Requirements

The University Studies major has no additional graduation requirements.

## Curricular Requirements

### Bachelor of Arts in University Studies Major Requirements (47 credits)

<b>Primary Discipline (27 credits)</b>	27
Must be from a recognized and approved B.A. major at Concordia University	
Must include at least 18 upper division credits	
<b>Secondary Discipline (15 credits)</b>	15
Must be from a recognized major or minor at Concordia University	
Must include at least 9 upper division credits	
<b>Senior Capstone (5 credits)</b>	5
UST 482 & UST 483 & UST 484	INTERNSHIP PREPARATION and INTERNSHIP I and INTERNSHIP II (5 total credits)
or	
UST 487	INTENSIVE INTERNSHIP (5 credits)
	Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.
or	
UST 492 & UST 493 & UST 494	SENIOR THESIS PREPARATION and UNIVERSITY STUDIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN and UNIVERSITY STUDIES THESIS II: RESEARCH, WRITING, AND DEFENSE (5 total credits)
or	
UST 497	INTENSIVE THESIS (5 credits)
	Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.
<b>Total Credits</b>	<b>47</b>

## General Education Requirements – B.A.

### Freshman (50 credits)

<b>Freshman Foundation (15 credits)</b>		
WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
	or Lab Science	
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
	or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3

PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		50

**Transfer Student (49 credits)****Transfer Foundation (14 credits)**

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (11 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

**Studies in Arts & Sciences (18 credits)**

Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		49

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

**Contact Information****College of Arts & Sciences**

Dr. Michael Thomas, Interim Dean  
George R. White Library & Learning Center - Suite 315  
503-280-8680  
cas@cu-portland.edu

**Full-time University Studies Faculty**

University Studies is an inter-disciplinary major and will, therefore, be taught by a variety of faculty. Refer to Appendix A or individual program pages for information on Concordia's full-time faculty.

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/university-studies/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/university-studies/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/university-studies>

**General Studies (A.A.)**

+++ See the Addendum to this catalog for information on the discontinuation of this program beginning Fall 2019.

**Introduction**

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

**Admission Requirements**

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional Admission requirements for the A.A. in General Studies.

**Graduation Requirements**

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

- After full admission to Concordia, a student must complete 30 of the final 45 credits (excluding credit by exam) at Concordia.
- At least 62 credits are earned in 100-level or above courses with a GPA of at least 2.00.
- At least 50 credits must be earned in courses which carry a letter grade rather than P/NP.

**General Studies Curricula****Associate of Arts in General Studies  
Major Requirements (30.5-31.5 credits)**

BIO 288	DEPARTMENTAL SEMINAR	1
or PSY 288	DEPARTMENTAL SEMINAR	
ECN 203	FUNDAMENTALS OF ECONOMICS	4
ENG 231	AMERICAN LITERATURE I	3
or ENG 232	AMERICAN LITERATURE II	
GEO 110	INTRODUCTION TO CULTURAL GEOGRAPHY	2
HST 215	AMERICAN CIVILIZATION I	3
HST 216	AMERICAN CIVILIZATION II	3

PHL 201	INTRODUCTION TO PHILOSOPHY	3
PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
REL 401	FAITH FOR LIFE	3
SOC 220	PRINCIPLES OF SOCIOLOGY	3
PAC Elective		.5
Select one of the following:		2-3
ART 121	ART APPRECIATION	3
MUS 121	MUSIC APPRECIATION	2
TA 206	INTRODUCTION TO THEATRE	2
Total Credits		30.5-31.5

### **Freshman or Transfer Student (28 credits)**

#### **Communications**

WR 121	ENGLISH COMPOSITION	3
ENG 202	INTRODUCTION TO SPEECH	2

#### **Fine Arts**

Fine Arts Courses		2
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#### **Humanities**

HUM 152	HOW THE WEST CAME TO BE	3
HUM 288	DEPARTMENTAL SEMINAR	1

#### **Mathematics**

MTH 110	MATH FOR LIFE	3
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#### **Natural Sciences**

Lab Science Electives		3
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#### **Physical Education**

ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
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#### **Religion**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	

Religion (REL) Electives		2
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#### **Social Sciences**

PSY 201	PRINCIPLES OF PSYCHOLOGY	3
Social Sciences Electives <sup>1</sup>		1

Total Credits		28
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<sup>1</sup> May be chosen from economics, geography, US history, political science, psychology or sociology.

A minimum of 62 credits are required to graduate with an associate's degree from Concordia-Portland. Enough elective credits must be taken to meet this requirement.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 semester credits toward the degree. While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

## Contact Information

### **College of Arts & Sciences**

Dr. Michael Thomas, Interim Dean  
George R. White Library & Learning Center - Suite 315  
503-280-8680  
cas@cu-portland.edu

## Pre-Nursing (A.A)

### **Overview Information**

#### **Introduction**

Concordia is a Christian University preparing leaders for the transformation of society. The Associate of Arts in Pre-Nursing degree is a step along that path—preparing students to enter a BSN program and to eventually become a nurse. A student who completes the A.A. in Pre-Nursing and meets the requirements for entrance into Concordia's BSN program is guaranteed an Admission Interview to the BSN program. This does NOT guarantee acceptance into Concordia's BSN program.

#### **Admission Requirements**

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional Admission requirements for the A.A. in Pre-Nursing. See General Transfer Policies on the Nursing (BSN) page for specific transfer information. Note: The latency policy will apply to the transfer of credit for application to both the Pre-Nursing A.A. and the BSN.

#### **Graduation Requirements**

- Earn a total of at least 62 semester credits.
  - At least 20 of the last 30 credits must be taken at Concordia-Portland.
  - At least 50% of Pre-Nursing courses must be taken at Concordia-Portland.
  - HUM 351N must be taken at Concordia-Portland.
- Earn a cumulative GPA of at least 2.00.
  - No grade below a "C" will be accepted in a course that counts toward completion of the major. Students who receive a "C" or lower in a major course must retake the course and earn a "C" or higher for the course to count toward completion of a major.
  - No grade below a "D" will be accepted in a course that counts toward completion of a general education requirement. Students who receive a "D" or lower in a general education course must retake the course and earn a "D" or higher for the course to count toward completion of a general education requirement. Higher standards may apply for courses that are also prerequisites.
  - Note: While the minimum cumulative GPA required for earning the A.A. in Pre-Nursing is 2.00, the minimum cumulative GPA required for application to Concordia's BSN program is 3.00.
- Adhere to the University's Pass/No Pass Policy. Additional restrictions on pass/no pass may apply for students planning on applying to a Nursing program at the bachelor level.
- Complete and submit an Application for Graduation (<https://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>).



## Curricular Requirements

### Associate of Arts in Pre-Nursing Major Requirements (24 credits)

BIO 211	GENERAL BIOLOGY I <sup>1</sup>	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES <sup>1</sup>	3
BIO 284	MICROBIOLOGY <sup>1</sup>	3
BIO 364	HUMAN ANATOMY & PHYSIOLOGY I <sup>1</sup>	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II <sup>1</sup>	4
PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
ESS 462	NUTRITION <sup>1</sup>	3
Total Credits		24

<sup>1</sup> Professional external proctoring required when taken online.

### General Education Requirements – A.A. Pre-Nursing Freshman (38 credits)

#### Freshman Foundation (15 credits)

CHM 101	CHEMISTRY FOR LIFE <sup>1</sup>	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 123	COLLEGE ALGEBRA <sup>1</sup>	3
WR 121	ENGLISH COMPOSITION	3

#### Spiritual Formation (3 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	

#### Intercultural Experiences (3 credits)

HUM 351N	CHALLENGES OF GLOBAL DIVERSITY	3
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#### Studies in Arts & Sciences (9 credits)

CHM 102	PRINCIPLES OF ORGANIC & BIOCHEMISTRY <sup>1</sup>	3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 308	ADVANCED RESEARCH WRITING	3

#### Elective (8 credits)

Electives (upper or lower division)		8
Total Credits		38

<sup>1</sup> Professional external proctoring required when taken online.

### Transfer Student (38 credits)

#### Transfer Foundation (14 credits)

CHM 101	CHEMISTRY FOR LIFE <sup>1</sup>	3
MTH 123	COLLEGE ALGEBRA <sup>1</sup>	3
WR 121	ENGLISH COMPOSITION	3
Humanities (Ex: Lit, World History, Music History)		3
Physical Education		2

#### Spiritual Formation (3 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	

#### Intercultural Experiences (3 credits)

HUM 351N	CHALLENGES OF GLOBAL DIVERSITY	3
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#### Studies in Arts & Sciences (9 credits)

CHM 102	PRINCIPLES OF ORGANIC & BIOCHEMISTRY <sup>1</sup>	3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
Writing above WR 121		3
<b>Electives (9 credits)</b>		
Electives (upper or lower division)		9
Total Credits		38

<sup>1</sup> Professional external proctoring required when taken online.

## Elective Requirements

A minimum of 62 credits are required to graduate with an associate's degree from Concordia-Portland. Enough elective credits must be taken to meet this requirement.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 20 of the last 30 semester credits toward the degree. While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

## Contact Information

### Pre-Nursing A.A.

#### College of Arts & Sciences Math & Science Department

**Disciplines:** Astronomy, Biology, Chemistry, Geography, Geology, Mathematics, Physics, Science

Dr. Mihail Iordanov, Chair

Luther Hall - 112

503-493-6487

miordanov@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/aa-pre-nursing/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/aa-pre-nursing/)

WEBSITE: <https://www.cu-portland.edu/prenursing>

### Nursing BSN

#### College of Health & Human Services Nursing Department

Dr. Lisa Presnall, Assistant Dean of Nursing

George R. White Library & Learning Center - 215

503-280-8602

lpresnall@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/chhs/nursing/](http://catalog.cu-portland.edu/undergraduate/colleges/chhs/nursing/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/nursing>

# College of Education – Undergraduate Programs

## Overview Information

### College Philosophy

We pride ourselves on training teacher candidates who will be competent, capable and highly prepared to teach in today's classrooms.

Since 1905, our objective has remained the same: to prepare teachers who understand that education demands tremendous energy, creativity, dedication, and service. The core values of Christian commitment, teaching and learning, educational excellence, and community service that guide the Concordia community are encapsulated within the College of Education's Mission Statement:

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

### Undergraduate Program offerings in the College of Education

- Bachelor of Arts in Education (Preliminary Teaching License)
- Bachelor of Science in Early Childhood Education (Non-Licensure)
- Bachelor of Arts in Education (Non-Licensure)
- Professional Church Work (PCW) Program for Lutheran Teachers

### Preliminary Teaching License

#### *Bachelor of Arts Degree with Recommendation for Preliminary Teaching License*

Concordia's College of Education offers an undergraduate teacher preparation program that integrates a liberal arts foundation toward teaching licenses issued by the state of Oregon. Upon completion of the bachelor's degree program, candidates are eligible for the PK–12 license with either a multiple subjects endorsement (elementary candidates) or subject-specific endorsements (secondary candidates).

Undergraduate students select one of the following program options:

- Elementary program (Grades PK–8)
- Secondary program (Grades 5–12)

Those students choosing the secondary program must also select an endorsement area. All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Preliminary Teaching License.

## COE Undergraduate Programs

- Education - Early Childhood (B.S.) (Non-licensure. Professional experience recommended for program admission.)
- Education - Elementary (B.A.) (Required for licensure)
- Education - Secondary (B.A.) (Required for licensure)
  - Secondary Endorsements Options
- Professional Church Work Program (Lutheran Teacher training)
- Teacher Colloquy Program
- Education (B.A.) (Non-licensure)

## Contact Information

### College of Education

Dr. Alisa Bates, Interim Dean  
 Concordia University + Faubion School - 250 G  
 503-493-6256  
 coe@cu-portland.edu

### Full-time Undergraduate Education Faculty

**Alisa J. Bates**, Ph.D., Professor; Interim Dean, College of Education, abates@cu-portland.edu

**Lynn Keyne-Michaels**, Ed.D., Professor of Education; Director, Concordia Teachers Corps, lkeyne-michaels@cu-portland.edu

**Carrie Ann Hyde Kondor**, Ed.D., Associate Professor, ckondor@cu-portland.edu

**Cathryn Colley Lambeth**, D.Ed., Associate Professor, clambeth@cu-portland.edu

**Joy Ann Mueller**, M.A., Associate Professor, jomueller@cu-portland.edu

**Paula J. Politte**, M.S.S., Assistant Professor, ppolitte@cu-portland.edu

**Mark C. Robertson**, D.Ed., Associate Professor; Director, Program Assessment and Accreditation, College of Education, mrobertson@cu-portland.edu

**Lori L. Sanchez**, Ed.D., Professor, lsanchez@cu-portland.edu

**Juliana E. Smith**, Ph.D., Associate Professor, julismith@cu-portland.edu

**Angela D. Vossenkuhl**, M.Ed., Associate Professor; Director, Undergraduate Education Program, avossenkuhl@cu-portland.edu

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/coe/](http://catalog.cu-portland.edu/undergraduate/colleges/coe/)  
 WEBSITE: <https://education.cu-portland.edu/>

## Education – Early Childhood (B.S.)

### Overview Information

#### Introduction

Concordia's Bachelor of Science in Early Childhood Education (ECE) is especially designed for individuals working with young children from birth to five years of age. This non-licensure program is ideal for community college students who have taken foundational courses in ECE. Credits that have already been earned may fulfill credits needed for a bachelor's degree.

This undergraduate degree in early childhood education addresses the development of the whole child—from physical and emotional, to social and cognitive. We believe that every child is unique and capable, and that childhood should be a time of wonder and promise.

As such, this program places emphasis on creating learning environments where natural curiosity is fostered and where all children thrive. Concordia University ECE students will develop the skills to create meaningful and engaging curriculum that promotes child-centered learning and development.

## Goals

In accordance with the Early Childhood Professional Preparation standards outlined by the National Association for the Education of Young Children (NAEYC), successful candidates who complete the B.S. in Early Childhood education will:

1. Demonstrate an understanding of the multiple facets of child development as they create learning environments where all children thrive.
2. Establish reciprocal family and community relationships, respecting diversity as they partner with families and communities in various aspects of children's learning and development.
3. Use their understanding of assessment in a responsible manner as they collaborate with families and professionals to positively influence children's development and learning.
4. Implement various developmentally effective approaches and tools to enhance learning and development through positive relationships with young children and families.
5. Utilize their knowledge of content to create meaningful learning experiences that promotes comprehensive learning and developmental outcomes for all children.
6. Conduct themselves as ethical professionals and life-long learners who demonstrate reflective perspectives, make informed decisions, and advocate for sound educational practices.

## Program Options

### Southwest Washington Transfers

Students from Clark College, Lower Columbia College, and Centralia College can seamlessly apply credits from these schools towards a bachelor's degree in early childhood education from Concordia University-Portland. This degree completion, non-licensure program consists of twelve courses offered over four semesters, with an internship serving as the fifth and final semester.

### Online Degree Completion Program

Concordia University proudly offers the Bachelor of Science in Early Childhood Education as an online degree-completion program. Applicants who have earned a transferable, academic A.A. degree or a minimum of 60 semester (90 quarter) transferable credits, and completed ECE prerequisites, will enter the cohort and take upper division ECE classes. Courses are evaluated on a course-by-course basis. Completion of an A.A. degree does not guarantee all general education requirements will be fulfilled.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate / Transfer Student section of this catalog. There are no additional requirements for admission to the B.S. in Early Childhood Education program. It is recommended that a candidate is working in an Early Childhood environment at the time of application.

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. There are no additional requirements for students pursuing the B.S. in Early Childhood Education. Note, all coursework must be completed within seven (7) years.

## Curricular Requirements

### Bachelor of Science in Early Childhood Education Major Requirements (78 credits)

#### Lower Division Requirements (33 credits)

ECE 210	INTRODUCTION TO EARLY CHILDHOOD EDUCATION	3
ECE 220	DEVELOPMENT OF THE YOUNG CHILD	3
ECE 225	CHILD SAFETY AND PROTECTION <sup>1</sup>	3
ECE 230	LEARNING ENVIRONMENTS FOR YOUNG CHILDREN <sup>1</sup>	3
ECE 240	INTERGRATED STRATEGIES FOR TEACHING <sup>1</sup>	3
ECE 245	ART, MUSIC, AND MOVEMENT <sup>1</sup>	3
ECE 250	LANGUAGE AND LITERATURE <sup>1</sup>	3
ECE 260	WORKING WITH INFANTS AND TODDLERS <sup>1</sup>	3
ECE 270	CHILDREN WITH SPECIAL NEEDS <sup>1</sup>	3
ECE 280	GUIDING THE YOUNG CHILD'S BEHAVIOR	3
ECE 285	PARTNERING WITH FAMILIES <sup>1</sup>	3

#### Upper Division Requirements (45 credits) <sup>2</sup>

ECE 340	WELL-BEING OF THE CHILD <sup>3</sup>	3
ECE 350	INNOVATIVE AND CREATIVE APPROACHES TO LEARNING <sup>3</sup>	3
ECE 360	LITERACY AND THE YOUNG LEARNER <sup>4</sup>	3
ECE 365	SOCIAL STUDIES AND THE YOUNG CHILD <sup>4</sup>	3
ECE 370	EXPLORING THE WORLD OF MATH <sup>4</sup>	3
ECE 375	CHILDREN AS SCIENTISTS <sup>4</sup>	3
ECE 390	EQUITY AND JUSTICE IN EARLY CHILDHOOD EDUCATION <sup>4</sup>	3
ECE 420	STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS <sup>4</sup>	3

Lower Division Courses must be complete prior to:

ECE 430	THE TEACHER AS RESEARCHER	3
ECE 440	OBSERVING, DOCUMENTING, AND ASSESSING YOUNG CHILDREN	3
ECE 475	CHARACTER AND ETHICS OF THE EARLY CHILDHOOD EDUCATION LEADER	3
ECE 495	ADMINISTRATION AND DEVELOPMENT OF EARLY CHILDHOOD PROGRAMS	3
ECE 490A	INTERNSHIP	4.5
ECE 490B	INTERNSHIP	4.5

Total Credits 78

- <sup>1</sup> A minimum of 2 semester credits are needed to transfer in as equivalent. Note that 124 total credits are still required for graduation.
- <sup>2</sup> Students must complete a minimum of 45 upper division credits.
- <sup>3</sup> Prerequisites: ECE 210 INTRODUCTION TO EARLY CHILDHOOD EDUCATION, ECE 220 DEVELOPMENT OF THE YOUNG CHILD, ECE 240 INTERGRATED STRATEGIES FOR TEACHING
- <sup>4</sup> Prerequisite: ECE 250 LANGUAGE AND LITERATURE

## General Education Requirements – B.S. (31 credits)

### Transfer Student

Click on course number to see description and credit amount

### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (5 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
<b>Studies in Arts &amp; Sciences (6 credits)</b>		
Social Science		3
Writing above WR 121		3
Total Credits		31

### Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**  
HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

### Contact Information

**College of Education**  
**Undergraduate Education Department**  
 Angela Vossenkuhl, Director  
 Concordia University + Faubion School - 103 D  
 503-280-8558  
 avossenkuhl@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/coe/early-childhood-bs/](http://catalog.cu-portland.edu/undergraduate/colleges/coe/early-childhood-bs/)

WEBSITE: <https://education.cu-portland.edu/college-of-education/undergraduate/early-childhood-non-licensure/>

## Education – Elementary (B.A.)

### Overview Information

#### Introduction

Concordia's undergraduate teacher education program prepares reflective educators who are committed to fostering equitable learning experiences for all PK–12 students. Candidates utilize the inquiry-based model to inform instructional and assessment practices in order to meet learners' needs. Based on the program's clinical experience model, the experiences candidates have in the schools direct the theoretical and practical knowledge that is learned in courses.

#### Goals and Objectives

The program model is based on the following five guiding questions:

- What contributions can I make as an educator?
- What does it mean to learn and who are my learners?
- What are we teaching? How are we teaching it? Why?
- What are the outcomes of the learning/teaching?
- How do I know that this worked? What next?

At the end of this program, candidates will:

- model dispositions, ethics, and communication skills befitting a professional educator;
- recognize how their own morals, biases, experiences, and privilege impact teaching practices;
- foster culturally responsive learning environments that are inclusive of families and communities;
- demonstrate knowledge of specific subject matter and developmentally appropriate instructional strategies;
- utilize effective instructional and assessment practices that meet diverse student learning needs; and
- value and inform professional growth through inquiry and research.

#### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, any student pursuing a B.A. in Education must apply for program admission to the College of Education (COE). By the end of the first semester of a student's sophomore year each student should submit the following COE admissions materials to the Undergraduate Education Office.

- A College of Education application (available from the Undergraduate Education Office)
- Proof of a cumulative GPA of 3.0 (conditional admits possible at 2.8 pending other criteria)
- The results of the SAT, ACT, or Praxis Core standardized test
- Proof of successful completion of program approved basic skills test per program standard
- A complete Teacher Self-Efficacy Survey (found on the COE application)
- Answers to the given essay questions

Once all materials are received, an interview with the program director and/or faculty is required.



### Testing Requirements for Preliminary Licensure

All students are required to have taken and passed each of the following tests:

- Protecting Student and Civil Rights in the Educational Environment
- Elementary Subtest 1 and 2 (NES)
- All test information can be obtained from the following website: <http://www.orela.nesinc.com/>

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

The College of Education welcomes and encourages students of diverse ethnicities and cultures who plan to be future teachers. In order to help determine whether or not non-native English speakers possess the language skills necessary to succeed in an English-speaking classroom, a score of 80 on the new iBT exam (TOEFL) must be met by any non-native English speaking student seeking a teaching license in the United States. This test also includes a mandatory speaking component. Students who meet this requirement are eligible to be considered for clinical experiences. Students who do not meet the English language proficiency requirements may still earn a bachelor's degree in education, but will not be able to pursue an Oregon Preliminary Teaching License.

### Professional Education Courses

Beginning the first semester of freshman year, students will be enrolled in Professional Education courses. The required courses will vary based on the authorization levels of each student.

### Clinical Experience Placement

The College of Education Placement Office provides undergraduate placements for clinical experiences. After a student is admitted to the program the Placement Office will contact the teacher candidate in order to begin the placement process. The teacher candidate will attend a mandatory Placement Information Meeting (PIM) where an overview of the clinical experiences and the placement process will be explained. At PIM the teacher candidate will also complete a Placement Application sharing ideas for location, teachers, and any other requests. Specific placement requests may be made but cannot be guaranteed due to teacher availability and individual district or school policies.

The teacher candidate will electronically submit an education-focused resume which follows the CU format and two letters of recommendation that will be used to secure a placement. Once a placement has been secured, the Placement Office will contact the students to inform them where they have been placed and with whom.

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

### Electives and Minors

The number of electives required for each student is determined by the chosen program (Elementary or Secondary) to meet the 124 credits required for graduation. Note that 45 of the 124 credits must be taken at the 300 and 400 level. If students choose to pursue a minor, courses taken to complete a minor may not duplicate any general education or professional education courses.

### Transfer Credits

Specific major courses identified by the Department can be transferred in from other regionally accredited institutions. Please see the Registrar's Office and the Department for further details.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate with a B.A. in Education must have at least a 2.75 cumulative GPA across all bachelor-level courses and at least a 3.00 GPA across all COE program courses. Note, all coursework must be completed within seven (7) years.

## Curricular Requirements

### Bachelor of Arts in Elementary Education Major Requirements (68 credits)

#### Education Core (32 credits)

EDUG 110	TEACHING AS A PROFESSION	2
EDUG 120	BECOME A READING COACH	2
EDUG 210	INTRODUCTION TO ENGLISH LANGUAGE LEARNING PK-12	2
EDUG 220	GROWTH AND DEVELOPMENT PK-12	3
EDUG 230	INTRODUCTION TO EQUITY PK-12	3
EDUG 240	LITERACY PERSPECTIVES PK-12	3
EDUG 250	ASSESSMENT LITERACY PK-12	2
EDUG 260	INDIVIDUAL STUDENT LEARNING NEEDS PK-12	3
EDUG 330	BEST PRACTICES IN SMALL GROUP INSTRUCTION AND ASSESSMENT ELEMENTARY	3
EDUG 358	HEALTH AND PHYSICAL EDUCATION	3
EDUG 420	BEST PRACTICES IN WHOLE CLASS INSTRUCTION AND ASSESSMENT ELEMENTARY	3
EDUG 430	COLLABORATION AND MANAGEMENT IN THE CLASSROOM ELEMENTARY	3

#### Methods Requirements (9 credits)

EDUG 340	HUMANITIES METHODS	3
EDUG 350	MATH METHODS	3
EDUG 440	STEAM METHODS ELEMENTARY	3

#### Choice Requirements (7 credits)

The following three courses are taken in the topic selected. Topic A: STEAM or Topic B: Community-Based Education (CBE)

EDUG 310	INQUIRY AND REFLECTION IN PRACTICE 1	2
EDUG 410	INQUIRY AND REFLECTION IN PRACTICE 2	2
EDUG 320	SYSTEMIC AND POLITICAL ISSUES IN PK-12 EDUCATION	3

#### Clinical Experiences (20 credits)

EDUG 390	SCHOOL CLIMATE FIELD EXPERIENCE ELEMENTARY	2
EDUG 392	SMALL GROUP OBSERVING AND TEACHING ELEMENTARY	2
EDUG 490	WHOLE CLASS OBSERVING AND TEACHING ELEMENTARY <sup>1</sup>	4
EDUG 492	STUDENT TEACHING ELEMENTARY <sup>1</sup>	10
EDUG 494	STUDENT TEACHING SEMINAR ELEMENTARY	2

Total Credits

68

<sup>1</sup> Students seeking to become a Lutheran Teacher will substitute EDUG 490L and EDUG 492L. See the Professional Church Work section for more information.

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

#### Studies in Arts & Sciences (18 credits)

Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		50

### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities Ex: Lit, World History, Music History		3
Physical Education		2
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

#### Studies in Arts & Sciences (18 credits)

Natural Science		3
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Fine Arts	3
WR 30X (upper division Writing course)	3
Social Science	3
Electives (6 credits) – at least three must be upper division credits outside major	6
Total Credits	49

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Contact Information

### College of Education

#### Undergraduate Education Department

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#### Full-time Undergraduate Education Faculty

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WEBSITE: <https://education.cu-portland.edu/college-of-education/undergraduate/early-childhood/>

## Education – Secondary (B.A.)

+++ See the Addendum to this catalog for information on the discontinuation of Chemistry as an Endorsement option for Secondary Education candidates beginning Fall 2019.

### Overview Information

#### Introduction

Concordia's undergraduate teacher education program prepares reflective educators who are committed to fostering equitable learning experiences for all PK–12 students. Candidates utilize the inquiry-based model to inform instructional and assessment practices in order to meet learners' needs. Based on the program's clinical experience model, the experiences candidates have in the schools direct the theoretical and practical knowledge that is learned in courses.

#### Goals and Objectives

The program model is based on the following five guiding questions:

- What contributions can I make as an educator?
- What does it mean to learn and who are my learners?
- What are we teaching? How are we teaching it? Why?
- What are the outcomes of the learning/teaching?
- How do I know that this worked? What next?

At the end of this program, candidates will:

- model dispositions, ethics, and communication skills befitting a professional educator;
- recognize how their own morals, biases, experiences, and privilege impact teaching practices;
- foster culturally responsive learning environments that are inclusive of families and communities;
- demonstrate knowledge of specific subject matter and developmentally appropriate instructional strategies;
- utilize effective instructional and assessment practices that meet diverse student learning needs; and
- value and inform professional growth through inquiry and research.

#### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, any student pursuing a B.A. in Education must apply for program admission to the College of Education (COE). By the end of the first semester of a student's sophomore year each student should submit the following COE admissions materials to the Undergraduate Education Office.

- A College of Education application (available from the Undergraduate Education Office)
- Proof of a cumulative GPA of 3.0 (conditional admits possible at 2.8 pending other criteria)

- The results of the SAT, ACT, or Praxis Core standardized test
- Proof of successful completion of program approved basic skills test per program standard
- A complete Teacher Self-Efficacy Survey (found on the COE application)
- Answers to the given essay questions

Once all materials are received, an interview with the program director and/or faculty is required.

#### Testing Requirements for Preliminary Licensure

All students are required to have taken and passed each of the following tests:

- Protecting Student and Civil Rights in the Educational Environment
- Endorsement Tests
- All test information can be obtained from the following website: <http://www.orela.nesinc.com/>

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

The College of Education welcomes and encourages students of diverse ethnicities and cultures who plan to be future teachers. In order to help determine whether or not non-native English speakers possess the language skills necessary to succeed in an English-speaking classroom, a score of 80 on the new iBT exam (TOEFL) must be met by any non-native English speaking student seeking a teaching license in the United States. This test also includes a mandatory speaking component. Students who meet this requirement are eligible to be considered for clinical experiences. Students who do not meet the English language proficiency requirements may still earn a bachelor's degree in education, but will not be able to pursue an Oregon Preliminary Teaching License.

#### Professional Education Courses

Beginning the first semester of freshman year, students will be enrolled in Professional Education courses. The required courses will vary based on the authorization levels of each student.

#### Clinical Experience Placement

The College of Education Placement Office provides undergraduate placements for clinical experiences. After a student is admitted to the program the Placement Office will contact the teacher candidate in order to begin the placement process. The teacher candidate will attend a mandatory Placement Information Meeting (PIM) where an overview of the clinical experiences and the placement process will be explained. At PIM the teacher candidate will also complete a Placement Application sharing ideas for location, teachers, and any other requests. Specific placement requests may be made but cannot be guaranteed due to teacher availability and individual district or school policies.

The teacher candidate will electronically submit an education-focused resume which follows the CU format and two letters of recommendation that will be used to secure a placement. Once a placement has been secured, the Placement Office will contact the students to inform them where they have been placed and with whom.

Placement confirmations and exiting procedures must be conducted through the Placement Office. No placements can be made at schools where students have relatives or family friends. No clinical experience should ever be terminated by a candidate without prior consultation with the Placement Director or Lead Placement Coordinator. Failure to follow these policies jeopardizes future placements and may result in credit loss

and additional fees. Clinical experiences dropped at student initiative after a placement has been secured will result in forfeiture of course fees.

### Electives and Minors

The number of electives required for each student is determined by the chosen program (Elementary or Secondary) to meet the 124 credits required for graduation. Note that 45 of the 124 credits must be taken at the 300 and 400 level. If students choose to pursue a minor, courses taken to complete a minor may not duplicate any general education or professional education courses.

### Transfer Credits

Specific major courses identified by the Department can be transferred in from other regionally accredited institutions. Please see the Registrar's Office and the Department for further details.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate with a B.A. in Education must have at least a 2.75 cumulative GPA across all bachelor-level courses and at least a 3.00 GPA across all COE program courses which include all endorsement courses for Secondary students. Note, all coursework must be completed within seven (7) years.

+++ See the Addendum to this catalog for information on the discontinuation of Chemistry as an Endorsement option for Secondary Education candidates beginning Fall 2019.

## Curricular Requirements

### Bachelor of Arts in Secondary Education Major Requirements (75-88 credits)

Note: Candidates interested in a Physical Education endorsement must pursue the Secondary Education P.E. Major.

#### Core Requirements (56 credits)

##### Education Core (26 credits)

EDUG 110	TEACHING AS A PROFESSION	2
EDUG 120	BECOME A READING COACH	2
EDUG 210	INTRODUCTION TO ENGLISH LANGUAGE LEARNING PK-12	2
EDUG 220	GROWTH AND DEVELOPMENT PK-12	3
EDUG 230	INTRODUCTION TO EQUITY PK-12	3
EDUG 240	LITERACY PERSPECTIVES PK-12	3
EDUG 250	ASSESSMENT LITERACY PK-12	2
EDUG 260	INDIVIDUAL STUDENT LEARNING NEEDS PK-12	3
EDUG 421	BEST PRACTICES IN WHOLE CLASS INSTRUCTION AND ASSESSMENT SECONDARY	3
EDUG 431	COLLABORATION AND MANAGEMENT IN THE CLASSROOM SECONDARY	3

##### Methods Requirement (3 credits)

One (1) course from the following (must correspond with selected endorsement):

EDUG 385	CURRICULUM AND INSTRUCTION: MATH AND SCIENCE SECONDARY	
EDUG 386	CURRICULUM AND INSTRUCTION: LANGUAGE AND SOCIAL STUDIES SECONDARY	

EDUG 389	CURRICULUM AND INSTRUCTION: HEALTH SECONDARY	
<b>Choice Requirements (7 credits)</b>		
The following three courses are taken in the topic selected. Topic A: STEAM or Topic B: Community-Based Education (CBE)		
EDUG 310	INQUIRY AND REFLECTION IN PRACTICE 1	2
EDUG 410	INQUIRY AND REFLECTION IN PRACTICE 2	2
EDUG 320	SYSTEMIC AND POLITICAL ISSUES IN PK-12 EDUCATION	3
<b>Clinical Experiences (20 credits)</b>		
EDUG 391	SCHOOL CLIMATE FIELD EXPERIENCE SECONDARY	2
EDUG 393	SMALL GROUP OBSERVING AND TEACHING SECONDARY	2
EDUG 491	WHOLE CLASS OBSERVING AND TEACHING SECONDARY <sup>1</sup>	4
EDUG 493	STUDENT TEACHING SECONDARY <sup>1</sup>	10
EDUG 495	STUDENT TEACHING SEMINAR SECONDARY	2
Total Credits		56

<sup>1</sup> Students seeking to become a Lutheran Teacher will substitute EDUG 491L WHOLE CLASS OBSERVING AND TEACHING SECONDARY-LUTHERAN and EDUG 493L STUDENT TEACHING SECONDARY-LUTHERAN. See the Professional Church Work section for more information.

#### Endorsement Requirements (19-32 credits)

At least one Endorsement Area must be chosen to complete the major.

Note: Candidates interested in a Physical Education endorsement must pursue the Secondary Education P.E. Major.

#### Biology Endorsement Requirements (31 credits)

GLG 101	INTRODUCTION TO GEOLOGY	3
or SCI 112	ENVIRONMENTAL SCIENCE	
CHM 211	INORGANIC CHEMISTRY I	4
BIO 211	GENERAL BIOLOGY I	4
BIO 212	GENERAL BIOLOGY II	4
BIO 284	MICROBIOLOGY	3
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
BIO 315	GENETICS	4
BIO 411	ECOLOGY	3
BIO 426	EVOLUTION	3

#### Chemistry Endorsement Requirements (31 credits)

CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I	4
CHM 345	ORGANIC CHEMISTRY II	4
CHM 414	BIOCHEMISTRY I	4
CHM 415	BIOCHEMISTRY II	4
CHM 442	PHYSICAL CHEMISTRY I	3
BIO 211	GENERAL BIOLOGY I	4

#### Health Endorsement Requirements (32 credits)

BIO 264	INTRODUCTION TO HUMAN ANATOMY	4
BIO 265	INTRODUCTION TO HUMAN PHYSIOLOGY	4



ESS 220	STRESS MANAGEMENT	3
ESS 280	DISEASES	2
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	3
ESS 464	NUTRITION FOR EXERCISE AND HUMAN PERFORMANCE	3
ESS 484	EXERCISE PHYSIOLOGY	4
PSY 312	HUMAN SEXUALITY	3
SCI 112	ENVIRONMENTAL SCIENCE	3
SCW 361	CHEMICAL DEPENDENCY AND ADDICTIVE BEHAVIOR	3

**Language Arts Endorsement Requirements (30 credits)**

ENG 231	AMERICAN LITERATURE I	3
ENG 232	AMERICAN LITERATURE II	3
ENG 312	INTRODUCTION TO POETRY	3
WR 352	CREATIVE WRITING	3
ENG 439	LINGUISTICS	3
Two (2) of the following British Literature courses:		
ENG 222	BRITISH LITERATURE I	3
ENG 223	BRITISH LITERATURE II	3
ENG 321	SHAKESPEARE	3
One (1) of the following World Literature courses:		
ENG 315	THE WORLD NOVEL	3
ENG 363	THE EUROPEAN NOVEL	3
ENG 462	THE HERO	3
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE	3
One (1) of the following Genre Literature courses:		
ENG 310	WORLD DRAMA	3
ENG 315	THE WORLD NOVEL	3
ENG 348	FILM AND LITERATURE	3
One (1) of the following Thematic Literature courses:		
ENG 337	THE SIXTIES IN ITS OWN WRITE	3
ENG 462	THE HERO	3
ENG 480	RELIGION AND LITERATURE	3

**Mathematics – Foundational Endorsement Requirements (19 credits)**

MTH 123	COLLEGE ALGEBRA	3	
MTH 124	PRE-CALCULUS	3	
MTH 211	CALCULUS I	4	
MTH 212	CALCULUS II	4	
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3	
One (1) Math Elective (300-level)			2

**Mathematics – Advanced Endorsement Requirements (27 credits)**

MTH 123	COLLEGE ALGEBRA	3
MTH 124	PRE-CALCULUS	3
MTH 211	CALCULUS I	4
MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
MTH 341	LINEAR ALGEBRA	2
MTH 361	ABSTRACT ALGEBRA	2
MTH 371	NUMBER THEORY	2

MTH 401	ANALYSIS	2
MTH 411	ADVANCED GEOMETRY	2

**Social Studies Endorsement Requirements (30 credits)**

ECN 203	FUNDAMENTALS OF ECONOMICS	4
HST 203	EUROPE SINCE 1789	3
HST 215	AMERICAN CIVILIZATION I	3
HST 216	AMERICAN CIVILIZATION II	3
PSC 201	INTRODUCTION TO AMERICAN GOVERNMENT	3
GEO 110	INTRODUCTION TO CULTURAL GEOGRAPHY	2
SOC 230	DIVERSITY STUDIES	3

One (1) of the following U.S. History courses:

HST 331	MEDIA AND CULTURE IN AMERICA	3
HST 332	RACE AND ETHNICITY IN AMERICAN CULTURE	3
HST 336	UNITED STATES SINCE 1945	3
HST 337	THE SIXTIES IN ITS OWN WRITE	3

One (1) of the following Contemporary Issues courses:

HST 331	MEDIA AND CULTURE IN AMERICA	3
HST 332	RACE AND ETHNICITY IN AMERICAN CULTURE	3
PSC 365	INTRODUCTION TO INTERNATIONAL RELATIONS	3

One (1) of the following World History courses:

HST 335	HISTORY AND CULTURE OF INDIA	3
HST 355	HISTORY OF THE MIDDLE EAST	3
HST 364	MODERN ASIA	3

**Bachelor of Arts in Secondary Education P.E. Major Requirements (82 credits)**

Note: No additional endorsements are available with this major.

**Core and Endorsement Requirements (82 credits)****Education Core (27 credits)**

EDUG 110	TEACHING AS A PROFESSION	2
EDUG 120	BECOME A READING COACH	2
EDUG 210	INTRODUCTION TO ENGLISH LANGUAGE LEARNING PK-12	2
EDUG 220	GROWTH AND DEVELOPMENT PK-12	3
EDUG 230	INTRODUCTION TO EQUITY PK-12	3
EDUG 240	LITERACY PERSPECTIVES PK-12	3
EDUG 250	ASSESSMENT LITERACY PK-12	2
EDUG 421	BEST PRACTICES IN WHOLE CLASS INSTRUCTION AND ASSESSMENT SECONDARY	3
EDUG 431	COLLABORATION AND MANAGEMENT IN THE CLASSROOM SECONDARY	3
ESS 384	FOUNDATIONS OF MOVEMENT	4

**Methods Requirement (3 credits)**

EDUG 387	CURRICULUM AND INSTRUCTION: PHYSICAL EDUCATION SECONDARY	3
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**Choice Requirements (7 credits)**

The following three courses are taken in the topic selected. Topic A: STEAM or Topic B: Community-Based Education (CBE)

EDUG 310	INQUIRY AND REFLECTION IN PRACTICE 1	2
EDUG 410	INQUIRY AND REFLECTION IN PRACTICE 2	2
EDUG 320	SYSTEMIC AND POLITICAL ISSUES IN PK-12 EDUCATION	3

**Clinical Experiences (20 credits)** 20

EDUG 391	SCHOOL CLIMATE FIELD EXPERIENCE SECONDARY	2
EDUG 393	SMALL GROUP OBSERVING AND TEACHING SECONDARY	2
EDUG 495	STUDENT TEACHING SEMINAR SECONDARY	2
EDUG 491 & EDUG 492	WHOLE CLASS OBSERVING AND TEACHING SECONDARY and STUDENT TEACHING ELEMENTARY (14 combined credits) <sup>1</sup>	

or

EDUG 490 & EDUG 493	WHOLE CLASS OBSERVING AND TEACHING ELEMENTARY and STUDENT TEACHING SECONDARY (14 combined credits) <sup>1</sup>	
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**Endorsement Requirements (25 credits)**

BIO 264	INTRODUCTION TO HUMAN ANATOMY	4
BIO 265	INTRODUCTION TO HUMAN PHYSIOLOGY	4
ESS 340	PREVENTION AND CARE OF ATHLETIC INJURIES	3
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	3
ESS 464	NUTRITION FOR EXERCISE AND HUMAN PERFORMANCE	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
Total Credits		82

<sup>1</sup> Students seeking to become a Lutheran Teacher will substitute EDUG 490L WHOLE CLASS OBSERVING AND TEACHING ELEMENTARY-LUTHERAN, EDUG 491L WHOLE CLASS OBSERVING AND TEACHING SECONDARY-LUTHERAN, EDUG 492L STUDENT TEACHING ELEMENTARY-LUTHERAN, EDUG 493L STUDENT TEACHING SECONDARY-LUTHERAN. See the Professional Church Work section for more information.

**General Education Requirements – B.A.**

**Freshman (50 credits)**

**Freshman Foundation (15 credits)**

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (11 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

**Studies in Arts & Sciences (18 credits)**

Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6 credits)	– at least three must be upper division credits outside major	6
Total Credits		50

**Transfer Student (49 credits)**

**Transfer Foundation (14 credits)**

WR 121	ENGLISH COMPOSITION	3
Humanities	Ex: Lit, World History, Music History	3
Physical Education		2
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (11 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

**Studies in Arts & Sciences (18 credits)**

Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6 credits)	– at least three must be upper division credits outside major	6
Total Credits		49

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet

students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Contact Information

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#### Undergraduate Education Department

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/coe/secondary-ba/](http://catalog.cu-portland.edu/undergraduate/colleges/coe/secondary-ba/)

WEBSITE: <https://education.cu-portland.edu/college-of-education/undergraduate/secondary-education/>

## Professional Church Work Program

For over one hundred years, Concordia University has trained men and women for teaching careers in the 1,300+ elementary and high schools of The Lutheran Church—Missouri Synod (LCMS). A student in the Professional Church Work (PCW) Program completes additional training described here and, upon graduation, is eligible for the teaching ministry as a Commissioned Minister of Religion. The assignment of the first call is made by the LCMS Council of Presidents.

### Program Requirements

Students interested in becoming rostered as a Minister of Religion – Commissioned in the Lutheran Church—Missouri Synod must:

- Be a member in good standing of a Lutheran Church—Missouri Synod Congregation for a minimum of two years.

- Notify the Lutheran Teacher Coordinator of intent to teach in a Lutheran school.
- Successfully complete all of the course work and experiential requirements for a Bachelor of Arts in Education (B.A. Ed.) – Elementary or Secondary program.
- Qualify to be licensed as a teacher by the State of Oregon as outlined in the B.A. Ed. teacher preparation program.
- Complete the application for Synodical Placement and submit it to the Lutheran Teacher Certificate Coordinator.
- Schedule an interview with the Lutheran Teacher Certificate Coordinator.
- Successfully complete the following additional courses:

### Practicum Requirement

To meet the B.A. in Education Practicum Requirement, PCW candidates will enroll in the level-appropriate Lutheran option:

EDUG 490L	WHOLE CLASS OBSERVING AND TEACHING ELEMENTARY-LUTHERAN	4
or EDUG 491L	WHOLE CLASS OBSERVING AND TEACHING SECONDARY-LUTHERAN	

### PCW Requirements

CED 395	TEACHING THE FAITH	3
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT <sup>1</sup>	3
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT <sup>1</sup>	3
REL 304	SYSTEMATIC THEOLOGY	3
Total Credits		16

<sup>1</sup> Both REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT and REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT must be taken to satisfy the requirements of this program.

### College of Education Professional Church Work Program (PCW) (Lutheran Teacher training)

Dr. Joy Mueller, Coordinator  
Concordia University + Faubion School - 224 A  
503-493-6234  
jomueller@cu-portland.edu

## Teacher Colloquy Program

The teacher colloquy program is a course of theological study for persons currently serving as teachers in Lutheran Schools who are not on the roster of the Lutheran Church—Missouri Synod but wish to be. It is a joint program of the Concordia University System schools under the auspices of the Synod's Board for University Education. The program is managed by and delivered through Concordia University Education Network (CUEnet).

For more information or to apply for the Teacher Colloquy program, contact:

### CUEnet

61990 Janalee Place  
Bend, OR 97702  
Phone: 541-322-7282 or 800-238-3037  
Fax: 541-322-7286

info@cuenet.edu  
 www.cuenet.edu/colloquy (https://cuenet.edu/colloquy)

## Education (B.A.) – Non-Licensure

### Overview Information

#### Introduction

Concordia's undergraduate Education program offers a B.A. in Education that does not lead to state licensure.

#### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to the Non-Licensure B.A. in Education major must interview with the director of the Undergraduate Education Department. The student is responsible to arrange the interview.

#### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. There are no additional graduation requirements for students pursuing the a B.A. in Education – Non-licensure.

### Curricular Requirements

#### Bachelor or Arts in Education – Non-Licensure Major Requirements (45-47 credits)

EDUG 110	TEACHING AS A PROFESSION	2
EDUG 120	BECOME A READING COACH	2
EDUG 210	INTRODUCTION TO ENGLISH LANGUAGE LEARNING PK-12	2
EDUG 220	GROWTH AND DEVELOPMENT PK-12	3
EDUG 230	INTRODUCTION TO EQUITY PK-12	3
EDUG 240	LITERACY PERSPECTIVES PK-12	3
EDUG 250	ASSESSMENT LITERACY PK-12	2
EDUG 260	INDIVIDUAL STUDENT LEARNING NEEDS PK-12	3
<b>Professional Education Electives (25-27 credits)</b>		25-27
Total Credits		45-47

#### General Education Requirements – B.A.

##### Freshman (50 credits)

###### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

###### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

###### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		50

##### Transfer Student (49 credits)

###### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3

###### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

###### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		49

### Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree.

For the B.A. in Education (Non-licensure), at least 45 of the 124 must be upper division. For Middle School and High School these classes could be in a specific subject area..

#### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.



The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree. While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

## Contact Information

### College of Education Undergraduate Education Department

Angela Vossenkuhl, Director  
Concordia University + Faubion School - 103 D  
503-280-8558  
avossenkuhl@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/coe/non-licensure-ba/](http://catalog.cu-portland.edu/undergraduate/colleges/coe/non-licensure-ba/)

WEBSITE: <https://education.cu-portland.edu/college-of-education/undergraduate/>

## College of Health & Human Services

+++ See Addendum 2 in this catalog for information on the University Restructure.

## Overview Information

### Introduction

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

### Mission

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

### Departments

Concordia University's College of Health & Human Services consists of five departments:

- Exercise & Sport Science
- Health Care Administration
- Long Term Care Administration
- Nursing
- Social Work

## Nursing Degree Modalities

A highlight of the Nursing program in the College of Health & Human Services is that it offers two modalities for completing the program. The traditional program is fully on-ground and housed at the NE Portland university campus, while the Accelerated program (ABSN) is a hybrid model, blending on-line instruction with face-to-face clinical skills instruction. The accelerated model is completed in four consecutive semesters (no summer breaks) and is ideal for the non-traditional or more experienced student, while the traditional program is completed over two years following the traditional academic calendar. For more information consult the Nursing section of this catalog.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. Some CHHS programs have additional admission requirements. Refer to each program section for specific information.

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. Some CHHS programs have additional graduation requirements. Refer to each program section for specific information.

## CHHS Degrees and Minors

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

- **Exercise & Sport Science / Exercise & Sport Science Pre-Physical Therapy** - B.S., Minor
- **Health Care Administration** - B.S., Minor
- **Long Term Care Administration** - B.S.
- **Nursing** - BSN (both on ground and accelerated)
  - (See the College of Arts & Sciences for information on the Pre-Nursing A.A.)
- **Social Work** - B.A., B.S., Minor
- **Sport Coaching** - Minor

Related program from the School of Management:

- **Sports Management** - Minor

## Contact Information

### College of Health & Human Services

Dr. Julie Dodge, Interim Dean  
George R. White Library & Learning Center - Suite 215  
503-280-8610  
chhs@cu-portland.edu

**Full-time CHHS Faculty****ESS**

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**Andrew J. LaFrenz**, Ph.D., Associate Professor, [alafrenz@cu-portland.edu](mailto:alafrenz@cu-portland.edu)

**Karen A. Morgan**, M.S., Assistant Professor; Director, PAC Program, [karmorgan@cu-portland.edu](mailto:karmorgan@cu-portland.edu)

**Joel M. Schultheisz**, Ph.D., Professor; Program Director, Exercise & Sport Science Program, [jschultheisz@cu-portland.edu](mailto:jschultheisz@cu-portland.edu)

**Health Care Administration / Long Term Care**

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**Nursing**

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**Marie C. McGhee**, M.N., Nursing Skills/Simulation Lab Faculty, [mmcghee@cu-portland.edu](mailto:mmcghee@cu-portland.edu)

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**Lisa J. Mariea Presnall**, N.D./D.N.P., Professor; Associate Dean of Nursing, [lpresnall@cu-portland.edu](mailto:lpresnall@cu-portland.edu)

**Social Work**

**Sik Yin P. Chan**, M.S.W., Associate Professor; Practicum Director, [schan@cu-portland.edu](mailto:schan@cu-portland.edu)

**Julie A. Dodge**, D.Min., Associate Professor; Interim Dean, College of Health & Human Services, [jdodge@cu-portland.edu](mailto:jdodge@cu-portland.edu)

**Andrea L. Doerfler**, M.S.S.W., Associate Professor, [adoerfler@cu-portland.edu](mailto:adoerfler@cu-portland.edu)

**Sonja B. Vegdahl**, Ph.D., Professor; Program Director, Social Work, [svegdahl@cu-portland.edu](mailto:svegdahl@cu-portland.edu)

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WEBSITE: <https://www.cu-portland.edu/academics/colleges/college-health-human-services>

# Exercise and Sport Science (B.S.)

## Overview Information

### Introduction

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

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

The focus of the program is on developing comprehensive knowledge of the human body, applying evidence-based approach to prescription, treatment, or coaching, and participating in service to the community. Small class sizes accelerate learning and prepare student's to pass the entry level certification exams and to be employed or admitted to a graduate program upon graduation.

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission to the College of Health & Human Services or the Exercise & Sport Science major. It is recommended that a student pursuing the ESS major should maintain an overall GPA of at least a 2.75. A student interested in pursuing the ESS Pre-Physical Therapy major is highly recommended to maintain a 3.25 or greater overall GPA. By junior year as a ESS Pre-Physical Therapy major, a student is highly recommended to have earned a 3.5 or greater overall GPA.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students pursuing an ESS degree must complete a Research Project or Internship and are recommended to present the results of their study or synthesis of their internship at the Senior Symposium. Students are also required to take the ESS Exit exam.

## Curricular Requirements

### Bachelor of Science in Exercise and Sport Science Major Requirements (65.5 credits)

BIO 264	INTRODUCTION TO HUMAN ANATOMY	4
BIO 265	INTRODUCTION TO HUMAN PHYSIOLOGY	4
CHM 101	CHEMISTRY FOR LIFE	3
CHM 102	PRINCIPLES OF ORGANIC & BIOCHEMISTRY	3
PHY 211	GENERAL PHYSICS I	4
HHS 451	WEEKEND SEMINAR	1
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
SPT 461	PRINCIPLES OF SPORTS, RECREATION, AND WELLNESS MANAGEMENT	3
ESS 250	INTRODUCTION TO EXERCISE SCIENCE	2
ESS 330	FIRST AID AND CPR	0.5
ESS 340	PREVENTION AND CARE OF ATHLETIC INJURIES	3

ESS 360	SOCIAL RESPONSIBILITY AND DIVERSITY IN SPORTS AND EXERCISE	1
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 422	PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY	3
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	3
ESS 452	PHYSICAL ACTIVITY AND SPORT FOR SPECIAL POPULATIONS	3
ESS 464	NUTRITION FOR EXERCISE AND HUMAN PERFORMANCE	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
ESS 491	PROFESSIONAL PREPARATION AND LEADERSHIP IN EXERCISE AND SPORTS SCIENCE	1
ESS 493	RESEARCH METHODS IN EXERCISE AND SPORTS SCIENCE	2
ESS 494	EXERCISE PRESCRIPTION AND PROGRAMMING	4
ESS 495	ESS RESEARCH PROJECT	3
or ESS 498	INTERNSHIP	
Total Credits		65.5

### Bachelor of Science in Exercise and Sport Science Pre-Physical Therapy Major Requirements (71.5 credits)

BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
HHS 451	WEEKEND SEMINAR	1
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
SPT 461	PRINCIPLES OF SPORTS, RECREATION, AND WELLNESS MANAGEMENT	3
ESS 250	INTRODUCTION TO EXERCISE SCIENCE	2
ESS 330	FIRST AID AND CPR	0.5
ESS 340	PREVENTION AND CARE OF ATHLETIC INJURIES	3
ESS 360	SOCIAL RESPONSIBILITY AND DIVERSITY IN SPORTS AND EXERCISE	1
ESS 384	FOUNDATIONS OF MOVEMENT	4
ESS 422	PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY	3
ESS 432	MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE	3
ESS 452	PHYSICAL ACTIVITY AND SPORT FOR SPECIAL POPULATIONS	3
ESS 464	NUTRITION FOR EXERCISE AND HUMAN PERFORMANCE	3
ESS 474	KINESIOLOGY	4
ESS 484	EXERCISE PHYSIOLOGY	4
ESS 491	PROFESSIONAL PREPARATION AND LEADERSHIP IN EXERCISE AND SPORTS SCIENCE	1
ESS 493	RESEARCH METHODS IN EXERCISE AND SPORTS SCIENCE	2

ESS 494	EXERCISE PRESCRIPTION AND PROGRAMMING	4
ESS 495	ESS RESEARCH PROJECT	3
or ESS 498	INTERNSHIP	
Total Credits		71.5

### General Education Requirements – B.S.

- Freshman Student
- Transfer Student

#### Freshman Student (35)

Click on course number to see description and credit amount

<b>Freshman Foundation (15)</b>		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6)

REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (5)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

#### Studies in Arts & Sciences (9)

Social Science		3
WR 30X	(upper division Writing course)	3
Electives (3)-Must be upper division credits outside major		3

Total Credits 35

#### Transfer Student (31 credits)

Click on course number to see description and credit amount

<b>Transfer Foundation (14 credits)</b>		
WR 121	ENGLISH COMPOSITION	3
Humanities 3		
Ex: Lit, World History, Music History		
Physical Education 2		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (5 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

#### Studies in Arts & Sciences (6 credits)

Social Science	3
Writing above WR 121	3
<b>Total Credits</b>	<b>31</b>

### Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**  
HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

### ESS Minors for ESS and ESS Pre-PT Majors Human Performance Minor (12 credits)

Available to ESS and ESS Pre-PT majors only.

ESS 287	INTRODUCTION TO HUMAN PERFORMANCE TRAINING	2
ESS 352	SPORT SKILL ANALYSIS	3
ESS 370	PRINCIPLES OF COACHING	2
ESS 387	ADVANCED HUMAN PERFORMANCE TRAINING	3
ESS 487	CERTIFIED STRENGTH AND CONDITIONING PREPARATION	2
<b>Total Credits</b>		<b>12</b>

### ESS Sport Coaching Minor (12 credits)

Available to ESS and ESS Pre-PT majors only.

ESS 352	SPORT SKILL ANALYSIS	3
ESS 370	PRINCIPLES OF COACHING	2
ESS 397	COACHING FIELD EXPERIENCE	1
<b>Select Any Two Courses:</b>		<b>6</b>
PSY 321	HUMAN GROWTH AND DEVELOPMENT	
PSY 345	CHILD AND ADOLESCENT DEVELOPMENT	
PSY 343	THEORIES OF PERSONALITY	
PSY 350	COUNSELING THEORY	
PSY 362	SOCIAL PSYCHOLOGY	
SCW 365	SOCIAL WORK WITH CHILDREN AND ADOLESCENTS	
SPT 462	SPORTS, RECREATION, AND WELLNESS MARKETING	

SPT 464	LEGAL AND ETHICAL ISSUES IN SPORTS, RECREATION, AND WELLNESS MANAGEMENT	
<b>Total Credits</b>		<b>12</b>

### Pre-Athletic Training Minor (13 credits)

Available to ESS and ESS Pre-PT majors only.

ESS 196	INTRODUCTION TO ATHLETIC TREATMENT	1
ESS 296	BEGINNING ATHLETIC TREATMENT	2
ESS 396	INTERMEDIATE ATHLETIC TREATMENT	3
ESS 444	ADVANCED ATHLETIC INJURY MANAGEMENT	3
ESS 496	ADVANCED ATHLETIC TREATMENT	4
<b>Total Credits</b>		<b>13</b>

### ESS Minors for non-ESS majors Exercise & Sport Science Minor (18 credits)

An 18-credit Exercise and Sport Science Minor is available for all CU undergraduate students who are not pursuing an ESS major. For details see Undergraduate Programs/Minors.

### Sport Coaching Minor (15.5)

A 15.5-credit Sport Coaching Minor is available for for all CU undergraduate students who are not pursuing an ESS major. For details see Undergraduate Programs/Minors.

## Contact Information

#### College of Health & Human Services Exercise & Sport Science Department

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503-493-6244  
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#### Full-time Exercise & Sport Science Faculty

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**Karen A. Morgan**, M.S., Assistant Professor; Director, PAC Program, [karmorgan@cu-portland.edu](mailto:karmorgan@cu-portland.edu)

**Joel M. Schuldheisz**, Ph.D., Professor; Program Director, Exercise & Sport Science Program, [jschuldheisz@cu-portland.edu](mailto:jschuldheisz@cu-portland.edu)

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/chhs/ess/](http://catalog.cu-portland.edu/undergraduate/colleges/chhs/ess/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/exercise-and-sport>

## Health Care Administration (B.S.)

### Overview Information

#### Introduction

The Bachelor of Science in Health Care Administration (HCA) can be taken on a traditional freshman track or as an accelerated program for individuals who have completed at least 20 semester credits in college. The accelerated program allows working adults to complete the degree in as little as 18 months (if general education credits are already earned).



This program was originally designed as a degree-completion program for those already working within the Health Care Administration field. The program has now expanded to include a traditional track for freshman and transfer students. It is encouraged that students who do not currently have health care administration work experience seek opportunities to volunteer or work within the field to enrich their classroom learning.

Unique features of the program include its flexibility and the option to choose concentrations. Students have the choice to attend either full-time or part-time, and either on ground, online, or a combination of both instruction delivery options. The major is composed of a core set of 9 courses which all students complete. Students are then required to complete 2 concentrations of their choice within the major.

The HCA courses address management skills essential to the field of health care administration throughout the entire spectrum of health care organizations including, but not limited to, acute care, clinic, community, and long-term systems of care. The capstone course is internship based in a health care organization and is central to the program. The internship provides in-depth administrative experience, networking, and career development. The capstone course should be completed in the senior year.

## Admission Requirements

### Freshmen

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission as a freshman to the B.S. in Health Care Administration program.

### Transfer Students

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, transfer students pursuing the B.S. in Health Care Administration degree must also meet the following criteria:

- At least 20 semester credits completed at Concordia or transferred to Concordia from regionally accredited institutions before beginning HCA upper division courses.
- The HCA core must be taken in its entirety at Concordia.

## Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. There are no additional requirements for students pursuing the B.S. in Health Care Administration.

## Curricular Requirements

### Bachelor of Science in Health Care Administration Major Requirements (45 credits)

#### HCA Core (27 credits)

HCA 301	THE NATION'S HEALTH	3
HCA 321	LEADERSHIP AND BEHAVIOR IN HEALTH CARE	3
HCA 331	HEALTH CARE REIMBURSEMENT	3
HCA 411	HEALTH CARE LAW AND ETHICS	3
HCA 413	DATA ANALYTICS IN HEALTH CARE	3
HCA 414	POPULATION HEALTH	3
HCA 421	HEALTH CARE FINANCE AND ACCOUNTING	3
HCA 475	INNOVATIONS IN HEALTH INFORMATICS	3
HCA 491	HEALTH CARE ADMINISTRATION INTERNSHIP	3

#### Concentrations (18 credits) 18

Two Concentrations are required to complete the major.

#### Health Care Operations Management (9 credits)

HCA 370	WORKFORCE MANAGEMENT
HCA 425	HEALTH CARE OPERATIONS MANAGEMENT
HCA 431	HEALTH CARE POLICY

#### Health Care Process Improvement Management (9 credits)

HCA 341	STRATEGIC PLANNING AND MARKETING
HCA 351	QUALITY MANAGEMENT IN HEALTH CARE
HCA 415	PROJECT MANAGEMENT IN HEALTH CARE

#### Health Care for an Aging Population (9 credits)

LTC 302	SYSTEMS IN LONG TERM CARE ADMINISTRATION
LTC 323	PRINCIPLES OF GERONTOLOGY
LTC 324	ISSUES IN AGING

Total Credits 45

## General Education Requirements – B.S.

- Freshman Student
- Transfer Student

### Freshman Student (35)

Click on course number to see description and credit amount

#### Freshman Foundation (15)

WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6)

REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (5)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

#### Studies in Arts & Sciences (9)

Social Science		3
WR 30X (upper division Writing course)		3
Electives (3)-Must be upper division credits outside major		3
Total Credits		35

### Transfer Student (31 credits)

Click on course number to see description and credit amount

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (5 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
<b>Studies in Arts &amp; Sciences (6 credits)</b>		
Social Science		
Writing above WR 121		
Total Credits		31

### Health Care Administration Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing an HCA major.

HCA 301	THE NATION'S HEALTH	3
HCA 321	LEADERSHIP AND BEHAVIOR IN HEALTH CARE	3
HCA 331	HEALTH CARE REIMBURSEMENT	3
HCA 431	HEALTH CARE POLICY	3
Choose one additional HCA course (3 credits)		
Total Credits		15

## Contact Information

### College of Health & Human Services Health Care Administration Department

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/chhs/hca/](http://catalog.cu-portland.edu/undergraduate/colleges/chhs/hca/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/degree-completion-programs/healthcare-administration>

## Long Term Care Administration (B.S.)

### Overview Information

#### Introduction

Concordia's Long Term Care Administration (LTCA) bachelor's degree program is designed for working professionals who want to become leaders in the rapidly-growing long term care sector of the health care industry. Classes are held one night a week, with periodic weekend courses—all taught by experienced health care leaders. Students learn leadership skills, long term care finance, legal and ethical considerations, strategic planning, and the foundational principles of serving an aging population. It is the ideal way to become competitive in a growing sector while making a critical difference in the lives of residents and their families.

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students pursuing the B.S. in Long Term Care Administration (LTCA) degree must also transfer at least 20 semester credits to Concordia from regionally accredited institutions. Note, the LTCA core must be taken in its entirety at Concordia.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. There are no additional graduation requirements for students pursuing the B.S. in Long Term Care Administration degree.

## Curricular Requirements

### Bachelor of Science in Long Term Care Administration Major Requirements (45 credits)

#### Semester #1 (12 credits)

LTC 302	SYSTEMS IN LONG TERM CARE ADMINISTRATION	3
LTC 322	LEADERSHIP AND BEHAVIOR IN LONG TERM CARE	3
LTC 323	PRINCIPLES OF GERONTOLOGY	3
LTC 324	ISSUES IN AGING	3

#### Semester #2 (12 credits)

LTC 332	LONG TERM CARE REIMBURSEMENT	3
LTC 362	ECONOMICS IN LONG TERM CARE	3
LTC 365	BASIC LONG TERM CARE ACCOUNTING	3
LTC 422	LONG TERM CARE FINANCIAL MANAGEMENT	3

#### Semester #3 (9 credits)

LTC 371	LONG TERM CARE HUMAN RESOURCES	3
LTC 412	LONG TERM HEALTH CARE LAW AND ETHICS	3
LTC 432	POLICY AND REGULATION IN LONG TERM CARE	3

#### Semester #4 (12 credits)

LTC 342	STRATEGIC PLANNING AND MARKETING IN LONG TERM CARE ADMINISTRATION	3
LTC 352	QUALITY SYSTEMS IN LONG TERM CARE	3
LTC 476	LONG TERM CARE INFORMATION SYSTEMS	3
LTC 498	LONG TERM CARE INTERNSHIP	3

Total Credits 45

### General Education Requirements – B.S. (31 credits)

#### Transfer Student

Click on course number to see description and credit amount

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		
Ex: Lit, World History, Music History		

Physical Education 2

MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (5 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
<b>Studies in Arts &amp; Sciences (6 credits)</b>		
Social Science		3
Writing above WR 121		3
Total Credits		31

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Contact Information

### College of Health & Human Services

### Long Term Care Administration Department

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WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/long-term-care-administration>

## Nursing (BSN)

+++ See Addendum 2 to this catalog for information on Nursing Core curriculum updates beginning Summer 2020.

## Overview Information

### Mission

Concordia University's Nursing Program builds upon scientific preparation and liberal studies to develop clinical competence and

reflective compassion. We strive to prepare nurses who practice evidenced-based care, promote health, and provide leadership within health care organizations and the community.

The program was founded on the belief that nursing is a Christian calling. The practice of compassion is emphasized throughout the program, and cultural competence is systematically developed to prepare nurses committed to caring for diverse populations. The program develops student competence and confidence in practice skills and deliberately intertwines pathophysiology, pharmacology, clinical reasoning, and understanding of the human experience of illness to develop strong practice judgment. An intensive clinical preceptorship occurs in the final semester. Key curricular concepts include ethical reasoning and evidence-based care.

## Objectives

Graduates of Concordia University-Portland's Nursing Program will:

1. Use intrapersonal spiritual principles to guide personal and professional nursing responses when engaged in health care delivery that respects spiritual beliefs, cultural and individual differences, and the values of self and others.
2. Collaborate with varied cultures, organizations, and communities promoting mutual projects for health promotion, policy development, and accessibility for the underserved.
3. Communicate effectively by means of therapeutic and collaborative listening, recognizing the value, application, and ethical responsibilities when communicating through multiple technologies using professional language in diverse situations.
4. Engage in leadership roles promoting safety and quality care in health care settings, illustrative of altruism, autonomy, human dignity, integrity, and social justice while working with organizational systems and regulatory environments.
5. Use complex thinking to analyze holistic health needs of individuals, families, groups, communities, and populations across the lifespan in various practice settings implementing evidence-based, patient-centered systems for optimizing health outcomes.

## Program Accreditation

The Concordia Nursing Program is accredited by the Commission on Collegiate Nursing Education (CONE) and fully approved by the Oregon State Board of Nursing (OSBN). Graduates are eligible to sit for the National Council Licensure Examinations (NCLEX-RN) which all nursing candidates in the United States must pass to become Registered Nurses.

## Program Delivery Modalities

### **Bachelor of Science in Nursing (BSN) (non-accelerated)**

Concordia University has a fully on-ground Bachelor of Science in Nursing (BSN) curriculum that is completed in two years using a cohort model. Full-time enrollment is required; currently there is not a part-time option.

### **Accelerated Hybrid Program (ABSBN)**

Concordia University offers a Bachelor of Science in Nursing (BSN) in an accelerated format (hereafter referred to as ABSBN) which is completed in sixteen months using a cohort model. The curriculum is a combination of online didactic coursework, and hands-on experiential learning and clinical rotations. Full-time enrollment is required; currently there is not a part-time option.

## BSN Freshman Advantage Program

For admission into the BSN *Freshman Advantage Program*, follow the process outlined in the Admission – Undergraduate section of this catalog. The BSN *Freshman Advantage Program* admission process also requires the following:

- Submission of two letters of recommendation, preferably from science or math teachers who can attest to your qualifications as a strong candidate for Concordia's nursing program.
- Submission of an essay on "Why I Want to Become a Nurse" (250-500 words)
- Review of cumulative GPA and ACT or SAT test scores
- Any of the following optional items: additional letters of recommendation; documentation of volunteer experience in health care; academic honors if any; and extra-curricular involvement.

### BSN Freshman Advantage Program Benchmarks

Concordia University freshmen, who have been admitted to the BSN *Freshman Advantage Program*, and who have successfully completed all benchmarks as described below, DO NOT have to apply separately for acceptance into the upper division BSN program.

- Maintain a 3.25 minimum cumulative grade point average (GPA). This benchmark must be met at the end of the freshman year and at the end of every subsequent semester, until full acceptance into the BSN upper division program.
- Maintain a 3.25 minimum math and science GPA, which includes:
  - College Algebra (MTH 123), Statistics (MTH 231), Chemistry 101, Chemistry 102, Biology 211, Microbiology (BIO 284), Anatomy (BIO 364), and Physiology (BIO 365). This benchmark must be met at the end of the freshman year and at the end of every subsequent semester, until full acceptance into the BSN upper division program.
- Must meet the stated expectations for Concordia University student body as describe in the CU student handbook.
- Must be continuously enrolled as a full-time student at Concordia University-Portland during the Fall and Spring semesters.
- Must complete a minimum of 2 years (4 fall and spring semesters) of prerequisite work at Concordia University to complete the *Freshman Advantage Program*.
- Once a student has begun taking courses at Concordia University-Portland, all remaining Natural Science courses (CHM 101, CHM 102, BIO 211, BIO 284, BIO 364, & BIO 365) must be completed at Concordia University-Portland.
- Must complete an Oregon State Board of Nursing (OSBN) Basic Certified Nursing Assistant (CNA) training course prior to the start of the upper division program.

BSN *Freshman Advantage Program* students are notified in early spring of their sophomore year (junior year for students on the 5 year plan) whether they have satisfactorily met the above criteria and can proceed with the BSN program. Grades for at least four science classes and College Algebra should be available at that time. BSN *Freshman Advantage Program* students who have not met the BSN *Freshman Advantage Program* but who have maintained at least a 3.0 cumulative GPA and a minimum 3.0 math and science GPA may apply to the BSN program via the Nursing Admit to Major process.

## BSN Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. All BSN applicants (accelerated

and non-accelerated, excluding *Freshman Advantage* students) must also meet the following requirements to be eligible to apply to the BSN or ABSN program:

- 3.0 minimum cumulative grade point average (GPA) in all classes
  - Must submit official transcripts for every institution of higher education attended
- 3.0 minimum GPA in math and science classes, including:
  - College Algebra (MTH 123), Statistics (MTH 231), Chemistry 101, Chemistry 102, Biology 211, Microbiology (BIO 284), Anatomy (BIO 364), and Physiology (BIO 365).
- Must complete an approved Oregon State Board of Nursing (OSBN) Basic Certified Nursing Assistant (CNA) training course prior to the start of the upper division program.

The application process is competitive and qualifying to apply does not guarantee admission into the program.

For each admission cycle (ATM) an applicant can only apply to one program modality (non-accelerated BSN or accelerated ABSN) for admission consideration. Pre-Nursing accelerated students are only eligible to apply to the ABSN program.

Applicants who are not admitted to the nursing program during an admission cycle (ATM) must wait one calendar year before reapplying.

### Pre-Nursing BSN (non-accelerated and non-*Freshman Advantage*)

Students studying at Concordia University as non-accelerated Pre-Nursing students, with the exception of students in the BSN *Freshman Advantage Program*, must meet all BSN Admission Requirements (above) to be eligible for the ATM process. In addition to the above requirements, non-accelerated Pre-Nursing students must also meet the following requirement.

- Must be a Concordia University-Portland student during the entire academic year (Fall and Spring semesters) immediately prior to the start of the upper division program.

Concordia non-accelerated Pre-Nursing students are notified early in the spring semester whether they have satisfactorily met the above criteria and can proceed with the Nursing Admit to Major (ATM) process. The ATM process is a competitive process, and qualifying for the ATM process does not guarantee admission into the upper division BSN program.

### Pre-Nursing Accelerated BSN (ABSN)

Students applying to Concordia University-Portland as Pre-Nursing students planning to pursue the ABSN program must meet all BSN Admission Requirements (above) to be eligible for the ATM process. In addition to the above requirements, Pre-Nursing-accelerated students must also meet the following requirement.

- Must have completed at least 12 credits of college-level coursework prior to declaring an accelerated Pre-ursing major.

## BSN Admit to Major (ATM) Process

Applicants who meet the above BSN admission requirements are eligible to participate in the ATM process for either the BSN or ABSN program. All applicants are required to:

- Submit a current résumé (included in application process for transfer students/ABSN cohort-ready students)
- Attend a group Interview with Nursing Faculty and current nursing students.



- Participate in the Kaplan entrance exam. Candidates who have earned a bachelor's degree do not need to sit for this exam.

### BSN Transfer (non-accelerated)

For admission to Concordia's non-accelerated BSN program, all candidates who are not current CU Pre-Nursing students, must meet the above listed BSN Admission Requirements and must complete the nursing cohort-ready transfer application process. Please see Concordia University's website for application process details and deadlines (<https://www.cu-portland.edu/admission/undergraduate/admission-requirements/freshmen-admission-requirements/nursing-students>).

### Accelerated BSN (ABSN)

For admission to Concordia's ABSN program, all candidates must meet the above listed BSN Admission requirements and go through the ATM process. All General Education courses, with the exception of 6 credits of HUM and/or REL, plus physical education, and all Nursing prerequisites must be completed prior to the start of the ABSN program. No more than 6 credits of nursing prerequisite coursework may be in progress at the time of application.

There are three cohort starts each year the ABSN program: January, late April/early May, and August. Contact Concordia's Office of Online Admission for more details and an admissions process timeline.

### Nursing Program Compliance Requirements

Once accepted to the nursing program (BSN or ABSN) the following requirements must be met prior to the start of Nursing courses:

- Background check
- Drug Screen (UDS)
- Completion of an approved Oregon State Board of Nursing (OSBN) Basic Certified Nursing Assistant (CNA) training course prior to the start of the BSN upper division program.
- Completion of CPR Certification-Basic Life Support for Health Care Professionals from American Heart Association ([https://cpr.heart.org/AHA/ECC/CPRAandECC/Training/HealthcareProfessional/UCM\\_473185\\_Healthcare-Professional.jsp](https://cpr.heart.org/AHA/ECC/CPRAandECC/Training/HealthcareProfessional/UCM_473185_Healthcare-Professional.jsp)).
- Immunizations:
  - Annual Flu
  - MMR
  - Tdap
  - Hepatitis B
  - Varicella
- Tuberculosis Test
- Physical exam
- Proof of health insurance
- Proof of liability insurance

### Transfer Policies

#### Nursing Transfer Guides

Concordia University provides Nursing-specific transfer guides for local schools on the Concordia University website. Students should follow these guides, in addition to consultation with a CU Transfer Admission Counselor. Any courses not outlined on the transfer guides will be evaluated for content equivalency.

#### Transfer Biology Prerequisites

Students seeking admission to the BSN or ABSN program at CU and who will transfer in the course equivalents for all three higher-level nursing prerequisite biology courses (BIO 284, BIO 364, and BIO 365), may fulfill

BIO 211 with any 100-level or higher human biology course with a lab; the course must be/have been taken for a letter grade.

#### Post-Baccalaureate Biology & Chemistry Prerequisites

Students, who have completed a baccalaureate degree prior to seeking admission to the BSN or ABSN program at CU, may fulfill BIO 211 with one year or 100-level or higher human biology coursework with a lab; the course must be/have been taken for a letter grade.

Similarly, for the post-baccalaureate student, CHM 101 & CHM 102 may be fulfilled with 1 year of 100-level or higher chemistry coursework with a lab.

#### Latency Policy

Transfer credits will be accepted which meet the following criteria:

- Math coursework – 10 year or younger
- Science coursework – 7 years or younger

Note: Latency is counted from the year (regardless of month or term) the student is admitted to CU – not the cohort start – and goes back to the year the coursework was completed.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. The BSN program has no additional requirements.

+++ See Addendum 2 to this catalog for information on Nursing Core curriculum updates beginning Summer 2020.

## Curricular Requirements

### Bachelor of Science in Nursing Major Requirements (92 credits)

#### Nursing Prerequisites (33 credits)

BIO 211	GENERAL BIOLOGY I	4
BIO 284	MICROBIOLOGY	3
BIO 364	HUMAN ANATOMY & PHYSIOLOGY I	4
BIO 365	HUMAN ANATOMY & PHYSIOLOGY II	4
CHM 101	CHEMISTRY FOR LIFE	3
CHM 102	PRINCIPLES OF ORGANIC & BIOCHEMISTRY	3
PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
MTH 123	COLLEGE ALGEBRA	3
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
ESS 462	NUTRITION	3

#### Nursing Core (59 credits)

NUR 350	FUNDAMENTALS OF NURSING AND CARING FOR PERSONS WITH CHRONIC CONDITIONS	4
NUR 350L	FUNDAMENTALS OF NURSING AND CARING FOR PERSONS WITH CHRONIC CONDITIONS LAB	4
NUR 351	NURSING INTEGRATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY I	4
NUR 352	INTRODUCTION TO NURSING INFORMATICS AND INFORMATION LITERACY	2
NUR 353	NURSING ROLE IN THE ACUTE CARE SETTING	4
NUR 353L	NURSING ROLE IN THE ACUTE CARE SETTING LAB	4
NUR 354	NURSING INTEGRATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY II	4

NUR 355	NURSING CARE OF CLIENTS WITH MENTAL AND BEHAVIORAL HEALTH ISSUES	3
NUR 403	NURSING RESEARCH AND EVIDENCE BASED PRACTICE	2
NUR 408	PEDIATRIC NURSING CARE	2
NUR 409	OBSTETRIC AND GYNECOLOGIC NURSING CARE	2
NUR 410L	CLINICAL NURSING CARE OF CHILDREN AND THE CHILDBEARING FAMILY LAB	3
NUR 411	NURSING IN THE COMMUNITY	4
NUR 411L	NURSING IN THE COMMUNITY LAB	3
NUR 412	NURSING LEADERSHIP AND HEALTH CARE POLICY	3
NUR 413	COMPLEX CLINICAL NURSING CARE CAPSTONE	3
NUR 413L	COMPLEX CLINICAL NURSING CARE CAPSTONE LAB	5
NUR 414	SPIRITUAL CARING AND ETHICS IN NURSING PRACTICE	3
Total Credits		92

**Important Curricular Notes:**

• **General Education Helps**

- Nursing students should take PSY 201 to fulfill the Social Science requirement if the PSY 321 requirement (under Nursing Prerequisites above) is unmet upon entering the program.
- Nursing students may register for REL 401N or HUM 351N in place of the similarly numbered courses in the General Education Requirements listed below.

• **BSN/ABSN**

- Prior to acceptance into the BSN/ABSN program, all Nursing prerequisite courses, electives, and General Education Requirements must be met, except 6 credits of REL and/or HUM and physical education, which may be taken concurrently with the Nursing program. Note, however, that it is *strongly* recommended that the Nursing student complete *all* non-nursing coursework prior to the program start.

**General Education Requirements – B.S.**

- Freshman Student
- Transfer Student

**Freshman Student (35)**

Click on course number to see description and credit amount

<b>Freshman Foundation (15)</b>		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
<b>Spiritual Formation (6)</b>		
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

<b>Intercultural Experiences (5)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
<b>Studies in Arts &amp; Sciences (9)</b>		
Social Science		
WR 30X (upper division Writing course)		
Electives (3)-Must be upper division credits outside major		
Total Credits		35

**Transfer Student (31 credits)**

Click on course number to see description and credit amount

<b>Transfer Foundation (14 credits)</b>		
WR 121	ENGLISH COMPOSITION	3
Humanities		
Ex: Lit, World History, Music History		
Physical Education		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (5 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

**Studies in Arts & Sciences (6 credits)**

Social Science		
Writing above WR 121		
Total Credits		31

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

+++ See Addendum 2 to this catalog for information on Nursing Core curriculum updates beginning Summer 2020.

## Contact Information

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WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/nursing>

## Social Work (B.A./B.S.)

### Overview Information

#### Introduction

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

The mission of the Social Work Program is to develop social work professionals who will identify and build on individual, family, and community strengths, while promoting human dignity and positive social change. In order to achieve this goal, the Social Work Program strives to provide a curriculum and learning environment that is accessible to a broad diversity of students who will make important and unique contributions in their service to clients, communities, and the profession at large. Social work is a practice-oriented discipline, and a social work

degree qualifies students for a variety of entry-level positions in the human service field including mental health, gerontology, child welfare, adult and juvenile justice, and substance abuse prevention.

Students have two options for pursuing a degree in social work at Concordia.

The Bachelor of Arts in Social Work is the more traditional program. The Bachelor of Science in Social Work is designed for non-traditional students, recognizing the value of relevant work experience.

Concordia's Social Work Program prepares students:

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

Those who successfully complete Concordia's Social Work Program will be able to:

- demonstrate ethical and professional behavior,
- engage diversity and difference in practice,
- advance human rights and social, economic, and environmental justice,
- engage in practice-informed research and research-informed practice,
- engage in policy practice,
- engage with individuals, families, groups, organizations, and communities,
- assess individuals, families, groups, organizations, and communities,
- intervene with individuals, families, groups, organizations, and communities, and
- evaluate practice with individuals, families, groups, organizations, and communities,

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

A number of campus activities are geared specifically for social work students, including the Social Work Club, the Social Work Graduate School Panel, and Social Work Advocacy Day. Social Work faculty regularly lead students on international study tours to places such as Nicaragua, Germany, and the Dominican Republic. In addition, relationships with faculty mentors help students direct their own learning to meet personal and professional goals.

### Admission Requirements

#### B.A. in Social Work

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to the B.A. in Social work program must complete an "Advance to Practicum" application, typically during the second semester of the Junior year—the semester before beginning a practicum.

#### B.S. in Social Work

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking

admission to the B.S. in Social Work program must also have completed a minimum of one-year full-time college and have the equivalent of two years full-time paid or unpaid social work related experience. Once in the program, students seeking a B.S. in Social work must complete an "Advance to Practicum" application, typically during the second semester of the Junior year—the semester before beginning a practicum.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. There are no additional requirements for graduation from the B.A. or the B.S. in Social Work programs.

## Curricular Requirements

### Bachelor of Arts in Social Work

#### Major Requirements - B.A. (53 credits)

- Note: WR 308 ADVANCED RESEARCH WRITING is a prerequisite for SCW courses.

<b>Social Work Core (44 credits)</b>	<b>44</b>
SCW 251 INTRODUCTION TO SOCIAL WORK	3
SCW 351 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENTS	3
SCW 352 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS	3
SCW 354 SPIRITUAL AND CULTURAL DIVERSITY IN SOCIAL WORK PRACTICE	3
SCW 321 SOCIAL WORK INTERVIEWING	3
SCW 353 SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS	3
SCW 363 BSW SKILLS IN ADDICTION, MENTAL HEALTH, INTERPERSONAL VIOLENCE, AND CRISIS	3
SCW 391 PRE-PRACTICUM SEMINAR	1
SCW 441 GRANT WRITING	1
SCW 471 SOCIAL RESEARCH METHODS	3
SCW 472 SOCIAL WELFARE POLICY	3
SCW 482 THE PROFESSIONAL SOCIAL WORKER	3
<b>Practicum</b>	
SCW 491 SOCIAL WORK PRACTICUM (1-6 credits per course. Must be taken for a total of 8 credits)	8
SCW 492 SOCIAL WORK: PRACTICUM SEMINAR (1-4 credits per course. Must be taken for a total of 4 credits)	4
<b>Social Work Electives (9 credits)</b>	<b>9</b>
At least three (3) credits must be SCW:	
SCW 361 CHEMICAL DEPENDENCY AND ADDICTIVE BEHAVIOR	3
SCW 399 INTERNATIONAL STUDY TOUR	3
SCW 365 SOCIAL WORK WITH CHILDREN AND ADOLESCENTS	3
HHS 451 WEEKEND SEMINAR (May be repeated for up to a total of three credits with unique topics.)	1
HCA 411 HEALTH CARE LAW AND ETHICS	3
PSY/MTH 231 RESEARCH & STATISTICAL TECHNIQUES	3
Three to six (3-6) credits in any PSY or SOC course in the CU catalog	
<b>Total Credits</b>	<b>53</b>

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121 ENGLISH COMPOSITION	3
SCI 110 INTRODUCTION TO SCIENCE	3
or Lab Science	
HUM 152 HOW THE WEST CAME TO BE	3
LDR 198 CONCORDIA COMMITMENT	1
MTH 110 MATH FOR LIFE	3
or above (excluding MTH 231)	

ESS 260 HEALTH AND FITNESS FOR LIFE WITH LAB	2
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#### Spiritual Formation (6 credits)

REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401 FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351 CHALLENGES OF GLOBAL DIVERSITY	3
REL 371 WORLD RELIGIONS	2
Foreign Language	6

#### Studies in Arts & Sciences (18 credits)

Natural Science	3
Fine Arts	3
PSY 201 PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)	3
Electives (6 credits) – at least three must be upper division credits outside major	6
<b>Total Credits</b>	<b>50</b>

### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121 ENGLISH COMPOSITION	3
Humanities	3
Ex: Lit, World History, Music History	
Physical Education	2
MTH 110 MATH FOR LIFE	3
or above (excluding MTH 231)	
SCI 110 INTRODUCTION TO SCIENCE	3
or Lab Science	

#### Spiritual Formation (6 credits)

REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401 FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351 CHALLENGES OF GLOBAL DIVERSITY	3
REL 371 WORLD RELIGIONS	2
Foreign Language	6

#### Studies in Arts & Sciences (18 credits)

Natural Science	3
Fine Arts	3
WR 30X (upper division Writing course)	3
Social Science	3



Electives (6 credits) – at least three must be upper division credits outside major	6
Total Credits	49

## Bachelor of Science in Social Work Major Requirements - B.S. (47 credits)

- Note: WR 308 ADVANCED RESEARCH WRITING is a prerequisite for SCW courses.

<b>Social Work Core (44)</b>	44
WR 308 is a prerequisite for all SCW courses	
SCW 251 INTRODUCTION TO SOCIAL WORK	3
SCW 351 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENTS	3
SCW 352 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS	3
SCW 354 SPIRITUAL AND CULTURAL DIVERSITY IN SOCIAL WORK PRACTICE	3
SCW 321 SOCIAL WORK INTERVIEWING	3
SCW 353 SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS	3
SCW 363 BSW SKILLS IN ADDICTION, MENTAL HEALTH, INTERPERSONAL VIOLENCE, AND CRISIS	3
SCW 391 PRE-PRACTICUM SEMINAR	1
SCW 441 GRANT WRITING	1
SCW 471 SOCIAL RESEARCH METHODS	3
SCW 472 SOCIAL WELFARE POLICY	3
SCW 482 THE PROFESSIONAL SOCIAL WORKER	3
<b>Practicum</b>	
SCW 491 SOCIAL WORK PRACTICUM (Must be taken for a total of 8 credits)	
SCW 492 SOCIAL WORK: PRACTICUM SEMINAR (Must be taken for a total of 4 credits)	
<b>Social Work Electives (3)</b>	3
Three (3) credits from the following:	
SCW 361 CHEMICAL DEPENDENCY AND ADDICTIVE BEHAVIOR	3
SCW 399 INTERNATIONAL STUDY TOUR	3
SCW 365 SOCIAL WORK WITH CHILDREN AND ADOLESCENTS	3
HHS 451 WEEKEND SEMINAR (Up to 3 credits)	1
HCA 411 HEALTH CARE LAW AND ETHICS	3
PSY/MTH 231 RESEARCH & STATISTICAL TECHNIQUES	3
Three (3) credits in any PSY or SOC course in the CU catalog	3
Total Credits	47

## General Education Requirements – B.S. (31 credits)

### Transfer Student

Click on course number to see description and credit amount

<b>Transfer Foundation (14 credits)</b>	
WR 121 ENGLISH COMPOSITION	3
<b>Humanities</b>	3
Ex: Lit, World History, Music History	
<b>Physical Education</b>	2
MTH 110 MATH FOR LIFE	3

or above (excluding MTH 231)	
SCI 110 INTRODUCTION TO SCIENCE	3
or Lab Science	
<b>Spiritual Formation (6 credits)</b>	
REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401 FAITH FOR LIFE	3
<b>Intercultural Experiences (5 credits)</b>	
HUM 351 CHALLENGES OF GLOBAL DIVERSITY	3
REL 371 WORLD RELIGIONS	2
<b>Studies in Arts &amp; Sciences (6 credits)</b>	
Social Science	3
Writing above WR 121	3
Total Credits	31

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Social Work Minor (12 credits)

This 12-credit minor is available for all CU undergraduate students who are not pursuing a Social Work major.

SCW 251 INTRODUCTION TO SOCIAL WORK	3
SCW 351 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENTS	3
Choose two courses from the following:	6
SCW 321 SOCIAL WORK INTERVIEWING	
SCW 352 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS	
SCW 353 SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS	
SCW 354 SPIRITUAL AND CULTURAL DIVERSITY IN SOCIAL WORK PRACTICE	
SCW 363 BSW SKILLS IN ADDICTION, MENTAL HEALTH, INTERPERSONAL VIOLENCE, AND CRISIS	

Act ethically

and

Lead others to do the same

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

## Contact Information

### College of Health & Human Services Social Work Department

Dr. Sonja Vegdahl, Director  
George R. White Library & Learning Center - 215G  
503-280-8520  
svegdahl@cu-portland.edu

### Full-time Social Work Faculty

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**Julie A. Dodge**, D.Min., Associate Professor; Interim Dean, College of Health & Human Services, jdodge@cu-portland.edu

**Andrea L. Doerfler**, M.S.S.W., Associate Professor, adoerfler@cu-portland.edu

**Sonja B. Vegdahl**, Ph.D., Professor; Program Director, Social Work, svegdahl@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/chhs/social-work/](http://catalog.cu-portland.edu/undergraduate/colleges/chhs/social-work/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-health-and-human-services/undergraduate-programs/social-work>

## School of Management – Undergraduate Programs

### Overview Information

#### Mission

The mission of the School of Management is to prepare leaders who will transform society through business, government or non-profit organizations.

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

#### Objectives

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

Think critically and creatively

Communicate clearly

### Undergraduate Outcomes

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

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

- a relevant knowledge base for their field,
- an understanding of diversity and multicultural impact in business,
- the ability to understand and adapt to change and innovation,
- high ethical standards and an understanding of lives of service,
- critical thinking and effective reflection and decision-making skills,
- practical leadership skills,
- practical use of information technology, and
- effective communications skills.

### Accreditation

The School of Management is professionally accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission to the School of Management or it’s undergraduate programs.

### School of Management Sponsored Activities

In order to expand personal and professional awareness, students are encouraged to participate in a wide variety of campus activities.

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

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

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students pursuing a Bachelor of Arts (B.A.) degree from the School of Management must meet additional program-specific requirements. The Accounting, Business Administration, and Marketing majors are designed as traditional undergraduate, four-year programs. They provide students with opportunities to develop the personal and professional skills of the

business world. To accomplish this, students are required to complete courses and activities in three distinct areas:

1. The first area requires students to complete the General Business CORE.
2. The second area requires students to complete CORE courses for their chosen major (Marketing or Accounting).
3. The third area for Business Administration majors requires students to complete advance study in a business related concentration. The advanced study concentrations include: Accounting, General Business, Computer Information Systems, Finance, Management, Marketing, and Sports Management.

All students complete an internship. The purpose of this internship is to help students apply academic knowledge to a supervised work environment. The internship brings together academic preparation with an actual employment situation providing the students with an opportunity to apply their knowledge, communication, decision-making, and problem solving skills. A substantial number of business internships turn into full-time employment opportunities upon graduation. Many of these students are in an enviable position upon graduation; they already have a job offer and can begin their careers immediately.

Students enrolled in the School of Management may wish to travel overseas to study or complete an internship with a company in another country. For review of opportunities, look at the Study Abroad section of this catalog.

### Exit Exams

To graduate, the School of Management requires two exit exams. Test results are used as part of our ACBSP accreditation process and to help improve the Business curriculum. All undergraduate School of Management majors will complete the Business Critical Thinking Skills Test (BCTST) and the Common Professional Component (CPC) exam. The exams are administered during the student's last semester.

## SOM Undergraduate Programs

- **Accounting** - B.A.
- **Business Administration** - B.A., Minor
  - Concentrations Options
- **Computer Information Systems** - Minor
- **Homeland Security & Emergency Management** - B.S. (Adult Degree Completion), Minor
- **Marketing** - B.A.
- **Sports Management** - Minor

## Contact Information

Dr. Michelle Cowing, Dean  
Centennial Hall - 205  
503-493-6392  
som@cu-portland.edu

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/som/](http://catalog.cu-portland.edu/undergraduate/colleges/som/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/school-management>

# Accounting (B.A.)

## Overview Information

### Introduction

For those who yearn to speak fluent numbers, an accounting degree from Concordia adds up to success. From spreadsheets and serial bonds to long-term assets and short-term debt, accounting is the language of the business world. Through courses and experiences the Accounting major will develop the interpersonal, teamwork and problem-solving skills needed to approach, analyze and shape financial practices within a business or organization, as well as how to apply technology in the accounting field.

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission to the School of Management or the Accounting major.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students pursuing a Bachelor of Arts (B.A.) degree from the School of Management must meet additional program-specific requirements. The Accounting, Business Administration, and Marketing majors are designed as traditional undergraduate, four-year programs. They provide students with opportunities to develop the personal and professional skills of the business world. To accomplish this, students are required to complete courses and activities in three distinct areas:

1. The first area requires students to complete the General Business CORE.
2. The second area requires students to complete CORE courses for their chosen major (Marketing or Accounting).
3. The third area for Business Administration majors requires students to complete advance study in a business related concentration. The advanced study concentrations include: Accounting, General Business, Computer Information Systems, Finance, Management, Marketing, and Sports Management.

All students complete an internship. The purpose of this internship is to help students apply academic knowledge to a supervised work environment. The internship brings together academic preparation with an actual employment situation providing the students with an opportunity to apply their knowledge, communication, decision-making, and problem solving skills. A substantial number of business internships turn into full-time employment opportunities upon graduation. Many of these students are in an enviable position upon graduation; they already have a job offer and can begin their careers immediately.

Students enrolled in the School of Management may wish to travel overseas to study or complete an internship with a company in another country. For review of opportunities, look at the Study Abroad section of this catalog.

### Exit Exams

To graduate, the School of Management requires two exit exams. Test results are used as part of our ACBSP accreditation process and to help improve the Business curriculum. All undergraduate School of Management majors will complete the Business Critical Thinking Skills

Test (BCTST) and the Common Professional Component (CPC) exam. The exams are administered during the student's last semester.

## Curricular Requirements

### Bachelor of Arts in Accounting Major Requirements (66 credits)<sup>1</sup>

#### Business Core (39 credits)

ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRINCIPLES OF ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP <sup>2</sup>	3
MKT 360	PRINCIPLES OF MARKETING	3

#### Accounting Core (27 credits)

ACT 301	INTERMEDIATE ACCOUNTING I	3
ACT 302	INTERMEDIATE ACCOUNTING II	3
ACT 311	COST ACCOUNTING	3
ACT 401	AUDITING	3
ACT 402	INCOME TAX I: INDIVIDUAL	3
ACT 403	INCOME TAX II: CORPORATE & PARTNERSHIP	3
ACT 406	ACCOUNTING FOR CONSOLIDATIONS; GOVERNMENT AND NOT-FOR-PROFIT ENTITIES	3
ACT 407	ADVANCED ACCOUNTING II	3
BA 351	PRODUCTION AND OPERATION	3

Total Credits 66

<sup>1</sup> Note: In order to qualify to sit for the Uniform CPA exam in Oregon, candidates must meet the following requirements:

- 150 total semester credits, including a bachelor's degree from a regionally accredited college or university which includes:
  - 24 semester credits in accounting; and
  - 24 semester credits in accounting or related material (business, economics, finance, and written and/or oral communication)

<sup>2</sup> Note: BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP

### General Education Requirements – B.A.

#### Freshman (50 credits)

##### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3

or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221		HISTORY AND LITERATURE OF THE NEW TESTAMENT
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		50

#### Transfer Student (49 credits)

##### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

##### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221		HISTORY AND LITERATURE OF THE NEW TESTAMENT
REL 401	FAITH FOR LIFE	3

##### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

##### Studies in Arts & Sciences (18 credits)

Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6 credits) – at least three must be upper division credits outside major		6

Total Credits 49

## Contact Information

### School of Management

Dr. Michelle Cowing, Dean  
Centennial Hall - 205  
503-493-6392



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### Full-time School of Management Faculty

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WEBSITE: <http://www.cu-portland.edu/academics/colleges/school-management/undergraduate-programs/accounting>

## Business Administration (B.A.)

### Overview Information

#### Introduction

With technology and the currents of economics rapidly changing, the world of business is a completely different landscape than it was even a few years ago. Now, everything is global, information is infinite, and competition is increasingly fierce. As a result, employers need workers who understand the ever-changing dynamics and can plug in right away. Concordia's business degree program produces graduates prepared to enter the workforce by immersing students in business training from the first day of freshman year. The curriculum includes numerous study trips to local businesses, dynamic problem-solving, and small group classes using real case studies.

Undergraduate Business majors will choose a 12-credit concentration within this major. The options are listed in the Curricular Requirements information.

#### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission to the School of Management or the Business Administration major.

#### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students pursuing a Bachelor of Arts (B.A.) degree from the School of Management must meet additional program-specific requirements. The Accounting, Business Administration, and Marketing majors are designed as traditional undergraduate, four-year programs. They provide students with opportunities to develop the personal and professional skills of the

business world. To accomplish this, students are required to complete courses and activities in three distinct areas:

1. The first area requires students to complete the General Business CORE.
2. The second area requires students to complete CORE courses for their chosen major (Marketing or Accounting).
3. The third area for Business Administration majors requires students to complete advance study in a business related concentration. The advanced study concentrations include: Accounting, General Business, Computer Information Systems, Finance, Management, Marketing, and Sports Management.

All students complete an internship. The purpose of this internship is to help students apply academic knowledge to a supervised work environment. The internship brings together academic preparation with an actual employment situation providing the students with an opportunity to apply their knowledge, communication, decision-making, and problem solving skills. A substantial number of business internships turn into full-time employment opportunities upon graduation. Many of these students are in an enviable position upon graduation; they already have a job offer and can begin their careers immediately.

Students enrolled in the School of Management may wish to travel overseas to study or complete an internship with a company in another country. For review of opportunities, look at the Study Abroad section of this catalog.

#### Exit Exams

To graduate, the School of Management requires two exit exams. Test results are used as part of our ACBSP accreditation process and to help improve the Business curriculum. All undergraduate School of Management majors will complete the Business Critical Thinking Skills Test (BCTST) and the Common Professional Component (CPC) exam. The exams are administered during the student's last semester.

## Curricular Requirements

### Bachelor of Arts in Business Administration Major Requirements (51 credits)

#### Core Requirements (39 credits)

ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRINCIPLES OF ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR <sup>1</sup>	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP <sup>1</sup>	3
MKT 360	PRINCIPLES OF MARKETING	3
Total Credits		39

<sup>1</sup> BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP.

**Concentration Requirements (12 credits)**

One 12-credit Concentration must be selected from the following:

**Accounting Concentration Requirements**

ACT 301	INTERMEDIATE ACCOUNTING I	3
ACT 302	INTERMEDIATE ACCOUNTING II	3
ACT 402	INCOME TAX I: INDIVIDUAL	3
One (1) of the following courses:		3
ACT 311	COST ACCOUNTING	3
ACT 401	AUDITING	3
ACT 403	INCOME TAX II: CORPORATE & PARTNERSHIP	3
ACT 406	ACCOUNTING FOR CONSOLIDATIONS; GOVERNMENT AND NOT-FOR-PROFIT ENTITIES	3
ACT 407	ADVANCED ACCOUNTING II	3
CPA Track:		
MTH 124	PRE-CALCULUS (May be required for uniform CPA exam in some states)	3
Total Credits		12

**Business (General) Concentration Requirements**

BA 331	GLOBAL BUSINESS	3
Three (3) 300+ level BA, ACT, MKT, or SPT courses		9
Total Credits		12

**Computer Information Systems (CIS) Concentration Requirements**

CIS 230	COMPUTER AND SOFTWARE DEVELOPMENT FUNDAMENTALS	3
Three (3) of the following courses:		9
CIS 232	FRONT-END WEB DEVELOPMENT	3
CIS 334	DATABASE AND SQL	3
CIS 336	TECHNOLOGY PROJECT MANAGEMENT	3
CIS 450	COMPUTER INFORMATION SYSTEMS CAPSTONE	3
Total Credits		12

**Finance Concentration Requirements**

Four (4) of the following courses:		12
ACT 301	INTERMEDIATE ACCOUNTING I	3
BA 341	INVESTMENTS	3
BA 344	INTERNATIONAL TRADE, FINANCE, AND MONETARY ISSUES	3
BA 455	RISK ASSESSMENT	3
BA 472	ENTREPRENEURIAL FINANCE	3
Total Credits		12

**Management Concentration Requirements**

BA 331	GLOBAL BUSINESS	3
BA 351	PRODUCTION AND OPERATION	3
BA 381	HUMAN RESOURCE MANAGEMENT	3
One (1) 300+ level BA, ACT, MKT, or SPT course		3
Total Credits		12

**Marketing Concentration Requirements**

Four (4) of the following courses:		12
MKT 362	CONSUMER BEHAVIOR	3

MKT 363	MARKETING RESEARCH	3
MKT 365	INNOVATION AND DIGITAL MARKETING	3
MKT 366	GLOBAL MARKETING	3
MKT 467	MARKETING STRATEGY AND MANAGEMENT	3
Total Credits		12

**Sports Management Concentration Requirements**

SPT 461	PRINCIPLES OF SPORTS, RECREATION, AND WELLNESS MANAGEMENT	3
SPT 462	SPORTS, RECREATION, AND WELLNESS MARKETING	3
SPT 463	SPORTS, RECREATION, AND WELLNESS FINANCING AND SPONSORSHIP	3
SPT 464	LEGAL AND ETHICAL ISSUES IN SPORTS, RECREATION, AND WELLNESS MANAGEMENT	3
Total Credits		12

**General Education Requirements – B.A.**

**Freshman (50 credits)**

**Freshman Foundation (15 credits)**

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (11 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

**Studies in Arts & Sciences (18 credits)**

Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		50

**Transfer Student (49 credits)**

**Transfer Foundation (14 credits)**

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

SCI 110	INTRODUCTION TO SCIENCE	3
	or Lab Science	
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
	or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		49

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Business Administration Minor (17 credits)

This 17-credit minor is available for all CU students who are not pursuing majors provided by the School of Management (SOM) with the exception of the Homeland Security & Emergency Management (HSEM) program. Contact the School of Management for more information.

BA 101	INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 260	PRINCIPLES OF ORGANIZATIONAL MANAGEMENT	3
Upper division Business electives BA, MKT, ACT, or SPT (6 credits) <sup>1</sup>		6
Total Credits		17

<sup>1</sup> Must be department approved. All prerequisites for courses must be satisfied

## Contact Information

### School of Management

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### Full-Time School of Management Faculty

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/som/business-administration/](http://catalog.cu-portland.edu/undergraduate/colleges/som/business-administration/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/school-management/undergraduate-programs/business>

## Homeland Security & Emergency Management (B.S.)

### Overview Information

#### Introduction

The Homeland Security & Emergency Management (HSEM) degree focuses on domestic and international security issues and the rudiments of management. Studies include:

- infrastructure protection
- preparation for natural and man-made disasters
- local and regional crisis response
- strategic planning for security
- international relations
- the ethics of leadership
- legal and moral issues and responsibilities of the security leader
- international and domestic terrorism
- intelligence operations and evaluation
- program management.

Graduates are provided a grounding in general education offerings, development of a more global outlook, attention to interpersonal skills and relation-building in small classes, and a keen awareness of current issues in national security. In sum, graduates will receive an educational

foundation that will help them become “leaders for the transformation of society.”

Through a combination of education, training and experience, candidates will gain the specific knowledge and skills that will enable them to think, analyze, and process as security and emergency responder specialists. Throughout their careers, candidates will face new threats and risks that do not yet exist. This program will provide skills and practice in how to adapt to emerging situations and leverage one’s education to create new and effective prevention strategies and crisis responses.

### Mission

The Concordia University Homeland Security & Emergency Management program graduates leaders to ensure the safety and resiliency of communities throughout our state, the nation, and the world.

### Goals and Objectives

- Provide service-oriented professionals with the requisite knowledge, skills, personal ethics and attitudes to provide the leadership necessary to ensure the safety of America’s citizens
- Prepare a unique team of community and state leaders who, trusting in the importance of a faith-based foundation, protect the rights of our citizens, insure progress is made with guidance from a moral and ethical foundation, and secure the safety of our citizens within the framework of the law
- Provide critical, trained leadership that can successfully lead communities through an emerging crisis and help them prevent, prepare, respond and recover
- Develop cooperative skills among all community stakeholders to capitalize on the synergy created by partnerships and collaboration
- Provide specific knowledge and skills that enable candidates to mentally process and analyze man-made and natural threats so communities can anticipate, prevent, and counter such threats
- Teach the necessary skills required to properly obtain and process information regarding risk to communities, the citizens of our land, and critical state and national resources
- Provide the requisite skills necessary to properly obtain critical information required by decision makers, as well as the ability to analyze this same information for additional meaning and relevance

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission to the School of Management or the Homeland Security & Emergency Management major.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. There are no additional requirements for graduation from the School of Management or the Homeland Security & Emergency Management major.

## Curricular Requirements

### Bachelor of Science in Homeland Security & Emergency Management

#### Major Requirements (48 credits)

HSEM 301	INTRODUCTION TO HOMELAND SECURITY	3
HSEM 315	RISK ASSESSMENT, ANALYSIS, AND IMPACT	3
HSEM 330	THE PSYCHOLOGY OF TERRORISM	3

HSEM 332	SOCIAL AND POLITICAL ROOTS OF TERRORISM	3
HSEM 335	CYBER SECURITY	3
HSEM 360	EMERGENCY PREPAREDNESS AND MANAGEMENT	3
HSEM 401	MORAL DECISION MAKING, POLICIES, AND CIVIL RIGHTS	3
HSEM 406	CHARACTER AND THE ETHICS OF LEADERSHIP	3
HSEM 415	STRATEGIC PLANNING AND BUDGETING	3
HSEM 450	RELIGION IN THE MODERN WORLD	3
HSEM 494	PRACTICUM	6
Twelve (12) credits from the following:		12
HSEM 310	INTEREST INTEGRATION	3
HSEM 365	VOLUNTEERS, DONATIONS, AND HUMANITARIAN AID	3
HSEM 390	TECHNOLOGY FOR HOMELAND SECURITY AND EMERGENCY MANAGEMENT	3
HSEM 395	SPECIAL TOPICS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT	3
HSEM 440	CRITICAL INFRASTRUCTURE PROTECTION	3
HSEM 454	THE INTELLIGENCE COMMUNITY	3
HSEM 464	BUILDING RESILIENT COMMUNITIES	3
HSEM 470	MANAGING DISASTERS	3
HSEM 498	HOMELAND SECURITY AND EMERGENCY MANAGEMENT INTERNSHIP I <sup>1</sup>	1-3
HSEM 499	HOMELAND SECURITY AND EMERGENCY MANAGEMENT INTERNSHIP II <sup>1</sup>	1-3
Total Credits		48

<sup>1</sup> A maximum of six (6) credits may be taken as Internships. Students must consult with the HSEM Director prior to registering for an Internship.

### General Education Requirements – B.S.

- Freshman Student
- Transfer Student

#### Freshman Student (35)

Click on course number to see description and credit amount

<b>Freshman Foundation (15)</b>		
WR 121	ENGLISH COMPOSITION	3
HUM 152	HOW THE WEST CAME TO BE	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
LDR 198	CONCORDIA COMMITMENT	1
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
<b>Spiritual Formation (6)</b>		
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
or REL 221		HISTORY AND LITERATURE OF THE NEW TESTAMENT
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (5)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

**Studies in Arts & Sciences (9)**

Social Science	3
WR 30X (upper division Writing course)	3
Electives (3)-Must be upper division credits outside major	3
<b>Total Credits</b>	<b>35</b>

**Transfer Student (31 credits)**

Click on course number to see description and credit amount

**Transfer Foundation (14 credits)**

WR 121	ENGLISH COMPOSITION	3
<b>Humanities</b> 3		
Ex: Lit, World History, Music History		
<b>Physical Education</b> 2		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (5 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2

**Studies in Arts & Sciences (6 credits)**

Social Science	3
Writing above WR 121	3
<b>Total Credits</b>	<b>31</b>

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

**Homeland Security & Emergency Management Minor (15 credits)**

This 15-credit minor is available for all CU undergraduate students who are not pursuing an HSEM major.

HSEM 301	INTRODUCTION TO HOMELAND SECURITY	3
HSEM 315	RISK ASSESSMENT, ANALYSIS, AND IMPACT	3
HSEM 332	SOCIAL AND POLITICAL ROOTS OF TERRORISM	3
HSEM 335	CYBER SECURITY	3
HSEM 360	EMERGENCY PREPAREDNESS AND MANAGEMENT	3
<b>Total Credits</b>		<b>15</b>

**Contact Information****School of Management****Homeland Security & Emergency Management Program**

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WEBSITE: <http://www.cu-portland.edu/academics/colleges/school-management/homeland-security-and-emergency-management>

**Marketing (B.A.)****Overview Information****Introduction**

Marketing is a fascinating, broad-based, and rapidly evolving discipline, encompassing everything from strategic analysis to how to create, deliver, and sell a product or service. Concordia's program prides itself on international focus, deep faculty industry experience, and a culture that encourages strong faculty/student ties. In addition, students have extensive contact with business leaders through local and international internships, field trips, and career mentoring through faculty.

**Admission Requirements**

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. There are no additional requirements for admission to the School of Management or the Marketing major.

**Graduation Requirements**

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students pursuing a Bachelor of Arts (B.A.) degree from the School of Management must meet additional program-specific requirements. The Accounting, Business Administration, and Marketing majors are designed as traditional undergraduate, four-year programs. They provide students with opportunities to develop the personal and professional skills of the business world. To accomplish this, students are required to complete courses and activities in three distinct areas:



1. The first area requires students to complete the General Business CORE.
2. The second area requires students to complete CORE courses for their chosen major (Marketing or Accounting).
3. The third area for Business Administration majors requires students to complete advanced study in a business related concentration. The advanced study concentrations include: Accounting, General Business, Computer Information Systems, Finance, Management, Marketing, and Sports Management.

All students complete an internship. The purpose of this internship is to help students apply academic knowledge to a supervised work environment. The internship brings together academic preparation with an actual employment situation providing the students with an opportunity to apply their knowledge, communication, decision-making, and problem solving skills. A substantial number of business internships turn into full-time employment opportunities upon graduation. Many of these students are in an enviable position upon graduation; they already have a job offer and can begin their careers immediately.

Students enrolled in the School of Management may wish to travel overseas to study or complete an internship with a company in another country. For review of opportunities, look at the Study Abroad section of this catalog.

### Exit Exams

To graduate, the School of Management requires two exit exams. Test results are used as part of our ACBSP accreditation process and to help improve the Business curriculum. All undergraduate School of Management majors will complete the Business Critical Thinking Skills Test (BCTST) and the Common Professional Component (CPC) exam. The exams are administered during the student's last semester.

## Curricular Requirements

### Bachelor of Arts in Marketing Major Requirements (54 credits)

#### Business Core (39 credits)

ACT 201	FINANCIAL ACCOUNTING	3
ACT 202	MANAGERIAL ACCOUNTING	3
BA 101	INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION	4
BA 203	FUNDAMENTALS OF ECONOMICS	4
BA 247	BUSINESS DATA ANALYTICS	3
BA 260	PRINCIPLES OF ORGANIZATIONAL MANAGEMENT	3
BA 301	PRE-INTERNSHIP SEMINAR	1
BA 342	FINANCE	3
BA 352	BUSINESS LAW	3
BA 457	ETHICAL LEADERSHIP	3
BA 458	BUSINESS CAPSTONE	3
BA 499	BUSINESS INTERNSHIP <sup>1</sup>	3
MKT 360	PRINCIPLES OF MARKETING	3

#### Marketing Core (15 credits)

MKT 362	CONSUMER BEHAVIOR	3
MKT 363	MARKETING RESEARCH	3
MKT 365	INNOVATION AND DIGITAL MARKETING	3
MKT 366	GLOBAL MARKETING	3

MKT 467	MARKETING STRATEGY AND MANAGEMENT	3
Total Credits		54

<sup>1</sup> BA 301 PRE-INTERNSHIP SEMINAR must be successfully completed before enrolling in BA 499 BUSINESS INTERNSHIP.

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

#### Studies in Arts & Sciences (18 credits)

Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		6

Total Credits		50
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### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities Ex: Lit, World History, Music History		3
Physical Education		2
MTH 110	MATH FOR LIFE or above (excluding MTH 231)	3
SCI 110	INTRODUCTION TO SCIENCE or Lab Science	3

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

**Studies in Arts & Sciences (18 credits)**

Natural Science	3
Fine Arts	3
WR 30X (upper division Writing course)	3
Social Science	3
Electives (6 credits) – at least three must be upper division credits outside major	6
<b>Total Credits</b>	<b>49</b>

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

**Contact Information****School of Management**

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**Candace L. Petersen**, Ph.D., Professor, capetersen@cu-portland.edu

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**David S. Tucker**, Ph.D., Professor, dtucker@cu-portland.edu

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WEBSITE: <http://www.cu-portland.edu/academics/colleges/school-management/undergraduate-programs/marketing>

**Programs Closed to New Students – Undergraduate**

The following undergraduate programs will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in one of these programs will continue through graduation.

**Career and Technical Education (B.S.)**

**No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.**

The online Bachelor of Science Degree in Career and Technical Education (CTE) is designed for people with excellent technical skills and previous work experience who are new CTE teachers or who want to pursue a teaching career at a high school or community college. Typical candidates are from the military and business and industry.

Upon program completion, Bachelor of Science Degree in CTE candidates will demonstrate:

- The ability to effectively promote CTE programs and establish partnerships with businesses and the community
- An understanding and application of key teaching practices in researched-based frameworks for teaching.
- Skills in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement
- Consider students' developmental levels, and exhibit sensitivity to individual student difference and cultural backgrounds
- Effective instructional strategies that engage students in learning and help them be successful in completing graduation and pursuing post-secondary education
- Values, ethics, beliefs and attitudes that achieve the education goals of the state, district, and local school communities
- The ability to integrate math and literacy into the CTE curriculum
- Leadership skills in developing and managing high quality student leadership organizations
- Skills in developing various assessment methods, including proficiency-based assessment, to assess students with different learning styles and abilities

**Chemistry (B.A.)**

**The Bachelor of Arts in Chemistry program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Overview Information

### Introduction

The Math & Science Department prides itself in preparing students for careers in science-related fields. The Chemistry major can prepare students for professional programs including chemical analysis, industrial chemistry, and laboratory management. In addition, graduates may pursue research careers in the area of chemical engineering and environmental chemistry. Concordia also has a highly-respected program for those who wish to teach chemistry at the junior and senior high school levels.

### Desired Student Outcomes

Those successfully completing Concordia's Bachelor of Arts in Chemistry program will be able to:

#### Knowledge

1. Understand the basic principles of the chemistry of life
2. Understand the nature of chemical bonding
3. Demonstrate a knowledge of complex and simple equilibria

#### Skills

1. Utilize safe laboratory practices
2. Utilize available chemical analysis tools
3. Perform chemical data analysis
4. Write publication-style reports of laboratory results
5. Locate, recognize and comprehend current research articles
6. Perform original scientific research

#### Attitudes

1. Understand and practice scientific ethics
2. Appreciate the ability of chemistry to improve quality of life or to cause ecological or health problems
3. Appreciate the chemical nature of life

Every student graduating with a B.A. degree in chemistry will successfully complete a Senior Project. This requirement can be met either by completing an extensive practicum in their field of interest outside of the university or by carrying out original research and writing a thesis based on the research that must be defended before a panel of faculty members in a public defense. In either case, the student will work closely with a faculty mentor who will guide them through the process. It is our belief that a primary goal of a college education should be to turn a student from one who gains knowledge to one who produces knowledge.

### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of

transfer students may occur, pending successful completion of such a course.

4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

### Program-specific Admission Requirements

Students seeking admission to the Chemistry major must successfully complete a standardized test covering basic knowledge in the field of Chemistry. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students. It is the student's responsibility to schedule this appointment through the Chair of the Math & Science Department.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

### Program-specific Graduation Requirements

The Chemistry major has no additional graduation requirements.

**The Bachelor of Arts in Chemistry program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Curricular Requirements

### Bachelor of Arts in Chemistry Major Requirements (78-80 credits)

#### Chemistry Core (63 credits)

BIO 211	GENERAL BIOLOGY I	4
CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 288	DEPARTMENTAL SEMINAR	1
CHM 488	DEPARTMENTAL SEMINAR	1
CHM 344	ORGANIC CHEMISTRY I	4
CHM 345	ORGANIC CHEMISTRY II	4
CHM 414	BIOCHEMISTRY I	4
CHM 415	BIOCHEMISTRY II	4
CHM 442	PHYSICAL CHEMISTRY I	3
CHM 443	PHYSICAL CHEMISTRY II	3
MTH 211	CALCULUS I	4

MTH 212	CALCULUS II	4
MTH 231	RESEARCH & STATISTICAL TECHNIQUES	3
PHY 211	GENERAL PHYSICS I	4
PHY 212	GENERAL PHYSICS II	4
CHM 360	CHEMICAL QUANTITATIVE ANALYSIS	4
CHM 361	INSTRUMENTAL ANALYSIS	4
<b>Senior Project (3-5 credits)</b>		3-5
One of the following:		
CHM 492	SENIOR THESIS PREPARATION	5
& CHM 493	and CHEMISTRY THESIS I: LITERATURE REVIEW	
& CHM 494	AND PROJECT DESIGN	
	and CHEMISTRY THESIS II: RESEARCH, WRITING,	
	AND DEFENSE	
or		
CHM 496	CHEMISTRY SENIOR PROJECT	3
<b>Emphasis Area (12 credits)</b>		12
Twelve (12) credits to create an emphasis. These must be in addition to the required courses.		
Total Credits		78-80

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
6		

#### Studies in Arts & Sciences (18 credits)

Natural Science		
3		
Fine Arts		
3		
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		
6		
Total Credits		50

### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		
3		
Ex: Lit, World History, Music History		

Physical Education		
2		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
6		
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		
3		
Fine Arts		
3		
WR 30X (upper division Writing course)		3
Social Science		
3		
Electives (6 credits) – at least three must be upper division credits outside major		
6		
Total Credits		49

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Chemistry Minor (16 credits)

This 16-credit minor is available for all CU undergraduate students who are not pursuing a Chemistry major.

CHM 211	INORGANIC CHEMISTRY I	4
CHM 212	INORGANIC CHEMISTRY II	4
CHM 344	ORGANIC CHEMISTRY I	4

CHM 414	BIOCHEMISTRY I	4
Total Credits		16

## Contact Information

### College of Arts & Sciences

#### Math & Science Department

**Disciplines:** Astronomy, Biology, Chemistry, Geography, Geology, Mathematics, Physics, Science

Dr. Mihail Iordanov, Chair

Luther Hall - 112

503-493-6487

miordanov@cu-portland.edu

### Full-time Chemistry Faculty

**Michael Godsey**, Ph.D., Professor, mgodsey@cu-portland.edu

**Keith D. Schwartz**, Ph.D., Assistant Professor, kschwartz@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/chemistry/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/chemistry/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/chemistry>

## Christian Education (DCE)

### No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

The Christian Education major is designed for students desiring to serve as a Director of Christian Education (DCE) in the educational ministries of the Church (children's, youth, adult, family, and/or outreach ministries). Students prepare to lead in society and serve as lifespan Christian educators equipping others to passionately and courageously live their faith in word and action. DCEs work in congregations and other ministry organizations, nurturing the faith of members and equipping them for ministry. The typical job description of a DCE could include youth and education ministry, child and family ministry, outreach ministry, ministry development, or other related ministry areas. Classes and experiences are designed to equip the student in six functional roles essential for anyone moving into an entry-level position as a Director of Christian Education: Christian educator, family life minister, leader, ministry consultant, mission/outreach leader, and administrator. A student who desires to pursue the Christian Education major must apply through the Lutheran Teacher Certificate Coordinator before the end of their sophomore year, or, if a transfer student, before the end of the first semester at Concordia. An overall GPA of 2.50 and a GPA of 2.75 in the Professional Education requirements is required for admission to the program and is necessary for graduation.

## Director of Christian Education Certificate

"A Director of Christian Education is a Synodically certified, called, and commissioned, life-span educational leader prepared for team ministry in a congregational setting." (1999, Synodical Convention). To be certified as a DCE in the Lutheran Church—Missouri Synod, a year-long internship in a congregation is required upon completion of your B.A. in Christian Education. A student applies for the DCE internship two semesters prior

to when they hope to begin the internship. Applications are available from the Lutheran Teacher Certificate Coordinator.

## Christian Education Major Requirements

Students desiring only the B.A. in Christian Education are not required to take the yearlong CED 490 DCE INTERNSHIP in a congregation.

## Program Goals and Objectives

### Program Goals

The DCE:

1. The DCE will provide quality Christian education across the life-span within the congregations of the Lutheran Church—Missouri Synod.
2. The DCE will be able to assess needs, provide direction, plan and evaluate ministry within the congregation and the community they serve.
3. The DCE will be a capable administrator with skills in dealing with people, managing resources, and equipping others.
4. The DCE will practice caring and compassionate ministry assisting in meeting the spiritual, emotional, and physical needs of people, both in the congregation and the area the congregation serves.

### Program objectives

Upon program completion, DCE candidates will demonstrate:

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

## DCE Certification and Teacher Licensure

Students may choose to pursue both certification as a DCE and licensure as a teacher. Through the Master of Arts in Teaching (MAT) program, a B.A. graduate can work towards licensure as a teacher. After receiving the B.A., one would need to complete both of the following:

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

While it does not matter which is completed first, they cannot be completed simultaneously. Students who choose this route will complete five years of course work and a year-long internship. They will receive a B.A. in Christian Education, the Master of Arts in Teaching, and certification as a Director of Christian Education. Graduates are eligible



to apply for teacher licensing through Oregon Teacher Standards and Practices Commission (TSPC). With minor adjustments, it is possible for graduates holding an Oregon license to teach in other states. For more information on the MAT program and its processes, contact the MAT program director.

Those not interested in pursuing a master's degree may complete the professional education requirements of the undergraduate teacher education program after which Oregon teacher licensure may be obtained. Contact the College of Education to consider the best option.

**No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.**

## Bachelor of Arts – Christian Education Freshman

### General Education Requirements

#### Freshman Foundation (15)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
	or Lab Science	
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
	or above (excluding MTH 231)	
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

#### Spiritual Formation (6)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
	or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
	Foreign Language	6

#### Studies in Arts & Sciences (18)

	Natural Science	3
	Fine Arts	3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X - (upper division Writing course)		3
	Electives (6) - at least three must be upper division credits outside major	6

Total Credits 50

### Major Requirements

#### Christian Education

CED 220	INTRODUCTION TO CHRISTIAN MINISTRY I	1
CED 275	MISSIONAL OUTREACH, ASSIMILATION, AND VISITATION	3
CED 310	CHILDREN'S MINISTRY	3
CED 311	HISTORY AND PRACTICE OF A DCE I	2

CED 312	HISTORY AND PRACTICE OF A DCE II	2
CED 315	YOUTH MINISTRY	3
CED 320	INTRODUCTION TO CHRISTIAN MINISTRY II	1
CED 383	ADULT MINISTRY	3
CED 395	TEACHING THE FAITH	3
CED 435	CONFIRMATION CURRICULUM AND INSTRUCTION	3
CED 483	LEADERSHIP DEVELOPMENT	2
CED 485	FAMILY MINISTRY	3
EDU 232	EDUCATIONAL PSYCHOLOGY	2
PSY 321	HUMAN GROWTH AND DEVELOPMENT	3
PSY 345	CHILD AND ADOLESCENT DEVELOPMENT	3
PSY 351	ADULT DEVELOPMENT	3
PSY 410	HELPING SKILLS	3
REL 315	WRITINGS OF THE OLD TESTAMENT/HEBREW BIBLE	2
REL 325	NEW TESTAMENT WRITINGS	2
REL 352 CHURCH HISTORY I: EARLY CHURCH TO REFORMATION or REL 353 CHURCH HISTORY II: REFORMATION TO TODAY		3
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3
Select two of the following Christian Education seminars (CED 288):		4
	Ministry to Differently Gifted	
	Care Ministry	
	Death & Dying	
	Visual and Creative Arts Ministry	
	Conflict Resolution	
	Outdoor Christian Education	
Total Credits		57

### Optional: Post-BA DCE Internship

CED 490	DCE INTERNSHIP	8
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Students desiring certification as a Director of Christian Education in the LCMS enroll in an 8 credit, full-time internship after completion of the B.A. in Christian Education. See Lutheran Teacher Certificate Coordinator for more information.

### Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

**No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.**

## Bachelor of Arts – Christian Education Transfer Student

### General Education Requirements

#### Transfer Foundation (14)

WR 121	ENGLISH COMPOSITION	3
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Humanities	3
Ex: Lit, World History, Music History	
Physical Education	2
MTH 110 MATH FOR LIFE	3
or above (excluding MTH 231)	
SCI 110 INTRODUCTION TO SCIENCE	3
or Lab Science	
<b>Spiritual Formation (6)</b>	
REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401 FAITH FOR LIFE	3
<b>Intercultural Experiences (11)</b>	
HUM 351 CHALLENGES OF GLOBAL DIVERSITY	3
REL 371 WORLD RELIGIONS	2
Foreign Language	6
<b>Studies in Arts &amp; Sciences (18)</b>	
Natural Science	3
Fine Arts	3
WR 30X (upper division Writing course)	3
Social Science	3
Electives (6) - At least three must be upper division credits outside major	6
Total Credits	49

## Major Requirements

### Christian Education

CED 220 INTRODUCTION TO CHRISTIAN MINISTRY I	1
CED 275 MISSIONAL OUTREACH, ASSIMILATION, AND VISITATION	3
CED 310 CHILDREN'S MINISTRY	3
CED 311 HISTORY AND PRACTICE OF A DCE I	2
CED 312 HISTORY AND PRACTICE OF A DCE II	2
CED 315 YOUTH MINISTRY	3
CED 320 INTRODUCTION TO CHRISTIAN MINISTRY II	1
CED 383 ADULT MINISTRY	3
CED 395 TEACHING THE FAITH	3
CED 435 CONFIRMATION CURRICULUM AND INSTRUCTION	3
CED 483 LEADERSHIP DEVELOPMENT	2
CED 485 FAMILY MINISTRY	3
EDU 232 EDUCATIONAL PSYCHOLOGY	2
PSY 321 HUMAN GROWTH AND DEVELOPMENT	3
PSY 345 CHILD AND ADOLESCENT DEVELOPMENT	3
PSY 351 ADULT DEVELOPMENT	3
PSY 410 HELPING SKILLS	3
REL 315 WRITINGS OF THE OLD TESTAMENT/HEBREW BIBLE	2
REL 325 NEW TESTAMENT WRITINGS	2
REL 352 CHURCH HISTORY I: EARLY CHURCH TO REFORMATION or REL 353 CHURCH HISTORY II: REFORMATION TO TODAY	3
REL 431 LUTHERAN CONFSSIONAL THEOLOGY	3
Select two of the following Christian Education seminars (CED 288):	4
Ministry to Differently Gifted	

Care Ministry	
Death & Dying	
Visual and Creative Arrts Ministry	
Conflict Resolution	
Outdoor Christian Education	
Total Credits	57

### Optional: Post-BA DCE Internship

CED 490 DCE INTERNSHIP	8
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Students desiring certification as a Director of Christian Education in the LCMS enroll in an 8 credit, full-time internship after completion of the B.A. in Christian Education. See Lutheran Teacher Certificate Coordinator for more information.

### Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

## No new students are being admitted to this program at this time. Students interested in this program of study should contact the College of Education.

The post-bachelor's DCE certificate is designed for those who already have a bachelor's degree in any field, and who desire to make the career change into DCE ministry. Each applicant to the program has the opportunity to demonstrate competency in the DCE functions and skills through a portfolio and interview. A review of the portfolio, transcripts, and a personal interview result in a recommendation as to which of the following courses a student will be required to take in order to receive DCE certification. A maximum of 46 credits plus the 8-hour internship will be required.

### DCE Certificate only (post-B.A.)

CED 275 MISSIONAL OUTREACH, ASSIMILATION, AND VISITATION	3
CED 310 CHILDREN'S MINISTRY	3
CED 311 HISTORY AND PRACTICE OF A DCE I	2
CED 312 HISTORY AND PRACTICE OF A DCE II	2
CED 315 YOUTH MINISTRY	3
CED 383 ADULT MINISTRY	3
CED 395 TEACHING THE FAITH	3
CED 483 LEADERSHIP DEVELOPMENT	2
CED 485 FAMILY MINISTRY	3
EDU 232 EDUCATIONAL PSYCHOLOGY	2
PSY 321 HUMAN GROWTH AND DEVELOPMENT	3
PSY 345 CHILD AND ADOLESCENT DEVELOPMENT	3
PSY 410 HELPING SKILLS	3
REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT	3

REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	3
REL 371	WORLD RELIGIONS	2
REL 431	LUTHERAN CONFSSIONAL THEOLOGY	3
After completion of the course work:		
CED 490	DCE INTERNSHIP	8
Total Credits		54

At least 51% of the credits for this certification must be taken at or waived by Concordia University-Portland.

Fingerprint must be completed prior to registration for CED 344 FIELD EXPERIENCE, RELIGIOUS EDUCATION

## English (B.A.)

**The Bachelor of Arts in English program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

### Overview Information

#### Introduction

The courses in the English major paint a diverse but coherent portrait of humanity, both past and present, Western and non-Western, male and female, rich and poor. The major is interdisciplinary in nature, concerned with the nexus of the relationship between literature, history, and culture. The theme "Cultures in Transition" supplies a focus for all the courses offered within the major. The English major provides small classes that intentionally create opportunities for students to work closely with faculty and other students, fostering clear thinking and the development of problem solving skills. Capitalizing on its urban setting, the English major provides a bridge to your career by offering field work experiences and internships in local businesses, public TV or radio, newspapers, or the arts community. Admission to the English major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and the successful completion of 45 college-level credits.

#### Goals and Desired Student Outcomes

Students successfully completing Concordia's Bachelor of Arts in English program will be able to:

- Demonstrate a broad awareness of texts and their historical and cultural context in English, American and/or World literature, recognizing that literature has served a role in social change
- Discuss various major philosophical and cultural issues addressed in literature
- Distinguish the genres of literature (drama, poetry and prose, fictional and nonfictional) and various approaches to reading literature with acuity and insight (e.g. Realism, Romanticism, Naturalism, Impressionism, Expressionism, Modernism, Post-Modernism, Structuralism, Post-Structuralism)
- Demonstrate, in oral and written form, the ability to read and evaluate primary documents according to the rubrics of various literary critical approaches
- Do research using print and electronic resources to create new syntheses of ideas addressed in literature
- Demonstrate an attitude of service and commitment to social change
- Appreciate the interconnectedness and interdisciplinarity of all knowledge

- Demonstrate curiosity, humility and courage reflecting a commitment to reading and critical inquiry

Every student graduating with a B.A. in English will successfully complete a Senior Project. This requirement can be met either by completing an extensive practicum in their field of interest outside of the university, or by carrying out original research and writing a thesis based on the research that must be defended before a panel of faculty members in a public defense. In either case, the student will work closely with a faculty mentor who will guide them through the process. It is our belief that a primary goal of a college education should be to turn a student from one who gains knowledge to one who produces knowledge.

#### Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

#### Program-specific Admission Requirements

Students seeking admission to the English major must successfully complete an oral interview with one or more members of the English faculty. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students. It is the student's responsibility to schedule this appointment through the Chair of the Global Studies & Culture Department.

#### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student->

research-and-projects/senior-symposium). See Program-specific Graduation Requirements for possible additional requirements.

**Program-specific Graduation Requirements**

The English major has no additional graduation requirements.

**The Bachelor of Arts in English program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

**Curricular Requirements**

**Bachelor of Arts in English Major Requirements (42 credits)**

**Core Requirements (33 credits)**

Note: Core selections and Concentration selections cannot duplicate one another.

**Literature Courses (9 credits) 9**

AMERICAN LITERATURE	
One (1) of the following courses:	
ENG 231	AMERICAN LITERATURE I
ENG 232	AMERICAN LITERATURE II
ENG 342	WOMEN'S HISTORY AND LITERATURE
ENG 337	THE SIXTIES IN ITS OWN WRITE
ENG 343	GENDER, RACE AND LITERATURE
ENG 348	FILM AND LITERATURE
BRITISH LITERATURE	
One (1) of the following courses:	
ENG 222	BRITISH LITERATURE I
ENG 223	BRITISH LITERATURE II
ENG 321	SHAKESPEARE
WORLD LITERATURE	
One (1) of the following courses:	
ENG 310	WORLD DRAMA
ENG 315	THE WORLD NOVEL
ENG 462	THE HERO

**Career Focus (3 credits) 3**

Three (3) credits from the following:

ENG 217	LITERARY JOURNAL I	1
ENG 218	LITERARY JOURNAL II	1
WR 304	CREATIVE NON-FICTION: ART OF THE ESSAY	3
WR 305	JOURNALISM	3
WR 307	SCIENCE WRITING	3
WR 308	ADVANCED RESEARCH WRITING	3
WR 352	CREATIVE WRITING	3

**Senior Project (3-5 credits) 3-5**

One of the following options:

ENG 482 & ENG 483 & ENG 484	INTERNSHIP PREPARATION and INTERNSHIP I and INTERNSHIP II (5 total credits)
or	
ENG 487	INTENSIVE INTERNSHIP (5 credits)
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.	
or	

ENG 492 & ENG 493 & ENG 494	SENIOR THESIS PREPARATION and ENGLISH THESIS I: LITERATURE REVIEW AND PROJECT DESIGN and ENGLISH THESIS II: RESEARCH, WRITING, AND DEFENSE (5 total credits)
or	
ENG 496	ENGLISH PRACTICUM (3 credits)
or	
ENG 497	INTENSIVE THESIS (5 credits)
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.	
<b>English Electives (16-18 credits)</b>	<b>16-18</b>
Courses used to fulfill English elective credits cannot duplicate Concentration courses.	
<b>Total Credits</b>	<b>33</b>

**Concentration Requirements (9 credits)**

One Concentration must be chosen from the following:

**Gender Studies Concentration**

Three (3) of the following courses:

ENG 342	WOMEN'S HISTORY AND LITERATURE	3
ENG 343	GENDER, RACE AND LITERATURE	3
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE	3
ENG 355	AFRICAN LITERATURE	3
WR 303	RHETORICAL APPROACH TO LITERATURE AND CULTURE	3
or WR 303H	RHETORICAL APPROACH TO LITERATURE AND CULTURE - HONORS	

**Creative Writing Concentration**

Three (3) of the following courses:

ENG 312	INTRODUCTION TO POETRY	3
WR 304	CREATIVE NON-FICTION: ART OF THE ESSAY	3
or WR 304H	CREATIVE NON-FICTION: ART OF THE ESSAY - HONORS	
WR 352	CREATIVE WRITING	3
WR 415	WRITING STUDIO	3

**Communications Concentration**

Nine (9) credits from the following:

ENG 348	FILM AND LITERATURE	3
HST 331	MEDIA AND CULTURE IN AMERICA	3
WR 305	JOURNALISM (May be repeated when one section is designated as JOURNALISM and one is NEWSPAPER)	3
or WR 305H	JOURNALISM - HONORS	
HUM 288	DEPARTMENTAL SEMINAR (When the topic is JAPANESE POP CULTURE)	1
or HUM 488	DEPARTMENTAL SEMINAR	

**General Education Requirements – B.A.**

**Freshman (50 credits)**

**Freshman Foundation (15 credits)**

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
6		
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		
3		
Fine Arts		
3		
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6 credits) – at least three must be upper division credits outside major		
6		
Total Credits		50

**Transfer Student (49 credits)****Transfer Foundation (14 credits)**

WR 121	ENGLISH COMPOSITION	3
Humanities		
3		
Ex: Lit, World History, Music History		
Physical Education		
2		
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

**Spiritual Formation (6 credits)**

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

**Intercultural Experiences (11 credits)**

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		
6		

**Studies in Arts & Sciences (18 credits)**

Natural Science		
3		
Fine Arts		
3		
WR 30X (upper division Writing course)		3
Social Science		
3		
Electives (6 credits) – at least three must be upper division credits outside major		
6		
Total Credits		49

**Elective Requirements**

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree.

After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

**Note:**

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

**Communication Studies Minor (15 credits)**

WR 305	JOURNALISM	3
WR 305 repeated as NEWSPAPER		
3		
ENG 348	FILM AND LITERATURE	3
HST 331	MEDIA AND CULTURE IN AMERICA	3
MKT 360	PRINCIPLES OF MARKETING	3
Total Credits		15

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

**Gender Studies Minor (15 credits)**

WR 303	RHETORICAL APPROACH TO LITERATURE AND CULTURE	3
ENG 342	WOMEN'S HISTORY AND LITERATURE	3
ENG 343	GENDER, RACE AND LITERATURE	3
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE	3
ENG 355	AFRICAN LITERATURE	3
Total Credits		15

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

**Literature Minor (16 credits)**

ENG 231	AMERICAN LITERATURE I	3
or ENG 232 AMERICAN LITERATURE II		
ENG 222	BRITISH LITERATURE I	3
or ENG 223 BRITISH LITERATURE II		
Choose nine credits from the following:		
9		
ENG 310	WORLD DRAMA	
ENG 315	THE WORLD NOVEL	
ENG 321	SHAKESPEARE	



ENG 337	THE SIXTIES IN ITS OWN WRITE	
ENG 342	WOMEN'S HISTORY AND LITERATURE	
ENG 343	GENDER, RACE AND LITERATURE	
ENG 348	FILM AND LITERATURE	
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE	
ENG 355	AFRICAN LITERATURE	
ENG 363	THE EUROPEAN NOVEL	
ENG 462	THE HERO	
ENG 480	RELIGION AND LITERATURE	
Choose one of the following:		1
HUM 488	DEPARTMENTAL SEMINAR	
ENG 217	LITERARY JOURNAL I	

Total Credits 16

For information on other programs offered by the Global Studies & Culture Department, visit the College of Arts & Sciences pages in this catalog and on the university website (<http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs>).

## Contact Information

### College of Arts & Sciences

#### Global Studies & Culture Department

**Disciplines:** English, Global Studies, Languages (Ancient and Foreign), History, Humanities, Political Science, TESOL

Dr. Kimberly Knutsen, Chair

George R. White Library & Learning Center - 315D

503-493-6228

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### Full-time English Faculty

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WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/english>

## Global Studies (B.A.)

**The Bachelor of Arts in Global Studies program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Overview Information

### Introduction

Concordia University's Bachelor of Arts in Global Studies is designed to help students find their place in the world and learn how they can make a difference. The learning community will extend well beyond the classroom in Portland, including a semester abroad that is built into the program. In addition, internship and research opportunities help build cultural competency and prepare the student for a broad range of careers – many with international options. With an overarching focus on the complex role and influence of religion worldwide, this interdisciplinary program begins with a core of six foundational courses, then allows the student to mix and match classes from a variety of

disciplines – including science, business, history, and political science. As a result, graduates will have a powerful set of tools and a well-rounded understanding of today's global realities, ready to enter the job market or head to grad school as true citizens of the world. The Bachelor of Arts in Global Studies will prepare students to engage a diverse and intercultural world by serving as leaders in national and international agencies, organizations and businesses.

## Goals and Desired Student Outcomes

The B.A. in Global Studies will prepare students to engage a diverse and intercultural world by serving as leaders in national and international agencies, organizations and businesses.

Upon completion of the program, students will:

1. Possess a thorough understanding of the relationships between political systems, economies, environments, public health, religions and education in global, national and local environments (global perspective).
2. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, political affairs, communication styles, economy and religion (cultural literacy).
3. Initiate and develop interactions with culturally different others, suspending judgment and advocating for human rights and justice (cultural engagement).
4. Demonstrate an understanding of "sustainability" as it applies to a variety of global contexts (international development).
5. Develop a service attitude and ethical leadership skills while addressing a globally significant challenge and contribute to positive change (servant-leader).
6. Analyze conflict situations and recommend practical strategies for conflict mitigation and resolution (conflict resolution and restorative justice).
7. Synthesize academic work with global community engagement, producing a tangible product that engages community constituents and responds to community needs (transformational leadership).

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g.,

portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

### Program-specific Admission Requirements

Students seeking admission to the Global Studies major must meet with the Chair of the Global Studies & Culture Department. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students. It is the student's responsibility to schedule this appointment through the Chair of the Global Studies & Culture Department.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

### Program-specific Graduation Requirements

The capstone experience for the Global Studies major aims to assist students in the transition from mere participants in education to becoming leaders with the potential to transform society. There are two options to satisfy the capstone requirement:

1. **Internship** – designed to provide students with supervised work in the field of the student's major so that they may better evaluate and comprehend the specific career choice they are considering.
2. **Research and thesis** – enables students to build and hone their analytical and writing skills under the guidance of a faculty advisory committee.

### Potential Internships

Students may arrange an internship in nearly any area/field that involves development, service, outreach and missions. Options include (but are not limited to: Mercy Corps, AmeriCorps, Red Cross, Human Rights Watch, Northwest Interpreters, Lutheran Community Services Northwest, Jesuit Volunteer Corps, Local government agencies involved in humanitarian support, local TESOL experiences, local advocacy agencies, local sustainability organizations/initiatives, any non-profit or church-related organization involved in humanitarian support or missions.

**The Bachelor of Arts in Global Studies program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Curricular Requirements

### Bachelor of Arts in Global Studies Major Requirements (50 credits)

<b>GLOBAL STUDIES CORE (18 credits)</b>	18
GS 201 OUR GLOBAL WORLD	3
GS 301 GLOBAL POLITICS, IDENTITY, AND COMMERCE	3

GS 302 GLOBAL HUMAN ISSUES	3
GS 303 GLOBAL CHALLENGES AND SOLUTIONS	3
GS 304 INTERCULTURAL ENGAGEMENT: WORKING, LIVING, AND STUDYING INTERNATIONALLY	3
GS 460 RELIGION IN THE MODERN WORLD	3
or REL 460 RELIGION IN THE MODERN WORLD	
<b>STUDY ABROAD EXPERIENCE (3 credits)</b>	3
A minimum of 3 semester credits, with a grade of C- or higher, will meet this requirement, although most students will need to complete at least 12 credits while abroad to stay on track for degree completion. A roadmap of where these additional credits might apply in the program will be determined as the plan of study is developed for the time abroad.	
IST 199 INTERNATIONAL STUDIES	
or IST 399 INTERNATIONAL STUDIES	
<b>ELECTIVES BY THEME <sup>1</sup></b>	24
<b>Global Political Affairs &amp; Cultural Identity (6 credits)</b>	
Six (6) credits from the following:	
ENG 439 LINGUISTICS	3
HSEM 310 INTEREST INTEGRATION	3
HSEM 332 SOCIAL AND POLITICAL ROOTS OF TERRORISM	3
HST 335 HISTORY AND CULTURE OF INDIA	3
HST 355 HISTORY OF THE MIDDLE EAST	3
HST 364 MODERN ASIA	3
HST 365 INTRODUCTION TO INTERNATIONAL RELATIONS	3
REL 381 FIELD EXPERIENCE IN CROSS-CULTURAL UNDERSTANDING	3
SCW 353 SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS	3
SCW 354 SPIRITUAL AND CULTURAL DIVERSITY IN SOCIAL WORK PRACTICE	3
<b>Global Commerce, Economics &amp; Resource Sustainability (6 credits)</b>	
Six (6) credits from the following:	
BA 203 FUNDAMENTALS OF ECONOMICS	4
BA 331 GLOBAL BUSINESS	3
BA 344 INTERNATIONAL TRADE, FINANCE, AND MONETARY ISSUES	3
BIO 370 FIELD BIOLOGY (May be repeated with unique topics)	3
BIO 411 ECOLOGY	3
HHS 451 WEEKEND SEMINAR (May be repeated with unique topics)	1
SCI 112 ENVIRONMENTAL SCIENCE	3
<b>Justice &amp; Human Rights (6 credits)</b>	
Six (6) credits from the following:	
ENG 315 THE WORLD NOVEL	3
ENG 355 AFRICAN LITERATURE	3
HHS 451 WEEKEND SEMINAR (May be repeated with unique topics))	1
HSEM 401 MORAL DECISION MAKING, POLICIES, AND CIVIL RIGHTS	3
PSY 380 GLOBAL PERSPECTIVES ON PSYCHOLOGY	3
SOC 220 PRINCIPLES OF SOCIOLOGY	3
<b>Religion in the Modern World (6 credits)</b>	

Six (6) credits from the following:		
PHL 361	INTRODUCTION TO ETHICS	3
or REL 361	INTRODUCTION TO ETHICS	
REL 302	RELIGION AND CULTURE	3
HUM 382	ISSUES BETWEEN CHRISTIANITY AND ANOTHER RELIGION	3
or REL 382	ISSUES BETWEEN CHRISTIANITY AND ANOTHER RELIGION	
HSEM 406	CHARACTER AND THE ETHICS OF LEADERSHIP	3
<b>Senior Capstone (5 credits)</b>		5
GS 482	INTERNSHIP PREPARATION	
& GS 483	and INTERNSHIP I	
& GS 484	and INTERNSHIP II (5 total credits)	
or		
GS 487	INTENSIVE INTERNSHIP (5 credits)	
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.		
or		
GS 492	SENIOR THESIS PREPARATION	
& GS 493	and GLOBAL STUDIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN	
& GS 494	and GLOBAL STUDIES THESIS II: RESEARCH, WRITING, AND DEFENSE (5 total credits)	
or		
GS 497	INTENSIVE THESIS (5 credits)	
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.		
Total Credits		50

<sup>1</sup> After completing all requirements for the Global Studies program, including the required General Education classes, the student who is pursuing the B.A. in Global Studies is encouraged to use some or all of the remaining Elective Credits to specialize in one (or two) of the themes named here.

## General Education Requirements – B.A.

### Freshman (50 credits)

#### Freshman Foundation (15 credits)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

### Studies in Arts & Sciences (18 credits)

Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X	(upper division Writing course)	3
Electives (6 credits)	– at least three must be upper division credits outside major	6
Total Credits		50

### Transfer Student (49 credits)

#### Transfer Foundation (14 credits)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6 credits)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

#### Intercultural Experiences (11 credits)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

### Studies in Arts & Sciences (18 credits)

Natural Science		3
Fine Arts		3
WR 30X	(upper division Writing course)	3
Social Science		3
Electives (6 credits)	– at least three must be upper division credits outside major	6
Total Credits		49

## Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

#### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits

toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

## Global Studies Minor (15 credits)

This 15-credit minor is available for all CU undergraduate students who are not pursuing a Global Studies major.

GS 201	OUR GLOBAL WORLD	3
GS 301	GLOBAL POLITICS, IDENTITY, AND COMMERCE	3
GS 302	GLOBAL HUMAN ISSUES	3
Complete an additional 6 credits from the course offerings listed in the four themes within the Global Studies major		6
Total Credits		15

## Contact Information

### College of Arts & Sciences Global Studies & Culture Department

**Disciplines:** English, Global Studies, Languages (Ancient and Foreign), History, Humanities, Political Science, TESOL

Dr. Kimberly Knutsen, Chair

George R. White Library & Learning Center - 315D

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### Global Studies Faculty

Global Studies is an intentionally inter-disciplinary major and will, therefore, be taught by a variety of faculty. Refer to Appendix A or individual program pages for information on Concordia's full-time faculty.

CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/global-studies/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/global-studies/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/global-studies>

## History (B.A.)

**The Bachelor of Arts in History program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Overview Information

### Introduction

The History major prepares students for a variety of careers and professions. Because it develops highly competent writers and communicators, history majors frequently find employment in the fields of communication and public relations, as well as marketing and advertising. It also serves as an excellent preparation for students who are interested in politics and public policy. Many students use the history major as a springboard into the Master of Arts in Teaching (MAT), often as a preparation for a career in secondary education. Finally, the history major is ideally suited for students who are planning to go on to graduate school, especially if the desired career is in the social sciences or law. Admission to the History major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and the successful completion of 45 college level credits.

## Goals and Desired Student Outcomes

Students successfully completing Concordia's Bachelor of Arts in History program will be able to:

- Identify key events and people within their cultural and artistic context in American, European and/or World history, including awareness of a tradition of social change.
- Discuss major philosophical issues addressed in historical events.
- Identify major theoretical approaches of historical analysis, including economic, social and philosophical schools of thought.
- Write essays of at least 2000 words which have clear theses, logical construction, coherent development, a distinctive voice and informed rhetorical stance.
- Demonstrate, in oral and written form, the ability to read and evaluate primary documents and secondary sources and to assess models of social change according to the rubrics of various historical approaches.
- Do research using print and electronic resources to create new syntheses of ideas that emerge in history.
- Demonstrate an attitude of service and commitment to social change.
- Recognize the interconnectedness and interdisciplinarity of all knowledge.
- Demonstrate curiosity, humility and courage reflecting a lifelong commitment to reading and critical inquiry.

## Admission Requirements

All requirements must be met as listed in the Admission – Undergraduate section of this catalog. In addition, students seeking admission to an undergraduate program offered by the College of Arts & Sciences (with the exception of University Studies) must apply for admission to the college. This generally occurs during the spring semester of a student's sophomore year for traditional students, or at the end of the first semester in residency for transfer students, provided the following criteria are met:

1. Completion of 45 credits with a cumulative GPA of at least 2.50.
2. Successful completion of 30 credits in courses required to meet the general education requirements of the university.
3. Successful completion of at least one required program or major course taken on Concordia's campus. Provisional acceptance of transfer students may occur, pending successful completion of such a course.
4. Successful completion of all discipline-specific requirements as provided by the faculty of the department teaching the discipline. This may include an interview, successful completion of a standardized test of basic knowledge, skills, and attitudes appropriate to the field of study, or another evaluation tool (e.g., portfolio of work). See Program-specific Admission Requirements for possible additional requirements.

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

### Program-specific Admission Requirements

Students seeking admission to the History major must successfully complete an oral interview with one or more members of the History faculty. This generally occurs during the spring semester of a student's



sophomore year for traditional students, or at the end of the first semester in residency for transfer students. It is the student's responsibility to schedule this appointment through the Chair of the Global Studies & Culture Department.

### Graduation Requirements

All requirements must be met as listed in the Graduation Information section of this catalog. In addition, students seeking to graduate from a program offered by the College of Arts & Sciences must successfully complete a capstone experience (internship/practicum or thesis) which includes presenting a synopsis of the experience at the College of Arts & Sciences Senior Symposium (<https://www.cu-portland.edu/academics/colleges/college-arts-sciences/student-research-and-projects/senior-symposium>). See Program-specific Graduation Requirements for possible additional requirements.

### Program-specific Graduation Requirements

The History major has no additional graduation requirements.

**The Bachelor of Arts in History program will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Curricular Requirements

### Bachelor of Arts in History Major Requirements (44 credits)

<b>Core Requirements (16 credits)</b>	16
HST 201 INTRODUCTION TO AMERICAN GOVERNMENT	3
HST 202 EUROPE IN TRANSITION 1300-1789	3
HST 203 EUROPE SINCE 1789	3
HST 215 AMERICAN CIVILIZATION I	3
HST 216 AMERICAN CIVILIZATION II	3
HST 288/488 DEPARTMENTAL SEMINAR	1
<b>Major Elective Options (23 credits)</b>	23
Twenty-three (23) credits from the following:	
HST 303 CHURCH HISTORY	3
HST 311 ART HISTORY I	2
HST 313 ART HISTORY II	2
HST 331 MEDIA AND CULTURE IN AMERICA	3
HST 332 RACE AND ETHNICITY IN AMERICAN CULTURE	3
HST 335 HISTORY AND CULTURE OF INDIA	3
HST 336 UNITED STATES SINCE 1945	3
HST 337 THE SIXTIES IN ITS OWN WRITE	3
HST 342 WOMEN'S HISTORY AND LITERATURE	3
HST 347 MODERN GERMANY	3
HST 348 MODERN RUSSIA	3
HST 349 RENAISSANCE AND REFORMATION	3
HST 355 HISTORY OF THE MIDDLE EAST	3
HST 364 MODERN ASIA	3
HST 365 INTRODUCTION TO INTERNATIONAL RELATIONS	3
HST 389 CLASSICAL GREECE AND ROME	3
<b>Senior Capstone (5 credits)</b>	5
HST 482 INTERNSHIP PREPARATION & HST 483 and INTERNSHIP I & HST 484 and INTERNSHIP II (5 total credits)	
or	

HST 487 INTENSIVE INTERNSHIP (5 credits)	
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.	
or	
HST 492 & HST 493 & HST 494 SENIOR THESIS PREPARATION and HISTORY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN and HISTORY THESIS II: RESEARCH, WRITING, AND DEFENSE (5 total credits)	
or	
HST 497 INTENSIVE THESIS (5 credits)	
Permission of the Department Chair and the Dean of the College of Arts & Sciences and completion of Approval Form are required.	
<b>Total Credits</b>	<b>44</b>

## General Education Requirements – B.A.

### Freshman (50 credits)

<b>Freshman Foundation (15 credits)</b>	
WR 121 ENGLISH COMPOSITION	3
SCI 110 INTRODUCTION TO SCIENCE	3
or Lab Science	
HUM 152 HOW THE WEST CAME TO BE	3
LDR 198 CONCORDIA COMMITMENT	1
MTH 110 MATH FOR LIFE	3
or above (excluding MTH 231)	
ESS 260 HEALTH AND FITNESS FOR LIFE WITH LAB	2
<b>Spiritual Formation (6 credits)</b>	
REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401 FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>	
HUM 351 CHALLENGES OF GLOBAL DIVERSITY	3
REL 371 WORLD RELIGIONS	2
Foreign Language	6
<b>Studies in Arts &amp; Sciences (18 credits)</b>	
Natural Science	3
Fine Arts	3
PSY 201 PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)	3
Electives (6 credits) – at least three must be upper division credits outside major	6
<b>Total Credits</b>	<b>50</b>

### Transfer Student (49 credits)

<b>Transfer Foundation (14 credits)</b>	
WR 121 ENGLISH COMPOSITION	3
Humanities	3
Ex: Lit, World History, Music History	
Physical Education	2
MTH 110 MATH FOR LIFE	3
or above (excluding MTH 231)	
SCI 110 INTRODUCTION TO SCIENCE	3
or Lab Science	



<b>Spiritual Formation (6 credits)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11 credits)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18 credits)</b>		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6 credits) – at least three must be upper division credits outside major		6
Total Credits		49

### Elective Requirements

A minimum of 124 semester credits must be successfully completed in order to graduate from Concordia University with a bachelor's degree. After fulfilling all General Education and major requirements, the student must complete enough Elective credits to bring the total number of credits to 124 or more.

#### Note:

HUM 351 and REL 401 are courses that must be completed at Concordia.

The student should be aware of the prerequisite courses needed for each major course. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

The student is responsible for completing the graduation requirements listed for the chosen major, including General Education and Elective credits, and other requirements as stated by the program. The student is also responsible for meeting the residency requirement by completing, at Concordia University, a minimum of 30 of the last 45 semester credits toward the degree.\* While it is the intent of the University to meet students' needs, it may not be possible to provide every class option needed by every student every term.

\*See Addendum 2 of this catalog for an updated residency requirement.

### History Minor (16 credits)

This 16-credit minor is available for all CU undergraduate students who are not pursuing a History major.

HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203	EUROPE SINCE 1789	
HST 215	AMERICAN CIVILIZATION I	3
or HST 216	AMERICAN CIVILIZATION II	
HUM 488	DEPARTMENTAL SEMINAR	1
Upper division History electives (9 credits)		9
Total Credits		16

## Contact Information

### College of Arts & Sciences

#### Global Studies & Culture Department

**Disciplines:** English, Global Studies, Languages (Ancient and Foreign), History, Humanities, Political Science, TESOL  
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### Full-time History Faculty

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CATALOG: [catalog.cu-portland.edu/undergraduate/colleges/cas/history/](http://catalog.cu-portland.edu/undergraduate/colleges/cas/history/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/undergraduate-programs/history>

## Humanities (B.A.)

**No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.**

The Humanities major exposes students to the disciplines of literature, history, and religious studies to provide an advanced understanding of the cultural heritage of civilization and knowledge of the current human condition. Few majors better prepare students for the rigors of graduate study in law, government, international studies, or conflict resolution/peace studies. Humanities graduates have been highly successful in gaining admittance to competitive graduate schools. Some have chosen to seek licensure to teach high school; others have entered the business world where strong communication and analytical skills are highly valued. Admission to the Humanities major requires a minimum cumulative GPA of 2.50, demonstration of competency in English composition, and the successful completion of 45 college level credits.

**No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.**

## Bachelor of Arts in Humanities Freshman

### General Education Requirements

#### Freshman Foundation (15)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		
HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		

ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
<b>Spiritual Formation (6)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18)</b>		
Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

## Major Requirements

### Literature (18)

Select 12 hours from one emphasis and 6 from the other: 18

#### AMERICAN LITERATURE EMPHASIS

ENG 231	AMERICAN LITERATURE I
ENG 232	AMERICAN LITERATURE II
ENG 337	THE SIXTIES IN ITS OWN WRITE
ENG 342	WOMEN'S HISTORY AND LITERATURE
ENG 348	FILM AND LITERATURE

#### BRITISH & WORLD LITERATURE EMPHASIS

ENG 222	BRITISH LITERATURE I
ENG 223	BRITISH LITERATURE II
ENG 310	WORLD DRAMA
ENG 315	THE WORLD NOVEL
ENG 321	SHAKESPEARE
ENG 363	THE EUROPEAN NOVEL
ENG 462	THE HERO
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE

### History (15)

HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203	EUROPE SINCE 1789	

Select 12 hours from one of the following emphases: 12

#### AMERICAN HISTORY EMPHASIS

HST 215	AMERICAN CIVILIZATION I
HST 216	AMERICAN CIVILIZATION II
HST 332	RACE AND ETHNICITY IN AMERICAN CULTURE
HST 336	UNITED STATES SINCE 1945
HST 351	RELIGION IN AMERICAN LIFE

#### EUROPEAN & WORLD HISTORY EMPHASIS

HST 349	RENAISSANCE AND REFORMATION
HST 389	CLASSICAL GREECE AND ROME
HST 355	HISTORY OF THE MIDDLE EAST
HST 348	MODERN RUSSIA
HST 364	MODERN ASIA

PSC 365	INTRODUCTION TO INTERNATIONAL RELATIONS	
<b>Religion (6)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT (whichever not taken as Gen. Ed. Req.)	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
Select three hours from the following:		3
REL 361	INTRODUCTION TO ETHICS	
REL 288/488	DEPARTMENTAL SEMINAR	
REL 480	RELIGION AND LITERATURE	
<b>Thesis (5)</b>		
HUM 492	SENIOR THESIS PREPARATION	1
HUM 493	HUMANITIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN	2
HUM 494	HUMANITIES THESIS II: RESEARCH, WRITING, AND DEFENSE	2
<b>Emphasis Area (12)</b>		
Select 12 hours that may not duplicate major requirements		12
Total Credits		56

## Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

### Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

**No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.**

## Bachelor of Arts in Humanities

### Transfer Student

### General Education Requirements

#### Transfer Foundation (14)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
EX: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

#### Spiritual Formation (6)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	
REL 401	FAITH FOR LIFE	3

<b>Intercultural Experiences (11)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18)</b>		
Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

## Major Requirements

### Literature (18)

Select 12 hours from one emphasis and 6 from the other: 18

#### AMERICAN LITERATURE EMPHASIS

ENG 231	AMERICAN LITERATURE I
ENG 232	AMERICAN LITERATURE II
ENG 337	THE SIXTIES IN ITS OWN WRITE
ENG 342	WOMEN'S HISTORY AND LITERATURE
ENG 348	FILM AND LITERATURE

#### BRITISH & WORLD LITERATURE EMPHASIS

ENG 222	BRITISH LITERATURE I
ENG 223	BRITISH LITERATURE II
ENG 310	WORLD DRAMA
ENG 315	THE WORLD NOVEL
ENG 321	SHAKESPEARE
ENG 363	THE EUROPEAN NOVEL
ENG 462	THE HERO
ENG 350	CARIBBEAN AND LATIN AMERICAN LITERATURE

### History (15)

HST 202	EUROPE IN TRANSITION 1300-1789	3
or HST 203	EUROPE SINCE 1789	

Select 12 hours from one of the following emphases: 12

#### AMERICAN HISTORY EMPHASIS

HST 215	AMERICAN CIVILIZATION I
HST 216	AMERICAN CIVILIZATION II
HST 332	RACE AND ETHNICITY IN AMERICAN CULTURE
HST 336	UNITED STATES SINCE 1945
HST 351	RELIGION IN AMERICAN LIFE

#### EUROPEAN & WORLD HISTORY EMPHASIS

HST 349	RENAISSANCE AND REFORMATION
HST 389	CLASSICAL GREECE AND ROME
HST 355	HISTORY OF THE MIDDLE EAST
HST 348	MODERN RUSSIA
HST 364	MODERN ASIA
PSC 365	INTRODUCTION TO INTERNATIONAL RELATIONS

### Religion (6)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT (whichever not taken as Gen. Ed. Req.)	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	

Select three hours from the following: 3	
REL 361	INTRODUCTION TO ETHICS
REL 288/488	DEPARTMENTAL SEMINAR
REL 480	RELIGION AND LITERATURE

### Thesis (5)

HUM 492	SENIOR THESIS PREPARATION	1
HUM 493	HUMANITIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN	2
HUM 494	HUMANITIES THESIS II: RESEARCH, WRITING, AND DEFENSE	2

### Emphasis Area (12)

Select 12 hours that may not duplicate major requirements 12	
Total Credits 56	

## Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

### Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

## Music (B.A.)

**No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.**

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

**No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.**

## Bachelor of Arts in Music

### Freshman

#### General Education Requirements

##### Freshman Foundation (15)

WR 121	ENGLISH COMPOSITION	3
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

HUM 152	HOW THE WEST CAME TO BE	3
LDR 198	CONCORDIA COMMITMENT	1
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
ESS 260	HEALTH AND FITNESS FOR LIFE WITH LAB	2
<b>Spiritual Formation (6)</b>		
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3
<b>Intercultural Experiences (11)</b>		
HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6
<b>Studies in Arts &amp; Sciences (18)</b>		
Natural Science		3
Fine Arts		3
PSY 201	PRINCIPLES OF PSYCHOLOGY	3
WR 30X (upper division Writing course)		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		50

### Major Requirements

#### Musicology Core (15-17)

MUS 101	FUNDAMENTALS OF MUSIC <sup>1</sup>	2
MUS 102	MUSIC THEORY I	2
MUS 121	MUSIC APPRECIATION	2
MUS 142	AURAL SKILLS I	1
MUS 201	MUSIC THEORY II	2
MUS 202	MUSIC THEORY III	2
MUS 241	AURAL SKILLS II	1
MUS 242	AURAL SKILLS III	1
MUS 265	MUSIC TECHNOLOGY	2
MUS 351	CONDUCTING I	2

#### Music Performance Core (8-11)

MUP 111	CLASS PIANO I <sup>1</sup>	1
MUP 112	CLASS PIANO II <sup>1</sup>	1
MUP 211	CLASS PIANO III <sup>1</sup>	1
MUP 100X-Private Lesson (1) Must Complete 2		2
MUP 200X-Private Lesson (1) Must Complete 2		2
MUP 2XX-Music Ensemble (1) Must Complete 4		4

#### Emphasis Options (21-26)

Select one of the following emphasis options:		21-26
Graduate School Preparation - Musicology & Performance		
Master of Arts in Teaching Preparation		
Director of Parish Music Preparation		
Total Credits		45-54

<sup>1</sup> Qualified students may test out of these-not for credit

### Emphasis Options

#### Graduate School Preparation - Musicology & Performance 24-26

MUS 301	MUSIC THEORY IV	2
MUS 324	HISTORY OF MUSIC I	3
MUS 325	HISTORY OF MUSIC II	3
MUS 341	AURAL SKILLS IV	1
MUS 401	ARRANGING AND ORCHESTRATION	2
MUS 461	MUSICAL COMPOSITION	2
MUP 300X-Private Lesson (1) Must Complete 2		2
MUP 400X-Private Lesson (1) Must Complete 2		2
MUP 4XX-Music Ensemble (1) Must Complete 4		
MUS 495	SENIOR RECITAL	3-5
or MUS 492 SENIOR THESIS PREPARATION		
& MUS 493 and MUSIC THESIS I: LITERATURE REVIEW AND		
& MUS 494 PROJECT DESIGN		
and MUSIC THESIS II: RESEARCH, WRITING, AND		
DEFENSE		

#### Master Of Arts In Teaching Preparation 21

MUS 324	HISTORY OF MUSIC I	3
MUS 325	HISTORY OF MUSIC II	3
MUS 401	ARRANGING AND ORCHESTRATION	2
MUS 452	CONDUCTING II	2
MUP 300X-Private Lesson (1) Must Complete 2		2
MUP 400X-Private Lesson (1) Must Complete 2		2
MUP 4XX-Music Ensemble (1) Must Complete 4		4
MUS 496	PRACTICUM	3
or MUS 495 SENIOR RECITAL		

#### Director Of Parish Music Preparation 21

MUS 324	HISTORY OF MUSIC I	3
or MUS 325 HISTORY OF MUSIC II		
MUS 364	CHRISTIAN HYMNS AND LITURGY	2
MUS 422	CHRISTIAN MUSIC, WORSHIP, AND SPIRITUALITY	2
MUS 452	CONDUCTING II	2
MUS 496	PRACTICUM	3
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT (whichever not taken as a Gen Ed Req)	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 331	THE CHRISTIAN FAITH	3
REL 431	LUTHERAN CONFESSIONAL THEOLOGY	3

### Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

It is your responsibility to complete the graduation requirements listed above. You are also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward your degree at Concordia University. While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

#### Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

## No new students are being admitted to this major at this time. Students interested in this program of study should contact the College of Arts & Sciences.

### Bachelor of Arts in Music

### Transfer Student

#### General Education Requirements

##### Transfer Foundation (14)

WR 121	ENGLISH COMPOSITION	3
Humanities		3
Ex: Lit, World History, Music History		
Physical Education		2
MTH 110	MATH FOR LIFE	3
or above (excluding MTH 231)		
SCI 110	INTRODUCTION TO SCIENCE	3
or Lab Science		

##### Spiritual Formation (6)

REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT	3
or REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT		
REL 401	FAITH FOR LIFE	3

##### Intercultural Experiences (11)

HUM 351	CHALLENGES OF GLOBAL DIVERSITY	3
REL 371	WORLD RELIGIONS	2
Foreign Language		6

##### Studies in Arts & Sciences (18)

Natural Science		3
Fine Arts		3
WR 30X (upper division Writing course)		3
Social Science		3
Electives (6) - At least three must be upper division credits outside major		6
Total Credits		49

#### Major Requirements

##### Musicology Core (15-17)

MUS 101	FUNDAMENTALS OF MUSIC <sup>1</sup>	2
MUS 102	MUSIC THEORY I	2
MUS 121	MUSIC APPRECIATION	2
MUS 142	AURAL SKILLS I	1
MUS 201	MUSIC THEORY II	2
MUS 202	MUSIC THEORY III	2
MUS 241	AURAL SKILLS II	1
MUS 242	AURAL SKILLS III	1
MUS 265	MUSIC TECHNOLOGY	2
MUS 351	CONDUCTING I	2

##### Music Performance Core (8-11)

MUP 111	CLASS PIANO I <sup>1</sup>	1
MUP 112	CLASS PIANO II <sup>1</sup>	1
MUP 211	CLASS PIANO III <sup>1</sup>	1
MUP 100X-Private Lesson (1) Must Complete 2		2
MUP 200X-Private Lesson (1) Must Complete 2		2
MUP 2XX-Music Ensemble (1) Must Complete 4		4

##### Emphasis Options (21-26)

Select one of the following emphasis options:	21-26
Graduate School Preparation - Musicology & Performance	
Master of Arts in Teaching Preparation	
Director of Parish Music Preparation	

Total Credits	45-54
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<sup>1</sup> Qualified students may test out of these-not for credit

#### Emphasis Options

GRADUATE SCHOOL PREPARATION - MUSICOLOGY & PERFORMANCE	24-26
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MUS 301	MUSIC THEORY IV	2
MUS 324	HISTORY OF MUSIC I	3
MUS 325	HISTORY OF MUSIC II	3
MUS 341	AURAL SKILLS IV	1
MUS 401	ARRANGING AND ORCHESTRATION	2
MUS 461	MUSICAL COMPOSITION	2
MUP 300X-Private Lesson (1) Must Complete 2		2
MUP 400X-Private Lesson (1) Must Complete 2		2
MUP 4XX-Music Ensemble (1) Must Complete 4		4
MUS 495	SENIOR RECITAL	3-5
or MUS 492 & MUS 493 & MUS 494	SENIOR THESIS PREPARATION and MUSIC THESIS I: LITERATURE REVIEW AND PROJECT DESIGN and MUSIC THESIS II: RESEARCH, WRITING, AND DEFENSE	

MASTER OF ARTS IN TEACHING PREPARATION		21
MUS 324	HISTORY OF MUSIC I	3
MUS 325	HISTORY OF MUSIC II	3
MUS 401	ARRANGING AND ORCHESTRATION	2
MUS 452	CONDUCTING II	2
MUS 496	PRACTICUM	3
or MUS 495	SENIOR RECITAL	
MUP 300X-Private Lesson (1) Must Complete 2		2
MUP 400X-Private Lesson (1) Must Complete 2		2
MUP 4XX-Music Ensemble (1) Must Complete 4		4
DIRECTOR OF PARISH MUSIC PREPARATION		21
MUS 324	HISTORY OF MUSIC I	3
or MUS 325	HISTORY OF MUSIC II	
MUS 364	CHRISTIAN HYMNS AND LITURGY	2
MUS 422	CHRISTIAN MUSIC, WORSHIP, AND SPIRITUALITY	2
MUS 452	CONDUCTING II	2
MUS 496	PRACTICUM	3
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT (whichever not taken as Gen Ed Req)	3
or REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT	



REL 331 THE CHRISTIAN FAITH	3
REL 431 LUTHERAN CONFESSIONAL THEOLOGY	3

## Elective Requirements

A minimum of 124 semester hours are required to graduate. Enough Elective hours must be taken to meet this requirement

It is your responsibility to complete the graduation requirements listed above. You are also responsible for meeting the residency requirement by completing a minimum of 30 of the last 45 semester credits toward your degree at Concordia University. While it is the intent of the University to meet students' needs, it may be impossible to provide every possible class option needed by each student.

### Note:

HUM 351 and REL 401 are courses that must be completed at CU.

Students should be aware of the prerequisite courses needed for their major courses. In many cases these prerequisites should be taken to satisfy the General Education requirements, especially in the Math and Science areas.

## Course Descriptions – Undergraduate Accounting (ACT) Courses

### ACT 201 FINANCIAL ACCOUNTING Credits: 3

This course is an introduction to financial accounting concepts. The content and delivery of the subject is geared to accounting and non-accounting majors. Topics covered include: the role of accounting, analysis and preparation of financial statements, accounting for accruals and deferrals, recording process, internal control and accounting for cash, valuation of assets, accounting for long-term operational assets and long-term debt and equity transactions, and statement of cash flow.

**Prerequisites:** BA 101 with a C grade or higher.

### ACT 202 MANAGERIAL ACCOUNTING Credits: 3

This course emphasizes the use and interpretation of accounting information by management in the functions of planning, organizing and controlling business activities and costs. Emphasis is placed on Activity Based Costing Concepts and Principles. Topics covered include managerial accounting, cost terms, cost behavior, variable and activity based costing, profit planning and standard cost, using accounting for decision-making purposes, flexible budgets and overhead analysis, statement of cash flows and financial statement analysis.

**Prerequisites:** ACT 201 with a C or higher.

### ACT 301 INTERMEDIATE ACCOUNTING I Credits: 3

This course will help the student to: understand the accounting environment, review fundamental principles of accounting, prepare and analyze financial statements according to GAAP (Generally Accepted Accounting Principles), interpret and formulate solutions to accounting transactions, apply intermediate level concepts to practice problems, utilize the Internet for solving supplemental problems, enhance their team building and analytical and communication skills, and explore the financial impact of earning management.

**Prerequisites:** ACT 202 with a C or higher

**Corequisites:** ACT 402.

### ACT 302 INTERMEDIATE ACCOUNTING II Credits: 3

This course emphasizes the understanding and skills necessary to report the financial affairs of business organizations (e.g. proprietorship, partnership, and corporation) in a manner that is complete and reliable according to GAAP. This course extends the student's ability to apply generally accepted accounting principles (GAAP) to complex financial transactions such as the reporting of earnings per share and long-term liabilities including leases, pensions, tax obligations and tax allocations.

**Prerequisites:** ACT 301 with a C or higher

**Corequisites:** ACT 403.

### ACT 311 COST ACCOUNTING Credits: 3

This class will move students toward a deeper understanding of the concept of cost. Students will move toward an organization-wide view of cost as it relates to a manufacturing environment, retail environment and service environment. Emphasis will be given to job-order costing, process costing, service department allocations and accounting for joint products.

**Prerequisite:** ACT 202 with a C or higher.

### ACT 401 AUDITING Credits: 3

This course will help students: understand the processes/types/mechanisms of auditing, review the professional codes of ethics, apply general concepts of internal control to the planning and implementation of the auditing process, formulate substantive test procedures from a study and an analysis of required auditing objectives and internal control structures, understand the purpose and application of special reports, evaluate the engagement's risk, and introduce students to the purpose and application of special reports.

**Prerequisites:** ACT 302 with a C or higher.

### ACT 402 INCOME TAX I: INDIVIDUAL Credits: 3

This course helps to facilitate an understanding of federal tax laws, its history, and its implications on personal income taxes. Emphasis is focused on the determination of gross income, adjusted gross income, deductions, credits, and consequences of property transactions. Tax policies and procedures reviewed relate to the Internal Revenue Code and interpretations of the Internal Revenue Service. A separate computer lab course will be required to complete a series of comprehensive tax simulations.

**Prerequisites:** ACT 202 with C or higher

**Corequisites:** ACT 301.

### ACT 403 INCOME TAX II: CORPORATE & PARTNERSHIP Credits: 3

This course continues the process of income tax accounting by investigating the regulations, financial implications, and applications involving partnerships, corporations, and s-corporations. Tax planning and filing will be emphasized as an important component of the student's qualifying entry level skills and introductory knowledge (understanding of the regulations regarding corporations and partnerships) and application of the internal revenue code.

**Corequisites:** ACT 302.

### ACT 406 ACCOUNTING FOR CONSOLIDATIONS; GOVERNMENT AND NOT-FOR-PROFIT ENTITIES Credits: 3

This class will move students from an intermediate knowledge to a more sophisticated knowledge in the following fields: Accounting in various business settings (corporate, partnerships, etc.) to include among other things, mergers and consolidations, multinational accounting, foreign currency accounting, interim reporting, bonds, and leases. Student needs Excel experience and web access.

**Prerequisites:** ACT 302 with a C or higher.

**ACT 407 ADVANCED ACCOUNTING II Credits: 3**

This class will move students from an intermediate knowledge to a more sophisticated knowledge in the following fields: partnership accounting, governmental accounting, non-profit accounting, college and university accounting, health care accounting, accounting for estates and trusts, and special issues involving debt restructuring, reorganizations and liquidations.

**Prerequisite:** ACT 406 with a C or higher.

## Art (ART)

**ART 101 FUNDAMENTALS OF ART Credits: 2**

Fundamentals of Art is a hands-on course for students with little or no experience in art. Students will be introduced to experiences in drawing, painting, design, ceramics and sculpture during the course.

**ART 121 ART APPRECIATION Credits: 3**

Students will view and interpret works by historical and contemporary artists, recognizing how art is used to transform thought into objects with physical properties. Students will define art as a historical and cultural artifact, an expression of thoughts and feelings, and as a method of communicating meaning in a concentrated and distilled form.

**ART 121H ART APPRECIATION - HONORS Credits: 3**

Honors students will view and interpret works by historical and contemporary artists, recognizing how art is used to transform thought into objects with physical properties. Students will directly encounter art and view it as a method to communicate genuine meaning and feeling. Students will investigate a specific movement or time in art history.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**ART 141 DIGITAL IMAGING Credits: 2**

Digital Imaging is a course for those students who are interested in digital communication through images and publications. Students will learn how to take high quality pictures with a digital camera, use Photoshop to color-correct and retouch photos for publication and manipulate them for artistic use. Fair image use, printing, and output issues will be examined and practiced.

**ART 202 TWO DIMENSIONAL DESIGN Credits: 2**

Two Dimensional Design is a course for students who are interested in utilizing the elements and principles of design in the creation of projects and the exploration of two-dimensional media. An analysis of the interaction of visual subject matter, form and content will take place through verbal and written critiques.

**ART 251 WEEKEND SEMINAR Credits: 3**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics and meeting dates are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**ART 301 COMPUTER GRAPHIC DESIGN Credits: 2**

The student will gain practical experience in the use of graphic design for developing company image and identity. Students will be introduced to computer graphics and business applications for the graphic designer utilizing state of the art software (Adobe Creative Suite) as they develop their artistic and technical skills.

**Prerequisites:** ART 141 with a C or higher.

**ART 302 THREE DIMENSIONAL DESIGN Credits: 2**

Three Dimensional Design is a course that explores the third dimension of space in art. Through solving design problems, students will become familiar with sculptural processes and materials such as wood, clay, and foam.

**Prerequisites:** ART 202 with a C or higher.

**ART 311 ART HISTORY I Credits: 2**

Art History I studies the history and culture of world civilizations from Pre-History to the Late Medieval era in Italy. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

**ART 313 ART HISTORY II Credits: 2**

Art History II studies the history and culture of world civilizations from the Late Medieval era in Italy to Contemporary art movements today. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

**ART 314 NON-WESTERN ART TRADITIONS Credits: 2**

This course examines artistic, cultural and historical perspectives of non-Western art and its traditions. Artifacts representing various heritages such as Native American, ancient Aztec, African, and particularly Asian cultures will be studied. Contrasts in style and philosophy of non-Western and Western traditions will broaden students' appreciation of the world's diversity.

**ART 322 ART IN CONTEMPORARY SOCIETY Credits: 2**

This course is designed for students who are curious and/or suspicious of art that has been created within the last 30 years. Students will learn about an exciting variety of artistic approaches today according to themes such as art and the body, art and spirituality, identity, science, or language. Students will discuss art that may challenge their typical understanding of visual communication and will debate the relevance of art in society and in relationship to the Christian community. No prior artistic training is required.

**ART 341 ART IN THE CHRISTIAN CHURCH Credits: 2**

A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.

**ART 368 SECONDARY ART EDUCATION Credits: 2**

Students will develop artistic experience using two- and three-dimensional art media appropriate for Middle and High School art instruction. Students will expand their appreciation for well-known works of art as well as personal improvement of artistic expression, its practice, purposes and applications for classroom curricula. This course will address the challenge of learning the how-to's of art while preparing to teach the same to adolescents.

## Art Studio (AS)

**AS 161 CALLIGRAPHY STUDIO Credits: 1-2**

An introduction to the tools and techniques used in the art of lettering. Students will become acquainted with two or more alphabets.

**AS 181 DRAWING STUDIO Credits: 1-2**

An introduction to the drawing process: the development of visual and expressive representations of various subjects including still life, figures, and landscapes.

**AS 191 CERAMICS STUDIO Credits: 1-2**

Various projects are designed for the student to experiment with clay as an artistic and practical material. Emphasis on hand-built and wheel methods of construction.

**AS 199 WATERCOLOR STUDIO Credits: 1-2**

An introduction to the material and techniques of watercolor painting. Students will learn how to interpret basic still life subjects and others appropriate to the medium of watercolor.

**AS 271 LIFE DRAWING Credits: 1-2**

This course is an introduction to drawing the human figure from direct observation. Using drawing techniques, students will come to a basic visual understanding of anatomical structure by studying the human skeleton, muscles, proportions and movement of a figure. Compositional, pictorial structure, and light/shadow studies are also focus areas.

**Prerequisites:** AS 181 with a C or higher; Priority given to art minors; Department Chair or Instructor approval for all other students.

**AS 281 PAINTING STUDIO Credits: 1-2**

An exploration of the expressive qualities of color as applied to acrylic painting. Students will paint from still life and landscape subjects.

**AS 299E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**AS 361 ADVANCED CALLIGRAPHY STUDIO Credits: 1-2**

Students will independently explore advanced techniques of calligraphy including but not limited to additional letter styles, historical and contemporary bookbinding, papermaking, and letterform creation. As Advanced Calligraphy is taught concurrently with AS 161, it requires self-direction, student initiative, and independent thought within a framework of instructor guidance and critique.

**Prerequisite:** AS 161 with a B or better.

**AS 381 ADVANCED DRAWING STUDIO Credits: 1-2**

AS 381 is an advanced drawing course that will focus on idea generation, material investigation, technical refinement, and research. An exploration of the human face and form will be encouraged to develop a quality body of work suitable for a student's portfolio and exhibition.

**Prerequisite:** AS 181 with a B or better.

**AS 391 ADVANCED CERAMICS STUDIO Credits: 1-2**

Advanced Ceramic students will create a body of work to explore and refine techniques in pinch, coil, slab, or wheel. Readings from historical and contemporary ceramic artists will expose students to the wide variety of ceramic practice while intense studio work will enable students to develop sensitivity to the material of clay. Investigations into clay and glaze formulations as well as alternate firing methods may be explored.

**Prerequisite:** AS 191 with a B or better.

**AS 399 ADVANCED WATERCOLOR STUDIO Credits: 1-2**

An introduction to the material and techniques of watercolor painting. Students will learn how to interpret basic still life subjects and others appropriate to the medium of watercolor.

**Prerequisites:** AS 199 with a C or higher.

**AS 471 ADVANCED LIFE DRAWING Credits: 1-2**

This course will explore advanced techniques and practices of drawing the human figure from direct observation. Building upon drawing techniques learned in AS 271, students will come to an advanced visual understanding of anatomical structure by studying the human skeleton, muscles, proportions and movement of a figure. Compositional, pictorial structure and light/shadow studies are focus areas along with historical drawing research and the development of a portfolio of life drawings.

**Prerequisites:** AS 271 with a C or higher; Priority given to art minors; Department Chair or Instructor approval for all other students.

**AS 481 ADVANCED PAINTING STUDIO Credits: 1-2**

Students in AS 481 will be expected to explore independent projects while under the guidance of the professor. The focus of this course will be to produce a body of work that examines historical and contemporary painting forms and techniques. Students will be expected to produce work inside and outside of class and conduct research that defines the influences and motivations of the artist.

**Prerequisite:** AS 281 with a B or better.

**AS 499E EXPERIMENTAL COURSE Credit: 1,2**

Experimental course option varies by term. Please see academic department for course description.

## Astronomy (AST)

**AST 101 ASTRONOMY Credits: 3**

An introduction to the terms, concepts, and methods needed to understand current literature in astronomy. Historical development of concepts, current data from space exploration, as well as familiarity with the night sky are included in the course. Not considered a lab course.

## Biology (BIO)

**BIO 101 PRINCIPLES OF BIOLOGY Credits: 3**

Basic principles of biology at all levels including the chemistry of living things, structure and function of cells, basic genetics, structure of organisms, interaction of organisms in communities, and ecology. Emphasis is placed on humans as a representative organism illustrating fundamental features of life. Recommended for students who wish to strengthen their foundational knowledge in the life sciences. Course includes an accompanying laboratory component.

**Prerequisite:** High school biology and/or chemistry recommended

**Corequisite:** BIO 101L.

**BIO 101L PRINCIPLES OF BIOLOGY LAB Credits: 0**

Laboratory component of BIO 101. Introduction to use of various scientific instruments, measurement, and basic concepts of designing experiments.

**Corequisites:** BIO 101.

**BIO 211 GENERAL BIOLOGY I Credits: 4**

Fundamentals of the chemistry of living organisms and detailed study of the structure and function of life at the cellular level. Includes study of biological macromolecules, cell structure, structure and function of membranes, cell communication and receptors, introduction to cellular energy metabolism (cellular respiration and photosynthesis), mitosis, meiosis, genetics, DNA structure and replication, and gene expression. Course includes an accompanying laboratory component.

**Prerequisites:** MTH 095 (or equivalent math evaluation score); completion of one year of high school biology and one year of high school chemistry

**Corequisites:** BIO 211L.

**BIO 211L GENERAL BIOLOGY I LAB Credits: 0**

Laboratory component of BIO 211. Includes training in use of standard laboratory instrumentation such as the compound light microscope and measuring instruments. Review of the metric system, fundamentals of experimental design, independent and dependent variables, role of controls.

**Corequisites:** BIO 211.

**BIO 212 GENERAL BIOLOGY II Credits: 4**

A continuation of BIO 211 with special emphasis on evolution, ecology, structure and functions (anatomy and physiology) of plants and animals. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 211 with a C or higher

**Corequisites:** BIO 212L.

**BIO 212L GENERAL BIOLOGY II LAB Credits: 0**

Laboratory component of BIO 212.

**Corequisites:** BIO 212.

**BIO 251 WEEKEND SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics and meeting dates are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**BIO 264 INTRODUCTION TO HUMAN ANATOMY Credits: 4**

Introductory course examining the structure and function of the human body. Course material includes basic anatomical terminology, histology, and organ systems, with emphasis on the skeletal and muscular systems. Includes prosection of the human cadaver. First of a two-course (semester) sequence. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 101 and CHM 101 with a C or higher

**Corequisites:** BIO 264L.

**BIO 264L INTRODUCTION TO HUMAN ANATOMY LAB Credits: 0**

Laboratory component of BIO 264.

**Corequisites:** BIO 264.

**BIO 265 INTRODUCTION TO HUMAN PHYSIOLOGY Credits: 4**

Introductory course investigating the fundamental physiological processes of several systems in humans including the endocrine, immune, respiratory, and urinary systems. Course material emphasizes homeostatic mechanisms at the biochemical, cellular, organ, and system levels. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 264 with a C or higher

**Corequisites:** BIO 265L.

**BIO 265L INTRODUCTION TO HUMAN PHYSIOLOGY LAB Credits: 0**

Laboratory component of BIO 265.

**Corequisites:** BIO 265.

**BIO 284 MICROBIOLOGY Credits: 3**

An introduction to bacteria, viruses, protozoa, fungi, and invertebrates with a particular emphasis on their relation to human disease. Laboratory sessions emphasize aseptic technique and the metabolic requirements of microorganisms. In addition, students are introduced to the latest technological approaches to identifying pathogens. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 211 and CHM 102 or CHM 211 with a C or higher

**Corequisites:** BIO 284L.

**BIO 284L MICROBIOLOGY LAB Credits: 0**

Laboratory component of BIO 284.

**Corequisites:** BIO 284.

**BIO 288 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**BIO 315 GENETICS Credits: 4**

An introduction to the principles of inheritance: the nature, transmission, and function of the genetic material in relation to its cytological and biochemical aspects. Both classical Mendelian and molecular genetics are covered. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 211 and CHM 211 and MTH 231 with a C or higher

**Corequisites:** BIO 315L.

**BIO 315L GENETICS LAB Credits: 0**

Laboratory component of BIO 315.

**Corequisites:** BIO 315.

**BIO 321 DEVELOPMENTAL BIOLOGY Credits: 3**

This course examines an organism's path from genotype to phenotype. Topics include the genetic regulation of development and differentiation of multicellular organisms, from single celled zygotes to the adult. Emphasis is placed on the anatomical and genetic bases of nucleocytoplasmic interactions, pattern formation, morphogenesis, & senescence.

**Prerequisites:** BIO 315 with a C or higher.

**BIO 325 IMMUNOLOGY Credits: 3**

Fundamental aspects of immunology including mechanisms of antibody-mediated and cell-mediated immunity are covered. Topics include organs and tissues of the immune system, the role and function of T and B cells, MHC restriction and antigen presentation, the structure and genetics of antibody and T cell receptor molecules, and the regulation of immune responses. Applications of immunology to infectious disease and cancer as well as clinical syndromes resulting from loss of immune function will also be discussed.

**Prerequisites:** BIO 211 with a C or higher.

**BIO 364 HUMAN ANATOMY & PHYSIOLOGY I Credits: 4**

A course for pre-health professional students that examines the unity of structure and function of the human body. Course material includes anatomical terminology, histology, and organ systems including the skeletal, muscular, integumentary, nervous systems. Includes dissection of the human cadaver by all participants. First of a two-course (semester) sequence. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 211 and CHM 212 or CHM 102 for Nursing students with a C or better

**Corequisites:** BIO 364L.

**BIO 364L HUMAN ANATOMY & PHYSIOLOGY I LAB Credits: 0**

Laboratory component of BIO 364.

**Corequisites:** BIO 364.

**BIO 365 HUMAN ANATOMY & PHYSIOLOGY II Credits: 4**

A course for pre-health professional students that examines fundamental physiological processes of several systems in humans including the endocrine, immune, respiratory, and urinary systems. Emphasis is placed on homeostatic mechanisms at the biochemical, cellular, organ, and system levels. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 364 with a C or higher

**Corequisites:** BIO 365L.

**BIO 365L HUMAN ANATOMY & PHYSIOLOGY II LAB Credits: 0**

Laboratory component of BIO 365.

**Corequisites:** BIO 365.



**BIO 370 FIELD BIOLOGY Credits: 3**

This three-credit course provides majors and non-majors alike with an intensive experience in field biology. The topics and locations vary from term to term, with the typical length of the course ranging from 8 to 15 days. Participants learn field techniques and perform field observations on biodiversity, ecology, and conservation while hiking, snorkeling, driving and boating on location. Field sites include Central America, Asia, Australia, Europe, New Zealand, and other parts of the world.

**Prerequisites:** Instructor approval.

**BIO 371 FIELD BIOLOGY-TOUR ONLY Credits: 0**

This non-credit course provides students and non-students alike with an intensive experience in field biology. The topics and locations vary from term to term, with the typical length of the course ranging from 8 to 15 days. Participants learn field techniques and perform field observations on biodiversity, ecology, and conservation while hiking, snorkeling, driving and boating on location. Field sites include Central America, Asia, Australia, Europe, New Zealand, and other parts of the world.

**Prerequisites:** Instructor approval.

**BIO 399E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**BIO 411 ECOLOGY Credits: 3**

The study of the interaction of plants and animals and their environment. An introduction to some of the basic field biological techniques in the accompanying laboratory portion of the course.

**Prerequisites:** BIO 212 and CHM 211 and MTH 231 with a C or higher

**Corequisites:** BIO 411L.

**BIO 411L ECOLOGY LAB Credits: 0**

Laboratory component of BIO 411.

**Corequisites:** BIO 411.

**BIO 421 MARINE BIOLOGY Credits: 3**

The study of marine life and marine ecosystems with special emphasis on marine animals, their morphological, anatomical, and behavioral adaptations; natural selection and practical importance for humans. An introduction to zoological dissection, and field ecological techniques in the laboratory portion of the course.

**Prerequisites:** BIO 212 and CHM 211 with a C or higher

**Corequisites:** BIO 421L.

**BIO 421L MARINE BIOLOGY LAB Credits: 0**

Laboratory component of BIO 421.

**Corequisites:** BIO 421.

**BIO 425 BIOLOGY TEACHING ASSISTANT Credit: 1**

An opportunity for upper-level life science students to design, prepare, and teach lower-level science labs.

**Prerequisites:** Upper division standing and Instructor Permission.

**BIO 426 EVOLUTION Credits: 3**

An examination of theories of organic evolution with an emphasis on their mechanisms.

**Prerequisites:** BIO 315 with a C or higher.

**BIO 451 WEEKEND SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics and meeting dates are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**BIO 457 MOLECULAR BIOLOGY Credits: 3**

Hands-on study of the molecular basis of reproduction and genetics in organisms from phage to higher eukaryotes. Special emphasis on the tools of molecular biology, including recombinant DNA technology. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 315 and CHM 212 with a C or higher

**Corequisites:** BIO 457L.

**BIO 457L MOLECULAR BIOLOGY LAB Credits: 0**

Laboratory component of BIO 457.

**Corequisites:** BIO 457.

**BIO 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**BIO 490 RESEARCH IN BIOLOGY Credits: 3**

Experience in hands-on research on a topic agreed upon by the student and a specific faculty member. Includes research planning, background reading, experimental laboratory work, and a concluding report. May be taken up to two times for credit.

**Prerequisites:** Sophomore status and instructor permission.

**BIO 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Junior or Senior status, BIO 490 recommended.

**BIO 493 BIOLOGY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a Biology major. A thesis involves completion of an independent research project under the supervision of a faculty mentor. Students are guided through the initial components of the thesis process including literature review, experimental design, and initial stages of laboratory work on the thesis project.

**Prerequisites:** BIO 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**BIO 494 BIOLOGY THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as Biology major. Each student is guided by a faculty mentor through the final research and writing of the thesis. This includes experimental work, data analysis, and writing and defense of the thesis. The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** BIO 493 with a C or higher.

**BIO 496 BIOLOGY PRACTICUM Credits: 3**

Supervised experience in a setting related to the student's career interests. Requires 135 documented hours of experience at a practicum site, a final written summary and a concluding presentation at a scheduled senior symposium.

**Prerequisites:** Junior or Senior status as a biology major required.

## Business (BA)



**BA 101 INTRODUCTION TO BUSINESS: ORGANIZATION IMMERSION, SYNTHESIS, AND EXPLORATION Credits: 4**

A survey course designed to present an overview of the business organization and its operations and management functions with a special emphasis on running an organization using sound ethical principles. Students will be introduced to such topics as the U.S. economic system, key organizational elements, marketing strategies, product design, pricing, distribution channels, leadership, and human resources management strategies.

**BA 203 FUNDAMENTALS OF ECONOMICS Credits: 4**

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.

**BA 226 COMPUTER BUSINESS APPLICATIONS: MS OFFICE Credits: 3**

In this self-paced, guided introduction to Microsoft Office Suite, students will work through a series of exercises and assignments designed to develop mastery of business related computer application skills utilizing word processing (WORD), spreadsheets (EXCEL), relational databases (ACCESS), communication software (OUTLOOK), and presentation software (POWERPOINT). Students who successfully complete this course will master sufficient skills to use the computer as an effective tool in their educational and professional careers.

**BA 247 BUSINESS DATA ANALYTICS Credits: 3**

The goals of this course are to increase business data analysis knowledge and skill development regarding current practices and procedures by utilizing a variety of teaching techniques and exploring a number of relevant issues.

**Prerequisites:** BA 101 with a C or higher and MTH 123 with a D or higher.

**BA 260 PRINCIPLES OF ORGANIZATIONAL MANAGEMENT Credits: 3**

This course focuses on an integrated study of the principles and processes of organizational management. Students will examine the concepts of planning, leading, directing, and controlling from the classical and behavioral perspectives, and the current view for managing in the 21st Century. The successful student will have a solid understanding of management styles, social responsibility and business ethics, productivity and quality in operations, human motivation theory, organizational culture and change, and team dynamics.

**Prerequisites:** BA 101 with a C or higher.

**BA 299E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**BA 301 PRE-INTERNSHIP SEMINAR Credit: 1**

This pre-internship seminar is designed to give students career development insights and important information about the requirements of the BA 499 Business Internship, the key ingredients necessary for a successful internship experience, and essential search strategies for acquiring an internship (and eventual fulltime employment following graduation). Students will be able to effectively articulate their strengths in a cover letter and resume while developing a strategy for obtaining an internship with a local business.

**BA 331 GLOBAL BUSINESS Credits: 3**

Global business is complex. The world's business environments involve diverse factors and dynamic forces relating to demographics, cultures, economics, political and legal systems, levels of technological development and natural geophysical realities. This course will illuminate these dynamic factors and forces while empowering students with useful theories, concepts and vocabulary in order that they can understand, and ultimately conduct, business internationally.

**BA 341 INVESTMENTS Credits: 3**

This class is designed to introduce students to various investment vehicles, investment strategies, and modern portfolio management techniques. The class involves the students in hands on management of an investment portfolio where they make real time purchases and sales of stocks and options in a national investment competition. The course is available to all students.

**Prerequisites:** BA 101 and BA 203 with a C or higher.

**BA 342 FINANCE Credits: 3**

This class introduces students to the art and science of managing money at the corporate level. Topics include: short-term cash management, capital budgeting, time value of money concepts, balance between risk and reward, and financial analysis techniques.

**Prerequisites:** BA 101 and BA 203 with a C or higher.

**BA 344 INTERNATIONAL TRADE, FINANCE, AND MONETARY ISSUES Credits: 3**

This course introduces students to basic concepts and institutional arrangements that underlie financial management in a global economy. Topics covered include the international monetary system, the balance of payments, exchange rate determination, currency futures and options, parity conditions in international finance, and management of foreign exchange risk through hedging. The course examines issues related to international markets, including international trade and commercial policy, international investment, foreign exchange markets, the euromarkets, and currency derivative markets.

**Prerequisites:** BA 342 with a C or higher.

**BA 351 PRODUCTION AND OPERATION Credits: 3**

This is an intense examination of the key concepts, quantitative techniques, and practices applied by world managers in the production of goods and services. It includes the study of behavioral methods, input/output relationships, system/facility design, scheduling and modern inventory control systems, management information systems, and facility location.

**Prerequisites:** BA 203 and BA 247 with a C or higher.

**BA 352 BUSINESS LAW Credits: 3**

This course investigates legal concepts and principles affecting business organizations and commercial transactions. Key topics focus on those factors influencing management decisions such as contracts, agencies, partnerships, corporations, and real property.

**Prerequisites:** BA 101 and BA 203 with a C or higher.

**BA 381 HUMAN RESOURCE MANAGEMENT Credits: 3**

Focusing on theoretical and practical aspects of organizational and personnel activities, this course examines key topics such as human resource planning, recruiting, selecting, orienting, training, and evaluating employees. A major portion of the course will focus on how these topics relate to state and federal laws. Relevant human resource problems and issues will be examined.

**Prerequisites:** BA 101 with a C or higher.

**BA 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**Prerequisites:** BA 101 with a C or higher.

**BA 455 RISK ASSESSMENT Credits: 3**

This course is designed as a hands-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques. This course uses microcomputers and commercially available software as tools for performing quantitative risk analysis.

**Prerequisites:** BA 247 with a C or higher.

**BA 457 ETHICAL LEADERSHIP Credits: 3**

Special attention is given to characteristics of leaders and how they operate ethically within the organizations they lead, as well as how leaders interact with society in terms of corporate responsibility. Classical leadership approaches and ethical frameworks are examined and compared to emerging new leadership practices. The course closely examines values, abilities, skills, and leadership traits as portrayed in a comprehensive video case approach as a means for applying theory to leadership practice.

**Prerequisites:** Senior status and currently in last year of Business Administration program.

**BA 458 BUSINESS CAPSTONE Credits: 3**

This is a dynamic course bringing together the elements studied in various business classes, such as finance, economics, management, and marketing. Relying largely on case studies, this approach allows students to compare their operational skills with those of professional managers from different industries.

**Prerequisites:** Senior status and currently in last year of Business Administration program.

**BA 472 ENTREPRENEURIAL FINANCE Credits: 3**

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance.

**BA 499 BUSINESS INTERNSHIP Credits: 1-10**

The business internship is the capstone, hands-on experience for each business major, and offers a unique opportunity for students to relate their academic education and career interests to on-the-job work experience in the corporate world. All business majors must complete the business internship prior to graduation. During the internship, business students will complete a business exit exam. The internship is jointly supervised by a Concordia University internship director and an on-site internship supervisor.

**Prerequisites:** BA 301 with a C or higher and Senior status as Business Administration, Accounting, or Marketing major and must meet with School of Management Internship Coordinator.

## Career and Technical Education (CTE)

**CTE 340 CURRICULUM AND INSTRUCTION: CAREER AND TECHNICAL EDUCATION Credits: 3**

This course will provide opportunities for candidates to examine how CTE curriculum is organized into career pathways and Programs of Study. Candidates will participate in learning activities designed to develop CTE effective instructional strategies and create engaging CTE curriculum targeted towards meeting technical skills standards, Common Core standards in English and math, and career related learning standards.

**CTE 369 LITERACY IN CAREER AND TECHNICAL EDUCATION Credits: 3**

Using Oregon Common Core State Standards for English Language Arts and Literacy, the CTE teacher learns how to create literacy-enhanced lessons and apply and refine them in practical application experiences. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state literacy standards. Course is designed to teach the CTE teacher how to analyze each lesson and make revisions to integrate literacy into the CTE instructional program.

**CTE 493 CAREER AND TECHNICAL EDUCATION CAPSTONE Credits: 3**

CTE Capstone is an integrative learning experience in which candidates bring together the knowledge and skills they have acquired in the Bachelor of Science in CTE degree program at Concordia University. The capstone experience is candidate-directed, meaning candidates take the responsibility for selecting a culminating project which demonstrates how they can apply what they have learned in the classroom to the real world.

**Prerequisites:** CTE 482 with a C or higher.

## Chemistry (CHM)

**CHM 100 INTRODUCTION TO CHEMISTRY Credits: 4**

An introduction to the basic chemical and mathematical concepts used in the chemistry, biology and pre-nursing programs. For students that have not successfully completed high-school level chemistry and desire to enter the chemistry, biology and pre-nursing programs. Laboratory portion included in course.

**CHM 101 CHEMISTRY FOR LIFE Credits: 3**

An introduction to general chemistry including elements, compounds, reactions, equilibrium, and acids and bases. Course includes an accompanying laboratory component.

**Prerequisites:** MTH 097.

**CHM 101L CHEMISTRY FOR LIFE LAB Credits: 0**

Laboratory component of CHM 101.

**Corequisites:** CHM 101.

**CHM 102 PRINCIPLES OF ORGANIC & BIOCHEMISTRY Credits: 3**

An introduction to the chemistry of organic molecules and the chemical reactions of living organisms. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 101 with a C or higher

**Corequisites:** CHM 102L.

**CHM 102L PRINCIPLES OF ORGANIC & BIOCHEMISTRY LAB Credits: 0**

Laboratory component of CHM 102.

**Corequisites:** CHM 102.

**CHM 199E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**CHM 211 INORGANIC CHEMISTRY I Credits: 4**

Learn the fundamental concepts of inorganic chemistry, including atomic structure, stoichiometry, chemical bonding, the periodic table, states of matter, and solutions. Course includes an accompanying laboratory component.

**Prerequisites:** MTH 123 with a C or higher

**Corequisites:** CHM 211L.

**CHM 211L INORGANIC CHEMISTRY I LAB Credits: 0**

Laboratory component of CHM 211. An introduction to basic quantitative chemical laboratory techniques.

**Corequisites:** CHM 211.

**CHM 212 INORGANIC CHEMISTRY II Credits: 4**

A continuation of CHM 211 with a study of thermodynamics, reaction rates, chemical equilibrium, acid-base equilibrium, electrochemistry, transition elements, and nuclear chemistry. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 211 with a C or higher

**Corequisites:** CHM 212L.

**CHM 212L INORGANIC CHEMISTRY II LAB Credits: 0**

Laboratory component of CHM 212.

**Corequisites:** CHM 212.

**CHM 288 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**CHM 321 ENVIRONMENTAL CHEMISTRY Credits: 3**

A study of environmental chemistry, with topics addressing water resources, pollution and treatment, oil spills, solid waste disposal, hazardous chemicals and pesticides, stratospheric ozone, greenhouse gases, photochemical smog, particulates, acid rain, trace metals, and nuclear waste disposal. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 212 with a C or higher

**Corequisites:** CHM 321L.

**CHM 321L ENVIRONMENTAL CHEMISTRY LAB Credits: 0**

Laboratory component of CHM 321. A laboratory approach to current problems in environmental chemistry.

**Corequisites:** CHM 321.

**CHM 344 ORGANIC CHEMISTRY I Credits: 4**

An introduction to the chemistry of carbon compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of hydrocarbons and haloalkanes.

Stereoisomerism is also included in this course. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 212 with a C or higher

**Corequisites:** CHM 344L.

**CHM 344L ORGANIC CHEMISTRY I LAB Credits: 0**

Laboratory component of CHM 344.

**Corequisites:** CHM 344.

**CHM 345 ORGANIC CHEMISTRY II Credits: 4**

A continuation of the study of carbon containing compounds. Particular emphasis is given to the nomenclature, structure, properties, reaction mechanisms, and synthesis of aromatic compounds, carboxylic acids and their derivatives, aldehydes, ketones, and amines. Structure elucidation methods, including a study of IR, NMR, and UV spectroscopy, and mass spectrometry (including GC/MS), are also covered. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 344 with a C or higher

**Corequisites:** CHM 345L.

**CHM 345L ORGANIC CHEMISTRY II LAB Credits: 0**

Laboratory component of CHM 345.

**Corequisites:** CHM 345.

**CHM 360 CHEMICAL QUANTITATIVE ANALYSIS Credits: 4**

Introduction to chemical quantitative techniques including volumetric and gravimetric methods. Students will gain experience in experimental design, data processing and statistical methods of data analysis.

**Prerequisites:** CHM 212 with a C or higher.

**CHM 361 INSTRUMENTAL ANALYSIS Credits: 4**

A study of the theory and practice of modern chemical instrumental analysis including optical spectroscopy, atomic spectroscopy, chromatography, nuclear magnetic resonance spectroscopy, infrared spectrometry, and luminescence spectrometry.

**Prerequisites:** CHM 360 with a C or higher.

**CHM 399E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**CHM 414 BIOCHEMISTRY I Credits: 4**

Overview of the structure and function of biomolecules with an emphasis on cellular energy metabolism including a thorough study of enzyme kinetics, glycolysis, the citric acid cycle, oxidative phosphorylation and nucleic acids. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 345 and BIO 211 with a C or higher

**Corequisites:** CHM 414L.

**CHM 414L BIOCHEMISTRY I LAB Credits: 0**

Laboratory component of CHM 414.

**Corequisites:** CHM 414.

**CHM 415 BIOCHEMISTRY II Credits: 4**

A continuation of CHM 414 Biochemistry I. Subjects of interest are examined from the viewpoint of biochemistry. Scientific journal articles are used to explore current research in areas such as cancer, bioengineering, pathogenic microorganisms, genetic diseases, neurobiology, and others, with an eye to the underlying biochemistry. Course includes an accompanying laboratory component.

**Prerequisites:** CHM 414 with a C or higher

**Corequisites:** CHM 415L.

**CHM 415L BIOCHEMISTRY II LAB Credits: 0**

Laboratory component of CHM 415.

**Corequisites:** CHM 415.

**CHM 421 TOXICOLOGY AND RISK ASSESSMENT Credits: 3**

Introduction to the use of toxicology and risk assessment in the management of hazardous substances. The course will explore the sources, emissions, distributions and fate of various classes of contaminants, the theory and method of toxicology and ecotoxicology, exposure analysis, and selected toxicant modes of action.

**Prerequisites:** CHM 321 with a C or higher.

**CHM 425 CHEMISTRY TEACHING ASSISTANT Credit: 1**

An opportunity for junior or senior chemistry majors to design labs, prepare lessons, and assist in teaching chemistry courses they have completed successfully.

**Prerequisites:** Upper division standing and Instructor permission.

**CHM 442 PHYSICAL CHEMISTRY I Credits: 3**

Students in the course will learn the fundamental physical principles of chemical thermodynamics and chemical kinetics.

**Prerequisites:** MTH 211 and PHY 212 and CHM 345 with a C or higher.

**CHM 443 PHYSICAL CHEMISTRY II Credits: 3**

The emphasis in the course will be the development of fundamental principles of quantum theory and its applications to atomic and molecular structure and spectroscopy.

**Prerequisites:** CHM 442 and MTH 212 with a C or higher.

**CHM 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**CHM 490 RESEARCH IN CHEMISTRY Credits: 3**

Experience in hands-on research on a topic agreed upon by the student and a specific faculty member. Includes research planning, background reading, experimental laboratory work, and a concluding report. May be taken up to two times for credit.

**Prerequisites:** CHM 212 with C or better and instructor permission.

**CHM 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Junior or Senior status, CHM 490 recommended.

**CHM 493 CHEMISTRY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a Chemistry major. A thesis involves completion of an independent research project under the supervision of a faculty mentor. Students are guided through the initial components of the thesis process including literature review, experimental design, and initial stages of laboratory work on the thesis project.

**Prerequisites:** CHM 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**CHM 494 CHEMISTRY THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as Chemistry major. Each student is guided by a faculty mentor through the final research and writing of the thesis. This includes experimental work, data analysis, and writing and defense of the thesis. The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** CHM 493 with a C or higher.

**CHM 496 CHEMISTRY SENIOR PROJECT Credits: 1.5-3**

Supervised experience in a setting related to the student's career interests. Requires 135 documented hours of experience at a practicum site, a final written summary and a concluding presentation at a scheduled senior symposium.

**Prerequisites:** Junior or Senior status as a chemistry major required.

**CHN 101 CHINESE I Credits: 3**

Chinese 101 is the first half of a yearlong beginning level course in Modern Standard Chinese (Mandarin). This course is designed for students who have no or little prior experience in the language. Students will gain listening, speaking, reading and writing skills. Students will study the language in the context of Chinese culture.

**CHN 102 CHINESE II Credits: 3**

Chinese 102 is the second half of a year-long beginning-level course in Modern Standard Chinese (Mandarin). This course is designed for students who have no or little prior experience in the language. Students will gain listening, speaking, reading and writing skills. Students will study the language in the context of Chinese culture.

**Prerequisites:** CHN 101 with a C or higher.

## Christian Education (CED)

**CED 220 INTRODUCTION TO CHRISTIAN MINISTRY I Credit: 1**

This team-taught course is for all DCE and pastoral studies candidates during their first two years on campus. Candidates are introduced to principles and topics common to a variety of full time congregation and mission-based ministries, as well as to the undergraduate experience that will move the candidates toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

**CED 275 MISSIONAL OUTREACH, ASSIMILATION, AND VISITATION Credits: 3**

Candidates identify how they, as Christians, can participate and train others for outreach to seekers and the dechurched. Diverse components of a congregation's evangelism ministry are explored while considering methods and resources for that ministry. Primary emphasis will be on helping candidates understand the importance of the role of every Christian in evangelism, so that they can move into congregations to motivate and educate members, developing and implementing an effective and intentional ministry of evangelism.

**Prerequisites:** REL 211 or REL 221 with a C or higher.

**CED 288 ISSUES IN CHRISTIAN EDUCATION Credits: 2**

Timely and relevant topics for those serving in parish and social service ministries, or for those desiring to further their knowledge of current issues in Christian education.

**CED 290 PRACTICUM/MISSION EXPERIENCE Credits: 1-3**

The candidate can earn one to three credits for work in a mission environment. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the mission experience in which the practicum is outlined and a mentor is identified.

**CED 291 SUMMER PRACTICUM IN A PARISH Credits: 1-4**

The candidate can earn one to three credits for work in a congregation or para-church organization. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the parish experience, in which the practicum is outlined, and a mentor is identified.

## Chinese (CHN)



**CED 292 CAMP LEADERSHIP PRACTICUM Credits: 1-3**

The candidate can earn one to three credits for work at a camp. Emphasis should be upon gaining experience in practice of skills and theories needed in ministry professions (DCE, teacher, missionary, pastor). A minimum of 45 contact hours is required for each hour of credit. A specific proposal must be made in the semester prior to the camp experience, in which the practicum is outlined and a mentor is identified.

**CED 310 CHILDREN'S MINISTRY Credits: 3**

Candidates will be introduced to theories related to children that will assist in developing an integrated ministry in a congregational setting, including development of the child, learning theories, the content of the child's learning in the church, and planning, administering, implementing and evaluating a comprehensive ministry to children, and resources, activities, and environments for children's ministries. Each candidate will be assigned to an area congregation for weekly participation and leadership in children's ministry activities.

**CED 311 HISTORY AND PRACTICE OF A DCE I Credits: 2**

This course assists the future Director of Christian Education in developing a conceptual framework from which the candidate can operate in a congregation, while also moving the candidate to more greatly identify themselves as a lifespan Christian educator, focused on equipping disciples to live their faith in word and action. In order to help the DCE think like a DCE, the class allows for in-congregation experiences.

**CED 312 HISTORY AND PRACTICE OF A DCE II Credits: 2**

The course considers the historical roots of the profession, the issues with which field DCE's contend, the identities of current professional church workers, and the hoped-for outcomes for the DCE's work. Class assignments utilize readings, reflection papers, and personal exploration and evaluation. In addition, candidates are assigned to an area congregation with a DCE for weekly field work of a least five hours.

**CED 315 YOUTH MINISTRY Credits: 3**

This course is intended primarily for those interested in developing or participating in congregational ministry to youth: particularly future Directors of Christian Education. Current theories and models of youth ministry are explored so candidates can create their own vision for congregational youth ministry. Each candidate will be assigned to an area congregation for weekly participation and leadership in youth ministry activities.

**CED 320 INTRODUCTION TO CHRISTIAN MINISTRY II Credit: 1**

This team-taught course is for all DCE and pastoral studies candidates during their first two years on campus. Candidates are introduced to principles and topics common to a variety of full time congregation and mission-based ministries, as well as to the undergraduate experience that will move the candidates toward their vocational choice. Topics include personal spirituality, community life, mentoring, field work connections, and future course work in their professional development. Includes a retreat experience.

**CED 344 FIELD EXPERIENCE, RELIGIOUS EDUCATION Credits: 1-2**

Course provides candidates with a field experience in a church school classroom to better appreciate the role of the teacher. Candidates will practice competencies and skills required of teachers, developing the role of Christian educator. The candidate will spend 45 contact hours in the classroom and will teach a minimum of three religion lessons. Candidates must complete an application for this course in the College of Education placement office the semester before they are assigned.

**Prerequisites:** State Fingerprinting required; EDU 232 and EDU 260 and CED 395 with a C or higher; requires completion of an on-line application for placement.

**CED 383 ADULT MINISTRY Credits: 3**

Candidates are introduced to theories related to adults that will assist in developing an integrated ministry in a congregational setting, including adult development, adult learning theory, the content of adult learning in the church, volunteer recruitment and management, and planning, administering, implementing and evaluating a comprehensive ministry to adults, and resources, activities and environments for adult ministries. Each candidate will be assigned to an area congregation for weekly participation and leadership in adult ministry activities.

**CED 395 TEACHING THE FAITH Credits: 3**

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes field-work observation, participation, lesson planning and demonstration teaching.

**Prerequisites:** EDUG 240 and EDUG 250 with a C or higher.

**CED 435 CONFIRMATION CURRICULUM AND INSTRUCTION Credits: 3**

The purpose, history, and current practices of Confirmation in the Lutheran Church are reviewed and assessed for the purpose of implementing strategies to be used in both Junior and Adult Confirmation programs.

**CED 483 LEADERSHIP DEVELOPMENT Credits: 2**

This course considers the best in current theories, models, styles and strategies of secular leadership. The connection and the differences between secular and church leadership will be discussed. Candidates will then consider ministry issues and their own growth goals as they prepare for leadership roles in the church. A key component of the class includes equipping others to serve as leaders, particularly in a voluntary (church) organization.

**CED 485 FAMILY MINISTRY Credits: 3**

An introductory course addressing the fundamental skills, theories, and understandings necessary to begin and sustain a ministry to and with families in a congregational setting. Family Ministries seeks to develop a holistic, intergenerational, lifespan understanding of ministry through the parish. This course builds upon and unifies theories developed in Children's Ministries, Youth Ministries and Adult Ministries. Each candidate will be assigned to an area congregation for weekly participation and leadership in family ministry activities.

**CED 490 DCE INTERNSHIP Credits: 8**

An academic year spent in parish education activities in a Lutheran congregation, combining observation, teaching, training in administration, management, and other parish services. Candidate works for a monthly stipend under the supervision of congregational supervisor and consulting Director of Christian Education. Must acquire knowledge and skills to be acquired in all educational agencies and services provided by parish. Required in order to receive certification as a DCE.

**Prerequisites:** Permission of Director of DCE program.

## Computer Information Systems (CIS)

**CIS 230 COMPUTER AND SOFTWARE DEVELOPMENT FUNDAMENTALS Credits: 3**

This course begins with basic computer terminology and progresses to advanced software development concepts. Students learn about the software development process and how software developers collaborate.



**CIS 232 FRONT-END WEB DEVELOPMENT Credits: 3**

This course covers the fundamentals of web development including practical experience with HTML, CSS, Bootstrap, and JavaScript. Learn about popular JavaScript libraries, frameworks and platforms such as Node, ExpressJS, and jQuery. Finish by building an interactive ordering system for a fictitious company.

**Prerequisites:** CIS 230 with a C or higher.

**CIS 334 DATABASE AND SQL Credits: 3**

This course explores the fundamentals of databases and Relational Database Management Systems. Gain experience and knowledge in SQL and SQL Server, including how to write simple and advanced queries and make stored procedures. Finish by building and querying an actual database.

**Prerequisites:** CIS 230 with a C or higher.

**CIS 336 TECHNOLOGY PROJECT MANAGEMENT Credits: 3**

This course covers fundamentals of project management, including the Scrum and Agile methodologies. Gain experience developing real software as part of a team. Contribute to code that will be seen and interacted with by real users. Learn to problem solve and work as part of a team.

**Prerequisites:** CIS 230 with a C or higher.

**CIS 450 COMPUTER INFORMATION SYSTEMS CAPSTONE Credits: 3**

Students will complete a project-based capstone project that identifies and addresses a specific problem or opportunity. Projects reflect an applied integration of all coursework within the program to demonstrate the use of technology and/or software solutions.

**Prerequisites:** CIS 232, CIS 334, and CIS 336 with a C or higher.

## Early Childhood Education (ECE)

**ECE 210 INTRODUCTION TO EARLY CHILDHOOD EDUCATION Credits: 3**

This course introduces candidates to the field of early childhood education from past to present. It provides candidates with an overview of the foundations of early childhood education and the influences that impact young children and their families. Candidates will gain knowledge of the various types of programs that serve children from birth through age eight and consider their role as an early childhood professional.

**ECE 220 DEVELOPMENT OF THE YOUNG CHILD Credits: 3**

This course studies human development from conception through age eight. Candidates will increase their understanding of developmental principles and theories as they explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

**ECE 225 CHILD SAFETY AND PROTECTION Credits: 3**

This course focuses on protecting our children from harm and maltreatment. As candidates become familiar with mandatory reporting laws, learn to identify abuse and neglect, and examine the effects of trauma and maltreatment, they will consider strategies for creating a safe haven for children within their classroom.

**ECE 230 LEARNING ENVIRONMENTS FOR YOUNG CHILDREN Credits: 3**

The learning environment can play a powerful role in the young child's development. In this course candidates will develop an understanding of the qualities necessary to create inviting and intriguing environments for children as they consider time, materials, space, and interactions.

**ECE 240 INTERGRATED STRATEGIES FOR TEACHING Credits: 3**

This course explores strategies for teaching young children through an integrated approach. Candidates will be equipped with the skills necessary to create meaningful and engaging learning opportunities using methods that honor the child.

**ECE 245 ART, MUSIC, AND MOVEMENT Credits: 3**

This course equips candidates with the ability to implement developmentally appropriate art, music, and movement experiences in the early childhood classroom. Participants will develop a portfolio of activities that encourages young children to creatively express themselves through various mediums.

**ECE 250 LANGUAGE AND LITERATURE Credits: 3**

This course provides candidates with a working knowledge of language development. Participants will examine the role that storytelling and literature play in fostering language and literacy growth as they explore the world of children's literature. Emphasis is placed on authors and illustrators, selecting appropriate books, and methods for incorporating children's literature in the early childhood classroom.

**ECE 260 WORKING WITH INFANTS AND TODDLERS Credits: 3**

This course is designed for individuals working with infants and toddlers through age three. Candidates will explore methods for creating culturally responsive learning environments that support the growth and well-being of children in their earliest years of development.

**ECE 270 CHILDREN WITH SPECIAL NEEDS Credits: 3**

This course introduces candidates to categories of special needs in young children. With emphasis placed on inclusion, participants will explore techniques for adapting materials and teaching strategies in early childhood settings. Candidates will become familiar with services available to children with special needs and their families.

**ECE 280 GUIDING THE YOUNG CHILD'S BEHAVIOR Credits: 3**

This course provides candidates with strategies to help young children cultivate behaviors that promote respect for others and respect for self. With brain research as its foundation, this course focuses on emotional intelligence and helping children learn to self-regulate.

**ECE 285 PARTNERING WITH FAMILIES Credits: 3**

Families play a critical role in the young child's development and learning. This course explores avenues for establishing respectful and reciprocal relationships between families and early childhood programs. Emphasis is placed on positive interactions, honoring diversity, and family support and involvement.

**ECE 340 WELL-BEING OF THE CHILD Credits: 3**

Explore the dynamics of physical and emotional wellness and its impact on the development of the whole child. With emphasis placed on the role of nature as a component of a healthy living, this course promotes the abilities of children as they develop and practice skills that contribute to good health and enhance quality of life.

**ECE 350 INNOVATIVE AND CREATIVE APPROACHES TO LEARNING Credits: 3**

This course provides an in-depth understanding of the diversity of learning and the importance of nurturing and supporting children's approaches toward learning. Candidates gain an awareness of children's capacities and dispositions for learning while building a broad repertoire of developmentally effective teaching approaches.

**ECE 360 LITERACY AND THE YOUNG LEARNER Credits: 3**

This course examines the development of literacy skills in young children with a focus on connections between reading and writing, the use of thematic literature and trade books, and current research in the field of literacy development. With this knowledge, candidates will create meaningful literacy curriculum based on early learning standards.

**ECE 365 SOCIAL STUDIES AND THE YOUNG CHILD Credits: 3**

This course provides candidates with the necessary tools to teach Social Studies in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, candidates will use central concepts in social studies and a wide variety of resources to design meaningful and challenging social studies curriculum that values cultural responsiveness.

**ECE 370 EXPLORING THE WORLD OF MATH Credits: 3**

This course provides candidates with the necessary strategies and tools to teach mathematics in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, candidates will use central math concepts and various resources to design meaningful and challenging math curriculum for each child.

**ECE 375 CHILDREN AS SCIENTISTS Credits: 3**

This course provides candidates with the necessary strategies and tools to teach science in the early childhood years. With emphasis placed on early learning standards and developmentally effective approaches, candidates will use central science concepts, inquiry tools, and various resources to design meaningful and challenging science curriculum for each child.

**ECE 390 EQUITY AND JUSTICE IN EARLY CHILDHOOD EDUCATION Credits: 3**

This course is designed to equip the ECE candidate with the necessary tools to work with children and families from diverse backgrounds and to create a classroom culture in which equity and social justice are shared values. Candidates will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diversity and empower them to become change agents in their classrooms and communities.

**ECE 420 STRATEGIES FOR TEACHING ENGLISH LANGUAGE LEARNERS Credits: 3**

This course helps candidates develop skills needed to work with English language learners. These skills include the ability to implement various methods of teaching, develop curriculum materials, assess student proficiency, and to involve families and the community in the early childhood classroom.

**ECE 430 THE TEACHER AS RESEARCHER Credits: 3**

This course introduces candidates to research practices within the field of early childhood education. Through the course candidates will gain an understanding of research principles and develop basic research skills in order that they may successfully conduct meaningful research projects within their early childhood program.

**ECE 440 OBSERVING, DOCUMENTING, AND ASSESSING YOUNG CHILDREN Credits: 3**

This course focuses on developing an effective observation system in a classroom setting conducive to creating a comprehensive picture of children's learning. Candidates will evaluate situations and develop an understanding of how to integrate traditional and authentic assessment practices.

**ECE 475 CHARACTER AND ETHICS OF THE EARLY CHILDHOOD EDUCATION LEADER Credits: 3**

This course provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics. Each will develop an understanding of the importance of ethical leadership in one's professional, personal and family life, and will appreciate the personal fulfillment that flows from living and modeling such values and, perhaps most importantly, of serving others.

**ECE 490A INTERNSHIP Credits: 4.5**

The internship (490A and 490B) provides candidates with the opportunity to put their learning into practice. Candidates are required to spend a minimum of 360 hours (24 hours/week) in an approved early childhood setting. Candidates are responsible for securing the internship site, which is often the site of the candidate's employment. The Concordia instructor for 490A and 490B serves as mentor/supervisor throughout the experience.

**Prerequisite:** Evidence of state background clearance as required by law.

**ECE 490B INTERNSHIP Credits: 4.5**

The internship (490A and 490B) provides candidates with the opportunity to put their learning into practice. Candidates are required to spend a minimum of 360 hours (24 hours/week) in an approved early childhood setting. Candidates are responsible for securing the internship site, which is often the site of the candidate's employment. The Concordia instructor for 490A and 490B serves as mentor/supervisor throughout the experience.

**Prerequisite:** Evidence of state background clearance as required by law; ECE 490A.

**ECE 495 ADMINISTRATION AND DEVELOPMENT OF EARLY CHILDHOOD PROGRAMS Credits: 3**

This course introduces candidates to the role of the early childhood administrator. Emphasis is placed on visionary leadership, program development, establishing policies and procedures, mentoring and coaching staff, and family and community outreach.

## Economics (ECN)

**ECN 203 FUNDAMENTALS OF ECONOMICS Credits: 4**

This class is designed to consider the performance of the national economy as a whole (both macroeconomic and microeconomic frameworks) by gaining an understanding of major economic principles centering on topics such as the economic system of the United States, other economic systems, supply and demand, unemployment and inflation, economic growth, and measuring economic health.

## Education (EDU)

**EDU 199 TEACHING AS A PROFESSION Credit: 1.5**

This course introduces a broad picture of K–12 teaching as a career in both private and public school settings. Candidates will be introduced to the teacher education program and be guided through the requirements necessary to complete the program and to obtain a teaching license in the state of Oregon. Classroom observation is required for this course.

**EDU 200 BECOME A READING COACH Credits: 2**

This course provides an introduction to the teaching of reading, the cueing systems readers use, how to match readers to appropriate books, and how to coach for success in reading accurately and fluently, with comprehension. This class includes both the delivery of instructional content and clinical practice with elementary aged readers.

**EDU 201 PRINCIPLES OF EDUCATION Credits: 3**

This course introduces candidates to a number of fascinating subjects regarding their chosen profession. Such topics as education philosophy, the school reform movement, and teacher rights and responsibilities are reviewed through a format that emphasizes candidate interaction and group process. A 30-hour tutoring component is also required with this course.

**Prerequisites:** State Fingerprinting required; Sophomore standing.

**EDU 232 EDUCATIONAL PSYCHOLOGY Credits: 2**

This course examines basic learning theories and processes in relation to teaching in the classroom. This course provides a foundation to improve and develop teaching skills as an ongoing process. During this course candidates develop a pedagogy that integrates theories of learning, diversity and motivation.

**Prerequisites:** PSY 201 with a D or higher.

**EDU 260 INSTRUCTIONAL STRATEGIES Credits: 3**

This course examines basic learning theories and processes in relation to teaching in the classroom. This course provides a foundation to improve and develop teaching skills as an ongoing process. During this course candidates develop a pedagogy that integrates theories of learning, diversity and motivation.

**Prerequisites:** PSY 201 with a D or higher.

**EDU 330 EDUCATIONAL TECHNOLOGY Credits: 2**

Course addresses how to effectively teach with 21st century technology. The course will examine how technology can augment the learning process through understanding issues and concerns important when implementing technological tools, researching best practices for project-based learning with technology, developing strategies for authentic assessment, and experimenting with software for teacher productivity. Candidates will also discuss the technological equity divide and how they can serve to bridge that gap in schools.

**Prerequisites:** EDU 260 with a C or higher.

**EDU 336 ASSESSMENT AND EVALUATION OF TEACHING AND LEARNING Credits: 2**

This class prepares pre-service teachers at all levels to assess learning through a variety of instruments. Standardized test interpretation, preparations of teacher-generated tests that accurately assess objectives, authentic assessment, and a philosophy of evaluation and assessment are emphasized. Candidates will also consider legal and ethical issues in learner assessment and communication of progress.

**Prerequisites:** EDU 260 with a C or higher.

**EDU 340 ADVANCED TEACHING STRATEGIES Credits: 2**

This course is designed to prepare candidates to design an edTPA portfolio using advanced teaching strategies. Candidates will enhance their skills in lesson construction in looking at higher order questions, differentiation and accommodation while also improving skill development and curriculum integration.

**Prerequisites:** EDU 336 with a C or higher.

**EDU 342 FIELD EXPERIENCE: ELEMENTARY Credits: 1-2**

This course provides the elementary teacher education candidate with actual experience in the elementary classroom. A minimum of 45 hours is spent in an assigned elementary classroom with a mentor teacher. The candidate observes and participates in all aspects of classroom instruction. The Field Experience candidate will teach a minimum of three lessons during the term.

**Prerequisites:** State Fingerprinting and admission to the College of Education required; EDU 201 and EDU 232 and EDU 260 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 342L LUTHERAN FIELD EXPERIENCE: ELEMENTARY Credits: 1-2**

This course provides the Lutheran elementary teacher education candidate with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

**Prerequisites:** State Fingerprinting and admission to the College of Education required; EDU 201 and EDU 232 and EDU 260 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 344 FIELD EXPERIENCE: SECONDARY Credits: 1-2**

This course provides the secondary education student with actual experience in the secondary classroom. A minimum of 45 hours is spent in an assigned secondary classroom with a mentor teacher. The student observes and participates in all aspects of classroom instruction. The Field Experience student will teach a minimum of three lessons during the term.

**Prerequisites:** State Fingerprinting and admission to the College of Education required; EDU 201 and EDU 232 and EDU 260 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 344L LUTHERAN FIELD EXPERIENCE: SECONDARY Credits: 1-2**

This course provides the Lutheran secondary teacher education candidate with a minimum of 45 hours of actual experience in an assigned Lutheran school classroom.

**Prerequisites:** State Fingerprinting and admission to the College of Education required; EDU 201 and EDU 232 and EDU 260 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 348 CLASSROOM MANAGEMENT AND PARENT RELATIONS Credits: 3**

This course prepares candidates to organize and manage all aspects of a classroom. An emphasis will be placed on behavior management, effective communication with students and families and the classroom environment. Candidates will also develop skills needed to foster a positive image of schools and teachers to families and the general public through parent conferences, school events face-to-face as well as electronic communication. Concurrent enrollment in practicum or student teaching required.

**Prerequisites:** EDU 336 with a C or higher.

**EDU 355 INTRODUCTION TO EARLY CHILDHOOD EDUCATION Credits: 3**

This course begins with an overview of early childhood education, from historical and theoretical perspectives to current issues, trends, and practices. As the course progresses, candidates will explore the elements of a child-centered learning environment. The final portion of the course focuses on methods for integrating across the curriculum using thematic units and project work.

**Prerequisites:** EDU 201 and EDU 232 with a C or higher.

**EDU 358 CURRICULUM AND INSTRUCTION: HEALTH AND PHYSICAL EDUCATION: ELEMENTARY Credits: 3**

This course examines basic elementary school health education programs and current trends in this field. Candidates gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

**Prerequisites:** EDU 336 with a C or higher.

**EDU 362 CURRICULUM AND INSTRUCTION: MATH: ELEMENTARY Credits: 3**

This course focuses on development of mathematics skills and conceptual understanding for the elementary school student. It is designed to prepare teachers to instruct young learners in basic arithmetical processes. Includes examination of curricular materials (including use of math manipulatives) and appropriate techniques and procedures for effective pupil learning. Candidates will use the Common Core Standards for Mathematics to plan successful lessons and units.

**Prerequisites:** EDU 336 with a C or higher and MTH 134 with a D or higher.

**EDU 368 CURRICULUM AND INSTRUCTION: SCIENCE: ELEMENTARY Credits: 3**

This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective student learning in the natural sciences. Daily lesson planning, preparation of resource units and the development of classroom interest through integration and hands-on learning in science are emphasized.

**Prerequisites:** EDU 340 with a C or higher.

**EDU 375 CURRICULUM AND INSTRUCTION: LANGUAGE ARTS AND READING: ELEMENTARY Credits: 4**

This course will furnish the teacher education candidate with the knowledge and resources to provide PK to 8th grade instruction and assessment in reading, writing, listening and speaking.

**Prerequisites:** EDU 336 with a C or higher.

**EDU 377 INTERNATIONAL EDUCATION STUDY TOUR Credits: 3**

Candidates taking the course will travel abroad to evaluate educational systems and the ways cultural values impact the existence and delivery of educational services. In preparation for this trip, candidates will become well versed in the achievements of international education systems, and be able to assess their strengths and weaknesses through comparison with U.S. systems. Candidates will experience international culture through excursions, school visits, language course and living with a host family for the month.

**EDU 379 CURRICULUM AND INSTRUCTION: SOCIAL STUDIES: ELEMENTARY Credits: 2**

This course is an introduction to curriculum development, instructional materials, and classroom strategies for effective candidate learning in social sciences. The candidate will understand the major themes and objectives of social sciences as covered by Oregon State Standards. The candidate will also design effective lesson plans in constructing an edTPA portfolio.

**Prerequisites:** EDU 340 with a C or higher.

**EDU 384 CLASSROOM MANAGEMENT: SECONDARY Credits: 3**

This course prepares candidates to organize and manage all elements of the middle or high school classroom. Topics include a review of major student discipline models, managing teacher stress, effective parent communication skills, and establishing a healthy classroom rapport to promote student learning.

**Prerequisites:** EDU 336 and PSY 321 with a C or higher

**Corequisites:** EDU 343 or EDU 343L or EDU 344 or EDU 344L or EDU 453 or EDU 453L or EDU 454 or EDU 454L or EDU 493 or EDU 494.

**EDU 385 CURRICULUM AND INSTRUCTION: MATH AND SCIENCE: SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required edTPA portfolio.

**Prerequisites:** EDU 340 with a C or higher.

**EDU 386 CURRICULUM AND INSTRUCTION: LANGUAGE AND SOCIAL STUDIES: SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, and cooperative strategies for effective student learning in the social studies and language arts. Candidates will be tasked with evaluating contemporary research on topics like adolescent literacy, historical thinking, and literary and social science analysis, and then finding ways to integrate these best practices into effective and engaging secondary content teaching methods.

**Prerequisites:** EDU 340 with a C or higher.

**EDU 387 CURRICULUM AND INSTRUCTION: PHYSICAL EDUCATION: SECONDARY Credits: 3**

This course provides further focus on the national and state physical education standards along with best practices as it relates to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels and daily lesson planning as they apply to physical education.

**Prerequisites:** EDU 340 with a C or higher.

**EDU 389 CURRICULUM AND INSTRUCTION: HEALTH Credits: 2**

This course provides further focus on the national and state health education standards along with best practices as it relates to curriculum, instructional materials, engaging activities and skill-based strategies for effective student learning in the health classroom. Emphasis is placed on instructional teaming, the integration of health on the middle and high school levels, and daily lesson planning as they apply to health education.

**Prerequisites:** EDU 340 with a C or higher.

**EDU 390 CHILDREN WITH EXCEPTIONALITIES Credits: 2**

Introduction to PL94-142 and exceptional children with a focus on techniques for adapting materials, curriculum and teaching strategies, the exceptional child's family and community resources.

**Prerequisites:** PSY 201 with a D or higher.

**EDU 395 TEACHING THE FAITH Credits: 3**

Examines the role of the professional church worker as a teacher of the Christian faith in several agencies of the Church. Focus is upon methods, materials and curriculum. Includes field-work observation, participation, lesson planning and demonstration teaching.

**Prerequisites:** EDU 232 and EDU 260 with a C or higher.

**EDU 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.



**EDU 447 CREATING EQUITY IN THE CLASSROOM Credits: 3**

This course addresses necessary knowledge, skills, and strategies to work with students and families from ethnically and culturally diverse backgrounds. Addresses equity in relation to class, gender, and race in schools. Candidates will participate in reflective activities, assignments, and dialogues which will enable them to examine their own experiences with diverse families. Lastly, candidates will examine the research which exists related to the shift in demographics and how it impacts education.  
**Prerequisites:** EDU 260 with C or higher and Junior Status.

**EDU 452 PRACTICUM: ELEMENTARY Credits: 1-4**

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned elementary classroom. Candidates are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Candidates create and teach one TSPC-required edTPA portfolio.

**Prerequisites:** State Fingerprinting required; Admission to College of Education and passing scores on ORELA required; EDU 336 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 452L PRACTICUM: LUTHERAN ELEMENTARY Credits: 1-4**

This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran elementary school classroom. The candidates are assigned to schools and classrooms according to their endorsement and supplemental authorization areas. Candidates are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Candidates create and teach one TSPC-required edTPA portfolio.

**Prerequisites:** State Fingerprinting required; Admission to College of Education and passing scores on ORELA required; EDU 336 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 454 PRACTICUM: SECONDARY Credits: 1-4**

This course is used to obtain a supplemental authorization level. A minimum of 90 hours is spent in an assigned secondary classroom. Candidates are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Candidates create and teach one TSPC-required edTPA portfolio.

**Prerequisites:** State Fingerprinting required; Admission to College of Education and passing scores on ORELA required; EDU 336 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 454L PRACTICUM:LUTHERAN SECONDARY Credits: 1-4**

This course is used to obtain a Lutheran Teacher's Diploma and a supplemental authorization level. A minimum of 90 hours is spent in an assigned Lutheran secondary school classroom. The candidates are assigned to schools and classrooms according to their endorsement and supplemental authorization areas. Candidates are required to complete 90 contact hours for 2 credits and 180 hours for 4 credits at the assigned schools. Candidates create and teach one TSPC-required edTPA portfolio.

**Prerequisites:** State Fingerprinting required; Admission to College of Education and passing scores on ORELA required; EDU 336 with a C or higher; Requires contacting the Placement Office to begin the placement process.

**EDU 457 GROWTH AND DEVELOPMENT OF THE YOUNG CHILD Credits: 3**

This human development course focuses specifically on the young child from birth through age eleven. Developmental principles and theories will be examined as candidates explore biological and environmental factors that influence physical, cognitive, social, and emotional development.

**Prerequisites:** EDU 232 with a C or higher.

**EDU 461 CURRICULUM AND INSTRUCTION: CHILDREN'S LITERATURE - ECE/ELE Credits: 2**

An introduction to all genres of literature for children in grades K–8 in relation to their needs, interests, and abilities. Emphasizes authors and illustrators, educational uses, and the writing process.

**Prerequisites:** EDU 336 with a C or higher.

**EDU 492 STUDENT TEACHING: ELEMENTARY Credits: 15**

This course is a 15-week, full-time teaching experience at a public elementary school, or an approved private school, in an assigned elementary classroom. Candidates assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required edTPA portfolio.

**Prerequisites:** State Fingerprinting required; All professional education courses and practicum must have been successfully completed; Requires contacting the Placement Office to begin the placement process.

**EDU 494 STUDENT TEACHING: SECONDARY Credits: 15**

This course is a 15-week, full-time teaching experience at a public high school, or an approved private school, in an assigned secondary classroom. Candidates assume the numerous roles of a teacher as they work up to assuming both a full-time instructional load and additional collateral duties. Student teachers attend professional seminars during this semester and create and teach one TSPC-required edTPA portfolio.

**Prerequisites:** State Fingerprinting required; All professional education courses and practicum must have been successfully completed; Requires contacting the Placement Office to begin the placement process.

**EDU 499 INDEPENDENT STUDY Credits: 3**

## Education (EDUG)

**EDUG 110 TEACHING AS A PROFESSION Credits: 2**

This course introduces a broad picture of K–12 teaching as a career in both private and public school settings. Students will be introduced to the teacher education program and be guided through the requirements necessary to complete the program and to obtain a teaching license in the state of Oregon. A 10 hour of tutoring/classroom observation is required for this course.

**EDUG 120 BECOME A READING COACH Credits: 2**

This course provides an introduction to the teaching of reading, the cueing systems readers use, how to match readers to appropriate books, and how to coach for success in reading accurately and fluently, with comprehension. This class includes both the delivery of instructional content and clinical practice with school-aged readers.

**EDUG 210 INTRODUCTION TO ENGLISH LANGUAGE LEARNING PK-12 Credits: 2**

This course examines the basics of language acquisition and how to better serve students who speak languages other than English. Candidates will be exposed to best practices that should be used with students in different levels of English proficiency.

**Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.



**EDUG 220 GROWTH AND DEVELOPMENT PK-12 Credits: 3**

This Course explores the ways in which learners are shaped by their individual experiences, cultures, developmental levels, diverse needs, and assets. Candidates will understand concepts of neurobiology and stages of development, as well as the cognitive, social-emotional, and behavioral theories that underpin learning. Candidates will analyze the impact of poverty and trauma on K–12 learners and examine their role in mitigating these effects through their classroom instruction and interactions.

**Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.

**EDUG 230 INTRODUCTION TO EQUITY PK-12 Credits: 3**

Course addresses diverse racial, ethnic, cultural, and socioeconomic backgrounds of learners. Candidates will explore the sociological, political, and historical factors that have led to the current achievement gap, and discuss the importance of fostering equity within their own classroom and school contexts. They will also examine their individual biases, privilege, and experiences and learn culturally responsive teaching practices.

**Prerequisites:** EDUG 110 and EDUG 120 with a C or higher.

**EDUG 240 LITERACY PERSPECTIVES PK-12 Credits: 3**

Preservice teachers engage in learning experiences rich in problem-solving, logical reasoning, and critical thinking through the lens of literacy. This course requires candidates to reflect upon reading, writing, speaking and listening including strategies for teaching phonological awareness, word recognition, phonics, fluency, vocabulary, comprehension, and building literacy in the content areas as it pertains to children in the Pre-K–12 world. This course will address trends in literacy as they impact teaching practices within the classroom.

**Prerequisites:** EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

**EDUG 250 ASSESSMENT LITERACY PK-12 Credits: 2**

This course addresses accountability structures in American education including federal policies that direct assessment practices, assessment climates, general assessment design, standardized testing, progress monitoring and intervention systems (e.g. RTI). Candidates will have experience with school level data analysis, data team analysis, grade level analysis, and classroom analysis. Candidates will develop basic quantitative methods and interpretation skills, understand validity and reliability, and learn more about using technology platforms to organize and analyze data.

**Prerequisites:** EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

**EDUG 260 INDIVIDUAL STUDENT LEARNING NEEDS PK-12 Credits: 3**

In this course preservice teachers will learn instructional strategies that support the unique needs of all learners, including their individual experiences, cultures, developmental levels, and assets. Candidates will learn about differentiating instruction for student learning needs, and explore their role in fostering fair and equitable education that supports students' legal rights.

**Prerequisites:** EDUG 210, EDUG 220, and EDUG 230 with a C or higher.

**EDUG 310 INQUIRY AND REFLECTION IN PRACTICE 1 Credits: 2**

Inquiry and Reflection in Practice 1 explores inquiry and reflection as professional practices in a candidate's teaching career that can lead to curiosity, systematic data analysis, and improved instructional practice. This course includes the key elements of self-study, practitioner research, and how the inquiry process can lead to effective and transformative teaching. Candidates complete the course section aligned to their focus.

**Prerequisites:** EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 320 SYSTEMIC AND POLITICAL ISSUES IN PK-12 EDUCATION Credits: 3**

This course provides candidates with the historical, political and social foundations of education, and addresses the current educational landscape. Candidates will analyze competing narratives on the purpose of schooling, collaboratively examine educational issues and topics, discuss the importance of ethics as it relates to teaching and learning, and consider their role as a professional educator.

**Prerequisites:** EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 330 BEST PRACTICES IN SMALL GROUP INSTRUCTION AND ASSESSMENT ELEMENTARY Credits: 3**

This course focuses on the best practices in forming and instructing in a small group, and assessing student growth to measure and reflect on instructional efficacy and groupings. Candidates will become familiar with the variety of purposes for small groups in the general education classroom, and how to plan for and utilize purpose-driven grouping and instructional strategies. Addresses assessment practices used to measure growth in small groups, including formative and informal assessments, including technology-based assessments.

**Prerequisites:** EDUG 310, and EDUG 320 with a C or higher, and EDUG 390.

**EDUG 340 HUMANITIES METHODS Credits: 3**

Candidates will develop skills in content integration based on current practice and research in social studies and language arts as units for planning. Candidates will explore strategies for reading to learn content, writing with purpose and clarity, and vocabulary development. Candidates will utilize instructional technology and various teaching methods/materials to develop effective lessons based on various national standards to encourage learning through a multi-disciplinary lens.

**Prerequisites:** EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

**EDUG 350 MATH METHODS Credits: 3**

Candidates will gain an in-depth understanding of general pedagogical issues in elementary mathematics as they relate to the development of mathematical skills and conceptual understanding for elementary students. Candidates will gain an understanding of teaching mathematical concepts utilizing Common Core standards and age appropriate techniques for teaching math. Students will use Common Core standards to guide lessons and practice Task 4 of edTPA.

**Prerequisites:** EDUG 310, and EDUG 320 with a C or higher and EDUG 390.

**EDUG 358 HEALTH AND PHYSICAL EDUCATION Credits: 3**

This course examines basic elementary school health education programs and current trends in this field. Candidates gain an appreciation and understanding of the need and value of a well-organized program of physical education for elementary school children.

**Prerequisites:** EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 385 CURRICULUM AND INSTRUCTION: MATH AND SCIENCE SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, classroom and laboratory strategies for effective student learning in the sciences and math. Emphasis is placed on instructional teaming, the integration of math and science on the middle and high school levels, daily lesson planning and completion of state required edTPA portfolio. Candidates will explore how math and science content addresses components of STEAM education initiatives.

**Prerequisites:** EDUG 391.

**EDUG 386 CURRICULUM AND INSTRUCTION: LANGUAGE AND SOCIAL STUDIES SECONDARY Credits: 3**

This course provides an introduction to curriculum, instructional materials, and cooperative strategies for effective student learning in the social studies and language arts. Candidates will be tasked with evaluating contemporary research on topics like adolescent literacy, historical thinking, and literary and social science analysis, and then finding ways to integrate these best practices into effective and engaging secondary content teaching methods.

**Prerequisites:** EDUG 391.

**EDUG 387 CURRICULUM AND INSTRUCTION: PHYSICAL EDUCATION SECONDARY Credits: 3**

This course provides further focus on the national and state physical education standards along with best practices as it relates to curriculum, instructional materials, the gymnasium as a classroom, and cooperative strategies for effective student learning in physical education. Emphasis is placed on instructional teaming, the integration of physical education on the middle and high school levels and daily lesson planning as they apply to physical education.

**Prerequisites:** EDUG 391.

**EDUG 389 CURRICULUM AND INSTRUCTION: HEALTH SECONDARY Credits: 3**

This course provides further focus on the national and state health education standards along with best practices as it relates to curriculum, instructional materials, engaging activities and skill-based strategies for effective student learning in the health classroom. Emphasis is placed on instructional teaming, the integration of health on the middle and high school levels, and daily lesson planning as they apply to health education.

**Prerequisites:** EDUG 391.

**EDUG 390 SCHOOL CLIMATE FIELD EXPERIENCE ELEMENTARY Credits: 2**

Minimum of 15 weeks of twice-weekly field experience at an elementary-level school site in conjunction with coursework that focuses on understanding school and community culture. This experience includes observation, opportunities to collaborate with faculty, administrators, staff, and families, and the development of an activity to support the school/community connection.

**Prerequisites:** EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 391 SCHOOL CLIMATE FIELD EXPERIENCE SECONDARY Credits: 2**

Minimum of 15 weeks of twice-weekly field experience at a secondary-level school site in conjunction with coursework that focuses on understanding school and community culture. This experience includes observation, opportunities to collaborate with faculty, administrators, staff, and families, and the development of an activity to support the school/community connection.

**Prerequisites:** EDUG 240, EDUG 250, and EDUG 260 with a C or higher.

**EDUG 392 SMALL GROUP OBSERVING AND TEACHING ELEMENTARY Credits: 2**

Minimum of 15 weeks of twice-weekly field experience at an elementary-level public school site in conjunction with coursework emphasizing experiences in observing and teaching in the small group context. This experience includes observation, opportunities to teach lessons to a small group, and involvement in the culture of the grade level/department.

**Prerequisites:** EDUG 310 and EDUG 320 with a C or higher and EDUG 390.

**EDUG 393 SMALL GROUP OBSERVING AND TEACHING SECONDARY Credits: 2**

Minimum of 15 weeks of twice-weekly field experience at a secondary-level public school site in conjunction with coursework emphasizing experiences in observing and teaching in the small group context. This experience includes observation, opportunities to teach lessons to a small group, and involvement in the culture of the grade level/department.

**Prerequisites:** EDUG 310 and EDUG 320 with a C or higher and EDUG 391.

**EDUG 410 INQUIRY AND REFLECTION IN PRACTICE 2 Credits: 2**

Candidates research an area of interest related to their concentration choice and develop a research question focused on improving their own practice. Candidates utilize the field placement classroom to follow the inquiry process. As candidates explore their research questions, they will collect and analyze classroom data, identify conclusions, and share their findings in an appropriate professional venue.

**Prerequisites:** EDUG 330, EDUG 340, EDUG 358, and EDUG 350 with a C or higher and EDUG 392 or EDUG 393.

**EDUG 420 BEST PRACTICES IN WHOLE CLASS INSTRUCTION AND ASSESSMENT ELEMENTARY Credits: 3**

Best Practices in Whole Group Instruction and Assessment Elementary addresses pacing of curriculum and lesson implementation, development of content-driven units, and design and use of summative assessments, including attention to grading systems for monitoring academic performance. The course considers intervention and remediation for struggling learners, content advancement for gifted learners, and whole group student engagement and motivation.

**Prerequisites:** EDUG 330, EDUG 340, EDUG 358, and EDUG 350 with a C or higher, and EDUG 392.

**EDUG 421 BEST PRACTICES IN WHOLE CLASS INSTRUCTION AND ASSESSMENT SECONDARY Credits: 3**

Best Practices in Whole Group Instruction and Assessment Secondary addresses pacing of curriculum and lesson implementation, development of content-driven units, and design and use of summative assessments, including attention to grading systems for monitoring academic performance. The course considers intervention and remediation for struggling learners, content advancement for gifted learners, and whole group student engagement and motivation.

**Prerequisites:** EDUG 393.

**EDUG 430 COLLABORATION AND MANAGEMENT IN THE CLASSROOM ELEMENTARY Credits: 3**

Collaboration and Management in the Classroom Elementary explores internal and external influences on student behavior and emphasizes collaborative relationships with colleagues, families, and the community. Course content includes the development of classroom behavior management systems, analysis of school-wide management systems and approaches, organization of classroom and materials, creation of classroom rules and procedures, and exploration of family conferencing and communication strategies.

**Prerequisites:** EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

**EDUG 431 COLLABORATION AND MANAGEMENT IN THE CLASSROOM SECONDARY Credits: 3**

Collaboration and Management in the Classroom Secondary explores internal and external influences on student behavior and emphasizes collaborative relationships with colleagues, families, and the community. Course content includes the development of classroom behavior management systems, analysis of school-wide management systems and approaches, organization of classroom and materials, creation of classroom rules and procedures, and exploration of family conferencing and communication strategies.

**Prerequisites:** EDUG 393.

**EDUG 440 STEAM METHODS ELEMENTARY Credits: 3**

STEAM Methods Elementary is an introduction to the practices, content and skills in the instruction of Science, Technology, Engineering, the Arts, and Math. Through classroom observations and guided practice, candidates will become familiar with the standards, practices, and cross-cutting concepts in each of these content areas and of STEAM as a whole. Candidates will explore how STEAM-based instruction can be integrated across other core content areas.

**Prerequisites:** EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

**EDUG 490 WHOLE CLASS OBSERVING AND TEACHING ELEMENTARY Credits: 4**

Minimum of 15 weeks of twice-weekly field experience at an elementary-level public school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.

**Prerequisites:** EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

**EDUG 490L WHOLE CLASS OBSERVING AND TEACHING ELEMENTARY-LUTHERAN Credits: 4**

Minimum of 15 weeks of twice weekly field experience at the Lutheran school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.

**Prerequisites:** EDUG 330, EDUG 340, EDUG 350, and EDUG 358 with a C or higher and EDUG 392.

**EDUG 491 WHOLE CLASS OBSERVING AND TEACHING SECONDARY Credits: 4**

Minimum of 15 weeks of twice-weekly field experience at a secondary-level public school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.

**Prerequisites:** EDUG 393.

**EDUG 491L WHOLE CLASS OBSERVING AND TEACHING SECONDARY-LUTHERAN Credits: 4**

Minimum of 15 weeks of twice weekly field experience at the Lutheran school site in conjunction with coursework emphasizing experiences in observing and teaching in the whole class context. This experience includes observation, opportunities to teach lessons to the entire class, and involvement in the culture of the grade level/department.

**Prerequisites:** EDUG 393.

**EDUG 492 STUDENT TEACHING ELEMENTARY Credits: 10**

Minimum of 15 weeks of full-time involvement at an elementary-level school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.

**Prerequisites:** EDUG 410, EDUG 420, EDUG 430, EDUG 440 with a C or higher and EDUG 490 or EDUG 490L.

**EDUG 492L STUDENT TEACHING ELEMENTARY-LUTHERAN Credits: 10**

Minimum of 15 weeks of full-time involvement at Lutheran school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.

**Prerequisites:** EDUG 410, EDUG 420, EDUG 430, EDUG 440 with a C or higher and EDUG 490L or EDUG 490.

**EDUG 493 STUDENT TEACHING SECONDARY Credits: 10**

Minimum of 15 weeks of full-time involvement at a secondary-level school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.

**Prerequisites:** EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, and EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491 or EDUG 491L.

**EDUG 493L STUDENT TEACHING SECONDARY-LUTHERAN Credits: 10**

Minimum of 15 weeks of full-time involvement at Lutheran school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. The student teaching experience requires edTPA preparation and implementation, instruction and assessment.

**Prerequisites:** EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, and EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491L or EDUG 491.

**EDUG 494 STUDENT TEACHING SEMINAR ELEMENTARY Credits: 2**

Student Teaching Seminar Elementary explores topics impacting the establishment and maintenance of a professional teaching career. It addresses the ethical, legal, and procedural issues related to the profession, professional organizations, issues related to education in the media, and other topics to support ongoing understanding of and involvement in the teaching profession. Reflect and collaborate to solve problems related to practice.

**Prerequisites:** EDUG 410, EDUG 420, EDUG 430, and EDUG 440 with a C or higher, and EDUG 490 or EDUG 490L.

**EDUG 495 STUDENT TEACHING SEMINAR SECONDARY Credits: 2**

Student Teaching Seminar Secondary explores topics impacting the establishment and maintenance of a professional teaching career. It addresses the ethical, legal, and procedural issues related to the profession, professional organizations, issues related to education in the media, and other topics to support ongoing understanding of and involvement in the teaching profession. Reflect and collaborate to solve problems related to practice.

**Prerequisites:** EDUG 385 or EDUG 386 or EDUG 387 or EDUG 389, EDUG 410, EDUG 421, and EDUG 431 with a C or higher and EDUG 491 or EDUG 491L.

## English (ENG)

**ENG 101 THEMES IN AMERICAN LITERATURE-PARADOX Credits: 3**

Introduction to college level writing and critical thinking.

**ENG 199E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**ENG 202 INTRODUCTION TO SPEECH Credits: 2**

Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

**ENG 202H INTRODUCTION TO SPEECH - HONORS Credits: 2**

Basic principles of speech are studied with the goal of perfecting communication in both formal and informal settings. Primary features of the course include the study and critique of various communication models, audience analysis and individual tutelage in verbal and non-verbal communication skills.

**ENG 206 INTRODUCTION TO THEATRE Credits: 2**

Explores the world of the theatre as it stretches from the creation of the script to the opening night performance. Introduces students to the major genres of drama and styles of production. A representative selection of plays is read and discussed. Students will also view several live performances.

**ENG 208 ACTING I Credits: 2**

Investigates the actor's art and discipline. The development of internal and external skill is stressed. Includes the performance of scenes.

**ENG 217 LITERARY JOURNAL I Credit: 1**

A practicum in the composition, development, editing, and publication of *The Promethean*, Concordia University's annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

**Prerequisites:** WR 121 with a D or higher.

**ENG 218 LITERARY JOURNAL II Credit: 1**

Continuation of the practicum in the composition, development, editing, and publication of *The Promethean*, Concordia University's annual journal. Emphasis on refining and perfecting editorial skills and critical judgment in the literary and visual arts.

**Prerequisites:** WR 121 with a D or higher and ENG 217.

**ENG 222 BRITISH LITERATURE I Credits: 3**

Readings include representative British prose, poetry and drama from the 8th-century Anglo-Latins through the 17th-century Cavalier poets. Special emphases in the course include pre-Norman literature (especially the epic, *Beowulf*), Arthurian literature, medieval lyric poetry, Chaucer and Elizabethan/Jacobean drama. Some examination of Middle English texts and language will be included.

**Prerequisites:** WR 121 with a D or higher.

**ENG 223 BRITISH LITERATURE II Credits: 3**

Readings include representative British prose, poetry and drama from the early 17th-century to the early 21st century. Special emphases in the course include Milton's *Paradise Lost*, the early English novel (especially Fielding), Romantic poetry, the Victorian novel (especially Dickens), the Aesthetic movement, the War Poets and absurdist theatre.

**Prerequisites:** WR 121 with a D or higher.

**ENG 231 AMERICAN LITERATURE I Credits: 3**

A critical and multi-cultural study of major writers and themes in 17th - 19th century American literature. Discusses the role of literature in the creation of our culturally diverse national identity.

**Prerequisites:** WR 121 with a D or higher.

**ENG 232 AMERICAN LITERATURE II Credits: 3**

A critical study of major writers of 20th century American literature (e.g., James, Hemingway, Faulkner, Bellow, Morrison). Special attention will be paid to the relationship between cultural/political ideas and literature, including the impact of the world wars, Existentialism, and the role of women and minorities.

**Prerequisites:** WR 121 with a D or higher.

**ENG 299E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**ENG 310 WORLD DRAMA Credits: 3**

A study of theatrical literature with emphasis on the theatre as an arena for the rehearsal of cultural arguments. Plays studied will include works representative of the comic, tragic, neoclassical, romantic, Marxist, realist and absurdist traditions by such playwrights as Aristophanes, Euripides, Shakespeare, Racine, Moliere, Ibsen, Shaw, Delaney, Bjorneboe, Brecht and Beckett.

**Prerequisites:** WR 121 with a D or higher.

**ENG 312 INTRODUCTION TO POETRY Credits: 3**

An introduction to the principles and practice of poetic interpretation and composition. Students will develop critical interpretation and evaluation skills through careful reading and discussion of classical and contemporary examples. May be repeated once for a total of six credits if the topics of each class are unique.

**Prerequisites:** WR 121 with a D or higher.

**ENG 315 THE WORLD NOVEL Credits: 3**

A survey of the novel including writers within the world's many literary communities with an emphasis on the novel as a medium for the transmission of personal, communitarian, political, religious, and philosophical values. Study will focus on the place and function of the novel in the literary traditions of and by writers from Germany, Russia, Brazil, Cuba, Nigeria, China, Japan, Israel, and Sri Lanka.

**Prerequisites:** WR 121 with a D or higher.

**ENG 321 SHAKESPEARE Credits: 3**

Selected reading in the Shakespearean comedies, tragedies, histories, romances and sonnets. Traditional and contemporary analytical methodologies and interpretive approaches to the canon will be utilized.

**Prerequisites:** WR 121 with a D or higher.



**ENG 337 THE SIXTIES IN ITS OWN WRITE Credits: 3**

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counterculture, and the Women's movement.

**Prerequisites:** WR 121 with a D or higher.

**ENG 342 WOMEN'S HISTORY AND LITERATURE Credits: 3**

A broadly interdisciplinary course (drawing from psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

**Prerequisites:** WR 121 with a D or higher.

**ENG 343 GENDER, RACE AND LITERATURE Credits: 3**

In this course, we will examine race and gender, and economic class as issues played out and discussed in fiction and nonfiction works from American literature, film and advertising. Although the focal point of the course is on the American experience, students will be exposed to comparative studies involving international contexts. Race, gender, and class pervade our lives in seen and often unseen ways, and our awareness of them increases our capacity for compassion and critical thought. This is a literature based course centered on discussion, research and writing.

**Prerequisites:** WR 121 with a D or higher.

**ENG 348 FILM AND LITERATURE Credits: 3**

An exploration of the grammar of film, the relationship between film and literature, and the cultural concerns exposed in film.

**Prerequisites:** WR 121 with a D or higher.

**ENG 350 CARIBBEAN AND LATIN AMERICAN LITERATURE Credits: 3**

Study of key themes in novels and short stories written by writers from various countries across the Caribbean and Latin America and how this literature reflects and creates cultural identity. Core themes include race, socio-economic class, gender, sexuality, religion, spirituality, and politics.

**Prerequisites:** WR 121 with a D or higher.

**ENG 355 AFRICAN LITERATURE Credits: 3**

A class exploring contemporary African literature including fiction, film, poetry, drama, and nonfiction.

**Prerequisites:** WR 121 with a D or higher.

**ENG 363 THE EUROPEAN NOVEL Credits: 3**

A study of representative European fiction from the 18th to the 21st centuries. Readings will include works by such novelists as Voltaire, Victor Hugo, Gogol, Hesse, Silone, Camus, Sartre, and David Lodge. Special attention will be dedicated to identifying the relationship of these writers to their cultures and analyzing critical responses to their texts.

**Prerequisites:** WR 121 with a D or higher.

**ENG 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**ENG 439 LINGUISTICS Credits: 3**

Study of general principles of linguistics (phonology, morphology, syntax and semantics). Seen from a historical and socio-linguistics perspective.

**Prerequisites:** WR 121 with a D or higher.

**ENG 462 THE HERO Credits: 3**

A study of selected heroes (ancient, modern and contemporary) in order to understand the role of the hero in specific times and place, including especially our own time. Focus provided by Joseph Campbell's idea of the hero's journey. Representative heroes include Odysseus, Aeneas, Dante, King Arthur, Faust, and the hero of Robert Pirsig's *Zen and the Art of Motorcycle Maintenance*.

**Prerequisites:** WR 121 with a D or higher.

**ENG 464 THE GOTHIC NOVEL Credits: 3**

An extensive study of the Dark Romantic tradition in British literature with special emphasis devoted to the 19th-century Gothic novel. Readings in the Literature of Terror will include *The Monk* by M.G. Lewis, *Frankenstein* by Mary Shelley, *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *Uncle Silas* by Joseph Sheridan Le Fanu, *She* by H. Rider Haggard, *Dracula* by Bram Stoker and *The Sorrows of Satan* by Marie Corelli. Supplementary readings will include Lord Byron's closet drama, *Manfred*, excerpts from Milton's epic poem, *Paradise Lost* and representative works by the Satanic school of Romantic poets. Particular attention will be paid to examining culturally volatile conditions that contributed to the generation of Dark Romantic sensibilities in 19th-century British fiction.

**Prerequisites:** WR 121 with a D or higher.

**ENG 480 RELIGION AND LITERATURE Credits: 3**

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' *Narnia*, tragic literature such as Elie Wiesel's *Night*, or comedic literature such as Shakespeare's *As You Like It*. This course is repeatable for credit with unique topics.

**Prerequisites:** REL 211 or 221 with a D or higher.

**ENG 482 INTERNSHIP PREPARATION Credit: 1**

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

**ENG 483 INTERNSHIP I Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** ENG 482 with a C or higher.

**ENG 484 INTERNSHIP II Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** ENG 482 with a C or higher.

**ENG 487 INTENSIVE INTERNSHIP Credits: 5**

Provides a single-semester, intensive internship for students who are highly motivated to complete their internship and graduate under an accelerated timeline. As with all internship experiences, it provides students hands-on experience in their academic field and offers a direct opportunity to understand and evaluate the specific career choices they are considering and to gain valuable experiences that ensure they are career-ready.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

**ENG 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as an English major; approval of department chair.

**ENG 493 ENGLISH THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as an English major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** ENG 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**ENG 494 ENGLISH THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as an English major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis.

The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** ENG 493 with C or higher.

**ENG 496 ENGLISH PRACTICUM Credits: 3**

Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.

**Prerequisites:** Senior status as an English major.

**ENG 497 INTENSIVE THESIS Credits: 5**

Provides a single-semester, intensive thesis for students who are highly motivated to complete their thesis and graduate under an accelerated timeline. Students are guided through selecting and planning a research topic or theme, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

**ENG 499 INDEPENDENT STUDY Credits: 1-3**

## Exercise and Sports Science (ESS)

**ESS 196 INTRODUCTION TO ATHLETIC TREATMENT Credit: 1**

The primary goal of this practicum-based class is to provide students an opportunity to observe the operations of the athletic treatment center. Based on systematic observations of athletes' injury, treatment, rehabilitation and general observations of the treatment facility, students will be able to evaluate the benefits and limitations of athletic training as a course of study. Students will log a minimum of 45 hours of classroom and athletic treatment center observations and learning experiences.

**ESS 220 STRESS MANAGEMENT Credits: 3**

This course is designed to help the student understand the physiological, psychological, and sociological impact of the stress of daily life on the human body. Students will be able to identify and apply effective strategies to decrease the negative impact of stress on their health throughout their lifetime. In addition, students will practice stress-reducing modalities and activities during each class period.

**ESS 240 INTRODUCTION TO PREVENTION AND CARE OF ATHLETIC INJURIES Credits: 2**

This course is designed for future sport coaches or individuals who will play a role in sports and physical fitness, this course will prepare learners to: overview legal concerns and employ strategies to reduce liability; develop and implement an emergency action plan; identify risk factors for sudden cardiac death; identify and manage heat related illness; recognize and manage sport related concussion; and identify basic sports injuries. For non-ESS majors.

**ESS 250 INTRODUCTION TO EXERCISE SCIENCE Credits: 2**

Students will explore the exciting opportunities that exercise science professionals have to positively influence health, fitness, wellness, performance and more. Through multi-media presentations, class discussions, small group work, and hands on learning, students will be introduced to the many sub-disciplines of exercise including: sports nutrition, sports psychology, exercise physiology, sports medicine, epidemiology, and evidence based practice. This course will also survey career options in exercise, fitness, health promotion, health care, and sport sciences.

**ESS 260 HEALTH AND FITNESS FOR LIFE WITH LAB Credits: 2**

The goal of this course is for each student to develop a physically active and healthy lifestyle plan. Throughout the course, the student will participate in cardiovascular, flexibility, muscular strength and endurance, body composition, and stress lowering assessments and training sessions. Students will use the results of these assessments to develop a Wellness SMART goal and a Fitness SMART goal to implement and track throughout the term.

**ESS 280 DISEASES Credits: 2**

This course will explore the impact of disease on society's and the individual's health and well-being. Students will examine modern concepts of disease: prevention and control of diseases, characteristics of common communicable diseases, chronic disease control, and special chronic diseases.

**ESS 287 INTRODUCTION TO HUMAN PERFORMANCE TRAINING Credits: 2**

The goal of this practicum-based course is to provide students the opportunity to explore the profession of Human Performance Training by observing and leading portions of a training sessions for individuals and groups. Students will accumulate 90 hours of hands-on experience training individuals and/or groups exercising along with mentoring from Human Performance Professionals on campus or in the community. **Prerequisites:** ESS 260 with a C or higher.

**ESS 296 BEGINNING ATHLETIC TREATMENT Credits: 2**

The major focus of this practicum-based class is to increase the depth of knowledge and skills in athletic taping techniques, modality usage, injury rehabilitation, and record keeping procedures. Students will observe games and demonstrate effective time management skills. Furthermore, students will demonstrate a working knowledge of functional anatomy, basic first aid, and complete an injury evaluation form. Students will log a minimum of 90 hours of classroom and athletic treatment center observations and learning experiences. **Prerequisites:** ESS 196 with a C or higher.

**ESS 330 FIRST AID AND CPR Credits: 0.5**

The student will study and demonstrate proficiency in the skills of CPR and First Aid. Successful completion of the course will certify the student in American Red Cross Adult, Child, and Infant CPR as well as Standard First Aid. This course does not meet the health care provider requirements for the certified nursing assistant program.

**ESS 340 PREVENTION AND CARE OF ATHLETIC INJURIES Credits: 3**

This course will prepare learners to overview legal concerns and employ strategies to reduce liability, develop and implement an emergency action plan, identify risk factors for sudden cardiac death, identify and manage heat related illness, recognize and manage a sport-related concussion, and identify basic sports injuries. Through lectures, discussions, and hands-on learning labs, participants will also be introduced to basic prevention, immediate care, and management of common orthopedic injuries.

**Prerequisites:** BIO 264 or BIO 364 with a C or higher.

**ESS 352 SPORT SKILL ANALYSIS Credits: 3**

This course provides a systematic introduction to principles of motor learning and applied biomechanical principles, teaching cues, progressions, and observation strategies for leisure physical activities, individual and team sport skills. Emphasis will be placed on developing task skill sheets for a portfolio of skills, live and video analysis to prepare students for providing descriptive, prescriptive and appropriate skill feedback.

**ESS 360 SOCIAL RESPONSIBILITY AND DIVERSITY IN SPORTS AND EXERCISE Credit: 1**

This course will critically examine the issues of social responsibility, respect, and diversity in sport and exercise. Students will examine stereotypes, misconceptions, and social elements of a changing sports and exercise landscape.

**ESS 370 PRINCIPLES OF COACHING Credits: 2**

The goal of this course is to challenge the student to think critically about the profession of coaching and develop a personal philosophy based on readings, observations, and reflections. Discussion of ethical and moral dilemmas faced by coaches will prepare the student to make positive choices and implement strategies to develop desired character traits in those participating in sports. Students will develop foundational knowledge related to motivation of athletes and development of team cohesion.

**ESS 384 FOUNDATIONS OF MOVEMENT Credits: 4**

This course will examine the development of human motor behaviors and learning across the lifespan. Students will learn to demonstrate and lead dynamic warm-up activities, basic core strength exercises, and body-weight and balance exercises while applying motor learning and teaching principles from current research.

**Prerequisites:** ESS 250 and ESS 260 with a C or higher.

**ESS 387 ADVANCED HUMAN PERFORMANCE TRAINING Credits: 3**

The goal of this practicum-based course is to provide students the opportunity explore the depths of Human Performance Training by leading, teaching, and monitoring entire training sessions for individuals and groups. Students will accumulate 135 hours of hands-on experience training individuals and/or groups exercising along with mentoring from Human Performance Professionals on campus or in the community.

**Prerequisites:** ESS 287 with a C or higher.

**ESS 396 INTERMEDIATE ATHLETIC TREATMENT Credits: 3**

Students in this practicum-based course will provide care for a high-risk sport and continue to increase expertise in taping modules and usage of modalities. Students will develop time management skills and be able to complete injury evaluations and suggest rehabilitation options for athletes. Students will log a minimum of 135 hours of classroom and athletic treatment center observations and learning experiences.

**Prerequisites:** ESS 296 with a C or higher.

**ESS 397 COACHING FIELD EXPERIENCE Credit: 1**

The goal of this course is provide the student with the opportunity to explore careers in coaching youth, high school, or collegiate sports. The student will observe practice and contests, participate in planning or implementing training and skill-based instructional sessions, assist the coach with duties related to the team's organization and management, and develop an understanding of the requirements necessary to be a successful sports coach.

**Prerequisites:** ESS 240, ESS 352, and ESS 370 with a C or higher.

**ESS 422 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY Credits: 3**

This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity and how participation in sport and physical activity affect the psychological well-being of the individual.

**Prerequisites:** PSY 201 with a C or higher.

**ESS 432 MEASUREMENT AND EVALUATION IN EXERCISE AND SPORT SCIENCE Credits: 3**

This course provides an opportunity to apply basic statistical techniques essential to measurement and evaluation in exercise, fitness, and sport sciences. Included are practice experiences in testing functional movement, health-related fitness, skill-related fitness, affective and psychological variables. Experience in reading, synthesizing, and reporting current exercise research will also be gained in this course.

**Prerequisites:** ESS 260 and MTH 231 with a C or higher.

**ESS 444 ADVANCED ATHLETIC INJURY MANAGEMENT Credits: 3**

This course is an in-depth study of sport-related injuries and conditions that result from participation in sport or physical activity. Emphasis will be on injury recognition, orthopedic evaluation, therapeutic interventions, and rehabilitation. Participants will engage with health care professionals through experiential learning in a variety of settings including: physical therapy, chiropractic, Chinese medicine/acupuncture, athletic treatment, and massage therapy. This course is intended for Pre-Athletic Training, Pre-Physical Therapy, Pre-Physician Assistant, and Pre-Medical students.

**Prerequisites:** BIO 265 or BIO 365 and ESS 340 with a C or higher; or instructor approval; recommend completion of ESS 196 and ESS 296.

**ESS 452 PHYSICAL ACTIVITY AND SPORT FOR SPECIAL POPULATIONS Credits: 3**

This course will provide an overview of legal and educational issues related to individuals with disabilities. Students will observe and participate in activities designed to include individuals with disabilities in sport and physical activity. As a result, students will recognize that individuals are entitled to and benefit from participation in physical activity programs.

**Prerequisites:** BIO 264 or BIO 364 with a C or higher and PSY 201 with a D or higher.

**ESS 462 NUTRITION Credits: 3**

Upon successful completion of this course, students will understand the relationship of food, its nutrients, and other components of a healthy diet. Students will also learn how to obtain and evaluate current, authoritative information regarding nutrition. Furthermore, students will gain critical thinking skills valuable for assessing the nutritional habits, consumer decisions, and nutritional behaviors of their patients.

**Prerequisites:** BIO 264 or BIO 364 and ESS 260 with a C or higher.

**ESS 464 NUTRITION FOR EXERCISE AND HUMAN PERFORMANCE Credits: 3**

This course will focus on the study of the body and how it uses the basic nutrients, the impact of the nutrients and foods on a person's health in the prevention of disease, and how nutrition can impact health or sports performance. Particular attention will be on how cultural and psychosocial factors influence food choices, as well as how food choice impacts health, exercise, fitness, and sport performance.

**Prerequisites:** BIO 264 or BIO 364 and CHM 102 and ESS 260 with a C or higher.

**ESS 474 KINESIOLOGY Credits: 4**

Through lecture and lab experiences students will learn the mechanical and anatomical aspects of human movement and apply this information to various sports and exercises while determining appropriateness of performance technique. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 264 or BIO 364 and ESS 384 with a C or higher  
**Corequisites:** ESS 474L.

**ESS 474L KINESIOLOGY LAB Credits: 0**

Laboratory component of ESS 474.

**Corequisites:** ESS 474.

**ESS 484 EXERCISE PHYSIOLOGY Credits: 4**

Through lecture and lab experiences students will gain an understanding of theoretical and applied aspects of exercise physiology and an in-depth understanding of how the body responds when exposed to acute and chronic bouts of exercise. Course includes an accompanying laboratory component.

**Prerequisites:** BIO 265 or BIO 365 and CHM 102 and ESS 260 and ESS 384 with a C or higher

**Corequisites:** ESS 484L.

**ESS 484L EXERCISE PHYSIOLOGY LAB Credits: 0**

Laboratory component of ESS 484.

**Corequisite:** ESS 484.

**ESS 487 CERTIFIED STRENGTH AND CONDITIONING PREPARATION Credits: 2**

The goal of this course is to adequately prepare students to sit and succeed in the primary certification for human performance training. It is expected that the student register for the certification towards the end of the semester, with this course going through the details of the exam as preparation.

**Prerequisites:** ESS 340, ESS 422, ESS 464, ESS 474, ESS 484 with a C or higher and ESS 387

**Corequisites:** ESS 494.

**ESS 491 PROFESSIONAL PREPARATION AND LEADERSHIP IN EXERCISE AND SPORTS SCIENCE Credit: 1**

This course will facilitate exploration of individual leadership characteristics as well as prepare students for the professional setting. Students will: develop professional materials including a cover letter and resume; explore Codes of Ethics from several professional organizations; prepare for and practice interviewing; explore potential career paths; and will make progress toward identifying and securing an internship site.

This course should be taken the semester prior to ESS 498 Internship in Exercise and Sport Science.

**Prerequisites:** Junior Standing.

**ESS 493 RESEARCH METHODS IN EXERCISE AND SPORTS SCIENCE Credits: 2**

Students will conduct and write a review of literature, formulate a research question, and develop a research design. Students will become critical consumers of new information and emerging trends while developing skills in designing research that translates to evidence-based practices in exercise and sport science.

**Prerequisites:** ESS 250 and ESS 432 with a C or higher.

**ESS 494 EXERCISE PRESCRIPTION AND PROGRAMMING Credits: 4**

This course will focus on evaluation and interpretation of fitness assessment data and the development of programs for individuals of different ages and abilities. Students will apply basic training principles and demonstrate correct techniques and teaching progressions for a wide variety of training exercises.

**Prerequisites:** ESS 432 and ESS 474 and ESS 484 with a C or higher.

**ESS 495 ESS RESEARCH PROJECT Credits: 1-3**

This capstone course will enable the student to refine their research proposal developed in ESS 493 and develop skills as a researcher and scientific writer. Development and completion of their research project will enable students to be confident and competent for future employment or in their chosen area of graduate study. Further synthesis and development may result in presentation at professional conferences or publication in professional journals.

**Prerequisites:** ESS 432, 484, 493 and 494 with a C or higher.

**ESS 496 ADVANCED ATHLETIC TREATMENT Credits: 4**

In this practicum-based course, student trainers will provide care for one specific sport throughout its entire season and continue to increase expertise in taping modules and usage of modalities. Students will also develop skills in dealing with acute injury situations and developing rationale to deal with these challenges. Students will log a minimum of 180 hours of classroom and athletic treatment center observations and learning experiences.

**Prerequisites:** ESS 340 and ESS 396 with a C or higher and ESS Department Chair approval.

**ESS 498 INTERNSHIP Credits: 1-6**

The internship will connect the ESS student with practical, relevant, and challenging real-world experiences. This immersive experience will assist them with understanding the intricacies of the profession, connecting their classroom and laboratory experiences with a professional setting, and developing their own definition of servant leadership. With oversight from a faculty advisor, students will secure an internship in one of the many settings related to Exercise & Sport Science.

**Prerequisites:** ESS 491.

## Geography (GEO)

**GEO 110 INTRODUCTION TO CULTURAL GEOGRAPHY Credits: 2**

An introduction to cultural geography. Language, religion, government, population trends; tribal, traditional and industrial societies facing challenges of economic, social and environmental sustainability around the world.

## Geology (GLG)

**GLG 101 INTRODUCTION TO GEOLOGY Credits: 3**

An introduction to geology through the study of the basic forces of geological change, the structures of geological phenomena, and study of rock and mineral specimen. Course includes an accompanying laboratory component.

**Corequisites:** GLG 101L.



**GLG 101L INTRODUCTION TO GEOLOGY LAB Credits: 0**

Laboratory component of GLG 101.

**Corequisites:** GLG 101.

**GLG 471 HYDROGEOLOGY Credits: 3**

Study of the physical and chemical properties of water and its interaction with the mineral component of the earth's surface. Includes discussions of aquifers, sedimentation, and geomorphic forces of water. Course includes an accompanying laboratory component.

**Prerequisites:** GLG 101 with a D or higher

**Corequisites:** GLG 471L.

**GLG 471L HYDROGEOLOGY LAB Credits: 0**

Laboratory component of GLG 471.

**Corequisites:** GLG 471.

## German (GER)

**GER 101 ELEMENTARY GERMAN I Credits: 3**

A study of the fundamental skills of listening comprehension, speech, reading, and writing of the German language, and an acquaintance with the customs and culture of German-speaking countries.

**GER 102 ELEMENTARY GERMAN II Credits: 3**

Extension of the development of skills begun in GER 101 with more emphasis on reading and grammar. Beginning of written composition.

**Prerequisites:** GER 101 with a D or higher.

**GER 201 ADVANCED GERMAN Credits: 3**

A study of the intermediate skills of listening comprehension, speaking, reading, and writing of the German language; and an acquaintance with the literature of contemporary Germany; oral and written composition.

**Prerequisites:** GER 102 with a D or higher.

## Global Studies (GS)

**GS 201 OUR GLOBAL WORLD Credits: 3**

Introductory class to the Global Studies program that serves as a backdrop to many of the global challenges and opportunities present in the 21st century.

**GS 301 GLOBAL POLITICS, IDENTITY, AND COMMERCE Credits: 3**

Introduction to two primary themes within a globalized world: global political affairs and cultural identity, and global commerce, economics, and resource sustainability.

**Prerequisites:** GS 201 with a C or higher.

**GS 302 GLOBAL HUMAN ISSUES Credits: 3**

Introduction to two primary themes within a globalized world: human rights and social justice, and global public health and education.

**Prerequisites:** GS 201 with a C or higher.

**GS 303 GLOBAL CHALLENGES AND SOLUTIONS Credits: 3**

Introduction to contemporary global challenges and solutions that are currently in the news.

**Prerequisites:** GS 201 with a C or higher.

**GS 304 INTERCULTURAL ENGAGEMENT: WORKING, LIVING, AND STUDYING INTERNATIONALLY Credits: 3**

Introduction to the opportunities and challenges of living and studying internationally with an emphasis on intercultural communication and building intercultural competence.

**Prerequisites:** GS 201 with a C or higher; Course must be taken prior to any study abroad experience connected to the Global Studies program.

**GS 460 RELIGION IN THE MODERN WORLD Credits: 3**

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

**Prerequisites:** REL 371 with a D or higher.

**GS 482 INTERNSHIP PREPARATION Credit: 1**

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

**GS 483 INTERNSHIP I Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** GS 482 with a C or higher.

**GS 484 INTERNSHIP II Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** GS 482 with a C or higher.

**GS 487 INTENSIVE INTERNSHIP Credits: 5**

Provides a single-semester, intensive internship for students who are highly motivated to complete their internship and graduate under an accelerated timeline. As with all internship experiences, it provides students hands-on experience in their academic field and offers a direct opportunity to understand and evaluate the specific career choices they are considering and to gain valuable experiences that ensure they are career-ready.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

**GS 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as a Global Studies major; approval of department chair.

**GS 493 GLOBAL STUDIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a Global Studies major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** GS 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**GS 494 GLOBAL STUDIES THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as a Global Studies major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis. The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** GS 493 with a C or higher.

**GS 497 INTENSIVE THESIS Credits: 5**

Provides a single-semester, intensive thesis for students who are highly motivated to complete their thesis and graduate under an accelerated timeline. Students are guided through selecting and planning a research topic or theme, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

## Greek (GRK)

**GRK 201 ELEMENTARY GREEK I Credits: 5**

The purpose of this course is to offer an introduction to the basics of Classical Greek pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical and Koine Greek with speed and proficiency. It is first part of a two course sequence.

**GRK 202 ELEMENTARY GREEK II Credits: 4**

The purpose of this course is to offer a continuation of the introduction to the basics of Classical Greek pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical and Koine Greek with speed and proficiency. It is the second part of a two course sequence.

**Prerequisites:** GRK 201 with a C or higher.

**GRK 401 CLASSICAL GREEK READINGS Credits: 3**

This course is an advanced Greek translation course based on various classical Greek sources. Students will gain an increasing mastery over classical Greek syntax and vocabulary by reading selections from Aesop's Fables, Theophrastus, Herodotus, and Plato. Students will review Greek forms, syntax, grammar, and master the most important principal parts of Greek verbs and begin to read continuous passages of classical Greek with speed and proficiency. In addition, students will also gain an appreciation for four classical authors who offer a window into the world of the ancient Greeks.

**Prerequisites:** GRK 202 with a C or higher.

**GRK 402 BIBLICAL GREEK READINGS Credits: 3**

This course is an advanced Greek translation course based on the canonical gospels, the Pauline epistles, Hebrews, Revelation, and other early Christian literature. Students will gain an appreciation of the differences between Classical and Biblical Greek (koiné) syntax, master the principal parts of Greek verbs, learn the basic vocabulary commonly found in the New Testament, and begin to read continuous passages of koiné Greek with speed and proficiency. Students will learn to use the critical apparatus of the Nestle-Aland edition of the Novum Testamentum Graece. Students will also gain an appreciation for the gospel, epistolary, and apocalyptic genres utilized by early Christians and the distinctive theology presented these representative works.

**Prerequisites:** GRK 401 with a C or higher.

## Health and Human Services (HHS)

**HHS 451 WEEKEND SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics and meeting dates are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

## Health Care Administration (HCA)

**HCA 301 THE NATION'S HEALTH Credits: 3**

This course is a broad survey of the U.S. health care system-the 30,000 foot view. The course explores the organization and operations of the U.S. health care system from various perspectives including systems, policy, operations, and critical issues. Specific attention is given to system organization, finances and cost, quality, management, and access.

**Prerequisites:** WR 121 with a D or higher.

**HCA 321 LEADERSHIP AND BEHAVIOR IN HEALTH CARE Credits: 3**

This course explores the complex world of health care management and leadership from the perspective of day-to-day operations in multifaceted health care organizations during a time of restructuring and reform. This course looks at management and leadership as a continually evolving art and science and provides a broad overview of the general principles of management and leadership. Management functions, management skills, and personal interaction skills are examined from both theoretical and case study viewpoints.

**HCA 331 HEALTH CARE REIMBURSEMENT Credits: 3**

This course examines the origin and evolution of the health care reimbursement system including managed care and emerging reimbursement models such as value-based purchasing. Content includes the overall managed care system, structural models, and newly emerging models such as ACOs and CCOs. Other topics addressed include administrative and governance activities, reimbursement methodologies, government regulation, and accreditation requirements.

**HCA 341 STRATEGIC PLANNING AND MARKETING Credits: 3**

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the organization. Both the organizational and marketing planning cycles will be identified and the steps in developing and implementing strategic plans at both levels will be examined.

**HCA 351 QUALITY MANAGEMENT IN HEALTH CARE Credits: 3**

This course is an overview of quality systems and quality management processes as applied in the health care environment. The course reviews the evolution of quality systems in health care including key quality movements, examines the quality improvement process. Also discussed are organizational applications of quality methods and the relationship of quality and quality management to cost and value.

**HCA 370 WORKFORCE MANAGEMENT Credits: 3**

This course explores health care human resource principles, structure, and laws from the perspective of day-to-day operations in complex, multifaceted health care organizations. Effective HR management requires an understanding of multiple disciplines, functions, and viewpoints including, but not limited to, communication, operating systems, human behavior, and human motivation.

**HCA 411 HEALTH CARE LAW AND ETHICS Credits: 3**

This course discusses, explains, and uses ethical concepts and identifies how to work within an ethical framework in health care organizations in both business and clinical areas including using definitions and ethical constructs. The course identifies the requirements for applied business ethics, and clinical ethics decision making related to contemporary health care ethical issues.

**Prerequisites:** HCA 301 with a C or higher.

**HCA 413 DATA ANALYTICS IN HEALTH CARE Credits: 3**

The future of health care requires the analysis of data to drive care and process improvement initiatives within an organization. This course will explore data collection, data retrieval, and data analysis as the foundation for data-informed decision making throughout the health care industry.

**HCA 414 POPULATION HEALTH Credits: 3**

This course explores the relationship of public health and the management of disease in populations from the perspective of health care management including the role of management in disease prevention, management of epidemics, emergency preparedness, and disaster response.

**HCA 415 PROJECT MANAGEMENT IN HEALTH CARE Credits: 3**

As health care continues to grow, the focus on cost containment and quality improvement drives the need for project management at every level. This course will explore the current models in project management and the application of these models to health care improvement initiatives.

**HCA 421 HEALTH CARE FINANCE AND ACCOUNTING Credits: 3**

This course explores the basic foundations of health care finance and gives the student a basic understanding of health care finance as it relates to health care management. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

**Prerequisites:** MTH 100 with a C or higher.

**HCA 422 LEAN SIX SIGMA IN HEALTH CARE Credits: 3**

This course examines the use of LEAN Six Sigma in health care organizations including the application of LEAN Six Sigma analysis and tools to strategic management of the organization, systems improvement, planning, and financial management.

**HCA 425 HEALTH CARE OPERATIONS MANAGEMENT Credits: 3**

This course focuses on managing critical projects and systems in health care organizations. Special attention is given to project management, systems analysis, planning and developing projects, and materials management/supply chain management.

**HCA 431 HEALTH CARE POLICY Credits: 3**

This course explores the origin of government and policy making in the United States and then applies that knowledge to the development of health policy over time and current and future trends in health policy. The course also explores the theoretical framework of health policy issues.

**Prerequisites:** HCA 301 with a C or higher.

**HCA 450 PARISH NURSING Credit: 1**

This course examines components necessary for developing an effective parish nursing practice. It is designed to provide experienced RNs with an overview of practice issues and approaches to individuals and groups within a faith community. Strategies for management and promotion of wellness emphasize the interrelationship of spiritual, emotional, and physical health.

**HCA 475 INNOVATIONS IN HEALTH INFORMATICS Credits: 3**

Examines the development, management, and relationships of health informatics and supporting systems applied to patient care, quality, health care policy, and population health management. Focuses on current and future health informatics trends, and the innovations driving new tools and systems. Analyzes relevant health care organizational roles for financing, technical support, and management of health informatics systems and technology.

**HCA 491 HEALTH CARE ADMINISTRATION INTERNSHIP Credits: 1-9**

This course is the final and capstone course in which the student synthesizes concepts learned throughout the program in a 120-hour administrative-focused project within a health care facility guided by a management-level mentor within the facility.

**Prerequisites:** Senior status.

## Hebrew (HEB)

**HEB 301 ELEMENTARY BIBLICAL HEBREW I Credits: 4**

The purpose of this course is to offer an introduction to the basics of classical Biblical Hebrew pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages from the Biblia Hebraica Stuttgartensia, the critical text of the Hebrew Bible, with speed and proficiency. It is first part of a two course sequence.

**HEB 302 ELEMENTARY BIBLICAL HEBREW II Credits: 4**

The purpose of this course is to offer a continuation of the introduction to the basics of classical Biblical Hebrew pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages from the Biblia Hebraica Stuttgartensia, the critical text of the Hebrew Bible, with speed and proficiency. It is the second part of a two course sequence.

**Prerequisites:** HEB 301 with a C or higher.

**HEB 399E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

## History (HST)

**HST 201 INTRODUCTION TO AMERICAN GOVERNMENT Credits: 3**

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

**HST 202 EUROPE IN TRANSITION 1300-1789 Credits: 3**

This course is an introduction to the major political, economic, religious and cultural events, and issues from the late Middle Ages to the French Revolution. Concentrated attention is given to the waning of the Middle Ages, the Renaissance, Reformation, the Thirty Years War, Scientific Revolution, Louis XIV, and the Enlightenment.

**HST 203 EUROPE SINCE 1789 Credits: 3**

This course surveys the history of Europe from the French Revolution to the present. The main emphasis will be on comprehending the causes of long-term historical change, identifying continuities and discontinuities in the historical process, understanding the experience of ordinary people in past times, and perceiving how past events have helped shape the world in which we live today. Though we will take a roughly chronological approach, many subjects will overlap along the historical timeline. In addition to being a primer on the contours of European history during this period, this course is intended to introduce students to the work of all scholars in the human sciences, i.e., reading and analyzing documents from the culture under study. For the historian, this is his/her most important task, since history is less a mass of facts than it is historians' collective interpretation of surviving documents and artifacts. This course is also designed to improve your ability to write about and discuss the facts and documents to which you have been introduced.

**HST 215 AMERICAN CIVILIZATION I Credits: 3**

This course provides a survey of American civilization from pre-Columbus era through the Civil War. The class focuses on the forces which shaped the political, economic, social and cultural history of the American colonies and the United States during these centuries. There will be a particular emphasis on the New World as a meeting place of different cultures, race, religions and ethnic backgrounds. How all of these multitudes of people have contributed to the creation of a uniquely American nation and society is one of the key issues and questions which will drive this course.

**HST 216 AMERICAN CIVILIZATION II Credits: 3**

This course provides a survey of American civilization from the Reconstruction period to the present. The goal and focus of the class is to trace the key developments in American history over the last 150 years in order to gain a deeper understanding of the present-day United States. For the same reason, the class will be purposefully interdisciplinary and will combine an historical approach with the study of literature as well as films.

**HST 288 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**HST 299E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**HST 303 CHURCH HISTORY Credits: 3**

This course introduces the student to the discipline of church history through the exploration of specific eras (patristic, medieval, orthodox, etc.), movements, (monasticism, pietism, friars, etc.), or themes (response to heresy, theological development, the papacy, etc.) which comprise church history. The student will develop critical understanding of contemporary Christian expression through the careful exploration of the past. The course may be repeated with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**HST 311 ART HISTORY I Credits: 2**

Art History I studies the history and culture of world civilizations from Pre-History to the Late Medieval era in Italy. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

**HST 313 ART HISTORY II Credits: 2**

Art History II studies the history and culture of world civilizations from the Late Medieval era in Italy to Contemporary art movements today. Through readings, discussions, lectures, and video, students will explore the development of western artistic traditions through an analysis of style and cultural contexts.

**HST 331 MEDIA AND CULTURE IN AMERICA Credits: 3**

This course will provide students with an overview of the development of our media society and discuss some of the effects media had and has on our lives. It will cover the origins of the respective media (advertising, film, television, etc.) and analyze their interaction with the political, social, and economic changes of 20th century America. In the latter part of the course, the focus will shift on the most important current media debates and controversies in connection with journalism and media concentration, news as infotainment, sex and violence in the media, the ongoing gender and racial stereotypes perpetuated by the media, advertising, as well as the rise and impact of the new media.

**HST 332 RACE AND ETHNICITY IN AMERICAN CULTURE Credits: 3**

This course combines a thematic and chronological approach in surveying the race relations in the United States from the post-Civil War period to the present day. While far from comprehensive, it highlights some of the pivotal events and developments over the past 150 years. It is meant as an introductory course to some of the central and recurring themes and issues in terms of racial relations. Its focus is on three minorities in particular: African Americans, Asian Americans, and Latino/Latina Americans.

**HST 335 HISTORY AND CULTURE OF INDIA Credits: 3**

The course will present the long history and varied culture of the land of India. The lasting influences of the great empires that covered the land and the major religions that continue to live in the land will be discussed, with special reference to the pervasive influence of the ancient Hindu traditions. Speakers, excursions, and videos will be featured in the course.

**HST 336 UNITED STATES SINCE 1945 Credits: 3**

An exploration of the major political economic and cultural transformations of the United States in the second half of the 20th century. Among others, this course will examine the impact of the Cold War and the new role of the United States in the world, the political realignments of the postwar era and the social and political upheavals of the 1960s, 1970s and 1980s. Finally, this course will explore the reasons for the increased political polarization and the changed role of the United States in world affairs over the past 30 years.

**HST 337 THE SIXTIES IN ITS OWN WRITE Credits: 3**

An exploration of literature and history of the Sixties in America, particularly as they relate to the Civil Rights movement, the Vietnam War, the Counter-culture, and the Women's movement.

**Prerequisites:** WR 121 with a D or higher.

**HST 342 WOMEN'S HISTORY AND LITERATURE Credits: 3**

A broadly interdisciplinary course (drawing from literature, psychology, sociology, and history) that will investigate how women's roles in society have emerged. In addition to the study of classic literary texts, students will investigate historical movements for women's rights and depictions of women in contemporary media culture.

**Prerequisites:** WR 121 with a D or higher.

**HST 347 MODERN GERMANY Credits: 3**

An overview of Germany in the 20th Century. It examines the First World War, the Weimar Republic, the Nazi Era, East and West Germany, and finally, reunification.

**HST 348 MODERN RUSSIA Credits: 3**

This course focuses on the development of Russian politics, society, economics, and international relations between 1905 and the present. Emphases include the 1917 Bolshevik Revolution, the Terror/Famine and the Great Terror, the Second World War, the Cold War, the final collapse of the Soviet Union, and contemporary issues in Russian society.

**HST 349 RENAISSANCE AND REFORMATION Credits: 3**

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**HST 355 HISTORY OF THE MIDDLE EAST Credits: 3**

The Middle East ranks as one of the most troubled regions of the globe politically, economically and culturally. The Israeli-Palestinian conflict, the resurgence of a militant Islam and the other ongoing conflicts throughout the region have given the Middle East a reputation as a powder keg. This course will attempt to account for the instability of the region, which already began in the early 20th century. It will examine the vacuum left by the decline and collapse of the Ottoman Empire, the attempt of Western powers to fill this vacuum, the emergence of quasi-secular nationalism and, finally, the explosive growth of militant Islam.



**HST 360 THE HOLOCAUST Credits: 3**

This class examines the Nazi German program of mass killings that has come to be known as the Holocaust. It explores the ideas, decisions, and actions that culminated in the murder of an estimated hundred thousand people deemed disabled, perhaps half a million Roma (Gypsies), and six million European Jews. The role of historical prejudices, the impact of National Socialist ideology and leadership, and the crucial factor the war itself will all be considered. It will address the experiences of those targeted for annihilation as well as the actions of perpetrators and the role of others: bystanders, witnesses, and rescuers.

**HST 361 20TH CENTURY DICTATORSHIPS Credits: 3**

An examination of Maoist China, Nazi Germany, and Stalinist Russia. Themes will include economics, propaganda, terror, genocide, the role of women, religion, art, music, and cinema.

**HST 364 MODERN ASIA Credits: 3**

This course explores the political, social, economic and military development of modern Asia from the early nineteenth century to the present. An emphasis on relations between Asian nations themselves and with the outside world will be paramount, with particular focus placed on the emergence of China, Japan, Korea, and Taiwan.

**HST 365 INTRODUCTION TO INTERNATIONAL RELATIONS Credits: 3**

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

**HST 388 CLASSICAL GREECE AND ROME TOUR Credits: 0**

Visit ancient Greek, Roman, and early Christian locales in Greece, Turkey and/or Italy. Details vary by year. Tour is offered every other year. Enrollment in REL 389 or HST 389 is optional.

**HST 389 CLASSICAL GREECE AND ROME Credits: 3**

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-states (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

**HST 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**HST 482 INTERNSHIP PREPARATION Credit: 1**

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

**HST 483 INTERNSHIP I Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** HST 482 with a C or higher.

**HST 484 INTERNSHIP II Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** HST 482 with a C or higher.

**HST 487 INTENSIVE INTERNSHIP Credits: 5**

Provides a single-semester, intensive internship for students who are highly motivated to complete their internship and graduate under an accelerated timeline. As with all internship experiences, it provides students hands-on experience in their academic field and offers a direct opportunity to understand and evaluate the specific career choices they are considering and to gain valuable experiences that ensure they are career-ready.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

**HST 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**HST 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as a History major; approval of department chair.

**HST 493 HISTORY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a History major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** HST 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**HST 494 HISTORY THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as a History major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis.

The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** HST 493 with a C or higher.

**HST 497 INTENSIVE THESIS Credits: 5**

Provides a single-semester, intensive thesis for students who are highly motivated to complete their thesis and graduate under an accelerated timeline. Students are guided through selecting and planning a research topic or theme, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

# Homeland Security & Emergency Management (HSEM)

## **HSEM 301 INTRODUCTION TO HOMELAND SECURITY Credits: 3**

This course provides an overview to homeland security and emergency management. Students study the foundations of homeland security and provide insights to anyone with an interest in public safety. Students explore the definition of homeland security, the stakeholders and current issues, consequence management and crisis decision-making, and explore emerging threats under the national security umbrella. Homeland security is part of the American lexicon, and students will apply academic scrutiny to this emerging discipline.

## **HSEM 310 INTEREST INTEGRATION Credits: 3**

One of the most important skills for future homeland security and emergency management practitioners is successfully integrating stakeholders from disparate groups. As with any complex issue, emergency management and homeland security have a wide variety of partners, and their respective agendas may be at odds. This course will explore various interest groups and their agendas, and provide the student with practical methods to coalesce these groups for the benefit of local, regional and national security.

## **HSEM 315 RISK ASSESSMENT, ANALYSIS, AND IMPACT Credits: 3**

This course gives students the opportunity to study and analyze risk. Students will explore how to conduct assessments and how to process the data and leverage the findings to prevent, prepare and respond to disasters. Once a risk picture exists, security leaders can decide what to protect, and the impact of the loss of a particular asset. Risk assessment is a key element of asset protection and maintaining essential services for the American public.

**Prerequisites:** HSEM 301 with a C or higher.

## **HSEM 330 THE PSYCHOLOGY OF TERRORISM Credits: 3**

This course emphasizes the study of the psychology of terrorism, and reviews those conditions that foster terrorism and suicide bombers as well as the psychological impact of terrorism on our local, national, and international communities. Candidates will study the social aspects of terrorism, and how its use fits into the political spectrum of existing and emerging countries. Radical terrorist groups will be investigated from a cultural, religious and philosophical perspective.

## **HSEM 332 SOCIAL AND POLITICAL ROOTS OF TERRORISM Credits: 3**

This course studies a combination of factors that support terrorism, including former terrorist groups and terror leaders who evolve into legitimate political parties. It addresses the social aspects of terrorism, and how terrorism can influence the political spectrum and domestic policy. Exploring the social and political roots of terrorism, students will learn the relationship between war and terrorism, the use of terror as a communication tool, and an examination of the outcomes of terrorism.

**Prerequisites:** HSEM 301 with a C or higher.

## **HSEM 335 CYBER SECURITY Credits: 3**

This course will study security in the virtual world. Course work will study the threat, as well as policy issues that thrust cyber activity into the criminal realm, or the realm of international conflict and the rules of war. Threat analysis will include some types of threat, theft of intellectual property, and infrastructure disruption.

## **HSEM 360 EMERGENCY PREPAREDNESS AND MANAGEMENT Credits: 3**

This course explores the roles, duties, and responsibilities of emergency managers at the local, state, federal, and private levels with an emphasis on the preparedness phase of emergency management. This course also explores key components of emergency response plans and provides hands on experience in plan development. Students will study preparedness from the macro to the micro level exploring the topic from the national to the individual levels.

## **HSEM 365 VOLUNTEERS, DONATIONS, AND HUMANITARIAN AID Credits: 3**

This course explores the complexities of coordinating the unmet needs and immense anxiety of disaster survivors, with the structure and rigor of government public safety agencies and the capabilities of both organized and unaffiliated volunteers. Students will study the structure and goals of Volunteer Organizations Active during Disasters (VOADs) and spontaneous digital technology communities, active across the world. This course also examines the interface between international humanitarian aid efforts and federal coordinating agencies.

## **HSEM 390 TECHNOLOGY FOR HOMELAND SECURITY AND EMERGENCY MANAGEMENT Credits: 3**

Today's fast-paced environment is reliant on technology for a common operating picture and effective information sharing platforms. This course provides a broad overview of homeland security technologies, information systems, surveillance technology, communications systems, and emerging and disruptive technologies. Students will examine the maturity of technologies along the adoption spectrum and develop and apply requirements for influencing future capabilities, focusing on new tools to support homeland security and emergency management missions regardless of functional specialty.

**Prerequisites:** HSEM 301 with a C or higher.

## **HSEM 395 SPECIAL TOPICS IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT Credits: 3**

Topics will be announced by program director.

**Prerequisites:** HSEM 301 with a C or higher.

## **HSEM 401 MORAL DECISION MAKING, POLICIES, AND CIVIL RIGHTS Credits: 3**

This course examines civil rights and ideologies that influence morals, government roles and policies to keep order. The American population fosters an array of opinions and attitudes about homeland security, laws designed to protect lives, government policies and statutes, and conflicts impacting civil rights and liberties. Students will analyze and engage in discourse to explore the overlap and dichotomies between the policy decisions of government officials and civilian values and morals.

**Prerequisites:** HSEM 301 and HSEM 360 with a C or higher.

## **HSEM 406 CHARACTER AND THE ETHICS OF LEADERSHIP Credits: 3**

Students explore contemporary models of leadership, synthesize a personal statement of vocation, and test their synthesis against practical experiences. The course provides a forum where students identify and consider their own character, personal values, and workplace ethics. Students will understand the importance of ethical leadership in all aspects of life, and will appreciate the personal fulfillment of living and modeling ethical values and, perhaps most importantly, of serving others.

**Prerequisites:** HSEM 301 with a C or higher.

**HSEM 415 STRATEGIC PLANNING AND BUDGETING Credits: 3**

All national security efforts should flow from the National Strategy for Homeland Security since it is this document which drives all subsequent levels to include state, local and business strategies for local and national security. This course explores national strategy development, the existing strategies for homeland security, and provides students with a detailed overview of how these strategies flow into resourcing and budgeting.

**Prerequisites:** HSEM 301 and HSEM 360 with a C or higher.

**HSEM 440 CRITICAL INFRASTRUCTURE PROTECTION Credits: 3**

Protecting our nation's critical infrastructure requires a multilayered security and emergency management approach. Students explore security threats to infrastructure ranging from low-level vandalism and theft, to acts of sabotage, denial of service, and terrorism. Critical infrastructure systems require quick response and restoration to service interruptions and failures constantly tested through emergencies and natural disasters. This course examines the need to manage aging infrastructure, strengthen resiliency, and protect against intentional attacks.

**Prerequisites:** HSEM 315 with a C or higher.

**HSEM 450 RELIGION IN THE MODERN WORLD Credits: 3**

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

**Prerequisites:** HSEM 332 with a C or higher.

**HSEM 454 THE INTELLIGENCE COMMUNITY Credits: 3**

Quality intelligence provides leaders on any level with timely analysis of relevant information. The challenge with intelligence is guaranteeing it is collected and utilized within legal guidelines and provides actionable details. Students are introduced to the intelligence community, the intelligence process, the legal and ethical conduct expected and required in gathering intelligence, and intelligence analysis. Students will better understand integration of sources, and how intelligence can be used to optimize decisions.

**Prerequisites:** HSEM 332 with a C or higher.

**HSEM 464 BUILDING RESILIENT COMMUNITIES Credits: 3**

Resilient communities are those that have taken appropriate actions to minimize the impact of a catastrophic occurrence. Historical examples show that life is never the same after a disaster, but communities that survive and thrive are those that have resiliency. This course will step students through the emergency management planning cycle (prevent, prepare, respond, recover) to illustrate how to foster community resiliency.

**Prerequisites:** HSEM 301 and HSEM 360 with a C or higher.

**HSEM 470 MANAGING DISASTERS Credits: 3**

The fast-moving environment surrounding disasters is complex with rules and regulations for federal reimbursements. This course examines the competing priorities, required coordination, and different players' roles and responsibilities during response. Students explore different scale disasters that test and overwhelm local and regional capabilities. Students will engage with peers and learn how disasters escalate with cascading consequences and gain knowledge about federal disaster declarations and systems to coordinate logistics and support of out-of-area resources.

**Prerequisites:** HSEM 301 with a C or higher.

**HSEM 494 PRACTICUM Credits: 6**

The practicum is the culmination where theory is put into practice. Students work with an organizational sponsor to resolve a real-world problem. Projects might include a threat assessment, or a detailed emergency plan. Plans and project proposals are based on problem definition and analysis, developing solution criteria and making recommendations to the sponsor organization. Students work with a faculty advisor and their project sponsor to propose solutions that meet the needs of the partner organization.

**Prerequisites:** HSEM 415 with a C or higher.

**HSEM 498 HOMELAND SECURITY AND EMERGENCY MANAGEMENT INTERNSHIP I Credits: 1-6**

This course enables Homeland Security and Emergency Management students to explore different career paths while they are engaged in this field of study. Students who locate an organization offering an internship related to homeland security and emergency management, apply their knowledge to real world organizations' goals, objectives, and missions. Students refine their skill sets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

**Prerequisites:** HSEM 301 with a C or higher; Program Director approval.

**HSEM 499 HOMELAND SECURITY AND EMERGENCY MANAGEMENT INTERNSHIP II Credits: 1-6**

This course may be completed following HSEM 498 to allow students to explore different career paths while they are engaged in this field of study. Students, who locate an organization offering an internship related to homeland security and emergency management, apply their knowledge to real world organizations' goals, objectives and missions. Students refine their skill sets and build their portfolios with examples of their work, helping to prepare them during future job search activities.

**Prerequisites:** HSEM 498 with a C or higher; Program Director approval.

## Honors Program (HON)

**HON 488 HONORS SEMINAR Credit: 1**

Topics vary by term; may be repeated with unique topics. These seminars are reading and discussion courses in areas of interest to Honors students. They are an opportunity to explore new ideas and may be offered by various Departments.

**Prerequisites:** Admission to Honors Program.

**HON 489 HONORS CAPSTONE EXPERIENCE Credit: 1**

Focus on topics of timely interest and academic substance. Provides senior-level Honors students the opportunity to utilize the college experience to analyze and discuss topics from a holistic perspective.

**Prerequisites:** Admission to Honors Program; Senior standing.

## Humanities (HUM)

**HUM 151 ETHICS & CITIZENSHIP Credits: 3**

An exploration into the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience, and resistance. The purpose is to familiarize students with the basic theories of moral philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?.

**HUM 151H ETHICS & CITIZENSHIP - HONORS Credits: 3**

An exploration into the history of Western ethics and moral philosophy with a particular focus on the issues of authority, obedience, and resistance. The purpose is to familiarize students with the basic theories of moral philosophies and simultaneously explore the relationship between the individual and society through questions like: When is it appropriate to obey authority? When are we justified to resist? What ethical principles underlie these decisions?.

**HUM 152 HOW THE WEST CAME TO BE Credits: 3**

This course provides an overview of the Western humanistic tradition from the Middle Ages through the 21st century, tracing the movement from pre-modern to the postmodern world of today, and studying the tension between those who emphasize rationality, science and logic, and others who underscore the lack of certainty and order. This interdisciplinary course highlights the links between the past and the present, bringing together history, art, literature, philosophy and religion.

**HUM 152H HOW THE WEST CAME TO BE - HONORS Credits: 3**

This Honors course provides an overview of the Western humanistic tradition from the Middle Ages through the 21st century, tracing the movement from pre-modern to the postmodern world of today, and studying the tension between those who emphasize rationality, science and logic, and others who underscore the lack of certainty and order. This interdisciplinary course highlights the links between the past and the present, bringing together history, art, literature, philosophy and religion.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**HUM 251 FROM THE PREMODERN TO THE POSTMODERN WORLD Credits: 3**

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and religion.

**Prerequisites:** HUM 151 with a D or higher.

**HUM 251H FROM THE PREMODERN TO THE POSTMODERN WORLD - HONORS Credits: 3**

An overview of the Western humanistic tradition from the Middle Ages up to the 21st century. In particular, it traces the major paradigm shifts from the pre-modern to the modern and, ultimately, to the postmodern world of today. This is an intentionally interdisciplinary course, which weaves together the major ideas and revolutionary movements from such diverse areas as history, philosophy, literature, music, art as well as science and religion.

**Prerequisites:** HUM 151 or HUM 151H with a D or higher.

**HUM 288 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**HUM 288H DEPARTMENTAL SEMINAR - HONORS Credit: 1**

A reading and discussion course with topics of interest relevant to both Honors students and a general audience offering an opportunity to explore new ideas with faculty and students from a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**HUM 351 CHALLENGES OF GLOBAL DIVERSITY Credits: 3**

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Students will search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

**Prerequisites:** HUM 152 with a D or higher or Junior status.

**HUM 351H CHALLENGES OF GLOBAL DIVERSITY - HONORS Credits: 3**

An interdisciplinary exploration of human images in non-American and non-Western literature and history. This Honors course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Students will search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

**Prerequisites:** HUM 152 or HUM 152H with a D or higher or Junior status; Non-Honors students - Approval of course instructor(s) and Honors Program director.

**HUM 351N CHALLENGES OF GLOBAL DIVERSITY Credits: 3**

An interdisciplinary exploration of human images in non-American and non-Western literature and history. The course analyzes how humans deal with difference, focusing especially on colonialism and its impact in the non-Western world. Part and parcel of the course is also a search for better models guided by social justice, models that positively address the political, economic and social challenges in our Global Village today.

**Prerequisites:** HUM 152 with a D or higher or Junior status; For Nursing majors only.

**HUM 377 DEPARTMENTAL TOUR Credits: 3**

A tour offered by the Global Studies & Culture Department. Details vary by year and are listed in the online Course Schedule when available.

**Prerequisites:** Instructor approval.

**HUM 381 FIELD EXPERIENCE IN CROSS-CULTURAL UNDERSTANDING Credits: 3**

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. The student will gain some skill in the language of ministry and research points of contact for effective witnessing.

**HUM 382 ISSUES BETWEEN CHRISTIANITY AND ANOTHER RELIGION Credits: 3**

This course will present the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relations between the religions and grow in comfort relating to another religion.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**HUM 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.



**HUM 482 INTERNSHIP PREPARATION Credit: 1**

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

**HUM 483 INTERNSHIP I Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** HUM 482 with a C or higher.

**HUM 484 INTERNSHIP II Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** HUM 482 with a C or higher.

**HUM 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**HUM 488H DEPARTMENTAL SEMINAR - HONORS Credit: 1**

A reading and discussion course with topics of interest relevant to both Honors students and a general audience offering an opportunity to explore new ideas with faculty and students from a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**HUM 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as a Humanities major; approval of department chair.

**HUM 493 HUMANITIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a Humanities major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** HUM 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**HUM 494 HUMANITIES THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as a Humanities major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis. The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** HUM 493 with a C or higher.

**HUM 499 INDEPENDENT STUDY Credits: 2-3**

## International Study (IST)

**IST 199 INTERNATIONAL STUDIES Credits: 0.5-5**

Used for Study Abroad courses.

**IST 201 CULTURE AND LANGUAGE I Credits: 3**

This course provides students with the opportunity to learn about Chinese and Japanese cultures and to learn basic Chinese and Japanese. Students are not expected to become proficient in either language, but to gain cultural understanding and motivation to learn more about each culture.

**IST 202 CULTURE AND LANGUAGE II Credits: 3**

This course provides students with the opportunity to learn about Arabic and German cultures and to learn basic Arabic and German. Students are not expected to become proficient in either language, but to gain cultural understanding and motivation to learn more about each culture.

**IST 230 CLASSICAL ROOTS OF LANGUAGE AND CULTURE FOR STUDENTS OF MEDICINE AND THE SCIENCES Credits: 3**

This course prepares students for the successful study of medicine and the sciences by equipping the students with a working technical vocabulary which is frequently used within those fields as well as a cultural understanding of Classical Antiquity and its impact on the present.

**IST 299 INTERNATIONAL STUDIES Credits: 0.5-5**

Used for Study Abroad courses.

**IST 299E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**IST 399 INTERNATIONAL STUDIES Credits: 0.5-6**

Used for Study Abroad courses.

**IST 499 INTERNATIONAL STUDIES Credits: 1-12**

Used for Study Abroad courses.

## Latin (LAT)

**LAT 101 ELEMENTARY LATIN I Credits: 3**

The purpose of this course is to offer an introduction to the basics of Classical Latin pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical Latin with speed and proficiency. It is first part of a two course sequence.

**LAT 201 ELEMENTARY LATIN II Credits: 3**

The purpose of this course is to offer a continuation of the introduction to the basics of Classical Latin pronunciation, vocabulary, grammar, and syntax that will enable the student to begin to translate continuous passages of Classical Latin with speed and proficiency. It is the second part of a two course sequence.

**Prerequisites:** LAT 101 with a C or higher.

**LAT 499 INDEPENDENT STUDY Credits: 1-3**

## Leadership Development (LDR)

**LDR 150 PORTFOLIO DEVELOPMENT AND OUTCOMES ASSESSMENT Credits: 0**

This course prepares students to understand and utilize Concordia's assessment system. The course is designed to introduce students to the value and benefits of student portfolios and to provide instruction in the creation, maintenance, sharing, and publishing of student portfolios for academic and professional use.

**LDR 189 PRACTICES IN SPIRITUALITY AND SOCIAL CHANGE Credit: 1**

This seminar is paired with LDR 190 and serves as a laboratory experience for that class. Through immersive experiences and research the student will engage a social problem and work toward an equitable solution. The seminar is repeatable with alternate subjects.

**Corequisite:** LDR 190.

**LDR 190 LEADERSHIP IN SPIRITUALITY AND SOCIAL CHANGE Credits: 2**

This course offers the student an opportunity to live out the mission of Concordia University. The student will explore the intersections of faith and life through open conversation on issues of science, society, law, and religion. Through hands-on projects, interaction with individuals who are catalysts for social change, and personal and theological reflection, the student will be better equipped to be a leader who serves societal transformation.

**Corequisite:** LDR 189.

**LDR 198 CONCORDIA COMMITMENT Credit: 1**

The privilege of going to college is much more than earning a degree. If you let it, college can be a transformational experience. LDR 198 is designed to help new students navigate the transition to a 4-year university and much more! Students will discover tips for academic success, consider the importance of involvement in the learning process, explore interests, skills, personality, talents, intelligence type and personal values, and evaluate and solidify degree and career direction.

**LDR 199 LEADERSHIP AND SELF-DEVELOPMENT Credit: 1**

This course will support and broaden the new college student's academic skills and personal learning style through the theory and practice of learning. Students will experience various learning methods to develop their knowledge of self, to examine the liberal arts approach to learning, and to build awareness of resources available for lifelong learning. As students examine how personal biases affect thinking, they will be challenged to cultivate personal growth beyond their comfort level.

**LDR 199E EXPERIMENTAL COURSE Credits: 2**

Experimental course option varies by term. Please see academic department for course description.

**LDR 200 RESIDENT STAFF TRAINING Credit: 1**

This course is designed to teach the foundations of leadership to a variety of students engaged in a diversity of leadership roles. These student leadership positions include Resident Assistants, Christian Life Coordinators, Resident Chaplains, Student Government Officers, and International Ambassadors.

**LDR 201 ALTERNATIVE SPRING BREAK Credit: 1**

This course will be taken in coordination with LDR 277 to provide students the opportunity to further explore, prepare, and develop leadership skills in anticipation for the service experience.

**Corequisites:** LDR 277.

**LDR 277 ALTERNATIVE BREAK LEADERSHIP EXPERIENCE TOUR Credits: 0**

This course is designed to teach leadership skills to a variety of students through services in an Alternative Break Leadership Experience (e.g., San Francisco, Haiti, Atlanta).

**Prerequisites:** Students who take LDR 277 must apply and be selected through the ABLE selection process in the Office of Service Leadership.

**LDR 298 CONCORDIA COMMITMENT Credits: 0.5**

The objective of this course is to work on exploring and clarifying career goals and strategies to reach those goals. This will be accomplished by researching and discussing career interests and developing job search skills. Students in this section are past the freshman year, and beginning to make decisions about their personal development and career future.

This is an exciting time for a student to be intentional about their future!

**Prerequisites:** Sophomore Standing or Instructor Approval.

**LDR 300 LEADERSHIP DEVELOPMENT Credit: 1**

This course builds on LDR 200 and is designed to teach leadership skills to a variety of students engaged in a diversity of leadership roles. These student leadership positions include Resident Assistants, Christian Life Coordinators, Resident Chaplains, Student Government Officers, and International Ambassadors.

**Prerequisites:** LDR 200 for two credits.

**LDR 397 LIVING/LEARNING COMMUNITY Credits: 0.5**

A study of the strengths and liabilities of one's post-college life and career transitions. Placement in the Concordia Place Apartments Living/Learning Community is required.

**LDR 398 CONCORDIA COMMITMENT Credits: 0.5**

The objective of this course is to help students cultivate a holistic understanding of who they are and where they are professionally headed. Whether a student will be transitioning from Concordia University into the professional world or on to graduate studies, this course will prepare them to make that transition with ease and confidence. Each student will begin the process of professional development that will prepare them for excellence in life after Concordia University.

**Prerequisites:** Sophomore Standing.

**LDR 400 LEADERSHIP DEVELOPMENT Credit: 1**

This course builds on LDR 300 and is designed to teach leadership skills to a variety of students engaged in a diversity of leadership roles. These student leadership positions include Resident Assistants, Christian Life Coordinators, Resident Chaplains, Student Government Officers, and International Ambassadors.

**Prerequisite:** LDR 300 for two credits.

**LDR 498 CONCORDIA COMMITMENT Credits: 0.5**

The objective of this course is to plan and prepare for the end of a student's college career and the beginning of post-college life. The focus will be on developing an understanding and mindfulness of what life will be like after graduation. Through reflection, discussion, and research students will look at multiple aspects of post-college life, including relationship management, faith development, and fiscal responsibility.

**Prerequisites:** Senior Standing.

## Long Term Care Administration (LTC)

**LTC 302 SYSTEMS IN LONG TERM CARE ADMINISTRATION Credits: 3**

This course is a broad survey of the long term care system. The course explores the organization and operations of the U.S. long term care system from various perspectives including systems, policy, operations, and critical issues. Specific attention is given to system organization, finances and cost, quality, management, and access.

**Prerequisites:** WR 121 and MTH 110 with a D or higher.

**LTC 322 LEADERSHIP AND BEHAVIOR IN LONG TERM CARE Credits: 3**

This course outlines the critical management theories, activities and functions from the perspective of managing long term care facilities and systems. Critical long term care management issues and approaches are outlined including focus on management within a tightly regulated environment. Leadership styles and their impacts on effective management approaches are also covered.

**Prerequisites:** WR 121 and MTH 110 with a D or higher

**Corequisites:** LTC 302, LTC 323, and LTC 324.

**LTC 323 PRINCIPLES OF GERONTOLOGY Credits: 3**

This course is constructed around a complex and multidisciplinary view of aging designed to give health care professions a deeper understanding of the interrelated nature of human development, societal attitudes, and public policies. The course includes an overview of chronological, biological, psychological, and sociological elements that are common to an aging population. Specific attention will be given to attitudes toward aging and their effects on individuals, families, society, public policy and programs.

**Prerequisites:** WR 121 and MTH 110 with a D or higher.

**LTC 324 ISSUES IN AGING Credits: 3**

This course provides a basic understanding of the bio-psychosocial issues prevalent when working with older adults as well as issues related to policy concerns. The promotion of healthy aging in the community and in institutional settings is explored.

**Prerequisites:** WR 121 and MTH 110 with a D or higher.

**LTC 332 LONG TERM CARE REIMBURSEMENT Credits: 3**

This course examines the fundamentals of long term care reimbursement systems and methods including the overall reimbursement categories, methodologies, and systems to optimize revenue capture. The relationship of clinical care, documentation, and reimbursement is examined.

**Prerequisites:** LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

**Corequisites:** LTC 362, LTC 365, and LTC 422.

**LTC 342 STRATEGIC PLANNING AND MARKETING IN LONG TERM CARE ADMINISTRATION Credits: 3**

This course involves students in the organizational planning process and then applies the organizational planning process to the marketing process within the long term care organization. Both the organizational and marketing planning cycles are identified and the steps in developing and implementing strategic plans at both levels are examined. Particular emphasis will be given to emerging long term care industry trends such as the evolution/transformation of long term care and post-acute care.

**Prerequisites:** LTC 412, LTC 432 and LTC 371 with a C or higher

**Corequisites:** LTC 352, LTC 476, and LTC 498.

**LTC 352 QUALITY SYSTEMS IN LONG TERM CARE Credits: 3**

This course examines current quality improvement movements and methods in long term care administration focusing on unique quality issues within long term care, improvement systems and methods, quality analysis techniques, and implementation of systems to improve patient care and satisfaction.

**Prerequisites:** LTC 412, LTC 432 and LTC 371 with a C or higher

**Corequisites:** LTC 342, LTC 476, and LTC 498.

**LTC 362 ECONOMICS IN LONG TERM CARE Credits: 3**

This course is a general introduction to long term care economics, focusing on the unique aspects of long term care economics that differ from economics in general. Key topics covered include macro and micro economic principles, economic policy issues, and government involvement in long term care economics.

**Prerequisites:** LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

**Corequisites:** LTC 365, LTC 332, and LTC 422.

**LTC 365 BASIC LONG TERM CARE ACCOUNTING Credits: 3**

This course is a general introduction to health care accounting focusing on the unique aspects of health care accounting in long term care within the overall scope of general accounting. Specific attention is given to basic accounting principles, the organization of accounts, financial statements, ratio and other critical computations, time value of money, and regulations affecting long term care accounting.

**Prerequisites:** LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

**Corequisites:** LTC 362, LTC 332, and LTC 422.

**LTC 371 LONG TERM CARE HUMAN RESOURCES Credits: 3**

This course explores health care human resource principles, structure, and laws from the perspective of day-to-day operations in complex or multifaceted long term care organizations. Effective human resources management requires an understanding of multiple disciplines, functions, and viewpoints including, but not limited to, communication, operating systems, human behavior, human motivation, and special requirements related to working with the elderly.

**Prerequisites:** LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

**Corequisites:** LTC 412 and LTC 432.

**LTC 412 LONG TERM HEALTH CARE LAW AND ETHICS Credits: 3**

This course discusses, explains, and uses ethical concepts and identifies how to work within an ethical framework in long term care health care organizations in both business and clinical areas including using definitions and ethical constructs. The course identifies requirements for applied business ethics, and clinical ethics decision making related to contemporary health care ethical issues with major emphasis on law and ethics in geriatrics.

**Prerequisites:** LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

**Corequisites:** LTC 432 and LTC 371.

**LTC 422 LONG TERM CARE FINANCIAL MANAGEMENT Credits: 3**

This course explores the basic foundation of health care finance and gives the student a basic understanding of long term care finance as it relates to management of long term care organizations. The focus of the course is on financial information analysis, interpretation, and decision making in order to develop financial strategies for the present and the future.

**Prerequisites:** LTC 302, LTC 322, LTC 323, and LTC 324 with a C or higher

**Corequisites:** LTC 362, LTC 365, and LTC 332.

**LTC 432 POLICY AND REGULATION IN LONG TERM CARE Credits: 3**

This course explores the origin, development, and implementation of long term care policy and regulation and explores the executive's role in policy and regulatory design as well as the implementation of regulations in the long term care environment. The regulatory requirements relating to licensing of long term care administrators and long term care facilities is highlighted.

**Prerequisites:** LTC 362, LTC 365, LTC 332, and LTC 422 with a C or higher

**Corequisites:** LTC 412 and LTC 371.

**LTC 476 LONG TERM CARE INFORMATION SYSTEMS Credits: 3**

This course examines the development and management of health care information systems in long term care as they relate to patient care and business/financial needs, as well as long term care policy requirements. The focus of the course is on current long term care information systems and the evolution of long term care information systems in the future. Financing, patient care, quality, and organizational management of health care information systems are discussed and analyzed.

**Prerequisites:** LTC 412, LTC 432 and LTC 371 with a C or higher

**Corequisites:** LTC 342, LTC 352, and LTC 498.

**LTC 498 LONG TERM CARE INTERNSHIP Credits: 3**

This course is the final, capstone course in which the student synthesizes concepts learned throughout the program in a 120-hour administrative-focused project within a long term care facility guided by a management-level mentor within the facility.

**Prerequisites:** LTC 412, LTC 432 and LTC 371 with a C or higher

**Corequisites:** LTC 342, LTC 352, and LTC 476.

## Marketing (MKT)

**MKT 360 PRINCIPLES OF MARKETING Credits: 3**

This course helps students discover how marketing activities relate to other functions of a business or non-business operation. In doing so, students will discover who marketers are, how they think, and what they do in connection with identification of target markets, creation of a marketing mix, and development of strategic plans to assist in managerial decision making.

**Prerequisites:** BA 101 and BA 203 with a C or higher.

**MKT 362 CONSUMER BEHAVIOR Credits: 3**

Consumer behavior is the study of the cognitive, affective, behavioral and environmental factors that influence decision-making in the marketplace. Students will explore theoretical concepts and learn how the consumer engages in the buyer-seller relationship and the psychological factors that influence and shape consumer behavior. In addition, students will read some of the primary research and will develop a final paper or other project to demonstrate their integrated understanding.

**Prerequisites:** MKT 360 with a C or higher.

**MKT 363 MARKETING RESEARCH Credits: 3**

This course introduces students to the fundamentals of marketing research, including research design, methodologies, analytical techniques, and reporting strategies. Students learn how to obtain, analyze, and use primary and secondary data that enable managers to make good decisions and avoid bad ones.

**Prerequisites:** MKT 360 with a C or higher.

**MKT 365 INNOVATION AND DIGITAL MARKETING Credits: 3**

Ever-accelerating levels of innovation, technological development and social changes create industry and other disruptions. Students explore the relationship between creativity and innovation, and the resulting marketing implications. Students gain a solid understanding of the constructs, forces and processes leading to technological, industry and social innovation. Innovative and disruptive business models are heavily discussed. Emphasis is placed upon internet marketplace dynamics and the role and power of digital marketing in modern Integrated marketing Communication (IMC).

**Prerequisites:** MKT 360 with a C or higher.

**MKT 366 GLOBAL MARKETING Credits: 3**

This course examines the ingredients necessary for the development and implementation of an international marketing program. Key elements examined include the similarities and differences in customer product preference, strategic planning, cultural sensitivity, economic and financial considerations, legal issues, and political conditions.

**Prerequisites:** MKT 360 with a C or higher.

**MKT 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**MKT 467 MARKETING STRATEGY AND MANAGEMENT Credits: 3**

Primary focus is on the management perspective of strategic development in marketing. Emphasis is on developing and implementing marketing strategies and determining their impact on customer satisfactions, profitability, and competitive advantage.

**Prerequisites:** MKT 360 with a C or higher.

## Mathematics (MTH)

**MTH 094 MATH LAB I Credit: 1.5**

Arithmetic of signed numbers, arithmetic of fractions, solving linear equations, and solving linear inequalities.

**Prerequisites:** Math placement exam.

**MTH 095 MATH LAB II Credit: 1.5**

Math models, graphing linear equations, graphing linear inequalities, and systems of linear equations.

**Prerequisites:** Math placement exam or MTH 094.

**MTH 096 MATH LAB III Credit: 1.5**

Polynomials, factoring, and simplifying rational expressions.

**Prerequisites:** Math placement exam or MTH 095.

**MTH 097 MATH LAB IV Credit: 1.5**

Rational expressions, rational equations, roots, radicals, and quadratic equations.

**Prerequisites:** Math placement exam or MTH 096.

**MTH 110 MATH FOR LIFE Credits: 3**

A general education course designed to give the student mathematical skills and techniques that can be used to solve real problems. The areas covered are algebra, geometry, probability, problem-solving, descriptive statistics, and graphing. The student will apply technology to solve problems.

**Prerequisites:** Math placement exam or MTH 097.

**MTH 123 COLLEGE ALGEBRA Credits: 3**

This course deals with the following algebraic principles: equations and inequalities, polynomial functions, rational functions, exponential functions, logarithmic functions, systems of equations and inequalities, and an introduction to sequences and series.

**Prerequisites:** Math placement exam or MTH 097.

**MTH 124 PRE-CALCULUS Credits: 3**

An introduction to the fundamental aspects of algebra and trigonometry. Topics include trigonometric functions, proving identities, law of sines and cosines, vectors, conic sections, permutations and combinations, and an introduction to probabilities.

**Prerequisites:** Math placement exam or MTH 123 with a D or higher.

**MTH 133 MATH FOR TEACHERS I Credits: 3**

A problem-solving approach to counting numbers, rational, irrational, real number, and integers through the use of concrete materials. This course is intended for preservice elementary teachers.

**Prerequisites:** Math placement exam or MTH 097.



**MTH 134 MATH FOR TEACHERS II Credits: 3**

A problem-solving approach to the study of geometry, measurements, metric system, transformations, congruence's, similarities, ratio, proportion, and percents. This course is intended for preservice elementary teachers.

**Prerequisites:** Math placement exam or MTH 097.

**MTH 211 CALCULUS I Credits: 4**

A study of differential calculus, limit theory, and development of the integral.

**Prerequisites:** Math placement exam or MTH 124 with a C or higher.

**MTH 212 CALCULUS II Credits: 4**

A continuation of MTH 211 with development of integral calculus, series, partial differentiation and multiple integrals.

**Prerequisites:** MTH 211 with a C or higher.

**MTH 213 MULTIVARIABLE CALCULUS Credits: 3**

This course is designed to take the concepts that students have already learned in Calculus I and II and expand these into three dimensions. Topics explored will include three dimensional graphing, Partial Derivatives, Exrema of functions with 2 independent variables, double and triple integrals. All topics include applications in Engineering, physics and other discipline areas. A graphing calculator is required and will be used for 3 dimensional graphing and modeling data.

**Prerequisites:** MTH 212 with a C or higher.

**MTH 231 RESEARCH & STATISTICAL TECHNIQUES Credits: 3**

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

**Prerequisites:** MTH 110 or MTH 123 with a D or higher.

**MTH 231H RESEARCH & STATISTICAL TECHNIQUES - HONORS Credits: 3**

This Honors course is an overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

**Prerequisites:** MTH 110 or MTH 123 with a D or higher; Non-Honors students - Approval of instructor(s) and Honors Program director.

**MTH 341 LINEAR ALGEBRA Credits: 2**

A study of matrices, linear systems and vectors with applications to mathematics, science, and modeling.

**Prerequisites:** MTH 212 with a C or higher.

**MTH 342 LINEAR ALGEBRA WITH DIFFERENTIAL EQUATIONS Credits: 3**

This course is designed to introduce students to introductory topics of linear algebra. Topics explored will include linear systems, linear transformations, orthonormal bases, the Gram-Schmidt orthogonalization process, least squares curve fitting procedures, eigenvalues, eigenvectors and differential equations. A graphing calculator is required and will be used to perform matrix operations and create mathematical models from data.

**Prerequisites:** MTH 212 with a C or higher.

**MTH 361 ABSTRACT ALGEBRA Credits: 2**

An investigation of the properties of groups, rings, integral domains, and fields. An emphasis on proof and structure will be taken.

**Prerequisites:** MTH 212 with a C or higher.

**MTH 371 NUMBER THEORY Credits: 2**

A study of prime numbers, divisibility, modular systems, and remainder theorems. The course will emphasize proof and mathematical structures.

**Prerequisites:** MTH 212 with a C or higher.

**MTH 401 ANALYSIS Credits: 2**

A study of metric spaces and the properties of the real number system.

**Prerequisites:** MTH 361 with a C or higher.

**MTH 411 ADVANCED GEOMETRY Credits: 2**

A study of Euclidean geometry (plane and solid) and non-Euclidean geometries.

**Prerequisites:** MTH 212 with a C or higher.

## Music (MUS)

**MUS 101 FUNDAMENTALS OF MUSIC Credits: 2**

An entry-level music theory course designed to provide fundamental skills in music reading, understanding melodic and harmonic construction, major and minor keys, remedial music analysis, and small-form composition.

**MUS 102 MUSIC THEORY I Credits: 2**

Beginning study of the craft of music for music majors and minors or general students with considerable music experience. Includes study and application of scales, intervals, triads, rhythms and elementary chord progression through analysis and writing.

**Prerequisites:** MUS 101 with a C or higher

**Corequisites:** MUS 142.

**MUS 121 MUSIC APPRECIATION Credits: 2**

An introductory-level course for non-music majors designed to acquaint the student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

**MUS 121H MUSIC APPRECIATION - HONORS Credits: 2**

An introductory-level course for non-music majors designed to acquaint the Honors student with the elements of music, major historical periods and composers of classical music and developing critical music listening and evaluation skills. Attendance at one off-campus concert is required.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**MUS 142 AURAL SKILLS I Credit: 1**

The course includes skill development in aural perception as students learn to identify rhythmic, melodic and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

**Corequisites:** MUS 102.

**MUS 201 MUSIC THEORY II Credits: 2**

This course assumes students have an intermediate level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music. It includes intermediate level use of harmonic progressions as related to melodic patterns of the Baroque and Classical eras, and explores polyphonic/contrapuntal writing techniques as developed/evolved in the Renaissance and Baroque eras of music.

**Prerequisites:** MUS 102 and MUS 142 with a C or higher

**Corequisites:** MUS 241.

**MUS 202 MUSIC THEORY III Credits: 2**

This course assumes students have an intermediate-advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of existing music and for the creation of original music of the Romantic Era to the beginning of the Modern/20th Century era of music. It includes advanced use of traditional and modern notation and compositional techniques used in the creation of music of those eras.

**Prerequisites:** MUS 201 and MUS 241 with a C or higher

**Corequisites:** MUS 242.

**MUS 241 AURAL SKILLS II Credit: 1**

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

**Prerequisites:** MUS 102 and MUS 142 with a C or higher

**Corequisites:** MUS 201.

**MUS 242 AURAL SKILLS III Credit: 1**

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

**Prerequisites:** MUS 201 and MUS 241 with a C or higher

**Corequisites:** MUS 202.

**MUS 261 MUSICAL COMPOSITION Credits: 2**

The study of 21st Century musical compositional techniques to facilitate personal skills in musical composition. Students will create original compositions for a variety of musical media using compositional techniques studied in the course.

**Prerequisites:** MUS 242 with a C or higher or concurrent enrollment.

**MUS 265 MUSIC TECHNOLOGY Credits: 2**

Introduction to advances in music technology, including MIDI and other computer-aided composition, recording, sampling, and combining acoustic with electronic music. Historical overview of technological developments and composers who have helped form the medium.

**Prerequisites:** MUS 101 with a C or higher.

**MUS 301 MUSIC THEORY IV Credits: 2**

This course assumes students have an advanced level in literacy of pitch and rhythm as it explores common practice in using melodic, harmonic, and rhythmic materials in analysis of exiting music and for the creation of original music of the Modern/20th Century era of music. It includes advanced use of traditional and modern musical notation and compositional techniques used in the creation of music of this era.

**Prerequisites:** MUS 202 and MUS 242 and MUP 211 with a C or higher

**Corequisites:** MUS 341.

**MUS 324 HISTORY OF MUSIC I Credits: 3**

A study of musical composers and their compositions - from ancient times through the musical Baroque Era. Major musical developments are discussed as an expression of the general human condition of each historical age.

**Prerequisites:** MUS 101 and MUS 121 with a C or higher.

**MUS 325 HISTORY OF MUSIC II Credits: 3**

A study of musical composers and their compositions from the Classical period to the Modern period in music. Major musical developments are discussed as an expression of the general human condition in each historical age.

**Prerequisites:** MUS 101 and MUS 121 with a C or higher.

**MUS 326 HISTORY OF MUSIC III Credits: 3**

A survey of World Music - music that explores musical traditions that have evolved apart from the musical tradition of western civilization.

**Prerequisites:** MUS 101 and MUS 121 with a C or higher.

**MUS 327 HISTORY OF MUSIC IV Credits: 2**

An introduction to the history and literature of music in film and theatre. An exploration of the manner in which music is used to enhance themes of film and theatrical presentations.

**Prerequisites:** MUS 101 and MUS 121 with a C or higher.

**MUS 341 AURAL SKILLS IV Credit: 1**

The course includes skill development in aural perception as students learn to identify rhythmic, melodic, and harmonic patterns that are heard; translating aural examples through written dictation. Additionally, sight-reading skills are developed through reading and singing melodic notation.

**Prerequisites:** MUP 211 and MUS 202 and MUS 242 with a C or higher

**Corequisites:** MUS 301.

**MUS 351 CONDUCTING I Credits: 2**

Beginning study in the craft of conducting, including basic beat patterns, preparatory and release gestures, and simple not-verbal stylistic cues. Students will conduct a music ensemble comprised of members of the class.

**Prerequisites:** MUP 211 and MUS 202 and MUS 242 with a C or higher.

**MUS 364 CHRISTIAN HYMNS AND LITURGY Credits: 2**

Survey of Christian hymnody and liturgical practices to develop awareness of the text and music treasures as well as Biblically sound worship practices. Different forms of hymns will be explored from classical to contemporary. Students will visit churches with different worship styles.

**Prerequisites:** MUP 211 and MUS 242 and MUS 202 and REL 331 with a C or higher.

**MUS 399E EXPERIMENTAL COURSE Credits: 2**

Experimental course option varies by term. Please see academic department for course description.

**MUS 401 ARRANGING AND ORCHESTRATION Credits: 2**

Application of theoretical, stylistic and technical principles to adapting original music for a variety of performing groups including vocal, band, orchestra and small ensembles.

**Prerequisites:** MUS 201 and MUS 241 with a C or higher.

**MUS 422 CHRISTIAN MUSIC, WORSHIP, AND SPIRITUALITY Credits: 2**

The student will study the theology and history of Christian worship, spirituality, and the arts, especially music. The student will learn to develop effective corporate worship experiences and to develop a personal practice of spiritual discipline.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**MUS 452 CONDUCTING II Credits: 2**

Continuation of Conducting I. Students will build upon their conducting skills with more advance study in expressive gestures, left hand independence, cueing, psychological conducting and score preparation.

**Prerequisites:** MUS 351 with a C or higher.

**MUS 461 MUSICAL COMPOSITION Credits: 2**

The study of 21st century composition techniques to facilitate personal skills in musical composition. Students will create original compositions for a variety of musical media using techniques studied in the course.

**Prerequisites:** MUS 202 and MUS 242 with a C or higher or concurrent enrollment.

**MUS 492 SENIOR THESIS PREPARATION Credit: 1**

This course is a required course for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division status as a music major and approval of the instructor.

**MUS 493 MUSIC THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the initial components of the thesis, including literature review and experimental or project design, obtain approval from the Concordia University Research Committee to proceed with the proposed research or project, and begin to implement the research or project.

**Prerequisites:** MUS 492 with a B or higher. Upper division standing and agreement of a faculty member to serve as Faculty Supervisor for this project.

**MUS 494 MUSIC THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation from any major in the College of Arts and Sciences. Thesis students are guided through the final components of the thesis, including the research or project itself, data gathering (as appropriate) and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students and community members.

**Prerequisites:** MUS 493 with a C or higher.

**MUS 495 SENIOR RECITAL Credits: 3**

The senior recital is the capstone experience in the undergraduate study of music. The course consists of the planning, preparation, and public performance of a full-length recital and a supporting written document. Enrollment is limited to music majors in their senior year with enrollment in a 400 level private studio study. Approval of Department Chair required.

**MUS 496 PRACTICUM Credits: 3**

Supervised experience in a setting related to the student's concentration of choice. Requires a final written summary and presentation of activities by the student.

**Prerequisites:** Senior status as a music major.

## Music Performance (MUP)

**MUP 099 NON CREDIT WIND ENSEMBLE Credits: 0**

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour. Membership is by audition. This is the non-credit option of MUP 240 or MUP 440 for enrolled graduate-level students only.

**MUP 100B MUSIC PERFORMANCE: BRASS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100C MUSIC PERFORMANCE: COMPOSITION Credits: 1-2**

Private instruction in Music Composition. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100D MUSIC PERFORMANCE: PERCUSSION Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100F MUSIC PERFORMANCE: FLUTE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100G MUSIC PERFORMANCE: GUITAR Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100H MUSIC PERFORMANCE: HANDBELLS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100N MUSIC PERFORMANCE: ORGAN Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100P MUSIC PERFORMANCE: PIANO Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100R MUSIC PERFORMANCE: REEDS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100S MUSIC PERFORMANCE: STRINGS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 100V MUSIC PERFORMANCE: VOICE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 111 CLASS PIANO I Credit: 1**

Classroom instruction to facilitate basic keyboard skills.

**MUP 112 CLASS PIANO II Credit: 1**

Continuation of MUP 111.

**Prerequisites:** MUP 111 with a C or higher.

**MUP 200B MUSIC PERFORMANCE: BRASS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200C MUSIC PERFORMANCE: COMPOSITION Credits: 1-2**

Private instruction in Music Composition. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200D MUSIC PERFORMANCE: PERCUSSION Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200F MUSIC PERFORMANCE: FLUTE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200G MUSIC PERFORMANCE: GUITAR Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200H MUSIC PERFORMANCE: HANDBELLS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200N MUSIC PERFORMANCE: ORGAN Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200P MUSIC PERFORMANCE: PIANO Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200R MUSIC PERFORMANCE: REEDS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200S MUSIC PERFORMANCE: STRINGS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 200V MUSIC PERFORMANCE: VOICE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 211 CLASS PIANO III Credit: 1**

Continuation of MUP 112.

**Prerequisites:** MUP 112 with a C or higher.

**MUP 215 CONCORDIA UNIVERSITY CHOIR TOUR Credits: 0.5**

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

**Corequisites:** MUP 216 or MUP 231.

**MUP 216 CONCORDIA UNIVERSITY CONCERT CHOIR Credit: 1**

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations. This ensemble is a year-long commitment and admission is by audition.

**MUP 220 WOMEN'S VOCAL ENSEMBLE Credit: 1**

A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.

**MUP 223 MUSICAL THEATRE WORKSHOP Credit: 1**

Musical Theatre Workshop is designed for vocal soloists who have demonstrated an advanced level of solo-singing. Repertoire is individually chosen for each student from the genres of Musical Theater and Opera. Admission is by audition and invitation of instructor.

**MUP 231 CHRISTI CRUX VOCAL ENSEMBLE Credit: 1**

The Christi Crux Vocal Ensemble is a small vocal ensemble with 18 to 26 members who are selected from the membership of the Concordia University Choir by audition based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble.

**MUP 232 CHRISTI CRUX TOUR Credits: 0.5**

The Concordia University Christi Crux Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Christi Crux Choir, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

**Corequisites:** MUP 231.

**MUP 233 CONCORDIA HANDBELL ENSEMBLE (BELLS OF CONCORDIA) Credit: 1**

Concordia Handbell Ensemble, a year-long commitment, teaches handbell technique through challenging repertoire of varied genres. The ensemble performs several times each semester and includes a tour in the spring semester. Admission by audition and permission of instructor.

**MUP 234 CONCORDIA UNIVERSITY HANDBELL TOUR Credits: 0.5**

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia Ringers, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

**Corequisites:** MUP 233.



**MUP 236 CONCORDIA BRASS Credit: 1**

Brass Ensemble performs in concerts, at chapel and at various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

**MUP 237 CONCORDIA PRAISE ENSEMBLE Credit: 1**

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members selected by audition, chosen by their abilities and the required instrumentalists needed to fill the needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other worship and outreach venues during the course of the semester.

**MUP 238 SMALL STRING ENSEMBLE Credit: 1**

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly in concerts, chapel services and other events. Membership is by audition.

**Corequisites:** MUP 242.

**MUP 239 ORCHESTRA Credit: 1**

Performance of significant literature for orchestral instruments in concert and worship. Membership is by audition.

**MUP 240 WIND ENSEMBLE Credit: 1**

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour. Membership is by audition.

**MUP 241 WIND ENSEMBLE TOUR Credits: 0.5**

The Concordia University Wind Ensemble Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Wind Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

**Corequisites:** MUP 240.

**MUP 242 SMALL STRING ENSEMBLE TOUR Credits: 0.5**

String Ensemble Tour is a highlight of this ensemble's musical year. Required of all members of the Small String Ensemble the tour gives ensemble members an opportunity to perform in many churches, schools, and other venues in regional areas over the course of 5-8 days.

**Corequisites:** MUP 238.

**MUP 245 JAZZ ENSEMBLE-INSTRUMENTAL Credit: 1**

The Concordia Jazz Ensemble learns and performs jazz repertoire written for a varied type and size of ensemble. Repertoire is chosen from the wide spectrum of jazz literature and is based on the ensemble's instrumentation.

**Prerequisites:** Instructor approval and successful audition.

**MUP 299E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**MUP 300B MUSIC PERFORMANCE: BRASS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300C MUSIC PERFORMANCE: COMPOSITION Credits: 1-2**

Private instruction in Music Composition. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300D MUSIC PERFORMANCE: PERCUSSION Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300F MUSIC PERFORMANCE: FLUTE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300G MUSIC PERFORMANCE: GUITAR Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300H MUSIC PERFORMANCE: HANDBELLS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300N MUSIC PERFORMANCE: ORGAN Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300P MUSIC PERFORMANCE: PIANO Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300R MUSIC PERFORMANCE: REEDS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300S MUSIC PERFORMANCE: STRINGS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 300V MUSIC PERFORMANCE: VOICE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 399E EXPERIMENTAL COURSE Credits: 1-2**

Experimental course option varies by term. Please see academic department for course description.

**MUP 400B MUSIC PERFORMANCE: BRASS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400C MUSIC PERFORMANCE: COMPOSITION Credits: 1-2**

Private instruction in Music Composition. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400D MUSIC PERFORMANCE: PERCUSSION Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400F MUSIC PERFORMANCE: FLUTE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400G MUSIC PERFORMANCE: GUITAR Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400H MUSIC PERFORMANCE: HANDBELLS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400N MUSIC PERFORMANCE: ORGAN Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400P MUSIC PERFORMANCE: PIANO Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400R MUSIC PERFORMANCE: REEDS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400S MUSIC PERFORMANCE: STRINGS Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 400V MUSIC PERFORMANCE: VOICE Credits: 1-2**

Private instruction. Students are placed in levels (100-400) based on the number of years that they have enrolled in this course. One or two credits are available for this course based on the length of the weekly lessons desired. (1/2 hour = 1 credit, 1 hour = 2 credits).

**MUP 415 CONCORDIA UNIVERSITY CHOIR TOUR Credits: 0.5**

The Concordia University Choir Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Choir & Christi Crux Vocal Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

**Prerequisites:** MUP 216 or MUP 231 with a C or higher

**Corequisites:** MUP 416 or MUP 431.

**MUP 416 CONCORDIA UNIVERSITY CONCERT CHOIR Credit: 1**

A large choral ensemble that performs varied traditional choral repertoire from all stylistic musical periods. Weekly rehearsals ensure collegiate-quality local and choral-festival presentations. This ensemble is a year-long commitment and admission is by audition.

**Prerequisites:** Four semesters of MUP 216 with a C or higher.

**MUP 420 WOMEN'S VOCAL ENSEMBLE Credit: 1**

A choral ensemble designed for women of all levels of choral singing experience. This ensemble teaches basic choral techniques through the preparation of choral music written for women's voices. Several presentations by the ensemble are made throughout each semester.

**MUP 423 MUSICAL THEATRE WORKSHOP Credit: 1**

Musical Theatre Workshop is designed for vocal soloists who have demonstrated an advanced level of solo-singing. Repertoire is individually chosen for each student from the genres of Musical Theater and Opera. Admission is by audition and invitation of instructor.

**MUP 431 CHRISTI CRUX VOCAL ENSEMBLE Credit: 1**

The Christi Crux Vocal Ensemble is a small vocal ensemble with 18 to 26 members who are selected from the membership of the Concordia University Choir by audition based on their extensive musical and vocal experience. Repertoire for this select ensemble includes Christian music from all genres and styles that are appropriate for a Christian vocal-chamber ensemble.

**Prerequisites:** Four semesters of MUP 231 with a C or higher.

**MUP 432 CHRISTI CRUX TOUR Credits: 0.5**

The Concordia University Christi Crux Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Christi Crux Choir, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

**Corequisites:** MUP 431.

**MUP 433 CONCORDIA HANDBELL ENSEMBLE (BELLS OF CONCORDIA) Credit: 1**

An advanced ensemble for students with previous handbell experience. This ensemble utilizes advanced repertoire and ringing techniques and aims at excellence in rhythm and musicality. The Concordia Handbell Ensemble performs at concerts throughout the year, participates regularly in worship on campus and at area churches, and includes a tour in the spring semester. This ensemble is a year-long commitment and admission is by audition.

**MUP 434 CONCORDIA UNIVERSITY HANDBELL TOUR Credits: 0.5**

The Concordia University Handbells Tour is an annual highlight of the ensemble's musical year. Required of all members of the Concordia University Concert Handbells, the tour is generally scheduled sometime during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in regional as well as international venues.

**Corequisites:** MUP 433.

**MUP 436 CONCORDIA BRASS Credit: 1**

Brass Ensemble performs at concerts, at chapel and various on-campus and off-campus events throughout the year. Repertoire includes a broad range of literature from the Renaissance through the present time. Membership is by audition.

**Prerequisites:** Four semesters of MUP 236 with a C or higher.

**MUP 437 CONCORDIA PRAISE ENSEMBLE Credit: 1**

The Concordia Praise Ensemble is a small contemporary worship leadership ensemble including 6 to 8 members selected by audition, chosen by their abilities and the required instrumentalists needed to fill the needs of the ensemble. Repertoire for this ensemble includes contemporary Christian music that is appropriate for alternative worship venues. This ensemble leads congregational singing in selected weekly chapel services as well as in other worship and outreach venues during the course of the semester.

**Prerequisites:** Four semesters of MUP 237 with a C or higher.

**MUP 438 SMALL STRING ENSEMBLE Credit: 1**

String Ensemble is available for students with a background in orchestral stringed instruments. Repertoire for the ensemble is chosen primarily from the classical literature of the Renaissance through the present eras. The ensemble performs regularly in concerts, chapel services, and other events. Membership is by audition.

**Prerequisites:** Four semesters of MUP 238 with a C or higher

**Corequisites:** MUP 442.

**MUP 439 ORCHESTRA Credit: 1**

Performance of significant literature for orchestral instruments in concert and worship. Membership is by audition.

**MUP 440 WIND ENSEMBLE Credit: 1**

Wind Ensemble is the University's premier instrumental ensemble. Repertoire for the ensemble is chosen from the entire spectrum of wind ensemble and concert band literature and includes everything from new commissions to traditional literature to music of other cultures. The ensemble performs in concerts, at chapel and on an annual tour (see MUP 241 and MUP 441). Membership is by audition.

**Prerequisites:** Four semesters of MUP 240 with a C or higher.

**MUP 441 WIND ENSEMBLE TOUR Credits: 0.5**

The Concordia University Wind Ensemble Tour is a highlight of the ensemble's musical year. Required of all members of the Concordia University Wind Ensemble, the 9 - 12 day tour is generally scheduled either during Spring Break or immediately at the conclusion of the Spring Term. The tour allows the ensemble the ability to perform in distant regional as well as international venues.

**Corequisites:** MUP 440.

**MUP 442 SMALL STRING ENSEMBLE TOUR Credits: 0.5**

String Ensemble Tour is a highlight of this ensemble's musical year. Required of all members of the Small String Ensemble the tour gives ensemble members an opportunity to perform in many churches, schools, and other venues in regional areas over the course of 5-8 days.

**Corequisites:** MUP 438.

**MUP 445 JAZZ ENSEMBLE-INSTRUMENTAL Credit: 1**

The Concordia Jazz Ensemble learns and performs jazz repertoire written for a varied type and size of ensemble. Repertoire is chosen from the wide spectrum of jazz literature and is based on the ensemble's instrumentation.

**Prerequisites:** Instructor approval and successful audition.

## Nursing (NUR)

**NUR 350 FUNDAMENTALS OF NURSING AND CARING FOR PERSONS WITH CHRONIC CONDITIONS Credits: 4**

This course introduces concepts of professional nursing practice. The course focuses on persons and families experiencing the impact of chronic illness and disease, including chronic mental health conditions. The course will integrate concepts of spiritual and cultural influences on care delivery as well as fundamental principles of professional nursing practice. A link between NUR 351 (Patho/Pharm I) is facilitated to enhance application of those principles. The course has a clinical component.

**Corequisites:** NUR 350L, NUR 351, and NUR 352.

**NUR 350L FUNDAMENTALS OF NURSING AND CARING FOR PERSONS WITH CHRONIC CONDITIONS LAB Credits: 4**

Clinical component of NUR 350.

**Corequisites:** NUR 350, NUR 351, and NUR 352.

**NUR 351 NURSING INTEGRATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY I Credits: 4**

This course explores processes underlying all disease states and systematically reviews pathophysiological changes in selected body systems with an emphasis on chronic illnesses. The course also provides an overview of pharmacology with systematic study of one representative drug in each class. Pathophysiology and pharmacology concepts are presented concurrently with a link to discussion of medical and nursing management of chronic illnesses in the clinical nursing course.

**Corequisites:** NUR 350, NUR 350L, and NUR 352.

**NUR 352 INTRODUCTION TO NURSING INFORMATICS AND INFORMATION LITERACY Credits: 2**

This course provides nursing students with introductory knowledge and skills to use information management and patient care technologies to deliver safe and effective care. The course assists nursing students to recognize when there is a need for information, and to identify, locate, evaluate and apply that information. The course provides information about library science and how information literacy is used to locate appropriate resources for education of clients and the community about health and disease.

**Corequisites:** NUR 350, NUR 350L, and NUR 351.

**NUR 353 NURSING ROLE IN THE ACUTE CARE SETTING Credits: 4**

The course will examine the complexity of individuals in acute care settings. The course expands the concepts of professional nursing practice, care coordination, discharge planning, and nursing management of individuals experiencing an acute illness, injury or acute exacerbation of a chronic condition. Examination of mental health influences on acute, episodic events will be explored. The course has a clinical component.

**Prerequisites:** NUR 350, NUR 350L, NUR 351, and NUR 352 with a C or higher

**Corequisites:** NUR 353L, NUR 354, and NUR 355.

**NUR 353L NURSING ROLE IN THE ACUTE CARE SETTING****LAB Credits: 4**

Clinical component of NUR 353.

**Prerequisites:** NUR 350, NUR 350L, NUR 351, and NUR 352 with a C or higher

**Corequisites:** NUR 353, NUR 354 and NUR 355.

**NUR 354 NURSING INTEGRATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY II Credits: 4**

This course completes the examination of pathophysiological changes in the human body, with emphasis on acute illness and injury. The course examines pharmacology in greater depth with emphasis on clinical decision-making. Pathophysiology and pharmacology concepts are presented concurrently with discussion of medical and nursing management of acute illnesses in the clinical nursing course and with the mental health nursing theory course.

**Prerequisites:** NUR 350, NUR 350L, NUR 351, and NUR 352 with a C or higher

**Corequisites:** NUR 353, NUR 353L, and NUR 355.

**NUR 355 NURSING CARE OF CLIENTS WITH MENTAL AND BEHAVIORAL HEALTH ISSUES Credits: 3**

This course examines mental health and strategies to enhance mental health of the individual and family within their social and cultural context. Skills in therapeutic communication and group dynamics will be developed. In addition, the course examines the most common psychiatric problems including their recognition, underlying biological and psychosocial dynamics, and effective interventions. Nursing care of mental health/addictive conditions of patients and families are explored from an evidenced-based perspective.

**Prerequisites:** NUR 350, NUR 350L, NUR 351, and NUR 352 with a C or higher

**Corequisites:** NUR 353, NUR 353L, and NUR 354.

**NUR 403 NURSING RESEARCH AND EVIDENCE BASED PRACTICE Credits: 2**

This course enables the student to understand the purpose of nursing research, to identify common research designs, and to critique common research studies. The student will become familiar with the ways that notable nursing research has influenced quality practice. Likewise, this course examines the rationale for nursing practice to be grounded in research and other sources of evidence, and explores evidence-based practice.

**Prerequisites:** NUR 353, NUR 353L, NUR 354, and NUR 355 with a C or higher

**Corequisites:** NUR 408, NUR 409, NUR 410L, NUR 411, NUR 411L.

**NUR 408 PEDIATRIC NURSING CARE Credits: 2**

In this course students study patient and family centered care of children. Evidence-based practice in pediatric nursing care is examined in the classroom and in the accompanying clinical component.

**Prerequisites:** NUR 353, NUR 353L, NUR 354, NUR 355 with a C or higher

**Corequisites:** NUR 403, NUR 409, NUR 410L, NUR 411, NUR 411L.

**NUR 409 OBSTETRIC AND GYNECOLOGIC NURSING CARE Credits: 2**

In this course the student studies the patient and family-centered care of childbearing families, mothers and newborns. Evidence based practice in maternity and newborn care is examined in the classroom and in the accompanying clinical component.

**Prerequisites:** NUR 353, NUR 353L, NUR 354, NUR 355 with a C or higher

**Corequisites:** NUR 403, NUR 408, NUR 410L, NUR 411, and NUR 411L.

**NUR 410 NURSING CARE OF CHILDREN AND THE CHILDBEARING FAMILY Credits: 4**

In this course, the student studies both patient and family-centered care of childbearing families, mothers and newborns (obstetrical nursing) as well as patient and family-centered care of children (pediatric nursing). Evidence based practice in maternity, newborn and pediatric care is examined in the classroom, on-campus clinical (lab) that includes pediatric and obstetric assessment and nursing procedures, and in clinical practice in varied health care settings.

**Corequisites:** NUR 410L.

**NUR 410L CLINICAL NURSING CARE OF CHILDREN AND THE CHILDBEARING FAMILY LAB Credits: 3**

Clinical component of NUR 408 and NUR 409.

**Prerequisites:** NUR 353, NUR 353L, NUR 354, NUR 355 with a C or higher

**Corequisites:** NUR 403, NUR 408, NUR 409, NUR 411, NUR 411L.

**NUR 411 NURSING IN THE COMMUNITY Credits: 4**

This course focuses on community- and population-based care. Concepts related to health promotion and illness care are integrated with public health concepts to provide population-centered health care in the community. Vulnerable populations will be served through individual- and family-focused care experiences in homes, clinics, shelters, health programs for the vulnerable, and other community-based settings. Populations and individuals with chronic illness, mental health, or behavioral issues will be included. Course includes accompanying clinical component.

**Prerequisites:** NUR 353, NUR 353L, NUR 354, NUR 355 with a C or higher

**Corequisites:** NUR 403, NUR 408, NUR 409, NUR 410L, NUR 411L.

**NUR 411L NURSING IN THE COMMUNITY LAB Credits: 3**

Clinical component of NUR 411.

**Prerequisites:** NUR 353, NUR 353L, NUR 354, NUR 355 with a C or higher

**Corequisites:** NUR 403, NUR 408, NUR 409, NUR 410L, NUR 411.

**NUR 412 NURSING LEADERSHIP AND HEALTH CARE POLICY Credits: 3**

This course examines nursing leadership and management within the context of health care delivery systems. Positive change, conflict management, delegation, supervision, team building, information systems, professional roles and ethical practice will be examined. The influence of health care policies on quality, culture of safety, and the health care environment in which nurses practice will be investigated.

**Prerequisites:** NUR 403, NUR 408, NUR 409, NUR 410L, NUR 411, NUR 411L with a C or higher

**Corequisites:** NUR 413, NUR 413L, and NUR 414.

**NUR 413 COMPLEX CLINICAL NURSING CARE CAPSTONE Credits: 3**

This senior level capstone course will prepare students to transition into nursing practice. Students will build upon previous theoretical knowledge and clinical experiences to examine advanced concepts and develop advanced technical skills. Students will be immersed in the professional practice role during an accompanying 200-hour preceptored clinical component.

**Prerequisites:** NUR 403, NUR 408, NUR 409, and NUR 410L, NUR 411, NUR 411L with a C or higher

**Corequisites:** NUR 412, NUR 413L, and NUR 414.

**NUR 413L COMPLEX CLINICAL NURSING CARE CAPSTONE LAB Credits: 5**

Clinical component of NUR 413.

**Prerequisites:** NUR 403, NUR 408, NUR 409, NUR 410L, NUR 411, NUR 411L with a C or higher

**Corequisites:** NUR 412, NUR 413, and NUR 414.



**NUR 414 SPIRITUAL CARING AND ETHICS IN NURSING****PRACTICE Credits: 3**

This course examines moral, ethical and legal aspects of delivering health care, and emphasizes development of an ethical framework for making decisions. Students will study models for ethical decision making, legal issues, and professional resources to guide the ethical practice of nursing.

**Prerequisites:** NUR 403, NUR 408, NUR 409, NUR 410L, NUR 411, NUR 411L with a C or higher

**Corequisites:** NUR 412, NUR 413, and NUR 413L.

## Philosophy (PHL)

**PHL 201 INTRODUCTION TO PHILOSOPHY Credits: 3**

Introduces the beginning student to the discipline, divisions, vocabulary and principal issues of philosophy. The course singles out ontology (being) and epistemology (knowledge) for special emphasis and utilizes excerpts from the writing of both classic and contemporary philosophers to illustrate the historical movement of thought.

**PHL 332 CAN RELIGION BE RATIONAL Credits: 3**

Westboro Baptist Church. The Roman Catholic priest sex scandal. Islamic terrorism. Israeli aggression. Jim Jones. Religion has sometimes taken forms that are not only hard to comprehend rationally, but are downright dangerous. However, it has also taken forms that have benefited society such as the creation of hospitals, charities, development projects, and care for the weak. This course will investigate the disconnect between a rationality that can serve the world and a perceived irrational religion particularly the Abrahamic scriptural religions. Can such religions be beneficial, rational enterprises?

**Prerequisites:** REL 221 or REL 221 with a D or higher.

**PHL 361 INTRODUCTION TO ETHICS Credits: 3**

This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.

## Physical Activity Course (PAC)

**PAC 102 SOCCER Credits: 0.5**

In this course students will practice the basic skills and learn the fundamental rules of soccer. In addition, students will be introduced to specific offensive and defensive strategies and will develop an appreciation for soccer as a lifetime physical activity.

**PAC 103 VOLLEYBALL Credits: 0.5**

In this course students will practice the basic skills and learn the fundamental rules of volleyball. Students will be introduced to specific offensive and defensive strategies and will develop an appreciation for volleyball as a lifetime physical activity.

**PAC 104 ULTIMATE FRISBEE Credits: 0.5**

In this course students will learn and practice the basic skills, rules, and strategies necessary to successfully participate in the game of Ultimate Frisbee. Students will also develop an appreciation for Ultimate Frisbee as a lifetime physical activity.

**PAC 105 BASKETBALL Credits: 0.5**

In this course students will practice the basic skills and learn the fundamental rules of basketball. Students will be introduced to specific offensive and defensive strategies and will develop an appreciation for basketball as a lifetime physical activity.

**PAC 107 BADMINTON Credits: 0.5**

In this course students will practice the basic skills and learn the fundamental rules of badminton. Students will be introduced to specific offensive and defensive strategies for singles and doubles and will develop an appreciation for badminton as a lifetime physical activity.

**PAC 108 BEGINNING TENNIS Credits: 0.5**

In this course students will practice the basic skills of ground strokes, volleying, and serving. Students will learn the fundamental rules and strategies for singles and doubles and will develop an appreciation for tennis as a lifetime physical activity.

**PAC 109 RACQUETBALL Credits: 0.5**

In this course students will practice the basic skills of racquetball. Students will learn fundamental rules and strategies for singles and doubles and will develop an appreciation for racquetball as a lifetime physical activity.

**PAC 113 PICKLEBALL Credits: 0.5**

In this course students will practice the basic skills of pickleball. Students will learn fundamental rules and strategies for singles and doubles and will develop an appreciation for pickleball as a lifetime physical activity.

**PAC 115 BEGINNING SWIMMING Credits: 0.5**

In this course students will develop confidence in the water. Survival, floating safety skills and basic swimming strokes will be taught and practiced. Emphasis will be placed on developing cardiovascular fitness and an appreciation for swimming as a lifetime physical activity.

**PAC 116 BEGINNING GOLF Credits: 0.5**

In this course students will learn the fundamentals of the golf stance and swing, the etiquette and rules of the game, club selection and terminology. Emphasis will be placed on developing confidence to complete a round of golf and an appreciation for golf as a lifetime physical activity.

**PAC 117 BOWLING Credits: 0.5**

In this course, students will be taught various bowling approaches, proper release, and how to keep score. Students will learn about the rules, history, and lane etiquette and will develop an appreciation for bowling as a lifetime physical activity.

**PAC 120 WALKING AND JOGGING Credit: 1**

In this course students will learn to develop a personal fitness walking and jogging program that is convenient, safe, and practical. Each student will practice techniques that improve walking and jogging efficiency and safety and will develop an appreciation for walking and jogging as a lifetime physical activity.

**PAC 121 CIRCUIT TRAINING Credit: 1**

In this course students will learn proper use of cardio and resistance equipment along with the theory of various types of weight-training programs. The student will learn to develop a personalized cardiovascular and resistance training program and will develop an appreciation for circuit training as a lifetime physical activity.

**PAC 123 WEIGHT LIFTING Credit: 1**

In this course students will learn proper use of free weights along with the theory of various types of weight-training programs. The student will gain physical strength and muscular endurance in a progressive strength training program and will develop an appreciation for weightlifting as a lifetime physical activity.

**PAC 125 AEROBIC CONDITIONING Credit: 1**

In this course students will learn basic principles of cardiovascular fitness. Students will participate in aerobic exercise routines and a variety of cardiovascular exercises. Students will also learn techniques for monitoring exercising and resting heart rates and will develop an appreciation for aerobic exercise as a lifetime physical activity.

**PAC 126 DANCE AEROBICS Credit: 1**

Dance aerobics is a fun and creative group physical exercise class that is designed to improve your cardiovascular endurance and posture, increase muscle endurance, tone, core strength, and flexibility while engaging with music and rhythm to create an enjoyable and dynamic work out. May be repeated once for credit.

**PAC 127 KETTLEBELL TRAINING Credit: 1**

Kettlebell training originated in ancient Russia as a means to improve physical strength and muscular endurance. This method of training has re-emerged by combining the modern functional fitness and neuroscience training principles with ancient practices. Kettlebell training increases fitness and function by using a wide variety of movements and exercises along different body planes and working all body parts. May be repeated once for credit.

**PAC 128 TOTAL RESISTANCE EXERCISE TRAINING Credit: 1**

TRX is a form of resistance training that includes bodyweight exercises throughout a variety of the human body's planes of movement. The goal of TRX suspension training is to develop core strength, balance, flexibility, and joint stability simultaneously. TRX suspension training incorporates movements and dynamic positions throughout the full range of motion that are designed improve function of the integrated systems of the body. May be repeated once for credit.

**PAC 131 BEGINNING CYCLE FIT Credit: 1**

The purpose of this course is to introduce students to cycling as a method of achieving health and fitness levels relative to personal goals. Students will be introduced to health-related physical fitness concepts, develop personal health and fitness goals, and learn the principles behind basic fitness programming, all through the medium of indoor cycling. Students will also be introduced to basic cycling terminology, riding technique, training progressions, and safety.

**PAC 132 DISC GOLF Credits: 0.5**

This course will provide the student with the understanding of the history, rules, skills, and strategies involved in disc golf. In addition to practicing skills of disc golf, students will get an opportunity to compete on regulation courses in the Portland-Vancouver metro area.

**PAC 133 FITNESS BOOT CAMP Credit: 1**

The goal of this course is enhance the students' physical fitness with emphasis on basic conditioning, discipline, and exercises used in military health-related training and assessment. Students will also develop an appreciation for exercise and lifetime physical activity.

**PAC 134 HIKING Credits: 0.5**

The goal of this course is for students to experience hiking off-campus on designated trails. Course emphasizes basic safety and survival skills and practices low-impact hiking methods. Students will also develop an appreciation for exercise and lifetime physical activity.

**PAC 135 CORE FITNESS Credit: 1**

This mat class is designed to help you achieve abdominal strength, full body control and greater flexibility of the spine and limbs, and improved posture. Students will also develop an appreciation for exercise and lifetime physical activity.

**PAC 136 ROCK CLIMBING Credits: 0.5**

This course is designed to introduce students to the sport of bouldering and rock climbing using an indoor climbing facility. Emphasis will be placed on learning safety procedures, belay systems, climbing movement, training techniques, and rappelling. This class will also cover basic conditioning exercises and stretches to improve muscular strength, flexibility and balance while fostering an appreciation for lifetime physical activity and fitness.

**PAC 137 SKIING AND SNOWBOARDING Credits: 0.5**

The goal of this course is for students to experience and learn the basic skills of skiing and/or snowboarding, selection and use of equipment, and safety rules. This course will include weekend experiences at Mt. Hood while fostering an appreciation for lifetime physical activity and fitness.

**PAC 138 SPEED, AGILITY AND QUICKNESS Credit: 1**

The goal of this course is to enhance the students' speed, agility, and quickness (SAQ) through a variety of progressive drills and training techniques utilized in a variety of individual and team sports. This course is open to all students, although the focus will be on preparation for competition in varsity athletics.

**PAC 139 BEGINNING YOGA Credit: 1**

This course will provide the student with the understanding of the value of yoga asana (postures), meditation, and pranayama (breathing) techniques. Through participation in Yoga, considered to be the oldest physical discipline in existence, you will gain an appreciation for meditation, relaxation, as well as the value of maintaining a fine balance between work and healthy mind.

**PAC 151 INTERCOLLEGIATE BASKETBALL Credit: 1**

This course is designated for students participating on the Varsity or Junior Varsity basketball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices, and games. Students will learn advanced basketball skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 152 INTERCOLLEGIATE BASEBALL Credit: 1**

This course is designated for students participating on the Varsity or Junior Varsity Baseball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced baseball skills and strategies as well as the concept of teamwork and the NCAA II core values.

**PAC 153 INTERCOLLEGIATE VOLLEYBALL Credit: 1**

This course is designated for students participating on the Varsity Volleyball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced volleyball skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 154 INTERCOLLEGIATE SOCCER Credit: 1**

This course is designated for students participating on the Varsity Soccer team. Credit is earned through participation which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced soccer skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 155 INTERCOLLEGIATE SOFTBALL Credit: 1**

This course is designated for students participating on the Varsity Softball team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced softball skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 156 INTERCOLLEGIATE GOLF Credit: 1**

This course is designated for students participating on the Varsity Golf team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced golf skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 157 INTERCOLLEGIATE CROSS COUNTRY Credit: 1**

This course is designated for students participating on the Varsity Cross Country team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced running skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 158 INTERCOLLEGIATE TRACK AND FIELD Credit: 1**

This course is designated for students participating on the Varsity Track & Field team. Credit is earned through participation, which includes mandatory attendance at all team meetings, practices and games. Students will learn advanced track and field skills and strategies as well as the concept of teamwork and NCAA II core values.

**PAC 198 SPECIAL TOPICS Credits: 0.5**

This course will provide the student with the opportunity to learn the rules, skills, and strategies for special topics in fitness, physical activity, recreation, or sports. As a result of participation in the PAC Special Topics class, the student will gain competencies and appreciation for physical activity and recognize the value of a lifetime of physical activity. Potential topics include: Aerobic dance, Kick Boxing, Martial Arts, Women's self-defense, Zumba.

**PAC 199E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**PAC 215 ADVANCED SWIMMING Credits: 0.5**

In this course students will refine and strengthen their freestyle, back stroke, breast stroke, elementary back stroke and butterfly stroke. Emphasis will be placed on improving cardiovascular fitness and will develop an appreciation for swimming as a lifetime physical activity.

**Prerequisites:** PAC 115 with a D or higher.

**PAC 216 ADVANCED GOLF Credits: 0.5**

This course will focus on advanced golf skills and techniques. The use of video analysis and charting strokes will be implemented to help students improve their skills and enjoyment of the game and develop an appreciation for golf as a lifetime physical activity.

**Prerequisites:** PAC 116 with a D or higher.

**PAC 218 ADVANCED TENNIS Credits: 0.5**

This course will focus on advanced skills and strategies involved in singles and doubles competition. Students will develop an appreciation for tennis as a lifetime physical activity.

**Prerequisites:** PAC 108 with a D or higher.

**PAC 231 ADVANCED CYCLE FIT Credit: 1**

This class is designed to engage the student with intermediate and advanced training programs involving indoor cycling. Building on the foundations gained from the introductory course or personal experience students will be challenged to take their personal training and level of fitness to another level by incorporating advanced progressions and other fitness tools into a training program designed to increase exercise aerobic capacity and endurance. May be repeated once for credit.

**Prerequisites:** PAC 131 or Instructor approval.

**PAC 239 ADVANCED YOGA Credit: 1**

This course will engage students in developing proficiency with intermediate and advanced Yoga postures (asana), meditation, and breathing (pranayama) techniques. Through participation in Yoga you will gain an appreciation for meditation, relaxation, as well a value maintaining a fine balance between work and healthy mind while developing a personal Yoga exercise plan for implementation after the class concludes. May be repeated once for credit.

**Prerequisites:** PAC 139 or Instructor approval.

## Physics (PHY)

**PHY 101 PRINCIPLES OF PHYSICS Credits: 3**

This course introduces the basic concepts of physics as illustrated in the areas of mechanics, heat, sound, electricity, light, and nuclear physics. Course includes an accompanying laboratory component.

**Corequisites:** PHY 101L.

**PHY 101L PRINCIPLES OF PHYSICS LAB Credits: 0**

Laboratory component of PHY 101.

**Corequisites:** PHY 101.

**PHY 211 GENERAL PHYSICS I Credits: 4**

This course emphasizes understanding of the phenomena of our natural world. Topics include analysis of motion, Newtonian mechanics, forces, energy, rotational motion, fluids, heat, and thermodynamics. Course includes an accompanying laboratory component.

**Prerequisites:** MTH 110 or MTH 123 with a D or higher

**Corequisites:** PHY 211L.

**PHY 211L GENERAL PHYSICS I LAB Credits: 0**

Laboratory component of PHY 211.

**Corequisites:** PHY 211.

**PHY 212 GENERAL PHYSICS II Credits: 4**

A continuation of PHY 211. This course emphasizes understanding of the phenomena of our natural world. Topics include oscillatory motion, waves, sound, electricity, magnetism, light, atomic, and nuclear physics. Course includes an accompanying laboratory component.

**Prerequisites:** PHY 211 with a C or higher

**Corequisites:** PHY 212L.

**PHY 212L GENERAL PHYSICS II LAB Credits: 0**

Laboratory component of PHY 212.

**Corequisites:** PHY 212.

## Political Science (PSC)

**PSC 201 INTRODUCTION TO AMERICAN GOVERNMENT Credits: 3**

Introduction to the nature and functions of government in the United States. An analysis of structures parallels a discussion of contemporary issues.

**PSC 365 INTRODUCTION TO INTERNATIONAL RELATIONS Credits: 3**

This course combines several overall goals. The primary one is to help students understand the world we live in by highlighting the most important global issues we face today. In order to do so, another important objective is to analyze the patterns and overall structure of international relations as well as the main theories which explain and actors which influence world politics. Part of this learning process entails distancing ourselves from the familiar matrix of understanding the world and viewing international relations and world politics from the perspective of different countries and regions.

# Psychology (PSY)

## PSY 201 PRINCIPLES OF PSYCHOLOGY Credits: 3

This course provides an overview of psychology - the scientific study of human behavior and mental processes - using a biopsychosocial framework. Throughout the course students are introduced to the diverse work of psychologists, the terminology psychologists use, and historical and contemporary research in the subdomains of biopsychology, consciousness, sensation and perception, learning, intelligence, memory, lifespan development, emotion, motivation, social influences, stress and health, personality, and psychological disorders and their treatment.

## PSY 201H PRINCIPLES OF PSYCHOLOGY - HONORS Credits: 3

This Honors course provides an overview of psychology - the scientific study of human behavior and mental processes - using a biopsychosocial framework. Throughout the course students are introduced to the diverse work of psychologists, the terminology psychologists use, and historical and contemporary research in the subdomains of biopsychology, consciousness, sensation and perception, learning, intelligence, memory, lifespan development, emotion, motivation, social influences, stress and health, personality, and psychological disorders and their treatment.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

## PSY 231 RESEARCH & STATISTICAL TECHNIQUES Credits: 3

An overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

**Prerequisites:** MTH 110 or MTH 123 with a D or higher.

## PSY 231H RESEARCH & STATISTICAL TECHNIQUES - HONORS Credits: 3

This Honors course is an overview of research and statistical techniques: experimental design, sampling, data gathering, central tendency, differences between groups, analysis of variance, chi-square and proportions, non-parametric test, regression, correlation, special applications to problems in the natural and social sciences and business.

**Prerequisites:** MTH 110 or MTH 123 with a D or higher; Non-Honors students - Approval of instructor(s) and Honors Program director.

## PSY 251 WEEKEND SEMINAR Credit: 1

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics and meeting dates are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

## PSY 288 DEPARTMENTAL SEMINAR Credit: 1

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

## PSY 289 UNDERSTANDING THE PSYCHOLOGY MAJOR Credit: 1

This course presents the student with the opportunity to deepen their understanding of the field of psychology through focused study of the following professional areas: research methods including the use of library search tools, encouraging the values of equity, diversity, and inclusion, career options in psychology, critical thinking skill-development, and introduction to research and clinical practice traditions that weave throughout the formal study of psychology at the university level.

**Prerequisites:** Psychology majors only.

## PSY 299E EXPERIMENTAL COURSE Credits: 2

Experimental course option varies by term. Please see academic department for course description.

## PSY 312 HUMAN SEXUALITY Credits: 3

This course provides an introduction to human sexuality and gender, including the psychological, social, and physiological aspects of sexuality and gender. Students will study human sexuality and gender from a developmental and relational point of view, with opportunity to consider the social implications of human thought and behavior in these domains.

**Prerequisites:** PSY 201 with a C or higher.

## PSY 321 HUMAN GROWTH AND DEVELOPMENT Credits: 3

An investigation of human development from conception throughout the lifespan. Special emphasis upon determinants of development, review of theoretical viewpoints, stages of development, growth and functioning of intelligence, and special developmental problems.

**Prerequisites:** PSY 201 with a C or higher (No prerequisite needed for the ABSN program).

## PSY 332 RESEARCH METHODS WITH LAB Credits: 4

A critical examination of the principles of research design and research methods in the field of psychology. Students will have the opportunity to design and conduct their own experiments. A lab meeting provides each student with the opportunity to learn and practice quantitative analysis and other relevant skills.

**Prerequisites:** PSY 201 and PSY 231 with a C or higher.

## PSY 343 THEORIES OF PERSONALITY Credits: 3

This course fosters an understanding of historic and contemporary theories of personality, comparing and contrasting these theories using a philosophical framework. Students also learn to apply these theories in explaining human thought and behavior.

**Prerequisites:** PSY 201 with a C or higher.

## PSY 345 CHILD AND ADOLESCENT DEVELOPMENT Credits: 3

An investigation into human development during childhood and adolescence. This course will emphasize the physical, mental, and emotional growth during this age period and special attention will be paid to growth and cultural factors that impact child and adolescent development.

**Prerequisites:** PSY 321 with a C or higher.

## PSY 350 COUNSELING THEORY Credits: 3

A survey of counseling and interviewing procedures as well as the study of recent contributions of psychological theory to counseling techniques.

**Prerequisites:** PSY 201 with a C or higher.

## PSY 351 ADULT DEVELOPMENT Credits: 3

This course exposes students to theories and research related to the developmental process in early, middle, and late adulthood.

**Prerequisites:** PSY 321 with a C or higher.

## PSY 360 FAMILY DEVELOPMENT Credits: 3

This course provides an overview of the family as a developing system. Each stage of the complex family lifecycle will be explored. Throughout this exploration information on and appreciation of diversity of family forms will be given attention. Students will also explore healthy parenting practices and the research foundation for those practices.

**Prerequisites:** PSY 201 with a C or higher.

## PSY 362 SOCIAL PSYCHOLOGY Credits: 3

Social psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

**Prerequisites:** PSY 201 with a C or higher.



**PSY 364 INTRODUCTION TO CLINICAL PSYCHOLOGY Credits: 3**  
Provides introduction to major concepts and practices associated with clinical psychology, which is the branch of psychology specializing in psychological assessment and treatment. Students learn behavioral, cognitive, intellectual, and personality assessment techniques, consider current issues in the field, and explore various clinical psychology subspecialties (e.g., health/medical, community, neuro, and forensic).  
**Prerequisites:** PSY 201 with a C or higher and MTH 231 or BA 247 with a C or higher.

**PSY 370 INTRODUCTION TO COMMUNITY PSYCHOLOGY Credits: 3**  
The work of a community psychologist is to strengthen the abilities of organizations, communities, and broader social systems to meet people's needs. Community Psychology blends research and practice, working with citizens to plan community changes, advance social justice, and use research to inform and evaluate this work. Instead of helping individuals cope with negative circumstances (e.g., trauma, poverty), community psychologists empower people to change those circumstances, prevent problems, and develop stronger communities.  
**Prerequisites:** PSY 201 with a C or higher.

**PSY 380 GLOBAL PERSPECTIVES ON PSYCHOLOGY Credits: 3**  
An examination of global perspectives on the history of psychology and current psychological practices across the globe.  
**Prerequisites:** PSY 201 with a C or higher.

**PSY 381 INTERNATIONAL SERVICE IN PSYCHOLOGY Credits: 1-3**  
This course will provide students with an opportunity to increase their global awareness. This will be accomplished through a faculty-led, short term study abroad program, including a volunteer placement and associated cultural experiences.  
**Prerequisites:** PSY 201 with a C or higher, PSY 380 recommended, Department Chair approval.

**PSY 391 PRE-INTERNSHIP SEMINAR Credit: 1**  
This course is required for students planning to complete a psychology practicum. Students will obtain a site for the practicum during fall semester, which will then be completed in spring semester.  
**Prerequisites:** PSY 201 with a C or higher. Student must have completed one semester in residence at Concordia University.

**PSY 399E EXPERIMENTAL COURSE Credits: 2**  
Experimental course option varies by term. Please see academic department for course description.

**PSY 410 HELPING SKILLS Credits: 3**  
Communication theory is explored and skills are presented and experienced through class involvement. These will include skills necessary for interpersonal relationships with individuals and groups.  
**Prerequisites:** PSY 201 with a C or higher.

**PSY 420 HISTORY AND SYSTEMS OF PSYCHOLOGY Credits: 3**  
Students will have an opportunity to study the great thinkers in the field of psychology and its historical traditions. The course will provide a complete perspective as a foundation to an understanding of current psychological research.  
**Prerequisites:** PSY 201 with a C or higher.

**PSY 422 PSYCHOLOGY OF SPORT AND PHYSICAL ACTIVITY Credits: 3**  
This course will focus on the psychological factors related to participation and adherence in sport and physical activity. Students will explore how social and psychological variables influence participation and performance in sport and physical activity and how participation in sport and physical activity affect the psychological well-being of the individual.  
**Prerequisites:** PSY 201 with a C or higher.

**PSY 434 ABNORMAL PSYCHOLOGY Credits: 3**  
A survey and evaluation of disorders of personality, thought, and behavior. Includes a review of diagnostic techniques, preventive programs, biological and psychological therapies, and other strategies of intervention.  
**Prerequisites:** PSY 321 with a C or higher.

**PSY 442 BRAIN AND BEHAVIOR Credits: 3**  
This course will study the brain and its function as they relate to human behavior. Particular attention will be placed on brain abnormalities that can lead to mental illness.  
**Prerequisites:** PSY 321 with a C or higher and upper division standing or instructor approval.

**PSY 451 WEEKEND SEMINAR Credit: 1**  
A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics and meeting dates are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**PSY 488 DEPARTMENTAL SEMINAR Credit: 1**  
A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**PSY 489 UNDERSTANDING THE PSYCHOLOGY MAJOR Credit: 1**  
This course presents the student with the opportunity to deepen their understanding of the field of psychology through focused study of the following professional areas: research methods including the use of library search tools, encouraging the values of equity, diversity, and inclusion, career options in psychology, critical thinking skill-development, and introduction to research and clinical practice traditions that weave throughout the formal study of psychology at the university level. Upper division credit requires greater participation.  
**Prerequisites:** Psychology majors only.

**PSY 491 PSYCHOLOGY INTERNSHIP Credits: 5**  
This course provides a supervised field placement along with a psychology seminar. The intent of this course is to give the psychology major significant experience towards applying classroom learning.  
**Prerequisites:** PSY 391 with a C or higher and Instructor approval.

**PSY 492 SENIOR THESIS PREPARATION Credit: 1**  
This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.  
**Prerequisites:** PSY 332 with a B or higher.

**PSY 493 PSYCHOLOGY THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a Psychology major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** PSY 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**PSY 494 PSYCHOLOGY THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as a Psychology major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis. The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** PSY 493 with a C or higher.

**PSY 496 PSYCHOLOGY PRACTICUM Credits: 3**

A departmental specific course.

**Prerequisites:** PSY 201 and PSY 231 with a C or higher and Department Chair approval.

**PSY 499 INDEPENDENT STUDY Credits: 1-3**

Topics vary; only by approval of teaching faculty and department chair.

## Religion (REL)

**REL 189 PRACTICES IN SPIRITUALITY AND SOCIAL CHANGE Credit: 1**

This seminar is paired with REL 190 and serves as a laboratory experience for that class. Through immersive experiences and research the student will engage a social problem and work toward an equitable solution. The seminar is repeatable with alternate subjects.

**Corequisite:** REL 190.

**REL 190 LEADERSHIP IN SPIRITUALITY AND SOCIAL CHANGE Credits: 2**

This course offers the student an opportunity to live out the mission of Concordia University. The student will explore the intersections of faith and life through open conversation on issues of science, society, law, and religion. Through hands-on projects, interaction with individuals who are catalysts for social change, and personal and theological reflection, the student will be better equipped to be a leader who serves societal transformation.

**Corequisite:** REL 189.

**REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT Credits: 3**

This course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

**REL 211H HISTORY AND LITERATURE OF THE OLD TESTAMENT - HONORS Credits: 3**

This Honors course surveys the origins and early history of the religion of ancient Israel and early Judaism. The main objectives are to comprehend the circumstances and causes of the emergence of this religion, to trace its major early developments, to describe the beliefs and practices of ancient Israelite and early Judaism, to understand the books of the Hebrew Bible within their historical and canonical context, and to appreciate how these writings function as Holy Scripture in religious communities, both in the ancient world and today.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT Credits: 3**

This course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip the student to undertake the study of religion at the university level by understanding authoritative Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

**REL 221H HISTORY AND LITERATURE OF THE NEW TESTAMENT - HONORS Credits: 3**

This Honors course surveys the foundational texts of Christianity, their context, origins, genre, and content. The main objectives are to equip the student to undertake the study of religion at the university level by understanding authoritative Christian literature within its historical and canonical context, and to appreciate how these writings function as Holy Scripture in Christian communities, both in the ancient world and today.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**REL 276 PERSONAL CARE MINISTRY Credits: 2**

Introduces students to active listening, spiritual resources in crisis situations, helping people care, peer counseling, and hospital visitation. Some field work in a local hospital will be required.

**REL 288 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**REL 289 MAJOR SEMINAR Credit: 1**

A required seminar of all Religion Majors every year of enrollment, this one hour/week seminar will provide the community of Religion Majors an opportunity to explore deeply a single, narrowly defined topic of religion under the direction of a faculty member. The topics vary from year to year, please consult department for current year's topic.

**REL 299E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**REL 301 MISSIONAL AND PRACTICAL THEOLOGY Credits: 3**

This course enables the student to delve into the study of Christian missions and ministry through the exploration of various subjects (Examples: Theology of Missions, Music, Spirituality, Outreach, and/or Social Ministry.) The student will explore both the theological underpinnings of mission and ministry and its best practices. The course may be repeated with unique topics.

**Prerequisites:** REL 221 or REL 221 with a D or higher.

**REL 302 RELIGION AND CULTURE Credits: 3**

This course introduces the student to the study of religion and culture through the examination of specific religious expressions, institutions, identities, and their interrelatedness with various historical and contemporary cultural milieus. The student will develop critical understandings of contemporary religious expressions, institutions and identities through study of their historical development and modern manifestations in light of their cultural context. The course may be repeated with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 303 CHURCH HISTORY Credits: 3**

This course introduces the student to the discipline of church history through the exploration of specific eras (patristic, medieval, orthodox, etc.), movements, (monasticism, pietism, friars, etc.), or themes (response to heresy, theological development, the papacy, etc.) which comprise church history. The student will develop critical understanding of contemporary Christian expression through the careful exploration of the past. The course may be repeated with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 304 SYSTEMATIC THEOLOGY Credits: 3**

This course introduces the student to the study of Christian doctrine and its systematic organization through the examination of specific doctrines, systematic schemes for expressing and Christian theology, or doctrinal matters as they are applicable to church practice or individual piety. The student will develop critical understanding of contemporary Christian teachings for faith and life through study of their historical development and application. The course may be repeated with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 315 WRITINGS OF THE OLD TESTAMENT/HEBREW BIBLE Credits: 3**

This course examines and analyzes individual texts (Genesis, Exodus, Isaiah, Jeremiah, etc.), collections of texts (Pentateuch, Prophets), historical periods (Deuteronomistic History, Second Temple Judaism, etc.) and/or themes (Israel law, wisdom, etc.) from the Old Testament. Students will study these texts within their historical, literary, and socio-cultural contexts and how they function as Holy Scripture today. The course may be repeated with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 325 NEW TESTAMENT WRITINGS Credits: 3**

This course examines and analyzes individual texts (Matthew, Luke, Romans, Revelation, etc.), collections of texts (Synoptic Gospels, Pauline Epistles), and/or themes (Johannine Signs, Apocalyptic Thought, Miracles as Performed Parables, etc.) from the New Testament. Students will study these texts within their historical, literary, and socio-cultural contexts and how they function as Holy Scripture today. The course may be repeated with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 332 CAN RELIGION BE RATIONAL Credits: 3**

Westboro Baptist Church. The Roman Catholic priest sex scandal. Islamic terrorism. Israeli aggression. Jim Jones. Religion has sometimes taken forms that are not only hard to comprehend rationally, but are downright dangerous. However, it has also taken forms that have benefited society such as the creation of hospitals, charities, development projects, and care for the weak. This course will investigate the disconnect between a rationality that can serve the world and a perceived irrational religion particularly the Abrahamic scriptural religions. Can such religions be beneficial, rational enterprises?

**Prerequisites:** REL 221 or REL 221 with a D or higher.

**REL 341 ART IN THE CHRISTIAN CHURCH Credits: 2**

A hands-on study of traditional and new church symbols from early Christianity to the present. Students explore various artistic ideas for worship today. The course applies to teachers, directors of education, pastors, and lay people.

**REL 349 RENAISSANCE AND REFORMATION Credits: 3**

An introduction to the major themes and issues of the Renaissance and Reformation, approximately 1350-1550. The first half of the course explores the Italian origins of the Renaissance, humanism and the politics, literature and fine arts of the period. The second half focuses on Reformation Europe, the Protestant reform movements in Germany, Switzerland and England as well as the response by the Roman Catholic Church.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 361 INTRODUCTION TO ETHICS Credits: 3**

This course will explore the theory and practice of ethics from the Christian perspective, including an overview of personal ethics and critical examination and discussion of major social ethical issues such as sexuality, abortion, the death penalty, cloning, and assisted suicide.

**REL 371 WORLD RELIGIONS Credits: 2**

This course introduces the student to the other major religious traditions of the world: Animism, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. Analysis of these religions includes their historical development, basic teachings and beliefs, practices, institutions and cultural expressions. Similarities and differences between various religious traditions as expressions of human spirituality are explored through lectures, discussions, guest speakers and field experiences.

**REL 371H WORLD RELIGIONS - HONORS Credits: 2**

This Honors course introduces the student to the other major religious traditions of the world: Animism, Judaism, Islam, Hinduism, Buddhism, Taoism and Confucianism. Analysis of these religions includes their historical development, basic teachings and beliefs, practices, institutions and cultural expressions. Similarities and differences between various religious traditions as expressions of human spirituality are explored through lectures, discussions, guest speakers and field experiences.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**REL 377 DEPARTMENTAL TOUR Credit: 1**

A tour offered by the Religion Department. Details vary by year. See Religion Department or online Course Schedule for information. May be taken for 0 credit. Repeatable with unique topics.

**Prerequisites:** Instructor approval.

**REL 381 FIELD EXPERIENCE IN CROSS-CULTURAL UNDERSTANDING Credits: 3**

The student will prepare for a practical field experience in cross-cultural mission through anthropological and sociological studies of culture and poverty. The student will gain some skill in the language of ministry and research points of contact for effective witnessing.

**Prerequisites:** REL 371 with a D or higher.

**REL 382 ISSUES BETWEEN CHRISTIANITY AND ANOTHER RELIGION Credits: 3**

This course will present the theological and historical issues of conflict and commonality between Christianity and the other religion. The student will read the sacred texts of the religion, visit worship events, have guest speakers, and pursue research in order to grasp the inner life of another religion. The student will understand the current relations between the religions and grow in comfort relating to another religion. This course may be taken for credit twice with unique topics.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 388 CLASSICAL GREECE AND ROME TOUR Credits: 0**

Visit ancient Greek, Roman, and early Christian locales in Greece, Turkey and/or Italy. Details vary by year. Tour is offered every other year. Enrollment in REL 389 or HST 389 is optional.

**REL 389 CLASSICAL GREECE AND ROME Credits: 3**

This course offers an examination of the two cultures which laid the foundation for Western Civilization and Europe. The course will investigate the peoples of these cultures (from emperors to slaves), the diverse governments and social structures of Greek city-state (e.g. Athens and Sparta), hoplite and naval warfare, arts, literature, and philosophy, the Hellenistic expansion of Greek culture under Alexander the Great, the rise of the Roman Republic, the growth of Imperial Power under the Caesars, and the transformative impact of Christianity on the Greco-Roman culture.

**REL 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**REL 401 FAITH FOR LIFE Credits: 3**

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on a Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

**Prerequisites:** REL 211 or REL 221 with a D or higher and REL 371 with a D or higher and Junior or Senior status.

**REL 401H FAITH FOR LIFE - HONORS Credits: 3**

This Honors course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on a Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

**Prerequisites:** REL 211 or REL 221 or REL 211H or REL 221H with a D or higher and REL 371 or REL 371H with a D or higher or concurrent enrollment and Junior or Senior status; Non-Honors students - Approval of course instructor(s) and Honors Program director.

**REL 401N FAITH FOR LIFE Credits: 3**

This course provides a capstone experience toward CU's goal of preparing leaders for the transformation of society. Students and instructor will apply basic Christian doctrines to the social issues of our pluralistic society and engage in significant research and reflection on a Community Engagement Project. The student will explore the nature of servant leadership, intercultural engagement, fruitfulness of retrieving religious ideas to understand ourselves and our world, and implications for a meaningful life as a global citizen.

**Prerequisites:** REL 211 or REL 221 with a D or higher and REL 371 with a D or higher and Junior or Senior status; for Nursing majors only.

**REL 431 LUTHERAN CONFSSIONAL THEOLOGY Credits: 3**

An introduction to the historic Lutheran Confessions, the Lutheran confessional-theological tradition, and the various contemporary approaches to understanding the Confessions as a distinctive witness to the gospel and as a creative and normative resource for contemporary evangelical theology.

**Prerequisites:** REL 211 or REL 221 with a D or higher.

**REL 460 RELIGION IN THE MODERN WORLD Credits: 3**

The course will orient students to the pervasive nature of religion in all aspects of the modern world with special attention to how social interaction with religious people occurs in contemporary society and influences politics and conflict.

**Prerequisites:** REL 371 with a D or higher.

**REL 480 RELIGION AND LITERATURE Credits: 3**

The goal of this course is to engage the student in a comparative study of selected texts in a particular genre of classic literature, in order to probe their insights into the major issues of human existence. In a given semester the genre may explore fantasy literature such as C.S. Lewis' Narnia, tragic literature such as Elie Wiesel's Night, or comedic literature such as Shakespeare's As You Like It. This course is repeatable for credit with unique topics.

**Prerequisites:** REL 211 or 221 with a D or higher.

**REL 482 INTERNSHIP PREPARATION Credit: 1**

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

**REL 483 INTERNSHIP I Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** REL 482 with a C or higher.

**REL 484 INTERNSHIP II Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** REL 482 with a C or higher.

**REL 487 INTENSIVE INTERNSHIP Credits: 5**

Provides a single-semester, intensive internship for students who are highly motivated to complete their internship and graduate under an accelerated timeline. As with all internship experiences, it provides students hands-on experience in their academic field and offers a direct opportunity to understand and evaluate the specific career choices they are considering and to gain valuable experiences that ensure they are career-ready.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.



**REL 488 DEPARTMENTAL SEMINAR Credit: 1**

A reading and discussion course on subjects of general interest to students in a variety of disciplines. Topics are determined in advance and described in the online Course Schedule for each term. May be repeated with unique topics. Upper division credit will require greater participation.

**REL 489 MAJOR SEMINAR Credit: 1**

A required seminar of all Religion Majors every year of enrollment, this one hour/week seminar will provide the community of Religion Majors an opportunity to explore deeply a single, narrowly defined topic of religion under the direction of a faculty member. The topics vary from year to year, please consult department for current year's topic.

**REL 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as a Religion major; approval of department chair.

**REL 493 RELIGION THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a Religion major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** REL 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**REL 494 RELIGION THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as a Religion major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis.

The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** REL 493 with a C or higher.

**REL 497 INTENSIVE THESIS Credits: 5**

Provides a single-semester, intensive thesis for students who are highly motivated to complete their thesis and graduate under an accelerated timeline. Students are guided through selecting and planning a research topic or theme, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

**REL 498 INDEPENDENT STUDY Credits: 1-3**

## Science (SCI)

**SCI 110 INTRODUCTION TO SCIENCE Credits: 3**

An introduction to the empirical nature of science, with emphasis placed on examining one or more current problems facing the world of life from a biological and physical science perspective. Course includes an accompanying laboratory component.

**Corequisites:** SCI 110L.

**SCI 110L INTRODUCTION TO SCIENCE LAB Credits: 0**

Laboratory component of SCI 110.

**Corequisites:** SCI 110.

**SCI 112 ENVIRONMENTAL SCIENCE Credits: 3**

A study of the critical state of the earth's environment and how humans affect and are affected by it. Course includes an accompanying laboratory component.

**Corequisites:** SCI 112L.

**SCI 112H ENVIRONMENTAL SCIENCE - HONORS Credits: 3**

This Honors course is a study of the critical state of the earth's environment and how humans affect and are affected by it. Course includes an accompanying laboratory component.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director

**Corequisites:** SCI 112L.

**SCI 112L ENVIRONMENTAL SCIENCE LAB Credits: 0**

Laboratory component of SCI 112 and SCI 112H.

**Corequisites:** SCI 112 or SCI 112H.

**SCI 199E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**SCI 230 CLASSICAL ROOTS OF LANGUAGE AND CULTURE FOR STUDENTS OF MEDICINE AND THE SCIENCES Credits: 3**

This course prepares students for the successful study of medicine and the sciences by equipping the students with a working technical vocabulary which is frequently used within those fields as well as a cultural understanding of Classical Antiquity and its impact on the present.

**SCI 399E EXPERIMENTAL COURSE Credits: 2**

Experimental course option varies by term. Please see academic department for course description.

## Social Work (SCW)

**SCW 251 INTRODUCTION TO SOCIAL WORK Credits: 3**

This course provides an overview of professional social work including the values, ethics, knowledge base, and history of the profession. The connections between the social work profession, social justice, and the social welfare delivery system are explored. Students are introduced to the many practice areas in which social workers work, including mental health, medical, school, criminal justice, gerontology, addictions, anti-poverty, and community-based settings.

**SCW 321 SOCIAL WORK INTERVIEWING Credits: 3**

This course prepares students to use a strengths-based, solution-focused approach to interviewing. Students learn how to interview clients in a variety of situations, including mandated clients and clients in crisis. The course includes hands-on practice in interviewing and uses videotaping to maximize student learning. The principles of motivational interviewing are also addressed in this course.

**Prerequisites:** SCW 351 with a C or higher or concurrent enrollment.

**SCW 351 HUMAN BEHAVIOR IN SOCIAL ENVIRONMENTS Credits: 3**

This course provides an introduction to the various theories of human behavior in the social environment as a foundation for social work practice. The relationship among biological, psychological, social, and cultural systems as they affect the person-in-environment will be examined. Critical thinking and theory application skills will be emphasized.

**Prerequisites:** SCW 251 and WR 308 with a C or higher and SOC 220 with a D or higher or concurrent enrollment.

**SCW 352 SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES, AND GROUPS Credits: 3**

In this course students learn to use theories and skills essential for effective, beginning social work practice with individuals, families and groups, including the application of the problem-solving/solution-building process.

**Prerequisites:** SCW 351 with a C or higher or concurrent enrollment.

**SCW 353 SOCIAL WORK PRACTICE WITH COMMUNITIES AND ORGANIZATIONS Credits: 3**

Students learn the knowledge, theories, and skills essential for effective, beginning social work practice with communities and service organizations. This course emphasizes social justice and planned change at the community and organizational levels.

**Prerequisites:** SCW 352 with a C or higher.

**SCW 354 SPIRITUAL AND CULTURAL DIVERSITY IN SOCIAL WORK PRACTICE Credits: 3**

This course assists students in understanding their own beliefs and cultural identity in order to better serve people from other spiritual and cultural backgrounds. Students learn to recognize barriers and opportunities associated with various aspects of spiritual, cultural, and other identity factors. Students will learn to practice cultural humility, cultural empathy, and other intercultural skills to successfully build relationships with and serve people from backgrounds different from their own.

**Prerequisites:** SCW 251 with a C or higher or concurrent enrollment.

**SCW 361 CHEMICAL DEPENDENCY AND ADDICTIVE BEHAVIOR Credits: 3**

This course provides students with a general overview of substance use and other addictive behavioral disorders. Topics include the history of substance use; physical, social, psychological, spiritual and systemic factors that impact substance use and addictive behaviors; prevention strategies; screening, assessment and referral strategies; and approaches to treatment and recovery.

**Prerequisites:** PSY 201 with a C or higher.

**SCW 363 BSW SKILLS IN ADDICTION, MENTAL HEALTH, INTERPERSONAL VIOLENCE, AND CRISIS Credits: 3**

This course prepares students to apply generalist social work skills across some of the most common situations faced by social workers: addiction, mental health, interpersonal violence, and crisis. Students will learn to recognize the signs and symptoms presented by clients in these four areas, as well as describe the appropriate role of the BSW. Students will practice specific engagement, screening, and referral methods. They will gain confidence in suicide assessment and intervention.

**Prerequisites:** SCW 352 with a C or higher.

**SCW 365 SOCIAL WORK WITH CHILDREN AND ADOLESCENTS Credits: 3**

This course provides an exploration of social work practice with children and adolescents, including provision of services to children and adolescents in schools, groups, out-of-home placements, in nontraditional families, and families affected by illness or death.

**Prerequisites:** PSY 201 with a C or higher.

**SCW 391 PRE-PRACTICUM SEMINAR Credit: 1**

The purpose of this seminar is to prepare junior-level Social Work students to begin their first semester of social work practicum. Students will examine their career goals and the social work knowledge, skills and values they want to further develop. By the end of the seminar, students are expected to have finalized their practicum site and supervisor arrangements. Students should enroll in this course the semester immediately preceding their practicum.

**Prerequisites:** SCW 353 and SCW 363 with a C or higher or concurrent enrollment.

**SCW 399 INTERNATIONAL STUDY TOUR Credits: 3**

This social work study tour is designed to give students the opportunity to learn and experience how social work is practiced in another culture. A Concordia faculty member will accompany students as they visit social service agencies and attend lectures given by social work faculty from that culture. Students will be able to explore how culture and values influence the social work profession and the delivery of social services.

**Prerequisites:** PSY 201 with a C or higher.

**SCW 441 GRANT WRITING Credit: 1**

This seminar provides beginning skill instruction in the seeking and management of grants. Topics covered include grant-related concepts, investigating grant opportunities, research for grant development, proposal writing and presentation, and receiving and managing grants.

**Prerequisites:** SCW 353 with a C or higher

**Corequisites:** SCW 492.

**SCW 471 SOCIAL RESEARCH METHODS Credits: 3**

This is an introductory course to the scientific, analytic approach to building knowledge for practice. In this course students learn to develop and use empirically based knowledge, including both qualitative and quantitative methods. Students will also become informed consumers of research reports for the purpose of informing social work policy and practice.

**Prerequisites:** SCW 353 with a C or higher and MTH 097.

**SCW 472 SOCIAL WELFARE POLICY Credits: 3**

This course covers the history of the current structure of social welfare services and the role of policy in service delivery, social work practice, and the attainment of individual and social well-being. Students will become equipped to participate in policy making at the agency, local, state, and national level and be prepared to effectively analyze social policy.

**Prerequisites:** SCW 492 with a C or higher or concurrent enrollment.

**SCW 482 THE PROFESSIONAL SOCIAL WORKER Credits: 3**

This course focuses on issues related to beginning generalist social work practice. Students will examine the NASW code of ethics and learn how to apply it to complex practice situations. Students will also learn the importance of self-care and further develop their professional social work identity. This course should be taken during the student's last semester in the Social Work Program.

**Prerequisites:** SCW 492 with a C or higher or concurrent enrollment; Recommended to be taken during the student's last semester of SCW 492.

**SCW 491 SOCIAL WORK PRACTICUM Credits: 1-6**

This course is an educationally directed, coordinated, and monitored field practicum focused on the role of the generalist social worker. Senior level students spend a minimum 400 clock hours over two or three semesters in a supervised social work setting. The emphasis is on the student's application of the knowledge, skills, and values developed in previous social work courses and through life experience.

**Prerequisites:** SCW 391 with a C or higher

**Corequisites:** SCW 492.

**SCW 492 SOCIAL WORK: PRACTICUM SEMINAR Credits: 1-4**

This seminar course supports social work practicum students in their integration of classroom learning and field instruction. Academic assignments are designed to facilitate professional, reflective, evidence-based, and resilient social work practice. Must be taken concurrently with SCW 491; see Social Work Practicum Manual for details.

**Prerequisites:** SCW 391 with a C or higher

**Corequisites:** SCW 491.

**SCW 499 INDEPENDENT STUDY Credits: 1-3**

## Sociology (SOC)

**SOC 220 PRINCIPLES OF SOCIOLOGY Credits: 3**

This course is an introduction to sociological principles, social institutions, social structure, social changes, and social and cultural trends.

**SOC 230 DIVERSITY STUDIES Credits: 3**

An examination of sociological theory and concepts as a foundation for the study of social and cultural diversity in American society. The etiology of institutional discrimination and individual prejudices are examined with the focus on their effect upon human behavior and institutional performance.

**SOC 321 SOCIOLOGY OF DIVERSITY Credits: 3**

An examination of social and cultural diversity in American society. The etiology of institutional discrimination and individual prejudices are examined, with a focus on their effect upon human behavior and institutional performance.

**Prerequisites:** SOC 220 with a C or higher.

**SOC 362 SOCIAL PSYCHOLOGY Credits: 3**

Social Psychology is defined as the scientific study of how individuals think, feel, and behave in social situations. This course is an examination of the foundations of personality and the interplay of culture and personality, as well as the behavior of groups.

**SOC 496 SOCIOLOGY PRACTICUM Credits: 3**

A departmental specific course.

**Prerequisites:** Department Chair approval.

**SOC 499 INDEPENDENT STUDY Credits: 3**

## Spanish (SPA)

**SPA 101 SPANISH I Credits: 3**

A study of the fundamental skills of listening, comprehension, and speech of the Spanish language and acquaintance with customs and culture.

**SPA 102 SPANISH II Credits: 3**

Continued development of the skills begun in Spanish II. Further emphasis on conversational skills.

**Prerequisites:** SPA 101 with a D or higher.

**SPA 201 INTERMEDIATE SPANISH I Credits: 3**

A study of the intermediate skills of listening, comprehension, and conversation of the Spanish language.

**Prerequisites:** SPA 102 with a D or higher.

**SPA 202 INTERMEDIATE SPANISH II Credits: 3**

Continued development of the skills begun in Intermediate Spanish I.

**Prerequisites:** SPA 201 with a D or higher.

**SPA 301 SPANISH LITERATURE AND CULTURE I Credits: 3**

A study of the literature and culture of Spanish-speaking countries with a primary focus on Mexico and Mexican history. Included will be readings from Spanish literature. The course will be conducted entirely in Spanish.

**Prerequisites:** SPA 202 with a D or higher.

**SPA 302 SPANISH LITERATURE AND CULTURE II Credits: 3**

This course is a continuation of Spanish Literature and Culture I.

**Prerequisites:** SPA 301 with a D or higher.

**SPA 401 ADVANCED SPANISH I Credits: 3**

A study of the advanced skills of listening, comprehension and conversation of the Spanish language.

**Prerequisites:** SPA 202 with a D or higher.

**SPA 402 ADVANCED SPANISH II Credits: 3**

Continued development of skills begun in Advanced Spanish I.

**Prerequisites:** SPA 401 with a D or higher.

## Sports Management (SPT)

**SPT 461 PRINCIPLES OF SPORTS, RECREATION, AND WELLNESS MANAGEMENT Credits: 3**

This course offers a systematic study of the foundational principles of management in Sports, Recreation, and Wellness Programs. Students will develop an understanding of administrative philosophy, management principles, and issues as they relate to the various elements of education, sports, recreation, and fitness program management.

**SPT 462 SPORTS, RECREATION, AND WELLNESS MARKETING Credits: 3**

This course examines the challenges of attracting and retaining sports, recreation, and wellness consumers in a growing \$430B industry. It surveys the current state of marketing practices and innovative future strategies and tactics. Students study the specific set of challenges and opportunities facing sports, recreation and wellness organizations, and then apply these concepts to their own final project, in which they develop a strategic marketing plan for an existing sports, recreation, and/or wellness organization.

**SPT 463 SPORTS, RECREATION, AND WELLNESS FINANCING AND SPONSORSHIP Credits: 3**

This course presents an in depth study and overview of financing, fundraising skills and methods used to fund the operations of sports, recreation, and wellness enterprises. An emphasis is placed on developing realistic objectives and workable solutions for various market environments. Students will study business models that support the activities and products in sports, recreation, and wellness organizations understanding how to finance and monetize these activities and products and how to create sustainable revenue streams.

**SPT 464 LEGAL AND ETHICAL ISSUES IN SPORTS, RECREATION, AND WELLNESS MANAGEMENT Credits: 3**

This course presents the influential role that law plays in professional and amateur sports. The course emphasizes the legal aspects sports agency, recreational, and wellness risk management and mitigation. Topics include commercial interests of professional leagues and teams; marketing interests and rights of athletes; and the opportunities and limits of commercialization within amateur sports. The course also examines the ethics of modern day sports-related industry and how behavior, events, and attitude affect the industry growth.

**Prerequisites:** BA 352 with a C or higher.

## Theatre Arts (TA)

**TA 206 INTRODUCTION TO THEATRE Credits: 2**

Explore the role and activity of theatre in society. Introduces students to the major genres of drama and styles of production, as well as to the artists and artisans of theatre. A representative selection of plays is read and discussed. Students will also view and critique several live performances outside of class. This is an ideal foundation course for students of theatre and dramatic literature.

**TA 208 ACTING I Credits: 2**

Investigates the actor's art and discipline, the development of internal and external skill is stressed. Includes the performance of scenes.

**TA 299E EXPERIMENTAL COURSE Credits: 2**

Experimental course option varies by term. Please see academic department for course description.

## University Studies (UST)

**UST 482 INTERNSHIP PREPARATION Credit: 1**

Prepares students to undertake an internship related to the student's major so that they may better evaluate and comprehend the specific career choice they are considering and to gain valuable experiences that ensure they are career-ready.

**UST 483 INTERNSHIP I Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** UST 482 with a C or higher.

**UST 484 INTERNSHIP II Credits: 2**

Provides students with real-world experiences in fields related to their chosen or contemplated professions and provides valuable experiences that ensure that students are career-ready.

**Prerequisites:** UST 482 with a C or higher.

**UST 487 INTENSIVE INTERNSHIP Credits: 5**

Provides a single-semester, intensive internship for students who are highly motivated to complete their internship and graduate under an accelerated timeline. As with all internship experiences, it provides students hands-on experience in their academic field and offers a direct opportunity to understand and evaluate the specific career choices they are considering and to gain valuable experiences that ensure they are career-ready.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

**UST 492 SENIOR THESIS PREPARATION Credit: 1**

This course is required for students planning to complete a senior thesis. The product of this course will be a thesis proposal.

**Prerequisites:** Upper division standing as a University Studies major; approval of department chair.

**UST 493 UNIVERSITY STUDIES THESIS I: LITERATURE REVIEW AND PROJECT DESIGN Credits: 2**

The first of two courses required to complete the thesis option of the Senior Project for graduation as a University Studies major. Students are guided through initial components of the thesis process including literature review, project design, obtaining approval from Concordia's Institutional Review Board (IRB), and the first steps of implementation.

**Prerequisites:** UST 492 with a B or higher; upper division standing; agreement of a faculty member to serve as Faculty Supervisor for thesis project.

**UST 494 UNIVERSITY STUDIES THESIS II: RESEARCH, WRITING, AND DEFENSE Credits: 2**

The second of two courses required to complete the thesis option of the Senior Project for graduation as a University Studies major. Students are guided through the final components of the thesis project, including research, data gathering and analysis, and writing and defense of the thesis. The defense will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** UST 493 with a C or higher.

**UST 497 INTENSIVE THESIS Credits: 5**

Provides a single-semester, intensive thesis for students who are highly motivated to complete their thesis and graduate under an accelerated timeline. Students are guided through selecting and planning a research topic or theme, data gathering and analysis, and writing and defense of the thesis. The defense of the thesis will be a public event open to faculty, staff, students, and community members.

**Prerequisites:** Permission of the Department Chair and the Dean of the College of Arts and Sciences and completion of Approval Form.

## Writing (WR)

**WR 107 ENGLISH COMPOSITION (ESL) Credits: 3**

English writing skills (grammar, punctuation, word usage, sentence construction) for baccalaureate-level international students. This class fulfills General Education requirements for non-native speakers of English.

**Corequisites:** WR 121.

**WR 115 WRITING STUDIO Credits: 3**

This course serves as a preparatory writing class for students who elect or are required to complete the course prior to enrolling in English Composition. The course focuses on foundational aspects of college writing and supports students' writing in other courses. Taken as WR 215, in preparation for a 300 level writing course, students produce a final portfolio of writing that meets self-identified goals. This course may additionally use electronic media to enhance the individualized approach to writing used in this course.

**WR 121 ENGLISH COMPOSITION Credits: 3**

This course challenges students to be critical readers and writers of texts and culture across the curriculum. Students will practice a variety of rhetorical strategies as they develop responses to reading and class discussion about contemporary topics. Additionally, this course introduces students to the conventions of MLA and APA documentation style and the principles of using the writing of others in support of their own argument.



**WR 121H ENGLISH COMPOSITION - HONORS Credits: 3**

This Honors course challenges students to be critical readers and writers of texts and culture across the curriculum. Students will practice a variety of rhetorical strategies as they develop responses to reading and class discussion about contemporary topics. Additionally, this course introduces students to the conventions of MLA and APA documentation style and the principles of using the writing of others in support of their own argument.

**Prerequisites:** Non-Honors students - Approval of course instructor(s) and Honors Program director.

**WR 199E EXPERIMENTAL COURSE Credit: 1**

Experimental course option varies by term. Please see academic department for course description.

**WR 215 WRITING STUDIO Credits: 3**

Taken in preparation for a 300 level writing course, students produce a final portfolio of writing that meets self-identified goals. This course may additionally use electronic media to enhance the individualized approach to writing used in this course.

**WR 303 RHETORICAL APPROACH TO LITERATURE AND CULTURE Credits: 3**

Students will learn and practice explication and research skills for writing about literature, including introduction to contemporary critical methodology and literary review. The course will use a variety of short and long literary texts as the basis for reading, writing, and discussion.

**Prerequisites:** WR 121 with a D or higher.

**WR 303H RHETORICAL APPROACH TO LITERATURE AND CULTURE - HONORS Credits: 3**

In this Honors course, students will learn and practice explication and research skills for writing about literature, including introduction to contemporary critical methodology and literary review. The course will use a variety of short and long literary texts as the basis for reading, writing, and discussion.

**Prerequisites:** WR 121 or WR 121H with a D or higher; Non-Honors students - Approval of course instructor(s) and Honors Program director.

**WR 304 CREATIVE NON-FICTION: ART OF THE ESSAY Credits: 3**

Students will practice the art of creative non-fiction writing in both long and short review and personal essays. Readings will consist of both classic and contemporary texts.

**Prerequisites:** WR 121 with a D or higher.

**WR 304H CREATIVE NON-FICTION: ART OF THE ESSAY - HONORS Credits: 3**

In this Honors course, students will practice the art of creative non-fiction writing in both long and short review and personal essays. Readings will consist of both classic and contemporary texts.

**Prerequisites:** WR 121 or WR 121H with a D or higher; Non-Honors students - Approval of course instructor(s) and Honors Program director.

**WR 305 JOURNALISM Credits: 3**

Students will be introduced to the basics of journalism and feature writing. They will conduct research through conventional academic forums as well as learn interviewing and primary data gathering strategies. Students will write short reviews and news articles as well as a long, feature report project.

**Prerequisites:** WR 121 with a D or higher.

**WR 305H JOURNALISM - HONORS Credits: 3**

Students will be introduced to the basics of journalism and feature writing in this Honors course. They will conduct research through conventional academic forums as well as learn interviewing and primary data gathering strategies. Students will write short reviews and news articles as well as a long, feature report project.

**Prerequisites:** WR 121 or WR 121H with a D or higher; Non-Honors students - Approval of course instructor(s) and Honors Program director.

**WR 307 SCIENCE WRITING Credits: 3**

Upon successful completion of this course, students will be able to proficiently write essays in the field of science writing. Nursing, English, science, education, and business majors will benefit from ideas explored in science, technology, and environment. This is a research-based course. Students will be introduced to the lucrative field of science writing as a career or use this course as a springboard into other careers including nursing or visionary business leadership.

**Prerequisites:** WR 121 with a D or higher.

**WR 307H SCIENCE WRITING - HONORS Credits: 3**

Upon successful completion of this Honors course, students will be able to proficiently write essays in the field of science writing. Nursing, English, science, education, and business majors will benefit from ideas explored in science, technology, and environment. This is a research-based course. Students will be introduced to the lucrative field of science writing as a career or use this course as a springboard into other careers including nursing or visionary business leadership.

**Prerequisites:** WR 121 or WR 121H with a D or higher; Non-Honors students - Approval of course instructor(s) and Honors Program director.

**WR 308 ADVANCED RESEARCH WRITING Credits: 3**

Helps students understand themselves as writers, and to become acutely cognizant of individual writing challenges in diction, structure, conventions, fluency and focus. The writer will learn to use a scholar's voice and best-practice research methods using APA formatting, and will become discerning consumers of scholarly literature.

**Prerequisites:** WR 121 with a D or higher.

**WR 352 CREATIVE WRITING Credits: 3**

An introduction to the principles of short story writing. Students will read a variety of classic contemporary models, engage in journal writing, workshop discussion, and individual conferencing. Publishing opportunities and protocols also discussed. Students wishing to do a creative writing thesis as their senior project should take this course as early as possible in their course work. May be repeated once for a total of six credits if the topics of each class are unique.

**Prerequisites:** WR 121 and one upper division writing course with a D or higher.

**WR 397 CURRICULUM AND INSTRUCTION: WRITING Credits: 3**

For students who will be teaching English/Language Arts in the high school, junior high school, or middle school, this course is designed to familiarize them with the topics they will be required to know and teach as they help secondary students become articulate and thoughtful writers.

**Prerequisites:** WR 121 and one upper division writing course with a D or higher.

**WR 399E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**WR 415 WRITING STUDIO Credits: 3**

Taken in preparation for a 300 level writing course, or as an upper-division writing capstone, students produce a final portfolio of writing that meets self-identified goals. This course may additionally use electronic media to enhance the individualized approach to writing used in this course.

# CONCORDIA UNIVERSITY GRADUATE INFORMATION & PROGRAMS

## Programs of Study – Graduate Graduate Degrees

### Business

- Master of Business Administration (MBA)
  - Concentration Options

### Education

- Doctorate of Education (Ed.D.)
  - Concentration Options
- Master of Arts in Education Foundations (MEF)
- Master of Arts in Teaching (MAT) (Preliminary Teacher licensure for Oregon)
  - Secondary Endorsement Options
- Master of Education (M.Ed.) in:
  - Program Options
- Graduate Certificates Programs for Oregon and Washington candidates

### Homeland Security & Emergency Management

- Master of Science in Homeland Security & Emergency Management (HSEM)

### Law

- Juris Doctor (J.D.)

## Admission – Graduate Graduate Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Attending an interview

### Priority Admission Application Deadlines

Admission to Concordia University graduate programs is competitive. While Concordia University has a rolling admission deadline for most graduate programs, applications submitted by the deadlines listed below are given priority for admission. Some programs may have different deadlines and policies regarding wait lists. Please contact the Office of Admission to confirm all deadlines.

Fall Semester	June 1
Spring Semester	November 1
Summer Semester	March 1

### Admission Decision

For most programs, students will be notified of the admission decision electronically or by mail within approximately two weeks after all necessary application documents for initial file review have been submitted. This timeline may change if there is a wait list for a specific program start. When acceptance is granted, the student will be required to submit the following:

MAT, MA PSY, MBA, MA TESOL Programs:

- A tuition deposit of \$300 to confirm enrollment. The deposit is due 30 days after the financial aid award is received. However, students applying within a month of the start of the semester may be required to remit the deposit upon acceptance. The deposit is applied directly to the student's tuition account and is non-refundable.

M.Ed., Certificate, Ed.D. Programs:

- An *Intent to Enroll* statement: Candidates must state in writing (email is acceptable) their desire to be enrolled in a specific program and the semester in which they intend to begin.
- Certificate of Immunization Form (required by Oregon State Law)\*
- Health History Form\*

\* Not required for students who are completing their entire program online.

### Letter of Recommendation Policy

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

### Letter of Intent, Essay, Scholarly Writing Policy

Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used by the University for accreditation purposes.

## International Graduate Admission Requirements

### Application Process

In addition to the stated Graduate Admission Requirements referred to above, the following criteria and process is applicable to graduate applicants who will enter the United States on an F-1 student visa:

- **Transcripts:** All official college transcripts from institutions outside the United States must be sent to a pre-approved transcript evaluation agency (<https://www.cu-portland.edu/admission/admission-requirements/international-students/resources/transcript-evaluation-partners>). It is the responsibility of the student to submit the required documents to the evaluation organization and request the report to be sent to Concordia's Office of Admission. Admission will be based on the University's ability to equate the student's

academic records with that of U.S. grading standards. GPA does not transfer from international institutions into Concordia.

- **English Proficiency:** A score which is no more than two years old from one of the following:
  - TOEFL (Test of English as a Foreign Language) minimum requirements:
    - 80 – Internet-based (88 for MA PSY; 100 for Ed.D.)
    - 213 – Computer-based
    - 550 – Paper-based (575 for MA PSY; 600 for Ed.D.)
  - IELTS (International English Language Testing Systems) minimum requirement: 6.5 (7.0 for MA PSY)
  - MELICET (Michigan English Language Institute College Entrance Test) minimum requirement: 79 for MBA
- **NOTES:**
  - Concordia's TOEFL code is 4079
  - Other testing may be acceptable or an the English proficiency test score may be waived if a student attended their last two years of undergraduate schooling in the United States, Canada (English-speaking provinces), the United Kingdom, Australia, New Zealand, Ireland, and/or South Africa. Students born in one of these countries, yet educated elsewhere, are still required to satisfy the English proficiency requirement. Contact the Assistant Director of International Admission (<https://www.cu-portland.edu/office-of-admission>) for more information.
- **Copies and Forms:** Provide the following:
  - An *International Statement of Financial Guarantee* form, completed by the student or student's financial sponsor, and supporting bank statements, dated within 6 months of the program start date, showing that there are sufficient funds to pay for tuition, fees, and living expenses for one academic year.
  - A copy of the picture and registration page of the passport<sup>1</sup>
  - A completed the *Certificate of Immunization* form (required by Oregon state law). Students will not be allowed to attend classes until the form has been received by Health Services.
  - A completed *Health History Form*.
  - Proof of health and repatriation insurance (must be submitted before starting classes)
  - For students transferring a visa from another school within the U.S. – a completed *International Student Transfer Recommendation Form* and copies of the student's current I-20 and Visa.<sup>1</sup>

An I-20 will not be issued until all required items have been received by Concordia's Office of Admission, the student is admitted, and the deposit is received.

<sup>1</sup> For students bringing dependents to the U.S., a copy of each dependent's passport and proof of financial support must also be received.

## International Graduate Admission Decision

Upon receipt of the above documents, the candidate for admission will be considered for acceptance. Upon acceptance to the University, a non-refundable deposit of 300 USD is required for enrollment confirmation. Upon registration, the fee will be applied to the student's tuition account.

Note: Application materials submitted during the admissions process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

## Concordia's Institution Codes for Standardized Tests

- ACT – 3458
- SAT – 4079
- TOEFL – 4079

## Transfer of Credit

To students pursuing a graduate degree, the Office of Admissions awards transfer credit according to the guidelines discussed here. The Admission Office and the Registrar reserves the right to accept or reject credits earned at other institutions of higher education. In general, it is University policy to accept credits earned at institutions fully accredited by their regional accrediting association for colleges and universities, provided that such credits have been earned through university-level courses appropriate to the student's degree program at Concordia University (CU).

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

The Registrar and the Department will evaluate transcripts of transfer students' degrees to determine acceptance or rejection of transfer courses into Concordia University's graduate degree programs.

A graduate student's transcripts of courses taken at other accredited institutions are assessed to determine acceptance or rejection of such transfer credits into Concordia University's graduate programs. All courses requested for transfer to Concordia University must be no more than seven years old and be graduate level credit. Only final course grades of an A or B from regionally accredited institutions will be accepted for credit towards completion of a master's degree or program.

See specific program information for possible additional policies regarding transfer credits.

## Re-Admission to Concordia University

- Graduate students who leave Concordia University in **good academic standing** may resume their studies in the following way:
  - Students who wish to return within one academic year (twelve months) may contact the advising office to re-enroll and continue their previous academic roadmap.
  - Students who have been absent for one academic year (twelve months) or more must complete the online application for admission, and will be subject to any changes in admission requirements, program requirements, and tuition increases. Institutional scholarships, Concordia Grants, and Concordia Merit Awards at the time of initial admission are subject to change upon re-admission. Students may need to submit additional, updated application materials as well. Speak with an admission counselor to determine what items must be submitted.
- Students who have been **academically dismissed** from the University and wish to resume their education should obtain instructions by contacting the Graduate Scholastic Standards Committee at: [gssc@cu-portland.edu](mailto:gssc@cu-portland.edu). If a student is re-admitted, they will be placed on academic probation until they meet minimum GPA requirements for their program.



All students must submit official transcripts for any coursework taken at other institutions during their absence.

All students will be notified by electronically or in writing of their re-admission status.

Students who return to a program will need to work with an academic advisor and the Office of Financial Aid to determine when they can begin classes and finish their coursework. Term structures and financial aid policies will affect this timeline.

All previous course work at Concordia University remains part of the permanent record for students who have been re-admitted, and the cumulative GPA includes all prior grades.

## Other Admission Processes

- Non-matriculating Students
- Reactivating an Application
- Application Entry Term Deferment Policy

### Non-matriculating Students

Students who do not wish to pursue a degree but are interested in taking courses must complete the online application (<https://www.cu-portland.edu/your-higher-education-journey-starts-here-apply-now>) as a non-matriculating student. Non-degree students must demonstrate sufficient academic qualifications and required degree level for the courses for which they wish to register and course prerequisites must be satisfied as stated in the catalog. No more than nine credits may be taken per term and undergraduate registration is through the Office of the Registrar ([registrar@cu-portland.edu](mailto:registrar@cu-portland.edu)) (graduate registration is done in the Department). Once a student desires to pursue a degree, the full application process must be completed. Payment for courses is due at time of registration.

### Reactivating an Application

Students who have been admitted to Concordia University during the past academic year, but who have not enrolled and have not attended an academic institution since acceptance, may have their applications reactivated by submitting a written request to the Office of Admission. After one academic year from the initial application entry term has passed, students will need to reapply to the University and will be subject to any program requirement changes.

### Application Entry Term Deferment Policy

- Applicants may request to defer their application entry term one time only up to three semesters (including summer, fall, and spring) without being required to reapply.
- If an applicant previously submitted a free online application or had the fee waived by the admission counselor, they must pay an application fee with their new application, if required.
- MATE applicants may defer from a summer start date to the following year's fall start date.
- Applicants who have requested deferment of their application entry term may, without reapplying, decide to begin classes at an earlier date (if they are admitted and if space is available). However, they may not again request to defer their application entry term without reapplying.
- Applicants deferring their entry term more than one time or past the allotted time frame are required to submit a new application, the current application fee, updated transcripts, and new documentation, if required. Please contact the Office of Admission for details on

exceptions regarding new documentation, and prior acceptance and enrollment confirmation to the University.

- When an application entry term is deferred, transfer credits previously approved by the Registrar will need to be reevaluated. It is possible that a different GPA or program credit could be assessed in the new evaluation, due to the age of certain credits. Please contact the Registrar for details.

Applicants deferring their entry term to a new academic year will need to submit a new FAFSA for the correct academic year. Note, a standard academic year consist of three terms beginning in the Fall and finishing at the end of the following Summer. For programs not following the standard terms, contact the program director or the Office of Financial Aid for dates specific to your program.

## Contact Information

### Concordia's Office of Admission

**Phone:** 503-280-8501 or toll free at 1-800-321-9371

**Email:** [admission@cu-portland.edu](mailto:admission@cu-portland.edu)

**Fax:** 503-280-8531

**Mailing Address:** 2811 NE Holman Street, Portland, OR 97211

**Physical Location:** Concordia House - First Floor

**Website:** <https://www.cu-portland.edu/admission>

### Submission of Application Material:

1. Please be sure the first and last names of the applicant appear on all application materials.
2. Concordia must receive ALL items from the applicant before the application will be considered for review, including transcripts.
3. Materials may be submitted (preferably in one packet) using one of the following methods:
  - a. Scan and email to [applicationmaterials@cu-portland.edu](mailto:applicationmaterials@cu-portland.edu)
  - b. Fax to 503-280-8531
  - c. Mail to:
 

Office of Admission  
Concordia University  
2811 NE Holman Street  
Portland, OR 97211

*NOTE:* Application materials submitted during the admission process such as letters of intent, essays, and scholarly writing samples may be used for institutional assessment and accreditation purposes.

## Tuition, Fees, and Financial Assistance – Graduate

### Graduate Tuition

#### Doctorate of Education (Ed.D.)

- Standard Rate: \$880 per credit
- Alumni Rate: \$704 per credit
- Lutheran Rate: \$704 per credit
- School Partnership Rate: \$616 per credit (On Campus only)

## Master of Arts in Psychology: Community Psychology (MA PSY)

- Standard Rate: \$760 per credit
- Alumni Rate: \$608 per credit
- Lutheran Rate: \$608 per credit

## Master of Arts in Teaching (MAT)

- **11-Month MAT (39 Credits)  
Elementary & Secondary with two Endorsements<sup>1</sup>**
  - Standard Rate: \$9,230 per semester
  - Alumni Rate: \$7,385 per semester
  - PCW or Lutheran Rate: \$7,385 per semester
- **11-Month MAT (36 Credits)  
Secondary with one Endorsement<sup>1</sup>**
  - Standard Rate: \$8,520 per semester
  - Alumni Rate: \$6,816 per semester
  - PCW or Lutheran Rate: \$6,816 per semester
- **22-Month MAT-E (36 Credits)**
  - Standard Rate: \$710 per credit
  - Alumni Rate: \$568 per credit
  - PCW or Lutheran Rate: \$568 per credit

<sup>1</sup> Tuition for the 11-month MAT program is assessed at a flat semester rate. All other tuition is assessed on a per-credit basis.

## Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL)

- Standard Rate: \$697 per credit
- Alumni Rate: \$558 per credit
- Lutheran Rate: \$558 per credit

## Master of Business Administration (MBA)

- Standard Rate: \$940 per credit
- Alumni Rate: \$752 per credit
- Lutheran Rate: \$752 per credit

## Master of Education (M.Ed.)

- Standard Rate: \$697 per credit
- Alumni Rate: \$558 per credit
- PCW Rate or Lutheran Rate: \$558 per credit

## Master of Science in Homeland Security and Emergency Management (MS HSEM)

- Please visit the Graduate Tuition and Fees (<http://www.cu-portland.edu/admission/tuition-fees/graduate-tuition>) page on Concordia's website or contact the HSEM Program (<https://www.cu-portland.edu/academics/colleges/school-management/homeland-security-and-emergency-management>) for the most up to date information.

## Miscellaneous Fees

### Admission Application Fee

Varies depending on program

## Certificate Completion Fee

See Graduation Fee below.

## Deferred Payment Plan Fee

Students who opt to pay their tuition on a monthly payment plan are assessed a fee of \$35 per term.

## Directed Study Fee

See the College of Education – Graduate Programs for more information.

## Graduation Fee

A graduation fee will be applied to the student's account once the Graduation Application is processed.

This is a processing fee and is required of all students who are graduating, regardless of their intent to participate in a commencement ceremony.

- Degree Students: \$100
- Certificate Students: \$50

## Late Payment Fee

A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

## Program Specific Fees

### Additional Course Fees – Education

The following College of Education courses carry additional fees:

- MAT 551-554: \$305
- MAT 591-594: \$70 per credit
- EDCI 599: \$305
- EDEL 537: \$305
- EDAD 650: \$410
- EDAD 652: \$305
- EDRD 550: \$305
- EDHP 519 and 520: \$305

## Transcript Fee

**Official Transcripts:** \$5 per copy. (Additional charges may apply when ordering paper copies.)

Visit [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>) for a current listing of options and pricing. Note: Paper transcripts are processed through the third-party entity, Parchment, Inc. Due to this, please note that emails from Parchment may be diverted to a "spam" folder.

**Unofficial Transcripts:** No charge.

Available online through the student's MyCU account: [mycu.cu-portland.edu](https://mycu.cu-portland.edu) ([https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P\\_GenMenu?name=homepage](https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P_GenMenu?name=homepage)).

## Tuition Deposit

A Tuition Deposit of \$300 is due after Admission acceptance and ensures class registration. Refundable until May 1 for the following academic year.

## Other Expenses

- Estimated cost of books: \$600 per semester (book costs vary by program)
- Optional Student Medical Insurance: Medical insurance premiums must be paid directly to the insurance company along with submission of an annual application. The policy period runs from August 1 through July 31 of the following year. Informational brochures are available from Student Affairs, the Nurse's Office, Athletics, or in Luther 200.

## Tuition & Fees Policies

### Course Withdrawal Policy

In order to withdraw from a class, the student must submit a completed copy of the official withdraw request form.

Tuition and course fee refunds are processed based upon the length of each course and the date upon which the course is withdrawn. Refunds follow the below schedule:

Class Length (in weeks)	Add Period	Drop Period 100% Refund	Withdraw Period 50% Refund	Withdraw Period 25% Refund	Withdraw Period No Refund
5	1st Week	1st Week	2nd Week	N/A	3rd Week
8	1st Week	2nd Week	3rd Week	4th Week	5th Week
15	2nd Week	2nd Week	3rd Week	4th Week	9th Week

- Courses less than 5 weeks in length can be dropped before the course starts for 100% refund. Once the course starts, no refund is available.
- "Drop" indicates course will not be recorded on transcript. "Withdraw" indicates course will be recorded on the transcript.
- Deadlines fall on Friday or next business day in the event of a holiday.

The date utilized in the above calculations is the date on which the student submits a completed copy of the official withdraw request form.

### Deployment or Unexpected Withdrawal Policy

The Concordia University refund policy provides prorated refunds for dropped or withdrawn courses within the applicable deadlines posted on the Academic Calendar (<https://www.cu-portland.edu/academics/registrar/academic-calendar>). If a student is called to active duty military service they may be eligible for exceptions to these posted deadlines.

- Students called to active duty should contact all of their professors to arrange for final grades to be issued or for assignment of incompletes as appropriate (see University policy on incomplete grades for more information).
- If arrangements for a final grade or incomplete are not possible (in some or all courses), Concordia University will drop the course(s).
- Any refund (full or partial) of tuition and fees will be determined for applicable courses upon verification of circumstances. Students must make a written request for an exception to the standard withdrawal policy. NOTE: all exceptions will be deliberated within the constraints of the U.S. Department of Education's Federal Student Aid Title IV policies.
- A copy of general active duty orders containing an issue date and effective date will be expected as a form of documentation.

- The student must submit documentation and proof to the Office of Student Accounts & Veteran Benefits (Luther Hall 200 or [vets@cu-portland.edu](mailto:vets@cu-portland.edu)) to discuss available options.

### Financial Aid Implications

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

- If withdrawal from all courses within a given term occurs prior to completing more than 60% of the term, financial aid will be prorated according to the federal Return of Title IV Funds policy (<http://www.cu-portland.edu/admission/financial-aid/policies>). Courses withdrawn during this period may have a transcript record.
  - NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.
- If withdrawal from all courses within a given term occurs after completing more than 60% of the term, there will be no adjustment for financial aid. Courses withdrawn during this period will have a transcript record.
- To begin the process of withdrawing from all courses within a given term, a student must contact an academic advisor.

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

- If, due to a withdrawal, a student's course load disqualifies them for all or part of previously awarded financial aid, that portion of financial aid may be returned to its payment source (federal student loan, financial aid, personal resources, scholarships, etc.).
  - NOTE: The tuition refund schedule above will be followed for each course withdrawn, which may result in a balance due to Concordia. Students will be responsible for any balance resulting from a withdrawal calculation.

## Payment Policy

Students are required to make full payment of fees or enter into a deferred payment agreement on or before the first day of the term. Students will not be permitted to attend classes until financial arrangements have been completed. A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

The following are considered payments:

- Cash, check, money order, or payments made by VISA, American Express, Discover, Diners Card, or MasterCard.
- Student loan proceeds that have been received by Student Accounts. Students must apply for loans at least six weeks prior to the beginning of an academic term to ensure that their loan proceeds are received by the university before classes begin.
- Scholarships and grants awarded by Concordia's Financial Aid Office.
- A letter of financial guarantee from a sponsoring embassy or agency.

Please note:

- A service charge of up to \$35 per semester is assessed to participate in a monthly deferred-payment program. Additional information regarding terms of this program can be obtained from Student Accounts.
- Failure to make satisfactory payment arrangements may result in withdrawn academic registration.
- No student will be permitted to register for a semester of study with a past due balance. Diploma, transcripts, employment placement credentials, and grades will be withheld until payment is made in full.

- If a student's account becomes delinquent, the student agrees to give Concordia University permission to seek legal remedy including, but not limited to, identifying and contacting present and future employers to receive information for purposes of collection of the debt. Collection fees, attorneys' fees, and other collection costs will be paid by the student.
- Upon registering for classes at Concordia University, each student is obligated to pay tuition and fees, and agrees to, and is bound by, the payment policy described above.

## Tuition Assessment and Refund Policy

Concordia University's Tuition Assessment Policy is based on the term in which classes occur, not on the actual dates of individual classes. Because many classes do not meet regularly throughout an entire term, it is important for students to know which term their classes are in so that they know when tuition is due and when a tuition refund is available. Tuition is always due on the first day of the term. Students should contact their Academic Advisor or Program Director to verify their particular term information.

## Financial Assistance Policies

### Satisfactory Academic Progress (SAP) for Financial Aid

*Revised Feb. 2018 - Effective beginning with 2018-2019 Academic Year*

#### Undergraduate

All students receiving financial assistance from the University, State Scholarship Programs, or Federal Student Aid Programs must maintain Satisfactory Academic Progress for Financial Aid. Quality and quantity of work is reviewed each semester. Undergraduate students will be expected to complete 67% of attempted credit hours each term with both a term and cumulative GPA of 2.0 or better. In addition, a minimum cumulative GPA of 2.0 must be earned by the time they have earned the equivalent of 60 semester credit hours. Students in baccalaureate programs must complete their program within 186 attempted credits, and students in associates programs must complete their credits within 93 attempted credits. Earned credits include those courses graded as "A", "B", "C", "D", or "P". Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If you fall below this scale or have an insufficient number of credits earned at the end of each term, you will be placed on Financial Aid Warning for the next term. During the Warning term, you must raise your GPA to the required level and/or remove the deficiency in credits earned or your aid will be revoked until the required GPA or credits earned is reached. Appeals for Financial Aid Revoke may be addressed to the Director of Financial Aid. Students who have been re-instated after being revoked are considered to be on Financial Aid Probation and must meet specific requirements to continue to receive aid. Students who have been academically dismissed are automatically revoked from financial aid and if re-instated to the institution through appeal, may also need to appeal their financial aid status. Appeals received within the first 3 weeks of the term will be considered for that term. A student receiving a 0.0 GPA for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

#### Graduate (except Accelerated M.Ed.)

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. For most graduate programs, students must maintain a 3.0 term and cumulative GPA as well as successfully complete at least 67% of attempted courses. Law students must

maintain a 2.0 term and cumulative GPA. Financial Aid Satisfactory Academic Progress is measured at the end of each term. Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. Students who fall below these requirements for the first term will be placed on Financial Aid Warning. These students must meet academic progress requirements the next term. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended will automatically be placed on Financial Aid Revoke status and will need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

Certain programs and scholarships may have more stringent criteria for meeting the conditions of the program/scholarship.

#### Graduate – Accelerated M.Ed.

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. Financial Aid Satisfactory Academic Progress is measured at the end of each term. For the accelerated M.Ed. graduate program, students must maintain a 3.0 term and cumulative GPA as well as successfully complete at least 67% of attempted courses. Courses graded as "F", "NP", "I", or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended due to the University Academic Standing policy will automatically be placed on Financial Aid Revoke status and may need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

#### Reestablishing eligibility (for all programs)

When a student's appeal has been denied or they have already been granted one appeal and failed to meet SAP standards during the probationary term, the student must reestablish eligibility for aid. The process for reestablishing eligibility is that a student must satisfactorily complete a term at full-time or equivalent (i.e. two terms at half-time enrollment) with the minimum required GPA without the benefit of Federal funding in order to reapply for aid. It is permissible for students to utilize private loan funds during a term that they are reestablishing eligibility. Simply sitting out or not attending a term does not reestablish eligibility for Federal aid purposes.

For more information on SAP, contact Concordia's Office of Financial Aid (<https://www.cu-portland.edu/admission/financial-aid>) at [finaid@cu-portland.edu](mailto:finaid@cu-portland.edu) or 503-280-8514. For Online M.Ed. or Ed.D. (<https://>



education.cu-portland.edu/affordability): 1-888-244-5140. For Law (<https://law.cu-portland.edu/admission-financial-aid>): 208-639-5444.

## Student Loans

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

## Tuition Scholarships

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

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

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

## Veterans Education Benefits

Academic programs offered at Concordia are approved by the Oregon State Approving Agency. Veterans and other persons eligible for educational benefits may complete the education benefit application on the VA's website <https://benefits.va.gov/gibill/>. Students will receive confirmation (Certificate of Eligibility or CoE) from the VA regarding eligibility for education benefits. It is the student's responsibility to send a copy of the CoE to Concordia University's School Certifying Official in the Finance Office before benefits can be processed. Please note: a copy of the qualifying veteran's DD-214 is also required for those no longer on active duty or for those students receiving Dependent Education Assistance (Chapter 35) benefits. Any veteran applying to receive GI Bill® benefits while attending Concordia University is required to obtain transcripts from all previously attended schools and submit them Concordia for review of prior credit. More information is available on [www.cu-portland.edu/student-affairs/finance-office/veterans-benefits](http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits) (<http://www.cu-portland.edu/student-affairs/finance-office/veterans-benefits>).

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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 <https://benefits.va.gov/gibill/>.

# Academic Information and Policies – Graduate

The student is responsible to become familiar with the regulations of the university, in particular the requirements for graduation, and to assure that these requirements are met.

## Academic Standing Policies – Graduate

### Academic Dismissal Appeal Process

All students have the right to appeal academic dismissal through the Graduate Scholastic Standards Committee. Instructions on how to petition will be communicated to all dismissed students, but may also be obtained by contacting [gssc@cu-portland.edu](mailto:gssc@cu-portland.edu).

### Co-Curricular Eligibility

Eligibility of students that are on academic probation who wish to participate in co-curricular activities such as student government, music, athletics or drama will be determined in consultation with the student's advisor and activity director, unless the activity has special eligibility requirements. In addition, if the student is subsequently dismissed and readmitted, the student is not eligible to participate in the co-curricular activities until they are back on good academic standing.

### Re-Admission to Concordia University

- Graduate students who leave Concordia University in **good academic standing** may resume their studies in the following way:
  - Students who wish to return within one academic year (twelve months) may contact the advising office to re-enroll and continue their previous academic roadmap.
  - Students who have been absent for one academic year (twelve months) or more must complete the online application for admission, and will be subject to any changes in admission requirements, program requirements, and tuition increases. Institutional scholarships, Concordia Grants, and Concordia Merit Awards at the time of initial admission are subject to change upon re-admission. Students may need to submit additional, updated application materials as well. Speak with an admission counselor to determine what items must be submitted.
- Students who have been **academically dismissed** from the University and wish to resume their education should obtain instructions by contacting the Graduate Scholastic Standards Committee at: [gssc@cu-portland.edu](mailto:gssc@cu-portland.edu). If a student is re-admitted, they will be placed on academic probation until they meet minimum GPA requirements for their program.

All students must submit official transcripts for any coursework taken at other institutions during their absence.

All students will be notified by electronically or in writing of their re-admission status.

Students who return to a program will need to work with an academic advisor and the Office of Financial Aid to determine when they can begin classes and finish their coursework. Term structures and financial aid policies will affect this timeline.

All previous course work at Concordia University remains part of the permanent record for students who have been re-admitted, and the cumulative GPA includes all prior grades.

## College of Arts & Sciences – Graduate Programs

### Overview Information

#### Introduction to the College of Arts & Sciences

The College of Arts & Sciences (CAS) strives to create a community of mature, critical thinkers informed by the Christian faith who become leaders in service to the Church and society. Students are challenged to explore a wide variety of liberal arts and pre-professional course offerings in order to better prepare them to deal with the rapid pace of change encountered in today's world. Majors offered are in a variety of exciting fields including biology, chemistry, English, global studies, history, humanities, psychology, religion, and university studies. New students join award-winning faculty in a variety of activities including carrying out cutting-edge research, assisting young people in coping with tragedy in their lives, or carrying the gospel of Jesus to the peoples of China. These and many other opportunities challenge Concordia students who are a community of learners guided by caring, Christian faculty who know each student as a person and work hard to support all students in their quest for fulfillment and meaning in life.

#### Academic Standing Policy

*Revised 11/20/2017*

To remain in "good standing" in College of Arts & Sciences graduate programs (MA PSY and MA TESOL), candidates must maintain term and cumulative GPAs of 3.0 or better and pass all courses with a grade of B- or better throughout the process towards the degree. If a student completes any course with a grade below B-, the student must repeat the course. If the repeated course or any subsequent course is completed with a grade below B-, the student is dismissed from the program and from Concordia University. Additionally, a student will be placed on probation following any term where the term GPA and/or the cumulative GPA falls below 3.0. A student may continue on probation for a maximum of three consecutive terms as long as no course is completed with a grade below B- and each term GPA is 3.0 or better during the probationary period. A student will return to good standing when the term and cumulative GPAs are both 3.0 or better. Failure to return to good academic standing within this time frame will result in dismissal from the program and from Concordia University. The student has the right to appeal academic dismissal through the Office of the Provost. The student will be required to be present during the appeal process unless previously excused by the Registrar for extenuating circumstances. In any case the student must make a written appeal.

## CAS Graduate Programs

These programs will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.

- **Psychology: Community Psychology** - MA PSY
- **Teaching English to Speakers of Other Languages** - MA TESOL

## Contact Information

### College of Arts & Sciences

Dr. Michael Thomas, Interim Dean

George R. White Library & Learning Center - Suite 315  
503-280-8680  
cas@cu-portland.edu

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences>

## College of Education – Graduate Programs

### Overview Information

#### College Philosophy

Concordia University's College of Education has been a pioneer in graduate education. Since 1996, the College of Education has offered the Master of Arts in Teaching and the Master of Education degrees. Visit the College of Education web page (<https://education.cu-portland.edu/college-of-education>) for more information about each program including a chart of program delivery options. We pride ourselves on educating teacher candidates and practicing teachers who will be competent, capable and highly prepared to teach in today's classrooms.

Since 1905, our objective has remained the same: to prepare teachers who understand that education demands tremendous energy, creativity, dedication, and service. The core values of Christian commitment, teaching and learning, educational excellence, and community service that guide the Concordia community are encapsulated within the College of Education's Mission Statement.

#### Mission

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

#### Earning Multiple Graduate Degrees and Certificates

A student may earn up to two M.Ed. and two M.A. degrees, however these restrictions apply:

- A student may not earn two of the same degree from Concordia University if they overlap by more than nine semester credits of common requirements. In order for credits to apply to a student's second degree they must be less than seven years old and with a grade of B- or better. All seminar and capstone courses must be unique to each program. Where required by the program, EDGR 500 PROFESSIONAL PLANNING SEMINAR will need to be repeated for each degree and a new type of capstone course must be earned for the second degree; for example, if a student completes EDGR 698 ACTION RESEARCH for their first degree then EDGR 696 PRACTITIONER INQUIRY must be completed to earn the second degree.
- When the student has earned an M.Ed. or M.A. degree from Concordia University and now seeks to earn a certificate, there must be no more than six credits of overlapping coursework between the two. To carry forward up to six credits of overlapping coursework from the degree to the certificate, the credits must be less than seven years old and have an earned grade of B- or better.
- If a student has completed a certificate at Concordia University and would like to complete another certificate, there can be no more than six credits of overlapping coursework between the two. To carry up to six credits of overlapping coursework forward, the credits must be less than seven years old and have an earned grade of B- or better.

- Transfer work from outside institutions cannot be brought in addition to the nine or six shared credits for degrees or certificates. Combinations of internal credits and transfer credits may be made as long as the total does not exceed the allowed credit total for the program.

## Additional Course Fees – Education

The following College of Education courses carry additional fees:

- MAT 551-554: \$305
- MAT 591-594: \$70 per credit
- EDCI 599: \$305
- EDEL 537: \$305
- EDAD 650: \$410
- EDAD 652: \$305
- EDRD 550: \$305
- EDHP 519 and 520: \$305

## COE Graduate Programs

- Doctorate of Education (Ed.D.)
  - Concentrations Options
- Master of Arts in Education Foundations (MEF) (Non-licensure)
- Master of Arts in Teaching (MAT) (Preliminary Teacher licensure for Oregon)
- Master of Education (M.Ed.) in:
  - M.Ed. in Administration (OR & WA Administration licensure)
  - M.Ed. in Career and Technical Education (MCTE)
  - M.Ed. in Curriculum & Instruction (M.Ed. C&I)
    - Concentrations Options
  - M.Ed. in Educational Leadership (Non-licensure)

## COE Graduate Certificates

- Graduate Certificate Programs
  - Health and Physical Education Certificate (HPE)
  - Preliminary Administrative Licensure Certificate
  - Professional Administrative Licensure Certificate
  - Reading Interventionist Certificate
  - Teaching English Language Learners Certificate (TELL)

## Contact Information

### College of Education

Dr. Alisa Bates, Interim Dean  
 Concordia University + Faubion School - 250 G  
 503-493-6256  
 coe@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/](https://catalog.cu-portland.edu/graduate/colleges/coe/)

WEBSITE: <https://education.cu-portland.edu/>

## Doctorate of Education (Ed.D.)

### Overview Information

#### Goals and Objectives

The Concordia University Doctorate of Education Program focuses on developing reflective practitioners and transformative leaders who

- understand the theoretical bases of practice, are able to turn theory into action, and can utilize skills and strategies to improve practice;
- are critically aware of their own assumptions, seek new, innovative, and productive paradigms that move problem solving beyond current perceived solutions;
- apply organizational skills and strategies, apply capacity-building program analyses, and have a willingness to recognize need and confront it with reason and grace;
- are well grounded with ethical, moral, and faith-based perspectives on truth-telling, service to others, and living with integrity;
- employ professional organizational structures and personal skills to facilitate effective and comprehensive change, communication, decision-making, and problem-surfacing, defining, and solving;
- understand purposeful collaboration, democratic participation, and choice as a guiding style that produces strong and powerful results;
- have the capacity to meld reason and imagination, analysis and hunch, and accept a tolerance for ambiguity;
- see research as a quantitative-qualitative continuum, action inquiry as a model of continuous improvement, and accept and value that truth is fragile and requires grueling effort to discover and sustain;
- have a willingness to think and act critically, unravel dense meaning, and probe complicated projects with sense and clarity;
- view themselves as scholars who are committed to study as intentional, intriguing, and inspiring;
- develop an awareness of their own biases and beliefs as they strive to promote equity in the areas of culture, ethnicity, gender, and sexual orientation, and thereby improve their current practice; and
- recognize the transformative power and inherent limitations of contemporary technology as it is implemented in their professional work.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.
  - Official transcripts from a regionally accredited institution or institutions that awarded your master's degree and any post-master's credit with a GPA of 3.0 or better.
  - Currently, international students may only complete the doctoral program in the online format.
  - The Ed.D. program requires the following higher minimums for English proficiency tests:
    - See International Graduate Admission Requirements for possible exemptions.

- TOEFL (Test of English as a Foreign Language) minimum requirements:
  - 100 (Internet-based),
  - 600 (paper-based)

### **Submission of application materials**

For instructions on how to submit application materials, see the Graduate Admission section of this catalog.

## **Transfer of Credit**

### **All Candidates**

*Please Note: All credits must be seven years old or less and enrollment into the Ed.D. program must happen within that same seven year time span in order for the credits to transfer. All credits must 1) have a B- grade or higher (no P grades are eligible to transfer), 2) be at the graduate or doctoral level, and 3) be from an accredited institution in order to transfer.*

Ed.D. transfer-in credit will be determined by appropriateness to the concentration and reviewed case-by-case if necessary. A total of 12 graduate credits may be transferred into the Ed.D. program with the following stipulations:

1. Up to six graduate credits if the earned credits are appropriate to the concentration.
2. In the EDDR 790 QUANTITATIVE RESEARCH METHODS/EDDR 791 QUALITATIVE RESEARCH METHODS sequence, up to six graduate credits for Qualitative Research Methods and/or Quantitative Research Methods course work previously completed. Course work transferred in for the research courses need to each be at least three semester credits.
  - a. If one research course is transferred, the candidate will take two prospectus writing courses simultaneously with one CU methods course.
  - b. If two research courses are transferred, the candidate will take two prospectus courses simultaneously with the first dissertation course. EDDR 708 PROSPECTUS WRITING QUANTITATIVE RESEARCH and EDDR 709 PROSPECTUS WRITING QUALITATIVE RESEARCH are still required.

### **Oregon and Washington Candidates Only**

1. Up to 12 graduate credits earned toward, or in the completion of, the Oregon Professional Administrator License (formerly the CAL) may be transferred into the Ed.D. Administrative Leadership concentration.
2. Up to 12 graduate credits earned toward, or in the completion of, the Oregon Preliminary Administrator License (formerly the IAL) may be transferred into the Ed.D. Professional Leadership, Inquiry and Transformation concentration if the content is equivalent to the coursework in CU's Preliminary Administrator License program (excluding EDGR 500 PROFESSIONAL PLANNING SEMINAR and EDAD 650 PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM). Only transfer work or courses earned in the other CU Ed.D. concentrations of Instructional Leadership, Transformational Leadership, or Higher Education will apply to the Professional Leadership, Inquiry and Transformation concentration. A Degree Completion Plan (DCP) is required for all students that declare the Professional Leadership, Inquiry, and Transformation concentration.

### **Concordia University-Portland Candidates Only**

1. Twelve graduate credits for the Administrative Leadership concentration earned toward, or in completion of, the Oregon Professional Administrator License (formerly the CAL) can be transferred into the Ed.D. Administrative Leadership concentration.

2. Students who have successfully completed the M.Ed. in Educational Leadership or the M.Ed. in Curriculum & Instruction program with a Leadership specialization from Concordia University-Portland will have six of their credits transfer into the Ed.D. Instructional Leadership concentration.
3. Any Concordia University-Portland student who has successfully completed the following MAT courses will be able to transfer up to 3 credits into the Instructional Leadership concentration: MAT 501 ISSUES AND ETHICS and MAT 536 EVALUATION AND ASSESSMENT OF LEARNING: ELEMENTARY or MAT 537 EVALUATION AND ASSESSMENT OF LEARNING: SECONDARY.
4. If any of the following courses have been completed at CU-Portland, up to six credits will transfer into the Instructional Leadership concentration: EDCI 587 THE ETHICAL EDUCATOR, EDGR 506 CHARACTER AND THE ETHICS OF LEADERSHIP, EDGR 520 CURRICULUM DESIGN AND ASSESSMENT, or EDGR 620 SCHOOL AND COMMUNITY PARTNERSHIPS, EDCI 522 A COLLABORATIVE APPROACH TO INSTRUCTIONAL MENTORING, EDCI 593 CASE STUDIES IN LAW AND ETHICS, EDCT 537 ASSESSMENT AND EVALUATION OF TEACHING AND LEARNING.
5. Twelve graduate credits earned toward, or in completion of, the Oregon Preliminary Administrator License (formerly the IAL) can be transferred into the Ed.D. Professional Leadership, Inquiry and Transformation concentration. Only transfer work or courses earned in the other CU concentration of Instructional Leadership, Transformational Leadership, or Higher Education will apply to the Professional Leadership, Inquiry and Transformation concentration. A Degree Completion Plan (DCP) is required for all students that declare this concentration.

#### **Note:**

There are no equivalent master's level courses here at CU for the Higher Education or Transformational Leadership concentrations.

Oregon candidates seeking an Oregon Preliminary Administrator License must first complete all requirements, including all coursework and the practicum, before matriculating to the Ed.D.

Oregon candidates who have an Oregon Preliminary Administrative License (formerly the IAL) and a minimum of three years' experience in this role can be recommended for the Oregon Professional Administrator License (formerly the CAL) upon completion of the Ed.D. with a concentration in Administrative Leadership.

## **Graduation Requirements**

In order to graduate from the Doctorate of Education program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>).
  - In order to participate in a commencement ceremony, the Application for Graduation must be received by:
    - April 1 for Fall commencement
    - November 1 for Spring commencement
- Ed.D. candidates participating in commencement must have successfully defended their dissertation at least 14 days prior to the scheduled date of commencement.



- Successful completion of a minimum of 59 credits
- Successful completion of all required courses
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

Additional degree requirements are required following the dissertation defense, and are described in the Ed.D. Program Handbook. The Doctorate of Education degree is conferred only when all degree requirements have been completed. Candidates must maintain continuous enrollment while completing all degree requirements.

See Academic Information and Policies – Graduate > Graduation Information and Requirements > General for information on graduating and participating in a commencement ceremony.

## Policies

### Academic Standing Policy for Ed.D.

Concordia University believes its Ed.D. Candidates are enrolled in one of the most innovative and engaging degree programs available. The focus of all programs is on the candidate's success and the transfer of that success to classrooms or the workplace.

To facilitate student success, standards of academic excellence must be maintained and safeguarded. To that end, the University developed the following parameters for academic probation, dismissal, and student readmission in order to support candidates who may find themselves in academic difficulty.

1. Candidates must earn a grade of B- or better or a 'Pass' in each course to receive credit for the course.
2. A letter grade of 'C+' or below or 'No Pass' means the candidate has failed that course and will be placed on academic probation.
3. A failed course may be repeated once. If the new grade is a B- or better, the candidate returns to good standing.
4. If the repeated course is awarded a 'C+' or lower or a 'No Pass' the candidate is dismissed from the program.
5. If a candidate fails two courses in succession, they will be dismissed from the program.
6. If a candidate fails two courses, they will be dismissed from the program if the first course failed has not already been retaken successfully.
7. A cumulative minimum GPA of 3.0 must be maintained to remain in good academic standing<sup>1</sup> and earn the degree.

<sup>1</sup> Good academic standing means that the candidate has a grade point average of such quality that they may continue to advance toward program completion.

### Adding & Dropping Courses

No course can be added after the first week of class. Adding courses must be approved by both the instructor and the student's academic advisor.

Students may withdraw from a course during the first 5 weeks of the semester. Students will be responsible for any balance that results from a withdrawal calculation, if applicable.

A course running less than 15 weeks (8 weeks) may be dropped before the end of the tenth day without transcript notation. After the 10<sup>th</sup> day, but before the end of the fifth week, students may withdraw from a class and will be assigned a grade of "W" which will remain a permanent entry on the student's transcript. After the fifth week students must earn a grade in the class.

Students who stop attending a course without following the above procedure automatically receive a grade of "F"

Courses may not be assigned a "W" grade after the close of the fifth week except under unusual circumstances. Withdrawal after the fifth week in 8 week course requires the approval of the Dean of Students.

### Attendance Policy

Attendance and punctuality are required for all Ed.D. courses. In situations that necessitate an absence, the student is required to notify the instructor prior to class. Tardiness or absenteeism may affect participation in class. On-ground students who miss more than 25% of the total class time (2 class meetings) must retake the course. Online students are expected to check the course room and Blackboard email at least once daily during the course duration.

### Human Research Protections

All Concordia doctoral candidates must become well versed in research ethics and all human subjects research must be approved by the Concordia University Institutional Review Board (CU IRB) before it can begin. Human subjects research educational modules provided by the Collaborative Institutional Training Initiative (<https://about.citiprogram.org/en/homepage>) (CITI) online must be passed during Year Two of the doctoral program.

The CU IRB governs human subject research and grants permission to conduct research. Detailed information on the steps involved in submitting an IRB Application is available at [www.cu-portland.edu/IRB](http://www.cu-portland.edu/IRB) (<http://www.cu-portland.edu/IRB>). The candidate's IRB Application must be submitted prior to defense of the candidate's research proposal during Year Two of the doctoral program.

### Readmission Following Dismissal – Ed.D.

If a student is academically dismissed, the student may appeal that decision by writing to the Graduate Scholastic Standards Committee ([gssc@cu-portland.edu](mailto:gssc@cu-portland.edu))(GSSC). See the Academic Dismissal Appeal Process for more information. If, however, the student chooses to return to Concordia after an absence of one year or more, the student will need to appeal, as well as apply and pay the current application fee, for re-admission to Concordia. Students will be subject to any changes in the program.

**Please note:** The student has seven years from the date they began program to complete the coursework and dissertation process (should the student decide to defer or take a hiatus). After seven years, the coursework is nullified and the student would need to reapply to the program.

## Curricular Requirements

### Doctorate of Education (Ed.D.) – 59 credits

The Concordia Education Doctoral Program is designed as a three-year cohort matriculation process.

- Year One – Core Curriculum
- Year One & Two – Concentration Curriculum
  - Concentration Requirements:
    - Administrative Leadership
    - Higher Education
    - Instructional Leadership
    - Professional Leadership, Inquiry, and Transformation
    - Transformational Leadership
- Year Two – Research Curriculum
- Year Two & Three – Dissertation Curriculum

#### Year One – Core Curriculum (15 credits)

- Orientation and Residency (Virtual or Campus)
- Comprehensive Connection Paper

EDDC 712	THE ETHICAL EDUCATOR	3
EDDC 714	TRANSFORMATIONAL LEARNING	3
EDDC 716	CREATIVITY, INQUIRY, AND INNOVATION	3
EDDC 718	LEADING ORGANIZATIONAL CHANGE	3
EDDC 700	SCHOLARLY WRITING - IDENTITY	0.5
EDDC 701	SCHOLARLY WRITING - STYLE	0.5
EDDC 702	SCHOLARLY WRITING - ANALYSIS	0.5
EDDC 703	SCHOLARLY WRITING - SYNTHESIS	0.5
EDDC 704	SCHOLARLY WRITING - ISSUE EXPLORATION	0.5
EDDC 705	SCHOLARLY WRITING - CONNECTIONS	0.5
Total Credits		15

#### Year One & Two – Concentration Curriculum - Select one (12 credits)

Twelve (12) credits are required in a concentration area in Years One and Two of the program. Options are:

##### Administrative Leadership Concentration

The curriculum in the Administrative Leadership concentration encompasses visionary leadership, policy development, leading a “learning” organization, instructional improvement, effective management, inclusive practice, ethical leadership, and political, legal and socioeconomic contexts of leadership and administration. This concentration is designed for people interested in public or private sector professional and institutional management such as chief executives, superintendents, high-level non-school managers, supervisors, owners of NGOs, leaders of organizations formed to administer school functions, program administrators, organizational officers, department heads, law enforcement administrators, health care administrators, and certainly experienced and certificated principals, with at least 3 years administrative experience and current licensure.

Doctoral candidates who successfully complete Concordia’s Ed.D. program with a concentration in administrative leadership “may qualify for waiver of the advanced institutional program or the assessment of advanced competencies” in Oregon, which is otherwise fulfilled by completing a separate Professional Administrative Licensure program, by providing an official doctoral transcript to TSPC for review after

graduation (OAR 584-080-022 (4)(A)). Please note: Concordia’s Ed.D. program is not an administrative licensure preparation program.

##### Administrative Leadership Concentration

EDDA 720	GLOBAL ISSUES IN POLICY, PLANNING, AND LEADERSHIP	3
EDDA 721	NAVIGATING PERMANENT WHITEWATER	3
EDDA 722	LEADING ACROSS CULTURES AND COMMUNITIES	3
EDDA 723	MENTORING, SUSTAINING, AND LEAVING A LEGACY	3
Total Credits		12

##### Higher Education Concentration

The Higher Education concentration includes an emphasis on both Higher Education Administration and Higher Education Teaching and is designed to prepare servant-leaders for leadership, teaching, and service positions in colleges, universities, community colleges, governmental agencies, educational associations, and other public and private post-secondary educational settings. It is anticipated that graduates of this terminal degree will pursue careers in teaching, admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

##### Higher Education Concentration

EDDH 730	HIGHER EDUCATION: CURRICULUM AND LEADERSHIP	3
EDDH 731	HIGHER EDUCATION: FINANCE AND FACILITIES MANAGEMENT	3
EDDH 732	HIGHER EDUCATION: HUMAN ISSUES, ACCOUNTABILITY, AND ADMINISTRATIVE BEHAVIOR	3
EDDH 733	HIGHER EDUCATION LAW	3
Total Credits		12

##### Instructional Leadership Concentration

The Instructional Leadership concentration develops the knowledge, skills, and capacity to positively impact practice, programs, and policy, no matter the organization or position. Through professional development, systemic innovation, or program facilitation, candidates who plan on leadership roles as team leaders, department heads, instructional coaches, staff developers, mentors, teachers on special assignment, data teams, and so on, will want to enroll in the Instructional Leadership concentration.

##### Instructional Leadership Concentration

EDDL 740	LEADING WITHOUT AUTHORITY	3
EDDL 741	CREATING A GREATER COMMUNITY	3
EDDL 742	GOOD TEACHING IS NOT ENOUGH	3
EDDL 743	ASSESSING LEARNING FOR STUDENT ACHIEVEMENT	3
Total Credits		12

##### Professional Leadership, Inquiry, and Transformation Concentration

The Professional Leadership, Inquiry, and Transformation (Pro LIT) concentration enables candidates to design and implement a program of study from existing concentration coursework except Administrative Leadership. This choice, flexibility, and electivity is intended to better match or fit candidates’ purposes, goals, and needs than one

concentration alone could. To that end, candidates will apply for the Pro LIT concentration by submitting to the Director of Doctoral Studies a rationale that includes the purpose, goals, and course titles of the 12 credits to be taken. Upon approval candidates can commence Pro LIT coursework at the next available course start. Courses in the Administrative Leadership concentration cannot be selected and no licenses, certification, or endorsements are part of the Pro LIT concentration.

#### Professional Leadership, Inquiry, and Transformation Concentration

This concentration is completed by taking any combination of the courses offered in the Higher Education, Instructional Leadership, or Transformational Leadership concentrations or a combination of these courses and approved transfer credit. To declare this concentration, a student must meet with their advisor who will submit an approved Degree Completion Plan (DCP).

#### Transformational Leadership Concentration

Transformational Leadership is a leadership and administrative concentration. It is designed for diverse fields of leadership and administration outside of K–12 that may not fit into Instructional Leadership or Administrative Leadership. For example, people wanting to advance in business, organization, and church leadership and management will want this concentration. Leaders in community organizations, non-profits, professional development, consulting, and seminar and conference leaders would choose this concentration.

#### Transformational Leadership Concentration

EDDT 750	VOICES OF LEADERSHIP	3
EDDT 751	HOW PROGRAMS REALLY WORK	3
EDDT 752	MOVING ORGANIZATIONAL KNOWLEDGE	3
EDDT 753	COMMUNICATION, COLLABORATION, AND CULTURE	3
Total Credits		12

#### Year Two – Research Curriculum (8 credits)

- Human research protections ethics training must be passed. See Human Research Protections under Policies.
- Initial literature reviewing begins in the research writing courses, which are followed by development of a research prospectus while the candidate matriculates through research methods and prospectus writing courses.
- Approval of a research prospectus by the program.
- Approval of the research by the Concordia University Institutional Review Board (CU IRB) is secured.
- Successful defense of the dissertation proposal.
- The candidate conducts research, keeping the Dissertation Committee apprised.

EDDR 706	RESEARCH WRITING LITERATURE SEARCH	0.5
EDDR 707	RESEARCH WRITING LITERATURE REVIEW	0.5
EDDR 708	PROSPECTUS WRITING QUANTITATIVE RESEARCH	0.5
EDDR 709	PROSPECTUS WRITING QUALITATIVE RESEARCH	0.5
EDDR 790	QUANTITATIVE RESEARCH METHODS	3
EDDR 791	QUALITATIVE RESEARCH METHODS	3
Total Credits		8

#### Year Two & Three – Dissertation Curriculum (at least 24 credits)

- The candidate continues to conduct research, keeping the Dissertation Committee apprised. Upon completion of research and documentation of its results, the candidate arranges for an oral defense of their project with the Dissertation Committee.
- A successful defense, required coursework, and completion of all university requirements will result in graduation from the Concordia Doctorate of Education Program, with an earned Doctor of Education degree.

EDDR 798	DISSERTATION (Must take a minimum of eight times)	3
May be repeated for additional credit within the seven-year time limit to earn the degree. Please meet with the Department and Financial Aid for details.		
Total Credits		24

## Contact Information

### College of Education

### Department of Doctorate Education

Dr. Marty Bullis, Director

Concordia University + Faubion School – 250 J

503-493-6265

mbullis@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/edd/](http://catalog.cu-portland.edu/graduate/colleges/coe/edd/)

WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/doctorate-education>

## Master of Arts in Education Foundations (MEF)

### Overview Information

#### Introduction

The Master of Arts in Education Foundations (MEF) program is designed for those enrolled in the Master of Arts in Teaching (MAT) program but who do not choose to complete the clinical experiences nor apply for teacher licensing. MAT students wishing to move to this option should meet with the Director of MAT Programs for further details.

#### Outcomes and Objectives

The MEF has the same goals as the Master of Arts in Teaching (MAT) program. The main difference is the MEF is designed for candidates who will use their degree in educational settings outside of the classroom.

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

- Knowledge of and appreciation for the Christian perspective and its emphasis on service as a fundamental element of teaching
- Appropriate personal characteristics for success in an education-related profession
- Professional conduct and ethics in all professional relationships

- Knowledge of specific subject matter and instructional strategies appropriate to particular developmental levels and content areas
- Skills in the application and integration of new technologies to enhance the teaching and learning processes
- Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs
- Effective communication and interpersonal relationship skills to promote collaboration with colleagues, school staff, administrators, parents, and other members of the school community
- Skills in the design, implementation and presentation of an action research project or thesis developed expressly to practice educational research
- The ability to effectively engage colleagues in an ongoing study of current best practices and relevant research and demographic data, and analyze their implications for school improvement.

## Admission Requirements

To apply to the MEF program, a candidate must submit a completed *Master of Arts in Education Foundations Application* which is available from the MAT Program Director. Once that application has been approved, the process continues as if applying to the MAT Program.

## Graduation Requirements

In order to graduate from the Master of Arts in Education Foundation (MEF) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation (<https://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of a minimum of 30 credits
- Successful completion of all required courses
- At least:
  - A 3.0 cumulative GPA has been earned
  - All required courses have been completed with a grade of "B-" or better
    - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Arts in Education Foundations (MEF) – 30 credits

#### Program Requirements (30 credits)

All MEF candidates enter either an 11-month full-time MAT cohort or a 22-month MAT-Evening cohort for the majority of their course work. The following curricular options are available:

#### Option One (30 credits)

Choose eight (8) courses from the following (24 credits): 24

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 503	PLANNING AND INSTRUCTION: ELEMENTARY	3
or MAT 506	PLANNING AND INSTRUCTION: SECONDARY	
MAT 536	EVALUATION AND ASSESSMENT OF LEARNING: ELEMENTARY	3

or MAT 537	EVALUATION AND ASSESSMENT OF LEARNING: SECONDARY	
MAT 548	CLASSROOM MANAGEMENT-ELEMENTARY	3
or MAT 549	CLASSROOM MANAGEMENT-SECONDARY	
MAT 556	THE WHOLE CHILD AND LEARNING	3
or MAT 557	THE ADOLESCENT LEARNER	
MAT 560	CURRICULUM AND INSTRUCTION: MATH	3
MAT 563	CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS	3
MAT 567	INTEGRATING SOCIAL STUDIES, SCIENCE, AND THE ARTS	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
MAT 570	PHYSICAL EDUCATION METHODS	3
MAT 571	HEALTH METHODS	3
MAT 572	MATH METHODS	3
MAT 573	SCIENCE METHODS	3
MAT 574	ENGLISH LANGUAGE ARTS METHODS	3
MAT 576	SOCIAL STUDIES METHODS	3
MAT 577	BUSINESS AND MARKETING METHODS	3
MAT 578	WORLD LANGUAGE METHODS	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
Capstone (6 credits) - See below		6
Total Credits		30

#### Option Two (30 credits)

Seven (7) courses from the list in Option One (21 credits)	21
Independent Study in the candidate's selected research topic	3
Capstone (6 credits) - See below	6
Total Credits	30

#### Capstone (6 credits)

EDGR 601	EDUCATIONAL RESEARCH	3
Choose one of the following:		3
EDGR 696	PRACTITIONER INQUIRY	
EDGR 698	ACTION RESEARCH	
Total Credits		6

## Contact Information

### College of Education

### Master of Arts in Teaching Programs

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/mef/](http://catalog.cu-portland.edu/graduate/colleges/coe/mef/)  
 WEBSITE: (MAT information) <http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/master-arts-teaching-mat>

## Master of Arts in Teaching (MAT)

+++ See the Addendum to this catalog for updated information on this program. All correct information below is also listed in the Addendum.



## Overview Information

Concordia's Master of Arts in Teaching (MAT) program accepts candidates who have already earned a bachelor's degree and wish to pursue the Oregon Preliminary Teaching License. Upon successful completion of the MAT program, candidates are eligible for the PK–12 license, with either a multiple-subjects endorsement (elementary candidates - Grades K–8) or subject-specific endorsements (secondary candidates - Grades 5–12).

Candidates choosing the secondary program must select an endorsement area (or two). All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Preliminary Teaching License.

## Goals and Objectives

The MAT program prepares reflective educators who are committed to fostering equitable learning experiences for all PK–12 students. Candidates acquire the knowledge, skills and dispositions to bridge the theoretical underpinnings and practical applications of teaching and learning.

- **Critical and Reflective Thinking:**

Master of Arts in Teaching (MAT) candidates will engage in collaborative and independent learning experiences that foster critical thinking skills and self-reflection. Candidates will partake in robust discourse, synthesize diverse opinions and course materials, understand how pedagogy relates to content knowledge, and continually reflect on their own knowledge, insights, and perspectives, all of which serves to inform their practice. To support this work, the MAT program maintains high expectations for standards of academic excellence and pursuit of knowledge, while also utilizing an iterative approach to the learning process.

- **Ethical Formation:**

Master of Arts in Teaching (MAT) candidates are expected to develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity. This reflects our program's commitment to equitable and culturally responsive practices, as well as our focus on preparing ethical educators who are compassionate, just, and morally grounded.

- **Leadership and Transformation:**

Master of Arts in Teaching (MAT) candidates develop perspectives and practices that propel them to be leaders in the educational field who are dedicated to meeting students' needs and who understand the merits of collaboration and collegiality. This requires active transformation of ideas, beliefs, and knowledge through rigorous coursework, as well as an understanding of how to connect theory and practice.

Concordia University's MAT program is designed to enable candidates to enter the teaching profession at the Preliminary Teaching License level. Upon completion of the program, it is our goal that candidates will exhibit moral character and high ethical standards, recognize the importance of culturally responsive practices and differentiation, plan and execute developmentally appropriate learning activities, demonstrate competency in various methods of authentic assessment, and understand teaching as an act of supreme service to others.

Upon program completion, MAT candidates will:

1. Model dispositions, ethics, and communication skills befitting a professional educator;

2. Recognize how their own morals, biases, experiences, and privilege impact teaching practices;
3. Foster culturally responsive learning environments that are inclusive of families and communities;
4. Demonstrate knowledge of specific subject matter and developmentally appropriate instructional strategies;
5. Utilize effective instructional and assessment practices that meet diverse student learning needs;
6. Value and inform professional growth via research, self-study, and collaboration with others.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

Admission to the MAT requires cumulative GPA of at least 2.80 for undergraduate work, and 3.0 for any graduate courses taken prior to admission. Proof of a bachelor's degree from a regionally accredited college or university via official transcripts from an institution granting B.A or B.S. degree.

Prospective candidates for the Secondary MAT program whose bachelor's degree is not in the subject area(s) of their chosen endorsement(s) are required to pass the the NES/Pearson content exam(s) prior to admission. See Testing and Standards for Completion below.

## Transfer of Credit

No credits may be transferred into this program.

## Placement Procedures

Once a candidate has been accepted and registered into the Master of Arts in Teaching program, Placement Office personnel will gather the required information necessary to secure a student teaching and practicum placement.

Specific placement requests may be made but cannot be guaranteed due to teacher availability and individual district or school policies. Note that all placement confirmations or, if necessary, exit procedures, must be conducted through the College's Placement Office at (503) 493-6458 or [placement@cu-portland.edu](mailto:placement@cu-portland.edu).

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

student initiative after placement has been secured will result in forfeiture of course fees.

### Testing and Standards for Completion

1. All NES (subtests I and II) and endorsement exams (Pearson or PRAXIS II) requirements must be met before proceeding to student teaching.
2. All clinical experiences (i.e., practicum and student teaching) must be graded as “pass” by both the university supervisor and the cooperating teacher. When candidates receive a “no pass” in either of their clinical experiences, the College cannot recommend them for teacher licensing, and the University cannot grant the Master of Arts in Teaching degree.
3. The MATE (evening) program requires 30 volunteer hours in a classroom setting prior to beginning year two.
4. A passing score must be earned on the edTPA portfolio.
5. Candidates enrolled in the MAT or MATE program must pass the following exams before they are allowed to begin their student teaching experience:
  - ORELA Protecting Student and Civil Rights in the Educational Environment Examination (all authorization levels): [www.orela.nesinc.com/](http://www.orela.nesinc.com/) ([http://www.orela.nesinc.com](http://www.orela.nesinc.com/))
  - NES Elementary Education Test (Elementary candidates): [www.orela.nesinc.com/](http://www.orela.nesinc.com/) ([http://www.orela.nesinc.com](http://www.orela.nesinc.com/))
    - MSE: Subtest I – 220
    - MSE: Subtest II – 220
  - Endorsement Exams (Secondary candidates) – administered by NES/Pearson, or in some rare instances, Praxis II. For test requirements, current fees, minimum score requirements, and other testing information, visit:
    - ORELA: [www.orela.nesinc.com/](http://www.orela.nesinc.com/) ([http://www.orela.nesinc.com](http://www.orela.nesinc.com/))
    - Teacher Standards and Practices Commission (TSPC): [www.oregon.gov/TSPC](http://www.oregon.gov/TSPC) (<http://www.oregon.gov/TSPC>)

### Academic Standing Policy for MAT

To remain in “good standing” in the College of Education MAT program, candidates must maintain term and cumulative GPAs of 3.0 or better and pass all courses with a grade of B- or better throughout the process towards the degree. If a student completes any course with a grade below B-, the student must repeat the course. If the repeated course or any subsequent course is completed with a grade below B-, the student is dismissed from the program and from Concordia University. Additionally, a student will be placed on probation following any term where the term GPA and/or the cumulative GPA falls below 3.0. A student may continue on probation for a maximum of three consecutive terms as long as no course is completed with a grade below B- and each term GPA is 3.0 or better during the probationary period. A student will return to good standing when the term and cumulative GPAs are both 3.0 or better. Failure to return to good academic standing within this time frame will result in dismissal from the program and from Concordia University. The student has the right to appeal academic dismissal through the Office of the Provost. The student will be required to be present during the appeal process unless previously excused by the Registrar for extenuating circumstances. In any case the student must make a written appeal.

### Graduation Requirements

In order to graduate from the Master of Arts in Teaching (MAT) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Completion of all *Standards for MAT Program Completion* as outlined above.
- Completion of the minimum credits required in the chosen level (39 credits for Elementary/36-39 credits for Secondary)
- Completion of all required courses
- Completion of all program credits through Concordia University (waivers are not granted for any portion of the MAT program)
- At least a 3.0 cumulative GPA has been earned
- Completion of all required courses with a grade of “B-” or better
  - No grade below a “B-” will be accepted in a course that counts toward completion of the program. Students who receive a “C” or lower in a required course must retake the course and earn a “B-” or higher for the course to count toward completion of the degree.
- Candidates will complete an exit survey for all degree and certificate programs as a degree completion requirement.

### Professional Church Work (PCW) Program

Lutheran Church—Missouri Synod (LCMS) students enrolled in the MAT program who meet the necessary criteria may elect to enroll in the Professional Church Work (PCW) Program. By completing an additional 12 credits, and fulfilling the MAT Practicum requirement in a Lutheran school setting, MAT students may become eligible for placement in an LCMS primary, elementary, middle, or high school. Tuition for these additional courses will be billed at the PCW rate. Candidate must interview with the Lutheran Teacher Coordinator and submit an application for Synodical Placement.

### PCW Coursework Requirements (12 credits)

#### MAT Practicum Requirement

To meet the MAT Practicum requirement, PCW candidates will enroll in the following:		
MAT 552L	PRACTICUM: LUTHERAN ELEMENTARY <sup>1</sup>	3
or MAT 553L	PRACTICUM: LUTHERAN SECONDARY	

#### PCW Coursework

CED 395	TEACHING THE FAITH	3
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT <sup>2</sup>	3
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT <sup>2</sup>	3
REL 304	SYSTEMATIC THEOLOGY	3
Total Credits		12

<sup>1</sup> This would be in place of MAT 552 or MAT 553  
<sup>2</sup> Both REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT and REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT must be taken to satisfy the requirements of this program.

### Curricular Requirements

#### Master of Arts in Teaching (MAT) – 36-39 credits

Cohorts are developed around which level the candidates desire to teach.

- Elementary – Grades K-8 (except PE)
- Secondary – Grades 5–12 (except PE)
  - Secondary Endorsement Options
- Physical Education (PE) – K–12

**Program Structures:**

- 11-month Full-time MAT Program
- 22-month Evening MATE Program

**Elementary Program – Grades K–8 (except PE) (39 credits)**

Click on Course Code to see Course Description

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 503	PLANNING AND INSTRUCTION: ELEMENTARY	3
MAT 536	EVALUATION AND ASSESSMENT OF LEARNING: ELEMENTARY	3
MAT 548	CLASSROOM MANAGEMENT-ELEMENTARY	3
MAT 556	THE WHOLE CHILD AND LEARNING	3
MAT 560	CURRICULUM AND INSTRUCTION: MATH	3
MAT 563	CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS	3
MAT 567	INTEGRATING SOCIAL STUDIES, SCIENCE, AND THE ARTS	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
Choose one Clinical Experience Option (9)		9
MAT 552 & MAT 592	PRACTICUM: ELEMENTARY and STUDENT TEACHING: ELEMENTARY	
or		
MAT 596	EXTENDED STUDENT TEACHING: ELEMENTARY (with department approval)	
Total Credits		39

**Secondary Program – Grades 5–12 (except PE) (36-39 credits)**

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 506	PLANNING AND INSTRUCTION: SECONDARY	3
MAT 533	TECHNOLOGY IN THE SECONDARY CLASSROOM	3
MAT 537	EVALUATION AND ASSESSMENT OF LEARNING: SECONDARY	3
MAT 549	CLASSROOM MANAGEMENT-SECONDARY	3
MAT 557	THE ADOLESCENT LEARNER	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
Choose one Clinical Experience Option (9)		9
MAT 553 & MAT 593	PRACTICUM: SECONDARY and STUDENT TEACHING: SECONDARY	
or		
MAT 597	EXTENDED STUDENT TEACHING: SECONDARY (with department approval)	
Select one or two of the following, depending on endorsements:		3-6
MAT 571	HEALTH METHODS	3
MAT 572	MATH METHODS	3

MAT 573	SCIENCE METHODS	3
MAT 574	ENGLISH LANGUAGE ARTS METHODS	3
MAT 576	SOCIAL STUDIES METHODS	3
MAT 577	BUSINESS AND MARKETING METHODS	3
MAT 578	WORLD LANGUAGE METHODS	3
Total Credits		36-39

**Secondary Program Endorsement Options**

Students seeking the Secondary Program may choose up to two endorsement areas.

- Biology
- Business
- Chemistry
- Health
- Integrated Science
- Language Arts (English)
- Marketing
- Mathematics (Advanced)
- Mathematics (Foundational)
- Physical Education (PE) – See Physical Education (PE) – K-12
- Physics
- Social Studies
- Spanish
- Technology Education (in conjunction with Concordia's Career & Technical Education program)

**Physical Education (PE) – K–12 (36 credits)**

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 506	PLANNING AND INSTRUCTION: SECONDARY	3
MAT 533	TECHNOLOGY IN THE SECONDARY CLASSROOM	3
MAT 538	ASSESSMENT IN PHYSICAL EDUCATION	3
MAT 550	MANAGEMENT FOR PHYSICAL EDUCATORS	3
MAT 557	THE ADOLESCENT LEARNER	3
MAT 570	PHYSICAL EDUCATION METHODS	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
Select one Clinical Experience combination (9):		9
MAT 553 & MAT 592	PRACTICUM: SECONDARY and STUDENT TEACHING: ELEMENTARY	
or		
MAT 552 & MAT 593	PRACTICUM: ELEMENTARY and STUDENT TEACHING: SECONDARY	
Total Credits		36

**Program Structures**

Candidates join a group of 25-30 like-minded people in a Master of Arts in Teaching cohort. Two options are available:

**11-month Full-time MAT Program**

Candidates choose this option if they want to attend school full-time (day and evening classes). Classes begin in January (elementary only) and in June (elementary and secondary) with commencements the following December and May, respectively.

**January Start - Elementary program only**

1. Elementary program
  - Coursework Credits
    - Spring – 18
    - Summer – 12
    - Fall – 0
  - Classroom Teaching Credits
    - Spring – 0
    - Summer – 3
    - Fall – 6
  - Total Credits: 39

- Second Spring term – 6
- Second Summer term – 3
- Total Credits: 36-39

**Contact Information****College of Education****Master of Arts in Teaching Programs**

Dr. Stephanie Murphy, Director

Concordia University + Faubion School - 103 E

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smurphy@cu-portland.edu

**June Start - Elementary and Secondary**

1. Elementary program
  - Coursework Credits
    - Summer – 15
    - Fall – 12
    - Spring – 3
  - Classroom Teaching Credits
    - Summer – 0
    - Fall – 3
    - Spring – 6
  - Total Credits: 39
2. Secondary program
  - Coursework Credits
    - Summer – 15
    - Fall – 9-12
    - Spring – 3
  - Classroom Teaching Credits:
    - Summer – 0
    - Fall – 3
    - Spring – 6
  - Total Credits: 36-39

CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/mat/](http://catalog.cu-portland.edu/graduate/colleges/coe/mat/)WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/master-arts-teaching-mat>**Master of Education (M.Ed.)****Overview Information****Goals and Objectives**

As a graduate of the Master of Education programs at Concordia University-Portland, candidates will engage in inquiry learning that fosters critical thinking skills; the capacity to ask, reflect on, and critique quality questions about content knowledge; and pursue candidate-driven interests. Candidates will develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity. Candidates will develop skills, attitudes, and habits that encourage and allow them to be leaders in their field serving the educational needs of others. This requires active transformation of ideas, beliefs, and knowledge through rigorous study and application of current educational theory and practice.

Upon program completion, M.Ed. candidates will:

- Inquiry 1 (I1): Enhance and utilize knowledge of educational theories and research, technology, and academic content to promote active learning and excellence in all students.
- Inquiry 2 (I2): Analyze and synthesize diverse opinions and experiences with (and on behalf of) students who possess a variety of backgrounds, languages, and abilities.
- Ethical Formation 1 (EF1): Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity.
- Ethical Formation 2 (EF2): Demonstrate characteristics of moral leadership through professional roles and responsibilities.
- Leadership and Transformation (LT1): Become reflective practitioners that reflect on as assess their own practice and their students' work to continually improve learning, teaching, and leadership.

**Admission Requirements**

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts

**22-month Evening MAT-E Program**

This schedule is designed for the working professional. During four semesters, classes are held two nights a week. In the fifth and sixth semesters, students are required to work full time in their practicum and student teaching experiences. Classes start at the beginning of the fall semester.

1. Elementary Program
  - Credits by term
    - First Fall term – 9
    - First Spring term – 6
    - First Summer term – 6
    - Second Fall term – 6
    - Second Spring term – 9
    - Second Summer term – 3
  - Total Credits: 39
2. Secondary Program
  - Credits by term
    - First Fall term – 9
    - First Spring term – 6
    - First Summer term – 6-9 (depending on endorsements)
    - Second Fall term – 6



- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

All M.Ed. degrees require proof of a bachelor's degree from a regionally accredited college or university via an official transcript.

The M.Ed. in Administration program has additional application requirements for admission:

- Evidence of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. Administrative candidates wishing to serve in the State of Washington meet these criteria with proof of a Washington teaching certificate: WAC 180-79A-211
- Evidence of three years of successful contracted licensed teaching or personnel service experience in public schools or regionally accredited private schools.
- Interview with the Chair of Administrative License Programs may be required

## Transfer of Credit

All M.Ed. Programs: Up to six semester credits may be transferred in, see below for specific programs and eligible courses. This must be graduate level work (not CEUS) from an accredited institution. Coursework must be less than 7 years old and all grades must be a B- or higher to transfer. The course content must be equivalent to Concordia University coursework in the degree. Total credits needed to earn the degree must be met. If applicable: The capstone course (Practitioner Inquiry/ Action Research), EDGR 500 PROFESSIONAL PLANNING SEMINAR, and any practicums must be completed at Concordia University. All C&I concentration courses must be taken here as well. The following lists the specific courses that might be transferred into each M.Ed degree:

1. M.Ed. in Career and Technical Education
  - a. EDCT 505 BASIC TEACHING SKILLS
  - b. EDCT 509 EFFECTIVE CLASSROOM MANAGEMENT FOR THE CTE CLASSROOM
2. M.Ed. in Administration
  - a. EDGR 595 COMMUNITY OF LEARNERS
  - b. EDGR 626 ORGANIZATIONAL CHANGE
3. M.Ed. in Educational Leadership
  - a. EDGR 535 THEORIES OF TEACHING AND LEARNING
  - b. EDGR 595 COMMUNITY OF LEARNERS
4. M.Ed. in Curriculum and Instruction
  - a. EDGR 535 THEORIES OF TEACHING AND LEARNING
  - b. EDGR 595 COMMUNITY OF LEARNERS

## Academic Standing Policy for M.Ed. and Graduate Certificates

The College of Education believes that its M.Ed. candidates at Concordia University are enrolled in some of the most innovative and engaging master's degree programs available. The focus of all programs is on the candidate's success and the transfer of that success to classrooms or the workplace.

To facilitate student success, standards of academic excellence must be maintained and safeguarded. To that end, the University developed the following parameters for academic probation, dismissal, and student readmission in order to support candidates who may find themselves in academic difficulty.

Unsatisfactory progress in the program may have implications in the amount of Federal Financial Aid available for classes. It could also extend the length of the program due to class availability.

1. Academic Standing will be assessed at the completion of each course.
2. Candidates must earn a grade of A, A-, B+, B, B- or PASS in each course to receive credit toward the degree.
3. A No Pass or letter grade of C+ or below means the candidate has failed that course and will be placed on academic probation.
4. If the cumulative GPA falls below a 3.00 the candidate will be placed on academic probation for a maximum length of three courses. If the candidate does not return to good standing (the cumulative GPA is not raised to a 3.00 or above) after completion of the third consecutive course on probation, the candidate will be dismissed from the program and from the University.
5. A failed course (other than a practicum course) may be repeated once. If the new grade is a B- or better, the candidate returns to good standing as long as the cumulative GPA is not lower than a 3.00.
6. If the repeated course is awarded a C+ or lower, or a No Pass, the candidate is dismissed from the program and from the University.
7. Candidates on probation for a GPA lower than 3.00 will be dismissed from the program and from the University if they receive a subsequent failing (C+ or below or No Pass) grade.
8. If a candidate receives two failing (C+ or below or No Pass) grades they will be dismissed from the program and the University.
9. If a candidate is on probation and an Incomplete grade is changed to a failing grade (C+ or lower or No Pass) the candidate will be dismissed from the program and the University.
10. A practicum course is not repeatable. If a candidate fails a practicum course, they will be dismissed from the program and the University.<sup>1</sup>
11. Although a student may receive credit for a course with a B- grade, a cumulative minimum GPA of a 3.00 must be maintained to remain in good academic standing<sup>2</sup> and earn the degree.

<sup>1</sup> M.Ed. practicum candidates who are dismissed as a result of a failed non-practicum course, while enrolled in a practicum course, have one week from the date the notice of dismissal is sent to appeal the dismissal decision. During the appeal process, the candidate may continue the practicum, at the discretion of the College of Education, while awaiting a decision on status. The College of Education will rule on whether the student should continue with the practicum or be dismissed from all courses including the practicum. If the student does not submit an appeal within one week of notification of dismissal, the dismissal will stand and the student will be withdrawn from all courses, including the practicum course.

<sup>2</sup> Good standing means that the candidate has a grade point average of such quality that they may continue to advance toward program completion.

See Academic Standing Policies – Graduate for more information.

## Course Order Policy

Students in the M.Ed. programs are expected to take their courses in order, ending with the Capstone course (EDGR 698 ACTION

RESEARCH, EDGR 696 PRACTITIONER INQUIRY, or EDCT 604 CTE CAPSTONE). In the event a course must be taken after the Capstone, only one course is eligible. EDGR 601 EDUCATIONAL RESEARCH is a prerequisite to the Capstone experience and must be taken prior to the Capstone with no exceptions.

### Course Overlap Policy

A student enrolled in courses through a campus-based program has the ability to take courses in the following modalities:

- 5 week online
- 8 week on ground

To facilitate student success, and to allow for the monitoring for Academic Standing, students may not enroll in a course that overlaps completion with another. A student may enroll in two courses concurrently if the end dates are the same.

### Course Repeat Policy

The M.Ed. Department has established the following Course Repeat Rule:

- Each M.Ed. course (excluding practicum courses) may be repeated once.
- A maximum of two courses may be repeated within a program. If the candidate fails an additional course after the maximum of two repeated courses has been reached within the program, the candidate will be dismissed from the program and the University.
- A practicum course (EDRD 550 READING INTERVENTIONIST PRACTICUM; EDEL 537 ESOL PRACTICUM; EDAD 650 PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM; EDAD 652 PROFESSIONAL ADMINISTRATOR LICENSE PRACTICUM; EDHP 519 HEALTH PRACTICUM; EDHP 520 PHYSICAL EDUCATION PRACTICUM) is not repeatable.

### Critical Assessment Policy

In an effort to maintain national and state accreditation, the university is required to measure candidate proficiency at certain checkpoints throughout the program. Within the College of Education Master of Education (M.Ed.) programs, candidates will complete critical assessments as measured by specific INTASC sub-standards and/or appropriate national standards in the candidate's area of professionalization. These assessments evaluate candidates' level of proficiency as they progress through the program. Because of these requirements, in order to pass a course that includes a critical assessment, candidates must meet the minimum requirements for each critical assessment (earning 84% on the assignment). This requirement is a threshold that must be met prior to receiving a grade for the course. If candidates do not pass the critical assessment, they do not pass the course and will receive a grade in the range of C-F.

### Dual Concentration Policy

Students enrolled in the M.Ed. program will be enrolled in one of two campuses: *Online* or *On-ground*. A student may only select concentrations for a degree with dual concentrations that are offered on the specific campus in which the student is enrolled. No exceptions will be allowed.

### Incomplete Grades Policy

Candidates are expected to complete all academic work in whatever length of time is allotted for the course. If candidates cannot complete course requirements by the completion date due to unavoidable or

unforeseen circumstances, they may request an Incomplete ("I") grade from the instructor.

If granted, the candidate and the instructor will determine, and confirm with a student contract, a final completion date, of no more than 15 weeks, which must be met for the passing grade to be issued. In all cases, an Incomplete is given with a back-up grade. If the candidate does not complete the work by the agreed date, the incomplete "I" grade will default to the backup grade.

In online courses, Instructors may grant a grade of "I" only when a student has completed 75% of the course with a "B-" or better. An incomplete grade is not included in the grade point average (GPA).

### Latency Policy

Transfer credits will be accepted which are seven (7) years old or younger. Note: Latency is counted from the year (regardless of month or term) the student starts at CU and goes back to the year the coursework was completed.

### Graduation Requirements

In order to graduate from any Master of Education (M.Ed.) program at Concordia University-Portland, the following requirements must be met:

- A completed Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of the minimum semester credits required in the chosen major
- Successful completion of all courses required in the chosen major
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

### M.Ed. Delivery Options

Concordia offers several options for pursuing either a Master of Education degree or certificate program.

#### Accelerated Online

Designed to be completed in one year. No overlapping terms are allowed.

NOTE: If the student does not adhere to the prescribed schedule for the accelerated online program, it may take additional time to complete the program.

#### Flex Programs

Designed to allow for customized schedules.

- *On-campus*: NE Portland, Oregon (classes are 8 weeks long)
- *Flex Online*: Some programs have online options which can be completed in 14-36 months (classes are 5 weeks long)
- *Hybrid*: Students living near the Portland, Oregon campus may be able to mix their schedule to include some on campus classes as well as some online

Please note, not all programs are offered in every modality. Information on the delivery options available for each program can be found on

the College of Education web pages (<https://education.cu-portland.edu/college-of-education>).

## M.Ed. Degrees

+++ See the Addendum to this catalog for information on two new M.Ed. programs.

There are several options for those who wish to pursue their education at the graduate level. Information on the delivery options available for each program can be found on the College of Education web pages (<https://education.cu-portland.edu/college-of-education>).

- M.Ed. in Administration (M.Ed. Admin) [OR & WA residents only - Administration licensure]
- M.Ed. in Career & Technical Education (MCTE)
- M.Ed. in Curriculum & Instruction (M.Ed. C&I)
  - Concentration Options
- M.Ed. in Educational Leadership (Non-licensure)

## Contact Information

### College of Education

### Department of Master of Education

M.Ed. Program Support

Concordia University + Faubion School - 250

503-493-6261

[coe@cu-portland.edu](mailto:coe@cu-portland.edu)

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/](https://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/)  
 WEBSITE: <https://education.cu-portland.edu/college-of-education/masters/>

# Master of Education in Administration (M.Ed. Admin)

## Overview Information

The Master of Education in Administration provides a master's degree and the coursework for a Preliminary Administrator License for administrative candidates.

## Objectives

Program objectives for the M.Ed. in Administration are written to align with current research for educational leadership. Program objectives for the M.Ed. Administration are written to meet TSPC standards for the Preliminary Administrator License (<http://catalog.cu-portland.edu/graduate/colleges/coe/certificates/pre-admin-lic>). Candidates in the M.Ed. Administration program will:

- Describe the contemporary research on the essential skills and knowledge required of instructional leaders.
- Describe how to create change and evaluate the factors that increase the success rate of change initiatives.
- Describe and evaluate the role of leadership in relation to Resource Management, Systems Improvement, and State as well as Organizational Requirements.
- Evaluate the research-based actions required to improve instruction and increase achievement for all students, and demonstrate an ability to create an improvement implementation plan.

- Synthesize and act on the research on the characteristics of an educational community that challenges thinking, and explores and learns together to improve instruction and increase learning.
- Analyze the impact of collaboration and the structures required to enhance collaboration among school staff, parents, students and community.

## Admission Requirements

Candidates to any Concordia University-Portland Master of Education program must submit the following:

- A completed online application (<http://www.applytocu.com>)
- Official transcripts from a regionally accredited school demonstrating completion of a bachelor's or master's degree
- Letter of Recommendation verifying work with children or youth and addressing the candidate's ability to do graduate level work. Letters of recommendation are confidential and not available to the student.
  - M.Ed. C&I, M.Ed. in Leadership, and MCTE applicants: One confidential letter of recommendation, dated within six months of applying. If the applicant's cumulative GPA is 2.8 or higher, a letter of recommendation is not required.
  - M.Ed. in Administration, Preliminary or Professional Administrator License certificate program applicants (Oregon & Washington): One letter of recommendation from a practicing, licensed administrator (preferably a current supervisor) who knows the applicant's work history and readiness to enter an administration program. This letter is required, regardless of GPA.
- The TSPC character questionnaire (see website (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students/master-arts-teaching-admission-checklist>) for link to form)
- Statements of Intent (see website (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students/med-admission-checklist>) for specific details)
- A résumé that lists all licensed educational experiences (one year of teaching equals eight consecutive months in a licensed, contracted position)
- A copy of a current teaching or administrator license as appropriate. If pursuing an endorsement or additional licensure, a sub license will not meet the requirements of TSPC for the practicum.
- Interview with College of Education Director of Master of Education Department may be required
- International applicants should refer to the International Graduate Admission section for additional requirements.

The M.Ed. in Administration program has additional application requirements for admission:

- Evidence of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. Administrative candidates wishing to serve in the State of Washington meet these criteria with proof of a Washington teaching certificate: WAC 180-79A-211
- Evidence of three years of successful contracted licensed teaching or personnel service experience in public schools or regionally accredited private schools.
- Interview with the Chair of Administrative License Programs may be required

## Graduation Requirements

In order to graduate from any Master of Education (M.Ed.) program at Concordia University-Portland, the following requirements must be met:

- A completed Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of the minimum semester credits required in the chosen major
- Successful completion of all courses required in the chosen major
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Education in Administration – 34 credits

#### Required Coursework (34 credits)

EDGR 500	PROFESSIONAL PLANNING SEMINAR	1
EDAD 560	HUMAN AND FINANCIAL RESOURCES	3
EDAD 607	LEADING THE SCHOOL COMMUNITY	3
EDAD 622	SCHOOL LAW	3
EDAD 650	PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM <sup>1</sup>	3
EDGR 595	COMMUNITY OF LEARNERS	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 605	INSTRUCTIONAL LEADERSHIP AND CLASSROOM EVALUATION	3
EDGR 606	USING DATA TO IMPROVE STUDENT ACHIEVEMENT	3
EDGR 609	STRATEGIES FOR ENHANCING ACHIEVEMENT FOR ALL STUDENTS	3
EDGR 626	ORGANIZATIONAL CHANGE	3
EDGR 698 or EDGR 696	ACTION RESEARCH PRACTITIONER INQUIRY	3
Total Credits		34

<sup>1</sup> EDAD 607 LEADING THE SCHOOL COMMUNITY and EDGR 500 PROFESSIONAL PLANNING SEMINAR must be successfully completed prior to enrolling in EDAD 650 PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM.

## Contact Information

### College of Education

#### Department of Master of Education

M.Ed. Program Support

Concordia University + Faubion School - 250

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/admin/](http://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/admin/)  
 WEBSITE: <https://education.cu-portland.edu/college-of-education/masters/administration/>

## Master of Education in Career & Technical Education (MCTE)

### Overview Information

#### Introduction

The Concordia University Master of Education in Career and Technical Education (MCTE) is designed for licensed CTE teachers at the middle or high school level, or prospective candidates who seek a CTE teaching position at a high school, middle school, or community college and have technical skills and related work experience in a state approved CTE program area. This program focuses on CTE foundations, frameworks for teaching CTE, CTE instructional improvement, CTE lesson planning, CTE curriculum integration, multiple assessment strategies, classroom management, CTE program promotion and development, CTE advisory committees, dual credit agreements, and post-secondary transitions. The program provides an opportunity for students to select an important career and technical education research topic and investigate, apply, demonstrate, and disseminate their knowledge and skills in a culminating capstone project.

#### Goals

Upon program completion, MCTE candidates will demonstrate:

1. The ability to effectively promote CTE programs and establish partnerships with businesses and the community
2. The ability to analyze and advocate for important CTE legislation
3. An understanding of leadership contributions made by all teachers related to their roles in the classroom, the school, the district and the profession.
4. Skills in developing, implementing and assessing curricular and instructional plans that integrate disciplines, apply current educational research findings, encourage parental involvement, consider students' developmental levels, and exhibit sensitivity to individual student difference and cultural backgrounds.
5. Skills in the application and integration of new technologies to enhance the teaching and learning processes
6. Skills in the design and implementation of a capstone experience developed expressly to improve classroom instruction and student learning outcomes.
7. An appreciation for the Christian perspective and its emphasis on service as a fundamental element of successful teaching and learning
8. The ability to effectively engage colleagues in an ongoing study of current best practices, relevant research and demographic data, and analyze their implications for school improvement.
9. Techniques that support the development of positive school-community relations
10. Effective partnering with parents to assist school staff in achieving district and/or building goals
11. Collaborative development of a learning organization that meets the needs of students within the constraints of school, district, and community resources and priorities
12. Values, ethics, beliefs and attitudes that achieve the education goals of the state, district, and local school communities
13. A desire to continue professional and personal growth in CTE leadership



## Admission Requirements

Candidates to any Concordia University-Portland Master of Education program must submit the following:

- A completed online application (<http://www.applytocu.com>)
- Official transcripts from a regionally accredited school demonstrating completion of a bachelor's or master's degree
- Letter of Recommendation verifying work with children or youth and addressing the candidate's ability to do graduate level work. Letters of recommendation are confidential and not available to the student.
  - M.Ed. C&I, M.Ed. in Leadership, and MCTE applicants: One confidential letter of recommendation, dated within six months of applying. If the applicant's cumulative GPA is 2.8 or higher, a letter of recommendation is not required.
  - M.Ed. in Administration, Preliminary or Professional Administrator License certificate program applicants (Oregon & Washington): One letter of recommendation from a practicing, licensed administrator (preferably a current supervisor) who knows the applicant's work history and readiness to enter an administration program. This letter is required, regardless of GPA.
- The TSPC character questionnaire (see website (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students/master-arts-teaching-admission-checklist>) for link to form)
- Statements of Intent (see website (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students/med-admission-checklist>) for specific details)
- A résumé that lists all licensed educational experiences (one year of teaching equals eight consecutive months in a licensed, contracted position)
- A copy of a current teaching or administrator license as appropriate. If pursuing an endorsement or additional licensure, a sub license will not meet the requirements of TSPC for the practicum.
- Interview with College of Education Director of Master of Education Department may be required
- International applicants should refer to the International Graduate Admission section for additional requirements.

## Graduation Requirements

In order to graduate from any Master of Education (M.Ed.) program at Concordia University-Portland, the following requirements must be met:

- A completed Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of the minimum semester credits required in the chosen major
- Successful completion of all courses required in the chosen major
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Education in Career & Technical Education (MCTE) – 30 credits

#### Required Coursework (30 credits)

EDCT 501	FRAMEWORKS FOR TEACHING CAREER AND TECHNICAL EDUCATION	3
EDCT 513	INTRODUCTION TO CAREER AND TECHNICAL EDUCATION	3
EDCT 505	BASIC TEACHING SKILLS	3
EDGR 506	CHARACTER AND THE ETHICS OF LEADERSHIP	3
EDCT 509	EFFECTIVE CLASSROOM MANAGEMENT FOR THE CTE CLASSROOM	3
EDCT 537	ASSESSMENT AND EVALUATION OF TEACHING AND LEARNING	3
EDCT 568	MATH IN CAREER AND TECHNICAL EDUCATION	3
EDCT 570	LITERACY IN CAREER AND TECHNICAL EDUCATION	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDCT 604	CTE CAPSTONE	3
Total Credits		30

## Contact Information

### College of Education

### Department of Master of Education

M.Ed. Program Support

Concordia University + Faubion School - 250

503-493-6261

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/mcte/](http://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/mcte/)

WEBSITE: <https://education.cu-portland.edu/college-of-education/masters/career-and-technical-education/>

## Master of Education in Curriculum & Instruction (M.Ed. C&I)

### Overview Information

Concordia's Master of Education in Curriculum & Instruction provides in-service teachers with skills that enhance the teaching and learning processes in their own classrooms. Core classes not only study common issues and theories, but also cement the connection between these theories and the implementation of classroom best practices.

The course of study is a combination of a professional core of courses, a personalized concentration designed to meet the candidate's personal and professional goals, and a capstone experience. The concentration selected will determine the number of credits needed for the program and the degree earned. See Curricular Requirements section for a list of available concentrations.

### Objectives

In addition to meeting the objectives for all Concordia M.Ed. programs, successful candidates in the M.Ed. C&I will demonstrate:

- C&I.11: Expertise in the utilization of new methods of authentic assessment and strategies as tools to evaluate student learning

progress in relation to Oregon’s Common Core State Standards and specific district standards.

- C&I.I2: Effective instructional skills in planning, implementing, and assessing instruction in settings that include diverse cultural populations and special needs students.
- C&I.EF1: An understanding of the ways that the specific curricular/ instructional area has the potential to be responsive to classroom diversity.
- C&I.EF2: A clear understanding of the moral leadership required of them as advanced scholars in the chosen area of curriculum and instruction.
- C&I.LT1: The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results.

### Admission Requirements

Candidates to any Concordia University-Portland Master of Education program must submit the following:

- A completed online application (<http://www.applytocu.com>)
- Official transcripts from a regionally accredited school demonstrating completion of a bachelor’s or master’s degree
- Letter of Recommendation verifying work with children or youth and addressing the candidate’s ability to do graduate level work. Letters of recommendation are confidential and not available to the student.
  - M.Ed. C&I, M.Ed. in Leadership, and MCTE applicants: One confidential letter of recommendation, dated within six months of applying. If the applicant’s cumulative GPA is 2.8 or higher, a letter of recommendation is not required.
  - M.Ed. in Administration, Preliminary or Professional Administrator License certificate program applicants (Oregon & Washington): One letter of recommendation from a practicing, licensed administrator (preferably a current supervisor) who knows the applicant’s work history and readiness to enter an administration program. This letter is required, regardless of GPA.
- The TSPC character questionnaire (see website (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students/master-arts-teaching-admission-checklist>) for link to form)
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- A résumé that lists all licensed educational experiences (one year of teaching equals eight consecutive months in a licensed, contracted position)
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- Successful completion of the minimum semester credits required in the chosen major
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- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Education in Curriculum & Instruction (M.Ed. C&I) – 30-35 Credits

#### Professional Core and Capstone Requirements (18 credits)

##### Professional Core (12)

EDGR 502	DEVELOPING CHARACTER THROUGH THE CURRICULUM	3
EDGR 535	THEORIES OF TEACHING AND LEARNING	3
EDGR 595	COMMUNITY OF LEARNERS	3
EDGR 602	CONTEMPORARY EDUCATIONAL THOUGHT	3

##### Research (6)

EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 696 or EDGR 698	PRACTITIONER INQUIRY ACTION RESEARCH	3

Total Credits 18

#### Concentration Requirements – Select one (12-17 credits)

##### Adolescent Literacy Concentration (12 credits)

The M.Ed. C&I: Adolescent Literacy is designed for educators who are focused on developing and supporting literacy proficiency in students enrolled in grades 6 through 12. Through the completion of this concentration, educators will be prepared to lead the development and support of adolescent literacy in schools, in school districts and in community-based settings.

EDCI 502	ADOLESCENT LITERACY: THE CHALLENGES	3
EDCI 506	A DEVELOPMENTAL APPROACH TO LANGUAGE ACQUISITION	3
EDCI 507	ACADEMIC LITERACY: READING AND WRITING IN THE DISCIPLINES	3
EDCI 508	IMPROVING ADOLESCENT LITERACY: TRANSFORMATIVE INTERVENTION STRATEGIES AND THE USE OF TECHNOLOGY	3

Total Credits 12

##### Community Engagement (12 credits)

The M.Ed. C&I: Community Engagement focuses on the intersection of social justice, community driven and supported educational services, diverse school leadership, and culturally responsive and sustaining pedagogies (CRSP). The concentration provides skills, approaches, and information to reinforce the abilities of teachers to develop curriculum in multicultural, diverse, at-risk and high-needs environments, encouraging teachers to remain engaged and leading in the profession. The concentration is infused with Concordia’s unique point of view of full-child support services for early and elementary education levels taken from the 3-to-PhD model. This program provides tools for teachers to

enhance the mindset, growth and abilities of their students in what are often difficult socioeconomic situations.

EDCI 607	COMMUNITY ENGAGEMENT IN EDUCATION	3
EDCI 608	CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGIES	3
EDCI 609	CONFLICT RESOLUTION AND RESTORATIVE JUSTICE	3
EDCI 610	LEADING IN PARTNERSHIP WITH COMMUNITY	3
Total Credits		12

### Early Childhood Education (ECE) Concentration (12 credits)

The M.Ed. C&I: Early Childhood Education (ECE) is designed for those who have a strong passion for teaching young children and who believe that children learn best through active, hands-on learning. Candidates will explore current trends and research, design developmentally-effective curriculum, and develop skills in advocating for young children.

EDCI 503	ISSUES OF ADVOCACY IN EARLY CHILDHOOD EDUCATION	3
EDCI 504	EARLY CHILDHOOD EDUCATION: A CONSTRUCTIVIST APPROACH	3
EDCI 505	PLAY IN EARLY CHILDHOOD EDUCATION	3
EDCI 589	EMERGENT LITERACY	3
Total Credits		12

### Educational Technology Leadership Concentration (12 credits)

The M.Ed. C&I: Educational Technology Leadership is designed to help educators of all backgrounds develop leadership skills within the expanding field of educational technology. An emphasis is placed on training in-service educators to become leaders in their school, school district or community. Educational Technology Leadership is not solely aimed at increasing technological proficiency, although that is inherent in the courses. Instead, the program seeks to help teachers develop an ethic that allows them to constantly analyze and evaluate the pedagogical implications of new technological hardware and software. From that principle, they will be able to lead in technology adaptation, whether in coaching school peers, assessing district plans, or drafting community grants.

There has been substantial national growth in educators seeking greater proficiency in the integration of educational technology. PK–12 schools have utilized resources to make major capital purchases of technology, primarily tablets, to serve their students. However, most of these schools do not have the personnel trained in how to integrate the technology into the curriculum. While schools typically have Information Technology (IT) staff, these individuals are often so busy maintaining or expanding infrastructure that they do not have the ability, the training or the experience to work with teachers to think about technology pedagogically.

EDCI 567	CONTEMPLATING A MINDSET FOR EDUCATIONAL TECHNOLOGY	3
EDCI 568	CURRENT AND EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY	3
EDCI 569	RESEARCH IN EDUCATIONAL TECHNOLOGY	3
EDCI 570	PROJECT-BASED LEARNING WITH EDUCATIONAL TECHNOLOGY	3
Total Credits		12

### English to Speakers of Other Languages (ESOL) Concentration (13 or 15 credits)

The M.Ed. C&I: ESOL is for teachers in all authorization levels who want to develop instructional strategies to better accommodate students whose native language is not English. With the addition of the practicum (on ground program only), which includes the teaching of a work sample and the passing of the ORELA/NES ESOL exam, the concentration can be added to an existing license as an additional endorsement.

#### Program Objectives

Upon program completion, successful candidates will also demonstrate:

- ESOL.I.1: Expertise in the utilization of new methods and strategies to evaluate language proficiency of ESOL students.
- ESOL.I.2: The ability to modify instructional plans and promote alternative goals and strategies for students from a variety of backgrounds, languages, and abilities.
- ESOL.EF.1: Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity with an emphasis on culture and language.
- ESOL.EF.2: Demonstrate characteristics of moral leadership through professional roles and responsibilities as an advocate for ESOL students.
- ESOL.LT.1: Demonstrate knowledge of and apply skills in collaboration practices related to ESOL needs.

### Non-Licensure (13 credits)

EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE AND CULTURE IN THE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
Total Credits		13

### Licensure (15 credits) – on ground only

EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE AND CULTURE IN THE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
EDEL 537	ESOL PRACTICUM	2
Total Credits		15

### Environmental Education Concentration (12 credits)

The M.Ed. C&I: Environmental Education is designed to prepare PK–12 educators as specialists in the study of the earth's environment. Learning and teaching will be based on three key concepts: how to learn about and investigate the environment, an understanding of how humans interact with the environment, and the importance of stewardship for our Earth. An emphasis is placed on the connection between transformative education practices and the development of critical thinking, problem solving skills, and self-discovery, skills essential to the successful evaluation of alternative viewpoints related to environmental issues. This course of study is aligned with the National Environmental Education Standards, the National Science Education Standards and the Science Common Core State Standards (when these are developed). Environmental literacy—how daily choices help or harm the environment—is a theme woven throughout the program.

EDCI 512	A STUDY OF THE ENVIRONMENT: PAST AND PRESENT	3
EDCI 531	CURRENT ENVIRONMENTAL ISSUES	3
EDCI 544	TEACHING ENVIRONMENTAL EDUCATION	3
EDCI 551	TRANSFORMATIVE LEARNING AND ENVIRONMENTAL EDUCATION	3
Total Credits		12

**Health & Physical Education (HPE) Concentration (15-17 credits) – on ground only**  
**Program Goal**

Upon program completion of the M.Ed. C&I: HPE, the health and physical educator will understand and apply the current research for advanced teaching and assessment techniques as well as curriculum development in the field of health and physical education. The candidate will also develop strategies for providing a supportive classroom culture for the diverse learning community.

**Program Objectives**

- HPE.1.I1 & HPE 1.I2: Using the knowledge from current research and community partnerships, as well as best practices in the field, the candidate will assess their PK–12 students’ health and physical education needs and motivations.
- HPE.2.EF2: The candidate will utilize data-based knowledge to guide the PK–12 students in designing and safely implementing fitness, health and wellness program plans.
- HPE.3.LT1: The candidate will create appropriate health and physical education instruction that responds to the varying student motivations along the diverse learning environments.

EDGR 500	PROFESSIONAL PLANNING SEMINAR	1
EDHP 515	ISSUES AND RESEARCH IN HEALTH AND PHYSICAL EDUCATION	3
EDHP 516	AUTHENTIC AND ALTERNATIVE ASSESSMENT IN HEALTH AND PHYSICAL EDUCATION	3
EDHP 517	INNOVATIVE CURRICULUM IN HEALTH AND PHYSICAL EDUCATION	3
EDHP 518	MANAGING THE DIVERSE HEALTH AND PHYSICAL EDUCATION ENVIRONMENT	3
Choose one or both:		
EDHP 519	HEALTH PRACTICUM <sup>1</sup>	2
EDHP 520	PHYSICAL EDUCATION PRACTICUM <sup>1</sup>	2
Total Credits		15-17

<sup>1</sup> Practicum/s must be completed if needed for licensure. Both practicums must be completed for Health and PE.

**The Inclusive Classroom Concentration (12 credits)**

The M.Ed. C&I: The Inclusive Classroom is designed for the General Education Teacher and will provide the knowledge and skills needed to work effectively with students with disabilities mainstreamed or fully included in general education classrooms. Particular emphasis is placed on instructional strategies used to differentiate instruction, to serve students with disabilities in inclusive general education classrooms and to implement the Response to Intervention model at the classroom or school level.

EDCI 528	FOUNDATION CONCEPTS FOR INCLUSIVE TEACHING	3
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EDCI 545	PRINCIPLES OF COLLABORATION AND PARTNERSHIPS	3
EDCI 548	THE INCLUSIVE CLASSROOM: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS	3
EDCI 549	EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES	3
Total Credits		12

**Leadership Concentration (12 credits)**

Effective leaders are in demand at all levels in the ever-changing, dynamic world of education. The M.Ed. C&I: Leadership is designed for candidates who are interested in transformative leadership roles in the field of education other than in educational administration. With this leadership degree, the knowledge and skills will be developed that are needed to identify and implement innovative solutions for effecting transformational change in the education community as a highly effective leader.

EDCI 593	CASE STUDIES IN LAW AND ETHICS	3
EDGR 620	SCHOOL AND COMMUNITY PARTNERSHIPS	3
EDCI 522	A COLLABORATIVE APPROACH TO INSTRUCTIONAL MENTORING	3
EDGR 626	ORGANIZATIONAL CHANGE	3
Total Credits		12

**Mathematics Concentration (12 credits)**

The M.Ed. C&I: Mathematics is designed for teachers in PK–12 who want to enhance their content knowledge and skills in mathematics in order to increase student learning and understanding of foundational mathematics concepts. An emphasis is placed on effective teaching strategies and practices that are aligned with the National Council of Teachers of Mathematics (NCTM) standards and that address developmental learning, acquiring proficiency, problem solving and demonstrating understanding in mathematics for all children. Integrated throughout the concentration courses is the effective use of technology to improve student outcomes in the PK–12 core curriculum.

EDCI 526	FOUNDATIONAL MATHEMATICS CONCEPTS	3
EDCI 536	LEARNING AND TEACHING MEASUREMENT AND GEOMETRY	3
EDCI 546	LEARNING AND TEACHING ALGEBRAIC CONCEPTS, DATA ANALYSIS AND PROBABILITY	3
EDCI 556	TRANSFORMATIVE MATHEMATICS IN THE DIFFERENTIATED CLASSROOM	3
Total Credits		12

**Methods and Curriculum Concentration (12 credits)**

This is an elective program for all classroom teachers who desire strengthening instructional skills in a variety of curricular areas.

EDCI 528	FOUNDATION CONCEPTS FOR INCLUSIVE TEACHING	3
EDCI 561	FOUNDATIONS OF STEAM EDUCATION	3
EDEL 533	LANGUAGE AND CULTURE IN THE CLASSROOM	3
EDGR 520	CURRICULUM DESIGN AND ASSESSMENT	3
Total Credits		12

**Reading Interventionist Concentration (15 or 17 credits)**

The M.Ed. C&I: Reading Interventionist enhances instructional skills in the area of reading, provides the knowledge and experience base needed to



serve as a reading interventionist, and meets the content requirements for adding a “Reading Interventionist Endorsement” to a Preliminary license. For the on ground candidate, adding the Reading Interventionist to one’s license requires: this concentration of courses, taking EDRD 550 READING INTERVENTIONIST PRACTICUM, and passing the Praxis II Reading Specialist exam (5301).

### Program Objectives

- Reading.I1: Expertise in the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.
- Reading.I2: Effective instructional skills in the theoretical and knowledge bases of reading, including literacy acquisition, and the construction of meaning. Candidates will provide practical classroom applications and instructional practices in order to create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Reading.EF1: An understanding of literacy curriculum and engagement in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity as well as implement strategies to advocate for equity.
- Reading.EF2: The ability to assume a new role as a scholarly, principled instructional leader who integrates the district’s vision through a standards-based literacy program.
- Reading.LT1: The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results in the area of reading.

### Non-Licensure (15 credits)

EDRD 551	DIAGNOSIS AND ASSESSMENT OF READING	3
EDRD 552	FOSTERING ENGAGEMENT AND READING FOR MEANING THROUGH YOUNG ADULT AND CHILDREN’S LITERATURE	3
EDRD 553	ADVANCED TECHNIQUES FOR TEACHING READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORGANIZATION AND MANAGEMENT OF READING PROGRAMS	3
Total Credits		15

### Licensure (17 credits) – on ground only

EDRD 551	DIAGNOSIS AND ASSESSMENT OF READING	3
EDRD 552	FOSTERING ENGAGEMENT AND READING FOR MEANING THROUGH YOUNG ADULT AND CHILDREN’S LITERATURE	3
EDRD 553	ADVANCED TECHNIQUES FOR TEACHING READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORGANIZATION AND MANAGEMENT OF READING PROGRAMS	3
EDRD 550	READING INTERVENTIONIST PRACTICUM	2
Successful completion of the Praxis II Reading Specialist exam (5301)		
Total Credits		17

### Science Concentration (12 credits)

The M.Ed. C&I: Science is designed for teachers in PK–12 who want to enhance their science content knowledge and skills to increase student learning and understanding of fundamental science concepts. An emphasis is placed on effective teaching strategies and practices that are aligned with the National Science Education Standards (NSES), and the standards of the National Science Teachers Association (NSTA), and that address inquiry methods for teaching science. Included in this course of study is the integration of technology to enrich science learning in the PK–12 science core curriculum and virtual laboratory experiences.

EDCI 527	THE NATURE OF SCIENCE	3
EDCI 537	PLANNING FOR AN INQUIRY-BASED CLASSROOM	3
EDCI 547	TRANSFORMATIVE SCIENCE IN THE DIFFERENTIATED CLASSROOM	3
EDCI 557	THE TECHNOLOGY-BASED SCIENCE CLASSROOM	3
Total Credits		12

### Science, Technology, Engineering, Arts, and Mathematics (STEAM) Concentration (12 credits)

The M.Ed. C&I: STEAM is designed to provide PK–12 teachers with the ability to connect their transformative education practices with the scientific and mathematical principles of critical thinking, problem solving, and inquiry for their students. This program also examines best practices for integrating STEAM (Science, Technology, Engineering, Arts, and Mathematics), Common Core State Standards (CCSS) in Math and Language Arts, and the Next Generation Science Standards (NGSS).

EDCI 561	FOUNDATIONS OF STEAM EDUCATION	3
EDCI 562	STEAM INTEGRATION IN THE PK-12 CLASSROOM	3
EDCI 563	FROM THEORY TO PRACTICE: DEVELOPING A STEAM-ENHANCED CURRICULUM	3
EDCI 564	STEAM PROGRAM LEADERSHIP	3
Total Credits		12

### Social Studies Concentration (12 credits)

The goal of the M.Ed. C&I: Social Studies (PK–12) is to develop a concrete understanding of the integration of the Social Studies curriculum with Project-Based Learning while invigorating the teaching of Social Studies professionals and energizing students to do historical work that will demonstrate the power of critical thinking in a globalizing world.

EDCI 572	HISTORICAL THINKING	3
EDCI 573	THE SOCIAL STUDIES TOOLKIT	3
EDCI 574	GLOBAL CITIZENSHIP: TEACHING FOR AN INTERCONNECTED WORLD	3
EDCI 575	PROJECT-BASED LEARNING AND K-12 SOCIAL STUDIES	3
Total Credits		12

### Trauma and Resilience in Educational Settings Concentration (12 credits)

The M.Ed. C&I: Trauma and Resilience in Educational Settings supports in-service educators in becoming school, school district or community leaders with the understanding and use of trauma-informed and resilience building practices for the students, the school, and themselves. It will prepare leaders in what is becoming a central concern and focus for the public schools – effective responses to student trauma and the resilience necessary to thrive and learn.

EDCI 603	TRAUMA-SENSITIVE PRACTICES AND RESILIENCE	3
EDCI 604	TRAUMA-SENSITIVE CLASSROOMS	3

EDCI 605	CREATING A TRAUMA-SENSITIVE SCHOOL	3
EDCI 606	PROFESSIONAL PRACTICE AND LEADERSHIP IN TRAUMA AND RESILIENCE	3
Total Credits		12

## Contact Information

### College of Education

### Department of Master of Education

M.Ed. Program Support

Concordia University + Faubion School - 250

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/ci/](https://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/ci/)

WEBSITE: <https://education.cu-portland.edu/college-of-education/masters/curriculum-and-instruction/>

## Master of Education in Educational Leadership

### Overview Information

This degree is designed for classroom teachers desiring to develop leadership skills and teachers considering careers in educational administration that facilitate quality learning experiences for all students. Note: The M.Ed. in Educational Leadership is a non-licensure program.

### Objectives

In addition to meeting the objectives for all M.Ed. programs, successful candidates in the M.Ed. in Educational Leadership will demonstrate skills in:

- EL.I1: Designing and implementing curriculum or school-based instructional initiatives that reflect current knowledge of research and trends in technology and academic content for all learners.
- EL.I2: Consulting, being able to assess the classroom and school environments, and making appropriate, research-based recommendations for school and classroom improvement.
- EL.EF1: Providing leadership that encourages academic and personal excellence for students through effective mentorship of educational professionals that is responsive to individual, classroom, school, and community diversity.
- EL.EF2: Providing classroom and/or school-based leadership to support colleagues in the faculty development process.
- EL.LT1: Taking a leadership role in developing a collaborative work environment that incorporates the use of research-based best practices.

### Admission Requirements

Candidates to any Concordia University-Portland Master of Education program must submit the following:

- A completed online application (<http://www.applytocu.com>)
- Official transcripts from a regionally accredited school demonstrating completion of a bachelor's or master's degree
- Letter of Recommendation verifying work with children or youth and addressing the candidate's ability to do graduate level work. Letters of recommendation are confidential and not available to the student.

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- Interview with College of Education Director of Master of Education Department may be required
- International applicants should refer to the International Graduate Admission section for additional requirements.

### Graduation Requirements

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- Successful completion of the minimum semester credits required in the chosen major
- Successful completion of all courses required in the chosen major
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Education in Educational Leadership – 30 credits

#### Required Coursework (30 credits)

EDGR 506	CHARACTER AND THE ETHICS OF LEADERSHIP	3
EDGR 535	THEORIES OF TEACHING AND LEARNING	3
EDGR 595	COMMUNITY OF LEARNERS	3
EDGR 601	EDUCATIONAL RESEARCH	3
EDGR 602	CONTEMPORARY EDUCATIONAL THOUGHT	3
EDGR 609	STRATEGIES FOR ENHANCING ACHIEVEMENT FOR ALL STUDENTS	3
EDGR 620	SCHOOL AND COMMUNITY PARTNERSHIPS	3
EDGR 626	ORGANIZATIONAL CHANGE	3

EDCI 593	CASE STUDIES IN LAW AND ETHICS	3
EDGR 698	ACTION RESEARCH	3
or EDGR 696	PRACTITIONER INQUIRY	
Total Credits		30

- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview

- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

## Contact Information

### College of Education

### Department of Master of Education

M.Ed. Program Support

Concordia University + Faubion School - 250

503-493-6261

coe@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/ed-leadership/](https://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/ed-leadership/)

WEBSITE: <https://education.cu-portland.edu/college-of-education/masters/educational-leadership/>

## Education Certificates

+++ See the Addendum to this catalog for information on four new Graduate Certificate Programs and updated Transfer and Program Overlap policies.

## Graduate Certificate Programs

Concordia offers several Certificate programs for Oregon and Washington students only:

- Health and Physical Education Certificate (HPE)
- Preliminary Administrative License Certificate (formerly the IAL)
- Professional Administrative License Certificate (formerly the CAL)
- Reading Interventionist Certificate
- Teaching English Language Learners Certificate (TELL)

## Overview Information

### Eligibility Requirements

To be eligible for the HPE, TELL, and Reading Interventionist certificates, educators must have an existing teaching license.

To be eligible for the Preliminary Administrative License certificate, educators must have three years of licensed, contracted teaching or personnel service experience in public schools or regionally accredited private schools.

To be eligible for the Professional Administrative License certificate, administrators must have at least three years of half-time licensed administrative experience in public schools or private schools that are regionally accredited.

### Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation

The checklist for admission to a Certificate program is listed with the Master of Education Admission Checklist (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students/med-admission-checklist>).

An official transcript from a regionally accredited college or university that indicates at least a bachelor's degree was conferred (for the Professional Administrative Licensure Certificate, must indicate a master's degree was conferred).

Additional requirements for Preliminary Administrative License certificate admission:

- Verification of completion of a teacher or personnel service preparation program AND an Oregon teaching or personnel service license. If from Washington, administrative candidates submit proof of a Washington teaching certificate.
- Verification of three years of a successful licensed contracted teaching or personnel service experience in public schools or regionally accredited private schools.

Additional requirements for Professional Administrative License certificate admission:

- Verification of at least three years of half-time licensed administrative experience in public schools or private schools that are regionally accredited.

Note: A sub license does not meet TSPC's requirement for completing a practicum.

### Transfer of Credit

The Preliminary Administrative License certificate and the Professional Administrative License certificate are eligible for up to three semester credits of transfer work if the coursework is equivalent to certificate requirements, is less than seven years old, has a grade of B- or higher, and is from a regionally accredited institution. EDGR 500 PROFESSIONAL PLANNING SEMINAR and the Practicum must be completed at Concordia University. All other Certificates must be completed in their entirety here at Concordia University.

### Curricular Requirements

For all graduate certificates issued by Concordia University:

- a minimum of 15 credits must be earned (See Graduation Requirements below for GPA standard);
- all coursework must be completed within seven (7) years; and
- multiple certificates may be earned, however, each certificate must be earned one at a time.

### Course Overlap Policy

A student enrolled in courses through a campus-based program has the ability to take courses in the following modalities:

- 5 week online
- 8 week on ground

To facilitate student success, and to allow for the monitoring for Academic Standing, students may not enroll in a course that overlaps completion with another. A student may enroll in two courses concurrently if the end dates are the same.

### Graduation Requirements

- Completion of the full set of courses established by the College of Education for the declared Certificate. Please see individual Certificate requirements.
- Completion of the program with a minimum cumulative GPA of 3.00; no grade lower than a B-; and, no credits more than seven (7) years old
- The total semester credits for each Certificate have been completed even if transfer work has been accepted.
- Submission of a completed *Intent to Complete a Graduate Certificate Program* form no later than two semesters prior to coursework completion. (The form is available from and is to be returned to the Office of the Registrar (registrar@cu-portland.edu).)
- Completion of an exit survey provided by the program staff.

## Contact Information

### College of Education

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/certificates/](http://catalog.cu-portland.edu/graduate/colleges/coe/certificates/)  
 WEBSITE: <https://education.cu-portland.edu/college-of-education/certificates-licensure/>

## Health and Physical Education Certificate

Refer to the Education Certificate Overview Information for Admission Requirements and other details.

Upon program completion, the health and physical educator will understand and apply the current research for advanced teaching and assessment techniques as well as curriculum development in the field of health and physical education. The candidate will also develop strategies for providing a supportive classroom culture for the diverse learning community.

After completion of a 90-hour practicum for Health or PE and completion of the appropriate Oregon content test, the endorsement may be added to an existing Oregon or Washington license. (Two practicums and both Oregon tests are required to add Health and PE.)

### Health and Physical Education Certificate Objectives

Using the knowledge from current research and community partnerships, as well as best practices in the field, the candidate will assess their K-12 students' health and physical education needs and motivations.

The candidate will utilize data-based knowledge to guide the K-12 students in designing and safely implementing fitness, health and wellness program plans.

The candidate will create appropriate health and physical education instruction that responds to the varying student motivations along the diverse learning environments.

### Health and Physical Education Certificate Course Requirements

EDGR 500	PROFESSIONAL PLANNING SEMINAR	1
EDHP 515	ISSUES AND RESEARCH IN HEALTH AND PHYSICAL EDUCATION	3
EDHP 516	AUTHENTIC AND ALTERNATIVE ASSESSMENT IN HEALTH AND PHYSICAL EDUCATION	3
EDHP 517	INNOVATIVE CURRICULUM IN HEALTH AND PHYSICAL EDUCATION	3
EDHP 518	MANAGING THE DIVERSE HEALTH AND PHYSICAL EDUCATION ENVIRONMENT	3
EDHP 519 or EDHP 520	HEALTH PRACTICUM <sup>1</sup> PHYSICAL EDUCATION PRACTICUM	2
Total Credits		15

<sup>1</sup> Two practicums required if adding BOTH Health and PE

## Preliminary Administrative License Certificate

Refer to the Education Certificate Overview Information for Admission Requirements and other details.

This Preliminary Administrative License Certificate is designed for educators who possess an Oregon preliminary or professional teaching license, have at least three years of full-time teaching experience and have the desire to continue their careers in building positions or administrative posts requiring an administrative license. Completion of this program enables candidates to apply for the Oregon Preliminary Administrator License.

The TSPC standards as outlined in the most recent Oregon Administrative Regulations (OARS) are central to Concordia University-Portland's Preliminary Administrator License program goals and objectives, and are specifically designed to enable educators to demonstrate the competencies required for this license. Candidates will demonstrate the administrative competencies as they proceed through the program and required practicum.

For those candidates who already possess a recognized master's degree from an accredited institution, completion of this program enables candidates interested in careers as building administrators to apply for the Oregon Preliminary Administrator License as outlined in the current OARS.

Courses may be taken on campus or online.

### Preliminary Administrative License Certificate Objectives

Successful candidates in the Preliminary Administrative License Certificate will:



- IAL.I1: Describe how to create change and evaluate the factors that increase the success rate of change initiatives
- IAL.I2: Evaluate the research-based actions required to improve instruction and increase achievement for all students, and demonstrate an ability to create an improvement implementation plan
- IAL.EF1: Synthesize and act on the research on the characteristics of an educational community that challenges thinking, and explores and learns together to improve instruction and increase learning
- IAL.EF2: Describe and evaluate the role of leadership in relation to Resource Management, Systems Improvement and State as well as Organizational Requirements
- IAL.LT1: Analyze the impact of collaboration and the structures required to enhance collaboration among school staff, parents, students and community

### Preliminary Administrative License Certificate Course Requirements

EDAD 560	HUMAN AND FINANCIAL RESOURCES	3
EDAD 607	LEADING THE SCHOOL COMMUNITY	3
EDAD 622	SCHOOL LAW	3
EDAD 650	PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM <sup>1</sup>	3
EDGR 500	PROFESSIONAL PLANNING SEMINAR	1
EDGR 605	INSTRUCTIONAL LEADERSHIP AND CLASSROOM EVALUATION	3
EDGR 606	USING DATA TO IMPROVE STUDENT ACHIEVEMENT	3
EDGR 626	ORGANIZATIONAL CHANGE	3
Total Credits		22

<sup>1</sup> EDAD 607 LEADING THE SCHOOL COMMUNITY and EDGR 500 PROFESSIONAL PLANNING SEMINAR must be successfully completed prior to enrolling in EDAD 650 PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM.

## Professional Administrative License Certificate

Refer to the Education Certificate Overview Information for Admission Requirements and other details.

This program is designed for educators who possess an Oregon Preliminary Administrative License. Candidates are required to have successfully completed at least three (3) years of contracted administrative experience in positions that require a Preliminary Administrative License, in accredited public or private PK–12 schools\*, and desire to continue their careers in building positions or prepare for district-level administrative posts. All administrators must earn this second tier of licensure. Completion of this program enables candidates to apply for the Oregon Professional Administrative License.

The TSPC standards as outlined in the most recent Oregon Administrative Regulations (OARs) are central to Concordia University's Professional Administrator License program goals and objectives, and are specifically designed to enable administrators to demonstrate the advanced competencies required for the continuing license. Administrators will

demonstrate the district level competencies as they proceed through the program.

\* Applicants or candidates who do not have the three years of contracted administrative experience may be conditionally admitted to the program with approval of the Admission Committee.

### Professional Administrative License Certificate Objectives

Successful candidates in the Professional Administrative License Certificate will:

- CAL.I1: Describe how to create change and evaluate the factors that increase the success rate of change initiatives at a district-wide level.
- CAL.I2: Evaluate the research-based actions required to improve equity and access for all students, and demonstrate an ability to create plans for ensuring these goals.
- CAL.EF1: Synthesize and act on the research on the characteristics of an educational community that challenges thinking, and explores and learns together to improve instruction and increase learning at the district level.
- CAL.EF2: Describe and evaluate the role of leadership in relation to student learning, district level management, and equity.
- CAL.LT1: Analyze the impact of communication and collaboration and the structures required to enhance communication and collaboration among internal and external stakeholders in the district and community.

### Professional Administrative License Certificate Course Requirements

EDAD 573	EQUITY, ACCESS, AND ISSUES IN SCHOOL LAW	3
EDAD 578	SOCIAL, POLITICAL, AND CULTURAL ISSUES	3
EDAD 652	PROFESSIONAL ADMINISTRATOR LICENSE PRACTICUM <sup>1</sup>	3
EDAD 672	COMMUNICATION AND CONFLICT MANAGEMENT	3
EDGR 500	PROFESSIONAL PLANNING SEMINAR	1
Select two from the following:		6
EDAD 560	HUMAN AND FINANCIAL RESOURCES	
EDGR 606	USING DATA TO IMPROVE STUDENT ACHIEVEMENT	
EDGR 608	LEARNING FORWARD: USING PERFORMANCE ASSESSMENT TO IMPROVE STUDENT LEARNING	
EDGR 609	STRATEGIES FOR ENHANCING ACHIEVEMENT FOR ALL STUDENTS	
Total Credits		19

<sup>1</sup> EDGR 500 PROFESSIONAL PLANNING SEMINAR must be successfully completed prior to enrolling in EDAD 652 PROFESSIONAL ADMINISTRATOR LICENSE PRACTICUM.

Coursework taken for the Preliminary Administrative License Certificate, or their equivalents, will not be considered eligible for the Professional Administrative License Certificate program of study.

## Reading Interventionist Certificate

Refer to the Education Certificate Overview Information for Admission Requirements and other details.

The College of Education Graduate Reading Interventionist Certificate will strengthen and polish instructional skills for the teaching of reading in the general education classroom, or in the role as a reading interventionist at the building level. Oregon and Washington candidates seeking the Oregon Reading Interventionist Endorsement will also complete a 90-hour practicum and successfully pass all appropriate required Oregon state tests.

### Reading Interventionist Certificate Objectives

Successful candidates will demonstrate:

- Reading.I1: Expertise in the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.
- Reading.I2: Effective instructional skills in the theoretical and knowledge bases of reading, including literacy acquisition, and the construction of meaning. Candidates will provide practical classroom applications and instructional practices in order to create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Reading.EF1: An understanding of literacy curriculum and engagement in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity as well as implement strategies to advocate for equity.
- Reading.EF2: The ability to assume a new role as a scholarly, principled instructional leader who integrates the district's vision through a standards-based literacy program.
- Reading.LT1: The ability to modify instructional plans and promote alternative goals and strategies when necessary, particularly in relation to assessment results in the area of reading.

### Reading Interventionist Certificate Course Requirements

EDRD 551	DIAGNOSIS AND ASSESSMENT OF READING <sup>1</sup>	3
EDRD 552	FOSTERING ENGAGEMENT AND READING FOR MEANING THROUGH YOUNG ADULT AND CHILDREN'S LITERATURE	3
EDRD 553	ADVANCED TECHNIQUES FOR TEACHING READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORGANIZATION AND MANAGEMENT OF READING PROGRAMS	3
EDRD 550	READING INTERVENTIONIST PRACTICUM	2
Total Credits		17

<sup>1</sup> For Concordia MAT Elementary Program graduates, MAT 563 - *C&I: Reading and Language Arts* fulfills this requirement.

## Teaching English Language Learners (TELL) Certificate

Refer to the Education Certificate Overview Information for Admission Requirements and other details.

The Teaching English Language Learners certificate is for teachers at elementary and secondary levels who want to develop instructional strategies to better accommodate students whose native language is

not English. With the addition of a 90-hour practicum and the passing of the ORELA/NES ESOL exam, the ESOL endorsement can be added to an existing Oregon or Washington license.

### Teaching English Language Learners (TELL) Certificate Objectives

Upon program completion, successful candidates will also demonstrate:

- ESOL.I.1 – Expertise in the utilization of new methods and strategies to evaluate language proficiency of ESOL students.
- ESOL.I.2 – The ability to modify instructional plans and promote alternative goals and strategies for students from a variety of backgrounds, languages and abilities.
- ESOL.EF.1 – Develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity with an emphasis on culture and language.
- ESOL.EF.2 – Demonstrate characteristics of moral leadership through professional roles and responsibilities as an advocate for ESOL students.
- ESOL.LT.1 – Demonstrate knowledge of and apply skills in collaboration practices related to ESOL needs.

### Teaching English Language Learners (TELL) Certificate Course Requirements

EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE AND CULTURE IN THE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
EDEL 537	ESOL PRACTICUM	2
Total Credits		15

## School of Management – Graduate Programs

### Overview Information

#### Mission

The mission of the School of Management is to prepare leaders who will transform society through business, government or non-profit organizations.

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

## Objectives

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

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

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

## Academic Standing Policy – MBA and MS HSEM

*Revised 11/8/18*

To remain in "good standing", graduate candidates in the School of Management are expected to maintain a cumulative GPA of 3.0 or better throughout their progress towards their degree. Students must repeat any course lower than a C. Failure to remain in good standing will result in probationary status. A student may remain on continuing probation for a maximum of three consecutive terms as long as each term GPA is above 3.0. Failure to return to good academic standing within this time frame can result in dismissal from the program and from Concordia University.

## SOM Graduate Programs

- **Business Administration** - Master of Business Administration (MBA)
  - Concentration Options
- **Homeland Security & Emergency Management** - Master of Science (MS HSEM)

## Contact Information

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/som/](http://catalog.cu-portland.edu/graduate/colleges/som/)  
WEBSITE: <https://www.cu-portland.edu/academics/colleges/school-management>

# Master of Business Administration (MBA)

## Overview Information

### Introduction

The Master of Business Administration (MBA) program plays an important role in implementing Concordia's mission of preparing leaders for the transformation of society—an increasingly globalized society in need of ethical and effective leaders for business and management. Accordingly, Concordia MBA students are encouraged to appreciate diversity and develop a multicultural management perspective. They are challenged to find and follow their passion, to forge meaningful connections and apply their talents to benefit their organizations, their communities and the natural environment.

Concordia University's MBA is a 38-credit graduate degree offering business and management experiences through concentrations in the areas of:

- Finance
- General Business
- Health Care Administration
- Leadership and Management
- Professional Practice
- Project Management

Research projects, internships, and thesis options are available. Pursuing this degree will give students the opportunity to strengthen existing skills, broaden knowledge of management techniques, think creatively and globally, and test values and ethics. The entire program can be completed in 18-24 months. The MBA Core classes are offered in two different formats: one night per week or online.

The Concordia MBA curriculum emphasizes reality through case-based learning, and simulates on-the-job experience as closely as possible. Case-based instruction is an intense process where students and faculty interact and learn from each other. The cases themselves are first-hand accounts of actual management situations. Analytics are stressed. Problems span such areas as operating policies, accounting methods, marketing techniques, and management styles. Students are asked to take the positions of managers, perform analyses, and recommend courses of action.

## Goals & Outcomes

The goals of the MBA program are designed to help MBA students further develop their personal, professional, and analytical skills and abilities. Upon program completion, MBA candidates will demonstrate:

- an extended knowledge base for their field,
- the ability to foster diversity and a multicultural perspective in business,
- an ability to drive and foster change and innovation,
- a honed sense of ethical values, living lives of service, and understanding of the law as they relate to society and organizations,
- critical thinking and well-developed analytical and decision making skills,
- refined management and leadership capabilities,
- advanced use of information technology, and
- highly effective communication skills.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview

- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.
  - Additional language proficiency tests allowed for admission to the MBA program include:
    - Combined MELICET (Michigan English Language Institute College English Test) minimum requirement: 79
    - ELS Language Centers Level 112 proficiency and passed the ELS Language Centers language test

- No grade below a “C” will be accepted in a course that counts toward completion of the program. Students who receive a “C-” or lower in a required course must retake the course and earn a “C” or higher for the course to count toward completion of the degree.

**Admission Criteria**

Admission to the Master of Business Administration program is based on work history, evidence of managerial proficiency, academic ability, and leadership potential. Minimum requirements for MBA program admission include the following:

- a bachelor’s degree from a regionally accredited college or university,
- an undergraduate GPA of 3.0 or better in the student’s last 60 credits of undergraduate or graduate college coursework, and
- professional or managerial experience (two or more years is required).

Applicants who fall below the minimum requirements may be considered for conditional admission. Such applicants may be required to submit additional materials for evaluation, including letters of recommendation and/or GMAT/GRE/BCTST test results.

**Transfer of Credit**

The School of Management will evaluate proposed MBA transfer work according to the following requirements:

- No more than 12 semester transfer credits may be accepted
- Credits must be from a regionally-accredited Institution. Credits from a nationally-accredited program approved through the U.S. Department of Education will be evaluated on a case by case basis.
- 80% course equivalency as determined by the School of Management
- Earned final grade of B or higher in each course
- Course limit of 7 years of age. Courses older than 7 years may be evaluated on a case by case basis.
- Students will generally complete the following MBA requirements at Concordia University:
  - MBA 501 FOUNDATIONS
  - MBA 509 STRUCTURED CAPSTONE PROJECT or MBA 598 INDEPENDENT CAPSTONE PROJECT

**Graduation Requirements**

In order to graduate from the Master of Business Administration (MBA) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of a minimum of 38 credits - 29 in core cores + 9 in a concentration, thesis/internship, or research project
- Successful completion of all required courses
  - No more than 12 semester transfer credits were accepted
  - At least a 3.0 cumulative GPA has been earned
  - All required courses have been completed with a grade of “C” or better

**Special Offering from the School of Management**

**3+1 JD to MBA Program**

The 3+1 JD to MBA program reflects an explicit partnership between the Boise Law School and the Concordia Portland School of Management. Students will complete the Concordia J.D. in 3 years, consistent with ABA requirements. After successful completion of the J.D. degree, students can begin the accelerated (1-year, 19 remaining credit) MBA the next Fall term. Up to 19 credits of MBA requirements can be met by approved LAW course substitutions, as outlined below. Students can apply to the 3+1 JD to MBA program directly at the time of applying to the Concordia Law School or any time during their course of study in the Law School. Satisfactory academic standing in the J.D. program and the earned J.D. degree are required for acceptance into the MBA program. Only LAW courses with a grade of 2.0 or higher may be applied as substitutes. Students completing a J.D. degree at law school other than Concordia-Portland may be reviewed on a case by case basis to determine if an accelerated Concordia MBA pathway is feasible. Specific curriculum from the incoming law program would need to be evaluated by the Dean of the School of Management.

MBA 501	FOUNDATIONS	4
MBA 502	FINANCIAL REPORTING AND CONTROL	3
MBA 503	LEADING ORGANIZATIONAL CHANGE	3
MBA 504	MARKETING	3
JD Substitution:		
LAW 636	BUSINESS ORGANIZATIONS	
MBA 507	COMPETITION AND STRATEGY	3
MBA 508	FINANCE	3
JD Substitution:		
Four credits-LAW Externships, Clinics, Practicum, or other Experiential Courses		
JD Substitution:		
LAW 623	LEGAL RESEARCH & WRITING I	
LAW 625	LEGAL RESEARCH & WRITING II	
Nine credits from:		
LAW 609	CONTRACTS I	
LAW 610	CONTRACTS II	
LAW 619	PROPERTY	
LAW 635	BANKRUPTCY	
LAW 630	ADMINISTRATIVE LAW	
LAW 657	FEDERAL INCOME TAX	
LAW 660	SECURED TRANSACTIONS	
LAW 640	EMPLOYMENT LAW	
LAW 683	INSURANCE LAW	
LAW 647	INTERNATIONAL LAW	
LAW 675	REAL ESTATE TRANSACTIONS	
LAW 662	WILLS, TRUSTS & ESTATES	
LAW 688	WORKERS' COMPENSATION LAW	



LAW 649	CORPORATE TAX	
Total Credits		19

## Curricular Requirements

### Master of Business Administration (MBA) Major Requirements (38 credits)

#### Core Requirements (29 credits)

MBA 501	FOUNDATIONS	4
MBA 502	FINANCIAL REPORTING AND CONTROL	3
MBA 503	LEADING ORGANIZATIONAL CHANGE	3
MBA 504	MARKETING	3
MBA 506	BUSINESS, GOVERNMENT AND INTERNATIONAL ECONOMY	3
MBA 507	COMPETITION AND STRATEGY	3
MBA 508	FINANCE	3
MBA 515	RESEARCH AND ANALYTICS FOR BUSINESS DECISIONS	3
MBA 598	INDEPENDENT CAPSTONE PROJECT (May be taken in one semester [4 credits] or across two semesters [2 credits in each semester])	4
or MBA 509	STRUCTURED CAPSTONE PROJECT	
Total Credits		29

#### Concentration Requirements (9 credits)

One Concentration must be selected to fill the program requirements.

#### Finance Concentration <sup>1</sup>

MBA 555	RISK ASSESSMENT	3
MBA 572	ENTREPRENEURIAL FINANCE	3
MBA 573	ADVANCED TOPICS IN CORPORATE FINANCE	3
Total Credits		9

#### Business (General) Concentration <sup>2</sup>

Any nine (9) MBA credits 9

#### Health Care Administration (HCA) Concentration <sup>1</sup>

MBA 511	HEALTH ADMINISTRATION LAW AND ETHICS	3
MBA 521	QUALITY AND INFORMATION MANAGEMENT	3
MBA 581	MANAGED CARE SYSTEMS, INSURANCE AND REGULATIONS	3
Total Credits		9

#### Leadership & Management Concentration <sup>1</sup>

At least six (6) of the nine (9) credits must be selected from the following: 9

MBA 510	STRATEGIC HUMAN RESOURCE MANAGEMENT	
MBA 512	MANAGING PROJECTS	
MBA 513	LEADERSHIP	
MBA 586	STRATEGIC ISSUES INTERNATIONAL BUSINESS	
Total Credits		9

#### Professional Practice Concentration

Students with an earned graduate-level professional degree or certificate may transfer nine (9) credits to this concentration. See the MBA Transfer of Credit information for further details.

#### Project Management Concentration <sup>3</sup>

MBA 512	MANAGING PROJECTS	3
MBA 522	MANAGING PROJECT RESOURCES AND TEAMS	3
MBA 532	PROJECT MONITORING AND CONTROL	3
Total Credits		9

<sup>1</sup> In the following concentrations: Finance, Health Care Administration, and Leadership & Management, students can substitute any other three-credit MBA elective or three credits of MBA 599 INTERNSHIP for one of the listed electives toward the nine credit requirement.

<sup>2</sup> In the General Business concentration, students may take all nine credits in any combination of the following: MBA 599 INTERNSHIP or any other course offered in the other MBA concentrations.

<sup>3</sup> In the Project Management concentration all three courses must be completed in order with no substitutions.

## Contact Information

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/som/mba/](http://catalog.cu-portland.edu/graduate/colleges/som/mba/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/school-management/master-business-administration-mba>

## Homeland Security & Emergency Management (MS HSEM)

+++ See Addendum 2 to this catalog for information on the suspension of the MS HSEM program beginning Fall 2019.

## Overview Information

### Introduction

A Master of Science in Homeland Security & Emergency Management (HSEM) from Concordia integrates security studies with the systematic approach necessary to effectively prevent and deter intentional acts of violence, and build strong capabilities to respond and recover from all hazards that threaten the United States. This multidisciplinary security and emergency management-based graduate program is designed to enhance students' abilities to assess risk, implement emergency protocols and lead in a complex environment with partners from the whole community and all layers of society. Resiliency requires professionals who recognize the threats, and who can lead private, public and nonprofit organizations to withstand small and large stressors and shocks that could disrupt vital systems. Students will explore topics such as cybersecurity, disaster management, intelligence, counterterrorism, and risk management and critical emerging issues.

Concordia University's Homeland Security & Emergency Management Master of Science degree program consists of 30 credits taken in nine courses, including a six-credit research thesis that will contribute to the overall discipline. Participants spend an average of 13-15 hours on their courses each week during the online distance-learning periods of study. Activities include reading assigned materials, participating in online discussions with faculty members and other participants, and preparing papers and projects.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant’s scholarly writing
- Attending an interview
  
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

Admission to the MA HSEM program requires a cumulative GPA of at least 3.0 in at least 60 semester credits of undergraduate or graduate coursework. Proof of a bachelor’s degree from a regionally accredited college or university via an official transcript.

## Graduation Requirements

In order to graduate with a Master of Science in Homeland Security & Emergency Management degree from Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of a minimum of 30 credits and all required courses completed with a grade of “C” or better
  - No grade below a “C” will be accepted in a course that counts toward completion of the program. Students who receive a “C-” or lower in a required course must retake the course and earn a “C” or higher for the course to count toward completion of the degree.
- At least a 3.0 cumulative GPA has been earned

+++ See Addendum 2 to this catalog for information on the suspension of the MS HSEM program beginning Fall 2019.

## Curricula Requirements

### Master of Science in Homeland Security & Emergency Management (MS HSEM) – 30 credits

Concordia Portland’s Homeland Security & Emergency Management (HSEM) Master of Science degree program consists of 30 credits taken in nine courses including a six-credit Thesis. The following courses are required for all candidates earning an MS in Homeland Security & Emergency Management.

Click on course codes below to see course descriptions. Visit Graduate>Course Descriptions for information on additional courses in HSEM and other subjects.

#### Required Coursework (30 credits)

HSEM 501	CRITICAL ISSUES IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT	3
HSEM 502	EMERGENCY AND DISASTER MANAGEMENT	3

HSEM 503	RISK ANALYSIS AND VULNERABILITY MITIGATION	3
HSEM 504	HOMELAND SECURITY LEADERSHIP CHALLENGES	3
HSEM 505	STRATEGIC THINKING FOR HOMELAND SECURITY	3
HSEM 506	HOMELAND SECURITY RESEARCH METHODS	3
HSEM 610	CYBER THREATS AND SECURITY	3
HSEM 630	TERRORISM AND INTELLIGENCE	3
HSEM 699	HOMELAND SECURITY AND EMERGENCY MANAGEMENT THESIS	6
Total Credits		30

+++ See Addendum 2 to this catalog for information on the suspension of the MS HSEM program beginning Fall 2019.

## Contact Information

### School of Management Homeland Security & Emergency Management Program

Laurie Holien, Director  
Columbia River Campus  
503-280-8675  
lholien@cu-portland.edu

### Full-time HSEM Faculty

Laurie J. Holien, M.A., Assistant Professor, lholien@cu-portland.edu

Jason P. Nairn, M.A., Assistant Professor, jnairn@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/graduate/colleges/som/ms-hsem/](http://catalog.cu-portland.edu/graduate/colleges/som/ms-hsem/)

## Programs Closed to New Students – Graduate

The following graduate programs will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in one of these programs will continue through graduation.

### Master of Arts in Psychology: Community Psychology (MA PSY)

The Master of Arts in Psychology: Community Psychology will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.

## Overview Information

### Introduction

Concordia’s Master of Arts in Psychology: Community Psychology (MA PSY) teaches the relationship between social systems and individual well-being in diverse community contexts, and prepares students for professional careers in a variety of settings and/or for doctoral study. Reflecting increasing demands for graduates to navigate and lead complex social environments, the program emphasizes an interdisciplinary curriculum, theory-driven research training, and applied community-based learning. Graduates will possess skills relevant to analyzing and evaluating social factors that influence community and individual well-being, and will have community-based learning experiences that prepare them to be leaders in professional settings.

## Program Goals

- **Ecological Perspectives**
  - Students should demonstrate competency articulating and applying multiple ecological perspectives and levels of analysis to social and community issues.
- **Sociocultural Competence**
  - Students should demonstrate competency integrating and bridging multiple worldviews and cultures in defining and addressing social problems.
- **Prevention & Intervention**
  - Students should demonstrate competency articulating and applying a community intervention perspective focused on preventing problems, promoting health and collective empowerment, and other positive outcomes.
- **Community Research**
  - Students should demonstrate competency thinking critically and working with community partners to design and conduct research using theoretical and methodological approaches that take into account multi-level contextual influences on behavior.
- **Ethical & Reflective Practice**
  - Students should demonstrate an understanding of the core values and ethical guidelines that guide professional practice in community psychology, and an ability to communicate how one's own values, assumptions, and life experiences influence one's work.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

The MA in Psychology can be completed in four semesters, and offers two starts: beginning in fall and spring. There are typically no courses offered in the summer, but students may opt to work on their capstone or internship if it fits into their schedule during those months. Students may work with the program director and advisor to create a program that takes more than four semesters if they want a slightly slower pace.

### Transfer of Credit

Up to six semester credits may transfer into this program from other regionally accredited institutions. All grades must be a B- or above.

## Graduation Requirements

In order to graduate from the Master of Arts in Psychology: Community Psychology (MA PSY) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of a minimum of 36 semester credits
- Successful completion of all required courses
- At least:
  - 50% of the credits required for the program have been completed at Concordia University-Portland
  - A 3.0 cumulative GPA has been earned
  - All required courses have been completed with a grade of "B-" or better
    - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

**The Master of Arts in Psychology: Community Psychology will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Curricular Requirements

### Master of Arts in Psychology: Community Psychology (MA PSY) – 36 credits

#### Required Coursework (36 credits)

<b>Core Courses (22 credits)</b>		22
PSY 570	COMMUNITY PSYCHOLOGY	3
PSY 580	SOCIAL INEQUALITY	3
PSY 581	COMMUNITY DEVELOPMENT: PREVENTION AND INTERVENTION	2
PSY 560	PROGRAM EVALUATION AND APPLIED QUALITATIVE METHODS	3
PSY 519	SOCIAL RESEARCH METHODS	3
PSY 520	STATISTICS AND QUANTITATIVE DATA ANALYSIS	3
PSY 551	RESEARCH WRITING I	2
PSY 552	RESEARCH WRITING II	2
PSY 553	RESEARCH WRITING III	1
<b>Elective Courses (2 credits)</b>		2
Choose one two-credit elective:		
PSY 561	CONFLICT RESOLUTION AND MEDIATION	2
PSY 562	SOCIAL PSYCHOLOGY OF MENTAL HEALTH	2
PSY 563	HEALTH PSYCHOLOGY	2
PSY 564	SOCIAL POLICY AND ADVOCACY	2
PSY 556	FUNDRAISING AND GRANT WRITING	2
<b>Capstone Courses (12 credits)</b>		12
PSY 590	INTERNSHIP I	3
PSY 591	INTERNSHIP II	3
PSY 593	THESIS I	3
PSY 594	THESIS II (May be repeated for up to a total of six credits.)	3
<b>Total Credits</b>		<b>36</b>

## Contact Information

### College of Arts & Sciences

#### MA PSY – Master of Arts in Psychology: Community Psychology

Dr. Bryant Carlson, Director

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#### Full-time Psychology Faculty

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**Erin A. Mueller**, Ph.D., Professor; Director, Honors Program, emueller@cu-portland.edu

**Reed M. Mueller**, Ph.D., Professor; Department Chair, rmueller@cu-portland.edu

**Jane Graves Smith**, Ed.D., Professor, jsmith@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/graduate/colleges/cas/ma-psy/](http://catalog.cu-portland.edu/graduate/colleges/cas/ma-psy/)  
 WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/master-arts-psychology>

## Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL)

The Master of Arts in Teaching English to Speakers of Other Languages will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.

## Overview Information

### Introduction

The College of Arts & Sciences offers a Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL). This 30-33 credit master's program is a combination of theory and practice and is offered for candidates who work primarily with second language learners outside of the PK to Grade 12 classroom setting both in the United States and abroad.

### Objectives

Successful international candidates in the MA TESOL will:

- Gain expertise in teaching English as a foreign or second language
- Develop an appreciation and understanding of English and its structure
- Learn the latest theories and techniques for teaching a second language
- Develop competence in using English as well as improvement in their ability to teach a foreign language

American students who complete this program will:

- Possess the qualifications to teach English to Speakers of Other Languages in programs in community colleges or universities, social service agencies, and churches

- Possess the additional knowledge and skills to help them seek employment in foreign countries as teachers of English as a second language

This degree does not meet requirements for state public school certification. Candidates who are interested in teaching ESOL in K–12 public schools in the United States must have completed a teacher education program. Option B is recommended for K–12 licensed teachers.

### Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.
  - Completion of ELS 112 is allowed as an option to satisfy the English Proficiency requirement for this program.
  - See also the Graduate Students (<http://www.cu-portland.edu/node/1013>) section of the International Student Admission pages on CU's website for the most current information.

Admission to the MA TESOL program requires a cumulative undergraduate GPA of 2.80 or higher. The GPA for graduate courses transferred in to meet program requirements must be 3.0 or higher.

### Transfer of Credit

Nine semester credits may transfer into this program. All grades must be a B (3.0) or above. Courses are evaluated on a course-by-course basis and content must be equivalent to our courses. The following courses must be taken at Concordia-Portland and cannot be transferred in: TESL 534 INTRODUCTION TO GRADUATE STUDIES, TESL 585 TESOL PRACTICUM, TESL 597 PROFESSIONAL ASSESSMENT SEMINAR, TESL 698 THESIS I, TESL 699 THESIS II, or TESL 587 IMMERSION PRACTICUM.

### Graduation Requirements

In order to graduate from the Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of a minimum of 30 semester credits
- Successful completion of all required courses
- At least:



- 50% of the credits required for the program have been completed at Concordia University-Portland
- A 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

**The Master of Arts in Teaching English to Speakers of Other Languages will not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in this degree program will continue through graduation.**

## Curricular Requirements

### Master of Arts in Teaching English to Speakers of Other Languages (MA TESOL) – 30-33 credits

<b>CORE REQUIREMENTS (24 credits)</b>	24
TESL 534 INTRODUCTION TO GRADUATE STUDIES	2
TESL 539 LINGUISTICS	3
TESL 544 ENGLISH GRAMMAR AND STRUCTURE	3
TESL 545 STRATEGIES FOR TEACHING ENGLISH	3
TESL 546 TESOL METHODS	3
TESL 547 TESOL EDUCATIONAL ASSESSMENT	3
TESL 585 TESOL PRACTICUM	3
TESL 597 PROFESSIONAL ASSESSMENT SEMINAR	1
TESL 603 RESEARCH DESIGN METHODS	3
<b>CAPSTONE REQUIREMENT (6 or 9 credits)</b>	6-9
<b>Option A: Thesis (9 credits)</b>	
Complete at least three (3) credits from the Electives list below.	3
TESL 698 THESIS I	3
TESL 699 THESIS II	3
<b>Option B: Non-thesis (9 credits)</b>	
Complete nine (9) credits from the Electives list below.	9
Complete a substantive research project as part of TESL 597 above.	
<b>Option C: International Immersion Practicum (6 credits)</b>	
Complete three (3) credits from the Electives list below.	3
TESL 587 IMMERSION PRACTICUM	3
Students will spend a minimum of six weeks abroad teaching ESL. In addition, students will write a paper which will be presented and defended for completion of the credits. International teachers may not use their current employment for this option.	
<b>Total Credits</b>	<b>30-33</b>

### Electives

Electives courses available to meet the Option requirements as stated above:

TESL 520	TESOL SEMINAR (May be repeated once with unique topics.)	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
EDGR 535	THEORIES OF TEACHING AND LEARNING	3

## Contact Information

College of Arts & Sciences

### MA TESOL – Master of Arts in Teaching English to Speakers of Other Languages

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/cas/ma-tesol/](http://catalog.cu-portland.edu/graduate/colleges/cas/ma-tesol/)  
WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-arts-sciences/teaching-english-speakers-other-languages-tesol>

## Course Descriptions – Graduate

### Ed.D. Administrative Leadership (EDDA)

#### EDDA 615 GLOBAL ISSUES IN POLICY, PLANNING, AND LEADERSHIP Credits: 3

This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

#### EDDA 619 NAVIGATING PERMANENT WHITEWATER Credits: 3

Permanent white water consists of organizational events that are surprising, messy, costly, and often unpreventable. Leaders must help members navigate objective and subjective events within complex, problematic, and contingent settings. Leadership becomes exploration and discovery with members who find themselves on process frontiers, where they must do what has never been done before, with few precedents to guide. When white water thoroughly pervades organizational life, navigation requires that people be extremely effective learners.

#### EDDA 628 LEADING ACROSS CULTURES AND COMMUNITIES Credits: 3

Leading across cultures and communities involves increasingly complex issues - shifts in cultural practices and racial, ethnic, and linguistic diversity, and implications for fostering learning in educational communities. Factors that disadvantage children, as well as family, community, and cultural assets that support academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, and community levels, as well as national and international levels.

#### EDDA 629 PURSUING TEACHER QUALITY: POLICY AND PRACTICE Credits: 3

Pursuing Teacher Quality explores the political and social calls for accountability in public schools that have led policymakers at all levels to seek ways to improve the quality of teaching. Teacher effectiveness has become a prominent component of many recent school reform efforts. This course examines the research base and seminal authors and reports, defining policy, evidence of implementation, and evaluative practices of current efforts meant to improve teacher quality.

**EDDA 638 TAKING ON THE SYSTEM: PEOPLE, POWER, AND POLITICS Credits: 3**

Education is inherently political. The experience of schooling is aimed at educational achievement as a key to the economic success of individuals and groups. This course considers how institutions like school boards, legislators, and political leaders interact and react to constituents, shaping schooling and consequences for students. Past conflicts over education governance, ongoing policy debates, and the forces shaping current reform efforts are examined through the twin lens of political science and educational policy.

**EDDA 644 MENTORING, SUSTAINING, AND LEAVING A LEGACY Credits: 3**

Great leaders leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. Legacy is built through decisions and actions, and revealed in how others feel and think about us, having been in our presence. Leaders create performance systems that: drive clarity, connectivity, and consistency; that inspire engagement, production, and satisfaction; and that foster growth, development, and excellence in others. Cultivate qualities that live on because legacy matters.

**EDDA 720 GLOBAL ISSUES IN POLICY, PLANNING, AND LEADERSHIP Credits: 3**

This course focuses on learning and its connections to the organizations, institutions, and policy settings in which it occurs. It focuses on the role leaders play in constructing, guiding, and improving learning in educational organizations through planning and policy decisions. The intent is to develop researchers and practitioners whose main interest is the development of knowledge useful to the improvement of learning in educational organizations through the systematic application of research and theory to practice.

**EDDA 721 NAVIGATING PERMANENT WHITEWATER Credits: 3**

Permanent white water consists of organizational events that are surprising, messy, costly, and often unpreventable. Leaders must help members navigate objective and subjective events within complex, problematic, and contingent settings. Leadership becomes exploration and discovery with members who find themselves on process frontiers, where they must do what has never been done before, with few precedents to guide. When white water thoroughly pervades organizational life, navigation requires that people be extremely effective learners.

**EDDA 722 LEADING ACROSS CULTURES AND COMMUNITIES Credits: 3**

Leading across cultures and communities involves increasingly complex issues - shifts in cultural practices and racial, ethnic, and linguistic diversity, and implications for fostering learning in educational communities. Factors that disadvantage children, as well as family, community, and cultural assets that support academic, social, and moral development in effective schools are examined. The course prepares candidates to investigate these issues from the individual, school, and community levels, as well as national and international levels.

**EDDA 723 MENTORING, SUSTAINING, AND LEAVING A LEGACY Credits: 3**

Great leaders leave a legacy that transcends them and cements their contribution to the growth and transformation of their organization. Legacy is built through decisions and actions, and revealed in how others feel and think about us, having been in our presence. Leaders create performance systems that: drive clarity, connectivity, and consistency; that inspire engagement, production, and satisfaction; and that foster growth, development, and excellence in others. Cultivate qualities that live on because legacy matters.

## Ed.D. Core (EDDC)

**EDDC 600A NINE LIVES OF SCHOLARLY WRITING I Credits: 0.5**

The first of six Nine Lives courses which develop and refine candidates' scholarly writing skills. Writing craft development occurs through peer writing groups, study of published texts, and interaction with faculty. Course topics include writing abstracts, analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates write and revise scholarly writing throughout the courses, culminating in a revised draft of the Comprehensive Connection Paper.

**EDDC 600B NINE LIVES OF SCHOLARLY WRITING I Credits: 0.5**

The second of six Nine Lives courses which develop and refine candidates' scholarly writing skills. Writing craft development occurs through peer writing groups, study of published texts, and interaction with faculty. Course topics include writing abstracts, analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates write and revise scholarly writing throughout the courses, culminating in a revised draft of the Comprehensive Connection Paper.

**EDDC 602A NINE LIVES OF SCHOLARLY WRITING II Credits: 0.5**

The third of six Nine Lives courses which develop and refine candidates' scholarly writing skills. Writing craft development occurs through peer writing groups, study of published texts, and interaction with faculty. Course topics include writing abstracts, analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates write and revise scholarly writing throughout the courses, culminating in a revised draft of the Comprehensive Connection Paper.

**EDDC 602B NINE LIVES OF SCHOLARLY WRITING II Credits: 0.5**

The fourth of six Nine Lives courses which develop and refine candidates' scholarly writing skills. Writing craft development occurs through peer writing groups, study of published texts, and interaction with faculty. Course topics include writing abstracts, analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates write and revise scholarly writing throughout the courses, culminating in a revised draft of the Comprehensive Connection Paper.

**EDDC 603A NINE LIVES OF SCHOLARLY WRITING III Credits: 0.5**

The fifth of six Nine Lives courses which develop and refine candidates' scholarly writing skills. Writing craft development occurs through peer writing groups, study of published texts, and interaction with faculty. Course topics include writing abstracts, analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates write and revise scholarly writing throughout the courses, culminating in a revised draft of the Comprehensive Connection Paper.

**EDDC 603B NINE LIVES OF SCHOLARLY WRITING III Credits: 0.5**

The sixth of six Nine Lives courses which develop and refine candidates' scholarly writing skills. Writing craft development occurs through peer writing groups, study of published texts, and interaction with faculty. Course topics include writing abstracts, analyses, critiques, and literature surveys. Strategies for reading critically, organizing and developing thoughts, choosing appropriate vocabulary, and revising their own writing are also covered. Candidates write and revise scholarly writing throughout the courses, culminating in a revised draft of the Comprehensive Connection Paper.

**EDDC 605 TRANSFORMATIONAL LEARNING Credits: 3**

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their worldview to move away from knowledge transmission towards transformational learning. Candidates deconstruct conformity to social and cultural canons which have permeated U.S. public schools. They examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

**Corequisites:** EDDC 600B.

**EDDC 608 QUANTITATIVE RESEARCH METHODS Credits: 3**

This course prepares beginning educational candidates to conduct sound quantitative research. Emphasis is placed on formulating research questions, refining definitions, identifying target populations, sampling, identifying comparisons, selecting appropriate measures and analyses, including descriptive and inferential statistics, and incorporating previous research and pilot studies to support a research study. Survey, correlation, causal-comparative, and comparative designs are examined.

**EDDC 611 QUALITATIVE RESEARCH METHODS Credits: 3**

The goal of this course is to examine inquiry from a relativistic, but systematic, way of knowing. Candidates apply qualitative research principles through coherent study of the established methodological designs of narrative, phenomenology, and case study. The issues of alternative knowledge claims, validity or trustworthiness, in-depth field work, and data collection and analysis are examined through these six strategies of inquiry.

**EDDC 615 THE ETHICAL EDUCATOR Credits: 3**

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Candidates examine the underlying assumptions and implicit or explicit theories that can support or erode ethical practice, as well as human subjects research issues of harm and deception. As a result of activities and discussions, candidates transform their personal and professional ethical lives and priorities.

**EDDC 618 LEADING ORGANIZATIONAL CHANGE Credits: 3**

This course focuses on helping learners internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the what, why, and how of planned change in diverse educational settings. The course content is undergirded by person-centered values, democratic leadership skills, the ideology of service-management, and is aimed at facilitating excellence in student-centered teaching and learning.

**EDDC 620 CREATIVITY, INQUIRY, AND INNOVATION Credits: 3**

This course emphasizes fostering environments where creativity, inventiveness, and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant breakthrough contributions in science, music, art, and business. The course addresses questions like, Can creativity be learned? How critical is it for organizations to innovate? Candidates tap into their creative potential and discover its value for personal growth and the health of the organization.

**EDDC 700 SCHOLARLY WRITING - IDENTITY Credits: 0.5**

The first-year writing journey begins with a focus on the scholar as a writer: the writer's identity. Candidates explore their current and past writing practices and processes, and then articulate who they currently are as writers. The course also focuses on issues such as writer's block, writing anxieties, and APA style citation practices.

**Corequisites:** EDDC 712.

**EDDC 701 SCHOLARLY WRITING - STYLE Credits: 0.5**

This course moves the candidate journey from an examination of their identity as a writer to examining the elements of style in their current writing practices. Candidates improve their own writing through a detailed examination of style. Candidates become more proficient in making stylistic choices for their academic writing, including choosing appropriate words, constructing and punctuating sentences, and weaving paragraphs into elegant compositions.

**Prerequisites:** EDDC 700 with a B- or higher

**Corequisites:** EDDC 714.

**EDDC 702 SCHOLARLY WRITING - ANALYSIS Credits: 0.5**

This course emphasizes the key role that the research literature plays in knowledge use and creation at the doctoral level. Candidates strengthen their skills in locating literatures relevant to their research areas and in reading the literatures critically and efficiently. Through analyzing articles to identify the techniques scholarly writers use, candidates pinpoint the choices writers make to effectively communicate ideas as well as to create and support knowledge claims.

**Prerequisites:** EDDC 701 with a B- or higher

**Corequisites:** EDDC 716.

**EDDC 703 SCHOLARLY WRITING - SYNTHESIS Credits: 0.5**

This course moves beyond the analysis of literature to the practice of developing synthesized arguments that are grounded in the literature. Candidates explore ways of engaging with other scholars' voices to develop their own argument about a research topic.

**Prerequisites:** EDDC 702 with a B- or higher

**Corequisites:** EDDC 718.

**EDDC 704 SCHOLARLY WRITING - ISSUE EXPLORATION Credits: 0.5**

In this course, candidates explore several possible dissertation topics to identify the potential viability of them. The candidate then selects one topic to explore in more depth in preparation for the initial literature review in EDDC 706. Candidates leave this course with an essay that explores the topic along with a list of possible questions to ask about the topic.

**Prerequisites:** EDDC 703 with a B- or higher.

**EDDC 705 SCHOLARLY WRITING - CONNECTIONS Credits: 0.5**

In this course, candidates develop a Comprehensive Connection Paper that applies the core curriculum and literature to a dissertation topic that was explored in EDDC 704. Candidates demonstrate the ability to analyze and synthesize core learning, and apply theoretical and practical knowledge to a viable research topic. Candidates write and submit a first year critical assessment for review by the program in order to demonstrate readiness for advanced dissertation research and writing.

**Prerequisites:** EDDC 704 with a B- or higher.

**EDDC 712 THE ETHICAL EDUCATOR Credits: 3**

This course is grounded in the belief that it is the responsibility of educators to employ ethical practice in the daily activities of their personal and professional lives. Candidates examine the underlying assumptions and implicit or explicit theories that can support or erode ethical practice, as well as human subjects research issues of harm and deception. As a result of activities and discussions, candidates will transform their personal and professional ethical lives and priorities.

**Corequisites:** EDDC 700.

**EDDC 714 TRANSFORMATIONAL LEARNING Credits: 3**

Based on the view that an individual's beliefs influence his or her actions in powerful ways, this course encourages candidates to reframe their worldview to move away from knowledge transmission towards transformational learning. Candidates deconstruct conformity to social and cultural canons which have permeated U.S. public schools. They examine theories that are meant to catalyze social transformation and individual change, and develop their own theory and practice of transformative learning for social change.

**Corequisites:** EDDC 701.

**EDDC 716 CREATIVITY, INQUIRY, AND INNOVATION Credits: 3**

This course emphasizes fostering environments where creativity, inventiveness and entrepreneurship are expectations in the culture. Topics are investigated through popular literature and case studies of individuals who have made significant breakthrough contributions in science, music, art, and business. The course addresses questions like, Can creativity be learned? How critical is it for organizations to innovate? Candidates tap into their creative potential and discover its value for personal growth and the health of the organization.

**Corequisites:** EDDC 702.

**EDDC 718 LEADING ORGANIZATIONAL CHANGE Credits: 3**

This course focuses on helping candidates internalize the knowledge, attitudes, skills, and values necessary for facilitating organizational improvement in schools and colleges. In particular, it zeros in on the theory and technology of Organizational Development (OD), and the what, why, and how of planned change in diverse educational settings. The course content is undergirded by person-centered values, democratic leadership skills, the ideology of service-management, and is aimed at facilitating excellence in student-centered teaching and learning.

**Corequisites:** EDDC 703.

**EDDH 621 CRITICAL ISSUES IN HIGHER EDUCATION Credits: 3**

This course explores challenges and opportunities that exist in higher education. Candidates develop effective leadership skills in analyzing higher education issues and making informed decisions for practice, while developing skills for presenting their perspectives through debate and advocacy. The course includes study of the impact that state and federal policies have on higher education and the significant role that higher education leadership has in examining and influencing these policies.

**EDDH 623 HIGHER EDUCATION: CURRICULUM AND LEADERSHIP Credits: 3**

This course addresses the need for administrators and faculty to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Candidates explore a wide variety of curriculum, and instructional and assessment applications. The course prepares higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education presently and in the future.

**EDDH 630 HIGHER EDUCATION: FINANCE AND FACILITIES MANAGEMENT Credits: 3**

This course provides a contextual framework for candidates to understand factors affecting the financial well-being of higher education institutions and how these factors affect an institution's long term viability, sustainability and ability to deliver on their mission.

**EDDH 633 HIGHER EDUCATION: HUMAN ISSUES, ACCOUNTABILITY, AND ADMINISTRATIVE BEHAVIOR Credits: 3**

This course examines the character and structure of the American postsecondary education system. Candidates explore the history, major participants, and forces that shaped the postsecondary enterprise through a study of six components: history of higher education, the diversity of institutions in higher education, benefits of higher education, diversity of students in higher education, issues of autonomy, accreditation, accountability, academic freedom, and federal and state coordination of higher education institutions, and future trends in higher education.

**EDDH 638 HIGHER EDUCATION LAW Credits: 3**

Leadership in American higher education demands an understanding of its legal context and policy implications. This course provides an overview of laws and legal precedent most relevant to higher education and introduces methods of legal analysis and decision-making for higher education leaders to anticipate, recognize, and appropriately address legal issues. Candidates learn how to incorporate legal advice from attorneys into decision-making, access court cases, regulations, and statutes, and understand relationships among various sources of law.

**EDDH 640 TECHNOLOGY AND REVOLUTIONS IN HIGHER EDUCATION Credits: 3**

Higher education is in the midst of a revolution. Technology has already changed the way we organize and live our lives, and higher education is scurrying to adapt to the digital age. This course investigates the current forces accelerating change in traditional higher education, conducts research to determine what a transformed learning environment could be, and promotes the need for higher education to take the lead in realizing a new vision for teaching and learning.

## Ed.D. Higher Education (EDDH)



**EDDH 730 HIGHER EDUCATION: CURRICULUM AND LEADERSHIP Credits: 3**

This course addresses the need for administrators and faculty to both understand innovative curriculum, instruction, and assessment for college and university education and to develop the leadership skills to implement them effectively. Candidates explore a wide variety of curriculum, and instructional and assessment applications. The course prepares higher education leaders to effect transformational change as well as to meet the curriculum, instruction, and assessment challenges that face higher education presently and in the future.

**EDDH 731 HIGHER EDUCATION: FINANCE AND FACILITIES MANAGEMENT Credits: 3**

This course provides a contextual framework for students to understand factors affecting the financial well-being of higher education institutions and how these factors affect an institution's long term viability, sustainability and ability to deliver on their mission.

**EDDH 732 HIGHER EDUCATION: HUMAN ISSUES, ACCOUNTABILITY, AND ADMINISTRATIVE BEHAVIOR Credits: 3**

This course examines the character and structure of the American postsecondary education system. Candidates explore the history, major participants, and forces that shaped the postsecondary enterprise through a study of six components: history of higher education, the diversity of institutions in higher education, benefits of higher education, diversity of students in higher education, issues of autonomy, accreditation, accountability, academic freedom, and federal and state coordination of higher education institutions, and future trends in higher education.

**EDDH 733 HIGHER EDUCATION LAW Credits: 3**

Leadership in American higher education demands an understanding of its legal context and policy implications. This course provides an overview of laws and legal precedent most relevant to higher education and introduces methods of legal analysis and decision-making for higher education leaders to anticipate, recognize, and appropriately address legal issues. Candidates learn how to incorporate legal advice from attorneys into decision-making, access court cases, regulations, and statutes, and understand relationships among various sources of law.

## Ed.D. Instructional Leadership (EDDL)

**EDDL 613 LEADING WITHOUT AUTHORITY Credits: 3**

This course provides resources to apply the powerful approach of servant-leadership. This approach emphasizes leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more one is responsible for the growth and well-being of others. Leaders in all organizations influence change and re-shape working culture most effectively when empowering others. Those who understand the art of leading without authority will inspire commitment and leadership development in others.

**EDDL 614 CREATING A GREATER COMMUNITY Credits: 3**

This course focuses on the structure and impact of successful and effective family, school, and community partnerships. Candidates examine the knowledge, dispositions, and skills required by leaders to understand and respond to diverse community systems, interests, and needs. Candidates explore techniques to collaborate effectively with families, stakeholders, and community members and to mobilize community resources. This course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building and communication.

**EDDL 625 GOOD TEACHING IS NOT ENOUGH Credits: 3**

This course examines multiple perspectives on college readiness, including cognitive strategies, content knowledge, learning skills, and transition knowledge. Candidates explore purposes, theories, and methods for achieving college readiness in schools across the country. Candidates investigate issues of equity, access, and achievement that lead to disparities in the levels of college readiness among subgroups of students. The relationships between Common Core State Standards, college readiness, implementation efforts, and the opportunity gap that remains are examined.

**EDDL 626 REIMAGINING THE EDUCATIONAL ENTERPRISE Credits: 3**

This course focuses on skills and teamwork to devise alternatives to traditional schools and organizations. Candidates use a comprehensive process to create a description of a new and innovative school using research-based conceptual frameworks encompassing school standards, elements of effective schools, educational leadership, and program evaluation. These frameworks involve strategies and innovative thinking that are productive in all leadership endeavors. Candidates participating in this course develop leadership skills for the improvement of organizations and cultures.

**EDDL 636 ASSESSING LEARNING FOR STUDENT ACHIEVEMENT Credits: 3**

This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues educators should consider as they design and use assessments focused on learner needs. The emphasis in the course is implementation, data collection, analysis, and reporting of results on assessment projects. Understandings and skills include: developing and using assessments, basic psychometric statistics, grading, communicating assessment information, testing ethics, locating and evaluating measures, and assessments used for educational policy decisions.

**EDDL 637 THE INTERNATIONAL CHALLENGE Credits: 3**

This course looks outside of American schooling paradigms to learn from educational systems worldwide. Candidates review complex issues around concepts of schooling and education. Rapid, constant, and interdependent global changes present new challenges and opportunities to critically examine current education models. Candidates grapple with broader societal issues through the lens of a global environment. As the international community seeks to strengthen its collective efforts, it is crucial to chart new paradigms to guide education forward.

**EDDL 740 LEADING WITHOUT AUTHORITY Credits: 3**

This course provides resources to apply the powerful approach of servant-leadership. This approach emphasizes leading by serving, leading by example, and recognizing that the more organizational power and influence one has, the more one is responsible for the growth and well-being of others. Leaders in all organizations influence change and re-shape working culture most effectively when empowering others. Those who understand the art of leading without authority will inspire commitment and leadership development in others.

**EDDL 741 CREATING A GREATER COMMUNITY Credits: 3**

This course focuses on the structure and impact of successful and effective family, school, and community partnerships. Candidates examine the knowledge, dispositions, and skills required by leaders to understand and respond to diverse community systems, interests, and needs. Candidates explore techniques to collaborate effectively with families, stakeholders, and community members and to mobilize community resources. This course facilitates and guides the analysis and development of instructional approaches and programs that foster relationship building and communication.

**EDDL 742 GOOD TEACHING IS NOT ENOUGH Credits: 3**

This course examines multiple perspectives on college readiness, including cognitive strategies, content knowledge, learning skills, and transition knowledge. Candidates explore purposes, theories, and methods for achieving college readiness in schools across the country. Candidates investigate issues of equity, access, and achievement that lead to disparities in the levels of college readiness among subgroups of students. The relationships between Common Core State Standards, college readiness, implementation efforts, and the opportunity gap that remains are examined.

**EDDL 743 ASSESSING LEARNING FOR STUDENT ACHIEVEMENT Credits: 3**

This course presents a rationale for learning-centered assessment and an overview of the tools, techniques, and issues educators should consider as they design and use assessments focused on learner needs. The emphasis in the course is implementation, data collection, analysis, and reporting of results on assessment projects. Understandings and skills include: developing and using assessments, basic psychometric statistics, grading, communicating assessment information, testing ethics, locating and evaluating measures, and assessments used for educational policy decisions.

## Ed.D. Religion and Transformational Leadership (EDDT)

**EDDT 620 VOICES OF LEADERSHIP Credits: 3**

This course examines leadership styles and attributes through historic and current examples. Candidates apply leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion. Candidates evaluate how these individuals developed as leaders and how they developed others around them. Candidates engage in developing their own leadership voice through analysis, assessment, and reflection.

**EDDT 622 RELIGION AND DENSE MEANING: PARABLES Credits: 3**

This course explores the nature of sacred texts for practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

**EDDT 624 HOW PROGRAMS REALLY WORK Credits: 3**

Through an examination of evaluation theory and approaches candidates develop skills needed to make decisions that lead to improved program performance. The course provides an introduction to program evaluation practice, including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments focus on the most important and perhaps most difficult question: How to measure the impact of a program?.

**EDDT 631 TRANSFORMING THE MISSION-DRIVEN ORGANIZATION Credits: 3**

This course examines the concept of mission-driven organizations and analyzes the various aspects of MDO leadership including vision, strategy, governance, funding, and metrics. Candidates employ case study analysis and strategic plan development to develop their capacities for change and to increase the effectiveness of their own organizations. Candidates examine various types of MDOs while following one organization throughout the course that serves as the unit of analysis in the final comprehensive paper.

**EDDT 634 MOVING ORGANIZATIONAL KNOWLEDGE Credits: 3**

This course surveys principles and practices of sociological knowledge management applied to the movement of organizational knowledge within a wide variety of entities such as schools, colleges, churches, for-profits, and non-profits. Organizational knowledge limitations are explored and strategies for increasing organizational knowledge and involvement to better meet organizational objectives. The focus is how to identify and execute needs assessments by strategically involving stakeholders within the organization. Organizational communication methodologies are studied within the process.

**EDDT 641 LEADING THE LEARNING ORGANIZATION Credits: 3**

This course introduces the importance of a learning organization as a system. Candidates focus on creating a sustained organizational learning environment that enhances the learning capability and intellectual capacity that will result in individuals and organizations with a strategic advantage. The appropriate use of knowledge will allow the scholar practitioner to explore practices and behaviors which promote individual and organizational learning and growth, as well as identify barriers which may prevent effective knowledge growth.

**EDDT 645 COMMUNICATION, COLLABORATION, AND CULTURE Credits: 3**

Given the diverse nature of an organization of people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem-solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration. This course examines the development of better practices for creating and sustaining a culture of collaboration.

**EDDT 651 RELIGION AND EXTREMISM Credits: 3**

Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.

**EDDT 652 RELIGION IN THE MODERN WORLD Credits: 4**

This seminar investigates the interface of religion and contemporary society through fundamental questions about the meaning of life, the reality of God, and truth and values to live by in a postmodern context. The student will examine critically his/her own beliefs and values in the light of popular assumptions and prevalent attitudes in our time, and the deeper questions of life that are addressed by various religious approaches.

**EDDT 653 RELIGION AND DENSE MEANING: PARABLES Credits: 4**

This course explores the nature of sacred texts for practitioners of religion. Because most sacred texts were developed prior to widespread literacy and printing technologies, they require specific reading skills, particularly in extracting practical meaning from densely written texts. Focusing on the Parables of Christ, this course both explores the content of these parables and appropriate reading/interpretation of these foundational texts.

**EDDT 654 RELIGION AND EXTREMISM Credits: 4**

Throughout history, religion has motivated self-sacrifice on behalf of a greater cause. In this course, candidates will study the scriptures, doctrines, and historical contexts that have inspired such movements and actions of extremism and gain an understanding of the power of religion. They will also develop skills in helping students recognize and deal with these influences in their lives and communities.

**EDDT 750 VOICES OF LEADERSHIP Credits: 3**

This course examines leadership styles and attributes through historic and current examples. Candidates apply leadership concepts and lessons learned from selected leaders to their own leadership style and practice. Selected leaders represent diverse aspects of society, including politics, sports, entertainment, business, and religion. Candidates evaluate how these individuals developed as leaders and how they developed others around them. Candidates engage in developing their own leadership voice through analysis, assessment, and reflection.

**EDDT 751 HOW PROGRAMS REALLY WORK Credits: 3**

Through an examination of evaluation theory and approaches candidates develop skills needed to make decisions that lead to improved program performance. The course provides an introduction to program evaluation practice, including theoretical perspectives on the purpose of program evaluation, phases of program evaluation, ethics and standard elements, and practical experience in evaluation proposal development. Application assignments focus on the most important and perhaps most difficult question: How to measure the impact of a program?.

**EDDT 752 MOVING ORGANIZATIONAL KNOWLEDGE Credits: 3**

This course surveys principles and practices of sociological knowledge management applied to the movement of organizational knowledge within a wide variety of entities such as schools, colleges, churches, for-profits, and non-profits. Organizational knowledge limitations are explored and strategies for increasing organizational knowledge and involvement to better meet organizational objectives. The focus is how to identify and execute needs assessments by strategically involving stakeholders within the organization. Organizational communication methodologies are studied within the process.

**EDDT 753 COMMUNICATION, COLLABORATION, AND CULTURE Credits: 3**

Given the diverse nature of an organization of people, resources, and location, how can we design effective, transformative communication and collaboration to accomplish organizational goals? All professionals must share responsibility for problem-solving because successful quality improvement is driven by effective multidisciplinary teamwork. The principal elements that support transformative change in developmental and group cultures are teamwork and collaboration. This course examines the development of better practices for creating and sustaining a culture of collaboration.

## Ed.D. Research (EDDR)

**EDDR 610 SCHOLARS BEFORE RESEARCHERS I Credits: 2**

The Scholars Before Researchers I and II courses assist the candidate in researching and drafting the Chapter 2: Literature Review of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. The first course focuses on foundations of the literature review and is taught by the Faculty Chair who is involved in the development process from topic formulation to defense.

**Prerequisites:** EDDC 603B, and EDDT 652 or EDDT 653 or EDDT 654 with a B- or higher, and a CITI test score of 80% or higher.

**EDDR 619 SCHOLARS BEFORE RESEARCHERS II Credits: 2**

The Scholars Before Researchers I and II courses assist the candidate in researching and drafting the Chapter 2: Literature Review of the dissertation proposal. Course topics include an overview of the literature review process, advanced library research techniques, and methods of organizing and managing the literature. The second course focuses on completing the literature review chapter and is taught by the Faculty Chair who is involved in the development process from topic formulation to defense.

**Prerequisites:** EDDR 610.

**EDDR 620 INTENSE RESEARCH MODULE I Credits: 2**

The Intense Research Module (IRM) I and II courses assist the candidate in developing the research design and the methods that are employed in the research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design and Chapter 3: Methodology. The first course focuses on selecting an appropriate research design to answer the research question(s) and writing components of the methodology chapter.

**Prerequisites:** EDDR 619.

**EDDR 621 INTENSE RESEARCH MODULE II Credits: 2**

The Intense Research Module (IRM) I and II courses assist the candidate in developing the research design and the methods that are employed in the research field experience. One intense research module content area is completed in each course to support the development of the dissertation's research design and Chapter 3: Methodology. The second course focuses on finalizing the research design and methodology chapter.

**Prerequisites:** EDDR 619.

**EDDR 697 PROPOSAL DEVELOPMENT Credits: 2**

This course assists the candidate in completing and defending a dissertation proposal before their dissertation committee. The course continues to guide the candidate in developing professional writing, research, and presentation skills. The Faculty Chair instructs and advises the candidate in revising Chapters 2–3, writing the Chapter 1: Introduction, submitting Institutional Review Board materials, and certifying the proposal is defense-worthy. The full dissertation committee provides input, critique, and support during the development and defense process.

**Prerequisites:** EDDR 620 and EDDR 621.

**EDDR 698 DISSERTATION Credit: 1.5**

In this course, the candidate completes a research field experience, analyzes data, writes the Chapter 4: Data Analysis and Results and Chapter 5: Discussion and Conclusion, completes revisions and updates to the dissertation, which is then defended before the dissertation committee. The dissertation is a scholarly document demonstrating the research competence of the candidate. The dissertation is expected to be a substantive contribution to the theory or practice of its discipline or field of study.

**Prerequisites:** EDDR 697 or concurrent enrollment.

**EDDR 706 RESEARCH WRITING LITERATURE SEARCH Credits: 0.5**

This course focuses on library research in support of a literature review along with continuing development of candidates' academic writing. The emphasizes the interrelatedness of critical reading, writing, and thinking in the pursuit of identifying and understanding the research literature on a topic. Candidates locate and closely examine peer-reviewed, published research articles on their chosen dissertation topic. Candidates leave this course with a substantial annotated bibliography of literatures on their topic and completed literature matrix.

**Prerequisites:** EDDC 705 with a B- or higher.

**EDDR 707 RESEARCH WRITING LITERATURE REVIEW Credits: 0.5**

Candidates use the annotated bibliography and matrix to write an initial Literature Review that presents an argument about the state of research on their topic. Substantial time is devoted to critiquing previously written Literature Reviews to help the candidate understand the differences between a well-written and a poorly-written literature review. The completed literature review provides a foundation for developing a quantitative and qualitative research question and prospectus in EDDR 708 and EDDR 709.

**Prerequisites:** EDDR 706 with a B- or higher.

**EDDR 708 PROSPECTUS WRITING QUANTITATIVE RESEARCH Credits: 0.5**

This course develops scholarship and understanding in social science quantitative research. Candidates write an initial quantitative research prospectus based on the quantitative research question developed in EDDR 707. Candidates identify their research niche (find a gap, weak connection, or alternate connection in literature), establish their niche (situate the research question in context, purpose, and conceptual framework), and occupy their niche (state the proposed study's significance and nature, operationalize variables/attributes, and determine assumptions, delimitations and limitations).

**Prerequisites:** EDDR 706 and EDDR 707 with a B- or higher

**Corequisites:** EDDR 790.

**EDDR 709 PROSPECTUS WRITING QUALITATIVE RESEARCH Credits: 0.5**

This course develops scholarship and understanding in social science qualitative research. Candidates write an initial qualitative research prospectus based on the qualitative research question developed in EDDR 707. Candidates identify their research niche (find a gap, weak connection, or alternate connection in literature), establish their niche (situate the research question in context, purpose, and conceptual framework), and occupy their niche (state the proposed study's significance and nature, operationalize variables/attributes, and determine assumptions, delimitations and limitations).

**Prerequisites:** EDDR 706 and EDDR 707 with a B- or higher

**Corequisites:** EDDR 791.

**EDDR 790 QUANTITATIVE RESEARCH METHODS Credits: 3**

This course prepares candidates to conduct sound quantitative research. Emphasis is placed on understanding quantitative research designs, identifying target populations, sampling, identifying comparisons, selecting appropriate measures and analyses, including descriptive and inferential statistics, and incorporating previous research and pilot studies to support a research study. Survey, correlation, causal-comparative, and comparative designs are examined. Candidates determine the appropriate quantitative research design, data collection tools, and analysis measures to answer their social science research question.

**Corequisites:** EDDR 708.

**EDDR 791 QUALITATIVE RESEARCH METHODS Credits: 3**

This course prepares candidates to examine research problems in a relativistic, yet systematic manner. Candidates are trained to conduct qualitative research through the coherent study of methodological designs of narrative, phenomenology, ethnography, action research and case study. Emphasis is placed on recognizing the issues of alternative knowledge claims, validity or trustworthiness and in-depth fieldwork. Candidates determine the appropriate qualitative research design, data collection tools, and analysis measures to answer their social science research question.

**Corequisites:** EDDR 709.

**EDDR 798 DISSERTATION Credits: 3**

The candidate develops and executes a feasible, ethical, and scientifically valid research study and completes a dissertation to report the development, execution, and completion of the study. The dissertation includes: a logical, organized introduction; synthesized literature review; well-articulated and sound methodology; scientifically valid presentation of data analyses and results; and, well-developed discussion and conclusion. The dissertation is defended before the committee and revised for conformity with program and university publication standards.

**Prerequisites:** EDDR 790 and EDDR 791 with a B- or higher; EDDR 708 and EDDR 709.

## Education: Administration (EDAD)

**EDAD 560 HUMAN AND FINANCIAL RESOURCES Credits: 3**

This course will introduce the techniques used to guide, motivate, delegate, build consensus, and lead others in the achievement of results. Human and fiscal resources and maximizing their use will be explored. Candidates will study finance, accounting practices, budget reporting procedures for faculty, board members, and district officials.

**EDAD 573 EQUITY, ACCESS, AND ISSUES IN SCHOOL LAW Credits: 3**

Course examines the relationship between educational inequities and access. Analyzes the role of education and schools of education in addressing various forms of inequality and considers other societal issues and challenges that affect our public educational system. Course includes analysis of historical intentions and impacts as well as future trends. Discussion of visions for the next 25 years in terms of education, access, equality and social justice.

**EDAD 578 SOCIAL, POLITICAL, AND CULTURAL ISSUES Credits: 3**

Candidates will examine the significant impact legal, social, political, ethical, cultural and economic issues have played in shaping the current learning community. Through research and collegial discussion, candidates will also hypothesize future issues that may confront schools, and will investigate individuals and interest groups that influence and develop educational policy and practice. Special emphasis will be placed on societal values and concerns that influence schools in a democracy and their role in determining schools' policies.

**EDAD 607 LEADING THE SCHOOL COMMUNITY Credits: 3**

Course introduces prospective administrators to the essential skills and competencies necessary for effective school leadership in an environment of change. The principles and processes of educational administration, the numerous roles of the principal, the need for collaboration and partnering with all members of the school community, and current research relating to school leadership are all emphasized. The course aims to intentionally provide candidates with a number of the administrative skills outlined in the latest OARs.



**EDAD 622 SCHOOL LAW Credits: 3**

Course addresses the manner in which courts operate, how they make their decisions, and the impact of their decisions on education and educational policy. Analysis of issues of educational policy (e.g., desegregation, the treatment of students with disabilities, English as a second language, religion in the schools, school finance) and connections to educational law as impacting schools with specific attention to Oregon law.

**EDAD 650 PRELIMINARY ADMINISTRATIVE LICENSE PRACTICUM Credits: 3**

The Preliminary Administrative License practicum provides administrative candidates with practical experience. This 360 hour practicum provides opportunities for aspiring school administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and skills required for effective educational leadership. It enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an accredited public or private school environment.

**Prerequisites:** EDGR 500 and EDAD 607 with a B- or higher.

**EDAD 652 PROFESSIONAL ADMINISTRATOR LICENSE PRACTICUM Credits: 3**

The Professional Administrator License Practicum provides administrative candidates with practical PK–12, district-level experience, designed to provide opportunities for aspiring district administrators to demonstrate professionalism and proficiency in relation to specific administrative processes and essential skills required for effective leaders at the district level. This 280-hour (minimum) practicum enables administrative candidates to practice fusing theory with reality under the supervision of qualified and competent mentors in an appropriate setting.

**Prerequisites:** EDGR 500 with a B- or higher.

**EDAD 672 COMMUNICATION AND CONFLICT MANAGEMENT Credits: 3**

This course emphasizes the need for powerful and positive communication among school leaders and the school community. The course also examines issues administrators often face when working with school boards and school employees, and provides insights into specific skills necessary to help develop effective working relationships. Finally, the course also presents candidates with contemporary strategies for managing conflict among school stakeholders, understanding and managing the collective bargaining process, and additional insights on contract negotiation.

**EDAD 699E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

## Education: Career Technology (EDCT)

**EDCT 501 FRAMEWORKS FOR TEACHING CAREER AND TECHNICAL EDUCATION Credits: 3**

This foundational course in the program provides the candidate with a research-based set of components of instruction in four domains: planning and preparation, the classroom environment, instruction, and professional responsibilities. Within the domains are 22 components and 76 descriptive elements of what teaching is all about. Learning activities apply the framework of teaching to CTE instructional program delivery.

**EDCT 505 BASIC TEACHING SKILLS Credits: 3**

This course is designed to equip education candidates with a variety of practical instructional strategies. Topics will include development and use of instructional objectives, constructing lesson plans, designing a work sample, lesson presentation skills, construction and use of higher order questions to promote student achievement, attitude and skill development, and curriculum integration.

**EDCT 509 EFFECTIVE CLASSROOM MANAGEMENT FOR THE CTE CLASSROOM Credits: 3**

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

**EDCT 509A EFFECTIVE CLASSROOM MANAGEMENT FOR THE CTE CLASSROOM Credit: 1**

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

**EDCT 509B EFFECTIVE CLASSROOM MANAGEMENT FOR THE CTE CLASSROOM Credit: 1**

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

**EDCT 509C EFFECTIVE CLASSROOM MANAGEMENT FOR THE CTE CLASSROOM Credit: 1**

With a focus on Career and Technical Education (CTE) at the middle and high school, this course will teach candidates a range of practical strategies that ensure a well-managed classroom, emphasize the critical connection between learner-centered instruction and classroom management, and illustrate how classroom management can be enhanced by work-based learning, student leadership organizations, and partnerships with business, industry, and the community.

**EDCT 513 INTRODUCTION TO CAREER AND TECHNICAL EDUCATION Credits: 3**

A review of the development of career and technical education (CTE) and the important role CTE plays in addressing education and workforce-readiness will be examined in this course. The evolving nature of CTE, contemporary practices and trends, and CTE's role in transforming education will be explored. Strategies successfully employed by CTE programs, particularly the use of technology, in engaging students in learning and integrating 21st century skills into its curriculum will also be presented.

**EDCT 537 ASSESSMENT AND EVALUATION OF TEACHING AND LEARNING Credits: 3**

This course examines a variety of assessment tools and methods that impact the practices of CTE teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**EDCT 567 INTRODUCTION TO CAREER AND TECHNICAL EDUCATION Credits: 3**

Course introduces new career and technical teachers to the essential skills and competencies necessary to create student-centered learning environments. Candidates will review the current and historical perspectives of career and technical education (CTE), be assigned a mentor, and will learn to design and deliver effective CTE lessons and courses. This class is part of a preparation program that meets Oregon Teacher Standards and Practices requirements for a three-year Professional Technical License outlined in OAR 584-042-0006.

**EDCT 568 MATH IN CAREER AND TECHNICAL EDUCATION Credits: 3**

This course addresses the integration of math into career and technical education programs. The CTE teacher learns how to create math-enhanced lessons which teach knowledge and skills that high school students need for success in college and careers. The CTE teacher learns how to bridge the vocabulary and target specific learning outcomes based on district and state math standards. Candidates analyze lessons and make revisions to integrate math into the CTE instructional program.

**EDCT 570 LITERACY IN CAREER AND TECHNICAL EDUCATION Credits: 3**

This course is designed to build instructional skills to integrate literacy into the CTE instructional program. Candidates will study information-rich content that teaches them how to integrate content-area reading and writing strategies to aid candidate learning. The course provides numerous enrichment activities to help teachers incorporate literacy skills into their instructional program. The candidate learns how to bridge literacy and CTE vocabulary and target specific learning outcomes based on district and state literacy standards.

**EDCT 604 CTE CAPSTONE Credits: 3**

Candidates will learn more about the action research methodology, complete final edits at the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will NOT be implemented with students/participants. This design provides candidates with the requisite skills and means to pursue the transformative practice called Action Research focused on issues of importance to CTE in their classroom, school, district or other work environment.

## Education: Curriculum Instruction (EDCI)

**EDCI 502 ADOLESCENT LITERACY: THE CHALLENGES Credits: 3**

Focus of adolescent literacy skills and an examination of the sources of challenges to adolescent literacy will be completed. Educators will gain an understanding of the characteristics and needs across the range of students who face challenges in adolescent literacy including struggling readers, reluctant readers, English language learners, students with learning disabilities, and returning young adults. Research-based approaches and best practices to address the challenges of adolescent literacy will be presented.

**EDCI 503 ISSUES OF ADVOCACY IN EARLY CHILDHOOD EDUCATION Credits: 3**

This course provides an overview of the field of early childhood education by exploring its past, present and future. Significant issues focusing on advocacy for children and families will be addressed in terms of the interpretation of research, philosophical approaches, and application of theory. Candidates will become familiar with advocacy for children and families at the local, state, and national levels.

**EDCI 504 EARLY CHILDHOOD EDUCATION: A CONSTRUCTIVIST APPROACH Credits: 3**

This course focuses on curriculum development in pre-kindergarten and the primary grades from a constructivist perspective. Emphasis is placed on facilitating child-centered learning and implementing authentic assessment practices within State prescribed standards and benchmarks. This course is specifically designed for classroom teachers willing to explore the opportunities of project-based learning.

**EDCI 505 PLAY IN EARLY CHILDHOOD EDUCATION Credits: 3**

This course focuses on the relationship between play and learning for young children (birth through age eight). It is based on the philosophy that children construct knowledge while actively engaged in the process of understanding the world around them. Strategies for implementing play opportunities in the pre-school and primary curriculum will be accentuated in order that the student may create a classroom environment that supports playful learning.

**EDCI 506 A DEVELOPMENTAL APPROACH TO LANGUAGE ACQUISITION Credits: 3**

Candidates will, through an interdisciplinary approach, learn how language is acquired from birth through a child's developmental years. Since children are developing their cognitive, perceptual, social and motor skills at the same time their linguistic systems and specific language repertoire is growing, this study will involve the diverse fields of neurobiology, ethology, naturalistic and experimental child psychology, cognitive psychology, and theoretical and applied computer science.

**EDCI 507 ACADEMIC LITERACY: READING AND WRITING IN THE DISCIPLINES Credits: 3**

The elements essential to the teaching of reading in the academic disciplines will be addressed in this course. Content-embedded instructional practices that improve disciplinary literacy, the use of strategic tutoring, continuous progress monitoring through the use of ongoing formative assessment, data-based decision making and the development of a comprehensive interdisciplinary literacy program are a few of the features of an effective academic literacy program that will be studied.

**EDCI 508 IMPROVING ADOLESCENT LITERACY: TRANSFORMATIVE INTERVENTION STRATEGIES AND THE USE OF TECHNOLOGY Credits: 3**

The use of transformative intervention strategies and the innovative use of technology resources to support and improve adolescent literacy are the focus of this course. Electronic references, video supports, digital text, text-to-speech, spell checkers, word prediction software along with how students can adapt the technology used in their daily lives are examples of resources that will be examined for their application in transformative intervention strategies used to improve adolescent literacy.

**EDCI 512 A STUDY OF THE ENVIRONMENT: PAST AND PRESENT Credits: 3**

This course is a study of the environmental history of Earth starting with an examination of the past status of nature, what the earth's past can contribute to an understanding of what may happen in the future, and continuing through to the earth's status today. Common, underlying themes that contribute to a study of the environment will be explored, such as thinking of the earth in terms of systems and interdependence.

**EDCI 520 ASSISTIVE TECHNOLOGY AND SPECIALIZED TECHNIQUES FOR STUDENTS WITH DISABILITIES Credits: 3**

Analysis of benefits and barriers of research-based practices and trends, in the use of Assistive Technology and Alternative Augmentative Communication related to students with disabilities is offered. The course examines how these supports influence equity, promote access to grade-appropriate and functional curriculum, assure FAPE and shape policy.

**EDCI 522 A COLLABORATIVE APPROACH TO INSTRUCTIONAL MENTORING Credits: 3**

This course explores instructional mentoring techniques in collaboration, modeling, questioning strategies, key instructional strategies, formative assessment and observational strategies. Mentors are prepared to serve their schools and districts by supporting teachers and administrators in the quest of developing highly skilled, confident educators, and influencing the retention rate of beginning teachers entering the educational setting.

**EDCI 526 FOUNDATIONAL MATHEMATICS CONCEPTS Credits: 3**

This course presents an overview of the principles set forth by the National Council for Teachers of Mathematics and is designed for teaching all learners: Equity, Curriculum, Teaching, Learning and Assessment. In the study of the historical perspective and the theoretical foundations of mathematical teaching, close attention is given to the connection between theorists and practical application in the classroom. Emphasis is placed on transformational learning based in a developmental, constructivist approach.

**EDCI 527 THE NATURE OF SCIENCE Credits: 3**

This course focuses on a view of science as a framework for understanding the natural world. Participants learn about the sciences as through a systematic gathering of information using various forms of direct and indirect observation and the testing of this information by building and applying investigation skills. Participants also investigate their biases and prejudgments about teaching and learning science and conduct an expansive but sophisticated study of natural laws and theories.

**EDCI 528 FOUNDATION CONCEPTS FOR INCLUSIVE TEACHING Credits: 3**

This course presents the fundamental concepts related to teaching students with disabilities and students with other special needs in transformative general education classrooms. Information on the history of special education and the federal policies related to serving students with disabilities in public schools is reviewed. Accommodations, modifications and adaptations that support the success of students with disabilities and students with other special needs in transformative general education classrooms will conclude this course of study.

**EDCI 531 CURRENT ENVIRONMENTAL ISSUES Credits: 3**

This course develops the skills of critical thinking, self-discovery and problem solving, all essential to learning about and evaluating alternative points of view relative to both local and global environmental issues. Candidates learn about and investigate the environment in order to make informed decisions relative to each individual's role as a responsible steward of the Earth and its natural resources.

**EDCI 536 LEARNING AND TEACHING MEASUREMENT AND GEOMETRY Credits: 3**

This course will guide teachers in the development of a foundation for the teaching and learning of measurement and geometry through transformational learning based on a developmental, constructivist approach. Numbers and operations are woven into the study of measurement and geometry in a meaningful, integrated manner. Emphasis is placed on student and teacher thinking, lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment.

**EDCI 537 PLANNING FOR AN INQUIRY-BASED CLASSROOM Credits: 3**

This course emphasizes the need for learners to view themselves as scientists and as such to engage in raising questions, carrying out investigations, communicating methods, proposing explanations and solutions, using observation, and analyzing science practices. The course will address planning for instruction, setting goals, teaching to standards, meeting curricular requirements, and teaching developmentally with a focus on student inquiry and knowledge construction as the basis for teaching and learning.

**EDCI 542 CAREER AND TECHNICAL EDUCATION LEADERSHIP Credits: 3**

This course is designed to help candidates gain the knowledge and skills needed to be a CTE leader in schools, businesses, and the community. These skills will include preparing students for post-secondary transitions and future careers, strengthening accountability using data driven instruction, leading an effective Professional Learning Community, developing strategies for implementing Common Core State Standards, and moving away from the status quo to attain a new standard of excellence.

**EDCI 544 TEACHING ENVIRONMENTAL EDUCATION Credits: 3**

This course focuses on the systematic instruction of environmental education, taught through an age-appropriate, coherent sequence. The continued relevance of teaching and learning techniques originated in nature study and outdoor education—nature trails, wilderness education, and outdoor classrooms—are examined through first-hand experiences. In addition, strategies that can be utilized in teaching environmental education across the curricula—including language arts, math, social studies and science—are presented.

**EDCI 545 PRINCIPLES OF COLLABORATION AND PARTNERSHIPS Credits: 3**

Role of the general education inclusive classroom teacher in establishing and working effectively in building partnerships through collaboration with school personnel, parents and community agencies will be explored. Specific partnering and collaboration responsibilities of the general education classroom teacher as part of providing services to students with disabilities will be addressed including the general education pre-referral process, implementing a response to intervention model, co-teaching and procedures essential to the successful inclusion of students with disabilities.

**EDCI 546 LEARNING AND TEACHING ALGEBRAIC CONCEPTS, DATA ANALYSIS AND PROBABILITY Credits: 3**

This course will guide teachers in the development of a foundation for the learning and teaching of algebraic concepts, data analysis, and probability through transformational learning based on a developmental, constructivist approach. Emphasis is placed on student and teacher processing of algebra, on lesson planning, transformational teaching methods, the use of technology as an integral part of teaching and learning math, and assessment.

**EDCI 547 TRANSFORMATIVE SCIENCE IN THE DIFFERENTIATED CLASSROOM Credits: 3**

The focus of this course is to teach science using transformational teaching and learning strategies that are focused on meeting the needs of all learners through a developmental, constructivist approach. There will be an emphasis on differentiation in all aspects of the learning environment: setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiating teaching strategies, the iterative process and providing personalized anchor activities to solidify learning.

**EDCI 548 THE INCLUSIVE CLASSROOM: INSTRUCTIONAL STRATEGIES AND INTERVENTIONS Credits: 3**

The effective use of transformational instructional strategies and interventions to address the needs of all students in an inclusive classroom will be studied. Accommodations and modifications appropriate to the regular classroom that provide access to the general education curriculum specific to the categories of disabilities will be identified. A focus on differentiated instruction and adaptations appropriate for students with other special learning needs students will be included.

**EDCI 549 EFFECTIVE CLASSROOM MANAGEMENT STRATEGIES Credits: 3**

Course addresses use of strategies and procedures proven effective in establishing and maintaining a positive, supportive learning environment for all students in an inclusive general education classroom. Practical, preventative strategies rooted in positive teacher-student relationships and well-designed learning activities as well as more formal management strategies will be studied. Effective responses to inappropriate and disruptive behavior are identified with an emphasis on academic and social behavior development that results in optimal student motivation and engagement.

**EDCI 551 TRANSFORMATIVE LEARNING AND ENVIRONMENTAL EDUCATION Credits: 3**

Candidates will gain the knowledge and skills necessary to be informed and transformative leaders in environmental education.

**EDCI 556 TRANSFORMATIVE MATHEMATICS IN THE DIFFERENTIATED CLASSROOM Credits: 3**

Course addresses transformational teaching and learning that meets the needs of all learners through a developmental, constructivist approach. Emphasis on setting up the classroom, getting to know the learners, assessing learning styles and needs, differentiated teaching strategies including interactive age-appropriate games and manipulatives, and providing anchor activities to solidify learning. Technology is considered an integral part of teaching and learning math in the differentiated classroom and will include the strategic use of technology resources.

**EDCI 557 THE TECHNOLOGY-BASED SCIENCE CLASSROOM Credits: 3**

Course focuses on the use of educational technology to transform science education through enhancing critical thinking and problem-solving skills in children using technology as inquiry-based learning tools in ways similar to those of practicing scientists. The use of Internet images, virtual science labs and field trips, simulations, digital microscopes and digital cameras, multimedia packages, global information systems, science computer databases and computer-based laboratories are examples of the resources studied and applied in this class.

**EDCI 558 BUSINESS AND COMMUNITY PARTNERSHIPS Credits: 3**

Course is designed to provide candidates with an opportunity to create and sustain high quality partnerships between schools, businesses and the community by examining exemplary models in the field. Candidates develop skills to identify workforce competencies in established and emerging careers from local industry sectors to incorporate into the CTE curriculum at the high school and community levels, as well as how to construct an articulated dual credit agreement between high school and community college.

**EDCI 561 FOUNDATIONS OF STEAM EDUCATION Credits: 3**

Candidates will gain an in-depth understanding of the historical and contemporary practices of integrating the principles and skills of STEAM (STEM plus Arts: Science, Technology, Engineering, Arts, and Mathematics) content into and across the curriculum as they understand the importance of developing critical thinkers in the classroom who value and promote investigation, inquiry, exploration, questioning, creating and testing.

**EDCI 562 STEAM INTEGRATION IN THE PK-12 CLASSROOM Credits: 3**

The application of scientific, technological, engineering, and mathematical skills and principles naturally occurs in those specific content area courses when STEM education is the focus. Throughout this course, candidates will more intentionally focus on STEAM education, developing their integration of Liberal Arts (to include Language Arts and Social Studies) and Fine Arts in the learning environment.

**EDCI 563 FROM THEORY TO PRACTICE: DEVELOPING A STEAM-ENHANCED CURRICULUM Credits: 3**

Candidates will apply knowledge gained in the area of STEAM education, whereby the implementation and assessment of STEAM principles and skills in both the teaching and learning process will be emphasized. Best practices in STEAM education will be discussed in order to improve student learning in relation to state and national standards.

**EDCI 564 STEAM PROGRAM LEADERSHIP Credits: 3**

Candidates will engage in critical dialogue about what it means to begin, develop, and lead STEAM initiatives at the classroom, school, district, state, and/or national levels. Candidates will focus on becoming STEAM program leaders by recognizing their important role as change agents, program administrators, curricular leaders, and advocates for comprehensive STEAM education.

**EDCI 567 CONTEMPLATING A MINDSET FOR EDUCATIONAL TECHNOLOGY Credits: 3**

This course is designed to provide candidates with the knowledge and skills necessary to effectively integrate technology into the K–12 classroom. In addition, attention is given to the importance of using technology to meet the needs of modern learners.

**EDCI 568 CURRENT AND EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY Credits: 3**

This course will provide candidates with the opportunity to expand on their knowledge of and practice with current and emerging educational technology within the K–12 classroom.

**EDCI 569 RESEARCH IN EDUCATIONAL TECHNOLOGY Credits: 3**

This course is designed to prepare candidates to implement and support educators as they select current research-based best practices in educational technology and incorporate those practices into their educational practice.



**EDCI 570 PROJECT-BASED LEARNING WITH EDUCATIONAL TECHNOLOGY Credits: 3**

This course is designed to offer candidates the opportunity to demonstrate their ability to develop a real-world educational technology project while integrating their prior knowledge.

**EDCI 572 HISTORICAL THINKING Credits: 3**

This course is an opportunity for teachers to explore the work that is being done through incorporating Historical Thinking activities within the K–12 curriculum. Course participants will be challenged to examine their present content and assess where they could improve their practice through the inclusion of primary source materials, civic discourse protocols, or critical thinking schemes. Participants will engage in close reading of contemporary scholarship in history education.

**EDCI 573 THE SOCIAL STUDIES TOOLKIT Credits: 3**

This course addresses the wide range of resources that have become available by the web to augment teaching including how to access community programs like state historic sites and national museums in order to create engaging lessons. Candidates develop a rationale for integrating web-based resources into social studies curriculum while building a usable database of websites and lesson plans.

**EDCI 574 GLOBAL CITIZENSHIP: TEACHING FOR AN INTERCONNECTED WORLD Credits: 3**

Candidates will explore the larger dynamics and questions regarding both the history of global inequality and the global society of today. This course, which will integrate anthropology, geography and civics, will improve social studies instruction in K–12 by providing more engaging lessons while integrating the latest theory and knowledge regarding culture and globalization. Candidates will be able to enable their students to understand and appreciate diverse cultural groups while embracing the concept of global citizenship.

**EDCI 575 PROJECT-BASED LEARNING AND K-12 SOCIAL STUDIES Credits: 3**

Candidates will learn how to enliven the Social Studies curriculum and meet the needs of a diverse group of participants. Integrating required benchmarks and standards, and using students' interests and natural curiosity, learn to create an active learning community and raise academic expectations. Candidates will complete hands-on activities that mirror Pre-K–12 practices. Develop understanding of both Social Studies curriculum integration and Project-Based Learning.

**EDCI 589 EMERGENT LITERACY Credits: 3**

This course examines the development of literacy skills in young children, ages 0–8. Topics include the reading/writing connection, use of trade books and thematic literature, and current research in the field of literacy development.

**EDCI 593 CASE STUDIES IN LAW AND ETHICS Credits: 3**

This course is a study of legal and ethical issues relative to practical matters that educators confront in their daily practice. Case studies that speak directly to teachers and focus on day-to-day ethical dilemmas in education form the foundation for this course. Particularly important to this course is the emphasis on the dimension of ethics as it relates to teaching and leadership.

**EDCI 603 TRAUMA-SENSITIVE PRACTICES AND RESILIENCE Credits: 3**

Course content addresses the definition, and influences of trauma on children – socially, emotionally, physically, and academically. Topics covered will include indicators of trauma in students, the impact of violence and other stress on learning, trauma stewardship, the risk of secondary trauma and burnout, tools for coping, and other strategies that support teachers. Resilience as a factor in responding to trauma will be explored.

**EDCI 604 TRAUMA-SENSITIVE CLASSROOMS Credits: 3**

Course addresses using social-emotional learning strategies and content for recognizing, understanding, and responding to trauma and toxic stress, developing trauma-sensitive classroom spaces and behavioral practices, and using trauma-informed approaches to foster student, teacher, and family relationships.

**EDCI 605 CREATING A TRAUMA-SENSITIVE SCHOOL Credits: 3**

Course addresses characteristics of a school environment sensitive and responsive to trauma and toxic stress, staff development and professional support for teachers and staff, and the role of families and community partners in developing a trauma-sensitive school.

**EDCI 606 PROFESSIONAL PRACTICE AND LEADERSHIP IN TRAUMA AND RESILIENCE Credits: 3**

Course addresses methods for collaboration with colleagues to implement a trauma-sensitive lens in professional practices and school leadership. Practical application of teacher well-being strategies will be explored. Candidates will analyze an area of interest to improve professional practice with a trauma-sensitive lens.

**EDCI 607 COMMUNITY ENGAGEMENT IN EDUCATION Credits: 3**

Course explores community engagement in education with an equity lens through an ecological perspective. Candidates will analyze the role of multiple stakeholders in educational settings, explore features and successes of community schools, and critique culturally responsive strategies to increase and sustain community engagement within educational system.

**EDCI 608 CULTURALLY RESPONSIVE AND SUSTAINING PEDAGOGIES Credits: 3**

Course addresses multicultural perspectives on educational practices, identifying effective ways to display cultural competency in the educational setting. Course addresses the role and types of pedagogies that sustain culturally relevant practices, literacies, and traditions in the classroom in support of historically underserved communities. Scholars of Culturally Responsive Teaching pedagogies will be studied and examined through the lens of identity awareness and practice.

**EDCI 609 CONFLICT RESOLUTION AND RESTORATIVE JUSTICE Credits: 3**

Course identifies practices, tools, and frameworks that support non-violent conflict resolution, including restorative justice practices for PK-12 educators and others working in educational settings. Analysis of different types of conflict as well as best practices for resolution will be conducted. Restorative justice practices to promote peace and justice in schools will be taught.

**EDCI 610 LEADING IN PARTNERSHIP WITH COMMUNITY Credits: 3**

Course develops strategies for leading with an equity lens, identifies shared leadership models that are effective for diverse stakeholder groups in a community, and introduces participatory action research as one strategy for community engagement. Course is based on the notion of including PK-12 students as community stakeholders, recognizing the importance of a culturally responsive and sustaining perspective in leadership.

**EDCI 611 LEADING EARLY CHILDHOOD PROGRAMS Credits: 3**

This course introduces candidate to leadership in early childhood education. Emphasis is placed on grace-filled, visionary leadership, creating a positive learning environment, continuous quality program improvement, and mentoring and empowering staff.

**EDCI 612 COLLABORATING WITH FAMILIES Credits: 3**

The focus of this course is on establishing respectful and reciprocal relationships between families and early childhood programs. With an emphasis on honoring diversity, candidates will develop strategies for collaborating with families in order to support the child's learning and development.

**EDCI 613 MINDFULNESS THEORY AND APPLICATION Credits: 3**

Course addresses the concept of mindfulness as an element of school and teacher approaches to trauma and resilience in educational settings. Builds theoretical concepts as well as applications for teachers to use for self-development as well as in classroom management and instruction.

## Education: Graduate (EDGR)

**EDGR 500 PROFESSIONAL PLANNING SEMINAR Credit: 1**

This course prepares candidates to outline personal and professional goals, and to develop a roadmap whereby class work, activities, and a portfolio are created to support and reinforce goals tied to Oregon state competency standards. Candidate completes a Professional Education Plan (PEP) for the support and continuing professional development as a classroom teacher, school or district administrator. The PEP is based on a pre-assessment of the candidate's skills, competencies, and work environment.

**EDGR 502 DEVELOPING CHARACTER THROUGH THE CURRICULUM Credits: 3**

This course will provide candidates with the resources and skills necessary to integrate character themes and character development into their school curriculum. Course provides a forum in which to discuss and develop one's own moral perspectives on the basis of generally accepted criteria.

**EDGR 506 CHARACTER AND THE ETHICS OF LEADERSHIP Credits: 3**

Candidates will explore contemporary models of ethical organizational leadership, synthesize a personal statement of vocation informed by their leadership values and assumptions, and test their synthesis against a variety of assignments and practical experiences. The course also provides a forum where candidates enjoy the opportunity to identify and consider their own character, personal values, and workplace ethics.

**EDGR 520 CURRICULUM DESIGN AND ASSESSMENT Credits: 3**

This course provides candidates with an intensive study of pedagogical approaches and materials for teaching in schools, including state curriculum documents, curricular recommendations of professional associations, recommendations that have emerged from recent educational research and recent reform movements. Specific emphasis will be given to the study of alternative approaches to curriculum theory, design, practice, and evaluation.

**EDGR 535 THEORIES OF TEACHING AND LEARNING Credits: 3**

This course is designed to provide leaders with the latest psychological research about learning and guide them in exploring ways to directly apply these precepts to their current work setting. Topics include cognitive science, learning theory, and relevant teaching theories that utilize this information. The course fuses the latest biological and psychological understanding of how the brain learns so candidates can harness this knowledge and apply it directly to learning situations.

**EDGR 595 COMMUNITY OF LEARNERS Credits: 3**

This course challenges candidates to confront the tremendous diversity in their current environment and develop strategies to build community in the midst of the social, ethnic, economic and alternative lifestyle differences that permeate today's 21st century workplace. The course stresses the critical importance of creating community in the workplace and illustrates how that community can generate an efficient, supportive, and positive workplace.

**EDGR 601 EDUCATIONAL RESEARCH Credits: 3**

This course provides students with the basic competencies necessary to understand and evaluate the research of others, and to plan their own research with a minimum of assistance. This course includes the basics of both qualitative and quantitative research.

**EDGR 602 CONTEMPORARY EDUCATIONAL THOUGHT Credits: 3**

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

**EDGR 602A CONTEMPORARY EDUCATIONAL THOUGHT Credit: 1**

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

**EDGR 602B CONTEMPORARY EDUCATIONAL THOUGHT Credit: 1**

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

**EDGR 602C CONTEMPORARY EDUCATIONAL THOUGHT Credit: 1**

Candidates identify, review and analyze major trends and issues impacting the contemporary state and national educational scenes. Each class session provides students with an opportunity to evaluate the advantages and liabilities of current educational reforms and issues from the perspective of prevailing educational research as well as from their own personal beliefs and current work environment. Candidates will also consider how they can impact and influence change in their workplace.

**EDGR 605 INSTRUCTIONAL LEADERSHIP AND CLASSROOM EVALUATION Credits: 3**

This course provides classroom teachers and administrators with a relationship among instructional goals, curriculum development, classroom instructions, and assessments; it will look at conventional and alternative assessment methodologies, strategies implemented by instructional leaders to conduct classroom observations and study the impact of educational reform efforts.

**EDGR 606 USING DATA TO IMPROVE STUDENT ACHIEVEMENT Credits: 3**

This course builds a common knowledge base for understanding the critical role data plays in school improvement as well as improving instruction and increasing student achievement. Candidates in this course collect, analyze, communicate and use various forms of data to improve instruction, increase student achievement, and influence decision making at the district, building and classroom levels.

**EDGR 608 LEARNING FORWARD: USING PERFORMANCE ASSESSMENT TO IMPROVE STUDENT LEARNING Credits: 3**

This course will assist educators design end effectively utilize Performance Assessments and Tasks to create a balanced assessment system that provides rich, vital data to increase student achievement and improve instruction.

**EDGR 609 STRATEGIES FOR ENHANCING ACHIEVEMENT FOR ALL STUDENTS Credits: 3**

This course provides an overview of what constitutes effective classroom instruction. The course will also explore in depth the categories of strategies that research show will have a high probability of enhancing achievement for all students in all subject areas at all grade levels. The research and theory will be studied as well as the practical classroom application of the strategies.

**EDGR 620 SCHOOL AND COMMUNITY PARTNERSHIPS Credits: 3**

This course examines principles of planning and administering a program for building a mutually supportive relationship between the school and its environment. Focus is on the development of skills and strategies for linking the school with constituents in the community such as parents, citizens, and special interest groups.

**EDGR 626 ORGANIZATIONAL CHANGE Credits: 3**

Organizational Change provides an introductory overview to the theoretical and sociological foundations of organizational change. Additionally, the course explores sources, processes, and outcomes of educational change and the resulting implications for teachers and administrators. Topics and activities are designed to review issues of interest and importance to those contemplating careers in educational administration or roles as lead teachers and agents of change.

**EDGR 696 PRACTITIONER INQUIRY Credits: 3**

Practitioner Inquiry focuses on the reflective acts of the candidate as an educator seeking to improve teaching practice. Premised on the self-study research methodological traditions, Practitioner Inquiry provides the opportunity to reflect on teaching practice and generate improvements based on classroom observation. Practitioner Inquiry is focused on the educator and her/his own practices, developing skills of inquiry, observation, reflection and action in teachers.

**Prerequisites:** EDGR 601 with a B- or higher.

**EDGR 698 ACTION RESEARCH Credits: 3**

Candidates will learn more about the action research methodology, complete final edits of the Literature Review, and design a complete Action Research proposal including data collection methods and analysis approaches. During this course, the proposal will not be implemented with students/participants. This design provides candidates with the requisite skills and means to pursue the transformative practice called Action Research in their classroom, school, district or other work environment.

**Prerequisites:** EDGR 601 with a B- or higher.

## Education: Health and P.E. – Graduate (EDHP)

**EDHP 515 ISSUES AND RESEARCH IN HEALTH AND PHYSICAL EDUCATION Credits: 3**

Course will challenge the experienced educator to review, discuss, synthesize, and apply current issues and research pertinent to the teaching of health and physical education. Candidates will utilize technology to assist in the search, development, and presentation of individual and collaborative projects. Learning activities will promote the development of a new repertoire of instructional and evaluative techniques and will include strategies for meeting the needs of a diverse student population, including students with special needs.

**EDHP 516 AUTHENTIC AND ALTERNATIVE ASSESSMENT IN HEALTH AND PHYSICAL EDUCATION Credits: 3**

In this course experienced health and physical educators will examine authentic and alternative methods of assessing student learning and holding students accountable to local, state, and national standards.

**EDHP 517 INNOVATIVE CURRICULUM IN HEALTH AND PHYSICAL EDUCATION Credits: 3**

The goal of this course is to examine innovative curriculum models and activities related to the field of health and physical education. Specifically, the course will examine programs and scholarly research in the related field and directly apply concepts learned to existing and/or prospective programs and facilities. Candidates will examine psychological effects in the use of innovative curriculum methods.

**EDHP 518 MANAGING THE DIVERSE HEALTH AND PHYSICAL EDUCATION ENVIRONMENT Credits: 3**

In this course experienced health and physical educators will learn to develop a repertoire of practical consequences to use when students misrepresent classroom expectations. The processes and strategies presented will enhance teacher self-confidence and student self-esteem, invest in student social problem solving and self-regulation as serious components of the health and physical education curriculum and instruction and to enhance mediation skills with students.

**EDHP 519 HEALTH PRACTICUM Credits: 2**

Health education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed health education specialist. Practicum hours may include teaching, planning, and attending meetings directly reflecting the health education pedagogy explored throughout the health education endorsement coursework. Mentor and candidate will meet on a weekly basis and a CU health education supervisor will mentor and evaluate. The health education practicum must take place in a health education classroom.

**EDHP 520 PHYSICAL EDUCATION PRACTICUM Credits: 2**

Physical education specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed physical education specialist. Practicum hours may include teaching, planning, and attending meetings directly reflecting the physical education pedagogy of the endorsement coursework. Mentor and candidate will meet on a weekly basis and a CU physical education supervisor will mentor and evaluate. The physical education practicum must take place in a physical education setting (i.e. gym, etc).

## Education: Reading (EDRD)

**EDRD 550 READING INTERVENTIONIST PRACTICUM Credits: 2**

Reading Interventionist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed Reading Interventionist. Majority of practicum hours will be spent teaching and observing in an approved school environment, and may also include planning and attending meetings directly related to the placement and reflecting the reading pedagogy of the reading endorsement coursework. Mentor and candidate will meet on a weekly basis and a CU supervisor will mentor and evaluate.

**Prerequisites:** EDRD 551, EDRD 552, EDRD 553, EDRD 554, and EDRD 555 with a B- or higher.

**EDRD 551 DIAGNOSIS AND ASSESSMENT OF READING Credits: 3**

This course discusses the reading process and the factors that influence its development, the role of assessment to inform and adapt literacy instruction, the evaluation and use of formal and informal assessment tools for individual learners and groups of students, and the interpretation and communication of assessment results.

**Corequisites:** EDRD 550.

**EDRD 552 FOSTERING ENGAGEMENT AND READING FOR MEANING THROUGH YOUNG ADULT AND CHILDREN'S LITERATURE Credits: 3**

Reading professionals will build on foundational skills in instruction of comprehension and engagement, utilizing various genres of young adult and children's literature PK through Grade 12. Current issues and trends in young adult and children's literature will also be examined.

**EDRD 553 ADVANCED TECHNIQUES FOR TEACHING READING Credits: 3**

This course explores the theoretical and knowledge bases of reading, includes literacy acquisition, and the construction of meaning and provides practical classroom applications and instructional practices.

**EDRD 554 CURRENT ISSUES IN LITERACY Credits: 3**

This course discusses current areas of concern and best practices in instruction being researched in the field of literacy. Candidates will collaborate with their peers, sharing information on special issues and reading researchers.

**EDRD 555 ORGANIZATION AND MANAGEMENT OF READING PROGRAMS Credits: 3**

The course is designed to increase understanding of the organization and management of school literacy program development, the roles and responsibilities of the literacy coach, and program evaluation and improvement. The course will explore the major components of a school-wide literacy program, and ask candidates to step outside of the classroom and assume a new role as a scholarly, principled instructional leader who integrate the district's vision through a standard-based literacy program.

## ESOL Specialist (EDEL)

**EDEL 531 STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS Credits: 3**

This course helps candidates develop skills needed to teach English to speakers of other languages. These skills include the ability to implement various methods of language teaching, the ability to develop curriculum materials in ESOL, the assessment of student proficiency in second language use, and the ability to involve parents and the community in second language education programs.

**EDEL 532 LINGUISTICS Credits: 3**

This course provides an introduction to language as a system emphasizing the interconnectedness between linguistics and Pre-K–12 teaching and learning. Candidates explore principles necessary to teach language - phonology, morphology, syntax, semantics, and pragmatics. Emphasis is placed on the four language skills (listening, speaking, reading, and writing). The course is designed to assist candidates in making linguistically informed decisions about first and second language teaching, including historical, cultural and sociolinguistic perspectives.

**EDEL 533 LANGUAGE AND CULTURE IN THE CLASSROOM Credits: 3**

This course introduces the candidate to the theories and practice of multicultural counseling and intercultural communication by examining the cultural diversity in our classrooms and communities, defining similarities and differences in perceptual and communication style, and investigating cultural adaptation and intercultural communication skills. It examines parent and community involvement as resources that enhance the multicultural counseling and education processes.

**EDEL 534 LANGUAGE ACQUISITION Credits: 2**

This course examines various factors, concepts, and theories about first and second language acquisition processes and their interrelationship with each other and the teaching/learning process. Additional topics include Oregon's English Language Proficiency Standards, the Forms and Functions of language targeted in state assessments, and the impact of language proficiency on evaluation for TAG and Special Education services.

**EDEL 535 ASSESSING ENGLISH-LEARNERS Credits: 2**

This course will present an overview, rationale and framework for assessment of English-learners at the K–12 level. Students will be introduced to the variables that come into play when assessing students whose native language is not English. The primary focus is assessment of English-learners for identification, program placement, and exiting from service. Also covered will be identification of all ELL students for Special Education and TAG, ongoing language proficiency assessments, standards-based assessment measures, and classroom-based assessments.

**EDEL 536 CONTEMPORARY EDUCATIONAL THOUGHT IN ESOL Credits: 3**

This course identifies and analyzes major trends and issues impacting the contemporary local, state and national educational scenes related to ESOL. It uses critical review and discussion of controversial issues and contemplation of the most current legal case law decisions shaping ESOL policy, leadership decision-making and accountability in the provision of equitable educational opportunities on behalf of ESOL students.

**EDEL 537 ESOL PRACTICUM Credits: 2**

ESOL specialist candidates will complete 90 documented hours in a school setting under the guidance of an endorsed ESOL specialist. Hours may include teaching, planning, and attending meetings directly reflecting the English language acquisition pedagogy explored throughout the ESOL endorsement coursework. The mentor and candidate meet weekly and candidate is provided a CU ESOL supervisor who provides evaluation and support. The ESOL practicum must take place in a classroom with ELL student(s) using ELP standards.

**Prerequisites:** State Fingerprinting required.



## Homeland Security & Emergency Management (HSEM)

### **HSEM 501 CRITICAL ISSUES IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT Credits: 3**

This course explores the “wicked problems” and salient issues unique to the homeland security enterprise. Candidates explore contemporary issues and their near-term and long-term impacts on homeland security policies and practices. Candidates will evaluate collaboration among disciplines and non-traditional organizations, social issues impacting homeland security, disruptive technologies, civil rights and privacy, and building trust and influence with decision-makers. This course serves as an introduction to the graduate level study of homeland security via this program.

### **HSEM 502 EMERGENCY AND DISASTER MANAGEMENT Credits: 3**

This course explores evolving threats and drivers propelling improvements to response capabilities. Candidates examine disaster response efficacy through case studies and the application of social science research. This course examines rising disaster costs, the need for surge capacity, and fiscal constraints in a challenging budget environment. Rather than an introduction to emergency management capabilities, a major focus of this course is leveraging innovation and futuristic thinking to employ alternate, community-focused strategies to build resiliency.

### **HSEM 503 RISK ANALYSIS AND VULNERABILITY MITIGATION Credits: 3**

Protecting our nation’s critical systems and essential functions requires a multilayered security and emergency management approach to protect and enhance our infrastructure systems. Candidates explore the deferred maintenance of aging assets, stresses of natural disasters, sabotage, and terrorism threats. This course explores the calculation of threat and vulnerability to evaluate the potential consequences of failure. Students use tools to make assessments and craft strategies to lessen the impacts and consequences of attacks.

### **HSEM 504 HOMELAND SECURITY LEADERSHIP CHALLENGES Credits: 3**

This course focuses on the complex challenges facing homeland security leaders. Candidates will engage in robust analyses of problems that arise when protecting and securing a free society. This course examines policies and doctrine that formulates the foundation of current homeland security practices. Candidates will study design thinking practices applied towards issue definition and problem solving and taking responsibility to lead and shape future strategies through the development of policies, governance structures and organizational vision.

### **HSEM 505 STRATEGIC THINKING FOR HOMELAND SECURITY Credits: 3**

The homeland security enterprise presents leaders with unique problems that threaten the homeland. Leaders must formulate a clear strategy to address these issues to build trust with the public and the media. This course studies current and past strategies and explores the future social, economic, and legal challenges to local, national and global security. Candidates will research past and current security strategies and develop an original idea for a successful 21st century security strategy.

### **HSEM 506 HOMELAND SECURITY RESEARCH METHODS Credits: 3**

Candidates will study general research and social science concepts. They will explore several research methods towards use for their theses, and the ethical issues and processes associated with conducting research. Candidates will conduct a literature review, develop their problem statements and select their research methodology. Candidates will develop and submit their thesis proposal to Concordia’s Institutional Review Board (IRB) and prepare to proceed with their project for the thesis course.

### **HSEM 610 CYBER THREATS AND SECURITY Credits: 3**

Criminals, saboteurs and terrorists use the internet to exploit businesses and government and use cyberattacks to defraud the public and fund terrorist activities. This course explores cyberthreats and the tools and techniques used to defend systems against attacks. This course prepares candidates with knowledge of system design requirements for the effective protection of networked infrastructure and help them coordinate the application and improvement of cyber security hardware and network security components from advanced persistent threats.

### **HSEM 630 TERRORISM AND INTELLIGENCE Credits: 3**

This course examines emerging terrorist threats to the US and strategies to disrupt terrorist plots. Candidates explore the life cycle of terrorist organizations and the role of counterintelligence. They study the collection, analysis and evaluation of intelligence, the overall intelligence function, and the influence it has shaping operational security decisions. Candidates study how terrorist organizations end and how to counter current and future threats to homeland security.

### **HSEM 699 HOMELAND SECURITY AND EMERGENCY MANAGEMENT THESIS Credits: 6**

This course is the capstone of the HSEM program. Candidates collaborate with their advisor to answer a research question adding value to the overarching homeland security body of academic research. Candidates will conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their findings. Thesis students are guided through the components of the thesis with their advisor. The course culminates with a defense of the thesis in an open forum.

## Master of Arts in Teaching (MAT)

### **MAT 501 ISSUES, ETHICS, AND EQUITY Credits: 3**

This course reviews myriad educational trends and issues that impact teaching and learning. It also explores how and why to promote character development among students, and focuses on the importance of professional ethics. The course addresses systemic inequities, bias, and other factors that serve as barriers to students in the current educational system. This course is highly interactive and employs team presentations, robust discussion, and small-group learning.

### **MAT 503 PLANNING AND INSTRUCTION: ELEMENTARY Credits: 3**

This course is designed to equip elementary education candidates with skills for student-centered instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

### **MAT 506 PLANNING AND INSTRUCTION: SECONDARY Credits: 3**

This course is designed to equip secondary education candidates with skills for student-centered, culturally responsive instruction. These include best practices in unit planning, lesson planning, teaching strategies and presentation methods. In addition, this course introduces the edTPA portfolio process.

**MAT 533 TECHNOLOGY IN THE SECONDARY CLASSROOM Credits: 3**

This course introduces candidates to myriad technology and media platforms they can utilize to supplement their teaching. The course also focuses on how to leverage technology in the secondary classroom in order to aid students in comprehending material and demonstrating their learning.

**MAT 536 EVALUATION AND ASSESSMENT OF LEARNING: ELEMENTARY Credits: 3**

This course examines a variety of assessment tools and methods that impact the practices of elementary-level classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**MAT 537 EVALUATION AND ASSESSMENT OF LEARNING: SECONDARY Credits: 3**

This course examines a variety of assessment tools and methods that impact the practices of secondary-level classroom teachers. As a result of this course, candidates will acquire a foundational understanding of assessment literacy and application within the education profession.

**MAT 538 ASSESSMENT IN PHYSICAL EDUCATION Credits: 3**

In this course, physical education candidates will examine authentic methods of assessing student learning. Candidates will discuss how to integrate authentic assessment into daily practice, effectively communicate student progress, and define their personal philosophies of evaluation and assessment.

**MAT 548 CLASSROOM MANAGEMENT-ELEMENTARY Credits: 3**

This course prepares candidates to organize and manage all aspects of an elementary classroom: classroom environment, behavior, discipline, scheduling, grouping, and curriculum. It focuses on the importance of developing effective parent/family communication skills and establishing a healthy classroom rapport that promotes student learning. Additionally, the course helps candidates develop sensitivity, knowledge, and skills for working with students and families from culturally, racially, and linguistically diverse backgrounds, as well as students with special needs.

**MAT 549 CLASSROOM MANAGEMENT-SECONDARY Credits: 3**

This course prepares candidates to organize and manage all elements of the middle or high school classroom. It addresses review of major discipline models, the management of teacher stress, the development of effective parent communication skills, and establishing a healthy classroom rapport that promotes student learning. It helps candidates develop sensitivity, knowledge and skills for working with students and families from culturally, racially and ethnically diverse backgrounds, as well as students with special needs.

**MAT 550 MANAGEMENT FOR PHYSICAL EDUCATORS Credits: 3**

This course prepares candidates to organize and manage all elements of the PK-12 physical education setting. The topics include a review of physical education discipline models, management of behavioral issues, the value of self-care and wellness, the development of effective parent communication skills, and student social problem solving and self-regulation as components of physical education curriculum and instruction.

**MAT 552 PRACTICUM: ELEMENTARY Credits: 3**

The practicum is one of two clinical experiences required to obtain the Oregon PK–12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

**Prerequisites:** State Fingerprinting required.

**MAT 552L PRACTICUM: LUTHERAN ELEMENTARY Credits: 2-5**

The practicum is one of two clinical experiences required to obtain the Oregon PK–12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities. Those seeking the Lutheran Professional Church Worker experience may complete a practicum in a Lutheran school.

**Prerequisites:** State Fingerprinting required.

**MAT 553 PRACTICUM: SECONDARY Credits: 3**

The practicum is one of two clinical experiences required to obtain the Oregon PK–12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities.

**Prerequisites:** State Fingerprinting required.

**MAT 553L PRACTICUM: LUTHERAN SECONDARY Credits: 2-5**

The practicum is one of two clinical experiences required to obtain the Oregon PK–12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). MAT candidates complete a minimum of seven weeks at their assigned school, teaching as often as possible and participating in all classroom activities. Those seeking the Lutheran Professional Church Worker experience may complete a practicum in a Lutheran school.

**Prerequisites:** State Fingerprinting required.

**MAT 556 THE WHOLE CHILD AND LEARNING Credits: 3**

This course explores the development of the whole child from early childhood through early adolescence. Candidates will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, candidates will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

**MAT 557 THE ADOLESCENT LEARNER Credits: 3**

This course explores the development of the whole child from early childhood through early adolescence. Candidates will consider biological and environmental influences that impact the lives of children as development levels across domains are addressed. With this understanding, candidates will investigate a variety of learning theories and practices and develop a personal pedagogy for teaching.

**MAT 560 CURRICULUM AND INSTRUCTION: MATH Credits: 3**

This course prepares candidates for the role of teaching math in the preschool and elementary classroom. The course provides candidates with a varied repertoire of teaching skills and methods for teaching math in a way that is interesting, engaging, and informative, and leads toward goals and objectives of the state, the school, and the teacher. In addition, the candidate will use state standards to develop lesson plans and a unit plan in math.

**MAT 563 CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS Credits: 3**

This course provides candidates the knowledge and resources necessary to provide PK–8 instruction and assessment in reading, writing, speaking and listening. Candidates will: understand the essential components of the reading/writing process; learn reliable procedures and resources for teaching beginning and developmental reading; be equipped to use a diagnostic teaching approach to literacy; and be introduced to various instructional tools and methods that meet the diverse needs of learners, including students with indicators of dyslexia.

**MAT 567 INTEGRATING SOCIAL STUDIES, SCIENCE, AND THE ARTS Credits: 3**

Through this course, teacher candidates will develop skills in content integration, using science and social studies as themes for planning. Candidates will be provided with a varied repertoire of teaching skills and methods for integrating social studies, science, and the arts in a manner that is interesting, engaging, and informative. Support will be given as candidates develop an integrated unit plan that aligns with current National and State standards.

**MAT 570 PHYSICAL EDUCATION METHODS Credits: 3**

This course focuses provides candidates with skills and methodologies for teaching physical education across the K–12 continuum. The course familiarizes candidates with PE standards and provides instruction in how to develop engaging activities and lesson plans that integrate current best practices into PE classroom instruction. Candidates will review curricular materials, resources, and developmentally appropriate techniques and procedures that can be utilized in elementary and secondary physical education programs.

**MAT 571 HEALTH METHODS Credits: 3**

Course addresses ways education candidates can best develop skills for teaching Health Education at the secondary level. Candidates in this course are exposed to the continually emerging state and national health standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into health classroom instruction. Curricular materials, and appropriate techniques and procedures for effective middle and high school health programs are also reviewed.

**MAT 572 MATH METHODS Credits: 3**

This course focuses on ways in which education candidates can best develop skills for teaching Mathematics at the middle and high school levels. Candidates in this course are exposed to state and national math standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into math classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

**MAT 573 SCIENCE METHODS Credits: 3**

This course focuses on ways in which education candidates can best develop skills for teaching Science at the middle and high school levels. Candidates in this course are exposed to state and national science standards, and are provided detailed support in developing engaging activities, lessons, and work sample elements that integrate current best practices into science classroom instruction. Curricular materials, and appropriate techniques and procedures for effective learning and assessing are also reviewed.

**MAT 574 ENGLISH LANGUAGE ARTS METHODS Credits: 3**

This course is designed specifically for those candidates who intend to teach English Language Arts (ELA) in the middle school, junior high school, or high school. It will explore literature—both fiction and non-fiction, writing strategies, and speaking and listening skills. The Common Core State Standards (CCSS) will provide the impetus for the content that is covered. The venues for the integration of literacy across the disciplines will be a focus.

**MAT 575 FINE AND PERFORMING ARTS METHODS Credits: 3**

This course focuses on the methods in which education candidates can best develop skills for teaching the Fine and Performing Arts at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and unit planning elements that integrate current best practices into classroom instruction. Curricular materials and appropriate techniques and procedures for effective learning and assessing are also reviewed.

**MAT 576 SOCIAL STUDIES METHODS Credits: 3**

This course provides candidates with a framework for teaching Social Studies in middle and high school classrooms. The curriculum reviews current research in the integration of disciplines and current state standards. Numerous activities, strategies, and curricula that model effective instruction are demonstrated and practiced giving candidates valuable approaches and ideas they can use in the classroom.

**MAT 577 BUSINESS AND MARKETING METHODS Credits: 3**

This course focuses on the methods in which education candidates can best develop skills for teaching Business and Marketing at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into business classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school business programs are also reviewed.

**MAT 578 WORLD LANGUAGE METHODS Credits: 3**

This course focuses on the methods in which education candidates can best develop skills for teaching World Languages at the middle and high school level. Candidates in this course are provided detailed support in developing engaging activities, lessons and work sample elements that integrate current best practices into world language classroom instruction. Curricular materials and appropriate techniques and procedures for effective middle and high school world language programs are also reviewed.

**MAT 590 DIFFERENTIATING FOR THE LEARNING COMMUNITY Credits: 3**

This course helps teacher candidates consider a variety of student backgrounds and needs (e.g. students with learning disabilities, students with indicators of dyslexia, and students who have been impacted by trauma). The course includes research and strategies that promote differentiated instruction, cultural responsiveness and community building within the general-education classroom.

**MAT 592 STUDENT TEACHING: ELEMENTARY Credits: 3-6**

Student teaching is one of two clinical experiences required to obtain the Oregon PK–12 Preliminary Teaching License, with an elementary multiple-subjects endorsement. This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to an elementary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

**Prerequisites:** State Fingerprinting required.

**MAT 593 STUDENT TEACHING: SECONDARY Credits: 3-6**

Student teaching is one of two clinical experiences required to obtain the Oregon PK–12 Preliminary Teaching License, with a secondary endorsement (or dual endorsements). This course is 12-week, full-time immersion into all aspects of classroom life. Candidates are assigned to a secondary classroom and assume the numerous roles of a teacher as they work up to a full-time instructional load. Student teachers create and teach one edTPA portfolio and attend professional seminars during this semester.

**Prerequisites:** State Fingerprinting required.

**MAT 596 EXTENDED STUDENT TEACHING: ELEMENTARY Credits: 3-9**

Student teaching is a requirement for the Oregon PK–12 Preliminary Teaching License. This course is a 15-week, full-time immersion in an elementary school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

**Prerequisites:** State fingerprinting; Practicum waiver; Application to complete extended student teaching experience.

**MAT 597 EXTENDED STUDENT TEACHING: SECONDARY Credits: 3-9**

Student teaching is a requirement for the Oregon PK–12 Preliminary Teaching License. This course is a 15-week, full-time immersion in a middle or high school. Candidates assume all responsibilities within the classroom and carry a full-time instructional load. During the student teaching experience candidates are required to create, teach, and submit one edTPA portfolio and attend professional seminars throughout the semester.

**Prerequisites:** State fingerprinting; Practicum waiver; Application to complete extended student teaching experience.

## Master of Business Administration (MBA)

**MBA 501 FOUNDATIONS Credits: 4**

This course introduces the fundamental skills necessary for success in the MBA program. Students learn case study methodology and case discussion as fundamental concepts through professional experience, insight and analysis. Students are enabled to perform financial analysis, interpret financial statements, analyze business problems and issues, develop perspectives on the case issues, and engage classmates to meaningfully advance the case discussion process. A grade of B or better is required to continue in the MBA program.

**MBA 502 FINANCIAL REPORTING AND CONTROL Credits: 3**

Accounting is the primary channel for conveying information about the economics of any business. Managers must understand the concepts of accounting in order to use it effectively for monitoring and resource allocation. This course provides a broad view of how accounting contributes to an organization. By mastering the vocabulary of financial statements, students see how managers communicate with one another and other audiences.

**MBA 503 LEADING ORGANIZATIONAL CHANGE Credits: 3**

This course explores the theories and practices necessary to the leadership of organizational change. This course will emphasize the flexibility needed by contemporary organizations, with resources and activities relating to organizational diagnosis and assessment, change and transition management, and leadership strategies necessary to optimize organizational performance. By the end of this course, students will be equipped with tools they can use to understand organizational behavior, assess readiness for change, and design change management initiatives.

**MBA 504 MARKETING Credits: 3**

This course demonstrates the role of marketing in the company, explores the relationship of marketing to other functions, and helps students learn to make marketing decisions in the context of general management. Students learn how to control the elements of the marketing mix (including: product policy, pricing, channels of distribution and promotion) to satisfy customer needs profitably. The course culminates in examination of the evolution of marketing, focusing on opportunities presented by the Internet.

**MBA 506 BUSINESS, GOVERNMENT AND INTERNATIONAL ECONOMY Credits: 3**

This course takes a conceptual approach to analysis of national and international economic decision-making. Tools for studying the economic background of business are introduced, including national income and balance of payment accounting, exchange rate theory, financial and monetary policy, institutions, and political regimes. Gains and problems from regional and global integration, international trade, foreign direct investment, portfolio capital flows, and environmental issues are explored.

**MBA 507 COMPETITION AND STRATEGY Credits: 3**

To be successful, a firm must create and sustain competitive advantage and understand the environment in which it operates. Not all industries offer equal opportunities for continuing profitability, and individual industry structures evolve over time. This course helps students develop skills for formulating strategy through in-depth, value-based analysis of industries and competitors. Particular attention is paid to topics of positioning, comparative costs, and issues such as cannibalization, network externalities, and globalization.

**MBA 508 FINANCE Credits: 3**

This course examines the role of finance in marketing, production, and other functional areas of a firm, while fostering an understanding of how financial decisions themselves can create value. Through case studies, lectures and reading, students learn the basic analytical skills and value-based principles of corporate finance. Standard analysis techniques such as capital budgeting, pro forma statements, ratio analysis, discounted cash, flow valuation, and risk analysis are developed.

**MBA 509 STRUCTURED CAPSTONE PROJECT Credits: 4**

Develops skills required to recognize entrepreneurial opportunities and to manage organizations undergoing change. Cases are used to highlight a range of ventures, including low- and high-tech companies and profit-making, not-for-profit organizations. Concepts from other required courses also are incorporated. Often augmented by classroom visits or videos of the people involved for deeper understanding. Various financing sources are discussed, and students are introduced to situations where entrepreneurs are structuring deals with these sources of capital.



**MBA 510 STRATEGIC HUMAN RESOURCE MANAGEMENT Credits: 3**

This course focuses on HR management and development, while equipping students to design human resource strategies for innovative organizations committed to acquiring, retaining, developing, and optimizing talent. The course will focus on how to leverage human capital in an era of organizational transformation and competitive pressure. The course will include activities relating to overall talent management in today's knowledge economy, including resourcing models, engagement and retention, training and development, performance management, and organizational learning.

**MBA 511 HEALTH ADMINISTRATION LAW AND ETHICS Credits: 3**

This course presents an overview of legal and ethical issues facing managers and providers in health care. It provides a foundation in health law and ethics and reviews a wide variety of health care legal and ethical situations and cases. Students will address management ideas, theories, and complex applications of health care law and ethics in the modern health care industry.

**MBA 512 MANAGING PROJECTS Credits: 3**

This course focuses on the management of projects, which is one of the major growth areas in the field of management. This course will provide students with a deep understanding of project management by introducing the processes and knowledge areas recommended by the Project Management Institute for effective initiation, planning, execution, monitoring and control, and closure of projects.

**MBA 513 LEADERSHIP Credits: 3**

This course will include a survey of popular leadership theories and models, with a focus on integrating best practices into a values-based leadership commitment that is aligned to each student's personal style and professional environment. Ethics and moral decision-making in organizational settings will provide the framework for this course. Students will have an opportunity to develop their personal identity as a leader who makes values-based responses to ethical dilemmas in a business and organizational environment.

**MBA 515 RESEARCH AND ANALYTICS FOR BUSINESS DECISIONS Credits: 3**

This course prepares students to be more effective users of quantitative information and better researchers and decision makers. Coursework emphasizes problem formulation, the need for information to support decision making, business research techniques, and data analysis, presentation, and interpretation. Includes an in-depth review of predictive analytics and the emergence of data mining techniques to support business decision making.

**MBA 521 QUALITY AND INFORMATION MANAGEMENT Credits: 3**

This course covers the issues of information management, measurement and improvement of the equality of health care. It will examine the strategies for assessing and assuring quality of care in the U.S. health care system. It includes an examination of the meaningful use of electronic records in assessing and improving health quality. Students will learn about strategies for improving the quality of care through the use of information systems.

**MBA 522 MANAGING PROJECT RESOURCES AND TEAMS Credits: 3**

Focuses on the Executing process group within the Project management Body of Knowledge (PMBOK) to include human resource, communication, and stakeholder management. Emphasis on the competencies required to lead projects using global teams during the execution phase. Includes an in-depth review of PMP and CAPM exam requirements.

**Prerequisites:** MBA 512.

**MBA 532 PROJECT MONITORING AND CONTROL Credits: 3**

Focuses on the Monitoring and Control process group within the Project management Body of Knowledge (PMBOK) to include scope, time cost, quality, and risk management practices. Advanced scheduling and budgeting processes, project schedule and cost control techniques, quality and risk management will also be addressed. Includes an in-depth review of PMP and CAPM exam requirements.

**Prerequisites:** MBA 512 with a C+ or higher.

**MBA 555 RISK ASSESSMENT Credits: 3**

This course is designed as a hand-on introduction to risk analysis or the systematic evaluation of decision problems involving uncertainty. It is intended to enhance the student's ability to solve complex management problems and to make decisions under conditions of uncertainty, competing objectives, and complicated constraints through the use of formal modeling and quantitative analysis techniques.

**MBA 572 ENTREPRENEURIAL FINANCE Credits: 3**

This course examines financing options available to an entrepreneurial venture as well as the financial management, resource development and organizational structures for the emerging small or family business. Financing sources follow the life cycle of the business from start-up through angel investors, venture capital, bank lending, government programs, asset based lending, and franchising to the initial public offering (IPO). The focus is on methods of valuation and negotiation strategies used in entrepreneurial finance.

**MBA 573 ADVANCED TOPICS IN CORPORATE FINANCE Credits: 3**

This course considers finance from a CFO's perspective. Students will be exposed to complex financial problems and situations, discover sophisticated financial constructs, tools and techniques needed to make effective financial management decisions, minimize risk and maximize returns in spite of uncertainty and complexity. Concepts in the course include capital budgeting, debt and equity management, cash flow analysis, relationship between risk and return, financial leverage, corporate valuation, earnings distribution, mergers and acquisitions, investment banking and IPO's.

**MBA 581 MANAGED CARE SYSTEMS, INSURANCE AND REGULATIONS Credits: 3**

This course provides a broad overview of the key elements of health insurance and managed health care in order to meet the need of health care administrators. It covers an understanding of the payer environment including operations, legal requirements, and constraints of the health care system. The course will address the state and legal and regulatory foundations of insurance and managed health care.

**MBA 586 STRATEGIC ISSUES INTERNATIONAL BUSINESS Credits: 3**

This course focuses on the strategic implications resulting from involvement in global commerce. A broad array of topics such as the competitive advantage of nations and organizations, the globalization of labor and market, differences in political economy, innovation, supply chain management, cross-cultural communication, corporate social responsibility, and various understanding of ethics, leadership and management will be researched and discussed.

**MBA 597E EXPERIMENTAL COURSE Credits: 3**

Experimental course option varies by term. Please see academic department for course description.

**MBA 598 INDEPENDENT CAPSTONE PROJECT Credits: 2,4**

This capstone course allows students to research and create a business plan or conduct a major feasibility study for a firm. This course serves as an integrative, hands-on learning experience using the analysis, management and planning tools gained during the program resulting in a major paper. May be combined with MBA 599.

**Prerequisites:** Completion of a minimum of 18 credits of the MBA core courses; Other courses in statistics and/or research design are required if completing the Research Thesis option.

**MBA 599 INTERNSHIP Credits: 1-6**

The internship option provides an executive/project management experience in a local business/corporation arranged in discussion with an advisor. May be combined with MBA 598.

## Psychology (PSY)

**PSY 519 SOCIAL RESEARCH METHODS Credits: 3**

This course is designed to deepen students understanding of the methods with which social scientists work to systematically understand social phenomena, including identifying general patterns and relationships, testing and refining theory, and making predictions.

**PSY 520 STATISTICS AND QUANTITATIVE DATA ANALYSIS Credits: 3**

An extension of PSY 519, this course will be the second course in an applied statistics sequence. Students in this course will obtain a foundational understanding of the various theories underlying probability, statistics, and quantitative data analysis, and will practice with data using statistical software.

**Prerequisites:** PSY 519 with a B- or higher.

**PSY 551 RESEARCH WRITING I Credits: 2**

These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

**PSY 552 RESEARCH WRITING II Credits: 2**

These seminars will prepare students for professional practice in community psychology settings and further graduate training through workshops (e.g., thesis preparation, constructing a curriculum vitae), guest speakers, and group support.

**PSY 553 RESEARCH WRITING III Credit: 1**

This course will be the third in a series of graduate seminars in research writing. The focus in this seminar will be assisting the preparation of student MA thesis manuscripts for defense and publication in academic journals.

**Prerequisites:** PSY 551 and PSY 552 with a B- or higher.

**PSY 556 FUNDRAISING AND GRANT WRITING Credits: 2**

This course investigates the concepts of grants, investigating grant opportunities, research for grant development, writing grants, receiving and managing grants. Emphasis is also given to skills required for direct solicitation fundraising programs, such as annual fund drives, special events, phone-a-thons, direct mail campaigns and planned giving activities. Students will learn to conduct donor/prospect research and make effective appeals to donors, develop fundraising plans and design positive promotional materials.

**PSY 560 PROGRAM EVALUATION AND APPLIED QUALITATIVE METHODS Credits: 3**

This class provides an overview of the field of program evaluation, with an emphasis on providing students with essential knowledge for conducting effective program evaluations in organizations and related community settings. Students will acquire an understanding of the phases of program evaluation, particularly those relevant to conducting needs assessments of various populations.

**PSY 561 CONFLICT RESOLUTION AND MEDIATION Credits: 2**

This course provides an introduction of the field of mediation and conflict resolution, with a focus on the nature of conflict and our understanding of what resolution efforts seek to achieve. Through small groups, simulated conflict situations, and examples from community settings, students learn to assess causes of conflict and its effect on individuals and communities. Students also learn about different forms of dispute resolution and the primary models of mediation and the mediation process.

**PSY 562 SOCIAL PSYCHOLOGY OF MENTAL HEALTH Credits: 2**

This course will introduce students to interdisciplinary perspectives on the role of culture in understanding human behavior and psychiatric diagnoses. Students will become familiar with different perspectives on culture and mental health, with the goal of refining students' cultural competence in research and professional practice with diverse individuals and groups.

**PSY 563 HEALTH PSYCHOLOGY Credits: 2**

This class provides an overview of the field of health psychology, with an emphasis on how socio-cultural and economic factors influence health beliefs and health behaviors. Students will learn the history of health psychology, major theories in the field, and methods of applying health psychology knowledge to promoting health and preventing diseases.

**PSY 564 SOCIAL POLICY AND ADVOCACY Credits: 2**

This course will examine the role of social policy and advocacy in community psychology and public health. Students will explore the roles communities and nonprofits play in influencing the public policy process. This course will analyze the range of advocacy strategies available to communities and individuals, and will provide students with an opportunity to plan, implement, and evaluate an advocacy campaign.

**PSY 570 COMMUNITY PSYCHOLOGY Credits: 3**

This class provides an introduction to community psychology, with an emphasis on the ways in which communities, organizations, and broader social systems are strengthened to meet people's needs. Students will apply psychological principles to social and organizational issues, and will learn how the field of community psychology plans and implements community changes, advances social justice, and uses research to inform and evaluate this work.

**PSY 580 SOCIAL INEQUALITY Credits: 3**

This course will use the research and literature on human diversity and international psychology to deepen students multicultural, cross-cultural, and diversity awareness. An emphasis will be given to the ways in which dimensions of culture, ethnicity, lifestyle, religion, class, and economic status affect individuals and groups. Psychological perspectives and interventions will be studied from across many cultures.

**PSY 581 COMMUNITY DEVELOPMENT: PREVENTION AND INTERVENTION Credits: 2**

This course will introduce students to the primary theories and methods of community prevention and intervention. Students will examine core ecological constructs in community settings, and theories of psychological dysfunction and well-being, stress, and social support. Emphasis in the course will be given to preventing problem behaviors and promoting social change through self-help, empowerment, community-based mental health interventions, social policy and social justice.

**PSY 590 INTERNSHIP I Credits: 3**

This is the first of two courses students complete at a local community site. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing internships will acquire and refine skills and competencies essential to both employment and doctoral study.

**PSY 591 INTERNSHIP II Credits: 3**

This is the second of two courses students complete to fulfill the community internship requirement. Students will have the opportunity to complete internships at innovative and diverse social organizations in the Portland metropolitan area, including nonprofits, government agencies, healthcare settings, schools, religious communities, and other programs creatively working toward social justice. Students completing the internship will acquire and refine skills and competencies essential to both employment and doctoral study.

**PSY 593 THESIS I Credits: 3**

This course is the first of two dedicated to the Master's Thesis research project. Students will complete a thorough literature review on a topic related to community psychology, including developing both the primary bibliography as well as the introductory sections for a thesis. In addition, a detailed description of the scope or experimental design of the thesis will be produced.

**PSY 594 THESIS II Credits: 3**

This is the second and final course dedicated to the Master's Thesis research project. Students in the course will complete the following: data collection and analysis, written composition of results, completion of the thesis, and a thesis defense.

## Teaching English to Speakers of Other Languages (TESL)

**TESL 520 TESOL SEMINAR Credits: 3**

Graduate students will benefit by having the option of taking specialized seminars which will meet specific needs depending on the students desired teaching situations. Topics will include teaching pronunciation, corpus linguistics, classroom approaches, and language acquisition.

**TESL 534 INTRODUCTION TO GRADUATE STUDIES Credits: 2**

Students in the Teaching English to Speakers of Other Languages (TESOL) program will take Introduction to Graduate Studies during their first semester. This seminar outlines the candidate's personal and professional goals, offers tools for successful graduate studies, and provides students with a comprehensive plan for completing the program. Students will begin the process of assessing competencies necessary for the field of Teaching English to Speakers of Other Languages.

**TESL 539 LINGUISTICS Credits: 3**

This course investigates and discusses the various aspects of language from both historical and current viewpoints. A major focus of this course will be to introduce students to the general principles necessary for the study of language: phonetics, phonology, morphology, syntax, and semantics. The first portion of the course will emphasize problem solving and the examination of language data. The second half of the course will focus on a variety of topics related to linguistics: language variation, dialects, and historical linguistics (the history of English) and the implications on language teaching.

**TESL 544 ENGLISH GRAMMAR AND STRUCTURE Credits: 3**

This course provides an in-depth study of the structure of English. Students will examine the role of grammar in language acquisition and learn methods of teaching grammar both deductively and inductively.

**TESL 545 STRATEGIES FOR TEACHING ENGLISH Credits: 3**

This course focuses on language teaching strategies, techniques, drills, and activities based on the latest research in language acquisition theories. This course provides content specific strategies for teaching all the language skills: reading, writing, listening, and speaking. In addition, students will examine the roles of grammar and vocabulary in language learning.

**TESL 546 TESOL METHODS Credits: 3**

This course provides students with a foundation in key concepts necessary for the field of TESOL. Students will learn current theories related to second language acquisition, the nature and importance of learner variables, and the history and development of methods of teaching language.

**TESL 547 TESOL EDUCATIONAL ASSESSMENT Credits: 3**

This course provides a comprehensive survey of the essential principles of assessing second language learning and provides students with the critical tools that they will need as teachers to evaluate performance fairly and effectively. Students will examine assessment for all four language skills- listening, speaking, reading, and writing - and will explore standardized tests and standards-based assessment.

**TESL 585 TESOL PRACTICUM Credits: 1-3**

Students in the MA-TESOL graduate program will teach 135 hours in settings with non-native English speakers. Based on career goals, candidates may teach in community college programs, intensive academic ESL programs, K-12 classrooms, or vocational ESL programs.

**TESL 587 IMMERSION PRACTICUM Credits: 3**

This practicum gives TESOL candidates the opportunity to teach English in a setting outside the United States. Students complete at least 30 hours at an approved institution abroad and complete an assigned curriculum project. Placements are made by the program director in conjunction with the candidate.

**TESL 597 PROFESSIONAL ASSESSMENT SEMINAR Credit: 1**

During the last semester of their program, candidates in the TESOL program are required to complete the Professional Assessment Seminar. This seminar gives students the opportunity to demonstrate their competence in the field through oral presentation of their research and completion of the Final Assessment of Competencies and portfolio. Students will also look at job opportunities in Teaching English to Speakers of Other Languages, prepare a professional curriculum vita, and examine ways to grow professionally.

**TESL 603 RESEARCH DESIGN METHODS Credits: 3**

This educational research class provides TESOL graduate students with the knowledge to analyze and understand research in SLA studies and educational research. Students will learn the basic framework of research, including necessary statistics, to design a research study in the field of applied linguistics. Students will learn to engage safely in analysis and research design at the scholarly level and will learn to be a critical reader of research in their chosen area of study.

**TESL 698 THESIS I Credits: 3**

Students will work on their literature review and research for their thesis.

**Prerequisites:** TESL 603 with a B- or higher.

**TESL 699 THESIS II Credits: 3**

This course offers the graduate student the opportunity to investigate, in depth, a topic in teaching English as second language, applied linguistics, or language acquisition. Students will work with an individual faculty mentor, following the full procedures of the College of Arts and Sciences.

**Prerequisites:** TESL 698.



# CONCORDIA UNIVERSITY SCHOOL OF LAW – BOISE, IDAHO

## About Concordia University School of Law

### Concordia University School of Law History & Mission

#### History

For over a century, Concordia University has graduated students who are both academically and ethically prepared to make a positive impact on their communities. Establishing a law school was a natural extension of Concordia's mission as a Christian university preparing leaders for the transformation of society. The law school welcomed its first class in the fall of 2012.

#### Mission and Values

Concordia University and the School of Law are committed to preparing students for lives of meaningful vocation and service. The law school provides a challenging, supportive, learning environment that integrates faith, learning, and civic engagement in the search for truth, social justice, and an informed voice of reason.

#### Accreditation

Concordia University School of Law is fully approved by the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association, 321 North Clark Street, Chicago, IL 60654, 312-988-6738.

## Programs

- See Juris Doctor (J.D.) Program
- Additional Program Offerings
  - 3+1 JD to MBA Program
  - Two-Year Foreign Attorney J.D. Program

#### 3+1 JD to MBA Program

The 3+1 JD to MBA program reflects an explicit partnership between the Boise Law School and the Concordia Portland School of Management. Students will complete the Concordia J.D. in 3 years, consistent with ABA requirements. After successful completion of the J.D. degree, students can begin the accelerated (1-year, 19 remaining credit) MBA the next Fall term. Up to 19 credits of MBA requirements can be met by approved LAW course substitutions, as outlined below. Students can apply to the 3+1 JD to MBA program directly at the time of applying to the Concordia Law School or any time during their course of study in the Law School. Satisfactory academic standing in the J.D. program and the earned J.D. degree are required for acceptance into the MBA program. Only LAW courses with a grade of 2.0 or higher may be applied as substitutes. Students completing a J.D. degree at law school other than Concordia-Portland may be reviewed on a case by case basis to determine if an accelerated Concordia MBA pathway is feasible. Specific curriculum from the incoming law program would need to be evaluated by the Dean of the School of Management.

MBA 501	FOUNDATIONS	4
MBA 502	FINANCIAL REPORTING AND CONTROL	3
MBA 503	LEADING ORGANIZATIONAL CHANGE	3
MBA 504	MARKETING	3
JD Substitution:		
LAW 636	BUSINESS ORGANIZATIONS	
MBA 507	COMPETITION AND STRATEGY	3
MBA 508	FINANCE	3
JD Substitution:		
Four credits-LAW Externships, Clinics, Practicums, or other Experiential Courses		
JD Substitution:		
LAW 623	LEGAL RESEARCH & WRITING I	
LAW 625	LEGAL RESEARCH & WRITING II	
Nine credits from:		
LAW 609	CONTRACTS I	
LAW 610	CONTRACTS II	
LAW 619	PROPERTY	
LAW 635	BANKRUPTCY	
LAW 630	ADMINISTRATIVE LAW	
LAW 657	FEDERAL INCOME TAX	
LAW 660	SECURED TRANSACTIONS	
LAW 640	EMPLOYMENT LAW	
LAW 683	INSURANCE LAW	
LAW 647	INTERNATIONAL LAW	
LAW 675	REAL ESTATE TRANSACTIONS	
LAW 662	WILLS, TRUSTS & ESTATES	
LAW 688	WORKERS' COMPENSATION LAW	
LAW 649	CORPORATE TAX	
Total Credits		19

#### Two-Year Foreign Attorney J.D. Program

Concordia University School of Law offers an accelerated two-year Juris Doctor program geared toward international students who already hold a law degree from a country other than the United States.

#### Application Requirements for Two-Year Foreign Attorney J.D.

Students applying to the Two-Year Foreign Attorney J.D. program are considered transfer students at Concordia University School of Law, must complete a transfer student application through the Law School Admission Council (LSAC), and must provide official transcripts for evaluation, as well as two letters of recommendation. Students applying to this program are not required to sit for the LSAT exam, but may be asked to provide a TOEFL score if their program of study was not in English, or if the student does not have an advanced degree in an English-based program. For students who have completed a foreign law program that meets American Bar Association (ABA) standards, Concordia Law will accept up to 30 transfer credits in recognition of the completion of that degree program toward their juris doctor degree. Because of this, our Foreign Attorney J.D. Program is only two years long, rather than the traditional three. Students will complete a prescribed course of study that focuses on bar-tested foundational courses, while also providing an opportunity to take elective courses aligned with students' interests or related to their intended area of practice. For more information please contact the Office of Admission at (208) 639-5440 or lawadmission@cu-portland.edu.

## Contact Information

### Concordia University School of Law

Elena Langan, J.D., Dean

501 West Front Street

Boise, ID 83702

208-639-5401

Contact Us (<https://law.cu-portland.edu/about/contact-us>)

CATALOG: [catalog.cu-portland.edu/law/](https://catalog.cu-portland.edu/law/)

WEBSITE: <https://law.cu-portland.edu/>

### Full-time Law Faculty

This list was accurate at the time of publication. For the most up-to-date list of full-time Law faculty, visit <https://law.cu-portland.edu/faculty-staff/full-time-faculty>.

**Brenda Bauges**, J.D., Assistant Professor; Director, Law Externships & Pro Bono Program, [bbauges@cu-portland.edu](mailto:bbauges@cu-portland.edu)

**Teresa Burnham**, J.D., Assistant Professor, [tburnham@cu-portland.edu](mailto:tburnham@cu-portland.edu)

**B. Summer Chandler**, J.D., Assistant Professor, [suchandler@cu-portland.edu](mailto:suchandler@cu-portland.edu)

**McKay Cunningham**, J.D., Associate Professor, [mccunningham@cu-portland.edu](mailto:mccunningham@cu-portland.edu)

**Jason Dykstra**, J.D., Assistant Professor; Assistant Director, Legal Research & Writing Program, [jdykstra@cu-portland.edu](mailto:jdykstra@cu-portland.edu)

**Tenielle Fordyce-Ruff**, J.D., Associate Professor; Director, Legal Research and Writing Program, [tfordyce@cu-portland.edu](mailto:tfordyce@cu-portland.edu)

**Michael Greenlee**, J.D., Associate Professor; Director, George R. White Law Library, [mgreenlee@cu-portland.edu](mailto:mgreenlee@cu-portland.edu)

**Joseph Isanga**, J.S.D., Associate Professor, [jisanga@cu-portland.edu](mailto:jisanga@cu-portland.edu)

**Latonia Haney Keith**, J.D., Associate Professor; Associate Dean of Academics, [lkeith@cu-portland.edu](mailto:lkeith@cu-portland.edu)

**Elena B. Langan**, J.D., Professor; Dean, School of Law, [elangan@cu-portland.edu](mailto:elangan@cu-portland.edu)

**Jodi Nafzger**, J.D., Associate Professor, [jnafzger@cu-portland.edu](mailto:jnafzger@cu-portland.edu)

**Greg Sergienko**, J.D., Professor, [gsergienko@cu-portland.edu](mailto:gsergienko@cu-portland.edu)

**Ryan Stoa**, J.D., Associate Professor, [rstoaa@cu-portland.edu](mailto:rstoaa@cu-portland.edu)

## Study Abroad – Law

Students who have successfully completed their first year of study with a minimum cumulative GPA of 2.5 may receive credit for legal studies at foreign summer, intersession, or semester programs offered by ABA-approved law schools, subject to approval of the Associate Dean of Academics prior to the start of such studies. Scholarships and merit awards issued by Concordia may not be used towards these programs. The pre-approval process for *Credits from ABA-Approved Juris Doctor Programs* listed above is used to request and receive approval for study abroad courses to transfer back to Concordia Law.

## Juris Doctor (J.D.)

### Overview Information

#### Introduction

Concordia University School of Law is dedicated to graduating the students we enroll with the skills necessary to be successful on the bar and in practice. Our core mission includes service to students and, through them, to a society in desperate need of affordable legal services.

Through our rigorous academics we are committed to provide you the skills necessary to be successful in the legal profession:

- You will be treated and graded as an individual and your success is our success. Professors use their judgment to set grades, and the school does not impose mandatory curves on professors. We like to develop pre-set standards for success. Your academic achievement is our core goal.
- Entrepreneurial faculty with focus on student success and outcomes. Concordia faculty are passionate about teaching and they prepare you from their academic and professional experience in practice. They have years of experience in trials and appeals. They know, first hand, what it takes to help you pass the bar and to practice law.
- We're committed to training practice-ready lawyers. Although our core faculty are committed to the law school full time, we work closely with practicing lawyers to mold our curriculum and teaching methods for the next generation of lawyers and clients. In your first year, you will draft practice complaints, motions, and discovery requests and practice depositions. Practicum classes are offered during the same semester as many of our upper-level classes. These practicums are coordinated with the doctrinal classes so you will immediately apply technique to develop the art and science of law.

### Learning Outcomes

Learning outcomes are the lawyering skills that students are expected to obtain through the completion of a legal education. Consistent with ABA Standards, upon completion of a J.D. degree, graduates of the Concordia University School of Law will demonstrate proficiency in the following student learning outcomes at the level needed for admission to the bar and effective and ethical participation in the legal profession as an entry level attorney.

The curriculum at Concordia University School of Law has been designed to prepare students with the key skills and competencies needed to demonstrate these learning outcomes in the legal profession.

Each graduating student will:

1. demonstrate knowledge and understanding of the law and the American legal system;
2. apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving;
3. demonstrate the ability to conduct legal research effectively and efficiently;
4. demonstrate communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications;
5. apply knowledge of professional ethics to representation of clients, performance of duties as an officer of the courts, and to the resolution of ethical issues; and
6. exemplify the Lutheran values of service, community, and inclusivity.

### **Performance Consideration for each Outcome**

**Learning Outcome 1:** Graduates will demonstrate knowledge and understanding of the law and the American legal system.

Graduates will demonstrate achievement of this learning outcome by ...

*Consideration 1:* Identifying, describing, and interpreting the fundamental terms, rules, and principles of law, including significant alternative formulations, such as minority rules.

*Consideration 2:* Describing the American legal system's structures, processes, and procedures.

**Learning Outcome 2:** Graduates will apply knowledge and critical thinking skills to perform competent legal analysis, reasoning, and problem solving.

Graduates will demonstrate achievement of this learning outcome by ...

*Consideration 1:* Identifying the applicable body of authorities and the key rules within each authority.

*Consideration 2:* Synthesizing the relevant rules of law into a logical framework for analysis.

*Consideration 3:* If rules conflict, analyzing which rule a court is likely to apply.

*Consideration 4:* Applying the identified rules to the relevant facts, including evaluating potential counterarguments, to determine the likely outcome of the case.

*Consideration 5:* When appropriate, analogizing the facts to and distinguishing the facts from those of precedent cases to determine the likely outcome of the case.

*Consideration 6:* Identifying the practical impact of rules, such as cost and effects on other people.

*Consideration 7:* When appropriate, explaining the policy underlying a rule to justify arguments for the rule's extension, reversal, or modification.

**Learning Outcome 3:** Graduates will demonstrate the ability to conduct legal research effectively and efficiently.

Graduates will demonstrate achievement of this learning outcome by ...

*Consideration 1:* Devising and implementing a logical research plan, which reflects an understanding of the limitations created by time and financial constraints.

*Consideration 2:* Accurately assessing the weight of authority.

*Consideration 3:* Identifying and effectively employing the fundamental tools of legal research.

**Learning Outcome 4:** Graduates will demonstrate effective communication skills, including effective listening and critical reading, writing in objective and persuasive styles, and oral advocacy and other oral communications;

Graduates will demonstrate achievement of this learning outcome by ...

*Consideration 1:* Writing documents that are clear, concise, well-reasoned, organized, professional in tone, appropriate to the audience and the circumstances, and if appropriate, contain proper citation to authority.

*Consideration 2:* Speaking in a clear, concise, well-reasoned, organized, and professional manner that is appropriate to the audience and the circumstances.

*Consideration 3:* Actively engaging in conversations with clients, colleagues, judges, and others.

*Consideration 4:* Advocating for clients by examining disagreements, strategies and possible outcomes.

*Consideration 5:* Demonstrating the ability to work cooperatively and collaboratively.

**Learning Outcome 5:** Graduates will apply knowledge of professional ethics to representation of clients, performance of duties as an officer of the courts, and to the resolution of ethical issues;

Graduates will demonstrate achievement of this learning outcome by ...

*Consideration 1:* Listing the sources of the law governing lawyers.

*Consideration 2:* Identifying and explaining the applicable law governing lawyers.

*Consideration 3:* Using the law governing lawyers to recognize ethical and other professional dilemmas.

*Consideration 4:* Applying the law governing lawyers to help resolve ethical and other professional dilemmas.

*Consideration 5:* Exercising professional judgment to help resolve ethical and other professional dilemmas.

*Consideration 6:* Recognizing the attorney's professional responsibility to improve the law, the profession, and the justice system.

*Consideration 7:* Developing a personal code of ethics to apply when the rules give an attorney discretion.

**Learning Outcome 6:** Graduates will exemplify the Lutheran values of service, community, and inclusivity.

Graduates will demonstrate achievement of this learning outcome by ...

*Consideration 1:* Exhibiting civility and treating others with respect.

*Consideration 2:* Developing cultural competency by demonstrating an appreciation for diversity, including sensitivity to social and cultural differences.

*Consideration 3:* Contributing to the profession's fulfillment of its responsibility to ensure that adequate legal services are provided to those who cannot afford to pay for them.

## Degree Requirements

A student's graduation degree requirements are established based on matriculation date. To qualify for the degree of Juris Doctor, a student must:

1. Complete a course of study of not fewer than 90 credit hours of course work.
2. Achieve a final cumulative grade point average of at least 2.0.
3. Achieve a passing grade in all required courses.
4. Complete all of the graduation degree requirements no earlier than 24 months and no later than 84 months after a student has commenced studies at the School of Law or a law school from which transfer credit has been accepted.
5. Complete all required courses:
  - a. Business Organizations
  - b. Civil Procedure I
  - c. Civil Procedure II
  - d. Constitutional Law I
  - e. Constitutional Law II
  - f. Contracts I
  - g. Contracts II
  - h. Criminal Law
  - i. Criminal Procedure
  - j. Evidence
  - k. Foundations of Justice
  - l. Legal Research & Writing I
  - m. Legal Research & Writing II
  - n. Professional Responsibility
  - o. Property I
  - p. Property II
  - q. Success Skills
  - r. Torts I
  - s. Torts II
6. Complete two (2) Menu Courses from this list:
  - a. Administrative Law
  - b. Bankruptcy
  - c. Conflict of Laws
  - d. Federal Courts
  - e. Federal Income Tax
  - f. Remedies
  - g. Secured Transactions
  - h. Wills, Trusts, and Estates
7. Complete all requirements associated with the:
  - a. Advanced Writing Requirement,
  - b. Experiential Learning Requirement,
  - c. Legacy Mentor Program, and
  - d. Pro Bono Service Requirement.

### a. Advanced Writing Requirement

Following the first year of law school and prior to graduation, each student must complete a rigorous legal writing requirement.

### b. Experiential Learning Requirement (formerly Professional Skills)

Following the first year of law school and prior to graduation, each student must complete one or more experiential learning course(s), totaling at least six credit hours. The experiential learning courses

must provide instruction in professional legal skills which are generally regarded as necessary for effective and responsible participation in the legal profession. An experiential learning course may be (i) a simulation course; (ii) a clinical course; (iii) an externship; or (iv) an eligible additional Advanced Writing Requirement course. To satisfy this requirement, a course must be primarily experiential in nature and must:

- (i) integrate doctrine, theory, skills, and legal ethics and engage students in performance of one or more of the professional skills identified in Standard 302;
- (ii) develop the concepts underlying the professional skills being taught;
- (iii) provide multiple opportunities for performance; and
- (iv) provide opportunities for self-evaluation.

A course used to satisfy the Advanced Writing Requirement may not also be used to satisfy the Experiential Course Requirement.

### c. Legacy Mentor Program

The Legacy Mentor Program is designed to provide law students with opportunities to interact with members of the legal profession, to understand the social and ethical responsibilities of the legal profession, and to prepare students to create change, serve others, and contribute to the profession. The mentorship program is a graduation requirement at the School of Law. All full-time and part-time students are required to enroll in the mentorship program during their second year at the School of Law. (Transfer students must contact the Director of Externships & Pro Bono Programs (<https://law.cu-portland.edu/brenda-bauges>) to create a course plan to complete the mentorship requirement.) A total of one (1) credit hour is awarded for successful completion of the mentorship requirements. It is the student's responsibility to ensure the student is enrolled in the appropriate mentorship course each relevant semester.

### d. Pro Bono Service Requirement

The pro bono program at Concordia Law is mandatory and institutionally supported. Each student is required to complete 50 hours of law-related public service prior to graduation. Students may participate in the pro bono program after completion of their first semester of study and after attending a required pro bono program orientation. Students must be in good academic standing to participate. In accordance with Model Rule of Professional Conduct Rule 6.1, the substantial majority of a student's pro bono work should consist of providing direct legal services to persons of limited means. The work must be legally-substantive, supervised by a licensed attorney or other qualified professional, and performed without any remuneration, either monetary or to satisfy any other academic requirements. Under the supervision of the Director of Externships & Pro Bono Programs (<https://law.cu-portland.edu/brenda-bauges>) and a student-run Pro Bono Service Board, the School of Law has established partnerships with organizations that provide legal services to underserved populations in a wide variety of settings including legal aid organizations, volunteer lawyer programs, government agencies, and charitable organizations. A list of pre-approved opportunities can be found on the Pro Bono page of Concordia Law's website (<https://law.cu-portland.edu/academics/experiential-learning/pro-bono>). Students are encouraged to identify their own opportunities for service, but all projects must be pre-approved by the Director of Externships & Pro Bono Programs (<https://law.cu-portland.edu/brenda-bauges>) to be eligible for pro bono credit. For more information, refer to the Pro Bono Program Manual. A link to it is provided at: <https://law.cu-portland.edu/academics/experiential-learning/pro-bono>.



## Curricular Requirements

### Juris Doctor Degree Requirements (90 credits)

#### FIRST YEAR

##### Required Courses (32 credits)

LAW 601	CIVIL PROCEDURE I	3
LAW 602	CIVIL PROCEDURE II	3
LAW 605	CONSTITUTIONAL LAW I	3
LAW 608	PROPERTY I	3
LAW 609	CONTRACTS I	3
LAW 610	CONTRACTS II	3
LAW 613	CRIMINAL LAW	3
LAW 623	LEGAL RESEARCH & WRITING I	3
LAW 625	LEGAL RESEARCH & WRITING II	3
LAW 626	TORTS I	3
LAW 689	SUCCESS SKILLS	1

#### UPPER LEVEL

##### Required Courses (28 credits)

LAW 606	CONSTITUTIONAL LAW II	3
LAW 614	CRIMINAL PROCEDURE	3
LAW 617	EVIDENCE	3
LAW 618	FOUNDATIONS OF JUSTICE	3
LAW 620	PROFESSIONAL RESPONSIBILITY	3
LAW 636	BUSINESS ORGANIZATIONS	4
LAW 650	PROPERTY II	3
LAW 658	TORTS II	3
LAW 704	PROFESSIONAL IDENTITY	1
LAW 705	PROFESSIONAL MENTORSHIP	0

**Pro Bono Service Requirement (0 credits)** 0

**Advanced Writing Requirement (2-3 credits)** 2-3

Choose one course from the following:

LAW 611	PRACTICUM: CONTRACTS	2
LAW 631	ALW: LITIGATION PLANNING & DRAFTING	3
LAW 632	ALW: JUDICIAL WRITING	2
LAW 664	ALW: INTENSIVE LEGAL WRITING	2
LAW 665	ALW: ADVANCED APPELLATE ADVOCACY	2
LAW 669	ALW: RHETORIC	3
LAW 678	ALW: LOGIC & NARRATIVE	2
LAW 684	ALW: LEGISLATIVE DRAFTING	2
LAW 693	ALW: MOTION PRACTICE	2

**Experiential Course Requirement (6 credits)** 6

(Externships, Practicums, Clinics, or eligible Advance Writing courses not used to satisfy that requirement)

##### Menu Course Options

Complete two (2) Menu Courses from the following list (5-6 credits):

LAW 621	FEDERAL COURTS	3
LAW 630	ADMINISTRATIVE LAW	3
LAW 633	CONFLICT OF LAWS	3
LAW 635	BANKRUPTCY	3
LAW 655	REMEDIES	3
LAW 657	FEDERAL INCOME TAX	3
LAW 660	SECURED TRANSACTIONS	2
LAW 662	WILLS, TRUSTS & ESTATES	3

**Electives** 21

Additional Electives to bring overall total to at least 90 credits

**Total Credits** 89

## Full-time Law Faculty

This list was accurate at the time of publication. For the most up-to-date list of full-time Law faculty, visit <https://law.cu-portland.edu/faculty-staff/full-time-faculty>.

**Brenda Bauges**, J.D., Assistant Professor; Director, Law Externships & Pro Bono Program, [bbauges@cu-portland.edu](mailto:bbauges@cu-portland.edu)

**Teresa Burnham**, J.D., Assistant Professor, [tburnham@cu-portland.edu](mailto:tburnham@cu-portland.edu)

**B. Summer Chandler**, J.D., Assistant Professor, [suchandler@cu-portland.edu](mailto:suchandler@cu-portland.edu)

**McKay Cunningham**, J.D., Associate Professor, [mccunningham@cu-portland.edu](mailto:mccunningham@cu-portland.edu)

**Jason Dykstra**, J.D., Assistant Professor; Assistant Director, Legal Research & Writing Program, [jdykstra@cu-portland.edu](mailto:jdykstra@cu-portland.edu)

**Tenielle Fordyce-Ruff**, J.D., Associate Professor; Director, Legal Research and Writing Program, [tfordyce@cu-portland.edu](mailto:tfordyce@cu-portland.edu)

**Michael Greenlee**, J.D., Associate Professor; Director, George R. White Law Library, [mgreenlee@cu-portland.edu](mailto:mgreenlee@cu-portland.edu)

**Joseph Isanga**, J.S.D., Associate Professor, [jisanga@cu-portland.edu](mailto:jisanga@cu-portland.edu)

**Latonia Haney Keith**, J.D., Associate Professor; Associate Dean of Academics, [lkeith@cu-portland.edu](mailto:lkeith@cu-portland.edu)

**Elena B. Langan**, J.D., Professor; Dean, School of Law, [elangan@cu-portland.edu](mailto:elangan@cu-portland.edu)

**Jodi Nafzger**, J.D., Associate Professor, [jnafzger@cu-portland.edu](mailto:jnafzger@cu-portland.edu)

**Greg Sergienko**, J.D., Professor, [gsergienko@cu-portland.edu](mailto:gsergienko@cu-portland.edu)

**Ryan Stoa**, J.D., Associate Professor, [rstoac@cu-portland.edu](mailto:rstoac@cu-portland.edu)

## Admission – Law

### Application Instructions

1. Obtain a bachelor's degree from a regionally accredited college or university. You may apply prior to completion, but you must complete your degree before enrolling at Concordia University School of Law.
2. Submit an online application and attach required and/or optional documents listed below.
3. Take the LSAT.
4. Subscribe to the Credential Assembly Service (CAS) and provide documents required to complete your CAS report.
5. Ask for assistance as needed.

### Application Process

1. To access the Concordia Law online application, log in using the L Number assigned to you upon creating a JD account with the Law School Admission Council (LSAC). Concordia Law's LSAC code is 4881 and is listed under *Member Schools*.
2. After you complete the online application, you can print the application for your review or records, but please do not submit

this document to the law school. Instead, click *submit* and your application will be sent to the law school electronically along with your attached documents. Paper applications are not accepted except upon special request.

3. The application processing fee of \$50 is waived for all applicants. However, before you submit your application, be sure that a CAS Report is added to your cart. A \$35 report fee is required to submit your application and there is a \$185 fee for the Credential Assembly Service (CAS) report.
4. Concordia Law cannot review your application until we receive your CAS Report. In order for your CAS report to be released to Concordia Law, LSAC needs to receive official transcripts from any college or university you have attended, a minimum of two letters of recommendation, and a valid LSAT score.
5. If you experience any difficulty using the online application, contact LSAC's Help Desk at 215-968-1393. Concordia Law's LSAC code is 4881.
6. The program begins in the fall semester. Applications for admission are accepted through August 1 of the same year or until the class is filled, whichever comes first. However, space and scholarships are limited. It is to your advantage to apply early in the process.

### Application Review and Decision Letter Timeline

Upon receipt of your application and CAS report, and verification that all application questions have been answered and all required documents have been received, your file will be reviewed for admission and scholarships. The review process can take up to four weeks. Following the Admission Committee's review of your file, decision letters or further communication from the Office of Admission will be sent within a few days.

## Transfer of Credit

Note, underlined titles below refer to sections in the CU School of Law Student Handbook (<https://law.cu-portland.edu/student-services/student-policies-and-forms/student-handbook>).

### Credit from ABA-Approved Juris Doctor Programs

Students who successfully complete 30 credits and are in *Good Academic Standing* (3.10.1) may receive credit for courses taken at other ABA-approved law schools, subject to the approval of the Associate Dean of Academics prior to the start of any coursework for which transfer credit is desired. Scholarships and merit awards issued by Concordia may not be used towards these credits. The pre-approval form is available at <https://law.cu-portland.edu/student-services/student-policies-and-forms>.

A student will not be permitted to transfer a course to satisfy a required course (see *Degree Requirements* (2.1)), Menu or List A/B requirement (see *Degree Requirements* (2.1)), *Legacy Mentor Program* (2.2); *Pro Bono Service Requirement* (2.3); *Advanced Writing Requirement* (2.4), or *Experiential Course Requirement* (2.5). The Associate Dean of Academics has discretion to waive this condition based on the individual circumstances.

Students of the School of Law who attend ABA-approved foreign or domestic law schools/programs must obtain the Concordia Law equivalent of a 2.0 ("C") grade or better for transfer of credit to be granted. Transfer of credit does not apply to courses taken on a pass/fail basis or other ungraded legal experiences.

Course grades received from other law schools and/or legal programs are not included in Concordia Law School's *Grade Point Average* (3.9.6) computation.

Students must comply with *Course Loads and Overloads* (3.2) and the *Employment Policy* (3.1.4).

### Credit for Non-Law Graduate-Level Courses

Students who successfully complete 30 credits and have a cumulative *Grade Point Average* (3.9.6) of 2.8 at the time of the pre-approval request may receive up to six (6) credits for non-law graduate-level courses. The non-law courses must (1) be related to the student's course of law study, (2) not duplicate courses offered by the School of Law, (3) not duplicate other graduate level coursework the student has completed, and (4) not exceed the permissible *Course Loads and Overloads* (3.2) for a given semester. The student must obtain prior written permission, at least thirty (30) days before the start of the non-law course, from the Associate Dean of Academics. Scholarships and merit awards issued by Concordia may not be used towards these courses. The pre-approval form is available at <https://law.cu-portland.edu/student-services/student-policies-and-forms>. Credit for such approved graduate-level courses will be granted only if the student receives the equivalent of a 3.0 ("B") grade or higher, and the course will be recorded on the law transcript with a grade of P.

Students must also comply with the *Employment Policy* (3.1.4).

### Incoming Transfer Students

Transfer students are admitted by the Admissions Committee. The Associate Dean of Academics will determine the number of credits accepted and the curriculum required for an admitted transfer student to graduate from the School of Law in accordance with this policy.

Concordia Law allows a maximum of 39 credits to transfer in from an ABA-approved law school towards a student's program of study. Students who attend ABA-approved foreign or domestic law schools/programs must obtain a 2.0 ("C") grade or better for transfer of credit to be granted. Transfer of credit does not apply to courses taken on a pass/fail basis or other ungraded legal experiences. The faculty may consider petitions for exceptions from this policy on a case by case basis.

In determining the curriculum needed to graduate, the Associate Dean of Academics shall allow course(s) taken at the transferor school to satisfy Concordia's J.D. Program requirement(s) on a determination that the content of the course(s) substantially overlaps and that the course(s) credit is eligible and will be transferred.

Course grades received from other law schools and/or legal programs are not included in Concordia School of Law's *Grade Point Average* (3.9.6) computation.

### Application Requirements for International Students

International students are encouraged to apply to Concordia University School of Law. If you have a foreign law degree, please contact the Concordia Law Admissions office for the most up-to-date information and program options. If you are not a citizen of the United States, you must:

- hold a degree that is equivalent to a baccalaureate degree;
- take the Law School Admission Test;
- sign up with the Law School Admission Council for the Credential Assembly Service (CAS) and then submit all college or university transcripts, and two letters of recommendation, to LSAC;
- submit all required application materials using our online application by April 1 in order to provide sufficient time to acquire a Visa;
- submit a copy of your passport showing your official name.

Upon admission to Concordia Law, you will need to submit:

- a Statement of Financial Guarantee that demonstrates proof of financial support to cover the total cost of attendance for the academic year. This document does not need to be submitted in order for your application to be reviewed, but it must be received before we can issue the I-20 Form necessary to obtain an F-1 Student Visa.

In addition to the above requirements, applicants who are not native English speakers and/or do not hold a baccalaureate degree from an institution at which the primary language of instruction is English are required to:

- earn a TOEFL score of at least 600 (paper based) or 100 (internet based);
- arrange for the Education Testing Service (ETS) to forward an official TOEFL score to the Law School Admission Council for inclusion on your CAS report.

An applicant who has studied for more than one academic year outside of the United States, its territories, or Canada must use the LSAC's JD-CAS service for an evaluation of foreign transcripts. This service is included in the CAS subscription fee. A Foreign Credential Evaluation will be completed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), and evaluated transcripts will be included with the CAS report sent to Concordia Law.

## Tuition, Fees, and Financial Assistance – Law

### Tuition

- 3 Year J.D. – \$975 per credit (Deposit of \$300)
- 3 Year JD + MBA – \$975 per credit (Deposit of \$300)

### Fees

#### Admission Application Fee

Concordia University School of Law does not charge an Admission Application Fee. For information on the Admission process, visit: <https://law.cu-portland.edu/admission-financial-aid>

#### Deferred Payment Plan Fee

Students who opt to pay their tuition on a monthly payment plan are assessed a fee of \$35 per term.

#### Graduation Fee

A graduation fee will be applied to the student's account once the Graduation Application is processed.

This is a processing fee and is required of all students who are graduating, regardless of their intent to participate in a commencement ceremony.

- Degree Students: \$100
- Certificate Students: \$50

For information about the date, time and location of the upcoming Law School commencement ceremony, along with other pertinent information, visit: <https://law.cu-portland.edu/student-services/commencement>.

#### Late Payment Fee

A late payment fee of \$75 per term is assessed on accounts that are not paid by the due date of each term.

### Student Activity Fee

- \$59 per semester

### Transcript Fee

**Official Transcripts:** \$5 per copy. (Additional charges may apply when ordering paper copies.)

Visit [www.cu-portland.edu/academics/registrar/transcripts-and-diplomas](http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas) (<http://www.cu-portland.edu/academics/registrar/transcripts-and-diplomas>) for a current listing of options and pricing. Note: Paper transcripts are processed through the third-party entity, Parchment, Inc. Due to this, please note that emails from Parchment may be diverted to a "spam" folder.

**Unofficial Transcripts:** No charge.

Available online through the student's MyCU account: [mycu.cu-portland.edu](https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P_GenMenu?name=homepage) ([https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P\\_GenMenu?name=homepage](https://mycu.cu-portland.edu/pls/cuor/twbkwbis.P_GenMenu?name=homepage)).

### Tuition Deposit

A Tuition Deposit of \$300 is due after Admission acceptance and ensures class registration. Refundable until May 1 for the following academic year.

### Other Expenses

- **BOOKS:** Estimated cost of books: \$600 per semester (book costs vary by program)
- **INSURANCE:** <https://law.cu-portland.edu/student-services/health-and-wellness>

## Financial Assistance

Visit <https://law.cu-portland.edu/admission-financial-aid/financial-aid> for Financial Aid information.

Law students, refer to *Graduate (except Accelerated M.Ed.)* below.

### Satisfactory Academic Progress (SAP) for Financial Aid

*Revised Feb. 2018 - Effective beginning with 2018-2019 Academic Year*

#### Undergraduate

All students receiving financial assistance from the University, State Scholarship Programs, or Federal Student Aid Programs must maintain Satisfactory Academic Progress for Financial Aid. Quality and quantity of work is reviewed each semester. Undergraduate students will be expected to complete 67% of attempted credit hours each term with both a term and cumulative GPA of 2.0 or better. In addition, a minimum cumulative GPA of 2.0 must be earned by the time they have earned the equivalent of 60 semester credit hours. Students in baccalaureate programs must complete their program within 186 attempted credits, and students in associates programs must complete their credits within 93 attempted credits. Earned credits include those courses graded as "A", "B", "C", "D", or "P". Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If you fall below this scale or have an insufficient number of credits earned at the end of each term, you will be placed on Financial Aid Warning for the next term. During the Warning term, you must raise your GPA to the required level and/or remove the deficiency in credits earned or your aid will be revoked until the required GPA or credits earned is reached. Appeals for Financial Aid Revoke may be addressed to the Director of Financial Aid. Students who have been re-instated after being revoked are considered to be on Financial Aid Probation and must meet specific requirements to

continue to receive aid. Students who have been academically dismissed are automatically revoked from financial aid and if re-instated to the institution through appeal, may also need to appeal their financial aid status. Appeals received within the first 3 weeks of the term will be considered for that term. A student receiving a 0.0 GPA for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

### **Graduate (except Accelerated M.Ed.)**

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. For most graduate programs, students must maintain a 3.0 term and cumulative GPA as well as successfully complete at least 67% of attempted courses. Law students must maintain a 2.0 term and cumulative GPA. Financial Aid Satisfactory Academic Progress is measured at the end of each term. Courses graded as "F", "NP", "I", "INP" or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. Students who fall below these requirements for the first term will be placed on Financial Aid Warning. These students must meet academic progress requirements the next term. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended will automatically be placed on Financial Aid Revoke status and will need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

Certain programs and scholarships may have more stringent criteria for meeting the conditions of the program/scholarship.

### **Graduate – Accelerated M.Ed.**

All students receiving federal student aid must maintain Financial Aid Satisfactory Academic Progress by meeting Concordia University academic eligibility requirements. Financial Aid Satisfactory Academic Progress is measured at the end of each term. For the accelerated M.Ed. graduate program, students must maintain a 3.0 term and cumulative GPA as well as successfully complete at least 67% of attempted courses. Courses graded as "F", "NP", "I", or "W" do not count as credits earned, but they do count as courses attempted for financial aid Satisfactory Academic Progress purposes. If they fail to do so, they will be placed on Financial Aid Revoke status and will be ineligible for financial aid. Students who have been placed on revoke status should submit their appeal to the Office of Financial Aid. Successful appeals will be placed on Financial Aid Probation and will be expected to meet specific requirements to continue to receive aid. Students who have been academically suspended due to the University Academic Standing policy will automatically be placed on Financial Aid Revoke status and may need to appeal their financial aid status if they successfully appeal their academic suspension. Appeals received within the first 2 weeks of the term will be considered for that term. A student receiving a 0.0 GPA and no academic credit for any reason is automatically placed in a financial aid revoke status and must submit an appeal in order to have financial aid reinstated.

### **Reestablishing eligibility (for all programs)**

When a student's appeal has been denied or they have already been granted one appeal and failed to meet SAP standards during the probationary term, the student must reestablish eligibility for aid. The process for reestablishing eligibility is that a student must satisfactorily complete a term at full-time or equivalent (i.e. two terms at half-time enrollment) with the minimum required GPA without the benefit of Federal funding in order to reapply for aid. It is permissible for students to utilize private loan funds during a term that they are reestablishing eligibility. Simply sitting out or not attending a term does not reestablish eligibility for Federal aid purposes.

For more information on SAP, contact Concordia's Office of Financial Aid (<https://www.cu-portland.edu/admission/financial-aid>) at [finaid@cu-portland.edu](mailto:finaid@cu-portland.edu) or 503-280-8514. For Online M.Ed. or Ed.D. (<https://education.cu-portland.edu/affordability>): 1-888-244-5140. For Law (<https://law.cu-portland.edu/admission-financial-aid>): 208-639-5444.

## **Academic Information and Policies – Law**

The student is responsible to become familiar with the regulations of the university, in particular the requirements for graduation, and to assure that these requirements are met.

## **Academic Standing Policies – Law**

### **Academic Performance**

#### **Good Standing**

Students are in *good standing* if their overall cumulative grade point average is least 2.0 at the end of each term. Students not in good standing will be subject to academic probation and, if applicable, dismissal.

#### **Academic Probation**

Academic Probation is subject to and controlled by the provisions on Academic Dismissal. Academic Probation is not a prerequisite to Academic Dismissal.

#### ***Probation for Failure to Maintain a 2.0 Cumulative Grade-Point Average***

A student whose cumulative GPA is less than 2.0 at the end of a term will be placed on academic probation at that time for the duration of their next semester. The student will receive a letter from the Associate Dean of Academics announcing the student's probationary status, as well as the procedures to follow and the student's responsibilities.

Where the student subsequently completes the probationary semester, achieves a minimum 2.0 cumulative GPA, and satisfies the conditions imposed by the Associate Dean of Academics, the student shall be considered in Good Standing and may continue without academic restrictions. Where, however, the student fails to achieve at least a minimum 2.0 cumulative GPA at the end of the probationary period, the student will be subject to academic dismissal.

#### ***Required Condition: Academic Supervision Plan***

A student placed on Academic Probation must meet with the Director of the Academic Success Program to develop an Academic Supervision Plan. A copy of the Academic Supervision Plan must be filed with the Student Records Coordinator by the date stated in the probationary status notification letter.



## Academic Dismissal

### Dismissal Following First Semester

A student whose cumulative GPA is below 1.70 after the first semester will be subject to academic dismissal.

### Second and Subsequent Semesters

A student who has completed two or more semesters and whose cumulative GPA has twice been below 2.0 at the end of any semester will be subject to academic dismissal.

### Procedures for Students Subject to Academic Dismissal

A student subject to academic dismissal will receive an opportunity to petition a faculty-designated committee, for permission to continue the student's studies. The student must submit the petition to the Associate Dean of Academics within five (5) business days of receipt of the dismissal letter. The student must show, 1) the student's performance was the result of conditions not reasonably within the student's control, 2) the conditions that caused the student's poor performance have ceased or will cease before the student resumes study, and 3) the student possesses the requisite ability and the prior disqualification does not indicate a lack of capacity to complete the course of study.

The faculty-designated committee will endeavor to make a decision on the petition within five business days of its receipt. In deciding the petition, the faculty-designated committee may consider information from faculty members and staff. The faculty-designated committee may deny the petition, may allow the student to continue immediately, may allow the student to continue after a set period of time, or may defer deciding the petition until it receives further information.

If the faculty-designated committee denies the student's petition, the student can appeal to the Dean of the School of Law. The student should submit the appeal in writing to the Dean of the School of Law within three (3) business days of having received the faculty's decision, including a copy of the petition to the faculty/committee, a description of the process used to bring the petition to the faculty/committee, and any concerns that the student has over the proper application of policies or procedures, or concerns about the fundamental fairness of the process. The Dean of the School of Law will review the appeal on the basis of the proper application of this process and related policies and the fundamental fairness of the process. The Dean of the School of Law will endeavor to render a decision within three (3) business days of having received the student's appeal. The decision of the Dean of the School of Law is final.

A student who is subject to academic dismissal may not rely on any representations that they may continue in law school outside of the petition and appeal process described above.

### Dismissed Students

Students who are dismissed may apply for re-admission. Applicants for re-admission must go through the ordinary admission process and satisfy the requirements of the ABA Standards pertaining to readmission.

Students who are re-admitted in such circumstances begin law school anew and neither receive credit for their prior grades nor have their prior grades included in their grade-point average. A re-admitted student will be subject to the published Academic Performance standards and will be considered a "First Semester" student for the purpose of Academic Dismissal.

## Grading Scale – Law

### Dean's List

The Dean's List recognition is awarded after each term (fall, spring, and summer), beginning after the fall semester in the first year. To receive the Dean's List designation on a transcript for a given term, a student must:

- Enroll in and complete at least six (6) credits graded on the 0 - 4.3 scale in the term as a degree-seeking student.
- Earn a term Grade Point Average (3.9.6) that places a student within the top ten (10) percent of the student's class for that term.
  - Class: Only degree-seeking students with at least six (6) credits graded on the 0-4.3 scale at the time of the calculation will be considered part of a class. For purposes of the Dean's List, part-time students will be ranked together with full-time students based on their matriculation date (fall semester they started law school as a degree-seeking student). Part-time students remaining after the graduation semester of their respective full-time class will be ranked with the rising/current full-time and part-time third year class.
  - Top Ten (10) Percent: The term GPA cut-off for the top ten (10) percent will be calculated based at the deadline for faculty to submit grades for the given term.
  - A student who receives an incomplete is not eligible for the Dean's List until the grade for the incomplete is received. Once the grade for the incomplete is received, if the student's term GPA is above or equal to the given term's top ten (10) percent GPA cut-off, that student will be awarded Dean's List for that term. The Dean's List designation will not change for any other student originally awarded Dean's List for that term.

### Grading Scale

Grades are awarded numerically, to the hundredths, on a range from 4.33 to .00. Pursuant to *Failing Grades and Repeating Courses* (3.9.3 in the Law Student Handbook (<https://law.cu-portland.edu/sites/default/files/pdf/2018-2019%20Student%20Handbook.pdf>)), all grades between .99 and .01 are failing grades and thus will be recorded as .00. This chart provides an approximate letter grade conversion:

Approx. Numerical Grade	Approx. Letter Grade
~4.33	~A+
~4.00	~A
~3.67	~A-
~3.33	~B+
~3.00	~B
~2.67	~B-
~2.33	~C+
~2.00	~C
~1.67	~C-
~1.33	~D+
~1.00	~D
.00-.99	F

### Pass/D/F Grades

A Pass/D/F grading system is utilized in specific courses, as designed by the faculty. These courses include LAW 694 APPLIED LEGAL METHODS, LAW 695 PRINCIPLES OF LEGAL ANALYSIS, and LAW 696 BAR EXAM BOOT CAMP. Pass/D/F courses have no impact on Grade Point Average

calculations if a Pass is received. A D or an F grade will impact the Grade Point Average.

### **Pass/No Pass Grades**

A Pass/No Pass grading system is utilized in specific courses, as designated by the faculty. These courses include, *inter alia*, mentorship, externship field hours, and competition teams. Pass/No Pass courses have no impact on Grade Point Average calculations.

### **Transcript Notations**

The following notations may be used on law school transcripts:

- CIP = Course In Progress
- CR = Credit Earned
- INC = Incomplete
- NC = No Credit Earned
- W = Withdrawal from the course

## **Course Descriptions – Law & Pre-Law**

+++ See Addendum 2 in this catalog for information on new and updated courses for the 2019-2020 Academic Year.

For a listing of the courses which 1) is alphabetical, 2) complies with ABA Standard 509(c), and 3) lists the graduation requirements met by each course, visit: <https://law.cu-portland.edu/academics/academic-catalog/course-descriptions>.

- LAW
- PLAW

## **Law Course Descriptions**

### **LAW 601 CIVIL PROCEDURE I Credits: 3**

Civil Procedure I examines the civil litigation process of the federal courts, from the inception of the case by filing a complaint, to discovery of factual information, through trials and other resolutions, and finally to appeals of adverse judgments. The course also explores under what conditions parties may litigate a previously decided case or issue a second time in a new lawsuit.

### **LAW 602 CIVIL PROCEDURE II Credits: 3**

Civil Procedure II offers students an introduction to the fundamentals of the civil litigation in the Federal Courts of the United States. The course covers the following legal doctrines and rules: subject-matter jurisdiction, personal jurisdiction, notice and opportunity to be heard, venue, forum non conveniens, and the Erie doctrine.

### **LAW 603 WRITING FOR THE BAR EXAM Credit: 1**

This course teaches the writing, analysis, and time-management skills needed for success on the essay portions of the Uniform Bar Exam—the Multistate Performance Test and the Multistate Essay Examination. This course supplements, but does not replace, a traditional commercial bar review course.

### **LAW 604 MOOT COURT COMPETITION Credit: 1**

Members of Concordia Law's Moot Court competition team(s) will prepare for and compete in the oral argument portion of appellate advocacy competitions.

**Prerequisites:** LAW 671 with a P grade and Instructor approval.

### **LAW 605 CONSTITUTIONAL LAW I Credits: 3**

This course examines the rules governing the grants of power under Articles I, II and III, the limits on state power under Article IV, and limits on federal power expressed in the Ninth and Tenth Amendments.

### **LAW 606 CONSTITUTIONAL LAW II Credits: 3**

This course focuses on the individual rights guaranteed by the First Amendment and Fourteenth Amendment of the United States Constitution. The course will cover equal protection, substantive due process, the religion clauses, and free speech clause.

**Prerequisites:** LAW 605 with a 1.00 or higher.

### **LAW 607 INTENSIVE LEGAL ANALYSIS Credits: 3**

Intensive Legal Analysis is designed to help students develop and refine the analysis and problem-solving skills that are required for optimal success in law school, the bar exam, and in the practice of law.

**Prerequisites:** LAW 623 with a 1.00 or higher or concurrent enrollment.

### **LAW 608 PROPERTY I Credits: 3**

This course covers the legal concept of real property. It includes a study of adverse possession, estates and future interests, the Rule Against Perpetuities, rights and obligations inherent in concurrent ownership of real property, and eminent domain and regulatory taking jurisprudence.

### **LAW 609 CONTRACTS I Credits: 3**

This course covers the principles that govern the formation and performance of legally enforceable promises. The focus for the first part of the two-semester course is on contract formation, including offer and acceptance; the concept of consideration, substitutes to consideration for enforcement of promises; the issues and challenges that arise during the period of contract negotiation; standard form contracts; and the statute of frauds.

### **LAW 610 CONTRACTS II Credits: 3**

This course covers the interpretation and enforcement of contracts.

**Prerequisites:** LAW 609 with a 1.00 or higher.

### **LAW 611 PRACTICUM: CONTRACTS Credits: 2**

This course introduces students to the techniques of negotiating and drafting business contracts with an emphasis on understanding the nexus between the deal and the contract. Students will gain hands-on experience advising clients in simulated situations, including understanding contractual concepts contained in most business contracts; translating the deal accurately; recognizing, negotiating and drafting nuances in language that change the deal; and delivering meaningful and ethical client service by adding value to the contract and deal.

**Prerequisites:** LAW 610 with a 1.00 or higher.

### **LAW 613 CRIMINAL LAW Credits: 3**

This course examines theories of criminal liability, essential elements of criminal responsibility, classifications of crimes, elements of crime at common law and by statute, defenses to criminal responsibility, and theories of punishment and consequence.

### **LAW 614 CRIMINAL PROCEDURE Credits: 3**

This course examines constitutional restraints on police practices, interactions during police stops, searches and seizures, arrests and interrogation, and rights conferred through the Fourth, Fifth, Sixth, and Fourteenth Amendments.

### **LAW 615 PRACTICUM: CRIMINAL LAW Credits: 2**

As roughly 95 percent of all criminal cases are resolved without going to trial, this course provides students hands-on experience in the pretrial phase of criminal prosecution and defense along with plea negotiation and sentencing. Students will develop skills, particularly those most difficult to obtain, like case assessment and strategy, charging decisions and prosecutorial discretion, identifying and addressing legal and ethical concerns, interviewing witnesses and clients, negotiating pleas, and arguing sentences.

**Prerequisites:** LAW 613 and LAW 614 with a 1.00 or higher.

**LAW 616 CRIMINAL ADJUDICATION Credits: 3**

This course examines the adjudication phase of the criminal process, focusing primarily on the constitutional doctrines regulating the adjudicative process. The course will cover topics such as prosecutorial discretion, selective prosecution, grand juries, right to counsel, discovery, plea bargaining, jury rights, double jeopardy, and appeals.

**Prerequisites:** LAW 613 and LAW 614 with a 1.00 or higher.

**LAW 617 EVIDENCE Credits: 3**

This course is structured to provide a theoretical and practical understanding of the law of evidence. It covers the rules and limitations in the Federal Rules of Evidence as well as testimonial immunities and privileges that determine what information can be presented in a legal proceeding.

**LAW 618 FOUNDATIONS OF JUSTICE Credits: 3**

This course explores topics of human dignity, the social order, the role of the state, economic justice, and the place of morality in a pluralist society. The role of morality in these settings and in the life of a lawyer is seen through the lens of religious and secular readings, as well as through judicial opinions that implicate these topics. Emphasis on student presentation of opposing viewpoints in a cogent and respectful manner.

**Prerequisites:** LAW 606 and LAW 625 with a 1.00 or higher.

**LAW 619 PROPERTY Credits: 4**

This course examines the legal concept of real property, which emerges as a set of discrete rights in land enforceable as against others.

The course also examines adverse possession, estates and future interests, the Rule Against Perpetuities, rights and obligations inherent in concurrent ownership of real property, landlord-tenant law, express and implied easements, nuisance law, land-use regulation, zoning law, eminent domain and regulatory taking jurisprudence.

**LAW 620 PROFESSIONAL RESPONSIBILITY Credits: 3**

Professional Responsibility is designed to develop students' substantive knowledge about attorney ethics and regulation and to prepare them to identify and respond to these issues in practice. The course covers in detail the ABA Model Rules of Professional Conduct and other sources of law that regulate attorneys.

**LAW 621 FEDERAL COURTS Credits: 3**

This course covers the sharing of power between the federal courts and the political branches of the federal government and the allocation of power between the federal and state judicial systems.

**Prerequisites:** LAW 601 and LAW 602 with a 1.00 or higher.

**LAW 622 PRACTICUM: LAW PRACTICE MANAGEMENT Credits: 2**

This course provides a general introduction to law practice management with an emphasis on solo and small firm practice. Students will explore issues relating to law firm business formation and governance, operations and facilities management, risk management, strategic planning, marketing, human resources, information and technology management, accounting, finance, and compensation, as well as case management, client management, practice management systems, legal ethics, and professionalism.

**LAW 623 LEGAL RESEARCH & WRITING I Credits: 3**

Integrated instruction in the fundamentals of legal research, analysis, and writing of objective legal memoranda includes fact investigation, research strategies, problem solving, the relationship between research and analysis, effective strategies for written communication, principles of organization, clarity, and conciseness in legal writing, and understanding audience.

**LAW 624 CIVIL RIGHTS Credits: 3**

This course will explore the substantive, ethical and strategic issues involved in litigating civil rights actions. This course will allow students to both learn basic principles of governmental liability/defenses and apply their knowledge of torts, constitutional law and civil procedure in a litigation setting.

**Prerequisites:** LAW 605 with a 1.00 or higher and LAW 606 with a 1.00 or higher or concurrent enrollment.

**LAW 625 LEGAL RESEARCH & WRITING II Credits: 3**

Building on the research, writing, and analytical skills of LAW 623 LEGAL RESEARCH & WRITING I, students focus on persuasive writing as they produce trial or appellate briefs. Students present oral arguments in a courtroom setting. Includes research, citation, and writing workshops, and additional client communications and professionalism components. Offered in small sections to allow individual conferences with faculty members on writing assignments.

**Prerequisites:** LAW 623 with a 1.00 or higher.

**LAW 626 TORTS I Credits: 3**

This course will provide an overview of intentional torts and defenses to them: negligence, including damages, proximate cause, and contributory and comparative negligence; and defenses to claims of negligence.

**LAW 627 FOUNDATIONS OF LEGAL ANALYSIS Credits: 3**

This course develops fundamental lawyering skills: sorting detailed factual materials; analyzing statutory, case, and administrative materials; applying law to facts; identifying and resolving ethical dilemmas; communicating effectively in writing; and timely completing lawyering tasks. This course is designed to ensure that the student is practice-ready after graduation and will also aid in preparing the student for the Multi-State Performance Test portion of the bar exam.

**LAW 628 EXTERNSHIP Credits: 2-6**

The externship program combines field work in a diversity of practice settings with a contemporaneous class, regularly scheduled tutorial, or other guided reflection designed to reinforce lawyering skills and the social and ethical responsibilities of the profession. Placements must be supervised by a lawyer and the work must be substantive legal work.

**LAW 630 ADMINISTRATIVE LAW Credits: 3**

In this course, students will learn how administrative agencies function, including the procedural rules governing them, how courts interpret statutes creating them and review administrative decisions, how agencies provide expertise or the ability to act when conflict prevents legislative action, and limitations on the delegation of powers to administrative agencies.

**LAW 631 ALW: LITIGATION PLANNING & DRAFTING Credits: 3**

This course covers both strategy and drafting through simulated litigation scenarios. It covers initial case evaluation, ethics in practice, drafting pleadings and discovery requests, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It provides students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator.

**Prerequisites:** LAW 601, LAW 602, and LAW 625 with a 1.00 or higher.

**LAW 632 ALW: JUDICIAL WRITING Credits: 2**

This course focuses on the writing tasks done within the chambers of an appellate judge as well as ethics in practice. Students will step into the role of a judicial clerk in a mock setting, analyzing a record and briefing, researching the issues presented to the court, and producing a bench memorandum. After examining how judges decide cases and what attributes make exemplary opinions, students will transform the bench memorandum into a final opinion.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 633 CONFLICT OF LAWS Credits: 3**

Conflict of Laws examines problems that arise when disputes implicate the laws of multiple jurisdictions. When a case has a connection to more than one state (or more than one country), or involves the intersection of both state and federal interests, how should a court decide which law to apply and what tribunals can hear a case?

**Prerequisites:** LAW 602 with a 1.00 or higher.

**LAW 634 PRACTICUM: ALTERNATIVE DISPUTE RESOLUTION Credits: 2**

This course examines the variety of processes and techniques designed to help disagreeing parties come to an agreement short of litigation.

The most commonly used alternative dispute resolution (ADR) systems are negotiation, mediation, collaborative law, and arbitration. Students will explore the role lawyers often play in ADR processes, either by advising clients on and representing them in proceedings, or by serving as adjudicators, arbitrators, conciliators, and/or mediators.

**Prerequisites:** LAW 601 and LAW 602 with a 1.00 or higher.

**LAW 635 BANKRUPTCY Credits: 3**

This course examines federal bankruptcy as it relates to individuals and businesses. Topics included are bankruptcy court structure, bankruptcy eligibility, property of the bankruptcy estate, the automatic stay, exempt property, non-dischargeable debts, bankruptcy plans, treatment of contracts and leases, the powers of the trustee, liquidating assets, treatment of secured and unsecured claims, and the intersection of bankruptcy law and other areas of law, such as family law, intellectual property law, and corporate law.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 636 BUSINESS ORGANIZATIONS Credits: 4**

This course examines the laws governing modern business entities, including agency, partnership, and limited liability companies. The course also examines legal issues relevant to the control and management of a corporation, with a focus on public corporations. This course serves as a gateway to further study of transactional and business law through other elective courses.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 637 PRACTICUM: BUSINESS ORGANIZATIONS Credits: 2**

This course addresses the various legal, ethical, and practical issues that arise when representing businesses as clients through the vehicle of a hypothetical start-up entity(ies). Students will gain hands-on experience advising and representing clients in simulated business situations, including engaging in client consultation, interviewing, and counseling; drafting client advice documents; evaluating corporate structures; incorporating an entity; and financing a start-up business.

**Prerequisites:** LAW 636 with a 1.00 or higher.

**LAW 638 MOCK TRIAL Credits: 2**

The workshop course provides students an opportunity to implement classroom theory through simulating the trial process. Students will participate in teams and will develop a litigation strategy based on a real-life problem and then present their case before a panel of lawyers and judges. The competition allows students to develop and hone courtroom skills, such as opening and closing argument, witness preparation, direct examination, cross examination, objections to evidence, demonstrative evidence and ethics in practice.

**Prerequisites:** LAW 601, LAW 602, LAW 613, and LAW 617 with a 1.00 or higher.

**LAW 640 EMPLOYMENT LAW Credits: 3**

This course will help students understand the basic framework of U.S. employment law. It will cover topics such as race, sex, religion, disability, and age discrimination, wage and hour laws and laws covering employee privacy, workers compensation, unemployment insurance, immigration, and safety and health.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 641 ENVIRONMENTAL LAW Credits: 3**

Students will gain an introduction to environmental law. Topics covered include, but are not limited to, the National Environmental Policy Act, the Clean Water Act, the Clean Air Act, the Endangered Species Act, and the Comprehensive Environmental Response, Compensation, and Liability Act.

**Prerequisites:** LAW 608 or LAW 619 with a 1.00 or higher.

**LAW 642 FAMILY LAW Credits: 3**

In this course, students will learn the fundamental framework governing marriage, divorce, parenting, child support, property distribution, and spousal maintenance.

**LAW 643 AGRICULTURE LAW Credits: 3**

This course provides an overview and introduction to agricultural law. Topics covered include, but are not limited to, U.S. agricultural regulation, U.S. agricultural policy, farm subsidies and assistance programs, livestock production and animal welfare, food safety, and biotechnology. The course may also discuss property law, labor law, immigration law, and environmental law as they relate to agricultural production, distribution, and marketing.

**Prerequisites:** LAW 608 or LAW 619 with a 1.00 or higher.

**LAW 644 IMMIGRATION LAW Credits: 3**

This course examines the entry, presence, expulsion, and naturalization of noncitizens, and the content and significance of U.S. citizenship and nationality. Specific topics will include Congress' plenary power over immigration; the interaction between immigration and federalism; the constitutional rights of noncitizens; the criteria for the admission of noncitizens; the grounds for exclusion and deportation; the rules governing adjustment of status; and the law governing, refugees and asylees.

**LAW 645 EDUCATION LAW Credits: 3**

This course will address the fundamental framework governing education law through exploration of cases, legislation, and regulations. Students will also discuss current issues facing the education system in Idaho and the Northwest.

**LAW 646 INTELLECTUAL PROPERTY Credits: 3**

This is a survey course of intellectual property law. The course will provide students with an introduction to principles of intellectual law. The course will cover basic principles of trade secret, patent, copyright, trademark, and publicity rights law along with other topics as time allows.

**Prerequisites:** LAW 610 with a 1.00 or higher.



**LAW 647 INTERNATIONAL LAW Credits: 3**

This course will serve as a basic introduction to the rules, procedures, institutions and actors that are involved in the development, enforcement, and adjudication of public international law.

**LAW 648 FEDERAL INDIAN LAW Credits: 3**

This course will examine the history and fundamentals of Federal Indian Law in the United States from European contact to the present day. The course will explore the law governing the relationships between the Indian tribes, the federal government, and the states. Topics include the federal-tribal relationship, tribal sovereignty, civil and criminal jurisdiction for both members and non-members of the tribes, protection of religious practices and sacred sites, gaming, Indian land rights and environmental issues.

**LAW 649 CORPORATE TAX Credits: 3**

This course examines the taxation of corporations and their shareholders focusing on corporate formation, capital structure, non-liquidating distributions, liquidations, reorganizations, and the treatment of tax attributes. Theories of tax policy are discussed throughout the semester. Practical application of economic theories relevant to transactional law practice are framed throughout the course.

**Prerequisites:** LAW 636 and LAW 657 with a 1.00 or higher.

**LAW 650 PROPERTY II Credits: 3**

This course includes the study of a real estate transactions; deeds and mortgages; forms of title assurance, title covenants, and title insurance; the recording system and the recording statutes; landlord/tenant law; nuisance law; and the law of fixtures.

**Prerequisites:** LAW 608 with a 1.00 or higher.

**LAW 651 MENTORSHIP Credits: .5**

Through the mentorship program, students are paired with lawyers and judges in the community who will expose them to a wide range of lawyering tasks and the ethical responsibilities of the profession. Second and third year students will participate in an academic credit program that combines field observation and networking with a contemporaneous workshop.

**LAW 653 PRACTICUM: LAW PRACTICE TECHNOLOGY Credits: 2**

Through this course, students will receive hands-on training in a number of key operational aspects of the practice of law, including virtual law firm structures and management; security and confidentiality of client information; marketing, public relations, advertising and social media; duties of technological competence; predictive coding and other eDiscovery issues; client intake and case management; and issues related to the scope and composition of representation including the unauthorized practice of law and unbundled legal services.

**LAW 654 BAR EXAM PLANNING Credit: 1**

This course familiarizes students with the components of the bar exam, the application process, and evidence-based learning strategies necessary for effective bar exam preparation. In addition, this course teaches multiple choice strategy, integrating substantive review of at least one topic tested on the multiple-choice component of the exam.

**Prerequisites:** LAW 617 with a 1.00 or higher.

**LAW 655 REMEDIES Credits: 3**

The course covers remedies—damages, restitution, and declaratory and injunctive relief—how courts chose among them. The damages material includes reliance, expectation, and punitive damages, and techniques for proving damages, including special damages in excess of market values. The material on injunctive relief includes specific restitution, preventive injunctions, and the requirements for preliminary relief and permanent injunctions.

**Prerequisites:** LAW 601, LAW 610, and LAW 626 with a 1.00 or higher.

**LAW 656 PRACTICUM: TAX RESEARCH AND PLANNING Credits: 2**

This course builds upon the legal research skills obtained during the first-year legal writing and research program by concentrating on tax research and the application of the research to tax problems. Utilizing realistic fact-based scenarios, students will gain knowledge of both primary and secondary sources in print and online used in tax research with the aim to develop students into competent and ethical tax researchers.

**Prerequisites:** LAW 657 with a 1.00 or higher.

**LAW 657 FEDERAL INCOME TAX Credits: 3**

This course examines Federal Income Taxation of the individual. It includes basic principles of the federal income tax—including concepts of gross income, exclusions, deductions, elements of tax procedure, judicial review, and tax research. Tax concepts and theories of tax policy are discussed throughout the semester. Practical application of economic theories relevant to transactional law practice are framed throughout the course.

**LAW 658 TORTS II Credits: 3**

This course covers the rules imposing strict liability on dangerous activities and products and the transitions that created modern strict liability. Students will learn the doctrinal rules and to make arguments about liability based in social justice and policy, enabling them to be better lawyers, lobbyists, judges, or legislators.

**Prerequisites:** LAW 626 with a 1.00 or higher.

**LAW 659 PRACTICUM: TRIAL PRACTICE AND ADVOCACY Credits: 2**

This course is designed for students who are interested in learning how to select a jury, properly examine witnesses, conduct a trial, and litigate a case. Students will gain hand-on experience in trial strategy, jury selection, direct and cross examination, objections to evidence, demonstrative evidence, pre-trial motions, opening statements, ethics in practice, and final arguments.

**Prerequisites:** LAW 601, LAW 602, and LAW 617 with a 1.00 or higher.

**LAW 660 SECURED TRANSACTIONS Credits: 2**

This course introduces students to all aspects of security interests in personal property collateral and enforcement of security interests. This course will emphasize the use of problems as a primary means of learning how to use the code and counsel hypothetical creditor or debtor clients in both transactional and litigation situations.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 661 WATER LAW Credits: 3**

Water Law will explore in depth the law governing the allocation and administration of water resources. Although students will gain a general understanding of riparian law as it functions in the Eastern United States, this course will focus primarily on water law as it operates in the Western United States.

**LAW 662 WILLS, TRUSTS & ESTATES Credits: 3**

Wills, Trusts and Estates considers basic estate planning tools for individuals and families. This course will examine both the law and the policy animating the law and the ethical issues that lawyers in this field confront daily.

**Prerequisites:** LAW 608 or LAW 619 with a 1.00 or higher.

**LAW 663 PRACTICUM: ESTATE PLANNING Credits: 2**

Through simulated practice experiences, this course presents problems in estate analysis, planning, and execution. Students will plan an estate from the interview stage, to the drafting of wills and trusts, to the implementation of the estate plan. Students will explore various topics, including minimizing estate and gift taxes, trusts for minors, charitable giving, disposition of a family business, incapacity, stepfamilies and non-traditional families, legal ethics, and valuation.

**Prerequisites:** LAW 662 with a 1.00 or higher.

**LAW 664 ALW: INTENSIVE LEGAL WRITING Credits: 2**

This course covers ethics, strategy, and drafting through simulated scenarios. It may cover drafting office memorandum, legislation, contracts, complaints, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It will provide students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 665 ALW: ADVANCED APPELLATE ADVOCACY Credits: 2**

This course provides students with an opportunity to hone their brief writing skills to become more effective and ethical advocates through simulated scenarios. The course provides valuable skills regarding organization of legal arguments and effective presentation. The course is valuable for students who intend on participating in moot court competitions, but it will also provide students with an opportunity to hone their appellate litigation skills, which are necessary to becoming a successful practitioner.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 667 PRACTICUM: EVIDENCE Credits: 2**

This course is a practical skills course of the rules governing the admissibility or exclusion of evidence at trial. Subjects include competency of witnesses, direct and cross-examination of witnesses, the rule against hearsay and its exceptions, expert and lay opinion testimony, privileged communications, relevancy, procedural considerations, burden of proof, presumptions, form and type of objections, authentication, the best evidence rule, legal ethics, and the use of demonstrative and scientific evidence.

**Prerequisites:** LAW 617 with a 1.00 or higher or concurrent enrollment.

**LAW 668 PRACTICUM: ADVANCED LEGAL RESEARCH Credits: 2**

This course builds upon the legal research skills obtained during the first-year legal writing and research program to create advanced and ethical researchers. Utilizing realistic fact-based scenarios, students will have an opportunity to use their more advanced legal analysis skills to complete more complicated and nuanced research tasks that more closely mimic real-world research and analysis undertaken by lawyers.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 669 ALW: RHETORIC Credits: 3**

This course introduces advanced theories and practices of persuasion in legal communication through simulated scenarios. Students survey the leading theories of persuasion, including both classical and contemporary rhetoric; critically analyze briefs and opinions to assess the authors' use of persuasive methods and strategies as well as the audience's response; and draft and revise two sections of a persuasive brief. The course develops students' the ability to make deliberate, effective, and ethical persuasive choices.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 671 MOOT COURT Credit: 1**

Members of Concordia Law's Moot Court competition team(s) will prepare for the brief submission portion of the appellate advocacy competitions. Students will grapple with at least one hypothetical appeal to an appellate court, researching complex issues, engaging in critical thinking and problem solving, and developing case strategy.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 672 PRACTICUM: DEPOSITION Credits: 2**

This course introduces students to the important skills of preparing for, conducting, defending, and using depositions in civil litigation. Students will gain hands-on experience ethically conducting and defending depositions on behalf of clients on simulated situations.

**Prerequisites:** LAW 601, LAW 602, and LAW 617 with a 1.00 or higher.

**LAW 673 NATURAL RESOURCES Credits: 3**

The course covers major federal statutes dealing with natural resources law. Specific topics may include mining law, oil and gas law, water law, public land law, energy law, and the legal treatment of wildlife, biodiversity, fisheries, marine resources, forests, and rangelands. Students will be able to formulate both legal and non-legal strategies for resolving natural resources law issues while gaining an understanding of ethical and economic concerns related to natural resource management and protection.

**Prerequisites:** LAW 608 or LAW 619 with a 1.00 or higher.

**LAW 674 OIL & GAS LAW Credits: 3**

This course addresses the ownership, development, and conservation of oil and gas. It emphasizes real property and contract law concepts unique to oil and gas law and the relationships among landowners and oil and gas companies involved in exploration and production of oil and gas. It covers oil and gas legal terms, mineral rights, conveyances, oil and gas leases, and title issues, and federal and state administrative regulation.

**Prerequisites:** LAW 610 and LAW 608 or LAW 619 with a 1.00 or higher.

**LAW 675 REAL ESTATE TRANSACTIONS Credits: 3**

The course studies the legal issues that arise in real estate transactions. Those legal issues include a study of purchase contracts, closing transactions, and liabilities that follow closure. The course covers the recording system, titles, mortgages, default and foreclosure.

**Prerequisites:** LAW 619 with a 1.00 or higher.

**LAW 676 PRACTICUM: REAL ESTATE Credits: 2**

This course introduces modern transactional real estate practice with a focus on commercial real estate transactions. Students will learn to prepare and revise documents used in commercial real estate transactions. Discussions and assignments will be based upon simulated fact patterns and mock negotiations. Students will identify legal, ethical and business issues that arise in the preparation and revision of documents, and how to structure and negotiate transactions, engage with clients, and resolve disputes.

**Prerequisites:** LAW 619 or LAW 650 with a 1.00 or higher.

**LAW 677 INTERNET LAW Credits: 3**

This course examines the major legal issues surrounding the Internet and its role in today's society. Major topics include: the special jurisdictional issues with the Internet; contracts; trespass and the Computer Fraud & Abuse Act (CFAA); intellectual property (copyright, trademark and domain names); pornography; defamation and information torts; privacy; spam; blogs and social networking sites; and other timely Internet issues as the schedule allows.

**LAW 678 ALW: LOGIC & NARRATIVE Credits: 2**

Through this course, students will be able to identify and use the basics of logic and its application to legal reasoning. Students will also be able to identify various forms of narrative devices and their application to legal writing as well as apply the techniques learned to their legal writing.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 679 SPORTS LAW Credits: 3**

This course will cover legal issues pertaining to both professional and amateur team sports. Representative issues include: labor issues; antitrust issues, individual player-club contract issues; constitutional issues; gender equity issues; and disability discrimination issues. This course provides an analysis of the sports industries and the laws which regulate or fail to regulate their functions and behavior. The course will also cover health, safety, and risk management issues in these sports.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 680 SECOND AMENDMENT SEMINAR Credits: 2**

This course is an intensive, seminar-driven inquiry into the history, operation and controversy surrounding gun control and Second Amendment law and debate. Through the conception, drafting, execution and presentation of a substantial term paper, students will increase their drafting, research, writing and presentation skills.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 681 LAW REVIEW SCHOLARSHIP Credit: 1**

Members of the Concordia Law Review will research and write a **note** or comment suitable for publication under the guidance of faculty members. Students will develop an understanding of legal scholarship, as well as impart the significance and societal role of academic legal research.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 682 LAW REVIEW PRODUCTION Credit: 1**

Members of the Concordia Law Review select, edit and publish high-quality, general legal scholarship by creating one or more law review issues. Students will develop an understanding of the legal publishing process, as well as the significance and societal role of academic legal research.

**Prerequisites:** LAW 625 with a 1.00 or higher and Instructor approval.

**LAW 683 INSURANCE LAW Credits: 3**

This course covers the fundamental framework governing insurance law through exploration of cases, legislation, regulations, and law reform proposals.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 684 ALW: LEGISLATIVE DRAFTING Credits: 2**

This course introduces students to the forms and conventions of legislative drafting to conceptualize legislative solutions to real-world problems through simulated scenarios. The course refines students' ability to analyze statutes, introduces theories of statutory interpretation and canons of construction, and deepens research skills. It also builds on skills learned in LRW I and II to develop the reasoning, writing, research, and other communication skills crucial to becoming successful lawyers.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 685 COMPLEX LITIGATION Credits: 2**

This course helps students learn how to advocate for their clients in complex litigation, including selecting appropriate forums and way for resolving disputes, advocating for and against class action certification, using expert witnesses, e-discovery, and arranging for settlement and fees.

**Prerequisites:** LAW 602 and LAW 617 with a 1.00 or higher.

**LAW 686 LEADERSHIP IN LAW Credits: 2,3**

This course considers the dynamics of power and leadership in the judiciary, law firms, the corporate world, and legal education. It introduces students to theories of leadership and explores the intersections of gender, race, class, power, leadership, and law. The course explores the leadership landscape, identifies, and considers solutions to overcome, potential obstacles to advancement, considers what it means to be an effective leader, and explores proposed strategies for being an effective leader.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 687 HEALTH LAW Credits: 3**

This course examines the regulation, structure, and financing of the American health care system, including public and private insurance, access to low income and uninsured, and fraud and abuse laws.

**LAW 688 WORKERS' COMPENSATION LAW Credits: 3**

This course will provide the law student with a broad understanding of the workers' compensation system in use today established to compensate and treat injured workers involved in work accidents.

**LAW 689 SUCCESS SKILLS Credit: 1**

This course familiarizes students with the process of legal education and introduces the foundational skills required for optimal law school performance. The course covers evidence-based learning strategies, reading and briefing cases,

**notetaking**, synthesizing rules, creating course outlines, and drafting legal analysis in the context of the law school exam.

**Corequisites:** LAW 601 or LAW 609 or LAW 613 or LAW 626 with a 1.00 or higher.

**LAW 690 CLINIC: CRIMINAL LAW Credits: 4**

The Criminal Law Clinic, which focuses on prosecution of misdemeanors and infractions, provides students with the opportunity to hone the skills necessary to become a successful prosecutor and litigator. Students will interview officers, victims and witnesses; draft correspondence and pleadings; develop case theory; and conduct arraignments, pre-trial conferences, and trials. The contemporaneous course will add depth and reflection to the fieldwork, including workshops on criminal procedure, legal ethics, trial advocacy, and other practical skills.

**Prerequisites:** LAW 613, LAW 614, and LAW 617 with a 1.00 or higher.

**LAW 691 CLINIC: HOUSING Credits: 3-5**

The Housing Clinic, which focuses on eviction defense, habitability and security deposits, provides students with the opportunity to hone the skills necessary to become a successful advocate and litigator. Students will interview clients and witnesses; draft correspondence and pleadings; develop case theory; negotiate with landlords; and conduct hearings and trials. The contemporaneous course will add depth and reflection to the fieldwork, including workshops on tenant rights, legal ethics, trial advocacy, and other practical skills.

**Prerequisites:** LAW 601 and LAW 602 with a 1.00 or higher.

**LAW 692 CLINIC: IMMIGRATION Credits: 3-5**

The Immigration Clinic, which represents immigrants and refugees with pursuing naturalization or citizenship and other forms of relief from deportation, provides students with the opportunity to hone skills necessary to become a successful advocate. Students will interview clients; draft applications, correspondence and pleadings; develop case theory; negotiate with DHS; and conduct hearings. The contemporaneous course will add depth and reflection to the fieldwork, including workshops on immigrant rights, legal ethics, advocacy, and other practical skills.

**LAW 693 ALW: MOTION PRACTICE Credits: 2**

This course covers drafting pleadings commonly used in criminal law practice through simulated scenarios. It covers both pre- and post-trial motions and ethics in practice. It provides students with an opportunity to both deepen and expand on the skills learned in LRW I and II, and to sharpen the skills necessary to become a successful prosecutor or defense attorney.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 694 APPLIED LEGAL METHODS Credit: 1**

This course teaches law school self-regulated learning in the context of a 1L doctrinal course. Students will learn to read effectively, synthesize legal rules, and memorialize a synthesis of rules in an outline, mindmap, or similar study tool. Students will also refine exam analysis skills, practicing essay and multiple choice questions tied to the doctrinal course content.

**Prerequisites:** Instructor approval.

**LAW 695 PRINCIPLES OF LEGAL ANALYSIS Credit: 1**

This course focuses on the Multistate Performance Test (MPT), a component of the bar exam. The course will provide multiple opportunities to draft and refine legal analysis. Students will develop foundational analysis skills, such as connecting rule structure to writing structure, rule synthesis, rule based reasoning and analogical reasoning. Students will utilize self-reflection exercises and instructor feedback to improve upon their work.

**Prerequisites:** LAW 623 with a 1.00 or higher and Instructor approval.

**LAW 696 BAR EXAM BOOT CAMP Credits: 2**

This course familiarizes students with the components of the bar exam, the application process, and evidence-based learning strategies necessary for effective bar exam preparation. In addition, this course teaches multiple choice strategy, time-management skills, and the writing and analysis needed for success on the essay portions of the Uniform Bar Exam. This course supplements, but does not replace, a traditional commercial bar review course.

**Prerequisites:** LAW 617 with a 1.00 or higher.

**LAW 697 CYBERSECURITY & DATA PRIVACY Credits: 3**

This course examines legal issues facing individuals and organizations in the digital information economy, including consumer protection, privacy, data security, net neutrality, and antitrust. Students will study the economics of information, the Federal Trade Commission's role in the information economy, the interplay between regulation of the digital economy and the First Amendment, competition policy and online platforms, the net neutrality debate, and EU perspectives on security and privacy regulation.

**LAW 699 INDEPENDENT STUDY Credit: 1,2**

The independent study option is designed to serve students who have significant research interests that cannot be explored in the context of regularly-scheduled seminars with a research paper component. Independent study proposals should be developed out of engagement in upper-level coursework as an advanced research project on the subject matter of interest. Faculty members may supervise independent study projects undertaken in a student's fourth semester or thereafter.

**Prerequisites:** LAW 625 with a 1.00 or higher.

**LAW 700 EMPLOYMENT DISCRIMINATION Credits: 3**

This course will give students a comprehensive understanding of employment discrimination under federal statutes and of the issues that arise in proving such cases and providing a remedy for violations.

**Prerequisites:** LAW 606 with a 1.00 or higher.

**LAW 701 LAW & SOCIETY Credits: 2**

Through reflective self-analysis students learn how lawyers situate their work and law in its social context; the ways in which law shapes society, culture, and politics, and ways society, culture, and politics shape the law; and ways to help change unjust laws and aspects of society using the law.

**LAW 702 NONPROFIT LAW Credits: 3**

The purpose of this course is to introduce students to nonprofit organizations and the issues they face. The course study state laws that affect nonprofits: formation, dissolution and operational issues, including the duties of care and loyalty faced by directors and trustees. The course will also examine federal income tax laws applicable to tax exempt organizations.

**Prerequisites:** LAW 610 with a 1.00 or higher.

**LAW 703 TAXATION OF BUSINESS ENTITIES Credits: 3**

This course examines the taxation of corporations, partnerships, and limited liability companies. It introduces students to the different business forms recognized by state law and to the different business tax regimes applied to these business entities. The course focuses on comparing and contrasting the various business tax regimes. Theories of tax policy are discussed during the semester.

**Prerequisites:** LAW 657 with a 1.00 or higher.

**LAW 704 PROFESSIONAL IDENTITY Credit: 1**

Professional Identity introduces and explores the professional competencies that lead to a satisfying and successful professional career. This course introduces students to reflective self-analysis on the process of professional identity formation by considering individual values, strengths, and interests, examining the culture and expectations of the profession, and developing the key tools and strategies necessary to succeed within the legal profession.

**LAW 705 PROFESSIONAL MENTORSHIP Credits: 0**

Through the Professional Mentorship program, students are paired with lawyers and judges in the community who will expose them to a wide range of lawyering tasks and the ethical responsibilities of the profession.

**Prerequisites:** LAW 704 with a 1.00 or higher or a P.

## Pre-Law Course Descriptions

**PLAW 601 INTRODUCTION TO CONTRACTS Credits: 0**

This course is a pre-admission course taught in connection with the Admission by Performance (ABP) program. The course incorporates formative assessment of the prospective students' ability to grasp the principles that govern the formation and performance of legally enforceable promises, focusing on concepts of the offer, acceptance and consideration for contract formation.

**PLAW 602 INTRODUCTION TO LEGAL DISCOURSE AND ANALYSIS Credits: 0**

This course is a pre-admission course taught in connection with the Admission by Performance (ABP) program. The course builds three foundational lawyering skills: reading, writing, and analysis. It enables prospective students to read primary legal authorities effectively and to produce basic legal analysis that conforms to the accepted structure and conventions of legal discourse.



# Appendix A: Faculty and Faculty Emeriti

## Current Full-time Faculty

### Interim Provost:

**Dr. Michelle Cowing**, Dean, School of Management; Ph.D., Stanford University; M.S., Stanford University; B.S., University of California at Santa Barbara

## A

**Allen, Jeffrey A.**, Assistant Professor of Mathematics; M.S., Indiana University; B.S., Concordia Teachers College-Seward

**Amick, Mary**, Assistant Professor of Health Care Administration and Long Term Care Administration; Chair, Health Care Administration; Ed.D., University of Southern California; M.A., Oregon State University; B.A., Idaho State University

## B

**Barr, Charles R.**, Core Faculty - Online M.Ed.; Ph.D., Bowling Green State University; M.Ed., Kent State University; B.S., Kent State University

**Bates, Alisa J.**, Professor; Interim Dean, College of Education; Ph.D., Michigan State University; M.Ed., Virginia Tech; B.A. College of William and Mary

**Bauges, Brenda**, Assistant Professor of Law; Director, Externships & Pro Bono Program; J.D., University of Idaho, Moscow, Idaho; B.A., College of Idaho, Caldwell, Idaho

**Becker, Chad**, Doctoral Faculty Chair; Ph.D., Indiana University; M.S., Purdue University; B.S. State University College at Buffalo

**Berentsen, Kurt**, Assistant Professor of Music; Director, Choral Ensembles & Music Program; M.A., University of California; B.Mus., Utah State University; Colloquy, Concordia College-Seward

**Bergdolt, Kurt P.**, Assistant Professor of Art; M.F.A., Oregon College of Art and Craft; M.S.Ed., Southern Illinois University; B.S.Ed., Concordia University-Seward

**Best, K. Candis S.**, Doctoral Faculty Chair; Ph.D., State University of New York at Stony Brook; M.B.A., Adelphi University; J.D., Villanova School of Law; B.S., St. John's University

**Booker-Zorigian, Belle B.**, Doctoral Faculty Chair; Ph.D., University of North Carolina at Chapel Hill; M.A.T., University of North Carolina at Charlotte; B.S., University of North Carolina at Charlotte

**Boozang, William**, Doctoral Faculty Chair; Ed.D., Northeastern University; M.Ed., Eastern Nazarene College; M.A., Rivier University; B.A., Saint Anselm College

**Branch, Oralee**, Director, Institutional Review Board; Ph.D., Emory University; Postdoctoral Fellow, National Institute for Biotechnology Information; B.A., Mercer University

**Brandt, Phillip L.**, Professor of Religion; Chair, Religion Department; Ph.D., University of Kent; M.Div., Concordia Seminary-St. Louis; M.A., Washington University; B.A., Concordia College-Seward

**Bullis, Marty A.**, Associate Professor of Education; Director, Doctoral Studies; Ph.D., Claremont Graduate University; M.A., Claremont Graduate University; B.A., Milligan College

**Burnham, Teresa**, Assistant Professor; Reference and Instruction Librarian, George R. White Law Library; J.D., University of Oregon; M.S.L.S., University of Tennessee; B.A., University of California

**Busay, Cathy L.**, Online Academic Program Manager - Concordia University Online; Ed.D., Concordia University; M.Ed., Touro University; M.Ed.SPED, Sacramento State University; M.A.T., Friends University; B.A., Kansas Newman University; B.S., Kansas Newman University

## C

**Carlson, R. Bryant**, Associate Professor of Psychology; Director, MA Psychology Program; Ph.D., Portland State University; M.S., Pacific University; M.Div., Church Divinity School of the Pacific/ Graduate Theological Union; B.A., Concordia University-Portland

**Carpenter, Daniel G.**, Associate Professor of Secondary STEAM Education; Ph.D., University of Nebraska; M.A., University of Nebraska; M.Ed., George Mason University; B.S., University of Nebraska

**Causey, Ashley Dru**, Assistant Professor of Nursing; M.S.N., Seattle Pacific University; B.A., University of Maryland

**Chan, Sik Yin P.**, Associate Professor of Social Work; Practicum Director; M.S.W., Portland State University; B.A., Concordia University

**Chandler, B. Summer**, Assistant Professor of Law; J.D., University of Michigan; B.A., University of North Carolina at Asheville

**Coltman III, Bertram Bert**, Professor of Biology; Ph.D., Tulane University; M.S., Tulane University; B.S., Tulane University

**Cowing, Michelle M.**, Professor; Dean, School of Management; Interim Provost; Ph.D., Stanford University; M.S., Stanford University; B.S., University of California at Santa Barbara

**Cunningham, McKay**, Associate Professor of Law; J.D., Baylor University; B.A., Baylor University

## D

**D'Aguzzo, John**, Academic Assessment and Quality Specialist, Doctoral Education Program; Ed.D., Concordia University; M.A.T., Concordia University; B.A., DePaul University

**Daley, Shawn T.**, Associate Professor; Executive Vice President, Business Development and Innovation; M.A., Portland State University; M.A.T., George Fox University; B.A., Loyola College in Maryland

**Davis, Joel T.**, Professor of History; Ph.D., University of Missouri; M.A., University of Chicago; B.A., Oklahoma City University

**Dodge, Julie A.**, Associate Professor of Social Work; Interim Dean, College of Health & Human Services; D.Min., George Fox University; M.S.W., University of California; B.A., Biola University

**Doerfler, Andrea L.**, Visiting Associate Professor of Social Work; M.S.S.W., Columbia University; B.A., Linfield College

**Driessner, Johnnie R.**, Professor of Biology and Education; Interim President; Ed.D., Portland State University; B.S., Concordia Teachers College-Seward

**Dykstra, Jason**, Assistant Professor of Law; Assistant Director, Legal Research & Writing Program; J.D., University of Montana; B.S., University of Montana

## E

**Eggert, Jeanette G.**, Professor of Math and Physics; Ed.D., George Fox University; M.A., Western Michigan University; B.A., Concordia Teachers College-River Forest

**Engelbrecht, Ted**, Professor of Religion; D.Min., Bakke Graduate University; M.A., Concordia Seminary-St. Louis; M.A., Seattle Pacific University; B.A., Concordia College-Bronxville

## F

**Fordyce-Ruff, Tanielle**, Associate Professor of Law; Director, Legal Research and Writing Program; J.D., University of Oregon; B.A., University of Wyoming

## G

**Gabbard, Gerald**, Associate Professor of Education; Chair of Administrative Licensure, College of Education; Ph.D., Capella University; M.S., University of Wisconsin-Milwaukee; B.M., Lawrence University

**Ghormley, Yvette**, Doctoral Faculty Chair; Ph.D., Capella University; M.S., Capella University; M.A., The George Washington University; M.A., Saint Leo University

**Godsey, Michael**, Professor of Chemistry/Biochemistry; Ph.D., Oregon Health Sciences University; M.S., University of Oregon; B.A., Concordia University-Portland

**Gracianette, Alain**, Professor of Marketing; D.Mgt., George Fox University; M.B.A., Pepperdine University; B.A., Ecole Commerciale de la Cambre de Commerce et d'Industrie de Paris

**Graham, Donna**, Doctoral Faculty Chair; Ph.D., Capella University; M.Ed., Rosemont College; M.S., Villanova University; B.A., Rosemont College

**Greenlee, Michael**, Associate Professor of Law; Director, George R. White Law Library; J.D., Indiana University-Bloomington; M.L.S., Indiana University-Bloomington; B.A., Indiana University

**Grey, Anne**, Doctoral Faculty Chair Coordinator; Ed.D., Alliant University; M.A., University of Mumbai; B.A., Sophia College

## H

**Hallstrand, Rici De Fries**, Professor of Biology; Ph.D., University of California; B.A., University of California

**Heaton, HollyAnne**, Assistant Professor of Nursing; M.N., Washington State University; M.A.T., Pacific University; B.S.N., Linfield School of Nursing

**Hillstrom, Scott M.**, Associate Professor of Education; Vice President, Concordia University Online; Ph.D., Capella University; M.A., San Diego State University; B.F.A., Northern Arizona University

**Hodgkinson, Joyce**, Core Faculty - Online M.Ed.; M.A., University of San Francisco; B.A., San Francisco State University

**Holien, Laurie J.**, Assistant Professor; Director, Homeland Security & Emergency Management Program; M.A., US Naval Postgraduate School; B.A., University of Washington

**Horten, Gerd J.**, Professor of History; Ph.D., University of California at Berkeley; M.A., University of Oregon; B.A., Universität Heidelberg

**Hunt, Billy G.**, Core Faculty - Online M.Ed.; Ed.D., Azusa Pacific University; M.S., Abilene Christian University; B.S., Abilene Christian University

## I

**Iordanov, Mihail S.**, Professor of Biology; Chair, Math & Science Department; Ph.D., Fredriciana University of Karlsruhe; M.S., St. Kliment Ohridski University of Sofia

**Isanga, Joseph**, Associate Professor of Law; J.S.D., University of Notre Dame; L.L.M., University of Notre Dame; L.L.B., Makerere University; B.A., Makerere University; B.A., Pontifical Urban University

## J

**Jenkins, Chris**, Doctoral Faculty Chair; Ph.D., Oklahoma State University; M.Ed., University of Oklahoma; B.A., Northeastern State University

**Jimenez, Mark E.**, Doctoral Faculty Chair; Ed.D., Nova Southeastern University; M.S., Nova Southeastern University; B.S., University of Southern California

## K

**Kamm, Brandy Elizabeth**, Doctoral Faculty Chair; Ph.D., University of Florida; M.Ed., University of Central Florida; B.A., Stetson University

**Kaplan, Charlene P.**, Core Faculty - Online M.Ed.; M.Ed., Harvard University; B.S., Northeastern University

**Keith, Latonia Haney**, Associate Professor of Law; Associate Dean of Academics; J.D., Harvard Law School; B.B.A., University of Iowa

**Keyne-Michaels, Lynn**, Professor of Education; Director, Concordia Teachers Corps; Ed.D., Washington State University; M.S., California State University; B.S., Concordia College-Seward

**Kim, Edward H.**, Doctoral Faculty Chair; Ph.D., University of Denver; M.Ed., University of San Diego; B.A., University of California

**Kluth, David**, Doctoral Faculty Chair; Ed.D., Nova Southeastern University; M.A., University of Minnesota; M.Div., Concordia Seminary-St. Louis; B.A., Concordia Senior College-Ft. Wayne

**Knutsen, Kim**, Professor of English; Chair, Global Studies & Culture Department; Ph.D., Western Michigan University; M.F.A., University of Iowa; M.A., New Mexico State University; B.S., Portland State University

**Kondor, Carrie Ann Hyde**, Associate Professor of Education; Ed.D., Concordia University; M.S., Portland State University; B.A., Gonzaga University

**Kosderka, Emily**, Associate Professor of Exercise & Sport Science; M.S., Indiana University; B.S., Willamette University

**Kuhn, William F.**, Professor of Music; Chair, Fine Arts Department; Ed.D., University of Nebraska; M.Music, Northwestern University; B.A., Concordia Teachers College-River Forest

**L**

**LaFrenz, Andrew J.**, Associate Professor of Exercise & Sport Science; Ph.D., Oregon State University; M.S., University of Georgia; B.S., University of Portland

**Lambeth, Cathryn Colley**, Associate Professor of Education; D.Ed., University of Oregon; M.A.T., Pacific University; B.A., California State Polytechnic University

**Langan, Elena B.**, Professor of Law; Dean, School of Law; J.D., University of Maryland School of Law; B.A., Johns Hopkins University

**Lawrence, Dennis P.**, Core Faculty - Online M.Ed.; Ed.D., University of Kansas; M.A., University of Kansas; B.A., Rockhurst University

**Lichau, Trish**, Doctoral Faculty Chair; Ph.D., Capella University; M.S., University of Portland; B.S., University of Portland

**Loughmiller, Leslie**, Doctoral Faculty Chair; Ed.D., Nova Southeastern University; M.A., Southwest Texas State University; B.S., Texas Tech University

**Lovett, Amber C.**, Visiting Distance Education Librarian; M.S.I., University of Michigan; B.A., University of Arizona

**M**

**Maddox, Christopher**, Core Faculty - Online M.Ed.; Ph.D., Walden University; M.Ed., Lesley University; B.S., Taylor University

**Markette, Nicholas J.**, Doctoral Faculty Chair; Ed.D., Grand Canyon University; M.S., Grand Canyon University; B.S., Arizona State University

**Marrero, Floralba Arbelo**, Doctoral Faculty Chair; Ed.D., Liberty University School of Education; Ed.S., Liberty University School of Education; M.S., Milano School of International Affairs, Management and Urban Policy; B.A., Brooklyn College, The City University of New York

**Masten, Cedric**, Core Faculty - Online M.Ed.; Ed.D., Argosy University; Ed.S., Clark Atlanta University; M.A., Clark Atlanta University; B.A., West Georgia College

**McCann, Julie M.**, Doctoral Faculty Chair Dissertation Committee; Ph.D., Oregon State University; M.S., Oregon State University; B.S., Oregon State University

**McGhee, Marie C.**, Nursing Skills/Simulation Lab Faculty; M.N., Oregon Health Sciences University; B.S., Walla Walla College

**Milhauser, Kathy L.**, Professor, Master of Business Administration; D.Mgt., George Fox University; M.A., Pepperdine University; B.A., Marylhurst University

**Miller, Heather**, Doctoral Faculty Chair; Ph.D., University of Northern Colorado; Post-Graduate Work, New Mexico State University; M.S., Oregon State University; B.S., Washington State University

**Miolla, Ronald S.**, Associate Professor of Finance; Ph.D. (ABD), Northcentral University; M.B.A., University of Southern Maine; B.A., Colby College

**Mitchell, Donald (Don) W.**, Assistant Professor of Nursing; Ph.D., Oregon Health & Science University; M.S., Florida Atlantic University; B.S.N., University of Massachusetts; B.A., Wheaton College

**Morasch, Maureen J.**, Associate Professor; Chair, Graduate Writing Center; M.L.I.S., University of Washington; B.A., Washington State University

**Morgan, Karen A.**, Assistant Professor of Exercise & Sport Science; Director, PAC Program; M.S., Eastern Michigan University; B.A., Wayne State University

**Morris, Genelle**, Doctoral Faculty Chair; Ed.D., State University of New York at Buffalo; M.Ed., State University of New York at Buffalo; M.Ed., State University of New York at Buffalo; B.S., Canisius College

**Mueller, Erin A.**, Professor of Psychology; Director, Honors Program; Ph.D., Brigham Young University; Post-Doctoral Residency, Oregon Health Sciences University; B.A., University of Northern Iowa

**Mueller, Joy Ann**, Associate Professor of Education; M.A., Concordia University-St. Paul; B.A., Concordia University-St. Paul

**Mueller, Paul**, Director, Art & Carol Wahlers center for Applied Lutheran Leadership (CALL); Faculty without Rank; Ph.D., Concordia Theological Seminary-Ft. Wayne; Th.M., School of World Missions; M.Div., Concordia Seminary-St. Louis; B.A., Concordia University-St. Paul

**Mueller, Reed M.**, Professor of Psychology; Chair, Psychology Department; Ph.D., Brigham Young University; Post-Doctoral Residency, Oregon Health Sciences University; B.A., Pacific Christian University

**Murphy, Stephanie C.**, Associate Professor of Education; Assistant Dean, Licensure Programs, College of Education; Ed.D., University of Portland; M.A.T., Concordia University-Portland; B.S., University of Florida

**N**

**Nafzger, Jodi**, Associate Professor of Law; J.D., University of Missouri; B.A., University of Missouri

**Nairn, Jason P.**, Assistant Professor of Homeland Security & Emergency Management; Vice President, Information Services; Chief Information Officer; M.A., US Naval Postgraduate School; B.S., Pennsylvania State University

**Nelson, Kimberly A.**, Associate Professor of Nursing; M.S., Winona State University; B.S.N., Viterbo University

**Nemirovskaya, Anna S.**, Nursing Skills/Simulation Lab Faculty; M.S.N., Grand Canyon University; B.S.N., Grand Canyon University

**O**

**Oakes, Mary Ann**, Nursing Skills/Simulation Lab Faculty; M.S.N., University of Phoenix; B.A., College of St. Scholastica

**Olson-Charles, Kimberly**, Assistant Professor; Distance Education Librarian; M.L.S., Emporia State University; B.A., University of Oregon

**Ondetti, Giselle C.**, Assistant Professor of Nursing; M.F.N.P., Washington State University; B.S.N., University of Portland; M.A., Graduate Theological Union; B.A., Williams College

**P**

**Parsons, Brianna**, Doctoral Faculty Chair; Ed.D., Northeastern University; M.P.S., Chatham University; B.A., University of Maine

**Petersen, Candace L.**, Professor of Marketing and Strategy; Ph.D., Portland State University; M.B.A., Portland State University; B.A., Virginia Polytechnic University

**Politte, Paula J.**, Assistant Professor of Education; M.S.S., United States Sports Academy; B.A., Concordia University-Portland

**Polozov, Sergei A.**, Professor of Biology; Ph.D., Moscow Pedagogical State University; M.A., Moscow Pedagogical State University

**Presnall, Lisa J. Mariea**, Professor of Nursing; Associate Dean of Nursing; N.D./D.N.P., Case Western Reserve University; M.S.N., University of California; B.S., John Carroll University

## R

**Rabas, Audrey**, Doctoral Faculty Chair; Ph.D., Chicago School of Professional Psychology; M.A., California State University, Long Beach; B.A., California State University, Sacramento

**Read, Kim Marsh**, Assistant Professor; Dean, University Libraries; M.Ed., University of Illinois at Urbana-Champaign; M.L.S., Emporia State University; B.A., Colorado College

**Reinisch, Sheryl**, Dean, College of Education; Ed.D., Portland State University; M.Ed., University of Central Florida; B.A., Concordia College - River Forest

**Reynolds, Krista Marie**, Professor; Reference and Instruction Librarian; M.Ed., Concordia University; M.L.I.S., University of Washington; B.S., Willamette University

**Robertson, Mark C.**, Associate Professor; Director, Program Assessment and Accreditation, College of Education; D.Ed., University of Oregon; M.A.T., Concordia University-Portland; B.A., Concordia University-Portland

**Roland, Margaret (Meg) M.**, Associate Professor; Chair, Undergraduate Writing; Ph.D., University of Washington; M.A., Portland State University; B.A., Portland State University; B.S., State University of New York at Albany

**Rowland, Julie A.**, Professor of Mathematics; Ed.D., Portland State University; M.A., Gonzaga University; B.E., Gonzaga University; B.A., Gonzaga University

## S

**Sanchez, Lori L.**, Professor of Education; Ed.D., George Fox University; M.Ed., Concordia University-Portland; B.A., Concordia University-Portland

**Schuldheisz, Joel M.**, Professor of Exercise & Sport Science; Program Director, Exercise & Sport Science Program; Ph.D., Oregon State University; M.Ed., University of Minnesota; B.A., Concordia College-St. Paul

**Schwartz, Keith D.**, Visiting Assistant Professor of Chemistry; Ph.D., Oregon State University; B.S., Southwest State University

**Schwerd, Cari**, Assistant Professor of Accounting; M.A., University of Oregon; C.P.A., State of Oregon; B.A., Oklahoma Baptist University

**Sergienko, Greg**, Professor of Law; J.D., Harvard Law School; B.A., Harvard College

**Shen, Libi**, Doctoral Faculty Chair; Ph.D., University of Pittsburgh; M.A.T., Oklahoma City University; B.A., National Cheng Kung University

**Shuell, Tomas M.**, Associate Professor of Mathematics; M.S., Portland State University; B.A., Concordia University-Portland

**Skelton, Jillian**, Doctoral Faculty Chair; Ed.D., University of Alabama; Ed.S., University of Alabama; M.A.T., Piedmont College; B.A., University of Georgia

**Smith, Jane Graves**, Professor of Psychology; Ed.D., Portland State University; M.Ed., Whitworth College; B.A., Azusa Pacific College

**Smith, Juliana E.**, Associate Professor of Education; Ph.D., Northcentral University; M.S.Ed., Shenandoah University; B.A., Wayne State College

**Stoa, Ryan**, Associate Professor of Law; J.D., Duke Law School; B.A., McGill University

**Stoeklin, Dennis J.**, Chief Financial Officer; Faculty without Rank; C.P.A., Missouri State Board; B.A., Southern Illinois University

**Stueve, Heather**, Professor (deployed to CUENet); Ed.D., Fielding Graduate University; M.A., Portland State University; B.A., Christ College Irvine

## T

**Tennial, Derrick M.**, Doctoral Faculty Chair; Ed.D., Georgia Southern University; M.Ed., Freed-Hardeman University; B.A., University of Memphis

**Terrill, Ceiridwen**, Professor of English; Ph.D., University of Nevada; M.A., University of Arizona; B.A., The Evergreen State College

**Therrell, James**, Doctoral Faculty Chair; Ph.D., University of Texas at Austin; M.S., San Francisco State University; B.A., Duke University

**Thomas, Michael**, Professor of Religion and Humanities; Interim Dean, College of Arts & Sciences; Ph.D., University of Virginia; M.A., University of Washington; B.A., Concordia University-Portland; Colloquy, Concordia University-Portland

**Tschetter, Wayne**, Assistant Professor of Biology; Ph.D., Cornell University; B.Sc., University of Lethbridge, AB, Canada

**Tucker, David S.**, Professor of Accounting; Ph.D., University of Arkansas; M.A., Georgetown University; B.S., Harding University; C.P.A., Arkansas State Board

## V

**Vander Linden, Kara L.**, Doctoral Faculty Chair; Ed.D., Fielding Graduate University; M.Ed., University of North Carolina at Charlotte; B.A., Queens College

**Vegdahl, Sonja B.**, Professor of Social Work; Program Director, Social Work; Ph.D., Portland State University; M.A., University of Chicago; B.A., St. Olaf College

**Vossenkuhl, Angela D.**, Associate Professor of Education; Director, Undergraduate Education Program; M.Ed., Concordia University-Portland; B.A., Concordia University-Portland

## W

**Weschke, Barbara**, Doctoral Faculty Chair; Ph.D., Walden University; M.A., State University at Stony Brook

**Whitemarsh, Darylann**, Core Faculty - Online M.Ed.; Ph.D., University of Wisconsin; M.Ed., University of Wisconsin; B.S., University of Wisconsin



**Wilmoth, Sena**, Assistant Professor of Education; Director, Online Academic Success, College of Education; M.S., Portland State University; B.S., Western Oregon State College

## Y

**Yavorcik, Carin**, Assistant Professor; Electronic Resources and Reference Librarian; M.S.I.S., The University of Texas at Austin; B.S., Ohio University

## Z

**Zimmerman, Martin W.**, Core Faculty - Online M.Ed.; M.Ed., Educational Leadership, Concordia University-Portland; M.Ed., C&I, Concordia University-Portland; B.S., US Naval Academy

## Faculty Emeriti

### A

**Albrecht, Jan E.**, Professor Emeritus of Education; Ed.D., University of Southern California; M.A.Ed., United States International University; B.A., Pacific Lutheran University

**Anderson, Judy**, Dean Emeritus, University Libraries; M.P.A., Portland State University; M.L.S., University of Arizona; B.A., Concordia College-Moorhead

**Archer, Barbara L.**, Professor Emeritus, Health Care Administration; D.P.A., University of Southern California; M.B.A., University of Portland; B.A., Willamette University

### B

**Balke, William H.**, Professor Emeritus of Math; M.S.Ed., Millikin University; B.S., Concordia Teachers College-Seward

**Brandt, Dwaine D.**, Professor Emeritus of History; Ph.D., University of Washington; M.A., University of Oregon; B.S., Oregon College of Education

**Braun, Stephen B.**, Dean Emeritus, School of Management; Ph.D., Portland State University; M.B.A., Fairleigh Dickenson University; B.A., Xavier University

**Bremer, Nolan R.**, Professor Emeritus of Religion; M.S.L.S., University of Illinois; M.Div., Concordia Seminary-St. Louis; B.A., Concordia College-Ft. Wayne

### C

**Christian, Carl F.**, Professor Emeritus of Education; Ed.D., University of Nebraska; M.S.Ed., Wayne State University; B.S., Concordia University-River Forest

### D

**Dunbar, Kathleen G.**, Professor Emeritus of Education; M.Ed., University of Portland; B.A., Augustana College

### F

**Floyd, Barbara O'Malley**, Professor Emeritus of OB/Pediatric Nursing; D.N.P., University of Portland; M.S., University of Illinois Medical Center; B.S., University of California

## H

**Hansen, Dean R.**, Professor Emeritus of Christian Ministries; D.C.E., Concordia University-Portland; M.A., Concordia University-Seward; B.A., Concordia University-Seward

**Hill, Richard (Dick) A.**, Professor Emeritus of English and Humanities; Ph.D., Emory University; M.A., Emory University; B.A., Gonzaga University

**Hoefler, Herbert E.**, Professor Emeritus of Theological Studies; Ed.D., Columbia University Teachers College; S.T.M., Concordia Seminary-St. Louis; M.Div., Concordia Seminary-St. Louis; B.A., Concordia Sr. College-Ft. Wayne

## J

**Jacke, Robert J.**, Professor Emeritus of Physical Sciences and Mathematics; M.Ed., University of Texas; B.A., Concordia University-River Forest

## K

**Koivisto, Jane**, Professor Emeritus of Education; M.S.Ed., Portland State University; B.S.Ed., Western Oregon University

**Kramer, Frederick D.**, Professor Emeritus of Psychology; Ph.D., University of Portland; M.A., Northwestern University; B.S., Concordia College-River Forest

**Krause, Steven J.**, Professor Emeritus of Business and Management; Ed.D., Texas Tech University; Graduate, National Defense University; M.S., Gonzaga University; B.S., University of Oregon

**Kunert, Charles J.**, Dean Emeritus; Ph.D., University of Oregon; M.S., Portland State University; B.S., Concordia Teachers College-Seward

## M

**Mannion, Joseph C.**, Provost Emeritus; Command Master Chief, USNR-Ret; Ed.D., University of Hawaii; M.Ed., University of Hawaii; B.A., Concordia University-River Forest

**McGuire, Jerry**, Professor Emeritus of Doctoral Studies; Ph.D., University of Oregon; M.Ed., University of Oregon; B.S., University of Oregon

**Metzler, Norman P.**, Professor Emeritus of Theology; Th.D., University of Munich; S.T.M., Yale Divinity School; M.Div., Concordia Seminary-St. Louis; B.A., Concordia Senior College-Ft. Wayne

**Munson, Thomas O.**, Professor Emeritus of Chemistry; Ph.D., University of Wisconsin; M.S., University of Wisconsin; B.A., University of California

## R

**Reinisch, Sheryl**, Dean, College of Education; Ed.D., Portland State University; M.Ed., University of Central Florida; B.A., Concordia College-River Forest

**Rountree, Linda**, Emeritus Professor of International Studies and TESL; M.S., Oklahoma State University; M.A., Oklahoma State University; B.A., University of Oklahoma

## S

**Scheck, John F.**, Professor Emeritus of History; Ph.D., University of Oregon; M.Div., Concordia Seminary-St. Louis; B.A., Concordia Seminary-St. Louis

**Schlimpert, Charles E.**, President Emeritus; Ph.D., University of Southern California; M.Ed., University of Missouri; B.A., Concordia University-River Forest

**Schmidt, Robert F.**, Professor Emeritus of Theological Studies and Political Science; Ph.D., University of Washington; M.A., Colorado State University; M.Div., Concordia Seminary-St. Louis; S.T.M., Pacific School of Religion; B.A., Concordia Seminary-St. Louis

**Spalteholz, Hans G.R.**, Professor Emeritus of Theological Studies; D.Litt., Concordia University-Portland; M.Div., Concordia Seminary-St. Louis; M.A., University of Chicago; M.A., Columbia University; B.A., Concordia Seminary-St. Louis

**Stoeklin, Dennis J.**, Chief Financial Officer; Faculty without Rank; C.P.A., Missouri State Board; B.A., Southern Illinois University

## T

**Trier, Orlando**, Professor Emeritus of Theology; M.Div., Concordia Seminary-St. Louis; B.A., Concordia Senior College-Ft. Wayne

## W

**Wahlers, Mark**, Provost Emeritus; Professor Emeritus of English; Ph.D., University of Texas; M.S., Portland State University; B.S., Concordia Teachers College-Seward

**Widmer, Anne G.**, Dean Emerita, School of Management; Ed.D., University of Kentucky; M.A., University of Kentucky; B.A., Centre College of Kentucky

**Wismar III, Richard W.**, Professor Emeritus of Education; Ph.D., University of New Orleans; M.Ed, Louisiana State University; M.Ed., Tulane University; B.A., Concordia University-River Forest

## Z

**Zerwekh, Joyce**, Professor Emeritus of Nursing; Ed.D., Seattle University; M.A., New York University; B.S.N., St. Olaf College

## Appendix B: Athletic Staff

**Lindsay Aho, 2018**  
Director, Golf

**Brad Barbarick, 1993**  
Head Coach, Men's Basketball

**Daniel Birkey, 1988**  
Head Coach, Men's Soccer

**Elizabeth Corbett-Furgal, 2012**  
Assistant Athletic Trainer

**Scott Crawford, 2006**  
Assistant Athletic Trainer

**Joe Danahey, 2017**  
Sports Information Director

**Branko Djuricic, 2018**  
Associate Head Coach, Track & Field

**Andrew Duvall, 2011**  
Athletics Business Manager; Facilities Coordinator; Assistant Coach, Men's Soccer

**Lauren Eads, 2016**  
Vice President, Director of Athletics

**Melanie L. Hambelton, 2009**  
Head Coach, Volleyball

**Jessica Harbison Weaver, 2017**  
Associate Athletic Director, Compliance & Academic Support/Senior Woman Administrator

**Bryan Irwin, 2018**  
Director, Athletic Operations

**D. Sean Kelly, 2014**  
Head Coach, Women's Basketball

**Grant Landy, 1997**  
Head Coach, Women's Soccer

**Jerret Mantalas, 2013**  
Head Coach, Track & Field; Head Coach, Cross Country

**Kyle Nelson, 2013**  
Associate Athletic Director, Sports Medicine

**Adam Riddle, 2018**  
Assistant Coach, Track and Field; Director, Throw Center

**Rob Vance, 1999**  
Head Coach, Baseball

**Shelley Whitaker, 2016**  
Head Coach, Softball

## Appendix C: Administrative Staff

**Pastor Wesley "Bo" Baumeister**, Director of Campus Ministries

**Megan Bouslaugh**, Chief Student Affairs Officer, Title IX Coordinator

**David Bowers**, Controller, Finance Department

**John Brown**, Associate Dean of Admission, School of Law

**Nicole Cossette**, Assistant Vice President, Human Resources and Equity

**Ben Cramer**, Assistant Dean of Career Services and Student Affairs, School of Law;  
Deputy Title IX Coordinator

**Shawn Daley**, Chief Business Development Officer

**Steve DeKlotz**, Assistant Vice President, Dean of Students

**Rick Doughty**, Interim Chief Financial Officer

**Scott Ferguson**, Assistant Vice Present, Student Engagement

**Amy Gehrke**, Director of Graduate Admission

**Jason Hagen**, Director of Executive Relations and Community Engagement

**Tyler Jass**, Director of Online Admission

**Latonia Haney Keith**, Associate Dean of Academics, School of Law

**Mary McGlothlan**, Assistant Vice President, Financial Aid

**Ben Moll**, Assistant Vice President, University Analytics, Research and Assessment

**Brooke Pillsbury**, Interim Registrar

**Jeff Rhinevault**, Director, Physical Plant Services

**Bobi Swan**, Chief Enrollment Officer

**Andrew Wright**, Director of Undergraduate Admission

## Appendix D: Council of Trustees Board of Regents – Concordia University

**Mr. Chuck Gerken**, Scottsdale, Arizona  
Chair

**Mrs. Kathleen Hone**, Minden, Nevada  
Vice Chair

**Mr. Terry Wilson**, Portland, Oregon  
Secretary

**Mr. Jerry Baltzell**, Post Falls, Idaho

**Mr. Michael Borg**, Carpenter, Wyoming

**Dr. Charles Brondos**, Spokane, Washington

**Mr. Keith Brosz**, Jackson, Missouri

**Mr. Thomas Cedel**, Sunset Valley, Texas

**Mr. Gerald Koll**, Lake Oswego, Oregon

**Rev. Paul Linnemann**, Portland, Oregon, NoW District President, LCMS

**Mr. Jeff Oltmann**, Portland, Oregon

**Rev. Kurt Onken**, Marysville, Washington

**Rev. Timothy Pauls**, Boise, Idaho

**Mrs. Beverly Peloquin**, Portland, Oregon

**Mr. A.C. Schwark**, Woodinville, Washington

**Mr. Rod Wegener**, Portland, Oregon

**Mr. Sam Wiseman**, La Grande, Oregon

**Dr. Tom Zelt**, Fremont, California

## Board of Directors – Concordia University Foundation

**Mr. Kim Scott**, Portland, Oregon  
Chair

**Dr. Charles Brondos**, Spokane, Washington  
Secretary

**Mr. Rick Doughty**, Portland, Oregon  
Interim Treasurer

**Dr. Keren Brown Wilson**, Clackamas, Oregon

**Ms. Gina Condon**, Portland, Oregon

**Mrs. Linda Dixon**, Boise, Idaho

**Mr. Chris Dunnville**, Portland, Oregon

**Mr. David Eash**, Spokane, Washington

**Dr. Gloria Edwards**, Portola Valley, California

**Mrs. Lilisa Hall**, Portland, Oregon

**Mrs. Joyce Harris**, Portland, Oregon

**Mrs. Kathleen Hone**, Minden, Nevada

**Mr. Scott Howard**, Portland, Oregon

**Mr. Gerald Koll**, Lake Oswego, Oregon

**Ms. Natalie Camacho Mendoza**, Boise, Idaho

**Mr. Jeff Oltmann**, Portland, Oregon

**Mr. Carl Talton**, Portland, Oregon

**Mr. George Thurston**, Portland, Oregon

**Mr. Steve White**, Portland, Oregon

**Mr. Terry Wilson**, Portland, Oregon

**Mr. Gary Withers**, Portland, Oregon

## Appendix E: Office of the President and Foundation Staff

### Office of the President

**Johnnie Driessner**  
Interim President

**Brenna Hughey**  
Executive Administrator

**Gary Withers**  
President of the Foundation

**Jason Hagen**  
Assistant Vice President, External Affairs

**Madeline Turnock**  
Strategic Communications & Partnerships Advisor

**Jennifer Harper**  
Administrative Assistant

### Foundation Staff

**Cindy Cannon**  
Executive Assistant to the Chief Development Officer

**Jacquie Gregor**  
Director of Foundation and Corporate Relations

**Lynne Groom**  
Director of Stakeholder Engagement

**Rebecca Kottler**  
Director of Advancement Services

**Mike Madison**  
Senior Major Gift Officer

**Kevin Matheny**  
Chief Development Officer

**Andy Palmquist**  
Advancement and Research Analyst

**Matt Senecal**  
Gift Officer

**Becky Sprecher**  
Director of Alumni & Parent Engagement

**Melinda Stoops**  
Sponsored Projects & Grants Officer

**Trish Turchiarolo-Vanoni**  
Director of University Special Events

## Appendix F: Officers and Board Members of the LCMS

### Officers – Lutheran Church–Missouri Synod

- The Rev. Dr. **Matthew C. Harrison**, President
- The Rev. Dr. **Gerald B. Kieschnick**, President Emeritus
- The Rev. Dr. **Robert T. Kuhn**, President Emeritus
- The Rev. Dr. **Herbert C. Mueller, Jr.**, First Vice-President
- The Rev. Dr. **Scott R. Murray**, Second Vice-President
- The Rev. **Nabil S. Nuor**, Third Vice-President
- The Rev. Dr. **John C. Wohlrahe, Jr.**, Fourth Vice-President
- The Rev. **Daniel Preus**, Fifth Vice-President
- The Rev. **Christopher S. Esget**, Sixth Vice-President
- The Rev. Dr. **John W. Sias**, Secretary
- The Rev. **Kevin Robson**, Chief Mission Officer

### Board of Directors – Concordia University System (CUS)

- Dr. **Gerhard Mundinger, Jr.**, Chairman
- Mr. **Frederick Anderson**
- Mr. **Jason Fearneyhough**
- Mr. **Jonathon Giordano**
- Mrs. **Ellen Lange**
- The Rev. Dr. **Byron Northwick**
- Mr. **Frederick Ohlde**
- The Rev. Dr. **Orville C. Walz**
- The Rev. Dr. **Korey Maas**, LCMS Presidents' Representative

### Advisory Members

- The Rev. Dr. **Dean O. Wenthe**, President
- Dr. **Donald Christian**, CUS Presidents' Representative
- Rev. Dr. **R. Lee Hagan**, Council of Presidents' Representative
- The Rev. Dr. **Paul A. Philp**
- The Rev. **Kevin Robson**, Chief Mission Officer
- Mr. **Jerald Wulf**, Chief Financial Officer

### Colloquy Committee for Commissioned Ministry

- The Rev. Dr. **Herbert Mueller, Jr.**, Chair
- The Rev. Dr. **Paul A. Philp**
- The Rev. Dr. **Patrick Ferry**
- The Rev. Dr. **Brian Friedrich**
- Dr. **Heather Stueve**
- Dr. **Kevin Borchers**
- Dr. **Rebecca Peters**

## Appendix G: Academic Calendars

To see the program dates in calendar form, visit [www.cu-portland.edu/academics/registrar/academic-calendar](http://www.cu-portland.edu/academics/registrar/academic-calendar) (<http://www.cu-portland.edu/academics/registrar/academic-calendar>).

Concordia University serves students in many different programs, both online and on-ground, with classes beginning and ending at different points throughout each term. It is important to note that courses delivered online, may be classified as "On-Campus." Confirm the program type with the program director. Students are expected to refer to their MyCU accounts to see course dates specific to their academic registration. The STUDENT is responsible for meeting the deadlines listed. *Holidays and Campus Closures* and the on-campus *Finals Schedule* may also be found there.

### 8-Week Terms

Specific deadlines for 8-week terms are listed at: <https://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#First>

### 15-Week Terms

- Fall 2019 – Aug 26-Dec 13, 2019
- Spring 2020 – Jan 6-Apr 24, 2020
- Summer 2020 – Apr 27-Aug 14, 2020

#### Fall 2019 – Aug 26-Dec 13 – Term Code: 202020

August 26, 2019	Fall Semester Classes Begin
September 6, 2019	Last Day to Add a Course to Fall Semester
September 6, 2019	Fall Semester Drop Deadline with 100% Refund
September 13, 2019	Fall Semester Withdraw Deadline with 50% Refund
September 20, 2019	Fall Semester Withdraw Deadline with 25% Refund
October 25, 2019	Fall Semester Withdraw Deadline with 0% Refund
October 25, 2019	Fall Semester Grade Option Change Deadline
December 6, 2019	Finals Prep Day – No classes
December 9-12, 2019	Finals Week
December 14, 2019	Fall Commencement

#### Spring 2020 – Jan 6-Apr 24 – Term Code: 202040

January 6, 2020	Spring Semester Classes Begin
January 17, 2020	Last Day to Add a Course to Spring Semester
January 17, 2020	Spring Semester Drop Deadline with 100% Refund
January 24, 2020	Spring Semester Withdraw Deadline with 50% Refund
January 31, 2020	Spring Semester Withdraw Deadline with 25% Refund
March 6, 2020	Spring Semester Withdraw Deadline with 0% Refund
March 6, 2020	Spring Semester Grade Option Change Deadline
April 17, 2020	Finals Prep Day – No classes
April 20-23, 2020	Finals Week
April 25, 2020	Spring Commencement

#### Summer 2020 – Apr 27-Aug 15 – Term Code: 202060

April 27, 2020	Summer Semester Classes Begin
May 8, 2020	Last Day to Add a Course to Summer Semester
May 8, 2020	Summer Semester Drop Deadline with 100% Refund
May 15, 2020	Summer Semester Withdraw Deadline with 50% Refund



May 22, 2020	Summer Semester Withdraw Deadline with 25% Refund
June 26, 2020	Summer Semester Withdraw Deadline with 0% Refund
June 26, 2020	Summer Semester Grade Option Change Deadline
August 7, 2020	Finals Prep Day – No classes
August 10-13, 2020	Finals Week
No Summer Commencement	

To see the program dates in calendar form, visit [www.cu-portland.edu/academics/registrar/academic-calendar](http://www.cu-portland.edu/academics/registrar/academic-calendar) (<http://www.cu-portland.edu/academics/registrar/academic-calendar>).

Concordia University serves students in many different programs, both online and on-ground, with classes beginning and ending at different points throughout each term. It is important to note that courses delivered online, may be classified as "On-Campus." Confirm the program type with the program director. Students are expected to refer to their MyCU accounts to see course dates specific to their academic registration. The STUDENT is responsible for meeting the deadlines listed. *Holidays and Campus Closures* and the on-campus *Finals Schedule* may also be found there.

## 5-Week Terms

- 5-Week On-Campus (may be delivered online – consult Program Director)
- 5-Week Online

## 5-Week On-Campus Terms

For Add, Drop and Withdraw Deadlines related to 5-Week On-Campus courses, visit: <https://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#Second>. Be sure to note the title of the chart prior to consulting its dates.

### Fall 2019 – Term Code: 202020

- Session 1 – Sep 2-Oct 5, 2019
- Session 2 – Oct 7-Nov 9, 2019
- Session 3 – Nov 11-Dec 14, 2019

### Spring 2020 – Term Code: 202040

- Session 1 – Jan 6-Feb 8, 2020
- Session 2 – Feb 10-Mar 14, 2020
- Session 3 – Mar 16-Apr 18, 2020

### Summer 2020 – Term Code: 202060

- Session 1 – May 4-Jun 6, 2020
- Session 2 – Jun 8-Jul 11, 2020
- Session 3 – Jul 13-Aug 15, 2020

## 5-Week Online Terms

For all dates related to 5-Week Online programs, see: <https://www.cu-portland.edu/academics/registrar/academic-calendar/online-programs>

To see the program dates in calendar form, visit [www.cu-portland.edu/academics/registrar/academic-calendar](http://www.cu-portland.edu/academics/registrar/academic-calendar) (<http://www.cu-portland.edu/academics/registrar/academic-calendar>).

Concordia University serves students in many different programs, both online and on-ground, with classes beginning and ending at different points throughout each term. It is important to note that

courses delivered online, may be classified as "On-Campus." Confirm the program type with the program director. Students are expected to refer to their MyCU accounts to see course dates specific to their academic registration. The STUDENT is responsible for meeting the deadlines listed. *Holidays and Campus Closures* and the on-campus *Finals Schedule* may also be found there.

## Law Terms

- Fall 2019 – Aug 26-Dec 13, 2019
- Spring 2020 – Jan 2-Apr 24, 2020
- Summer 2020 – May 18-Jul 17, 2020

For all Add, Drop, and Withdraw Deadlines for Law courses:

- Chart form: <https://www.cu-portland.edu/academics/registrar/academic-calendar/campus-programs#B>
- Calendar form: <https://www.cu-portland.edu/academics/registrar/academic-calendar>

# Appendix H: Locations and Facilities

## Instructional Sites

Concordia University regularly conducts classes in the following locations:

### Portland, Oregon

#### Main Campus

2811 NE Holman St., Portland, OR 97211

Concordia University's main campus occupies an attractive 24-acre locale in northeast Portland, Oregon with adjacent land for expansion. The Hagen Center & Dining Hall, George R. White Library & Learning Center, Physical Education Building, Concordia University + Faubion School, Hilken Community Stadium, Concordia Throw Center, Fine Arts Building, and Luther and Centennial Halls are the primary campus facilities. Spacious and modern residence halls, student lounges, and recreation areas ensure residential students are comfortable and have a well-rounded experience at Concordia. Campus Center facilities, classrooms, and the largest residence hall, East Hall, are completely equipped for use by students with physical challenges. Access to other facilities may be achieved by consulting Concordia's staff for assistance.

Concordia University's home campus is located in a quiet residential neighborhood of Northeast Portland. Only ten minutes from downtown Portland or the airport, students have easy access to the rich cultures of Portland. The Oregon Symphony, the Portland Opera, Oregon Ballet Theatre, and traveling productions complement the athletic events that include NBA basketball with the Portland Trailblazers. Recreational activities such as skiing on Mt. Hood, sailing on the Willamette, and windsurfing on the Columbia River are easy driving distances from the campus. Innovative and diverse restaurants, Saturday Market, museums, the Oregon Zoo, and a myriad of other activities and educational experiences are available to Concordia students. Tri-Met, Portland's transportation system, and MAX, Portland's light rail system, provide students with ready access to Portland's offerings. A very nice grocery store and pharmacy are within walking distance of the campus.

#### Columbia River Campus

11703 NE Glen Widing Dr., Portland, OR 97220

In the fall of 2013, Concordia University began leasing a 35,000 square foot site in northeast Portland to remediate space issues the University experienced due to growth. The building is a repurposed Best Buy retail

center and provides additional classroom space as well as housing for staff from the Office of Financial Aid and the Office of the Registrar, the CU Online department, and the Homeland Security & Emergency Management program including its state-of-the-art crisis scenario simulator. The large, open section of the building used for offices is populated with cubicle-style work spaces, private offices, and conference rooms. The building came on line in April of 2014.

### **Nursing Skills Center**

9600 SW Barnes Rd., Suite 300, Portland, OR 97225

In the spring of 2017, Concordia University opened a new Nursing Skills Center adjacent to Providence St. Vincent Medical Center. This facility is specifically designed to support Concordia University's new accelerated Bachelor of Science in Nursing (ABSN) program, which expands the university's decade-long track record of graduating caring and competent nurses with a heart for service. The 11,980 sq. ft. facility includes large lab spaces, two simulation rooms, with high-tech medical mannequins that simulate real patient conditions, an observation room, student collaboration space, faculty offices and conference rooms.

### **Boise, Idaho**

#### **School of Law**

501 W Front St., Boise, ID 83702

Concordia University's Idaho campus occupies a 54,000 square foot building in the heart of downtown Boise and houses Concordia's School of Law and George R. White Law Library. Established in 2012, Concordia's School of Law's opened its doors to an inaugural class of 72 full-time and part-time law students. As Boise's first law school and the only comprehensive, nonprofit, law school within 300 miles of Idaho's most populated urban center, Concordia Law will have a lasting impact.

Located in Boise's downtown urban core, Concordia University's School of Law is just steps away from the landmarks of the state's government and legal profession, including the Idaho Supreme Court and State Capitol. The city is home to the majority of the state's legal firms, with ambitious businesses ranging in scope from start-ups to multinational corporations. As the largest metropolitan area in the state of Idaho, Boise is a cultural center, a magnet for entrepreneurial talent, and renowned for its proximity to the great outdoors. The Boise River winds through the city, trails stretch across the foothills, and world-class whitewater, a ski resort, and pristine forests are just minutes away.

## **Athletic Facilities**

### **Concordia University Gymnasium / LCEF Court**

6430 NE 27th Ave, Portland, OR 97211

Located in the athletic building on main campus, the LCEF Court serves as the home for the women's volleyball, women's basketball, and men's basketball teams. The gymnasium seats 1,000 people with rows of bleachers on either side of the court. In addition to the playing surface, the facility also houses trophies and championship banners from all Concordia's varsity sport on its main floor. The campus' weight room and aerobic equipment is featured on the bottom floor of the gymnasium. In addition, several athletic offices, men's and women's locker rooms, multiple team rooms and athletic training facilities are located downstairs in the gym. Upstairs, there are more athletic offices as well as a multi-purpose classroom.

### **Hilken Community Stadium**

2800 NE Liberty St., Portland, OR 97211

Built in 2011, Hilken Community Stadium is the home facility for Concordia University's baseball, softball, and soccer teams. The soccer side of the stadium is referred to Tuominen Yard while the baseball and

softball configuration is called Porter Park. Located on the university's main campus, the complex stretches four city blocks, contains stadium seating for 1,770 spectators (soccer capacity 989; baseball and softball capacity 781) as well as a concession area and an alumni plaza. The stadium's turf and lights also allow for year-round use for multiple Cavalier and community teams, including all of Concordia's youth soccer and baseball camps. Finally, the complex also houses a 3,230 square-foot hitting facility for the baseball, softball and golf teams as well as team rooms for both Concordia soccer teams and the baseball team.

### **Concordia University Throw Center**

9140 NE Sunderland Ave., Portland, OR 97211

The Concordia University Throw Center is the first dedicated throw facility of its kind in the United States. Located just a short distance from campus, the Throw Center is a world-class venue for youth and collegiate athletes, as well as Olympic hopefuls. Located on 10 acres near the Portland International Airport, the unique layout includes a basketball court-sized rain shelter to allow for all-weather use. As the training center for CU's Track and Field teams, athletes using any of the four throwing implements – javelin, hammer, discus, and shot put – may practice simultaneously in a safe environment. Outside the shelter, each discipline has its own dedicated space with permanent cages, throwing circles, or runways. The layout also allows many of the event areas to be temporarily expanded, increasing the facility's overall flexibility.

### **Columbia Edgewater County Club**

2220 NE Marine Dr., Portland, OR 97211

Concordia began its partnership with Columbia Edgewater in 2011, providing the university's men's and women's golf teams with a home course. Founded in 1925, the A.V. Macan championship course at Columbia Edgewater has hosted both PGA and LPGA events as well as qualifying tournaments for the US Open. The course measures 6,823 yards from the tournament tees, with 54 bunkers, a slope of 137 and a 73.2 rating. In addition to the course, though, the club also features several practice facilities for all aspects of the game. For short game work, the club offers a 14,000 square foot target green, four practice bunkers and a putting green. For work on longer shots, there's a grass surfaced driving range with two rain shelters on hand for work in all weather conditions. Finally, the club also houses a nine hole Par Three Mason Course that measures 860 yards and mirrors elements of the eighteen hole A.V. Macan course.

## **Appendix I: Acronyms and Terms**

### **A**

**Academic Council** Provost, Deans, Registrar

**APC** Academic Policies Committee, a standing committee of elected faculty, three year terms

**APPA** Academic Probation Plan of Action, a form and process to be completed with students on academic probation and students who are admitted below the standard

**ASCU** Associated Students of Concordia University (Student government)

**Audit** To take a course for no credit and without obligation to do work assigned to the class. The course will appear on the student's official transcript with AU as the grade and will make no impact on GPA or degree requirements.

**BacPac** Baccalaureate Package. College level courses offered via video conferencing and online for LCMS high schools throughout the United States – currently have four high schools participating

**BOR** Board of Regents for CU. Five members are elected by the LCMS in Synodical convention, three elected at LCMS district convention, and four appointed by CU. The district president serves as the chairman.

**BUE** Board for University Education

**BC** Budget Committee—a group of administrators (Provost, Chief Financial Officer, Deans, and Vice-Presidents) and faculty assembled to be engaged in the budget planning process

**BPE** Board for Pastoral Education

**CALL** Center for Applied Lutheran Leadership

**CAS** College of Arts & Sciences

**CAO** Chief Academic Officer

**CBL** Concordia Business Leaders. The School of Management student operated business club.

**CEU** Continuing Education Unit

**CFO** Chief Financial Officer

**CIO** Chief Information Officer

**CLC** Community Life Committee—one of three standing committees of the faculty

**CHHS** College of Health & Human Services

**CLS** Previously *Center for Learning Solutions* now *CU Online*

**COE** College of Education

**CNA** Concordia Neighborhood Association—open public meeting for the community are held the first Tuesday of every month at 7:00 pm at Kennedy School; The CNA executive board meets the second Tuesday of every month at 7:00 pm at Kennedy School

**COO** Chief Operating Officer

**CPH** Concordia Publishing House—the publisher of materials in the LCMS located in St. Louis

**CTEP** Concordia Teaching Excellence Process—faculty evaluation process managed by each Dean

**CU** Preferred acronym for Concordia University

**CUF** Concordia University Foundation, the fund raising arm of the university

**CUS** Concordia University System started in 1993—0 colleges and 2 seminaries—now comprised of two committees

**DCE** Director of Christian Education, one of our PCW training programs at CU

**DSO** Desired Student Outcomes (part of curriculum review and accreditation standards)

**ECE** Early Childhood Education (Authorization level for teachers to teach PK–Grade 4)

**EFC** Estimated Family Contribution—an amount the FA office uses to determine amount of aid the family can contribute towards tuition, fees, and room & board (federally defined formula)

**ELCA** Evangelical Lutheran Church in America

**ELE** Elementary (Authorization level for teachers to teach Grades 3–8)

**ELS** English Language School on campus that is administered by Berlitz

**ESS** Exercise and Sport Science (an academic department in the CHHS)

**FAA** Concordia's financial aid application

**FAB** Fine Arts Building

**FAR** Faculty Athletic Representative—person appointed by the faculty to certify student-athletes as eligible and progressing toward their degree

**FAFSA** Free Application for Federal Student Aid (standardized eligibility form)

**FWPC** Faculty Welfare Policies committee—one of three faculty standing committees

**GNAC** Great Northwest Athletic Conference—Located in five states and the province of Canada this conference is one of the top NCAA Division II athletic conferences in the nation

**GRWLLC** George R. White Library and Learning Center (also known as GRW)

**HCA** Health Care Administration

**HHF** Health History Form

**HUM** Humanities—an academic department in the College of Arts & Sciences

**ICA** Individual course assessments—student completed assessment of classes

**INC** Incomplete—the grade given to student in special conditions outlined in the faculty and student handbook

**ISS** International Student Services

**ITS** Information Technology Services (Help Desk Phone: 503-493-6300)

**L** Luther Hall classroom designation

**LBW** The Lutheran Book of Worship – the hymnal used occasionally in chapel

**LCMS** The Lutheran Church—Missouri Synod

**LEST** Lutheran Elementary School Tournament – hosted on campus second week in February HUNDREDS of elementary students compete in athletic and scholastic events

**Lyceum** Lectures for the community and campus hosted by CAS

**MAP** Maximizing Academic Potential – a program designed to assist students who enter the university below the academic standards; through

meetings with advisors and courses geared toward successful transition to college.

**MAT** Master of Arts in Teaching

**MAT-E** Master of Arts in Teaching – evening or alternative cohort track

**Matriculated Student** A student who is officially enrolled in a degree-awarding program

**MBA** Master in Business Administration

**MED** Master of Education

**ML** Middle Level (Authorization level for teachers to teach Grades 5–9)

**MN** Mary Neils classroom designator

**MSD** Math Science Department

**NCAA** National Collegiate Athletic Association – the national organization comprised of nearly 300 colleges and universities around the US and Canada that sponsor competition at the conference, regional, and national level

**Northwest District** The LCMS is divided into 37 districts, primarily determined by region. CU falls in the Northwest District which includes Washington, Oregon, Alaska, Idaho and China

**NWCCL** Northwest Center for Children’s Literature – the only one of its kind in the Northwest

**NWCCU** Northwest Commission of Colleges and Universities – CU’s accrediting body

**Orbis Cascade Alliance** CU’s online library services

**P** PE building classroom designator

**PCW** Professional Church Work Program for students preparing for service as a DCE or Lutheran teacher

**P/NP** Pass/No pass – option of grading which can be requested by the student under certain circumstances and with some restrictions

**PPS** Physical Plant Services

**PPST** Praxis I (Basic Skills Test Option for Teacher Licensure)

**RA** Resident Assistant

**Reformation** October 31, 1517; the day Martin Luther nailed 95 theses to the door of the church in Wittenburg, Germany – traditionally seen as the “founding” of the Lutheran Church

**SBA** Student Bar Association (Law student government)

**SEAC** Student Events and Activities Center

**SMLC** St. Michael’s Lutheran Church – located at the north end of campus (near 29<sup>th</sup> and Dekum) – some CU special events are held here

**SOM** School of Management

**SWEF** Social Work Experience Form

**TA** Transcript Analysis – an analysis by the Office of the Registrar of credits accepted in transferring from another accredited institution of higher learning

**TSPC** Teaching Standards and Practices Commission – State of Oregon certifying body for teacher education programs and licensure of teachers

**WC** Writing Center – directed out of the College of Arts & Sciences

**WTRM** Weight Room – below the gym



# JULY 2019 ADDENDUM TO 2019-2020 CATALOG

The following programs and policies have added or updated information since the initial publication of the 2019-2020 Academic Catalog:

## Education Certificates

- NEW: Certificates
- UPDATED: Transfer and Program Overlap Policies

## MAT Program

- UPDATED: Online Format, Updated Policies, etc.

## M.Ed. Program

- NEW: M.Ed. in Educational Technology & Learning Design
- NEW: M.Ed. in Higher Education Administration

## CU Policies

- NEW: Discontinued Programs
- NEW: VA Benefits Policy Statement

## Addendum to 2019-2020 Catalog

Addendum Publication Date: July 2019

## Education Certificates

- NEW: Certificates
  - Early Childhood Education: Curriculum & Leadership
  - Transformative Practices for English Language Learners
  - Transformative Practices in Reading
  - Trauma & Resilience Leadership in Educational Settings
- UPDATED: Transfer and Program Overlap Policies
- For Admission, Graduation and other related requirements see Education Certificates in the original publication of this catalog.

## NEW: Certificates

The following are new non-licensure and non-endorsement certificates from the College of Education.

### Early Childhood Education: Curriculum & Leadership Certificate

The Early Childhood Education: Curriculum & Leadership Certificate is designed for those who have a strong passion for teaching young children and who believe that children learn best through active, hands-on learning. Candidates will explore current trends and research in ECE curriculum as well as deepen their knowledge regarding collaboration with families and leading in early childhood educational settings.

### Course Requirements (18 credits)

EDCI 503	ISSUES OF ADVOCACY IN EARLY CHILDHOOD EDUCATION	3
EDCI 504	EARLY CHILDHOOD EDUCATION: A CONSTRUCTIVIST APPROACH	3
EDCI 505	PLAY IN EARLY CHILDHOOD EDUCATION	3
EDCI 589	EMERGENT LITERACY	3
EDCI 611	LEADING EARLY CHILDHOOD PROGRAMS	3

EDCI 612	COLLABORATING WITH FAMILIES	3
Total Credits		18

### Transformative Practices for English Language Learners Certificate

The Transformative Practices for English Language Learners Certificate is for educators at all grade levels who want to develop instructional strategies to better accommodate students whose native language is not English. The certificate will provide opportunities to master best practices in instruction and assessment, develop understanding of linguistic and cultural elements of learning a language, and develop understanding of current issues in the field of ESOL.

### Course Requirements (16 credits)

EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3
EDEL 532	LINGUISTICS	3
EDEL 533	LANGUAGE AND CULTURE IN THE CLASSROOM	3
EDEL 534	LANGUAGE ACQUISITION	2
EDEL 535	ASSESSING ENGLISH-LEARNERS	2
EDEL 536	CONTEMPORARY EDUCATIONAL THOUGHT IN ESOL	3
Total Credits		16

### Transformative Practices in Reading Certificate

The Transformative Practices in Reading Certificate will strengthen and polish instructional skills for the teaching of reading in the general education classroom, providing educators with additional tools for effective reading practices as well as deeper research-based understanding of key components of effective reading instruction and assessment.

### Course Requirements (18 credits)

EDRD 551	DIAGNOSIS AND ASSESSMENT OF READING	3
EDRD 552	FOSTERING ENGAGEMENT AND READING FOR MEANING THROUGH YOUNG ADULT AND CHILDREN'S LITERATURE	3
EDRD 553	ADVANCED TECHNIQUES FOR TEACHING READING	3
EDRD 554	CURRENT ISSUES IN LITERACY	3
EDRD 555	ORGANIZATION AND MANAGEMENT OF READING PROGRAMS	3
EDCI 589	EMERGENT LITERACY	3
Total Credits		18

### Trauma & Resilience Leadership in Educational Settings Certificate

The Trauma and Resilience in Educational Settings Certificate supports in-service educators in becoming school, school district or community leaders with the understanding and use of trauma-informed and resilience building practices for the students, the school, and themselves. The certificate will provide opportunities to learn more about mindfulness practices and conflict resolution practices that support educators and students with strategies for self-care and resilience.

### Course Requirements (18 credits)

EDCI 603	TRAUMA-SENSITIVE PRACTICES AND RESILIENCE	3
EDCI 604	TRAUMA-SENSITIVE CLASSROOMS	3
EDCI 605	CREATING A TRAUMA-SENSITIVE SCHOOL	3

EDCI 606	PROFESSIONAL PRACTICE AND LEADERSHIP IN TRAUMA AND RESILIENCE	3
EDCI 609	CONFLICT RESOLUTION AND RESTORATIVE JUSTICE	3
EDCI 613	MINDFULNESS THEORY AND APPLICATION	3
Total Credits		18

## UPDATED: Transfer and Program Overlap Policies

### Transfer of Credits from a Degree to a Certificate

When a student has earned an M.Ed. or M.A. degree from Concordia University and now seeks to earn a certificate from Concordia University, course credits earned in the degree(s) may be applied to the certificate requirements when the following criteria are met: 1) The course is identical between the degree and the certificate, 2) the course is less than seven years old, 3) the student earned a grade of B- or better for the course, and 4) the student will complete at least one new course at Concordia University along with all other requirements of the certificate.

### Transfer of Credits from Certificate to Certificate

When a student has earned one or more certificates at Concordia University and now seeks to earn another certificate from Concordia University, course credits earned in a previous certificate may be applied to the subsequent certificate requirements when the following criteria are met: 1) The course is identical between the two certificate programs, 2) the course is less than seven years old, 3) the student earned a grade of B- or better for the course, and 4) the student will complete at least one new course at Concordia University along with all other requirements of the subsequent certificate.

### Transfer of External Credits into a Certificate Program

Transfer work from outside institutions cannot be brought in for certificates, except for the Preliminary Administrative and the Professional Administrative Certificates. Please see their specific transfer policy. Combinations of internal credits and transfer credits may be made as long as the total does not exceed the allowed credit total for the program and one new course is completed. All credits must be less than seven years old and have an earned grade of B- or better.

### Transfer of Certificate Credits to Degree Programs

If you have earned one or more Certificates at CU and are accepted into an M.Ed. program the external transfer policy for that M.Ed. program will apply, but combinations of internal credits and transfer credits may be made as long as the total does not exceed the allowed credit total for the program and one new course is completed. All credits must be less than seven years old and have an earned grade of B- or better.

### Program Overlap Policy

A student may pursue only one certificate or degree from Concordia University at a time.

## Addendum to 2019-2020 Catalog

Addendum Publication Date: July 2019

NOTE: The following reflects all current catalog information for this program, including that which was listed correctly in the initial publication of this catalog and that which has been updated as part of the July 2019 Addendum.

## Master of Arts in Teaching (MAT) Overview Information

Concordia's Master of Arts in Teaching (MAT) program accepts candidates who have already earned a bachelor's degree and wish to pursue the Oregon Preliminary Teaching License. Upon successful completion of the MAT program, candidates are eligible for the PK–12 license, with either a multiple-subjects endorsement (elementary candidates - Grades K–8) or a subject-specific endorsement (secondary candidates - Grades 5–12).

Candidates choosing the secondary program must select one endorsement area. All professional education and endorsement area coursework, clinical experiences, and testing requirements must be successfully completed to be recommended for an Oregon Preliminary Teaching License.

### Goals and Objectives

The MAT program prepares reflective educators who are committed to fostering equitable learning experiences for all PK–12 students. Candidates acquire the knowledge, skills, and dispositions to bridge the theoretical underpinnings and practical applications of teaching and learning.

- **Critical and Reflective Thinking:**

Master of Arts in Teaching (MAT) candidates will engage in collaborative and independent learning experiences that foster critical thinking skills and self-reflection. Candidates will partake in robust discourse, synthesize diverse opinions and course materials, understand how pedagogy relates to content knowledge, and continually reflect on their own knowledge, insights, and perspectives, all of which serves to inform their practice. To support this work, the MAT program maintains high expectations for standards of academic excellence and pursuit of knowledge, while also utilizing an iterative approach to the learning process.

- **Ethical Formation:**

Master of Arts in Teaching (MAT) candidates are expected to develop or refine an awareness of, appreciation for, and responsiveness to classroom and societal diversity. This reflects our program's commitment to equitable and culturally responsive practices, as well as our focus on preparing ethical educators who are compassionate, just, and morally grounded.

- **Leadership and Transformation:**

Master of Arts in Teaching (MAT) candidates develop perspectives and practices that propel them to be leaders in the educational field who are dedicated to meeting students' needs and who understand the merits of collaboration and collegiality. This requires active transformation of ideas, beliefs, and knowledge through rigorous coursework, as well as an understanding of how to connect theory and practice.

Concordia University's MAT program is designed to enable candidates to enter the teaching profession at the Preliminary Teaching License level. Upon completion of the program, it is our goal that candidates will exhibit moral character and high ethical standards, recognize the importance of culturally responsive practices and differentiation, plan and execute developmentally appropriate learning activities, demonstrate competency in various methods of authentic assessment, and understand teaching as an act of supreme service to others.

Upon program completion, MAT candidates will:

1. Model dispositions, ethics, and communication skills befitting a professional educator;
2. Recognize how their own morals, biases, experiences, and privilege impact teaching practices;
3. Foster culturally responsive learning environments that are inclusive of families and communities;
4. Demonstrate knowledge of specific subject matter and developmentally appropriate instructional strategies;
5. Utilize effective instructional and assessment practices that meet diverse student learning needs;
6. Value and inform professional growth via research, self-study, and collaboration with others.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- Completing an online application
- Submitting confidential Letters of Recommendation
- Submitting official Transcripts
- Submitting a Letter of Intent
- Submitting a résumé
- Submitting a sample of the applicant's scholarly writing
- Attending an interview
- International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

## Program-Specific Admission Requirements

Admission to the MAT program has the following additional requirements:

- A cumulative GPA of at least 2.80 for undergraduate work and 3.0 for any graduate courses taken prior to admission.
  - Proof of a bachelor's degree from a regionally accredited college or university via official transcripts from an institution granting B.A or B.S. degree.
  - An acceptable score on a norm-referenced achievement test – SAT, ACT, GRE, or the Praxis Core\*
- \* Applicants' standardized test scores will be factored into Admission decisions. Scores must be proximal to the 30th percentile or better for each domain: reading, writing, and math. The average for the entire cohort must be at the 50th percentile or better.

Prospective candidates for the Secondary MAT program whose bachelor's degree is not in the subject area of their chosen endorsement are required to pass the the NES/Pearson content exam prior to admission. See Testing and Standards for Completion below.

## Transfer of Credit

No credits may be transferred into the MAT program. Exceptions have been made by the Program Director, or Dean, in rare cases.

## Latency Policy

Candidates have seven years from the time they begin the MAT program to complete the coursework, including clinical experiences. After seven years, the coursework is nullified.

## Placement Procedures

Once a candidate has been accepted and registered into the Master of Arts in Teaching program, Placement Office personnel will gather the required information necessary to secure practicum and student teaching placements.

Specific placement requests may be made but cannot be guaranteed due to teacher availability and individual district or school policies. Note that all placement confirmations or, if necessary, exit procedures, must be conducted through the College's Placement Office at (503) 493-6458 or [placement@cu-portland.edu](mailto:placement@cu-portland.edu).

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

## Clinical Experience Grading Policy

The outcome of a clinical experience is determined by the candidate's demonstration of licensure-related proficiency standards and will result in a grade of "Pass" or "No Pass." In order to earn a passing grade, candidates must perform well in the classroom/school setting, submit required paperwork, and demonstrate that they are prepared to be successful as a teacher by meeting TSPC proficiency requirements and standards. This includes earning a passing score on the edTPA (cut score determined by the state of Oregon). Clinical experience outcomes are based upon the combined recommendations of the supervisor and the cooperating teacher, along with the successful completion of all requirements.

Those who fail to complete all requirements within the allotted time frame, perform poorly (as determined by the cooperating teacher and supervisor), demonstrate a lack of professionalism, or do not/cannot exhibit professional dispositions, will be issued a "No Pass" and will not be permitted to continue in the program.

Receiving a "No Pass" for a clinical experience will result in automatic dismissal from the program. GPA, academic standing, and/or academic history will not be figured into the automatic dismissal. The MAT Director and Placement Coordinator will meet with the candidate to review documentation from the clinical experience and determine whether the dismissal should stand or whether the candidate should be granted another opportunity to complete the clinical experience. If the College of Education approves a second opportunity to complete the clinical experience, registration into a new clinical experience is required, and the candidate will be responsible for the costs associated with the new clinical experience registration (tuition and fees). If the dismissal stands, the candidate has the right to appeal this decision to the COE Dean.

## Testing and Standards for Completion

1. All clinical experiences (i.e., practicum and student teaching) must be graded as "Pass" by both the university supervisor and the cooperating teacher. When candidates receive a "No Pass" in either of their clinical experiences, the College of Education cannot

recommend them for teacher licensing, and Concordia University cannot grant the Master of Arts in Teaching degree.

2. The MAT-E (evening) program requires 30 volunteer hours in a classroom setting prior to beginning year two.
3. A passing score must be earned on the edTPA portfolio.
4. Candidates enrolled in the MAT or MAT-E program must pass the following exams before they are allowed to begin their student teaching experience:
  - 5. ORELA Protecting Student and Civil Rights in the Educational Environment Examination (all authorization levels): [www.orela.nesinc.com/](http://www.orela.nesinc.com/) ([http://www.orela.nesinc.com](http://www.orela.nesinc.com/))
    - Passing Score – 240
  - 6. NES Elementary Education Test (Elementary candidates): [www.orela.nesinc.com/](http://www.orela.nesinc.com/) ([http://www.orela.nesinc.com](http://www.orela.nesinc.com/))
    - Subtest I – 220
    - Subtest II – 220
7. Endorsement Exam (Secondary candidates) – administered by NES/Pearson, or in some rare instances, Praxis II. For test requirements, current fees, minimum score requirements, and other testing information, visit:
  - ORELA: [www.orela.nesinc.com/](http://www.orela.nesinc.com/) ([http://www.orela.nesinc.com](http://www.orela.nesinc.com/))
  - Teacher Standards and Practices Commission (TSPC): [www.oregon.gov/TSPC](http://www.oregon.gov/TSPC) (<http://www.oregon.gov/TSPC>)

### Academic Standing Policy for MAT

To remain in "good standing" in the College of Education MAT program, candidates must maintain term and cumulative GPAs of 3.0 or better, and pass all courses with a grade of B- or better throughout the process towards the degree. Note that while a B- is acceptable for graduation, candidates may be placed on academic probation for terms in which their GP A is less than 3.0, and a cumulative GPA of 3.0 is required for graduation and good academic standing. Academic standing is assessed at the end of each term.

A candidate will be placed on academic probation when any one of the following situations occurs:

- A course receives a grade of C+ or lower
- The term GPA is less than 3.0
- The cumulative GPA is less than 3.0 (this may continue for 3 consecutive terms, as long as no course receives a grade of C+ or lower, and each term GPA is 3.0 or higher)

A candidate will be dismissed from the program and the university, and all future registration will be dropped, when any one of the following situations occurs:

- A course that receives a grade of C+ or lower is repeated and receives a grade of C+ or lower
- A course receives a grade of C+ or lower when the candidate was already on academic probation from a previous term for a cumulative GPA of less than 3.0
- A course receives a grade of C+ or lower when a prior failed course has not been successfully retaken
- The cumulative GPA is less than 3.0 for the 4th consecutive term
- Two or more courses receive a grade of C+ or lower in the same term

The candidate has the right to appeal academic dismissal through the Graduate Scholastic Standards Committee. Appeals are submitted via e-mail to [gssc@cu-portland.edu](mailto:gssc@cu-portland.edu) or by mail. The candidate will be notified of

the decision by e-mail (or mail if requested). If the candidate is approved to return, registration will proceed with the candidate's advisor.

### Graduation Requirements

In order to graduate from the Master of Arts in Teaching (MAT) program at Concordia University-Portland, the following requirements must be met:

- Completion of all coursework, including clinical experiences, within seven years from the time the candidate began the MAT program. After seven years, the coursework is nullified.
- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Completion of all *Standards for MAT Program Completion* as outlined above.
- Completion of the minimum credits required
- Completion of all required courses
- Completion of all program credits through Concordia University (waivers are not granted for any portion of the MAT program)
- At least a 3.0 cumulative GPA has been earned
- Completion of all required courses with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.
- Candidates will complete an exit survey for all degree and certificate programs as a degree completion requirement.

### Professional Church Work (PCW) Program

Lutheran Church—Missouri Synod (LCMS) students enrolled in the MAT program who meet the necessary criteria may elect to enroll in the Professional Church Work (PCW) Program. By completing an additional 12 credits, and fulfilling the MAT Practicum requirement in a Lutheran school setting, MAT students may become eligible for placement in an LCMS primary, elementary, middle, or high school. Tuition for these additional courses will be billed at the PCW rate. Candidate must interview with the Lutheran Teacher Coordinator and submit an application for Synodical Placement.

### PCW Coursework Requirements (12 credits)

#### MAT Practicum Requirement

To meet the MAT Practicum requirement, PCW candidates will enroll in the following:

MAT 552L	PRACTICUM: LUTHERAN ELEMENTARY <sup>1</sup>	3
or MAT 553L	PRACTICUM: LUTHERAN SECONDARY	

#### PCW Coursework

CED 395	TEACHING THE FAITH	3
REL 211	HISTORY AND LITERATURE OF THE OLD TESTAMENT <sup>2</sup>	3
REL 221	HISTORY AND LITERATURE OF THE NEW TESTAMENT <sup>2</sup>	3
REL 304	SYSTEMATIC THEOLOGY	3

Total Credits		12
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- <sup>1</sup> This would be in place of MAT 552 or MAT 553
- <sup>2</sup> Both REL 211 HISTORY AND LITERATURE OF THE OLD TESTAMENT and REL 221 HISTORY AND LITERATURE OF THE NEW TESTAMENT must be taken to satisfy the requirements of this program.

## Curricular Requirements

### Master of Arts in Teaching (MAT)

Cohorts are developed around which level the candidates desire to teach.

- Elementary – Grades K-8 (except PE)
- Secondary – Grades 5–12 (except PE)
  - Secondary Endorsement Options
- Physical Education (PE) – K–12

Program Structures:

- 11-month Full-time MAT Program
- 22-month Evening MATE Program

#### Elementary Program – Grades K–8 (except PE) (39 credits)

Click on Course Code to see Course Description

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 503	PLANNING AND INSTRUCTION: ELEMENTARY	3
MAT 536	EVALUATION AND ASSESSMENT OF LEARNING: ELEMENTARY	3
MAT 548	CLASSROOM MANAGEMENT-ELEMENTARY	3
MAT 556	THE WHOLE CHILD AND LEARNING	3
MAT 560	CURRICULUM AND INSTRUCTION: MATH	3
MAT 563	CURRICULUM AND INSTRUCTION: READING AND LANGUAGE ARTS	3
MAT 567	INTEGRATING SOCIAL STUDIES, SCIENCE, AND THE ARTS	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3

Choose one Clinical Experience Option (9) 9

MAT 552 PRACTICUM: ELEMENTARY  
& MAT 592 and STUDENT TEACHING: ELEMENTARY

or  
MAT 596 EXTENDED STUDENT TEACHING: ELEMENTARY  
(with department approval)

Total Credits 39

#### Secondary Program – Grades 5–12 (except PE) (36 credits)

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 506	PLANNING AND INSTRUCTION: SECONDARY	3
MAT 533	TECHNOLOGY IN THE SECONDARY CLASSROOM	3
MAT 537	EVALUATION AND ASSESSMENT OF LEARNING: SECONDARY	3
MAT 549	CLASSROOM MANAGEMENT-SECONDARY	3
MAT 557	THE ADOLESCENT LEARNER	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3

Choose one Clinical Experience Option (9) 9

MAT 553 PRACTICUM: SECONDARY  
& MAT 593 and STUDENT TEACHING: SECONDARY

or

MAT 597 EXTENDED STUDENT TEACHING: SECONDARY  
(with department approval)

Select one of the following according to endorsement: 3

MAT 571	HEALTH METHODS	3
MAT 572	MATH METHODS	3
MAT 573	SCIENCE METHODS	3
MAT 574	ENGLISH LANGUAGE ARTS METHODS	3
MAT 576	SOCIAL STUDIES METHODS	3
MAT 577	BUSINESS AND MARKETING METHODS	3
MAT 578	WORLD LANGUAGE METHODS	3

A second endorsement course may be taken as an elective. An updated Degree Completion Plan (see Advisor) and Financial Aid counseling are required.

Total Credits 36

#### Secondary Program Endorsement Options

Students seeking the Secondary Program should choose one endorsement area.

- Biology
- Chemistry
- Health
- Integrated Science
- Language Arts (English)
- Marketing
- Mathematics (Advanced)
- Mathematics (Foundational)
- Physical Education (PE) – See Physical Education (PE) – K-12
- Physics
- Social Studies
- Spanish

#### Physical Education (PE) – K–12 (36 credits)

MAT 501	ISSUES, ETHICS, AND EQUITY	3
MAT 506	PLANNING AND INSTRUCTION: SECONDARY	3
MAT 533	TECHNOLOGY IN THE SECONDARY CLASSROOM	3
MAT 538	ASSESSMENT IN PHYSICAL EDUCATION	3
MAT 550	MANAGEMENT FOR PHYSICAL EDUCATORS	3
MAT 557	THE ADOLESCENT LEARNER	3
MAT 570	PHYSICAL EDUCATION METHODS	3
MAT 590	DIFFERENTIATING FOR THE LEARNING COMMUNITY	3
EDEL 531	STRATEGIES AND MATERIALS FOR TEACHING ENGLISH-LEARNERS	3

Select one Clinical Experience combination (9): 9

MAT 553 PRACTICUM: SECONDARY  
& MAT 592 and STUDENT TEACHING: ELEMENTARY

or

MAT 552 PRACTICUM: ELEMENTARY  
& MAT 593 and STUDENT TEACHING: SECONDARY

Total Credits 36

## Program Structures

Candidates join a group of 25-30 like-minded people in a Master of Arts in Teaching cohort. Three options are available:

### 11-month Full-time MAT Program

Candidates choose this option if they want to attend school full-time (day and evening classes). Classes begin in January (elementary only) and in June (elementary and secondary) with commencements the following December and May, respectively.

#### January Start - Elementary program only

1. Elementary program
  - Coursework Credits
    - Spring – 18
    - Summer – 12
    - Fall – 0
  - Classroom Teaching Credits
    - Spring – 0
    - Summer – 3
    - Fall – 6
  - Total Credits: 39

#### June Start - Elementary and Secondary

1. Elementary program
  - Coursework Credits
    - Summer – 15
    - Fall – 12
    - Spring – 3
  - Classroom Teaching Credits
    - Summer – 0
    - Fall – 3
    - Spring – 6
  - Total Credits: 39
2. Secondary program
  - Coursework Credits
    - Summer – 15
    - Fall – 9
    - Spring – 3
  - Classroom Teaching Credits:
    - Summer – 0
    - Fall – 3
    - Spring – 6
  - Total Credits: 36

### 22-month Evening MAT-E Program

This schedule is designed for the working professional. During four semesters, classes are held two nights a week. In the fifth and sixth semesters, students are required to work full time in their practicum and student teaching experiences. Classes start at the beginning of the fall semester.

1. Elementary Program
  - Credits by term
    - First Fall term – 9
    - First Spring term – 6
    - First Summer term – 6
    - Second Fall term – 6

- Second Spring term – 9
  - Second Summer term – 3
  - Total Credits: 39
2. Secondary Program
    - Credits by term
      - First Fall term – 9
      - First Spring term – 6
      - First Summer term – 6
      - Second Fall term – 6
      - Second Spring term – 6
      - Second Summer term – 3
    - Total Credits: 36

### Online Regional Cohorts

The online MAT program will be offered in regional cohorts at sites identified in various parts of the country where Concordia University has strong regional partnerships as a result of national programming. The first cohort location has been identified as San Bernardino County where the MAT Elementary program will be offered.

## Contact Information

### Master of Arts in Teaching Programs

Dr. Christie Dudley, Director  
 Concordia University + Faubion School - 104 B  
 503-493-6309  
 chdudley@cu-portland.edu

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CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/mat/](http://catalog.cu-portland.edu/graduate/colleges/coe/mat/)  
 WEBSITE: <http://www.cu-portland.edu/academics/colleges/college-education/graduate-programs/master-arts-teaching-mat>

## Addendum to 2019-2020 Catalog

Addendum Publication Date: July 2019

## Master of Education in Educational Technology & Learning Design Overview Information

### Introduction

Concordia's Master of Education in Educational Technology & Learning Design offers educators in an array of professional fields a comprehensive understanding of the theories and skills needed to create learning environments which optimize the use of technologies. Professional core classes review theories and emerging issues which have surfaced regarding the integration of technologies, while also helping candidates gain proficiency in the ability to research and evaluate those technologies with a lens toward cultural and spiritual equity.

### Program Goals & Objectives

1. Designing and implementing curriculum or learning initiatives that reflect current knowledge of research and trends in technology and academic content for all learners.
2. Consulting, being able to assess learning environments, and making appropriate, research-based recommendations for improving learning design, learner experience and learning outcomes through the integration of technology.

3. Providing leadership that encourages technological interventions for learners through effective mentorship of professionals responsible for instruction, that is responsive to individual and community diversity.
4. Providing leadership to support colleagues in the selection, utilization and evaluation of technologies in learning environments; an aptitude to also assess and correct inappropriate uses of technology for learning.
5. Developing a personal capacity for continuous improvement in understanding and utilizing technology by practicing a regimen of daily habits that incorporate research and collaboration with other practitioners.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: <https://www.cu-portland.edu/admission/admission-requirements/graduate-students>. The requirements may include but may not be limited to:

- An online application
- Confidential Letters of Recommendation
- Official Transcripts
- Letter of Intent
- Résumé or Work History Form
- Sample of applicant's scholarly writing
- Interview

International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

## Courses Allowed as Transfer

The following are the specific courses which might be transferred in for the M.Ed in Educational Technology & Learning Design degree:

- **EDET 508** LEARNING THEORY FOR EDUCATIONAL TECHNOLOGY
- **EDET 520** RESEARCH AND EVALUATION OF EDUCATION TECHNOLOGY

## Graduation Requirements

In order to graduate from any Master of Education (M.Ed.) program at Concordia University-Portland, the following requirements must be met:

- A completed Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of the minimum semester credits required in the chosen major
- Successful completion of all courses required in the chosen major
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Education in Educational Technology & Learning Design – 30 credits

#### Core Requirements (15 credits)

EDET 501 - The Future of Learning with and through Technology	3
EDET 508 - Learning Theory for Educational Technology *	3
EDET 509 - The Evolving Landscape of Educational Technology	3
EDET 510 - Culture and Equity with Educational Technology	3
EDET 520 - Research and Evaluation of Educational Technology *	3

#### Concentration (12 credits)

See below for requirements	12
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#### Capstone Requirements (3 credits)

EDET 598 - Educational Technology & Learning Design Capstone	3
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Total Credits	30
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### Concentration Requirements - Select one (12 credits)

#### Corporate Training Concentration

The Corporate Training concentration for the M.Ed. in Ed Tech & Learning Design provides those working in business environments with the tools to facilitate the incorporation of the latest in learning design for improvements in corporate education. Candidates will consider the myriad ways that learning design permeates different industries and evaluate what is the best approach to serve and improve their given field. Candidates will also receive training in how to more effectively analyze technological tools and how to improve designs for the adult learner.

EDET 530 - Opportunities in Online Corporate Training	3
EDET 531 - Models and Strategies for eLearning in Corporate Training	3
EDET 532 - Online Learning Management in Corporate Settings	3
EDET 533 - Technology Leadership in Corporate Training	3

Total Credits	12
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#### Online Higher Education Concentration

The Online Higher Education concentration for the M.Ed. in Ed Tech & Learning Design provides staff, faculty, and administrators working in higher education the opportunity to contemplate the interplay of technology and post-secondary instruction. They will examine the role that learning design plays with college populations, specifically given the growth of adult learners and the ubiquity of student technology use in classrooms. It will also provide a foray into learning design in the online environment.

EDET 540 - Opportunities in the Online College	3
EDET 541 - Models and Strategies for Online College Course Rooms	3
EDET 542 - Online Learning Management in College Settings	3
EDET 543 - Technology Leadership in College Settings	3

Total Credits	12
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#### K-12 Education Concentration

The K-12 Education concentration for the M.Ed. in Ed Tech & Learning Design provides K-12 teachers, staff, and administrators the preparation necessary to assess the impact of technologies on children and adolescents. Candidates will become conversant in the issues facing districts and schools when it comes to technologies, and will practice both creative and analytical skills in order to grow into technology leaders who can serve their colleagues and broader student populations.

EDET 550 - Educational Technology Opportunities in the K-12 Environment	3
EDET 551 - Models and Strategies for Educational Technology in K-12 Classrooms	3
EDET 552 - Integrated Technology Use in K-12 Classrooms	3
EDET 553 - Technology Leadership in K-12 Schools	3
Total Credits	12

## Contact Information

### College of Education

### Department of Master of Education

M.Ed. Program Support

Concordia University + Faubion School - 250

503-493-6261

coe@cu-portland.edu

CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/](http://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/) (<http://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/>)

WEBSITE: <https://education.cu-portland.edu/college-of-education/masters/>

## Course Descriptions

### EDET 501 THE FUTURE OF LEARNING WITH AND THROUGH TECHNOLOGY Credits: 3

The potential of technology to support educational aspirations seems boundless. In the past twenty years, innovations previously only dreamed of have entered learning environments. This initial course overview the landscape of learning with technology, analyzing key breakthroughs in technological integration while also examining noted missteps. It will introduce the program expectation of maintaining a balance of curiosity and skepticism with new technologies in order to better serve the needs of learners across the educational spectrum.

### EDET 508 LEARNING THEORY FOR EDUCATIONAL TECHNOLOGY Credits: 3

Effective educational technology use builds on the foundation of many operative learning theories commonly leveraged in most educational programs. Candidates will examine more closely the learning theories that have emerged in the last 30 years and evolved alongside the rapid deployment of educational technology, asking questions about the nature of cognitive load, the potency of multimedia design, and whether the human mind can be molded differently by the affordances of new tools.

### EDET 509 THE EVOLVING LANDSCAPE OF EDUCATIONAL TECHNOLOGY Credits: 3

The rapid development of new technologies—including social media, virtual and augmented reality, and artificial intelligence—has challenged educators to adapt their practice. This reality of teaching in a digital world is further complicated because in many cases, new technologies create as many problems as they portend to solve. This course conducts a review of the immediate past while also looking to potential future impacts of technologies in education.

### EDET 510 CULTURE AND EQUITY WITH EDUCATIONAL TECHNOLOGY Credits: 3

This course explores a variety of lenses through which to evaluate instructional tools and environments. Candidates will both explore frameworks for understanding culture and equity in teaching—such as critical race theory and culturally responsive pedagogies—as well

as discuss ways in which particular instructional tools and learning environments may provide access to equitable learning for diverse groups of learners. Discussion will primarily be centered on potential issues in candidates' professional and learning contexts.

### EDET 520 RESEARCH AND EVALUATION OF EDUCATION TECHNOLOGY Credits: 3

Educational technology research skills are critical to practitioners who will be tasked with serving as regional experts on the use of new technologies. This course provides an overview of a range of research methods that can be used for data collection, such as survey use and participant observation. Candidates will create their own evaluation scheme that they can use in their learning environment. They will be evaluated on their ability to assess different technologies.

### EDET 530 OPPORTUNITIES IN ONLINE CORPORATE TRAINING Credits: 3

Explore current issues facing organizations who are responsible for training their workforces to perform efficiently according to common mission, vision, and legal rules and regulations. Candidates will gain a real-world understanding of barriers and opportunities to learning from employer and employee perspectives. Topics explored include performance improvement, legal compliance, insourcing versus outsourcing training, adjusting to demand and rapid change, and return on investment in corporate training.

### EDET 531 MODEL AND STRATEGIES FOR ELEARNING IN CORPORATE TRAINING Credits: 3

Review models and strategies used specifically for eLearning that are focused on stand-alone (no instructor), self-paced, asynchronous, online learning environments. Candidates will gain understanding of the psychology of eLearning within this context and how to provide online training to achieve learning goals. Topics explored include andragogy, knowledge-skills-abilities (KSAs), stand-alone environments, competency-based learning, problem-based learning, multimedia learning, and eLearning assessment strategies.

### EDET 532 ONLINE LEARNING MANAGEMENT IN CORPORATE SETTINGS Credits: 3

Learn about the management of online learning in organizations that deliver corporate style eLearning to employees. Candidates will gain understanding in how human resources, legal, and information technology departments work together to deliver and track training initiatives, and how data-driven reporting is used for corporate leadership decision-making. Candidates will also explore how eLearning initiatives are managed. Topics include corporate learning management systems, human resource systems, eLearning development tools and processes, and compliance tracking and reporting.

### EDET 533 TECHNOLOGY LEADERSHIP IN CORPORATE TRAINING Credits: 3

Evaluate a real-world corporate training program to determine its effectiveness, goal attainment, and employee perspectives. Based on each candidate's evaluation, candidates will create unique written program improvement plans that include needs assessments, gap analyses, change recommendations, project management plans, and testing plan.

### EDET 540 OPPORTUNITIES IN THE ONLINE COLLEGE Credits: 3

Explore current issues facing colleges and universities that are responsible for delivering instructor-led online learning to students in remote settings. Candidates will gain a real-world understanding of barriers and opportunities in online higher education from college



and student perspectives. Topics explored include faculty governance, differences in modalities, differences in student populations, cost of instruction, adjunct faculty, accreditation for online programs, and how to determine quality of the online learning experience.

**EDET 541 MODELS AND STRATEGIES FOR ONLINE COURSE ROOMS**  
**Credits: 3**

Review models and strategies used in online college courses that are focused on instructor-led, socially interactive, synchronous and/or asynchronous, online learning environments. Candidates will gain understanding of the psychology of online learning within this context and how to provide online learning that meets approved goals and objectives. Topics explored include andragogy, online student and instructor roles, online presence and voice, directed versus student-led learning, interactive content, student support, and online assessment strategies.

**EDET 542 ONLINE LEARNING MANAGEMENT IN COLLEGE SETTINGS**  
**Credits: 3**

Learn about the management of online learning in colleges that deliver instructor-led courses. Candidates will gain understanding in how faculty and support teams work together to deliver online curriculum, and how data-driven reporting is used for leadership decision-making. Candidates will explore how the development of online college courses are managed. Topics include higher education learning management systems, student information systems, online faculty management, instructional design processes, and online course data storage and archiving.

**EDET 543 TECHNOLOGY LEADERSHIP IN COLLEGE SETTINGS**  
**Credits: 3**

Evaluate a real-world online college degree program to determine its effectiveness, goal attainment, and instructor and student perspectives. Based on each candidate's evaluation, candidates will create unique written program improvement plans that include needs assessments, gap analyses, change recommendations, project management plans, and testing plan.

**EDET 550 EDUCATIONAL TECHNOLOGY OPPORTUNITIES IN THE K-12 ENVIRONMENT**  
**Credits: 3**

Leveraging educational technology in a K-12 environment is an opportunity to engage enthusiastic learners with tools that can accelerate their learning. At the same time, consumer technologies have proliferated extensively and educational technologies have expanded to the point that schools might not know what the best options are for student learning needs. This course will review how to evaluate technologies for use in the K-12 classroom, through case study analysis of those tools.

**EDET 551 MODELS AND STRATEGIES FOR EDUCATIONAL TECHNOLOGY IN K-12 CLASSROOMS**  
**Credits: 3**

While educators can wait for the consumer marketplace to develop a solution to fit the pedagogical demands of a classroom, it may be more useful for an educator to design their own. Candidates will be guided through a Design Thinking process to use empathy work in order to assemble a prototype from existing resources that they can test in their learning environment.

**EDET 552 INTEGRATED TECHNOLOGY USE IN K-12 CLASSROOMS**  
**Credits: 3**

Building off of the prototypes developed in the previous course, students will collect qualitative and quantitative data to determine how their solutions addressed the problems analyzed. After testing and reflection, candidates will be guided through a process of determining how the use

of their technology supports the pedagogy and learning. Candidates will engage in conversations about fostering Technological Pedagogical Content Knowledge (TPCK) - the interconnecting of technological expertise with pedagogical mastery in a K-12 setting.

**EDET 553 TECHNOLOGY LEADERSHIP IN K-12 SCHOOLS**  
**Credits: 3**

Building strength and skill in educational technology will result in candidates becoming valuable resources outside the classroom for their colleagues and administrative leaders. This course will underscore the methods for an M.Ed. graduate to apply the skills learned in this concentration to regularly support other educators, both inside and outside their schools, to positively influence and support decision-making regarding innovative pedagogy, technology programs, and student success.

**EDET 598 EDUCATIONAL TECHNOLOGY & LEARNING DESIGN CAPSTONE**  
**Credits: 3**

Candidates have the opportunity to develop a project, portfolio or even a technology to demonstrate their mastery of program components. They will use accumulated resources to create a comprehensive and summative assessment product. In some cases, it might make the most sense to craft a district-wide technology plan, while in others, the development of a portfolio of e-learning modules would be the most practical. Professors will work with candidates to create an appropriate summative experience.

## Addendum to 2019-2020 Catalog

Addendum Publication Date: July 2019

### Master of Education in Higher Education Administration Overview Information

#### Introduction

The Master of Education in Higher Education Administration focuses on a broad scope of knowledge and skills related to higher education settings, and the utilization of applied research knowledge. This program is designed for those who aspire to work in student affairs, higher education administration, or other related disciplines in higher education settings.

#### Program Outcomes

Through completion of the program, candidates will:

- Develop an understanding of theories pertinent to adult development, student learning, and student affairs to promote innovative solutions to issues in higher education.
- Develop an understanding of university identity through analysis of institutional profiles, including attention to university classification (public, private, faith-based, etc.), student profile, and mission/vision of the institution.
- Recognize the crucial role of diversity in higher education, attending to the underrepresented needs of diverse college student populations.
- Utilize research methodologies to evaluate program effectiveness, assess institutional strategic priorities, and analyze accreditation practices.
- Demonstrate in-depth knowledge and thoughtful application of legal and ethical practices relevant to professional role.

- Reflect on and use abilities and opportunities to think strategically, build consensus, create change, and influence beneficial outcomes for students, families, communities, and the profession.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: <https://www.cu-portland.edu/admission/admission-requirements/graduate-students>. The requirements may include but may not be limited to:

- An online application
- Confidential Letters of Recommendation
- Official Transcripts
- Letter of Intent
- Résumé or Work History Form
- Sample of applicant's scholarly writing
- Interview

International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

## Courses Allowed as Transfer

The following are the specific courses which might be transferred in for the M.Ed in Higher Education Administration degree:

- **EDHE 501** EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION
- **EDHE 502** LAW AND POLICY IN HIGHER EDUCATION

## Graduation Requirements

In order to graduate from any Master of Education (M.Ed.) program at Concordia University-Portland, the following requirements must be met:

- A completed Application for Graduation (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>)
- Successful completion of the minimum semester credits required in the chosen major
- Successful completion of all courses required in the chosen major
- At least a 3.0 cumulative GPA has been earned
- All required courses have been completed with a grade of "B-" or better
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Master of Education in Higher Education Administration – 30 credits

#### Core Requirements (27 credits)

EDHE 501 - EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION *	3
EDHE 502 - LAW AND POLICY IN HIGHER EDUCATION *	3
EDHE 503 - SURVEY OF RESEARCH METHODOLOGY IN HIGHER EDUCATION	3
EDHE 504 - KNOWING ADULT LEARNERS	3
EDHE 505 - STRATEGIC PLANNING, PROGRAM DEVELOPMENT, AND EVALUATION	3
EDHE 506 - CURRICULUM DEVELOPMENT IN THE POSTSECONDARY SETTING	3

EDHE 507 - HIGHER EDUCATION GOVERNANCE AND ACCREDITATION	3
EDHE 508 - THE PRACTICE OF STUDENT AFFAIRS	3
EDHE 509 - ENROLLMENT MANAGEMENT AND MARKETING	3
<b>Capstone Requirements (3 credits)</b>	
EDHE 510 - CAPSTONE: APPLICATION AND REFLECTION	3
Total Credits	30

\* May be satisfied through Transfer of Credit.

## Contact Information

### College of Education

### Department of Master of Education

M.Ed. Program Support  
Concordia University + Faubion School - 250  
503-493-6261  
[coe@cu-portland.edu](mailto:coe@cu-portland.edu)

CATALOG: [catalog.cu-portland.edu/graduate/colleges/coe/m-ed/](http://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/) (<http://catalog.cu-portland.edu/graduate/colleges/coe/m-ed/>)

WEBSITE: [education.cu-portland.edu/college-of-education/masters/](http://education.cu-portland.edu/college-of-education/masters/)

## Course Descriptions

### EDHE 501 EDUCATIONAL LEADERSHIP IN HIGHER EDUCATION

#### Credits: 3

This course will introduce students to different theories of leadership and how those theories can be applied to the higher education setting.

Course will examine principles of change management and leadership development in the modern college or university.

### EDHE 502 LAW AND POLICY IN HIGHER EDUCATION Credits: 3

Course addresses the laws and policies that govern higher education.

Students will examine issues such as student privacy, life on campus, justice and equity, freedom of expression, the relationship with employees and faculty, and the implications of in loco parentis. Issues will be examined through the lens of state and federal law and policy.

### EDHE 503 SURVEY OF RESEARCH METHODOLOGY IN HIGHER EDUCATION

#### Credits: 3

Course will provide an overview of the types and uses of research common in higher education. Course requires students to identify the basic components of academic research literature, how research is used to contribute to the body of knowledge, and the role and purpose of a literature review.

### EDHE 504 KNOWING ADULT LEARNERS Credits: 3

How does learning change from childhood into adulthood? Course addresses the nature of learning in adulthood and how it is different from learning in childhood. Course describes conditions that need to be present for effective adult learning activities and how to develop those conditions. Course will address types of learning in adulthood and the nature of adult motivation.

### EDHE 505 STRATEGIC PLANNING, PROGRAM DEVELOPMENT, AND EVALUATION Credits: 3

Course will establish the role of strategic planning, program development, and evaluation in the management of the modern higher education institution. Course will examine the role and types of data used in

strategic planning. The impact of planning and evaluation on leadership will be explored.

**EDHE 506 CURRICULUM DEVELOPMENT IN THE POSTSECONDARY SETTING Credits: 3**

Course will address the conditions for effective curriculum development in the postsecondary setting. Course will expose students to instructional design theories and best practices. A review and evaluation of assessment processes will be conducted.

**EDHE 507 HIGHER EDUCATION GOVERNANCE AND ACCREDITATION Credits: 3**

This course provides an introduction to the role of student affairs professions in the development of a college or university student. Course will address issues around diversity, the law, ethics, and identity in student development.

**EDHE 508 THE PRACTICE OF STUDENT AFFAIRS Credits: 3**

This course provides an introduction to the role of student affairs professions in the development of a college or university student. Course will address issues around diversity, the law, ethics, and identity in student development.

**EDHE 509 ENROLLMENT MANAGEMENT AND MARKETING Credits: 3**

Course will review the variables that influence the higher education market, including financial aid, marketing, and enrollment trends. Course will examine current issues related to enrollment and diversity, nontraditional learners, and underserved populations.

**EDHE 510 CAPSTONE: APPLICATION AND REFLECTION Credits: 3**

This course creates opportunities for students to critically reflect on their learning in this program and apply that learning to real world problems. An emphasis will be placed on applying best practices in higher education and using the research and literature to propose a solution.

## Addendum to 2019-2020 Catalog

Addendum Publication Date: July 2019

### CU Policies

- NEW: Discontinued Programs
- NEW: VA Benefits Policy Statement

### NEW: Discontinued Programs

In addition to the programs previously noted in the 2019-2020 Academic Catalog the following minors will also not be enrolling new students as of the Fall 2019 semester. Students currently enrolled in these minors will continue through graduation.

- Art
- Endorsement in Chemistry for Secondary Education Undergraduates
- Gender Studies
- Global Studies
- History
- Literature
- Music

The following programs will also be discontinued as of Fall 2019.

- Certificate of Seminary Preparation
- Associate of Arts in General Studies
- TESOL Certificate

### NEW: VA Benefits Policy Statement

Per Public Law 115-407 sections 103 and 104 Concordia University will not restrict any individual from admittance or registration to the University as long as the individual provides documentation of eligibility (Certificate of Eligibility, VA Form 1905). Concordia University will not impose a late fee for any individual utilizing Chapter 31 or Chapter 33 benefits unless the individual is not 100% covered by Chapter 33 benefits, the uncovered portion of the individuals student bill would be subject to late fees.

# NOVEMBER 2019 ADDENDUM TO 2019-2020 CATALOG

The following programs and policies have been added, updated, or clarified since the publication of the first Addendum to 2019-2020 Academic Catalog:

## Ed.S.

- NEW: Ed.S. – Education Specialist (Anticipated Approval by NWCCU – December 2019)

## LAW

- UPDATED: LAW Courses Information

## MAT

- UPDATED: Master of Arts in Teaching (MAT) Secondary-level Endorsement Option

## MS HSEM

- SUSPENDED: Master of Science in Homeland Security & Emergency Management (MS HSEM)

## Nursing Updates

- UPDATED: For Summer 2020 and forward, the Nursing Core curriculum has been updated.

## University Restructure

- RESTRUCTURE: On July 1, 2019, Concordia announced a University Restructure.

## CU Policy Updates

- UPDATED: Admission Requirements for former CAS Majors
- UPDATED: Undergraduate Residency Requirement
- CLARIFIED: Transfer Credit Limit Policy

# Addendum 2 to 2019-2020 Catalog

Addendum 2 Publication Date: November 2019

## Education Specialist – Ed.S.

- Overview Information
- Curricular Requirements
- Contact Information
- Policies (Note: The Ed.S. program is governed by the same policies as the Ed.D. program unless otherwise stated in this section.)

## Overview Information

### Introduction

The Education Specialist (Ed.S.) degree program is designed to offer candidates a specialized academic learning experience in education beyond the master's degree level. Candidates will develop an appreciation for inquiry-based educational leadership that sees ethical formation and democratic participation as necessary for the transformation of individuals and organizations. The program will increase candidates' knowledge-base and capabilities for scholarship while providing practical skills to support professional advancement. The Ed.S. degree is well-

suited for candidates who want to apply advanced graduate coursework to their profession, but who do not wish to pursue a doctoral dissertation.

## Goals and Objectives

The Concordia University Education Specialist Program focuses on developing reflective practitioners and transformative leaders who

- understand the theoretical bases of practice, are able to turn theory into action, and can utilize skills and strategies to improve practice;
- are critically aware of their own assumptions, seek new, innovative, and productive paradigms that move problem solving beyond current perceived solutions;
- apply organizational skills and strategies, apply capacity-building program analyses, and have a willingness to recognize need and confront it with reason and grace;
- are well grounded with ethical, moral, and faith-based perspectives on truth-telling, service to others, and living with integrity;
- employ professional organizational structures and personal skills to facilitate effective and comprehensive change, communication, decision-making, and problem-surfacing, defining, and solving;
- understand purposeful collaboration, democratic participation, and choice as a guiding style that produces strong and powerful results;
- have the capacity to meld reason and imagination, analysis and hunch, and accept a tolerance for ambiguity;
- have a willingness to think and act critically, unravel dense meaning, and probe complicated projects with sense and clarity;
- view themselves as scholars who are committed to study as intentional, intriguing, and inspiring;
- develop an awareness of their own biases and beliefs as they strive to promote equity in the areas of culture, ethnicity, gender, and sexual orientation, and thereby improve their current practice; and
- recognize the transformative power and inherent limitations of contemporary technology as it is implemented in their professional work.

## Admission Requirements

Admission requirements for each graduate program at Concordia University are listed at: [www.cu-portland.edu/admission/admission-requirements/graduate-students](http://www.cu-portland.edu/admission/admission-requirements/graduate-students) (<https://www.cu-portland.edu/admission/admission-requirements/graduate-students>). The requirements may include but may not be limited to:

- An online application
- Confidential Letters of Recommendation
- Official Transcripts
- Letter of Intent
- Résumé or Work History Form
- Sample of applicant's scholarly writing
- Interview

International applicants should refer to the International Graduate Admission Requirements section for additional requirements.

- Official transcripts from a regionally accredited institution or institutions that awarded the international candidate's master's degree and any post-master's credit with a GPA of 3.0 or better.
- Currently, international students may only complete the program in the online format.



- The Ed.S. program requires the following higher minimums for English proficiency tests
  - See International Graduate Admission Requirements (<https://next-catalog.cu-portland.edu/graduate/admission/#Intl>) for possible exemptions.
  - TOEFL (Test of English as a Foreign Language) minimum requirements:
    - 100 (Internet-based)
    - 600 (paper-based)

## Transfer of Credit

All credits must be seven years old or less and enrollment into the Ed.S. program must happen within that same seven year time span in order for the credits to transfer. All credits must 1) have a B- grade or higher (no P grades are eligible to transfer), 2) be at the graduate or doctoral level, and 3) be from an accredited institution in order to transfer.

For candidates admitted directly to the Ed.S. program: up to six graduate credits may be transferred into the concentration. Ed.S. transfer-in credits must be appropriate to the concentration, and will be evaluated on a case-by-case basis where necessary.

For Concordia Ed.D. candidates transferring to the Ed.S. program: up to six credits previously transferred-in to the Ed.D. concentration may be applied to the Ed.S. program.

No transfer credits are allowed for Core or Research courses, unless the credits were earned within Concordia University's Ed.D. program. All Core, Concentration, and Research Methods credits earned in pursuit of Concordia University's Ed.D. degree may be transferred course-for-course to the Ed.S. program, unless the Ed.D. degree has already been conferred.

Ed.S. candidates who have not previously been enrolled in the Ed.D. program may seek admission to the Ed.D. at any point prior to enrollment in EDDR 797. If granted admission to the Ed.D. program, Ed.S. credits may be transferred course-for-course toward fulfillment of Ed.D program requirements.

## Graduation Requirements

In order to graduate from the Education Specialist program at Concordia University-Portland, the following requirements must be met:

- Completion of an Application for Graduation per the instructions listed at [www.cu-portland.edu/academics/registrar/commencement/applying-graduation](http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation) (<http://www.cu-portland.edu/academics/registrar/commencement/applying-graduation>).
  - In order to participate in a commencement ceremony, the Application for Graduation must be received by:
    - April 1 for Fall commencement.
    - November 1 for Spring commencement.
- Successful completion of a minimum of 36 credits.
- Successful completion of all required courses.
- At least a 3.0 cumulative GPA has been earned.
- All required courses have been completed with a grade of "B-" or better.
  - No grade below a "B-" will be accepted in a course that counts toward completion of the program. Students who receive a "C" or lower in a required course must retake the course and earn a "B-" or higher for the course to count toward completion of the degree.

## Curricular Requirements

### Education Specialist (Ed.S.) – 36 credits

The Core Curriculum for the Education Specialist (Ed.S.) program is determined according to the CU Ed.D. program from which the student is transferring.

Click on course codes below to see course descriptions.

Visit Graduate>Course Descriptions (<http://catalog.cu-portland.edu/graduate/course-descriptions>) for information on additional courses in education and other subjects.

### Core Curriculum (21 credits)

#### 3-Year Course Sequence for Ed.S. Students and 3-Year Ed.D. Program Transfer Students

##### YEAR ONE

##### Semester 1 - Session 1

EDDC 712	THE ETHICAL EDUCATOR	3
EDDC 700	SCHOLARLY WRITING - IDENTITY	0.5

##### Semester 1 - Session 2

EDDC 714	TRANSFORMATIONAL LEARNING	3
EDDC 701	SCHOLARLY WRITING - STYLE	0.5

##### Semester 2 - Session 3

EDDC 716	CREATIVITY, INQUIRY, AND INNOVATION	3
EDDC 702	SCHOLARLY WRITING - ANALYSIS	0.5

##### Semester 2 - Session 4

EDDC 718	LEADING ORGANIZATIONAL CHANGE	3
EDDC 703	SCHOLARLY WRITING - SYNTHESIS	0.5

##### Semester 3 - Session 5

Concentration Course 1		
EDDC 704	SCHOLARLY WRITING - ISSUE EXPLORATION	0.5

##### Semester 3 - Session 6

Concentration Course 2		
EDDC 705	SCHOLARLY WRITING - CONNECTIONS	0.5

##### YEAR TWO

##### Semester 1 - Sessions 1 & 2

Concentration Courses 3 & 4

##### Semester 2 - Session 3

EDDR 790	QUANTITATIVE RESEARCH METHODS	3
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##### Semester 2 - Session 4

EDDR 791	QUALITATIVE RESEARCH METHODS	3
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Total Credits		21
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#### 3.75-Year Course Sequence for 3.75-Year Ed.D. Program Transfer Students

##### Semester 1 - Session 1

EDDC 615	THE ETHICAL EDUCATOR	3
EDDC 600A	NINE LIVES OF SCHOLARLY WRITING I	0.5

##### Semester 1 - Session 2

EDDC 605	TRANSFORMATIONAL LEARNING	3
EDDC 600B	NINE LIVES OF SCHOLARLY WRITING I	0.5

##### Semester 2 - Session 3

EDDC 620	CREATIVITY, INQUIRY, AND INNOVATION	3
EDDC 602A	NINE LIVES OF SCHOLARLY WRITING II	0.5

##### Semester 2 - Session 4

EDDC 608	QUANTITATIVE RESEARCH METHODS	3
EDDC 602B	NINE LIVES OF SCHOLARLY WRITING II	0.5

**Semester 3 - Session 5**

EDDC 618	LEADING ORGANIZATIONAL CHANGE	3
EDDC 603A	NINE LIVES OF SCHOLARLY WRITING III	0.5

**Semester 3 - Session 6**

EDDC 611	QUALITATIVE RESEARCH METHODS	3
EDDC 603B	NINE LIVES OF SCHOLARLY WRITING III	0.5

Total Credits		21
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**Concentration Curriculum (12 credits)**

Twelve (12) credits are required in a concentration area in order to complete the program. Options are:

**Administrative Leadership Concentration**

The curriculum in the Administrative Leadership concentration encompasses visionary leadership, policy development, leading a “learning” organization, instructional improvement, effective management, inclusive practice, ethical leadership, and political, legal and socioeconomic contexts of leadership and administration. This concentration is designed for people interested in public or private sector professional and institutional management such as chief executives, superintendents, high-level non-school managers, supervisors, owners of NGOs, leaders of organizations formed to administer school functions, program administrators, organizational officers, department heads, law enforcement administrators, health care administrators, and certainly experienced and certificated principals, with at least 3 years administrative experience and current licensure.

Doctoral candidates who successfully complete Concordia’s Ed.D. program with a concentration in administrative leadership “may qualify for waiver of the advanced institutional program or the assessment of advanced competencies” in Oregon, which is otherwise fulfilled by completing a separate Professional Administrative Licensure program, by providing an official doctoral transcript to TSPC for review after graduation (OAR 584-080-022 (4)(A)). Please note: Concordia’s Ed.D. program is not an administrative licensure preparation program.

**Administrative Leadership Concentration**

EDDA 720	GLOBAL ISSUES IN POLICY, PLANNING, AND LEADERSHIP	3
EDDA 721	NAVIGATING PERMANENT WHITEWATER	3
EDDA 722	LEADING ACROSS CULTURES AND COMMUNITIES	3
EDDA 723	MENTORING, SUSTAINING, AND LEAVING A LEGACY	3

Total Credits		12
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**Higher Education Concentration**

The Higher Education concentration includes an emphasis on both Higher Education Administration and Higher Education Teaching and is designed to prepare servant-leaders for leadership, teaching, and service positions in colleges, universities, community colleges, governmental agencies, educational associations, and other public and private post-secondary educational settings. It is anticipated that graduates of this terminal degree will pursue careers in teaching, admissions, student services, student records, intercollegiate athletics administration, campus facilities, university business offices, institutional advancement, institutional research, and other administrative and support services in higher education.

**Higher Education Concentration**

EDDH 730	HIGHER EDUCATION: CURRICULUM AND LEADERSHIP	3
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EDDH 731	HIGHER EDUCATION: FINANCE AND FACILITIES MANAGEMENT	3
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EDDH 732	HIGHER EDUCATION: HUMAN ISSUES, ACCOUNTABILITY, AND ADMINISTRATIVE BEHAVIOR	3
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EDDH 733	HIGHER EDUCATION LAW	3
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Total Credits		12
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**Instructional Leadership Concentration**

The Instructional Leadership concentration develops the knowledge, skills, and capacity to positively impact practice, programs, and policy, no matter the organization or position. Through professional development, systemic innovation, or program facilitation, candidates who plan on leadership roles as team leaders, department heads, instructional coaches, staff developers, mentors, teachers on special assignment, data teams, and so on, will want to enroll in the Instructional Leadership concentration.

**Instructional Leadership Concentration**

EDDL 740	LEADING WITHOUT AUTHORITY	3
EDDL 741	CREATING A GREATER COMMUNITY	3
EDDL 742	GOOD TEACHING IS NOT ENOUGH	3
EDDL 743	ASSESSING LEARNING FOR STUDENT ACHIEVEMENT	3

Total Credits		12
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**Professional Leadership, Inquiry, and Transformation Concentration**

The Professional Leadership, Inquiry, and Transformation (Pro LIT) concentration enables candidates to design and implement a program of study from existing concentration coursework except Administrative Leadership. This choice, flexibility, and electivity is intended to better match or fit candidates’ purposes, goals, and needs than one concentration alone could. To that end, candidates will apply for the Pro LIT concentration by submitting to the Director of Doctoral Studies a rationale that includes the purpose, goals, and course titles of the 12 credits to be taken. Upon approval candidates can commence Pro LIT coursework at the next available course start. Courses in the Administrative Leadership concentration cannot be selected and no licenses, certification, or endorsements are part of the Pro LIT concentration.

**Professional Leadership, Inquiry, and Transformation Concentration**

This concentration is completed by taking any combination of the courses offered in the Higher Education, Instructional Leadership, or Transformational Leadership concentrations or a combination of these courses and approved transfer credit. To declare this concentration, a student must meet with their advisor who will submit an approved Degree Completion Plan (DCP).

**Transformational Leadership Concentration**

Transformational Leadership is a leadership and administrative concentration. It is designed for diverse fields of leadership and administration outside of K–12 that may not fit into Instructional Leadership or Administrative Leadership. For example, people wanting to advance in business, organization, and church leadership and management will want this concentration. Leaders in community organizations, non-profits, professional development, consulting, and seminar and conference leaders would choose this concentration.

**Transformational Leadership Concentration**

EDDT 750	VOICES OF LEADERSHIP	3
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EDDT 751	HOW PROGRAMS REALLY WORK	3
EDDT 752	MOVING ORGANIZATIONAL KNOWLEDGE	3
EDDT 753	COMMUNICATION, COLLABORATION, AND CULTURE	3

Total Credits		12
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### Capstone Curriculum (3 credits)

The Education Specialist Capstone aligns with the Ed.D. program goal of developing effective scholar–researcher practitioners, who have social science research skills, academic writing skills, and educational leadership capacities to bring transformative change to local institutional and societal contexts. The capstone is the final course in the degree sequence and must be completed to fulfill the program requirements for conferral of the Education Specialist degree.

#### Capstone Curriculum

EDDR 797 EDUCATION SPECIALIST CAPSTONE	3
Total Credits	3

### Contact Information

**College of Education** (<https://next-catalog.cu-portland.edu/graduate/colleges/coe>)

#### Department of Doctorate Education

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## Addendum 2 to 2019-2020 Catalog

Addendum 2 Publication Date: November 2019

### Law Course Updates

- NEW: LAW 698 ENERGY LAW
- UPDATED: LAW 664 ALW: INTENSIVE LEGAL WRITING

#### NEW

This course has been added to the catalog.

#### LAW 698 ENERGY LAW Credits: 3

This course provides an overview of energy law, regulation, and policy in the United States related to the generation, transportation, storage, transmission and distribution, and wholesale and retail sales of energy, particularly electricity and natural gas. The course will also provide an overview of the regulation of utilities, fracking, oil and gas leasing, and new technologies as well as various forms of electric generation, including fossil fuels, nuclear, renewables, biomass, and geothermal.

**Prerequisites:** LAW 608 (<https://next-catalog.cu-portland.edu/search/?P=LAW%20608>) or LAW 619 (<https://next-catalog.cu-portland.edu/search/?P=LAW%20619>).

#### UPDATED

The credits for this course were changed from 2 to 2-3.

#### LAW 664 ALW: INTENSIVE LEGAL WRITING Credits: 2-3

This course covers ethics, strategy, and drafting through simulated scenarios. It may cover drafting office memorandum, legislation, contracts, complaints, affidavits, motions, proposed orders, trial briefs, and other documents lawyers produce. It will provide students with an opportunity to both deepen and expand on the skills learned in LRW I and II, to evaluate and support a client's claim, and to sharpen the skills necessary to become a successful litigator.

**Prerequisites:** LAW 625 (<https://next-catalog.cu-portland.edu/search/?P=LAW%20625>) with a 1.00 or higher.

## Addendum 2 to 2019-2020 Catalog

Addendum 2 Publication Date: November 2019

### Master of Arts in Teaching (MAT) Secondary-level Endorsement Option

MAT Secondary-level candidates will select one endorsement area to complete the degree requirements. If a second endorsement area is desired, it may be taken as an elective and will be in addition to the 36 credits required for completion of the degree. All other MAT requirements remain as listed in the Master of Arts in Teaching (MAT) information in first Addendum to this catalog.

## Addendum 2 to 2019-2020 Catalog

Addendum 2 Publication Date: November 2019

### Master of Science in Homeland Security & Emergency Management (MS HSEM)

The Master of Science in Homeland Security & Emergency Management (MS HSEM) has been suspended.

- It has never admitted students
- It will not admit new students, effective Dec 2019
- It has been suspended and removed from the catalog, effective Fall 2020

## Addendum 2 to 2019-2020 Catalog

Addendum 2 Publication Date: November 2019

### Nursing Program Updates

For Summer 2020 and forward, the Nursing Core curriculum has been updated to the following. All other information and requirements remain the same. See the Nursing (BSN) section of this catalog for the complete description and list of requirements.

#### Nursing Core (59 credits)

NUR 350 FUNDAMENTALS OF NURSING AND CARING FOR PERSONS WITH CHRONIC CONDITIONS	8
NUR 351 NURSING INTEGRATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY I	4
NUR 352 INTRODUCTION TO NURSING INFORMATICS AND INFORMATION LITERACY	2
NUR 353 NURSING ROLE IN THE ACUTE CARE SETTING	8
NUR 354 NURSING INTEGRATION OF PATHOPHYSIOLOGY AND PHARMACOLOGY II	4

NUR 355 NURSING CARE OF CLIENTS WITH MENTAL AND BEHAVIORAL HEALTH ISSUES	3
NUR 403 NURSING RESEARCH AND EVIDENCE BASED PRACTICE	2
NUR 410 NURSING CARE OF CHILDREN AND THE CHILDBEARING FAMILY	7
NUR 411 NURSING IN THE COMMUNITY	7
NUR 412 NURSING LEADERSHIP AND HEALTH CARE POLICY	3
NUR 413 COMPLEX CLINICAL NURSING CARE CAPSTONE	8
NUR 414 SPIRITUAL CARING AND ETHICS IN NURSING PRACTICE	3
Total Credits	59

This does not override requirements in individual programs regarding the number of upper-division credits required to complete the program.

### **CLARIFIED: Transfer Credit Limit Policy**

**Original wording may be found on the Transfer Student tab of the Admission – Undergraduate section of this catalog.**

Concordia University evaluates full academic course history when reviewing for admission. Upon enrollment, a student is eligible to transfer up to 94 qualified credits of prior learning to fulfill program requirements. Please note, all prior course work is included in the cumulative Concordia University GPA.

## **Addendum 2 to 2019-2020 Catalog**

Addendum 2 Publication Date: November 2019

### **University Restructure**

In February 2019 it was announced by the President, and the Board of Regents, that Concordia University-Portland would go from having five colleges (College of Arts & Sciences, School of Law, College of Education, School of Management, College of Health & Human Services) to four colleges and an institute as of July 1, 2019:

1. College of Education
2. School of Law
3. School of Management
4. College of Health & Human Sciences (renamed)
5. Lutheran Institute for Theology & Culture (new)

The results of this restructure will be fully reflected in the 2020-2021 edition of the Academic Catalog.

## **Addendum 2 to 2019-2020 Catalog**

Addendum 2 Publication Date: November 2019

### **CU Policy Updates**

- UPDATED: Admission requirements for former CAS Majors
- UPDATED: Undergraduate Residency Requirements
- CLARIFIED: Transfer Credit Limit Policy

#### **UPDATED: Admission requirements for former CAS Majors**

Due to the recent University Restructure, which included the closing of the College of Arts & Sciences (CAS), the following programs no longer have a requirement of admission to their college:

- Biology (now in the College of Health & Human Sciences)
- Psychology (now in the College of Health & Human Sciences)
- Religion (now managed by the new Lutheran Institute for Theology & Culture)

#### **UPDATED: Undergraduate Residency Requirements**

**Original wording may be found in the "Elective Requirements" sections of all undergraduate majors.**

Previously, Concordia University (CU) has required all undergraduate students to complete 30 of their final 45 earned credits at CU for degree conferral eligibility. Moving forward, students will be required to complete at total of 30 CU-specific required credits for degree conferral eligibility.



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