ACADEMICS
The Concordia curriculum includes more than 50 majors, including 15 honors programs, in 20 academic departments, as well as 12 preprofessional programs. The average class size is 16 and the student/faculty ratio is 13:1.

VALUE
Nearly 100 percent of Concordia students benefit from more than $60 million in financial aid programs. The average award is $29,000 per year, including scholarships, grants, loans and work-study.

STUDENTS
More than 2,000 students from 35 states and 31 countries representing 41 religions and thought traditions attend Concordia. Twenty-seven percent were in the top 10 percent of their high school class. Twenty-two percent scored above 28 on the ACT.

FACULTY
Concordia employs 166 full-time faculty and 61 part-time faculty with expertise ranging from medicine to journalism to environmental studies, languages and religion. Most professors (83 percent) hold the highest degrees in their fields.

RELIGIOUS LIFE
Campus pastors provide leadership and guidance in worship and other religious activities on campus. Concordia offers a variety of worship experiences, including chapel services Monday through Thursday, Wednesday Communion and Sunday Night at Concordia (a student-led worship and praise service).

LIVING ON CAMPUS
Approximately 65 percent of students live on campus in one of six residence halls, as well as five apartment buildings that are available to juniors and seniors.

STUDY ABROAD
Concordia is a recognized leader among the nation’s colleges for the number of our students who participate in short-term study abroad. Concordia also offers several semester and yearlong abroad programs. Concordia faculty members lead the study abroad seminars and students earn academic credit.

MUSIC AT CONCORDIA
Students can participate in 19 music organizations and have opportunities to perform in national and international venues. The Emmy® Award-winning Concordia Christmas Concert is broadcast nationally each year.

ATHLETICS
A multi-year championship member of the NCAA Division III and the Minnesota Intercollegiate Athletic Conference, Concordia fields 22 competitive teams. The college has All-American designations in 14 sports. In recent years, the college has had 10 NCAA Postgraduate Scholars, an NCAA Woman of the Year finalist and an NCAA Award of Valor honoree.

CLUBS AND ORGANIZATIONS
Concordia offers more than 100 academic, athletic, cultural, media, religious, social and service clubs.

CONCORDIA AT A GLANCE

More than 93 percent of new Concordia graduates are in graduate school or employed within nine months.

ConcordiaCollege.edu/about
### First Semester
- Aug. 23-24: Faculty/Staff Workshop
- Aug. 26-29: Orientation
- Aug. 30: Classes begin
- Oct. 17: Midsemester point; end of Part of Term 2
- Oct. 18: Part of Term 3 classes begin
- Oct. 19: Classes close at the end of the academic day (includes evening classes)
- Oct. 20-28: Fall interim
- Oct. 29: Classes resume
- Oct. 30: Midsemester and Part of Term 2 final grades due at 4 p.m.

#### 2018-19
- Aug. 22-23: Faculty/Staff Workshop
- Aug. 25-28: Orientation
- Aug. 29: Classes begin
- Oct. 16: Midsemester point; end of Part of Term 2
- Oct. 17: Part of Term 3 classes begin
- Oct. 18: Classes close at the end of the academic day (includes evening classes)
- Oct. 19-27: Fall interim
- Oct. 28: Classes resume
- Oct. 29: Midsemester and Part of Term 2 final grades due at 4 p.m.
- Nov. 20: Thanksgiving recess begins at the end of the academic day (includes evening classes)
- Nov. 26: Classes resume
- Dec. 14: Last class day
- Dec. 17-19: Final examinations
- Dec. 23: Grades due at 4 p.m.

### Second Semester
- Jan. 9: Orientation
- Jan. 10: Classes begin
- March 1: Midsemester point; end of Part of Term 2
- March 2-10: Classes close at the end of the academic day (includes evening classes)
- March 11: Classes resume; Part of Term 3 classes begin
- March 12: Midsemester and Part of Term 2 final grades due at 4 p.m.
- April 18-22: Easter recess
- April 23: Classes resume
- April 29: Last class day
- April 30: Study day
- May 1-3: Final examinations
- May 5: Baccalaureate and Commencement
- May 7: Grades due at 4 p.m.

#### 2019-20
- Jan. 8: Orientation
- Jan. 9: Classes begin
- Feb. 28: Midsemester point; end of Part of Term 2
- Feb. 29-March 8: Classes close at the end of the academic day (includes evening classes)
- March 9: Classes resume; Part of Term 3 classes begin
- March 10: Midsemester and Part of Term 2 final grades due at 4 p.m.
- April 9-13: Easter recess
- April 14: Classes resume
- April 27: Midsemester and Part of Term 2 final grades due at 4 p.m.
- April 28: Study day
- April 29-May 1: Final examinations
- May 3: Baccalaureate and Commencement
- May 5: Grades due at 4 p.m.

### Full Summer Term
- May 6-Aug. 16, 2019
- May 11-June 5, 2020
- May 10-June 4, 2021

### First Summer Term
- May 13-June 7, 2019
- May 11-June 5, 2020
- May 10-June 4, 2021

### Second Summer Term
- June 10-July 5, 2019
- June 8-July 2, 2020
- June 7-July 2, 2021
# TABLE OF CONTENTS

**Your Life at Concordia** ............................................. 5  
Purpose of Concordia College ...................................... 5  
History of Concordia College ...................................... 5  
Concordia College Today ........................................... 5  
The Concordia Community .......................................... 5  
Fargo-Moorhead — the Larger Community ..................... 6  
Accreditation ......................................................... 6  
Degrees Offered ...................................................... 7  

**Majors, Minors, Licensures and Other Programs** ............ 8  

**Undergraduate Academic Community** .......................... 10  
Admission Criteria and Procedures ................................ 10  
Admission Requirements for Specific Programs ................ 11  
Transition into the Academic Community ....................... 12  
Tuition and Financial Information .................................. 13  
Financial Aid ......................................................... 15  
Office of Academic Affairs ......................................... 18  
Academic Assessment .............................................. 18  
Office of the Registrar .............................................. 18  
Academic Integrity ................................................... 23  

**The Core Curriculum: Becoming Responsibly Engaged in the World** .................. 24  
Goals for Liberal Learning .......................................... 24  
First-Year Experience Courses ..................................... 25  
Exploration Courses ............................................... 25  
Religion II ............................................................ 25  
Perspectives Courses ............................................... 25  
Integrative Learning and PEAK in the Concordia Experience .. 26  

**Global Learning at Concordia** .................................. 26  
International Student Advisement ................................ 26  
Study Away Programs ............................................... 26  
Participation Policy ................................................ 27  
GPA and Academic Standing Requirement for Global Learning and Study Away .......................... 27  

**Expanded Academic Opportunities** ............................ 27  
The Lorentzen Center for Faith and Work ......................... 27  
Concordia Language Villages ...................................... 27  
Credo Honors Program ............................................. 28  
Cultural Events ..................................................... 28  
Departmental Honors Programs ................................... 28  
Music Organizations ............................................... 28  
Reserve Officer Training Corps .................................. 29  
Student Research Opportunities .................................. 30  
Tri-College University ............................................. 30  

**Education Through Involvement** ................................ 30  
Applied Learning Opportunities ................................... 30  
Service-Learning ..................................................... 30  
Work-Study Opportunities ......................................... 31  
Cocurricular Programs ............................................. 31  
Athletic Programs ................................................... 31  
Departmental Academic Organizations .......................... 31  
Forensics ............................................................. 31  
Honor Societies ...................................................... 32  
Student Media ....................................................... 32  
Theatre ................................................................. 32  
Learning Through Community Involvement ..................... 32  
Campus Ministry ...................................................... 32  
Forum on Faith and Life .......................................... 33  
Sustainability ......................................................... 33  
Leadership, Service and Civic Engagement ..................... 33  
Employment .......................................................... 34  
Student Organizations ............................................. 34  
Residential Living and Learning .................................. 34  
Service on College Committees .................................. 34  
Student Government ............................................... 34  
Academic Resources ................................................ 34  
Center for Student Success ........................................ 34  
Information Technology Services ................................ 35  
Library ................................................................. 35  
Student Life in the Academic Community ....................... 35  
Bookstore .............................................................. 35  
Business Office ...................................................... 36  
Campus Information ............................................... 36  
Career Center ....................................................... 36  
Cobber Cash ........................................................... 36  
Counseling Center ................................................... 36  
Dining Services and Dining Plans ................................. 37  
Disability Services .................................................. 37  
Diversity Support Services ....................................... 37  
Health Services Office ............................................ 37  
Housing Options ..................................................... 37  
ID Card Services ..................................................... 37  
Media Services ....................................................... 38  
Peer Mentoring Program .......................................... 38  
Post Office ............................................................ 38  
Security Services .................................................... 38  
Student Conduct ..................................................... 38  
Student Development and Campus Life ......................... 38  
Student Programming .............................................. 39  
Student Retention Services ....................................... 39  

**TABLE OF CONTENTS | 3**
Academic and Student Life Policies ............................................................. 39
Policy for the Accommodation of Students with Disabilities ................ 39
General Guidelines .................................................................................. 40
Specific Procedures ................................................................................ 40
Class Attendance ................................................................................... 41
Cocurricular Eligibility .......................................................................... 42
Inclement Weather ................................................................................ 42
Student Housing .................................................................................... 42

Undergraduate Course Descriptions ...................................................... 43
Explanation of Course Numbers ............................................................. 43
Cross-Listed Courses ............................................................................. 43
Designation Codes ................................................................................ 43
Course Frequency Codes ....................................................................... 43
General Information Index .................................................................... 43

Art ............................................................................................................. 43
Biology .................................................................................................... 47
Business, Offutt School of .................................................................... 50
Chemistry ............................................................................................... 60
Chinese .................................................................................................. 63
Classical Studies ................................................................................... 65
Clinical Laboratory Science .................................................................. 67
Communication Studies and Theatre Art .............................................. 68
Computer Science ................................................................................ 76
Credo ...................................................................................................... 78
Earth Science ......................................................................................... 79
Education ............................................................................................... 80
English .................................................................................................... 91
Environmental and Sustainability Studies ............................................. 96
Film Studies ........................................................................................... 100
French .................................................................................................... 101
Geography ............................................................................................. 103
German ................................................................................................... 104
Global Studies ....................................................................................... 106
Health Professions ............................................................................... 112
Heritage and Museum Studies ............................................................. 115
History ................................................................................................. 116
Humanities ............................................................................................ 119
Italian ..................................................................................................... 120
Mathematics .......................................................................................... 120
Multimedia Journalism ......................................................................... 123
Music ..................................................................................................... 124
Neuroscience ........................................................................................ 133

Nursing .................................................................................................. 135
Nutrition, Dietetics and Exercise Science ............................................ 137
Philosophy ............................................................................................. 140
Physics .................................................................................................. 142
Political Science .................................................................................... 145
Pre-Law .................................................................................................. 148
Psychology ............................................................................................. 148
Religion .................................................................................................. 152
Social Activism ....................................................................................... 158
Social Studies Education ....................................................................... 158
Sociology and Social Work .................................................................. 159
Spanish and Hispanic Studies .............................................................. 162
Women's and Gender Studies ............................................................... 166
World Languages and Cultures ............................................................. 167

Graduate Academic Community .......................................................... 168
Admission Criteria for a Master's Degree Program ................................ 168
Financial Information ........................................................................... 170
Office of the Registrar ........................................................................... 173
Policies and Regulations ....................................................................... 174
General Degree Requirements ............................................................. 175
Degree Completion Procedures ............................................................ 176
Programs and Course Descriptions ...................................................... 180

Officials and Faculty of Concordia College .......................................... 185

Index ..................................................................................................... 193

Reservation of the Right to Modify

The provisions of this catalog are to be considered directive in character and not as an irrevocable contract between the student and the college. The college reserves the right to make any changes that seem necessary or desirable.

It is the policy of Concordia College to provide equal opportunity for all qualified persons in its educational programs and activities. The college is in full compliance with the laws of the United States and all applicable regulations. The college does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, sexual orientation, marital status, veteran status, public assistance status, membership or activity in a local human rights commission, or any other legally protected status. © 2018 Concordia College, Moorhead, Minnesota 921816/350/0718
Purpose of Concordia College

Concordia College invites men and women of different backgrounds, religions and aspirations to join an academic community where the life of faith and the pursuit of learning occur in dynamic interaction. Students who are eager to address big questions, open to the complexity of our multicultural world, and passionate about making a difference in their communities are welcome to be full and active participants in the life of Concordia.

The purpose of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

The Concordia College mission statement is rooted in the Lutheran tradition. Martin Luther believed that the liberally learned person is someone of “wondrous ability subsequently fit for everything.” His convictions shape the Lutheran academic tradition, in particular its commitment to:

- Freedom to search for truth, with nothing off-limits for inquiry and critique
- Education in the liberal arts as the best preparation for leadership in church and society
- Excellence in all our endeavors. Where the welfare of the neighbor and the world are concerned, good intentions are never an excuse for mediocrity.
- The engagement of faith and learning as a creative dialogue, where inquiry and scholarship enlighten religious life and faith practice enriches the educational experience
- Intellectual humility in the face of the paradoxes and ambiguities of life.

The Lutheran theological tradition emphasizes that we are all called to serve our neighbor and care for creation in response to God’s love. Thus Concordia College strives to equip students for vocation – using their talents for the sake of the world.

History of Concordia College

The history of Concordia College mirrors that of the Norwegian Lutheran immigrants to the Red River Valley who founded the college. Concordia was dedicated on Oct. 31, 1891 – only about 10 years after the first settlers had made their home in the Red River Valley.

The Norwegian settlers valued education and their religious heritage. Because schools were few in the area, especially at the secondary level, the establishment of quality schools was high on the settlers’ list of priorities.

The Northwestern Lutheran College Association, composed of Red River Valley Lutherans, purchased the property of the Bishop Whipple School in Moorhead, which had been started by the Episcopalians a few years earlier and had closed for lack of students. Bishop Whipple Hall, the oldest building on the campus today, recalls those early years in the life of the college. As the country and the Norwegian settlement matured, so did the college. The necessity for adding regular liberal arts courses on the college level to those offered on the academy level was soon apparent, and in 1913 a complete college department was organized. The first baccalaureate degrees were granted in 1917, and in 1927 the academy section of the institution was discontinued. Park Region College of Fergus Falls, Minn., became a part of Concordia College in 1917; one of Concordia’s residence halls commemorates this addition.

Concordia College today

Concordia’s current student body comes from many backgrounds and places – from 35 states and 31 countries, representing 41 religions and thought traditions. More than 2,100 students attend Concordia. Concordia employs 166 full-time faculty and 61 part-time faculty. The student-faculty ratio is 13:1.

Concordia College is owned by the nonprofit Concordia College Corporation, which includes congregations of the Evangelical Lutheran Church in America in northern Minnesota, North Dakota and Montana.

The Concordia Community

For more than 100 years, Concordia has enjoyed a reputation for excellence as a liberal arts college of the church. Here you will be challenged to excel in an intellectually vibrant campus community where supportive faculty and staff nurture your development of mind, body and spirit. Concordia’s strong liberal arts curriculum provides a breadth, depth and appreciation of learning that prepares you to influence the affairs of an ever-changing world.

At Concordia, you’ll get to know the world in a personal way. As a national leader in the number of students studying abroad, Concordia offers powerful, firsthand learning experiences in places such as China, England, Greece, Italy, Mexico and Tanzania – just about everywhere on the globe. These programs – designed for a week, month, semester or academic year – will help you discover cultural and career connections that put you worlds ahead in preparing for life after college.

Additionally, international students and students of color enrich the quality of community on campus with their many gifts and thoughtful perspectives. The world-renowned Concordia Language Villages in the nearby North Woods of Bemidji, Minn., provides one-of-a-kind language and culture immersion education experiences. Concordia’s distinctive and far-reaching emphasis on international learning broadens your perspective as a thoughtful and informed global citizen.

Concordia ranks in the top 13 percent of all colleges in the nation for the number of graduates who obtained research doctorates from 2004-13. Concordia graduates’ acceptance rate into medical school is 88 percent, with 89 percent acceptance into law school. Concordia students discover their interests and get real-world experience through invaluable internships offered by hundreds of employers in virtually every field. Graduates of Concordia are versatile team players, outstanding leaders, excellent communicators and problem-solvers.

Dynamic interaction between students and faculty is an integral part of the classroom experience at Concordia, where matters of faith, values and ethics come to focus through thoughtful and spirited dialogue. As active scholars with a unique passion for classroom teaching, faculty take a personal interest in helping you succeed. Interaction with faculty may even include the opportunity to work side-by-side with a professor on a fascinating joint research project. Many students come to count on faculty as mentors – and friends – for life.
Concordia develops women and men of integrity who serve as leaders in their professions, communities and churches. You will have the chance to be actively involved in service-learning projects that integrate academic study with efforts to be agents of social change in the community – locally and abroad. Concordia’s vibrant Campus Ministry program encourages spiritual growth through a variety of worship offerings and abundant outreach opportunities, including one of the nation’s largest Habitat for Humanity chapters as well as Justice Journeys, unique travel experiences focusing on meaningful interaction with people of faith from other cultures. Service and immersive travel provide just a few of the unique opportunities for vocational reflection and discernment, aiding students in developing their unique outlooks and capacities in transformative and relational experiences. Students are continually challenged by faculty to examine and develop their own personal sense of ethical responsibility.

Concordia’s Loretzsen Center for Faith and Work and Offutt School Presents events engage students, faculty and community leaders through poignant dialogue concerning today’s most challenging ethical issues.

There are many other exceptional student activities designed to enrich your college experience. Many choose to participate in Concordia’s celebrated music program, which continues to build on its remarkable tradition of excellence. The Concordia Christmas Concerts, involving more than 400 student-musicians, attracts thousands of people annually for performances on campus and at Orchestra Hall in Minneapolis. Almost one-third of all students participate in one or more of Concordia’s 19 acclaimed performance ensembles, including the famed choirs, orchestras and bands, which travel the United States annually and tour the world frequently. Performance excellence is intricately linked with academic learning to produce a refined blend of musical opportunities.

Hundreds of scholar-athletes choose to be in one or more of Concordia’s 22 highly competitive men’s and women’s varsity sports programs, which benefit from some of the finest small-college athletic facilities in the Upper Midwest. Concordia is also recognized nationally for excellence in both speech and debate. Similarly, many students also find prominent roles in theatre, student government and dozens of student organizations. In all, students benefit from participation in more than 100 clubs and organizations.

Your unique contributions to academic, social and spiritual life at Concordia will be warmly welcomed and greatly valued by the campus community. Prepare to experience excellence in all that you do here. Your educational journey promises to be challenging and rewarding — a four-year investment that pays dividends for a lifetime.

Fargo-Moorhead – the Larger Community

Location: Moorhead, Minn., and Fargo, N.D., separated by the Red River of the North, are full of places to go, things to do, and people to meet. With a metropolitan-area population of about 224,000, the two cities offer the convenience of small-town living with many of the advantages of the big city. Minneapolis-St. Paul is only 235 miles southeast on Interstate 94; Winnipeg, Manitoba, is 222 miles to the north. Rich farmland, beautiful lake country and pine forests are just minutes away.

Universities: Concordia’s resources are enhanced by two other universities within the cities’ limits: North Dakota State University, Fargo, and Minnesota State University Moorhead. Together, these three schools form a consortium called Tri-College University, a system that triples the number of courses available to area students. The colleges bring in noted concert artists, lecturers and art exhibits each year. Conventions, tournaments and athletic games add variety to life in Fargo-Moorhead. Concordia also has a student exchange program with Minnesota State Community and Technical College (M State) and North Dakota State College of Science (NDSCS).

Shopping Centers: Both Moorhead and Fargo have many indoor shopping centers as well as downtown shopping malls. Moorhead’s shopping areas are within walking distance of Concordia.

Medical Facilities: Located only minutes from Concordia’s campus are numerous hospitals and clinics; roughly 375 physicians and surgeons practice in the Fargo-Moorhead area.

Cultural Opportunities: The Fargo-Moorhead area is rich in cultural and recreational opportunities. For music lovers, the Fargo-Moorhead Symphony presents classical and pops concerts during the academic year; the Fargo-Moorhead Opera regularly brings in famous vocalists to star in leading roles; and the Fargo-Moorhead Master Chorale, composed of area musicians, presents a series of concerts. The FargoDome hosts athletic events and headline entertainment. Cobbers also attend theatrical productions at the F-M Community Theatre and Theatre B, and watch dance recitals performed by F-M dance companies. The Plains Art Museum and Rourke Art Gallery offer regular shows and special courses. At the Fargo and Moorhead public libraries, students may attend special film showings, hear live chamber music and jazz ensembles or listen to poetry readings.

Bicycle Trails: Both Fargo and Moorhead offer miles of bicycle trails within the city; many of these trails follow the Red River and wind through parks. In the fall and spring, these grassy areas are great places to “get away from it all.”

Other Entertainment: Many movie theatres, roller- and ice-skating rinks, and public and commercial radio and TV stations offer other possibilities for leisure activities. Concordia has a daily e-newsletter, C-News Today, which provides daily and weekly listings of events on campus. The High Plains Reader, a free weekly community publication, has listings of community events. The Forum of Fargo-Moorhead is the daily newspaper. Since 1971, Concordia has been the home of KCCM, the first outstate station established by Minnesota Public Radio. Located in the Welcome Center, KCCM-KCCD plays 24 hours of classical music and public affairs programming.

Transportation: Daily bus transportation operates throughout Fargo-Moorhead and is free of charge to Concordia students. In addition, 24-hour taxicab and Uber services are available. Hector International Airport in Fargo serves both Moorhead and Fargo citizens with its regularly scheduled flights with Delta, United Express, Allegiant Air, American Eagle and Frontier. Jefferson Lines, served by a bus terminal in Fargo, and several companies operate charter-bus services for organizational trips. The Amtrak railway system operates a station in downtown Fargo. For college-related activities, individuals and groups may rent cars and vans from the college through Transportation Services.

Accreditation

Concordia College is registered as a private institution with the Minnesota Office of Higher Education pursuant to Minnesota Statutes, sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Concordia College is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. For further information about accreditation, contact The Higher Learning Commission, (800) 621-7440 or www.ncahlc.org

Graduates in accounting are qualified to take the Minnesota examination for the CPA certificate under rules of the Minnesota Society Board of Accountancy.

The department of chemistry is approved by the American Chemical Society (ACS). Approval indicates that the department has the facilities, faculty and curriculum to provide undergraduate education in chemistry according to guidelines established by the ACS.

All programs within the department of education are fully approved by the Minnesota Professional Educator Licensing and Standards Board (PELSB).

The food/nutrition/dietetics major (didactic program in dietetics) has accreditation from the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The combined Dietetic Internship and Master of Science in Nutrition with an emphasis in Dietetics Leadership has accreditation from the Accreditation Council
for Education in Nutrition and Dietetics (ACEND) and is fully accredited by the Higher Learning Commission (HLC).

Concordia Language Villages is fully accredited by the American Camp Association and is accredited as a special purpose school by the North Central Association Commission on Accreditation and School Improvement.

The long-term care administration program (Offutt School of Business) is accredited by the Minnesota Board of Examiners for Nursing Home Administrators and by the National Association of Long Term Care Administrator Boards.

The Master of Education in World Language Instruction is fully accredited by the Higher Learning Commission.

The department of music is accredited by the National Association of Schools of Music.

The nursing program at Concordia College is accredited by the Commission on Collegiate Nursing Education, 655 K St NW, Suite 750, Washington DC 20001, (202) 887-6791, and maintains approval through the North Dakota and Minnesota Boards of Nursing.

Sanford School of Clinical Laboratory Science is accredited by the National Accrediting Agency for Clinical Laboratory Science (NAACLS), 5600 N River Road, Suite 720, Rosemont, IL 60018, (773) 714-8880. NAACLS is recognized by the Council for Higher Education (CHEA). Recognition by CHEA affirms that standards and processes of accrediting organizations are consistent with quality improvement and expectations of accountability. Accreditation is a process of external peer review, which in turn grants public recognition to a program of study or an institution that meets established qualifications and educational standards.

The social work program is accredited by the Council on Social Work Education.

**Degrees Offered**

Concordia College offers the following degrees:

**Bachelor of Arts** – The Bachelor of Arts degree is available in more than 50 majors, including 15 honors programs, in 20 academic departments, as well as 12 preprofessional programs.

**Bachelor of Music** – The Bachelor of Music degree is available in five majors.

**Master of Education in World Language Instruction** – The Master of Education program is an innovative mix of online learning and on-site classes and observations at Concordia Language Villages. See the graduate section of this catalog for information about this program.

**Master of Science in Nutrition** – The combined Dietetic Internship and Master of Science with an emphasis in Dietetics Leadership (DI/MS) provides the required 1200 hours of practical experience required for graduates to take the national examination to become a registered dietitian. The DI/MS is accredited by the Accreditation Council for Education in Nutrition and Dietetics. See the graduate section of this catalog for information about this program.
Majors, minors, licensures, certificates, or programs for professional preparation are available in the subject areas listed below. This list is meant to help locate programs; several terms are used to refer to the same programs (e.g., “Writing” and “English Writing” both refer readers to the English department, which houses the English writing major). The terms listed in all capital letters lead to actual department or program pages.

**Accounting**— see Business, Offutt School of
**Accounting and Finance**— see Business, Offutt School of
**ACS Chemistry**— see Chemistry
**Agribusiness**— see Business, Offutt School of
**Applied Physics**— see Physics

**ART**
Art Education (teaching) — see Art
Art History — see Art
Asian Languages — see Pages 30, 63, 107, 167
Asian Studies — see Global Studies
Biochemistry — see Chemistry

**BIOLOGY**
Biology Education (teaching) — see Biology; see Education

**BUSINESS, OFFUTT SCHOOL OF**
Business — see Business, Offutt School of
Business Education (teaching) — see Business, Offutt School of; see Education

**CHEMISTRY**
Chemistry Education (teaching) — see Chemistry; see Education

**CHINESE**
also see Global Studies; also see World Languages and Cultures
Chinese Education (teaching) — see Chinese; see Education (pending approval by the Minnesota Professional Educator Licensing and Standards Board)
Chiropractic Preprofessional Preparation — see Health Professions
Church Music — see Music

**CLASSICAL STUDIES**
also see Education
Classics — see Classical Studies

**CLINICAL LABORATORY SCIENCE**
also see Health Professions
Coaching (Athletics) — see Education
Communication Studies — see Communication Studies and Theatre Art
Communication Arts/Literature Education (teaching) — see Communication Studies and Theatre Art; see Education; see English

**COMMUNICATION STUDIES AND THEATRE ART**
Computer Science
**CREDO** (interdisciplinary honors program)
Cross-Cultural Interaction — see Global Studies
Data Analytics — see Computer Science
Dentistry Preprofessional Preparation — see Health Professions
Design — see Art
Development Studies — see Global Studies
Dietetics — see Nutrition, Dietetics and Exercise Science

**EARTH SCIENCE**
East Asian Languages — see Pages 30, 63, 107, 167

**EDUCATION**
Education, Accelerated post-baccalaureate program leading to a major in education
Elementary Education (teaching) — see Education

**ENGLISH**
also see Communication Studies and Theatre Art

English Education (teaching) — see Education (Communication Arts/Literature)
English Journalism — see Multimedia Journalism
English Literature — see English
English Writing — see English

**ENVIRONMENTAL AND SUSTAINABILITY STUDIES**
(interdisciplinary program)

**FRENCH**
also see Business, Offutt School of
also see Education
also see Global Studies
also see World Languages and Cultures
French Education (teaching) — see French; see Education
General Accountancy — see Business, Offutt School of
General Science 5-8 — see Biology, Chemistry, Education and Physics

**GERMAN**
also see Business, Offutt School of
also see Education
also see Global Studies
also see World Languages and Cultures
German Education (teaching) — see German; see Education
Global Environmental Studies — see Global Studies
Global Learning — see Page 26

**GLOBAL STUDIES**
Global Systems and Processes — see Global Studies
Greek — see Classical Studies

**HEALTH PROFESSIONS**
also see Clinical Laboratory Science
also see Nursing
Health Education (teaching) — see Education
Healthcare Administration — see Business, Offutt School of
Healthcare Financial Management — see Business, Offutt School of
Healthcare Leadership — see Business, Offutt School of
Hebrew (Biblical) — see Religion

**HERITAGE AND MUSEUM STUDIES** (interdisciplinary program)

**HISTORY**

**HUMANITIES**

**INTERFAITH STUDIES** — see Religion
International Affairs — see Global Studies
Instrumental Music — see Music
International Business — see Business, Offutt School of; see Global Studies
Italian
Journalism — see English

**K-12/SECONDARY EDUCATION** (teaching) — see Education
Latin — see Classical Studies
Latin American Studies — see Global Studies
Latin Education (teaching) — see Classical Studies; see Education
Law Preprofessional Preparation — see Pre-Law
Literature — see English
MAJORS, MINORS, LICENSURES AND OTHER PROGRAMS

Literature/Communication Arts Education (teaching) — see Communication Studies and Theatre Art; see Education; see English
Long-Term Care Administration — see Business, Offutt School of Management — see Business, Offutt School of Management Information Systems — see Business, Offutt School of Marketing — see Business, Offutt School of Mass Media — see Communication Studies and Theatre Art

MASTER OF EDUCATION IN WORLD LANGUAGE INSTRUCTION
MASTER OF SCIENCE IN NUTRITION
Mathematical Finance — see Business, Offutt School of; see Mathematics

MATHEMATICS
Mathematics Education (teaching) — see Mathematics; see Education Medical Technology — see Clinical Laboratory Science Medicine Preprofessional Program — see Health Professions Middle School Education (teaching) — see Education

MULTIMEDIA JOURNALISM (interdisciplinary program)

MUSIC
Music Education (teaching) — see Music Music, Instrumental — see Music Music, Piano — see Music Music Composition — see Music Music, Voice — see Music Natural Sciences — see Environmental and Sustainability Studies Neurochemistry — see Chemistry

NEUROSCIENCE (interdisciplinary program)

NURSING
Nursing. Accelerated post-baccalaureate program leading to a major in nursing

NUTRITION, DIETETICS AND EXERCISE SCIENCE
Occupational Therapy Preprofessional Program — see Health Professions Optometry Preprofessional Program — see Health Professions Organizational Communication — see Communication Studies and Theatre Art Pharmacy Preprofessional Preparation — see Health Professions

PHILOSOPHY
Physical Education (teaching) — see Education Physical Therapy Preprofessional Program — see Health Professions Physician Assistant Preprofessional Program — see Health Professions

PHYSICS
Physics Education (teaching) — see Physics; see Education Piano — see Music

POLITICAL SCIENCE
also see Education also see Global Studies Preprofessional Athletic Training Program — see Health Professions Preprofessional Chiropractic Program — see Health Professions Preprofessional Dentistry Program — see Health Professions Preprofessional Law Program — see Pre-Law Preprofessional Medicine Program — see Health Professions Preprofessional Occupational Therapy Program — see Health Professions Preprofessional Optometry Program — see Health Professions Preprofessional Pharmacy Program — see Health Professions Preprofessional Physical Therapy Program — see Health Professions Preprofessional Physician Assistant Program — see Health Professions Preprofessional Veterinary Medicine Program — see Health Professions Professional Nursing — see Nursing

PSYCHOLOGY
Public Accountancy — see Business, Offutt School of Public Relations — see Communication Studies and Theatre Art

RELIGION
Science Education (teaching) — see Education; see Biology; see Chemistry; see Physics Secondary Education (teaching) — see Education

SOCIAL ACTIVISM (interdisciplinary program)
SOCIAL STUDIES EDUCATION (teaching)
Social Work Sociology
SOCIOLOGY AND SOCIAL WORK
SPANISH AND HISPANIC STUDIES
also see Business, Offutt School of also see Education also see Global Studies also see World Languages and Cultures Spanish Education (teaching) — see Spanish; see Education Speech Communication — see Communication Studies and Theatre Art Speech Communication Education (teaching) — see Education (Communication Arts/Literature)

Studio Art — see Art Sustainability Studies — see Environmental and Sustainability Studies Teacher Education — see Education Theatre Art — see Communication Studies and Theatre Art Theory/Composition — see Music Veterinary Medicine Preprofessional Program — see Health Professions Voice — see Music

WOMEN’S AND GENDER STUDIES (interdisciplinary program)
World Language Instruction Graduate Program World Languages Education (teaching) — see Education World Languages and Cultures — see Chinese; see French; see German; see Spanish and Hispanic Studies Worlds in Dialogue — see Global Studies Writing — see English
ADMISSION CRITERIA AND PROCEDURES

Concordia’s Admission Office

The purpose of the Admission Office is to “tell the Concordia story” to the most qualified students who are a good match for our community of learners. Concordia is a selective school, so others in your classes will be among the top students from their high schools. We consider various factors when making decisions about admission, such as academic preparation; personal character, qualities and interests; leadership potential; extracurricular activity participation; evidence of social and ethical concerns and volunteer service. Standardized test scores, GPA, and class ranks are important factors we consider but are not the exclusive factors being reviewed.

The Admission Office can be contacted and application materials obtained at:

- Admission Office
  Concordia College
  901 8th St. S.
  Moorhead, MN 56562
  Phone: (218) 299-3004 or (800) 699-9897
  Email: admissions@cord.edu
  Website: www.ConcordiaCollege.edu

Admission representatives and staff are available to assist you and answer any questions you or your family may have.

Students wishing to apply as first-year students should submit an application. When the application is submitted the college will request:

- An official transcript from high school
- Your ACT or SAT score

Concordia's ACT score code is 2104 and our SAT score code is 6113. Please use these codes when you take the tests so the results will come directly to Concordia.

Admission Process

Concordia operates on a rolling admission basis, which means that as soon as we have received all of your material, our Admission Committee will review your application. You will generally receive an admission decision within 10 days from the time your application is completed. Accepted students can finalize their admission by returning a $300 deposit with the appropriate form.

Financial aid is only awarded to those who have been accepted, and housing is only assigned to those who have been accepted and who have finalized their admission by returning the deposit and housing form.

Financial aid opportunities at Concordia are numerous, and no student should rule out attending Concordia based solely on cost until they have investigated the aid that is available to assist them.

Most new students join Concordia for fall semester beginning in late August, although a smaller number of students join for spring semester beginning in early January. We recommend August as the best time to start. Acceptances are offered contingent upon successful completion of your current course of study, so accepted students should be sure their schools send official transcripts to Concordia after you have completed your current studies.

Visit Concordia

There is no better way to find out what Concordia is like than to visit the campus. We are eager to have you visit at any time. Some students prefer to be part of a group and join one of the many Visit Days held throughout the year. Other students prefer to visit individually at a time of their choosing. Either can be equally rewarding, and visits are highly recommended because we know their value in helping you make an informed decision.

We suggest arranging your visit in advance online at www.ConcordiaCollege.edu or by calling (218) 299-3004 or (800) 699-9897. If we have advance notice, we can arrange for you to stay in a residence hall, visit classes, meet professors and students, and attend college functions. Admission representatives can meet with you to answer your questions and advise you about selecting a school and Concordia in particular.

Academic Preparation

Concordia, like most selective private colleges, does not require a specific pattern of high school courses for admission. However, our experience shows that students who are best prepared for Concordia have a high school record that includes:

- Four years of English
- A minimum of three years each in the sciences, mathematics, and social sciences
- Two years in another language.

Computer experience and exposure to fine arts round out a good high school schedule. The Admission Committee is also pleased to note students who have participated in honors courses or who have done advanced placement work.

We recognize there may be curricular limitations at smaller high schools, and students who are otherwise well prepared with strong academic backgrounds are still considered for admission. Similarly, students from outside the United States, where curricula vary widely, are considered for admission and should strive to follow an academic, university preparation curriculum at their schools.

Transfer Credit

Concordia College considers transfer student applications on a rolling basis. Early application to the college is recommended.

Students considering transferring to Concordia may request an initial evaluation of transfer credit prior to applying or in conjunction with applying by submitting an official postsecondary transcript(s) and specifically requesting this service. This evaluation is only preliminary, but it should be complete enough to be helpful in planning for your transfer. Misrepresentation, omission of information or failure to provide information may be cause for delay or be grounds for dismissal.

To transfer credits, courses must be taken from a regionally accredited college or university and a standard letter grade of C- is required (grades of “P” or “S” are not accepted). An official transcript from the previous transfer institution must be sent directly to the Concordia College Registrar’s Office. An official transcript is defined as one in a sealed envelope or a secure link by electronic PDF. Once a student’s official transcript is received, transfer credits will be entered and added to a student’s record. A class cannot be transferred in to be a repeat of a Concordia College class. All repeats must be taken at Concordia College.

Effective Fall 2016, transfer grades have been updated to show all “S” grades. Only transfer credits will be calculated in the total credits earned, grades calculated in the GPA will only be Concordia courses.
All summer study away programs, international or domestic, will be considered transfer credit and the above policies will apply. Excludes Concordia faculty-led May programs or other summer credit-bearing experiences that require registration in a Concordia course.

The Office of the Registrar evaluates official postsecondary transcripts and appropriate transfer credit is awarded and entered after students finalize their admission. All courses on postsecondary transcripts that are eligible for transfer will be transferred. Students presenting credits in music theory are also required to write an examination to determine placement in this area.

For admission with advanced standing using transfer credit, you must request official transcripts from each postsecondary institution you have attended to be sent directly to Concordia; in addition, if you are in your first year of college, you must submit the same material traditional first-year students submit. Transfer students who are in their second year or beyond of full-time study are not required to submit ACT or SAT scores. Acceptance depends upon your previous academic record as well as upon the other factors considered when admitting first-year students.

For admission as a non-degree seeking student, you must provide satisfactory evidence of prerequisite training to pursue your course of study.

**International Student Admission Procedures**

Concordia offers a special session for new international students focusing on U.S. higher education system, American college life, language acquisition and tips for academic success — in a credit-bearing program called Prelude. Students joining Concordia will begin this program approximately three weeks before the fall semester begins. More information is available at www.ConcordiaCollege.edu/prelude

To be considered for admission, international students should send:

- An application
- Certified copies of academic records from all secondary schools and colleges or universities you have attended. If your academic records are not in English, you must have them translated into English by a certified public translator. Official certificates from any nationally administered tests in your country (during or at the completion of high school) if applicable
- Evidence of English proficiency
  - TOEFL (Internet-based test) score of 71
  - TOEFL (Paper-based test) score or 525
  - IELTS (International English Language Testing System) score of 5.5
  - Cambridge English: Advanced (CAE) score of 52
  - Pearson PTE Academic test score of 50
  - SAT Critical Reading Section score of 450
  - ACT English Section of 14
- Other means of demonstrating English proficiency may be considered; however, all new students must demonstrate to our satisfaction the ability to communicate effectively in an American college classroom before admittance. Additional information is at www.ConcordiaCollege.edu/englishproficiency
- International student financial aid and certification form
- International students must demonstrate adequate financial support before Concordia College can issue an I-20 document. Most applicants submit a certified bank statement reflecting sufficient financial support from a family member or sponsor in order to meet this requirement.
- Students requesting transfer of credit for courses taken at universities outside of the United States must have their final transcripts evaluated by an approved credential evaluation agency found on the NACES website (www.naces.org).
- SAT results and a personal essay are generally not required, but we appreciate receiving them and they can increase your chances for admission.

We may require the SAT if it is difficult for the Admission Committee to evaluate academic ability from the documents supplied.

- Programs may have particular deadlines for applications and deposits in order to allow enough time to process the application and complete other requirements for international students. Please see individual programs for specific dates and requirements for admission.

Services that Concordia provides to international students include an on-campus, international student advisor and an international orientation. Year-round housing in residence halls is also available.

Acceptances are offered contingent upon successful completion of your current course of study, so accepted students should be sure their schools send official transcripts to Concordia after you have completed your current studies.

**ADMISSION REQUIREMENTS FOR SPECIFIC PROGRAMS**

Each of the following programs has particular requirements for admission. With the exceptions of the Master of Education and the parish nursing program, the admission requirements listed here must be met in addition to the basic criteria for admission to Concordia College.

**Education**

For admission to student teaching, students must:

1. Possess a GPA of 2.75 before enrolling in any course with an EDUC prefix.
2. Complete Education 212 — American Education in a Diverse World with a grade of B- or higher or transfer an equivalent course.
3. Complete a clinical experience, receiving a favorable teacher evaluation, as part of Education 212 or provide evidence of completing a clinical experience under the supervision of another higher education institution. Students are required to have professional liability insurance for each clinical.
4. Take the Minnesota NES Essential Academic Skills subtests of reading, writing and mathematics; or provide evidence of meeting the required scores on the ACT Plus Writing or SAT tests. Students who do not pass a portion of the MN NES Essential Skills test should set up a meeting with the director of the Center for Student Success.
5. Complete and submit an application for admission to the teacher education program. The essay component must meet the criteria listed in the writing guidelines of the department of education.
6. Declare an Education major
7. Receive favorable recommendation from the Education 212 instructor. The criteria include:
   a. Oral and written communication skills
   b. Knowledge of teaching as a discipline
   c. Interest and attitude toward the teaching profession
   d. Responsibility, to include attendance, punctuality, due dates met, etc.

Students submit application materials to the department of education chair, who will act on the application and notify students in writing of the admission decision. Students who are not admitted may not register for additional education courses without permission of the department of education chair. Students who are not admitted to the teacher education program will be advised to seek academic assistance.

If students transfer credit for Education 212, they may be recommended by any faculty in the department of education. The criteria on which students will be recommended is the same as for current students.
Music

First-year and transfer students are admitted to any of the music major or minor programs upon demonstrating sufficient ability and skill through a personal audition. All music majors or minors are required to take an examination testing their aural ability and knowledge of elementary theory. Transfer students are required to take a placement examination to determine levels of aural ability and knowledge of music theory.

Nursing – Professional Nursing Program

The pre-nursing program is open to all high school graduates and college students who wish to pursue a nursing major and earn a baccalaureate degree. To enter the pre-nursing program, students must be admitted to Concordia; however, applicants should note that admission to the college does not grant admission to the professional nursing major.

The professional nursing major begins the spring semester of the year following application to the major. The application must be submitted to the nursing department by June 15 following the first year to be considered for the major and progress on a four-year college plan. Criteria for application to the major includes: a minimum cumulative GPA of 2.8 in all post-high school coursework completed by the date of application, and a minimum selective GPA of 3.0 in specific courses to be completed prior to application to the major. Application and progression criteria are defined in the nursing section of the catalog. Application forms may be obtained in the nursing department. Students are notified of their admission status in July to begin the major the following spring semester. Pre-nursing students are encouraged to consult with a nursing faculty member or their nursing advisor about admission criteria prior to the application deadline.

Because state regulations require a specific student-faculty ratio in the clinical practicum, enrollment in the professional nursing program is limited and based on available resources and clinical placement availability. Therefore, admission is competitive and based on all of the following:

- GPA
- Completion of the prerequisite courses with a passing letter grade
- Eligibility for sophomore standing
- Submission of the completed application materials
- Personal references
- An impromptu essay or interview
- A one-page résumé
- Consideration will be given to students who have attended Concordia College.

Refer to the nursing section in the catalog for additional admission and program information.

Social Work

Students interested in majoring in social work must make written application for acceptance into the major after completing SWK 283 – Introduction to Social Work and Social Welfare with a grade of at least a B- (2.7). An overall GPA of 2.5 is required for admission to the program. To maintain eligibility for the social work major, students must pass all required social work courses with a C- or higher, maintain a 2.5 GPA in social work courses and a 2.5 Concordia GPA. All students planning to major in social work should request from the registrar to be assigned an advisor from the social work program. Because courses follow a sequence, transfer students or students deciding on the major during or after the fall semester of their sophomore year should meet with the social work program director as soon as possible to develop their educational plan.

TRANSITION INTO THE ACADEMIC COMMUNITY

Concordia College is committed to the holistic development of our students by engaging students in curricular and cocurricular pursuits. The first year of college is foundational to each student’s academic and personal success and to your persistence in pursuing the goal of obtaining an undergraduate education.

Registering for Fall Courses

Once deposited, first-year students will register for their first class, the Inquiry Seminar, in early spring. At that same time, they will be directed to complete a survey called the Student Interest Inventory. The inventory asks students about their major areas of academic and cocurricular interests, and also gives options to select actual course titles they may be interested in taking. Once this survey is completed, and all incoming students have selected their Inquiry Seminars, the Registrar’s Office staff will begin registering all incoming students for their remaining fall courses based on their responses from the Student Interest Inventory. Students will be notified of their fall schedule in early summer. They will be given an opportunity to call or email to discuss any questions or concerns prior to coming to Fall Orientation, or they can visit with their assigned advisor at that time.

Fall Orientation

Prior to the opening of the academic year each fall, four days are dedicated to Fall Orientation activities for new students. These activities are planned with the needs of incoming students in mind and focus on preparing students for making a positive academic and social transition to Concordia. During Fall Orientation, students learn more about Concordia, receive helpful advice for academic success, make meaningful connections with faculty and students, and learn about Concordia’s academic and cocurricular opportunities. Highlights of the program include the Summer Book Read, the Faculty Mentor and Orientation Leader support program, and Hands for Change service day.

Orientation is planned and coordinated by a student Orientation Committee who works closely with upperclass students called Orientation Leaders (OLs). The OLs, along with Faculty Mentors, work with small groups of incoming students called “clubs” during Orientation. Orientation clubs move through their Inquiry Seminar class together as a group. This facilitates the development of a learning community within the course. For more information, visit www.ConcordiaCollege.edu/orientation

First-Year Transition (FYT) Program

The First-Year Transition (FYT) Program is a combination of three experiences:Orientation, FYT Labs and First-Year Residential Curriculum. Together, these experiences have been designed to help students build the confidence, competence and connections they need to thrive during their transition to college.

FYT Labs – an extended Orientation program facilitated by an Orientation Leader. During the FYT Labs, new students will dig deeper into important topics like overcoming failure, how to manage your time as a student, ways to meet new people in a new place, and campus resources.

First-Year Residential Curriculum – incoming students live together in first-year communities of approximately 30 residents to assist in creating connections with peers. Students also meet and get to know their resident assistant (RA) who provides support, advice and programming. Students will learn about topics like academic success, campus resources, intentional engagement, communication and cultural competence.
Mid-Year Orientation

A one-day Orientation is provided for students entering Concordia in January. The focus of the day is to provide new and transferring students the essential tools they need to successfully start the semester. Students receive their student IDs, dining plans, information about technology at Concordia, a campus tour, and learn about campus resources. Creating social connections with other new students is an important goal of Mid-Year Orientation.

Involvement

There are many involvement opportunities for Concordia’s first-year students. Becoming involved in cocurricular activities facilitates students' personal and intellectual development, interaction with other students, and creation of community and leadership development. There are more than 100 campus organizations reflecting interests in many different areas including academics, athletics, programming, special interest, service and media/literature. With all of these different opportunities, students are able to participate in an organization that contributes to and complements their educational goals and objectives. As students begin to explore their opportunities, they are encouraged to attend the Cobber Expo -- an event held each September where campus organizations are showcased and students can ask questions that will enable them to make informed involvement choices. A winter Cobber Expo is held in January for transfer students to get connected to involvement opportunities on campus.

Academic Advising

A central component of a Concordia education is the partnership between you, the student, and your faculty advisor. In this partnership, your advisor will:

• Help you understand and articulate the nature of a liberal arts education as a commitment to lifelong learning, aid you in determining career goals based on your aptitudes and interests, and help you outline a course of study that will enable you to achieve those goals and find your vocation
• Provide you with the necessary information and guide you to the appropriate institutional resources as academic and developmental issues arise
• Assist you in obtaining the maximum benefit from your total educational experiences by identifying emerging interests and relating those interests to opportunities in and outside the classroom
• Assist you in understanding the policies and regulations that give structure to your educational experience.

Advisement is a process that will encourage you to begin refining your educational, career and life goals. The faculty-student partnership is a continuous process of clarification and evaluation that will help you tailor the many educational opportunities at Concordia to your personal interests, abilities and needs.

Each first-year student is assigned a faculty advisor. Students are encouraged to meet with their advisors outside of scheduled advising times to fully benefit from this partnership. Students and advisors work together to achieve a successful transition to the academic community and the vocation of being a student. A first-year registration guide can be found at www.ConcordiaCollege.edu/firstyearreg.

By the second year, most students have adjusted to college life and its opportunities and challenges. The sophomore year is a good time for students to review what has been accomplished so far, to establish additional or revised goals, and to reflect on the meaning of a liberal arts education. Students need to go beyond textbooks and lectures to learn. They must take time to think about what they are learning, how it might apply to their lives and to the world as a whole, whether or not they agree with what they are reading and hearing, and how they can make connections across disciplines. Advisors encourage students to reflect on themselves and on their place in the larger community in terms of vocation as more than a career.

Many students have declared a major(s) by their third year and are well into the necessary coursework to complete their degrees. Not all students feel confident or certain about their future, however. Advisors play an important role by providing intentional discussion opportunities to help students clarify their sense of vocation and to explore a wide range of postgraduation possibilities. Advisors also help clarify the full potential of a liberal arts education so that students recognize the flexibility, value, and far-reaching possibilities of their Concordia education.

Fourth-year students begin the transition to graduate school, career, or some other calling. Advisors guide advisees to an understanding of how their experience as liberal arts graduates prepares them for responsible participation in the world. Advisors help students reflect on their education and growth in self-understanding, and then how to articulate these ideas to others as thoughtful and informed people, who are well-prepared to influence the affairs of the world.

While your advisor is there to assist you, you are responsible for knowing the regulations and policies as listed in the catalog, and for meeting the requirements for your chosen degree.

TUITION AND FINANCIAL INFORMATION

Tuition, room, dining plan estimate and fees are listed for the entire year but are due in two installments. Cost increases during the academic year are not anticipated; however, the college reserves the right to make them should unforeseen circumstances make it necessary.

<table>
<thead>
<tr>
<th>Basic Costs 2018-19</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (12-17 credits per semester)</td>
<td>$39,650</td>
</tr>
<tr>
<td>Housing (residence hall)*</td>
<td>$3,520</td>
</tr>
<tr>
<td>Dining (205 swipes per semester)**</td>
<td>$4,710</td>
</tr>
<tr>
<td>Student activity fee</td>
<td>$228</td>
</tr>
<tr>
<td>Technology fee</td>
<td>$164</td>
</tr>
<tr>
<td>Comprehensive fee</td>
<td>$48,272</td>
</tr>
</tbody>
</table>

*Other housing options are available.
**Other dining plan options are available.

All students are required to live on campus for four semesters, unless they are living at home in the Fargo-Moorhead area or have reached the age of 21. All first- and second-year students living on campus must participate in a college dining plan. Please visit www.ConcordiaCollege.edu/studentmeals for more information about student dining plans.

Besides covering tuition, room, meals and student activity events, the comprehensive fee entitles you to free admission to most campus concerts, athletic events, plays, lectures and other campus functions. The student activity fee pays for a year’s subscription to The Concordian campus newspaper, student activities programming, and contributes to other campus services focused on the student experience.

Financial Arrangements

Advance Payments: After acceptance for admission, all new students pay a $300 advance on tuition and fees. Advance payments are applied to tuition charges.

Payment: Payment for first semester is due by Aug. 15. Payment for second semester is due by Jan. 15. Payment for summer semester is due by June 15. When financial aid or other adjustments are expected, those adjustments may be deducted from the balance. Please do not delay payments while waiting for adjustments. Interest will be charged on unpaid balances not paid by the deadline. Students should not expect to register for the next semester if fees are not paid in full. For information on how to view and/or pay your bill online, please go to www.ConcordiaCollege.edu/payments
Returned/NSF Check(s): After three (3) non-sufficient funds checks are received as payments on a student’s account, further payments must be made with cash, cashier’s check, money order or credit card. Credit card payments are accepted online only.

Vacations: Room charges cover all days of the academic year except the Christmas vacation period, which occurs between semesters. The charge for dining plans covers all days of the academic year except during the following periods: fall and spring midterm recesses and Thanksgiving, Christmas and Easter vacations.

Special Fees

Mandatory fees for selected programs for 2018-19:

Only participating students pay these fees:

2018 Summer school, per credit ........................................ $730
2019 Summer school, per credit ........................................ $760
Private lessons in music, per credit (includes practice room) .......... $500
Music ensembles – $75 per ensemble; $175 for premium ensembles
with a maximum of $325 per student per semester
Part-time study, per credit ............................................. $1,490
(see Academic Classification section under Office of the Registrar)
Courses in excess of 17 credit load, per credit
(The excess-load charge does not apply to credits
from private lessons in music.) ....................................... $670
Prelude August Housing .............................................. $1,700
Course audit:
For currently enrolled students ....................................... no charge
For graduates of Concordia College ................................ no charge
For noncollege persons, per course ................................ $50
Student teaching ....................................................... $500
Education Methods Fee .............................................. $50
Clinical Laboratory Science ............................................. $12,760
(Students enrolled in the clinical laboratory science program
who, in their final year, attend an approved school of medical
technology are charged $12,760 for tuition.)

Accelerated Nursing Program

Admitted Summer 2017 and 2018
Tuition Fall and Spring Semester (per semester) ....................... $12,580
Summer Tuition (per credit) ........................................... $730
Student Activity Fee (per semester) ................................... $114
Technology Fee (per semester) ....................................... $82
Nursing programmatic fee ............................................ $200-$400 per semester
(Nursing fees vary depending on the courses and the year of progression.
Please refer to the online course schedule for specific course fees.)

Some programs, degrees, or courses may have additional fees. For information
relative to these fees, please contact the Business Office located in Lorentzen
Hall, Room 240, or call (218) 299-3150.

Withdrawals and Refunds

The refund amount for tuition, fees, room, and dining plan in the event that a
student withdraws from school during the semester is determined by the Business
Office on a prorated basis. Determination of any refund is dependent on the date
of the withdrawal and dependent on the return of any federal, state, institutional,
or other financial aid. If you have questions about whether you will receive a
refund or the amount of the refund, please contact the Business Office at (218)
299-3150 or businessoffice@cord.edu.

Return of Title IV (Federal) Aid Policy:

When a student ceases attendance in all classes during a given semester or
summer school, a calculation of “earned” versus “unearned” federal aid must be
determined. This federal policy assumes you earn your aid based on how much
time has elapsed in the term. For instance, if there are 100 days in a term, and
you withdraw on day 20, you have earned 20 percent of your federal aid. All
remaining federal student aid is unearned and must be returned. As a result, your
earned Federal Student Aid may not cover all unpaid institutional charges due to
Concordia College at the time of withdrawal.

If you are taking courses in more than one block (i.e., Part of Term) and withdraw
from all active courses you will be considered withdrawn unless Concordia College
obtains a written confirmation from you stating you will be attending a later block
in the same semester/summer school at the time of the withdrawal request. This
pertains even if you are currently enrolled in a later block course. Unless Concordia
obtains written confirmation from you at the time of withdrawal, all future classes
for the semester/summer school will be dropped (34 CFR 668.22).

The withdrawal date is the date you begin the withdrawal process. If you fail to
withdraw officially, the withdrawal date will become the midpoint of the term,
unless the college can document a later date. In certain circumstances if an
earlier date of last academic activity is determined, this date may be used in the
calculation of “earned” federal aid.

If you withdraw before completing 60.01 percent of the term, you “earn” federal
funds in direct proportion to the length of time you were enrolled. The percentage
of earned aid is determined by dividing the total number of calendar days enrolled
by the total number of calendar days in the term. If you complete more than 60
percent of the term, you earn all federal financial aid for the term.

The responsibility to repay unearned aid is shared by Concordia College and
the student. The college’s share is the lesser of the unearned aid or unearned
institutional charges. The college’s share must be repaid to the federal aid
programs in the following order, before the student’s share is considered:

1. Unsubsidized Federal Direct Loan
2. Subsidized Federal Direct Loan
3. Direct PLUS Loan
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (SEOG)
6. Federal TEACH Grant
7. Iraq and Afghanistan Service Grant
8. Other Title IV (Federal) Assistance

Concordia College returns the unearned federal aid within 45 days of the student’s
withdrawal date or the date the college became aware that a student withdrew.

If you are required to repay a portion of your loan through the student’s share
calculation, you will not be expected to return those funds immediately, but
rather when repayment begins according to the terms and conditions of the
promissory note. If your share includes grant funds, federal rules allow the grant
to be reduced by 50 percent, and Concordia College will repay these grant
programs on your behalf within 45 days of the student’s withdrawal date. You
will then be responsible for repaying the money back to Concordia College. If this
causes undue hardship, a satisfactory payment arrangement can be made with
Concordia’s Business Office.

To officially withdraw from the college, you must contact the Office of Student
Development and Campus Life, which is open from 8 a.m.-4:30 p.m. Monday
through Friday. It is our preference you complete the necessary paperwork
indicating your intent to withdraw; however, if your circumstances prevent this,
please contact the Office of Student Development and Campus Life at (218) 299-
3455.

If you would like to rescind a withdrawal and regain financial aid eligibility for
courses in progress of being withdrawn, you must submit a written request to the
Office of Student Development and Campus Life. The reinstatement of financial
aid eligibility will be contingent upon you being granted a return to the same
courses from which you originally withdrew (34 CFR 668.22).

Institutional and State Refund Policy: The Return of Title IV policy, cited
above, only considers federal aid. Concordia is also required to determine if any
institutional or state financial aid must be returned if you completely withdraw.
Concordia offers refunds of tuition and fees, on a prorated basis through the
eighth week of fall or spring semester; room and board are prorated as well.
If you withdraw during a period of time that allows for a refund of tuition and/or room and board, a portion or all of your institutional, state and/or outside funding may be reduced or cancelled, assuming the institutional refund was not used to fully repay the return of Title IV aid. If you receive a 100 percent tuition refund on all courses for a particular term, all institutional, state and outside funding must be returned to the appropriate aid program(s).

If you are using military tuition assistance (TA) to pay for your education, unearned military tuition assistance payments are refunded back to the sponsoring military branch in accordance with the Department of Defense Memorandum of Understanding.

Refunds for Reduced Load: If you find it necessary to drop a course during the semester, the process must be complete by the deadlines on the academic calendar. If your student status changes from overload to full time or from full time to part time, prorated tuition refunds through the eighth week of the semester will be granted effective on the date the drop-add form is returned to the Office of the Registrar. If you have a refund of tuition as a result of reducing your course load and you are receiving gift assistance from Concordia College, state or private sources, this assistance will be reduced up to the amount of the refund.

Refunds for Private Lessons: Refunds will be granted based on the week the lessons were dropped. No refunds will be granted after five weeks. If financial aid was given to cover music lessons, it will be removed should the lessons be dropped.

Appeals on Refunds: Any questions or problems related to refunds should be directed to the controller, whose office is located in the Business Office.

Terms of Statement: In order to receive any credit balance, complete settlement of your bill must be made.

FINANCIAL AID

No student should ever decide against attending Concordia College on the basis of cost without first conferring with the Financial Aid Office. More than $63 million per year in financial aid is made available by the college, gifts to the college, the state and federal governments. Funds are distributed through scholarships, grants, loans and work opportunities to students who without such help would be unable to attend college. These programs are offered singly or in combination to form a financial aid package.

Eligibility for assistance is based on need and/or on academic promise. Need-based financial aid is applied toward those attendance costs that you and your family cannot provide, while merit-based financial aid recognizes academic potential. Aid is granted for a one-year period only, so application must be made each fall or spring for the coming academic year.

A student is expected to maintain satisfactory academic progress according to the standards and practices of Concordia. Failure to do so may result in ineligibility for financial aid. For specific information on Satisfactory Academic Progress as it relates to financial aid eligibility, please see www.ConcordiaCollege.edu/sappolicy.

How to Apply for Financial Aid

To apply for all forms of need-based financial aid – scholarships, grants, loans, work study – you need only complete one form: the Free Application for Federal Student Aid (FAFSA), which is available from your high school counselor, from the Financial Aid Office at Concordia and at www.fafsa.gov.

The Free Application for Federal Student Aid is available in October and should be completed and sent in as soon as possible after Oct. 1 for the following academic year. It is strongly recommended you and your parent import your income tax information to your FAFSA using the IRS Data Retrieval process. This is the fastest, easiest and most secure method to provide your tax data on the FAFSA.

There is no deadline for incoming students for completion of the FAFSA. For returning students, the deadline to submit the FAFSA is May 1.

Financial aid is awarded to first-year and transfer students on a rolling basis, which means that as soon as you are accepted for admission and file for financial aid, you will be notified concerning financial aid. Returning students can expect award notification beginning in March and carrying on into the summer depending upon when the FAFSA is submitted. Remember that need-based financial aid can only be given on an annual basis – reapplication must be made each year. Because the financial status of a family often changes, it is impossible to award aid for more than one year.

A financial aid award letter will be mailed to a new entering student and emailed to a returning student upon completion of a financial aid package.

Financial Aid Revisions

The financial aid package is awarded on the basis of financial and academic information contained in the application. Aid received from any source that was not originally considered in your aid package may affect the amount you receive. You are required to notify the Financial Aid Office of all such aid received from any source.

A financial aid package is based on information from the tax year two years prior to the upcoming academic year; therefore, changes in the financial status of your family may also affect your financial aid. Concordia must retain the right to revise your aid package if other resources become available. Likewise, Concordia will increase your aid package if circumstances merit the increase and if funds are still available.

Scholarships and Grants

Scholarships are given to recognize outstanding achievements and/or provide assistance based on financial need. Grants provide financial assistance based on financial need. Grant and scholarship funds are outright gifts and need not be repaid. Institutional scholarships and grants are only available during fall and spring semesters and require full-time enrollment (minimum of 12 semester academic credits each semester).

The amount awarded is based upon need determined by the federal need-analysis formula. The college holds this information in confidence.

Concordia Grants: Concordia grants are awarded on the basis of financial need.

Concordia Endowed and Restricted Scholarships: Concordia receives funds from a large number of foundations, corporations and private donors to be awarded as scholarships to students on the basis of financial need and/or selection criteria established by the individual donors.

Merit-Based Scholarships: The Concordia Admission Office publishes a complete list of merit-based scholarships annually. Incoming freshmen who are offered a merit/performance scholarship may receive funding for a maximum of eight consecutive semesters or until graduation, whichever comes first, provided the student meets the necessary renewal criteria and Satisfactory Academic Progress guidelines (view guidelines at www.ConcordiaCollege.edu/sappolicy).

Minnesota State Grant Program: All Minnesota residents will be evaluated for eligibility for a Minnesota Grant if they complete a Free Application for Federal Student Aid and have the results sent to Concordia. The grant is awarded based on financial need. You may only receive aid from the Minnesota Grant program for the equivalent of eight semesters of undergraduate study, and you must be registered for at least 15 credits each semester to receive the maximum Minnesota
Grant for which you are eligible. The FAFSA deadline for the State Grant is 30 days after the start of the semester.

**Federal Pell Grant Program:** The Federal Pell Grant is a program designed to provide undergraduate students with a “foundation” of financial aid to help defray the costs of a postsecondary education. Application is made through completion of the Free Application for Federal Student Aid. The amount awarded is determined on the basis of financial need and the direct educational expenses of the student. Once you apply for the Federal Pell Grant, you will receive a Student Aid Report. The maximum Pell Grant for 2018-19 is $6,095.

**Federal Supplemental Educational Opportunity Grant:** This federal grant is intended to assist those students with exceptional financial need who, without the grant, would be unable to continue their undergraduate education. Grants under this program range from $100 to $4,000 per year.

**TEACH Grant:** Concordia College participates in the federal TEACH Grant program. TEACH Grants are awarded to students planning to teach in certain subject areas and in low-income schools. At Concordia, students must be enrolled in or have completed Education 212 in order to be eligible (usually taken in the sophomore year). For more information, visit www.ConcordiaCollege.edu/teachgrant

**Reserve Officer Training Corps Scholarships:** These awards, providing for tuition, fees, textbooks, supplies and a monthly stipend, may be awarded to students who meet established criteria. See ROTC under Expanded Academic Opportunities.

**Census Date:** The value of Pell Grants and Minnesota State Grants are determined based on enrollment as of the census date (generally the 10th day of class each semester). Per federal regulations, no adjustments can be made after these dates.

### Loans

Three types of loans for college costs at Concordia are available:

1. **Federal Direct Loan Program:** This program provides subsidized loans at a fixed interest rate of 5.05 percent for 2018-19. Interest rates for the upcoming academic year are determined by Congress. Students demonstrating need, according to federal guidelines, borrow through the U.S. Department of Education. Under this program, the federal government will pay the interest until you graduate or are enrolled less than half time. Students who do not demonstrate financial need may obtain an unsubsidized Federal Direct Loan at 5.05 percent interest and interest will accrue while enrolled in college. The maximum amount for this loan is $5,500 per year for first-year students, $6,500 for second-year students and $7,500 for each year thereafter, with an undergraduate maximum of $31,000.

2. **Federal Direct Parent Loan for Undergraduate Students:** The Federal Direct PLUS program was established to help parents borrow money to defray the cost of education for their dependent children. Regardless of income, parents who are creditworthy may borrow up to the cost of education minus any financial aid the student is receiving. The interest rate is fixed at 7.60 percent for 2018-19. Interest rates for the upcoming academic year are determined by Congress. Applications and further information are available from the Financial Aid Office.

3. **Private Loans:** Many commercial lenders offer private student loans. Generally, these loans require a co-signer. Application forms are available online and borrowers are urged to carefully evaluate the interest rate and fees before processing a private loan.

Concordia College maintains a list of private loan lenders. Students are free to select a private loan program that is not on this list. If a student chooses to borrow from a private loan program, the choice of a lender or loan program is entirely the choice of the student. If a student chooses to use a loan program that is not on Concordia’s historical list of lenders, we will process the loan in the same time frame as we would for the loan programs previously used by Concordia students.

### Work

**Student Part-Time Employment:** A variety of valuable employment opportunities in part-time work exist for Concordia College students.

A substantial number of students hold on-campus part-time jobs while attending Concordia College. In fact, approximately 1,300 students — first year to seniors — are employed on campus each year.

There are a variety of jobs available that are arranged around class blocks. Examples of on-campus positions include Dining Services culinary and service positions. Other on-campus jobs include departmental and administrative clerical help, Information Technology Services, library assistance, language laboratory monitoring, grounds services and residence hall assistance. Students can find campus jobs on Handshake, a job posting site found on the Career Center website.

For students receiving financial aid, part-time employment may be considered as part of their financial aid package. A work award in the financial aid package provides the opportunity to work, not the guarantee of a job.

**Federal and Minnesota Work-Study Program:** Students with financial need who require a job to help pay for college expenses are potentially eligible for employment by the college under federal and state supported work-study programs.

To work under this program at Concordia College, a student must be enrolled at least half time (6 credits) and be in good standing, or be accepted for enrollment as at least a half-time student.

### Financial Aid Satisfactory Academic Progress Policy

**Policy:** In accordance with federal and state regulations, all undergraduate students must demonstrate satisfactory academic progress toward the attainment of a degree. At Concordia College, satisfactory academic progress is monitored at the end of every academic period (i.e., semester and/or summer school).

All financial aid applicants are subject to the standards outlined here even if financial aid was not received in the past. There are three distinct dimensions to the satisfactory academic progress standards: maintaining the minimum required grade point average, successfully completing a degree at the required pace of progression, and completing your program of study within an established time frame.

At minimum, students must maintain the academic progress requirements outlined in the chart below and obtain a first Bachelor of Arts degree within 189 attempted credits or a Bachelor of Music degree within 213 attempted credits if you began enrollment prior to Fall semester 2015, or 201 attempted credits for BM students enrollment for the first time in Fall 2015 or beyond.

<table>
<thead>
<tr>
<th>Minimum Academic Progress Standards for Financial Aid</th>
<th>Cumulative GPA</th>
<th>Pace</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Academic Period</td>
<td>1.7</td>
<td>50.00%</td>
</tr>
<tr>
<td>Second Academic Period</td>
<td>1.8</td>
<td>62.50%</td>
</tr>
<tr>
<td>Third Academic Period</td>
<td>1.9</td>
<td>68.75%</td>
</tr>
<tr>
<td>Fourth Academic Period and Beyond</td>
<td>2.0</td>
<td>68.75%</td>
</tr>
</tbody>
</table>

Admission to Concordia College or academic standing as defined by the Registrar’s Office does not necessarily constitute maintaining satisfactory academic progress for purposes of financial aid.

**Programs Covered by this Policy:** All federal, state and institutional scholarship, grant, loan and work-study programs are covered by this policy. Institutional scholarships and awards are covered by this policy and are also subject to the criteria defined for the specific scholarship/award.

**Monitoring Progress:** A student’s progress will be monitored at the end of fall and spring semesters and summer school. The overall cumulative grade point
average (GPA), pace and maximum time frame assessment will be based on the student’s entire academic record, including all transfer credits accepted.

### Maximum Time Frame:
Undergraduate students are eligible to receive financial aid for up to 150 percent of their program length. As a result, students acquiring a Bachelor of Arts degree must obtain their degree within 189 attempted credits; Bachelor of Music students who began enrollment prior to Fall semester 2015 within 213 attempted credits and BM students enrolling for the first time in fall semester 2015 or beyond must obtain their degree within 201 attempted credits. Attempted credits include all "I," "F," "DR," "U," "W," "NR" and "NG" grades; along with satisfactory grades of “A,” “B,” “C,” “D” and “S,” including pluses and minuses. Courses that are repeated are counted each time they are attempted yet only count as “earned” credits once (assuming the student earns a passing grade). A student may retake a passed course one additional time to improve the grade and still receive financial aid assuming the student meets other satisfactory academic progress standards. If the student receives a failing grade in the previously passed course, the course cannot be included in determining future federal financial aid. Students can retake a failed course only if they are successful in passing the course and still receive aid assuming they are in compliance with all other satisfactory academic progress standards. All transfer credits accepted by the institution are counted as attempted and earned. Audit credits are not counted. Seeking multiple majors or minors is not an acceptable reason to exceed maximum time frame.

### Pace of Progression:
Pace of progression is measured by dividing the cumulative number of earned credit hours by the cumulative number of credit hours the student has attempted at the completion of each academic period. This includes any course for which the student has remained enrolled past the Drop/Add period. A student’s pace must be 50% or greater after the first academic period, 62.50% or greater after the second academic period and 68.75% or greater thereafter. Satisfactory grades are “A,” “B,” “C,” “D” and “S,” including pluses and minuses. Unsatisfactory grades are “F,” “DR,” “U,” “NG,” “NR,” “I,” “W.” Both Concordia credits and transfer credits are used to calculate pace.

### Minimum Cumulative Grade Point Average:
A student must obtain at least a cumulative GPA of 1.7 at the end of the first academic period, a 1.8 at the end of the second academic period, a 1.9 at the end of the third academic period and a 2.0 or greater thereafter. Concordia and transfer courses (i.e., overall cumulative GPA) are used to calculate the cumulative GPA. Grades of “NG,” “NR,” “S,” “I,” “W,” “U” and “DR” do not affect the GPA calculation. Grade changes of an incomplete (“I”) grade will affect the GPA calculation once the final grade is submitted.

### Failure to Maintain Satisfactory Academic Progress:
A student who does not meet the above standards of satisfactory academic progress at the end of each academic period will automatically be placed on financial aid warning for the following academic term. A student on financial aid warning may continue to receive financial aid for one academic period even though the student is not meeting the minimum satisfactory academic progress standards. At the end of the warning period a student’s satisfactory progress will be evaluated again. If it is determined that the student is meeting the satisfactory academic progress standards listed above, they are again meeting the satisfactory academic progress standards. If the student fails to meet the minimum satisfactory academic progress standards, the student will be considered to be in good standing and may receive financial aid in the upcoming term. If the student fails to meet the minimum satisfactory academic standards after the warning period, aid will be suspended for the upcoming term.

A student will be placed on SUSPENDED status if the student:
- Fails to make financial aid satisfactory academic progress while on WARNING status or
- Has a cumulative GPA below 2.0 after two years of college attendance (two years of college attendance is defined as any four semesters of attendance, including summer) or
- Is dismissed from college.

A student whose financial aid has been suspended is not eligible to receive financial aid until the student meets one of the following conditions:
- Continues to attend Concordia College at their own expense and returns to full compliance with all parts of the Satisfactory Academic Progress policy or
- Demonstrates special circumstances to justify appeal consideration.

Students will be notified in writing if they have been placed on warning or suspension. Many times this may be via your Concordia email address especially when breaks between terms are less than two weeks.

### Right to Appeal:
A student whose financial aid has been suspended can submit a written appeal to the Financial Aid Office. An appeal form is included with the suspension notification letter and is also available in the Financial Aid Office.

The appeal form and supporting documentation should be submitted to the associate director of Financial Aid in the Welcome Center by the deadline indicated in the suspension notification. The appeal should clearly detail the mitigating circumstances that hindered the student’s academic performance and relevant documentation should accompany the appeal form. Acceptable reasons to appeal include but are not limited to: illness or injury of the student, illness or death of an immediate relative of the student, military service, divorce or separation of student/spouse, etc.

A student whose aid is suspended due to maximum time frame must include a degree audit with the appeal form that clearly identifies remaining coursework to complete the degree. Acceptable reasons to appeal maximum time frame include but are not limited to: change of major and transfer credits that did not apply toward the degree/program. Seeking multiple majors or minors is not an acceptable reason to exceed the maximum time frame.

If an appeal is granted, or approved, the student will be placed on financial aid probation and aid eligibility will be reinstated for one academic period. Concordia may develop individual academic plans for students whose appeal has been approved if it is evident that the student cannot attain, or is unlikely to attain, the satisfactory academic progress standards after completing one academic period of coursework, or if outside assistance is required (i.e., working with an academic counselor, personal counselor or other resources) to improve the situation. The purpose of an academic plan is to ensure that the student is able to meet the institution’s satisfactory academic progress standards by a specific point in time. Assuming the student meets all conditions of the academic plan for the term, or meets the minimum satisfactory academic progress standards, the student can continue to receive aid in subsequent terms until they are again meeting the satisfactory academic progress standards listed above. If the student fails to meet the minimum satisfactory academic progress standards or the conditions of the academic plan, future aid is suspended until the student is in full compliance with all satisfactory academic progress standards or provides justification for another appeal consideration.

Action taken on a financial aid appeal is final and is transmitted to the student in writing. Appeals should be submitted by the deadline detailed in the suspension notification. Depending on the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and attends class whose appeal is subsequently denied will be eligible for a refund of charges based solely on the schedule of refunds in the Business Office.

### Cautionary Note
Because the status of federal and state student assistance programs is ever changing, we run the risk that published information may become outdated. Should this occur, we will publish all applicable changes using the numerous media available on this campus.

### Glossary of Terms

**FAFSA:** Free Application for Federal Student Aid – financial statement that is used in applying for need-based financial aid

**Grant:** A monetary gift awarded on the basis of financial need
**OFFICE OF ACADEMIC AFFAIRS**

The Office of Academic Affairs, located in Lorentzen Hall, upholds the centrality of the college’s academic programs for its life and mission as an institution of higher learning of the Evangelical Lutheran Church in America and supports the vibrancy of the entire student learning environment. The goals of the Office of Academic Affairs are to:

- Recruit the faculty, administer professional policies relating to them, and provide for the growth and development of the faculty
- Provide leadership in the development, maintenance and renewal of the academic and student life
- Facilitate the work of faculty and students through effective academic support services
- Provide overall direction and supervision to cocurricular activities
- Coordinate and supervise the academic extension and public service activities offered by the college.

Departments and programs under the supervision of the dean of the college and vice president for Academic Affairs:

- Concordia Language Villages Core and Academic Development
- Continuing Studies and Outreach
- Division of Fine Arts
- Division of Humanities
- Division of Professional Programs and Communication Studies
- Division of Sciences and Mathematics
- Foundation Relations and Research Grants
- Global Learning
- Information Technology
- Institutional Effectiveness
- Library
- Offutt School of Business
- Registrar
- Undergraduate Research, Scholarship and National Fellowships

**ACADEMIC ASSESSMENT**

Concordia College is committed to providing students with high quality learning experiences. We seek to determine the extent that each student who graduates from Concordia has achieved the Goals for Liberal Learning and is prepared to carry out the mission of the college.

You will be invited to participate in various assessment activities that are designed to measure your learning and development. For example, you may be invited to complete standardized exams, respond to surveys, develop a portfolio of your work, or attend focus group discussions. Many assessment activities measure students’ progress from the first year to the fourth year. This enables us to demonstrate how much your knowledge and skills have developed during your four years at Concordia College. In many cases, we will share with you the results of assessment activities in which you participate. Awareness of your own capabilities is important for success both in college and after graduation.

Assessment activities are intended to provide useful information to faculty, staff and administrators. The college is committed to using results of assessment activities to improve programs and services. We want to ensure that we provide you (and future Cobbers) with a quality education.

**OFFICE OF THE REGISTRAR**

The Office of the Registrar, located in Lorentzen Hall, is responsible for registration and grading procedures, assigning advisors and monitoring students’ academic progress at Concordia. Questions relating to advisor assignment, graduation requirements, registration, grades and transfer credits can be answered there. The office evaluates the transcripts of transfer students and determines the number of semester credits that will transfer and their applicability toward graduation requirements.

**Family Educational Rights and Privacy Act of 1974 (FERPA):** The College is in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA) as amended. Under FERPA, students have the right to 1) inspect and review their education records within 45 days of the day that the Official Record Keeper receives a request for access; 2) request the amendment of the education record that the student believes is inaccurate or misleading; 3) consent to disclosure of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent; 4) file a complaint with the U.S. Department of Education concerning alleged failures by Concordia College to comply with the requirements of FERPA. The College publishes and distributes to all students a Notification of FERPA Rights that describes College policies in each of the four areas mentioned above. Contact the Registrar’s Office for more information.

**Official Transcripts:** Copies of official transcripts may be requested through the National Student Clearinghouse for a small fee. Credit card payments are available through the Clearinghouse. Transcripts will not be issued until all bills are paid in full in the Business Office. The Office of the Registrar provides official copies of transcripts at no cost for counter and mail requests. Additional fees are charged for rush service requests.

**Glossary of Terms**

The following definitions will help you interpret college regulations and understand academic requirements:

**Credit hour:** A credit hour is a unit of measure that gives value to the level of instruction, academic rigor and time requirement for a course taken at an educational institution. At its most basic, a credit hour is a proxy measure of a unit of student learning. The definition of a credit hour will establish a basis for measuring eligibility for federal funding. Alternative methods of measuring
The Concordia College cumulative grade point average is the only grading option that reasonably approximate the definition of a credit hour for federal purposes.

Concordia complies with the 2011 federal definition of the credit hour as stated in 75 FR 66832 Regulation 600.2, Program Integrity Issues:

**Federal Credit Hour Definition:** A credit hour is 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 credit hour of class or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours. (Higher Learning Commission, 2011)

The above federal definition includes several important components that Concordia has further defined below:

1. **An hour of instruction:**
   - a. One credit hour of instruction is 50-60 minutes of scheduled academic engagement.
   - b. The number of weekly hours of instruction is defined by the number of credit hours for the course.
   - c. For each hour of faculty-directed instruction, there should be a minimum of two hours of additional student academic work each week.

2. **A week of instruction:**
   - A week of instruction must contain at least one day of scheduled academic engagement.

3. **A semester of instruction:**
   - A semester of instruction contains approximately 15 weeks of instruction or equivalent academic engagement.

4. **Equivalent academic engagement:**
   - a. Equivalent academic engagement may be substituted for scheduled classroom instruction when appropriate and as long as the learning outcomes and/or requirement for number of hours and weeks of instruction are met.
   - b. Equivalent academic engagement may include laboratory work, internships, cooperative education, practica, studio work, independent study, music lessons, and other academic work that leads to the awarding of credit hours and meets the federal and institutional requirements.

**Grades:** Grades are indicated by letters, using the traditional method of describing the quality of work in a course. See the chart below for how letter grades are interpreted in terms of quality and grade points. Policy for assigning grades is at the discretion of the individual instructor. A student who wishes to appeal a grade may petition the department chair, who, in consultation with the faculty member and two other faculty members agreeable to the petitioner, will determine whether the grade should be changed. Petitions should be submitted no later than midsemester following the semester in which the grade was assigned. Students seeking an appeal of the department/program decision may bring a petition to the dean of the college or designee.

**Change of Grade:** The mark of I (Incomplete) is the only grading option available that keeps a course open for additional student work beyond the completion of the course. A grade change cannot be made because required (or additional coursework) has been turned in after the end of the term. Once a grade other than I has been recorded on the student transcript, it becomes part of the institutional record and can be changed only to correct an error in the original grade computation or in cases where there has been a violation of academic integrity. A grade change can be made by the instructor of record for a course or be made with approval of the chief academic officer, if the instructor of record is not available. A change of grade may not be made more than one year after the grade was officially recorded in the Registrar’s Office.

**Grade Points:** Grade points are the numerical measure of the quality of work. Each grade received is assigned the value indicated on the chart below. The grade points earned in a single course are determined by multiplying the numerical equivalent of the letter grade by the number of semester credits for the course. Grades that do not affect the grade point average are indicated by an *.

<table>
<thead>
<tr>
<th>Grades</th>
<th>Interpretation</th>
<th>Grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>minimum passing</td>
<td>0.7</td>
</tr>
<tr>
<td>AU</td>
<td>audit</td>
<td>0*</td>
</tr>
<tr>
<td>NG</td>
<td>no grade</td>
<td>0*</td>
</tr>
<tr>
<td>NR</td>
<td>no report</td>
<td>0*</td>
</tr>
<tr>
<td>F</td>
<td>failure</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>passing grade (S-U course)</td>
<td>0*</td>
</tr>
<tr>
<td>U</td>
<td>failing grade (S-U course)</td>
<td>0*</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
<td>0*</td>
</tr>
<tr>
<td>W</td>
<td>withdrawn</td>
<td>0*</td>
</tr>
<tr>
<td>DR</td>
<td>dropped course</td>
<td>0*</td>
</tr>
</tbody>
</table>

**Grade Point Average (GPA):** The Concordia College cumulative grade point average is determined by dividing the total number of grade points earned in all Concordia courses by the total number of semester credits attempted while at Concordia. A GPA of 2.0 is the same as a C average, 3.0 is a B average, etc. Transfer grades are not included in the Concordia College GPA calculation.

**Incomplete Grade:** A grade of I is a temporary indicator that your work is satisfactory as far as completed and that credit may be earned upon completion of all course requirements. The grade of I is issued only when you have missed examinations or failed to complete course assignments because of serious and prolonged illness or other unavoidable emergencies. It is your responsibility to consult the teacher and initiate the grade of I and the makeup work. If justified, an I grade is awarded by the instructor. The instructor will indicate course requirements to be completed, date by which requirements will be completed and received by the instructor (no later than the eighth week of the following semester), and the course grade which will be recorded should the student fail to meet all conditions of the agreement.

If an I has been automatically converted to an F or another assigned default grade, the student may request to complete the necessary coursework. This may only be permitted at the instructor’s discretion and must be completed within one year, which is in accordance with the grade change policy. The student may not complete coursework after that time.

If three or more incompletes have accumulated, permission to enroll in any new courses the following semester will be withheld until you have met with a member of the Student Academic Performance and Procedures Committee to discuss and establish a plan for removing the incompletes and until substantial progress has been made in finishing the incompletes. The final dates for removal of incompletes and conditions are given in the college calendar; they are the dates after which the registrar cannot accept revisions of I grades given the preceding semester.

**Major:** In order to graduate from Concordia, students must complete a specified amount of work in an approved major area of study and must maintain at least a C average (2.0 GPA) in these courses. A minimum of 50 percent of the major requirements must be Concordia coursework. Concordia coursework includes all delivery methods including on-campus, online, and study away courses for which a student registers and pays tuition at Concordia. Each major must contain at least
24 distinct semester credits regardless of the size of the major. A student cannot double major or major and minor in two areas with the same programmatic prefix.

Minor: A minor is not required for graduation. A minor, like a major, is in a concentrated field but requires fewer semester credits. Minors are available in most areas where a major is given and in some areas for which a major is not offered. Requirements for minors are also listed in the department entries. At least a C average (2.0 GPA) must be maintained and a minimum of 40 percent of the minor requirements must be Concordia coursework. Concordia coursework includes all delivery methods including on-campus, online, and study away courses for which a student registers and pays tuition at Concordia. Each minor must contain at least 12 distinct semester credits.

Part of Term: Terms may be divided into Parts of Term. Part of Term II and Part of Term III in the fall and spring semesters are each held over an eight-week period.

Senior College Credit: This is credit given for a course numbered 300 or above.

Academic Records and Registration Information

Registration: After new students have been accepted for admission to Concordia College and their deposit has been received, they will receive their fall schedule during the summer preceding Fall Orientation. New students will be assigned a faculty advisor in their selected area or major who they will meet during Fall Orientation.

Transfer Student Registration: The registrar and advisors will work individually with transfer students during the registration process. Early application is strongly encouraged; information on registration is sent soon after acceptance. Transfer credit must be earned with a grade of C- or better and must be from a regionally accredited school to be transferable.

Advance Registration: Twice a year, currently enrolled students register in advance for the next semester. Near the end of the first semester, registration is held for the second semester; near the end of the second semester, registration is held for summer sessions and the first semester of the following academic year.

Late Registration: Last day to add a class for a regular semester course is the 10th day. Registrations cannot be done online by the student after the 10th academic day. Other term deadlines are proportional to the length of the term. See academic calendar for exact deadline dates.

Maximum Registration: Normally, the maximum registration per semester is 17 semester credits. Applications for exceptions to this rule may be made to the registrar and are considered on the basis of grade point average and anticipated date of graduation. A "normal load" is considered to be 16 semester credits. Academic work taken off campus is considered part of a student’s load.

Changes in Registration: It is the students’ responsibility to be sure that their course registration is complete and accurate. All students are encouraged to consult with their advisor and their instructors when making changes to their registrations.

Students will complete initial registration and subsequent schedule changes online via CobberNet and Banner. Full semester courses can be added through the 10th day of class and courses may be dropped through the eighth week of the semester. Shorter term classes have deadlines proportional to the length of term. See academic calendar for exact deadline dates.

If a student wishes to enroll in a class that is at its capacity, or has a prerequisite or other restriction that prevents registration, the student must contact the instructor of the course. If the instructor grants permission for the student to be added to the class, the instructor will execute an “electronic override” and the student will then be able to register for the course through Banner. Registrations with overrides of any kind are a two-step process.

In the rare circumstance when a first-time freshman needs to change the registration of their Inquiry Seminar and its linked course, we ask that the student consult with their advisor first. Changes approved by the registrar will be processed in the Registrar’s Office.

Full-semester courses dropped after the 10th academic day will be noted on the student academic transcript as “DR” (dropped course). Shorter terms have deadlines proportional to the length of the term.

Students with serious and prolonged illness or other serious emergencies wishing to drop a course after the deadline may appeal in writing to the Committee on Student Academic Performance and Procedures for consideration. The committee’s decision on approval or denial will be communicated to the student via their Concordia email address. Supporting documentation from medical personnel, instructors and/or advisors is required. Late drops are rarely approved for reasons other than those stated above.

A student who stops attending a course without formal approval will receive a failing grade.

Departure/Exit Procedures

1. Withdrawal from Current Semester or Summer Session (if a student does not intend to complete the current semester and/or wishes to drop all current incomplete courses)
   - If it is necessary to withdraw from college during the current semester, the student must file an application for withdrawal from the term in the Office of Student Development and Campus Life in Academy 101. If endorsed, the withdrawal becomes effective on the date it is approved and is reflected on the academic record. A “W” in noted on the transcript for each dropped course.
   - The final date for withdrawal from a current term is the last day of classes during the 12th week of the semester.
   - Students who stop attending classes and who do not withdraw in the prescribed manner will be charged as if they had continued in the classes and may earn failing grades.
   - Withdrawal may impact a student’s financial aid. Please refer to the information under Withdrawals and Refunds in the Financial Information pages of the catalog.
   - The college reserves the right to involuntarily withdraw students who discontinue class attendance.
   - The college reserves the right to involuntarily withdraw students on academic probation who are not attending classes and who are not meeting their probation status requirements.

2. Military Withdrawal
   - The college will make every effort to accommodate the needs of a student called to active military duty during an academic term. Students who receive orders to report for active U.S. military duty should contact the Office of Student Development and Campus Life. Students in this situation must present their Military Orders to initiate accommodations regarding coursework in progress. An approved plan regarding coursework must be established prior to a student’s departure. Generally, there are three approaches that may be taken:
     - If orders are received late in the semester, a student may be able to complete coursework prior to leaving.
     - It may be feasible for a student to receive an Incomplete in a course or courses. If it is not feasible to receive an Incomplete, a student will be allowed to drop a course or courses with a full refund of tuition and fees associated with the dropped course(s). If a student receives an Incomplete but is unable to complete the work due to a change in circumstances, the student may appeal to the Committee on Student Academic Performance and Procedures for a retroactive course drop under the same terms outlined above.
     - If it is necessary for a student to withdraw from a current semester to fulfill military obligations, a student will be withdrawn with a 100 percent refund of tuition and fees and unused portion of room and meals.

3. Non-returning and/or transferring (students who plan to transfer or not return for the next semester)
• Any student who does not plan to return to Concordia for the next semester must meet with a staff member in the Center for Student Success in the lower level of Fjelstad.
• Advisement from the Center for Student Success is intended to be a support service and is the initial step to discuss concerns, explore options, seek out resources and get information about considerations involved with leaving the college and/or transferring.

Academic Leave: Students in good standing may apply for an academic leave, allowing them to take leave from college without having to apply for readmission. Leaves may be granted for a period of up to one year. During an academic leave, students will not have access to institutional resources.

Readmission: If you stop attending Concordia for one or more academic terms and want to return, you must contact the Office of Admission. Before your application for readmission will be considered, you will be asked to address any pending issues related to your academic, disciplinary or financial status with the college at the time you stopped attending. Once these issues are resolved, the Office of Admission will process your application for readmission and inform you of the resulting decision.

Auditing Courses: Anyone wishing to audit (attend a course without seeking credit) must be admitted, register for the course and pay the appropriate fees (see the financial information pages; Concordia employees and Concordia graduates are not assessed audit fees). The following courses may not be audited: art laboratories, science courses with a lab, clinical experiences, music lessons, physical education activities, pre-May seminars, off-campus programs, or nursing courses. Courses with space available may be audited by obtaining consent of the instructor on the audit registration form (available online and in the Office of the Registrar). May Seminars with space available may be audited but the total seminar fee is assessed.

The audit grade of AU on an academic transcript indicates the class was attended. If the instructor reports lack of attendance for an audited course to the Office of the Registrar, the registration for the course will be voided as of that date. A maximum of 20 semester credits total may be taken on an audit basis, with a maximum of 8 semester credits per semester.

Any change from audit to credit must be done by the last day to drop a full-semester course (10th day of classes). Any change from credit to audit must be done by the last day to drop a full-semester course (eighth week of classes). Refunds for changes from credit to audit will be prorated on the same basis as refunds for withdrawals from courses taken for credit. A course completed with the grade of AU may not be changed to credit. A student may enroll to take the course for credit at a later date. An audited course does not apply to graduation requirements nor the course load needed for financial aid awards.

Pass-Fail Registration Option: The purpose of the pass-fail option is to encourage students to try courses in fields other than their major or minor. For more information, see your advisor or the Office of the Registrar. Students may take a maximum of 8 semester credits or their equivalent (including transfer credits) on a satisfactory-unsatisfactory (S-U) basis; no more than 4 semester credits per department can be graded on an S-U basis, and a course taken for a grade of S-U cannot satisfy any of the liberal arts Core requirements.

The minimum letter grade for passing with a grade of S is a C-. The grade of U is awarded for D and F level work. Courses offered only on an S-U basis may be taken in addition to the two-course maximum. Nursing courses required for the major cannot be taken on a pass-fail basis. A grade of U will be counted in attempted hours but will not affect the Concordia GPA.

Repeating Courses: Students must notify the Office of the Registrar when repeating a course. Courses may be repeated if the student has earned a grade of C- or below, or a U, and if space permits. All courses attempted remain on the student’s transcript; only the last grade is computed into the GPA and credit is only earned once. The Student Academic Performance and Procedures Committee must approve exceptions to these rules. Federal regulations prohibit Concordia College from awarding federal financial aid to a student for repeating a course, unless the student failed the course.

Course Examinations: In many classes, formal examinations at midsemester and at the end of each semester are given on the dates indicated on the college calendar. In addition, individual instructors give examinations in their courses at various times during the semester. The results of these exams, and other major assignments, give students the chance to gauge their progress in their courses. If you have any questions about your work in any of your courses, you should talk with your instructor. If you have concerns about your overall progress, you can make use of a variety of resources, including the Office of the Registrar, the Center for Student Success, the Office of Student Development and Campus Life and others.

Advanced Credit

See the Office of the Registrar for details and fees for the following options.

Advanced Placement (AP): Students may obtain advanced placement and credit in selected courses at Concordia by earning an appropriate score on the Advanced Placement Program Test of the College Entrance Examination Board (CEEB). Contact Admission for information on the selected tests, required scores and equivalencies. Credit must be recorded during the student’s first year at Concordia. A small fee is charged per course.

Placement of Transfer and Part-Time Students: The academic level at which transfer students are placed at Concordia will depend on the work they have successfully completed and is accepted for transfer. If a baccalaureate degree has been previously earned, Concordia will not award another degree.

CLEP and Departmental Examinations: You may receive credit in some courses by successfully completing special examinations that test your knowledge of the subject matter. Two types of credit-by-examination opportunities are available. CLEP subject examinations measure achievement in specific college courses. Other subject examinations have been developed by a number of departments at Concordia for departmental use. No more than 20 semester credits can be applied to the 126 semester credits required for graduation. See the Office of the Registrar for details and fees for these options.

Veterans Affairs Eligibility: Concordia College is approved by the Minnesota State Approving Agency for Veteran’s Educational Benefits. To obtain benefits, the veteran must apply for a Certificate of Eligibility. Application forms may be obtained from the Veterans Administration Regional Office. This should be done as soon as possible after acceptance so that the Certificate of Eligibility may be obtained before the veteran comes to the campus. In evaluating and granting credit to veterans who have pursued specialized training programs in the armed forces, the college utilizes the Guide to the Evaluation of Education Experiences in the Armed Services, prepared by the American Council of Education.

Academic Classification

Freshman: 0-23.99 earned semester credits
Sophomore: 24-55.99 earned semester credits
Junior: 56-87.99 earned semester credits
Senior: 88 and more earned semester credits

Student Enrollment Status:
Full time: Students enrolled in 12 or more semester credits
Half time: Students enrolled in 6-11.99 semester credits
Less than half time: Students enrolled in less than 6 semester credits
Academic Progress, Warning, Probation and Suspension

Normal Progress: Normal progress toward a degree is defined as earning 16 semester credits and achieving a 2.0 GPA, on the average, per semester, and satisfactorily meeting the other fixed requirements of the college. A student earning 16 semester credits for eight semesters will acquire slightly more than the 126 semester credits required for graduation in a four-year period.

The Committee on Student Academic Performance and Procedures monitors students’ academic progress toward graduation. Committee members include the following college staff: dean of the college (or designee), dean of students, registrar and associate director of Financial Aid. Following each semester, the committee meets to consider carefully the term, cumulative Concordia grade point average and the number of course credits completed by all students. The committee uses the following established guidelines for minimum acceptable progress to ensure graduation in a reasonable period of time.

<table>
<thead>
<tr>
<th>Minimum academic progress</th>
<th>Credit hours completed</th>
<th>Concordia Cumulative GPA</th>
<th>Completion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-17</td>
<td>1.7</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>17.01-34</td>
<td>1.8</td>
<td>62.5%</td>
</tr>
<tr>
<td></td>
<td>34.01-51</td>
<td>1.9</td>
<td>68.75%</td>
</tr>
<tr>
<td></td>
<td>51.01-and beyond</td>
<td>2.0</td>
<td>68.75%</td>
</tr>
</tbody>
</table>

Credit hours listed above include all courses completed (including Concordia courses, transfer and other credits).

Concordia Cumulative GPA is the GPA calculated from just the courses attempted at Concordia (does not include transfer grades).

Completion Rate is the percentage of attempted hours successfully completed.

Note: The committee reserves the right to place a student on academic probation as a consequence of an extremely poor semester. Students may be suspended from Concordia at any time if their academic performance in any given semester falls below a 1.0 GPA. Students may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Student Academic Performance and Procedures Committee will review appeals and their decision is final. After the suspension period has passed, a student is eligible to apply for readmission. The readmission decision will take into consideration the student’s history and actions or circumstances that would justify readmission; for example, successful completion of coursework at another institution. If readmitted, the student will be reinstated on a probationary and contractual basis and will be required to meet specific expectations for continued enrollment.

Academic Suspension

Failure to meet minimum academic progress standards may result in academic suspension for one calendar year. In addition, students may be suspended from Concordia at any time if their academic performance in any given semester falls below a 1.0 GPA. Students may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Student Academic Performance and Procedures Committee will review appeals and their decision is final. After the suspension period has passed, a student is eligible to apply for readmission. The readmission decision will take into consideration the student’s history and actions or circumstances that would justify readmission; for example, successful completion of coursework at another institution. If readmitted, the student will be reinstated on a probationary and contractual basis and will be required to meet specific expectations for continued enrollment.

Note: Students receiving financial aid should consult the Financial Aid Office for the Financial Aid Academic Progress Policy.

Dean’s List

Students who excel in their courses are named to the dean’s list at the end of each semester. In order to receive this distinction, students must be attending full time, complete a minimum of 12 semester credits and earn a GPA of 3.7 or above for the semester. Grade changes for the semester must be received in the Office of the Registrar no later than the last day of the first week of classes in the following semester or summer session to impact consideration for the dean’s list. Nominations to the dean’s list are made from each semester’s grades; they are not based on a cumulative GPA for the student’s college career. Students named to the dean’s list and their parents are notified by letter following each grading period.

Degree and Graduation Requirements

Concordia offers Bachelor of Arts and Bachelor of Music degrees, as well as a Master of Education in World Language Instruction and a Master of Science in Nutrition. It is important that students understand the requirements of their desired degree. Advisors will assist in selecting programs of study. All students have access to Degree Works, an electronic degree audit system. This tool, as well as the academic catalog, provides students the information necessary to evaluate their progress toward degree completion. The Office of the Registrar manages the
system. Any questions or concerns about the degree audit and the information it provides should be directed to that office. However, the final responsibility for meeting all requirements rests with the student.

Students graduate according to requirements published in the Concordia College Catalog at the time of their matriculation at Concordia, or any one subsequent catalog published during their enrollment. Students who are readmitted two years or more after their last enrollment must satisfy requirements published in the catalog in effect at the time of readmission, or any one subsequent catalog published during their enrollment. Graduation rates are available from the Office of Institutional Effectiveness.

Bachelor of Arts Degree – Requirements
1. General
   a. 126 semester credits
   b. Cumulative GPA of 2.0 in Concordia courses
   c. Residence requirements met (see Residence Requirement below)
   d. 40 semester credits with senior college credit (courses numbered 300 and above)
2. Major
   a. Completion of all requirements for at least one major, as outlined in the department pages of the catalog
   b. A minimum of 50 percent of the major requirements must be Concordia coursework
   c. A minimum GPA of 2.0 in Concordia courses and all courses in the major presented for graduation. Individual departments may have more restrictive policies. Please consult the individual department page for details.
3. Liberal Arts Core Curriculum requirements
   The requirements for the Liberal Arts Core Curriculum are listed on Page 24.
4. PEAK – Pivotal Experience in Applied Knowledge
   The requirements for PEAK are listed on Page 26.

Bachelor of Music Degree – Requirements
1. General
   a. Minimum 126 semester credits (excluding music ensembles)
   b. Cumulative GPA of 2.0 in Concordia courses
   c. Residence requirements met (see Residence Requirement below)
   d. 40 semester credits with senior college credit (courses numbered 300 and above)
2. Major
   a. The Bachelor of Music degree is available in five different areas: instrumental music, piano, voice, composition, and music teaching. Each program has its own requirements, which are listed in the music department pages.
   b. A minimum of 50 percent of the major requirements must be Concordia coursework
   c. A minimum GPA of 2.0 in Concordia courses and all courses in the major presented for graduation
3. Liberal Arts Core Curriculum requirements
   First-Year Experience courses, completion of required non-music electives and both religion courses (as listed in the Liberal Arts Core Curriculum)
4. PEAK – Pivotal Experience in Applied Knowledge
   The requirements for PEAK are listed on Page 26.

Master of Education – Requirements
The requirements for the Master of Education are listed in the graduate program pages of the catalog.

Master of Science in Nutrition – Requirements
The requirements for the combined Dietetic Internship and Master of Science in Nutrition with an emphasis in Dietetics Leadership are listed in the graduate program pages of the catalog.

Graduation
Graduation Honors: The required grade point average (GPA) scale for Concordia College graduation honors is 3.5 for cum laude, 3.7 for magna cum laude and 3.9 for summa cum laude. Honors listed in the Commencement program are based on grades up to but not including the final semester. The final honors status is determined after all grades are complete and will then be placed on the transcript accordingly.

Diplomas and Commencement Participation: Diplomas are printed and released only to students who have satisfied all graduation requirements and who have settled all financial obligations with the Business Office. Students who are within 12 semester credits of completing their graduation requirements and will complete them by the end of the summer may participate in the May commencement ceremony. December graduates typically will participate in the May commencement ceremony after graduation. However, December graduates may elect to participate in the commencement ceremony preceding graduation if registered for all remaining degree requirements. A diploma is not awarded until all graduation requirements are met.

Residence Requirement: To fulfill this requirement, students must earn at least 28 semester credits on campus and must spend the last two semesters preceding graduation as a full-time student at Concordia.

ACADEMIC INTEGRITY

The Academic Virtues
As a community of study, Concordia College seeks to nurture in all of its members the human qualities that enable us, individually and collectively, to engage in our academic enterprise. The academic enterprise, like any other “coherent and complex form of socially established cooperative human activity” (MacIntyre p. 175), requires that its practitioners possess certain qualities which make the academy possible, and without which it can exist as an academy in name only. These human qualities, or virtues, make possible not only our collective existence as a community of study, but also our individual participation in our chosen fields of study.

Students, faculty and administrators relate to one another in a way defined by the purposes and standards that make our community an academic community. A student may choose to pursue a particular major in order to become powerful, wealthy and famous. But power, wealth and fame are “external goods” that may be achieved by means other than pursuing a particular academic major. The purposes and standards that make our community an academic community of the church are not concerned primarily with “external goods,” but rather with goods that are “internal” to the various academic disciplines and “eternal” before God. This also suggests that, to lack integrity, one misconstrues what we profess to be humanity’s ultimate and most worthy goal, to live with God in a community of perfect justice.

To become a student within a particular discipline is to enter a form of activity with its own methodology and standards of excellence. While a discipline’s methodology and standards of excellence are not immune from criticism and change, “we cannot be initiated into [such] a practice without accepting the authority of the best standards realized so far” (MacIntyre p. 177).

As you study a discipline, you learn to appreciate the feelings or ideas of others, and in so doing you learn to be empathetic.
As you study a discipline, you learn to distinguish between excellent and average examples of disciplinary practice, giving each person (including yourself) what is due them; in so doing you learn to be fair minded.

As you study a discipline, you learn that you must expose your ego and limited knowledge to criticism, and in so doing you learn to be courageous.

As you study a discipline, you learn that the quest for knowledge is never completed, and in so doing you learn perseverance and humility.

**The Centrality of Integrity to Academe**

Without a commitment to the virtues of fair mindedness, courage, perseverance, intellectual humility and empathy, the academic enterprise, individually and collectively, is doomed to failure. Yet none of these virtues is possible without the central virtue of integrity. When we say that the Concordia community expects all of our members to act with integrity — to act with honesty, uprightness and sincerity — we speak in a language of virtue as well as of duty. We say, unequivocally, that dishonesty is always wrong.

We say that dishonesty is wrong because it is unjust, robbing everyone of the knowledge of what each person is due.

We say that dishonesty is wrong because it is cowardly and intellectually false.

We say that dishonesty is wrong because cheaters prefer ease and expediency to hard work and perseverance.

We say that dishonesty is wrong because it robs the student of the goods internal to the practice of the student’s chosen discipline.

We say that dishonesty is wrong because the dishonest seek only the goods external to the academic enterprise, namely, wealth, power and fame.

Because academic dishonesty in all its forms is so fundamentally contrary to the community of study, because it is so fundamentally destructive of the moral virtues required of those engaged in the academic enterprise, we must collectively and individually reaffirm the central importance of the virtue of academic integrity at Concordia College. This document represents just such a collective and individual reaffirmation of the core principles of the college. Faculty, students, administrators and staff members are charged with specific practices and responsibilities in following these principles. These obligations are described in full in the Student Handbook. Additionally, faculty members follow practices germane to the fair evaluation of student performance. These practices are described in the Joint Statement on Academic Responsibility, located in the Faculty Handbook.

**Academic Integrity Violations**

Refer to the student handbook for policies and procedures regarding academic integrity violations, including plagiarism: https://cobbernet.cord.edu/handbooks

**Bibliography**


**THE CORE CURRICULUM: BECOMING RESPONSIBLY ENGAGED IN THE WORLD**

As an essential part of the liberal arts approach to learning, every candidate for the Bachelor of Arts and Bachelor of Music degrees at Concordia is required to take a specific set of courses that comprise the Liberal Arts Core Curriculum. These courses are designed to provide a solid foundation in written and oral communication skills and to establish a methodological competency and sensitivity to intellectual perspective through the study of a variety of disciplines. Core courses emphasize the development of analytical and critical thought processes and the ability to recognize and deal constructively with significant problems. Through the Core Curriculum, students also develop an appreciation for other peoples and cultures and an ability to respond to change in creative, effective ways. The Core Curriculum’s explicit goal is to prepare our students to Become Responsibly Engaged in the World (BREW).

**Goals for Liberal Learning**

The Goals for Liberal Learning in the Core Curriculum are the following.

**Goal 1: Instill a love for learning**
- Demonstrate an ability to learn independently (seek opportunities to learn)
- Appreciate that learning is a lifelong process
- Obtain information needed to make informed judgments

**Goal 2: Develop foundational skills and transferable intellectual capacities**
- Express ideas effectively
- Make decisions and solve problems by engaging in creative and critical thinking
- Access and evaluate a variety of sources of information
- Consider multiple perspectives when developing solutions to problems

**Goal 3: Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives and their connections**
- Demonstrate proficiency in a discipline
- Demonstrate that problem solving involves multiple perspectives and tools

**Goal 4: Cultivate an examined cultural, ethical, physical, and spiritual self-understanding**
- Understand the influence of a religious worldview
- Appreciate the aesthetic dimensions of life
- Identify the factors that contribute to self-understanding
- Identify how personal, interpersonal, social, cultural, and religious factors shape people’s identity

**Goal 5: Encourage responsible participation in the world**
- Demonstrate ethical commitment by making critical, principled decisions
- Demonstrate intercultural competence
- Apply academic learning to one’s personal, professional, and civic lives
- Apply knowledge and skills to influence the affairs of the world

**The Core Curriculum consists of the following:**

- First-Year Experience courses: 4 courses
- Religion I: 1 course
- Exploration courses: 4-5 courses
- Religion II: 1 course
- Perspectives courses: 2 courses

- Apply academic learning to one’s personal, professional, and civic lives
For a complete listing of approved courses, see the Core Curriculum requirements on the Office of the Registrar’s website. The letter immediately following the course number in the departmental listings is the core designation code that indicates which core requirement is met. Courses used to fulfill Core requirements are not eligible for the pass/fail grading option.

First-Year Experience Courses

1. INQ 100 – Inquiry Seminars (4 credits). These seminars are designed to introduce students to the world of scholarship through intensive, collaborative investigations of innovative topics. excitement and challenge characterize these courses as students are invited to be co-inquirers into topics and problems that have impassioned their professors. Inquiry Seminars are devoted to helping students develop critical thinking skills and fostering a lifelong love of learning. These writing-intensive courses emphasize the foundational and transferable skills of data collection, assumption analysis, thesis construction, and argument development.

   First-time, full-time degree-seeking college students must take Inquiry 100 during their first semester, unless they enter Concordia with college credit for an equivalent course. Students who enter Concordia with sophomore or higher standing, and who have been a full-time degree-seeking student at a college or university prior to coming to Concordia, are not required but may opt to take INQ 100.

2. IOC 100 – Inquiry Oral Communication (4 credits). In the Oral Communication courses, students will learn to produce and critique messages in public speaking and group settings. These courses will emphasize the oral applications of critical thinking strategies: research techniques, citation methods, information and persuasive message goals, and the roles and functions of group members and leaders.

   All students must take the Core IOC course, unless they enter Concordia with college credit for an equivalent course. Students who enter Concordia with credit for a college public speaking course that is not equivalent to IOC 100, or students who have extensive experience in competitive forensic public speaking, have two options to fulfill the IOC requirement:

   Option 1 is to enroll in IOC 100 in either the fall or spring semester during the first year. In the spring, the student will take the course not taken in the fall, either IOC 100 or IWC 100.

   Option 2 is to enroll in COM 308 – Communication for Citizenship and Career, preferably in the first year on campus. COM 308 is an advanced oral competence class that includes instruction in oral communication for both public and group settings. This course may be taken either in the fall or spring semester, depending on when it is offered. Students with competitive forensics experience should contact the CSTA department to determine whether Option 2 is a good choice in their specific case.

3. IWC 100 – Inquiry Written Communication (4 credits). This introductory writing course develops transferable skills and intellectual capacities inherent in the eight habits of mind necessary to critical thinking and well-crafted writing: Curiosity, Openness, Engagement, Creativity, Persistence, Responsibility, Flexibility, and Metacognition. The course includes practice in information literacy and argument, and students creatively remix one essay to experience writing in a different form. A field research component supports Concordia’s Core mission to responsibly engage in the world. IWC 100 does not count toward an English major or minor.

   All students must take the Core IWC course, unless they enter Concordia with college credit for an equivalent course. Students who enter Concordia with credit for a college composition course that is not equivalent to IWC 100 have two options to fulfill the IWC writing requirement:

   Option 1 is to enroll in IWC 100 or IOC 100 in either the fall or spring semester during the first year. In the spring, the student will take the course not taken in the fall, either IOC 100 or IWC 100.

   Option 2 is to enroll in an advanced writing class, preferably in the first year. The advanced writing courses may be taken either in the fall or spring semester, depending on when they are offered.

   Qualifying advanced writing courses include:

   - ENG 316 – Business Writing
   - ENG 317 – Telling the Story: News Writing
   - ENG 318 – Telling the Story: Feature Writing
   - ENG 324 – Technical Writing
   - ENG 380 – Special Topics in Writing

4. Holistic Health (1 credit). This course (PED 111), normally taken in a student’s first year, is designed to teach health-related fitness and to encourage a lifelong pattern of physical fitness.

Religion I

Religion 200 – Christianity and Religious Diversity (4 credits). This course should be taken during the student’s first or second year.

Exploration Courses

These courses constitute the heart of the Concordia Core Curriculum. They are designed to provide students with the breadth of knowledge and experience that characterize the well-educated liberal arts student. They are also designed to assure that Concordia students are prepared to be responsibly engaged in the affairs of the world. No one part of the Core Curriculum can accomplish these goals individually, but the whole of the Core can do so. Consequently, students are required to take courses in the four areas of the Core:

- Natural Sciences and Mathematics (8 credits) – one course in natural sciences and one course in mathematics
- Social Sciences (8 credits) – two courses in the social sciences
- World Language (4-8 credits) – one course is required at the second-semester level (students testing into a language level beyond the second semester may take a higher-level course to fulfill this requirement)
- Arts and Humanities (8 credits) – one course in the arts and one course in the humanities

No more than one course from a single department may be taken to satisfy the Exploration requirement in the Natural Sciences and Mathematics, Arts and Humanities, and the Social Sciences. One course must be at the 300 level and preferably taken in the junior or senior year. A wide variety of courses are available to students in their pursuit of these requirements.

Religion II

An advanced religion course (300 level) is required in the student’s junior or senior year.

Perspectives Courses

Perspectives-designated courses are designed to help students understand the global and increasingly interdependent character of the world. The perspectives courses will help them to see that no position is without a perspective and no policy is without an assumptive base. Students are required to take two courses with a Perspectives designation:

- U.S. Cultural Diversity – one course with a (U) designation
- International and Global Perspectives – one course with a (G) designation
INTEGRATIVE LEARNING AND PEAK IN THE CONCORDIA EXPERIENCE

A philosophy of integration informs student learning at Concordia. Learning shaped by integration is interdisciplinary, tests theory and applies knowledge through practice, moves students beyond the classroom into the worlds of work, professional life, and civic engagement, and fosters real-world problem-solving in dialogue with multiple voices and diverse community interests. Integrative learning binds together study of majors, the Core Curriculum, and cocurricular involvement with the development and refinement of responsible engagement in the world to advance the college’s central mission.

Five criteria define integrative learning at the college:
1. Venture beyond the classroom.
2. Encounter and work alongside persons or groups wrestling with complex situations, problems, questions, or challenges.
3. Construct meaningful, interdisciplinary responses to these encounters, taking seriously multiple perspectives.
4. Discover questions, perspectives, and problems not necessarily scripted in a course syllabus and work through ambiguity, frustration, and disequilibrium.
5. Sharpen and apply skills and competencies that flow out of a liberal arts education and are relevant to future employment.

GLOBAL LEARNING AT CONCORDIA

Concordia College prepares students to be responsibly engaged in the world and to thrive in a global society. Global learning, both on and off campus, is integral to the Concordia experience and provides essential preparation for a world lived in common with diverse others. The college offers an array of academic and student life programs seeking to advance cognitive, personal and social development for global citizenship in an interdependent world.

To develop competencies needed for the 21st century, the college seeks to infuse global learning into every dimension of the Concordia experience. Students take up global questions and perspectives in their core and disciplinary courses. They learn from professors who travel and study abroad to advance their teaching and research. They have opportunities to engage in intercultural conversations through distance learning technologies that link classrooms and through the informal interactions of campus organizations. Students come to Concordia from nearly 30 different countries and share their cultures and convictions in classes and in residence life. Beyond the infusion of global learning across the curriculum, students can focus or enrich disciplinary preparation through coursework in the global studies program. They can earn credits toward graduation and disciplinary requirements through study away – in international and domestic settings.

International Student Advisement

International students are an integral part of the student body and utilize any and all of the services available to students at Concordia College. In addition, special services are available to assist international students:
• An international student advisor provides support and assistance to international students by maintaining their SEVIS (Student and Exchange Visitor Information System) record and assisting with the various issues affecting F-1 students studying in the United States.
• A special orientation is held at the beginning of each fall and spring semester to help international students make a successful transition to college life in the United States.

Consistent with Concordia’s emphasis on integrative learning, every student seeking a Bachelor of Arts degree is required to complete two intensive integrative learning experiences known as PEAKs (Pivotal Experience in Applied Knowledge). Although PEAKs will vary in format and types of experiences, every PEAK must rigorously fulfill the five integrative criteria. Some PEAKs may be linked to a college course, some may involve research-intensive experiences, and some may be connected with internships; others may occur through study off campus or student leadership positions on campus or in the wider community. Students may also create independent PEAK experiences in consultation with advisors and mentors.

Students are eligible to complete a PEAK at any time; however, in most cases, students will not complete a PEAK during the first year of college. To highlight the essential character of PEAK as a culmination of integrative learning, at least one of the two PEAKs must be completed during the junior or senior year. Integrative learning across the curriculum and two guaranteed PEAKs for every student distinguishes a Concordia education. Together they ensure that all Concordia students receive an education of personal transformation and meaningful engagement, equipped and ready for lives of responsible service, civic engagement, and meaningful work.

• Two PEAKs are required, one to be taken with junior or senior classification.
• Students who enter the college with junior classification are required to complete only one PEAK experience.

Study Away Programs

For more than 50 years, Concordia has offered opportunities for students to study away from campus. The college has a tradition of academic integration, which means that students are encouraged and sometimes required to prepare for study away through coursework. Credit-bearing study away, whether short term or long term, can be a high impact and transformative experience. Concordia offers a set of comprehensive and academically integrated programs that seeks to serve students as growing, interconnected persons.

The college offers nine program lines with multiple choices within each. Short-term programs (30 days or less) change from year to year, while long-term programs (semester and yearlong) are offered every semester or every year. Consult the Global Learning website (www.ConcordiaCollege.edu/studyaway) for current offerings or make an appointment at the Global Learning office to consult with a study away advisor. Advance planning and preparation are an important part of successful and satisfying study away, and students are encouraged to see study away as a basic component of academic planning and development.

Exploration Seminars are faculty-led midsemester seminars embedded in a course of travelers and non-travelers designed to enrich the learning of all.

May Seminars have been offered since 1968 and are a signature short-term study away option because they are faculty-led travel seminars integrated with a required preparatory course.

Portal Seminars explore integrative learning through collaborative inquiry supported by interdisciplinary faculty teams and annual institute programming.
EXPANDED ACADEMIC OPPORTUNITIES

In addition to the standard curriculum, Concordia has many special programs to fit individual preferences and needs. Many of these may be incorporated into your regular course of study. Some involve travel; others are work experiences. For those programs not located on campus, application and review may be required. These academic opportunities will add depth to your academic program and enrich your life in many ways. Not only will they open new doors, deepen your understanding, broaden your perspective, and reveal capabilities you did not know you had, but they also will be an important part of a liberal arts education. We encourage you to explore these opportunities.

The Lorentzsen Center for Faith and Work

The Lorentzsen Center for Faith and Work was established as an outreach center for the community and a resource center for the college. The purpose of the center is to develop and enhance ethics-centered and value-based leadership for individuals and organizations through information, networks, programs and consultation. Activities for the Lorentzsen Center for Faith and Work include:
- Monthly business ethics luncheons for the business and college community
- Annual leadership workshop dealing with a specific area of leadership
- Annual Norman M. Lorentzsen spring ethics conference
- Seminars and consulting for corporations and organizations relating to ethical behavior and leadership
- Ethics programs integrated with the curriculum and campus life at the college.

The Lorentzsen Center for Faith and Work is a program of the Offutt School of Business. For more information, call (218) 299-3305.

Concordia Language Villages

Since 1961, Concordia Language Villages has been offering internationally recognized language and culture immersion programs for young people ages 7 to 18. More than 4,500 villagers participate in our one-, two- or four-week summer sessions. In addition, we offer language and cultural immersion programs for families, adults, educators and school groups throughout the academic year. Participants learn and speak one of 15 different languages: Arabic, Chinese,
Danish, English, Finnish, French, German, Italian, Japanese, Korean, Norwegian, Portuguese, Russian, Spanish and Swedish.

Concordia students may experience the Villages through department programs or as staff if they have achieved a sufficient level of language proficiency.

For more information, call the Concordia Language Villages office at (800) 222-4750 or (218) 299-4544 or stop by Riverside Center. Our website (ConcordiaLanguageVillages.org) also has a wealth of information about our programs.

Credo Honors Program

Credo is an academic honors program in the Core Curriculum for high-ability, highly motivated students who accept the challenge of actively exploring ideas and topics in deep and meaningful ways. Eligible students are invited to join the Credo program at admission and apply to continue in the program following the fall semester of their first year. Credo students participate in stimulating discussions and develop intellectual and social relationships as they challenge themselves and each other in this rigorous interdisciplinary program. Credo students have the option to live in specially designated Credo housing.

Program participants take four specially designated Credo courses:

• A Credo Inquiry Seminar
• Three additional Credo exploration courses of their choice in three of the following six areas: arts, humanities, social science, science, mathematics and religion II.

The Credo exploration courses are taught by outstanding faculty who bring a distinctive approach and perspective to the subject. These courses are open only to Credo students and are topics not usually covered in other courses at Concordia. Examples of current Credo courses are Literary Afterlives, Filmmakers Who Changed the World, and Stress and the Human Experience, with new courses being developed on an ongoing basis.

For additional information regarding the Credo honors program, see Credo in the department pages of the catalog.

Cultural Events

The mission of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life. From the founding of the college, cultural events have been a fundamental component in carrying out this mission.

Cultural events programming at Concordia College enriches the intellectual and cultural life of the college by providing models of what the college values through presenting individuals and groups that stimulate a love of learning, evoke a commitment to excellence, provide growth of independent thinking, demonstrate creativity, broaden appreciation of the world, and awaken a personal and social consciousness and vision of the way the world can be.

Cultural Events Series: Each year the Cultural Events office sponsors a series featuring touring artist performances in genres including vocal and instrumental music, dance, and theatre. Performances are chosen based on the mission of the college and the goals of cultural events programming. Along with a public performance, visiting artists engage in residency activities, master classes and lectures that are integral educational components of the series.

Faith, Reason and World Affairs Symposium: Each fall, the college sponsors the Faith, Reason and World Affairs Symposium on a topic of major significance. In the best liberal arts tradition, these symposia bring to campus knowledgeable speakers to represent various positions on the topic. The goal is to challenge participants to make informed judgments through hearing and discussing divergent points of view. Past topics have included medical ethics, the global economy, climate change and technology.

Concordia Christmas Concerts: Each December, more than 400 Concordia student musicians present a celebration of seasonal music and art in six performances at Memorial Auditorium and Orchestra Hall in Minneapolis. The performances are experienced by thousands of people annually, marking a highlight of the holiday season for the Concordia community, friends and families since 1926.

National Book Awards at Concordia: Concordia was the first college in the U.S. to host a celebration of the National Book Awards, beginning in 2006. This annual event in March is an author-in-residence program featuring two National Book Awards finalists or winners. The authors participate in a public Readings and Conversation event, workshops and master classes with students, and a public book signing.

Departmental Honors Programs

Departmental honors programs are an option for highly motivated students. Several academic departments offer these intensified studies for exceptional students who wish to develop their talents to a greater degree than might otherwise be possible.

Students who successfully complete the departmental honors program graduate “with honors.” A notation to that effect appears on the academic record along with other honors earned at Concordia. The requirements of departmental honors programs vary. For more information, see the department chairs of biology, chemistry, Chinese, communication studies, education, English, French, German, history, mathematics, music, philosophy, physics, political science, psychology, religion, social work and Spanish.

Music Organizations

Known both nationally and internationally, Concordia’s music organizations are many and varied. The famed Concordia Choir, Concordia Orchestra and Concordia Band annually tour various regions of the United States, and all three ensembles have toured extensively throughout the world. Other vocal ensembles on campus include the Chapel Choir, Kantorei, and Cantabile. All of the choirs perform in chapel regularly and present local concerts. Instrumental ensembles include the Echo Band, Symphonic Band, Jazz Ensembles I and II, the Percussion Ensemble, Marimba Choir and Tintinnabula which perform in local concerts throughout the year. Students may also audition for the Fargo-Moorhead Symphony, a professional ensemble that performs a regular subscription series. In addition, there are numerous brass, woodwind, string and piano ensembles.

Membership is determined by audition. Prospective members of instrumental ensembles should bring their own instruments. A limited number of instruments are available at a nominal rental fee per semester. For information about participation in any of these ensembles, contact the music department.

Choirs:

• The Concordia Choir (sophomores and above) tours nationally and internationally, performing at major concert venues on a regular basis, in addition to campus concerts and chapel appearances.

• The Concordia Chapel Choir (sophomores and above) also undertakes a regional tour and performs in local and campus concerts, as well as during chapel.

• Cantabile is for Concordia women in all years who love to sing, enjoy challenging music of all styles, and want to be part of an inspiring and welcoming group.

• Kantorei is a mixed choral ensemble made up primarily of first-year students who love to sing and enjoy the challenges and rewards of participating in choir.

All of the choirs participate in the annual Concordia Christmas Concerts.
Bands and Orchestras:
- The Concordia Band, usually consisting of about 70 members, performs a variety of symphonic music at concerts, convocations and other college functions and on its annual tour.
- Symphonic Band, performs several concerts on campus each semester, including the PRISM Concert, Christmas Chapel and Composers Concert.
- The Concordia Echo Band plays a variety of musical literature in on-campus concerts.
- Cobber Athletic Band performs at various home athletic events throughout the academic year.
- The Concordia Orchestra performs representative works from the symphonic music literature in a series of concerts on campus and on its annual tour.
- The Concordia College Symphonia, a chamber orchestra, plays works in on-campus concerts, including performances with the jazz ensembles during chapel.
- The Concordia Symphonic Band, an audition-based ensemble of the college’s finest wind and percussion instrumentalists performs at concerts, convocations and domestic tours.

Instrumental ensembles: Smaller ensembles are formed on the basis of student interest and ability. Brass, string, woodwind, percussion, marimba and piano ensembles perform in concerts and at various college functions.
- Tintinnabula, a handbell choir, has 13 ringers who are chosen by audition. Campana, a second handbell choir, has up to 15 ringers and welcomes experienced as well as new ringers. Both groups play on five octaves of Malmark bells and appear in campus concerts, chapel services and at various local events. They also play at churches and festivals in the region, and participate in the annual Concordia Christmas Concerts.
- Jazz Ensembles I and II consist of approximately 20 musicians each. These groups perform major works representing contemporary jazz literature and styles at numerous concerts and clinics both on and off campus.
- The Percussion Ensemble is a chamber music organization consisting of 20 to 25 musicians who perform on the many and varied definite and indefinite pitched instruments of the percussion family. The Percussion Ensemble is open through audition to students of all levels who express an interest in performing on percussion instruments. The group performs a wide variety of literature from the “standard” percussion repertoire, as well as exciting new arrangements of popular, classical and folk music. All students, regardless of their majors, are eligible to audition for the Percussion Ensemble.
- The Marimba Choir is a chamber music organization consisting of eight to 10 players selected from the members of the Percussion Ensemble. They perform literature ranging from transcriptions of works by Bach, Mozart and other great composers, to Latin American, pops favorites, ragtime and contemporary literature for keyboard percussion. The Marimba Choir performs in the Percussion Ensemble concerts, as well as at numerous community and civic events. All students, regardless of their majors, are eligible to audition for the Marimba Choir.

Reserve Officer Training Corps (ROTC)

Air Force ROTC/Aerospace Studies

The Air Force ROTC program is an educational and training program designed to give men and women the opportunity to become Air Force officers while completing an undergraduate or graduate degree. The program prepares students to assume positions of increasing responsibility and importance in today’s modern Air Force. In order to receive a commission, Air Force ROTC students must complete all requirements for a degree in accordance with university rules and regulations, as well as complete a variety of courses specified by the Air Force.

Program Description: The four-year program begins freshman and sophomore year with the General Military Course (GMC). It takes about three to four hours a week. Here you’ll learn the mission and structure of the Air Force and take a look at military life. After sophomore year, you’ll attend field training. Field training is an intensive, two-week program that gives you a firsthand look at the active duty Air Force and develops your leadership and discipline. The last two years of the program is the Professional Officer Course (POC). You earn three credits each term for the academic courses. In addition to GMC and POC, cadets attend two hours of physical fitness each week, and participate in a two-hour-long leadership laboratory.

Scholarships: Air Force ROTC can help you to overcome the financial hardships associated with college, and when you complete your degree you have a guaranteed career after school. The Air Force ROTC offers three- to four-year college scholarships on a competitive basis to high school and college students. The AFROTC Scholarship Program can provide full tuition, lab fees, a monthly stipend (ranging from $300 to $500 a month), and money for books.

Obligation: If you're a non-scholarship student, you incur no obligation to the Air Force during your freshman and sophomore years of school or during summer field training. You are able to keep many options open while you take an in-depth look at the Air Force. The length of your active duty commitment after graduation is determined by the program you pursue. This commitment is normally four years for non-flying officers and longer for flying officers.

Contact Information: If you are interested in the AFROTC program through Concordia, see the Office of the Registrar for information on Tri-College registration. You may also contact the department of Aerospace Studies at North Dakota State University at (701) 231-8186 or NDSU.afrotc@ndsu.edu (Visit NDSU.edu/afrotc for more information.)

Army ROTC/Military Science Studies

The Army Reserve Officers Training Corps (ROTC) prepares and commissions officers for the Active Army, Army National Guard and the Army Reserves. ROTC is open to male and female students from Concordia College at North Dakota State University through the Tri-College program. Cadets must complete all degree requirements of their chosen major, in accordance with Concordia College rules and regulations, and complete required ROTC courses prior to commissioning as a Second Lieutenant. ROTC students also attend physical training and a hands-on leadership lab.

Program Description: The Army ROTC program consists of a two-year basic course (freshman and sophomore year) and a two-year advanced course (junior and senior year). During the basic course, there is no military obligation for non-contracted cadets and a student may withdraw at any time. Students who have Active Duty military experience, are currently a member of the Army Reserve/National Guard, or have taken Junior ROTC may receive credit for the Basic Course. Eligible students are allowed to enter the advanced course and must agree to complete ROTC to commission as a Second Lieutenant. Advanced Course students will also complete the 29-day Leader Development and Assessment Course (LDAC) between their junior and senior years.

Scholarships: Army ROTC can help you to overcome the financial hardships associated with college, and when you complete your degree you have a guaranteed career after school. The Army ROTC offers two-, three- and four-year college scholarships on a competitive basis to high school and college students. The Army ROTC Scholarship Program can provide full tuition, lab fees, a monthly stipend (ranging from $300 to $500 a month), and money for books.

Service Commitment: Students who decide to commission on Active Duty have an eight-year service commitment after graduation; four years serving on Active Duty and the option of serving the remaining four years on Active Duty, Army National Guard, Army Reserve or the Individual Ready Reserve. Army National Guard officers have an eight-year commitment; six years in the National Guard with the option of serving the remaining two years in the Army National Guard or the Individual Ready Reserve. Army Reserve officers have an eight-year service commitment after graduation.

Contact Information: For further information, call the Department of Military Science office at (701) 231-7552 and ask to speak to the enrollment counselor or a Gold Bar Recruiter or visit the Tri-College Army ROTC website.
Student Research Opportunities

At Concordia, students have the opportunity to participate in groundbreaking research alongside distinguished faculty who are recognized leaders in their fields. Some research opportunities are built into the curriculum, while other students engage in undergraduate research during the summer or as independent learning experiences.

Concordia students have the opportunity to apply for small grants to support research experiences during the academic year through the Undergraduate Research Grant Program and the Student Scholar program. These programs help to defray the costs of undertaking a research project and provide financial support for students who engage in undergraduate research.

During the summer, there are a number of opportunities for students to receive funding to engage in undergraduate research including our Centennial Scholars Research program, a program dedicated to promoting “co-inquiry” between faculty and students. Similar programs funded by the Student Government Association, external grants, and gifts to the college support students to devote their summer to pursuing independent scholarly research or a creative/artistic endeavor under the close supervision of an academic mentor.

Students are encouraged to disseminate their research findings to the academic community and funding is available throughout the year to assist students with the cost of conference participation. Each year a number of students receive funding to travel and present their scholarly work at disciplinary meetings, at the National Conferences on Undergraduate Research (NCUR) and at Minnesota Private College’s Scholars at the Capitol.

Concordia also encourages students to share their scholarly work with the campus community through the Celebration of Student Scholarship. The Celebration of Student Scholarship, which takes place each April, is an opportunity for students who have been involved in original, scholarly projects to present their work at a formal, campus-wide academic event, and for other students to learn about the scope of research, scholarship and creative experiences they can become involved in while at Concordia.

Department Assistantships: Student assistantships are also available in several academic departments. These are positions with special educational and personal qualifications involving close cooperation with supervising faculty members. Application is made in writing and in person to the head of the department before April 1 for assistantships for the following college year. Ordinarily, the candidate has a year of residence at Concordia College before becoming eligible for an assistantship.

Tri-College University

Fargo-Moorhead is fortunate to have several institutions of higher education within its boundaries. The Tri-College University (TCU) program is a consortium of Concordia College, Minnesota State University Moorhead (MSUM), North Dakota State University (NDSU), Minnesota State Community and Technical College (M State) and North Dakota State College of Science (NDSCS). Each of these schools has outstanding departments, and students from these schools are able to take advantage of each school’s respective strengths under this program. TCU also provides several services and programs of interest to Concordia students.

Students regularly make use of the student exchange for courses in such fields as ROTC, special education and East Asian languages (see below).

Student Exchange: Full-time Concordia students may take courses at NDSU, MSUM, NDSCS, M State and MSUM during fall and spring semester at no additional charge, but are subject to the following limitations: 1) a student may take only one course each term, 2) a student may not take a course also offered at Concordia College, and 3) an overload charge is assessed if total semester credits in a student’s load are greater than 17. Grades and credits received for such courses are applied to a student’s Concordia grade point average and graduation requirements. The appropriate department or program chair must approve substitution of TCU courses in a Concordia major. Students should see the Office of the Registrar for information on available courses and further details about TCU registration.

Tri-College Minors: The Tri-College institutions recognize minors earned through the TCU course exchange. This means students can receive recognition on their transcripts for minors completed on one of the other TCU campuses, if in compliance with graduation requirements at Concordia. This policy applies to minors earned in programs not available on a student’s home campus. This option makes it possible to combine majors at Concordia with complementary minors on another campus.

Library Services: Concordia students have direct access to the local collections at Minnesota State University Moorhead, North Dakota State University, M State, and North Dakota State College of Science through the Tri-College Library Consortium, providing a library resource of more than 1.25 million books and 5,000 journals with titles representing all academic disciplines. Materials are delivered between libraries daily.

Bus Service: Community bus service is provided between campuses on a regular weekday schedule during the academic year.

Parking: Concordia students enrolled in TCU who park at any of the other campuses must display their Concordia parking permit.

EDUCATION THROUGH INVOLVEMENT

APPLIED LEARNING OPPORTUNITIES

Service-Learning

In many courses, professors will use service-learning as a strategy to help students integrate classroom learning with a community service experience. The projects might involve working with the staff or clients of community organizations such as after-school programs, shelters for people who are homeless or in crisis, environmental programs or local schools. The emphasis in service-learning is on both the service experience and the learning: while Concordia students contribute to these organizations through service, that work provides the opportunity to learn about the social, economic and political context in which the service is necessary, as well as a way to enhance learning of the course’s academic content. Staff and clients of the organization become community experts from whom students can learn. Through this experience, students are able to see the context in which the theoretical principles of their learning are applied, acted out, and sometimes challenged. The service helps the organization attain its important goals, but the lessons that students gain from that service, and from fellow humans in that context, can be powerful.
The Olson Forum is a state-of-the-art fitness and sports facility. Memorial Auditorium houses basketball courts, a who wants to compete in sports should be given the opportunity to do so, Because the education department and the athletics program believe everyone intramural sports, and gives equal emphasis to men’s and women’s sports. The college encourages participation by offering a variety of varsity, club and treatment as other students.

Community. Our main concern is the academic progress of our athletes, a essential leadership, facilities and equipment. The college employs coaches who general procedures as other departments on campus. The program provides

COCURRICULAR PROGRAMS
A great number of students contribute their time and effort to the many organizations and activities on campus. These are an integral part of the college experience, and all students are encouraged to participate. For eligibility requirements, see the Academic and Student Life Policies section of this catalog.

Athletic Programs
The men’s and women’s athletic teams participate in intercollegiate athletics through the Minnesota Intercollegiate Athletic Conference (MIAC) and hold membership in the National Collegiate Athletic Association (NCAA) Division III. Concordia women athletes compete in 11 sports: volleyball, soccer, golf, cross country, basketball, indoor and outdoor track and field, fast pitch softball, tennis, swimming and diving, and hockey. Concordia offers intercollegiate competition in 11 men’s sports: football, soccer, baseball, tennis, indoor and outdoor track and field, golf, wrestling, basketball, hockey, and cross country. Athletics participation rates and staffing information are available from the office of the athletic director. Intercollegiate athletics are an integral part of the educational experience at Concordia.

The athletics program embraces the mission of the college and shares the responsibility to help students achieve their full potential as individuals. The philosophy of athletics at Concordia is to enable student-athletes to participate at the best of their ability for the love of the sport. As a member of NCAA Division III, Concordia views athletics as sport unencumbered by financial incentives and “win-at-all-cost” attitudes. We place the highest priority on the overall quality of the educational experience and, in doing so, we seek to strengthen the integration of objectives and programs in athletics with the academic and developmental objectives of the college. NCAA Division III member institutions place special importance on the impact of athletics on the participants rather than on spectators, and place greater emphasis on the students, alumni and friends of the college than on the entertainment needs of the general public. The athletic office believes in participation and encourages large squads and junior varsity programs, when facilities permit.

The athletics program is controlled, financed and staffed through the same general procedures as other departments on campus. The program provides essential leadership, facilities and equipment. The college employs coaches who believe in the benefits of the game for the participants, and whose interest is in the development of student-athletes as well-rounded members of the college community. Our main concern is the academic progress of our athletes, a nurturing of their values and the clear understanding that they receive the same treatment as other students.

The college encourages participation by offering a variety of varsity, club and intramural sports, and gives equal emphasis to men’s and women’s sports. Because the education department and the athletics program believe everyone who wants to compete in sports should be given the opportunity to do so, intramural sports are a high priority in the programs available. Every student at Concordia is eligible and encouraged to participate in intramurals. Flag football, volleyball and basketball consistently draw the largest number of participants, but competition is also plentiful in other sports.

Other student organizations also offer recreational opportunities both indoors and outdoors.

Olson Forum: The Olson Forum is a state-of-the-art fitness and sports facility. The forum has 28 cardio machines, eight weight stations, and free weights in the fitness balcony. A synthetic sports surface includes a six-lane indoor track for walking and jogging, and four regulation courts for basketball, volleyball, tennis, badminton, and other sports.

Memorial Auditorium: Memorial Auditorium houses basketball courts, a weight room, and the college swimming pool and sauna.

Outdoors: Six outdoor tennis courts are available for recreational use east of East Complex. Other outdoor areas there include intramural fields, a track, and softball, baseball and soccer fields.

Concordia College has insurance coverage through Gallagher Koster Insurance Agency to cover athletic-related injuries that result in medical expenses. This coverage is secondary coverage for intercollegiate athletes and club sport participants, not for intramurals. The Risk Management Office, located in Lorentzen Hall Room 230, handles these claims.

Industrial Academic Organizations
Many of the academic departments have voluntary organizations in their particular disciplines. These vary in nature and are often national in affiliation. They usually mix social activities with a professional or vocational emphasis. These departments and organizations include:

Art – Art Club
Biology – Health Professions Interest Club
Business, Offutt School of – Concordia People of Accounting, International Business Club, Marketing Club, Offutt School Finance Association, Scheel Investment Club, Student Healthcare Management Association
Chemistry – Chem Club (American Chemical Society Student Affiliate Chapter)
Education – Education Club
English – English Club
Environmental and Sustainability Studies – Student Environmental Alliance (SEA)
French – French Club
German – German Club
Mathematics – Pi Mu Epsilon
Music – American Choral Directors Association Student Affiliate Chapter, American String Teachers Association Student Affiliate Chapter, National Association for Music Educators
Neuroscience – Concordia Neuroscience Society
Nursing – Student Nursing Association
Nutrition, Dietetics and Exercise Science – Student Academy of Nutrition and Dietetics
Physics – Society of Physics
Pre-Pharmacy – Pre-Pharmacy Club
Psychology – Psychology Club
Social Work – Student Association of Social Workers
Spanish and Hispanic Studies – Círculo Hispano
Contact the appropriate department chair for detailed information about membership and organization activities.

Concordia has the longest-running program in the Upper Midwest. As with theatre, no experience is required to participate, either as a member of the debate squad or as an individual speech competitor. Concordia students successfully
compete in national tournaments in both debate and individual speech events, and our Forensics teams are regularly ranked at the national level. The Forensics program is housed in the communication studies and theatre art department. Information can be obtained from Dr. Fred Steinhagen or Dr. Najla Amundson.

Honor Societies

Alpha Society is Concordia’s major scholastic honor society. All seniors and second-semester juniors who have a GPA of 3.7 or better are members. These students are recognized by being listed in the Commencement program.

Omicron Delta Kappa is a national leadership honor society recognizing outstanding juniors and seniors for major achievements and leadership roles in campus activities. ODK recognizes and encourages achievement in scholarship, athletics, student government, social and religious affairs, publications, speech, music, drama and the other arts. Contact Dr. Jonathan Steinwand in the English department for information on Omicron Delta Kappa.

In addition, some departments have honor societies that recognize students who have maintained a specified GPA or met other criteria for membership. These include:

- Biology – Tri-Beta
- Classical Studies – Eta Sigma Phi
- Communication Studies and Theatre Art – Alpha Psi Omega (theatre), Lambda Pi Eta (communication), Pi Kappa Delta (speech and debate)
- English – Sigma Tau Delta
- French – Pi Delta Phi
- German – Delta Phi Alpha/Kappa Tau
- History – Phi Alpha Theta
- Music – Pi Kappa Lambda
- Neuroscience – Nu Rho Psi
- Nursing – Sigma Theta Tau
- Psychology – Psi Chi
- Religion – Better Together Interfaith Alliance, Mathetai
- Social Work – Phi Alpha/Omicron Lambda
- Spanish – Sigma Delta Pi

Contact the departments listed for detailed information about membership and society activities.

Student Media

The Concordian is the official weekly student newspaper. Employing nearly 30 students on its production, news and editorial staff, The Concordian covers campus issues and events, highlights regional and national news, and invites students to submit articles for publication.

Two anthologies of work by students are published annually, with sponsorship from the English department. AfterWork literary magazine is composed of creative writing, ranging from short stories to poetry, and visual art, including drawings and photography. New Voices is a collection of nonfiction writing that is academic in nature. The contents of both collections are selected for publication from submitted material by an editorial board.

Concordia’s Beat is a student-produced CD of Concordia College. The purpose of this organization is to provide Concordia students with the opportunity to produce a professional-level CD that highlights diverse and original musical talent found on campus. Students involved with this project experience the process of recording, designing, promoting and producing an original product, and work to further promote community on campus through the medium of music.

Concordia On-Air is a student-run television program sponsored by the communication studies and theatre art department. The program is produced weekly in the television studio and is aired on the campus cable system and off campus on Moorhead, Fargo and West Fargo local cable stations. Started as a class project in 1983, what was originally Concordia Magazine has grown into a large production with a staff of 20 to 30 students who function as reporters, camera operators, technicians, on-air talent and management. Students need no prior experience to join and all positions are voluntary. The program focuses on campus news, activities and athletics.

KORD, Concordia’s student-run radio station, is a cocurricular activity of the communication studies and theatre art department. Broadcast 24 hours a day year round, student DJs present live programming during the academic year at a variety of times throughout the day and evening. KORD’s informative and entertaining programs, including college rock radio and other musical and talk-oriented formats, can be heard online via live streaming.

Theatre

Concordia Theatre produces up to four faculty-directed productions and two student-directed plays each year. Students develop their talents as actors, singers and dancers; set, light and costume designers; and house, business and publicity managers. The theatre program employs 30 students in a variety of artistic and technical work-study positions. The Frances Frazier Comstock Theatre houses a 400-seat proscenium and a flexible 100-seat black-box performance space. The Theatre program produces a musical each season, including productions of “Fiddler on the Roof,” “Les Misérables” and “Big Fish.” Recent plays include “Proof,” “Blithe Spirit” and Moliere’s “Tartuffe.” All Concordia students, regardless of academic major, are invited to participate on stage and backstage in theatre productions.

LEARNING THROUGH COMMUNITY INVOLVEMENT

Campus Ministry

Campus Ministry at Concordia strives to be a center for practicing, exploring, and enacting faith through worship, faith formation, and service.

No matter where you come from or where you are going, you are welcome here. The Office of Ministry provides leadership and guidance for religious and spiritual practice on campus. It is also available to assist with personal, psychological, spiritual and vocational discernment. The Campus Ministry Commission, an arm of Student Government Association, gathers around three tables: worship, service, and faith formation. Each of these tables encompasses several organizations, offering ways to get involved and delve deeper in faith.

Worship:
- Chapel services: Join us Monday through Thursday, while classes are in session, for daily chapel in the Centrum from 9:50-10:15 a.m. in Knutson Campus Center. Students, staff and faculty, and wider community members all bring their gifts to enrich worship.
- Communion: Each Wednesday, while classes are in session, we gather in the Centrum at 9 p.m. for a service of Holy Communion. Our campus pastors preach, student musicians lead us in liturgy, and there are opportunities for students to be involved in hosting and leading, as our community worships together. Afterward, we share fellowship and food. Please join us.
- Sunday morning worship services are held on special occasions, including Family Weekend, Homecoming, and Commencement. We encourage students in becoming involved in local faith communities.

Service:
- Habitat for Humanity: Concordia’s campus chapter is one of the most active campus chapters, sending more than 130 students in six to seven service trips across the country each spring break and an international trip in May every other year. In addition, Habitat for Humanity organizes a variety of on-campus and local events within the Fargo-Moorhead community. Through
Habitat for Humanity, students are engaged in service in their community, build relationships with both students and community members, and explore underlying issues creating need for affordable housing and the call of faith in responding to both immediate physical needs and long-term social complexities. Habitat for Humanity is a campus chapter of the local Habitat for Humanity affiliate, Lake Agassiz.

- **Justice Journeys:** Each academic year, Justice Journeys coordinates, recruits for, plans for, and executes three trips during spring break, as well as occasional international trips in May, with the aim of encountering, engaging, learning, and accompanying an issue of justice by walking alongside people, organizations, and systems directly affected by and working toward justice.

- **Outreach:** Outreach Teams partner teams of four to 10 students with various nonprofit and faith-related service organizations in the Fargo-Moorhead area each year. Within these relationships, each team walks alongside its outside partner organization throughout the academic year, spending one to two hours per week in service as a group. The goal of each partnership is to accompany one another faithfully in mutuality and interdependence, learning and receiving from one another. Teams spend time together exploring the intersection of faith and service.

- **Social Justice:** Concordia students are invited to meet at the intersection of faith and social justice, to engage the complexity of justice, and move toward thoughtful and informed action. Areas of focus shift based on current events and student interests and passions.

**Faith Formation:**

- **Faith Formation Groups:** Various short-term, semester, and full-year faith formation groups are organized each year around areas of interest and study.

- **Queer Persons of Faith:** All of Campus Ministry strives to be a safe space for ultimacy regarding faith and life; within our QPoF small group, we gather together to explore the intricacies of faith, spirituality, and tradition, past, present and future, walking alongside one another as people of all identities striving to claim our places as LGBTQ and allies in the midst.

- **Tabernacle:** Gather for an informal, student-led, camp-style worship at 9 p.m. every Thursday in the Wall Student Lounge.

**Forum on Faith and Life**

The Forum on Faith and Life, an expression of the college mission, has three primary goals:

- Facilitate thoughtful and informed reflection in community on issues of ultimacy regarding faith and life
- Create opportunities for genuine encounter and dialogue with the intrafaith and interfaith neighbor
- Foster a deeper, more compassionate understanding of one another across traditional boundaries.

The Forum on Faith and Life plays a key role in helping the college live into its Interfaith Cooperation Statement: “Concordia College practices interfaith cooperation because of its Lutheran dedication to prepare thoughtful and informed global citizens who foster wholeness and hope, build peace through understanding, and serve the world together.”

Every academic year, the Forum on Faith and Life also selects two students to serve as Interfaith Scholars. The Interfaith Scholars receive a fellowship for their service and are responsible for helping the director of the Forum and the college’s Better Together Interfaith Alliance student group to design and implement interfaith programming both on campus and in the greater community. For more information, please contact Dr. Jacqueline Bussie, director of the Forum on Faith and Life, at jbussie@cord.edu or (218) 299-3482.

**Sustainability**

The Sustainability Vision affirms that “Concordia College will embrace a concern for sustainability that is rooted in the responsibility to ensure the environmental, economic, and social health of the college and of our global community.” Concordia is a recent signatory of the President’s Climate Commitment, a systems-based approach for working toward carbon neutrality and community resilience. Concordia College is a member of the Association for the Advancement of Sustainability in Higher Education (AASHE) and of the Sustainability Tracking, Assessment, and Rating System (STARS), a comprehensive self-reporting framework for colleges and universities to measure their sustainability performance.

There are numerous avenues for students to get involved with sustainability at Concordia, including coursework, events, service-learning, capstone opportunities, and through internships both on and off campus, including summer internships with Concordia’s organic garden.

The EcoHouse is a living-learning home for students dedicated to innovation and exploration. Residents work collaboratively with campus, neighborhood, and community members to explore and showcase sustainable living.

Eco-Representatives is a program of Residence Life that seeks to support student leaders, and to invite all students to engage with issues related to sustainability and practice it together in the residence halls.

Cornucopia organic garden is located in green space east of the campus townhouses and provides a diverse selection of vegetables and herbs for farmers markets and the community. It serves as a model for urban gardening projects, providing education for both Concordia students and the community – including local children and schools. Recently a solar air heated high tunnel was constructed to enhance and extend the growing season of the campus garden.

COBBikes, the campus bike share program, is operated from the Library. Students may check out bikes for use on campus and in the Fargo-Moorhead area.

For more information, visit www.ConcordiaCollege.edu/sustainability

**LEADERSHIP, SERVICE AND CIVIC ENGAGEMENT**

**Leadership and Service:** Concordia encourages all students to develop the skills to be effective leaders and a commitment to service. The mission of the college, “to influence the affairs of the world...” requires that we exercise leadership. At Concordia, leadership and service complement each other; leadership is not power-oriented or positional; rather, it reflects a commitment to service and values such as justice, compassion, vision and diversity. We believe that every person has the potential to lead, and opportunities exist on campus to help build each person’s capacity to be a leader through service.

The Office of Student Engagement assists individuals and organizations in understanding the nature and responsibilities of leadership by challenging students to be involved as leaders and providing leadership development opportunities. The mission of the Office of Student Engagement is to facilitate and support leadership and service opportunities for all students, leading to academic and personal growth and a further commitment to influencing global and local communities.

**Student Service and Civic Engagement Organizations:** There are a variety of student-run organizations that work with many agencies and organizations to engage students in meaningful service experiences and civic engagement opportunities. Through training and reflection, students will be able to link the experience to important social, political, economic and ethical issues and to students’ personal and career goals. Organizations include Campus Events Commission, Better Together Interfaith Alliance, Circle K, Habitat for Humanity, Campus Ministry Commission and Minnesota Public Research Interest Group. These organizations may organize one-time and short-term service projects for groups of students, such as blood drives, food drives and special events at long-term care facilities or food pantries. Opportunities for civic engagement might include voting awareness, attending a political speaker and partnering with
others to engage in bettering our local and global communities. Students can be involved in these experiences because they choose to, or an experience may be integrated into a course as an important way to engage students in learning through real world experience.

**Employment**

Although a part-time job is a financial necessity for many students attending college, a work experience offers many other benefits as well. The U.S. Department of Education found that students working up to 15 hours per week have a significantly higher grade point average than students who don’t work at all. Along with the paycheck and good grades, you “earn” organizational skills by having to budget your time and resources and to develop a sense of responsibility and independence. A work experience can also teach and develop technical skills that may be applied to a career after graduation. A high percentage of Concordia students hold part-time jobs, and many opportunities for employment exist at Concordia (see “Work” in the Financial Aid pages of the catalog). Other special programs such as internships, practicums and Cooperative Education allow students to obtain academic credit for their work experience, although not all of these positions are paid.

**Student Organizations**

Concordia has more than 100 student organizations in which students may become involved. Concordia’s goal is to provide students many opportunities for learning and personal growth not only within academic programs, but also in experiences outside the classroom. Involvement in student organizations is encouraged and seen as a very effective way to contribute to the educational experience. Other goals of student involvement are to enhance the personal development of students, to develop an understanding of and the capacity for leadership, and to provide experience working in groups.

Organizations reflect interests in many different areas including academics, athletics, programming, religion, special interest, service and media/literature. With a variety of different opportunities for involvement, students are able to participate in an organization that will enhance their college experience.

For more information on recognized student organizations, stop by the Parke Student Leadership Center on the second floor of the Knutson Campus Center or call (218) 299-4518. A current list of active student organizations is available at www.ConcordiaCollege.edu/organizations

**Residential Living and Learning**

Living in the residence halls and becoming involved with other students, staff, and the programs and activities provided there are considered a vital part of the total learning experience Concordia has to offer. This experience will not only support and enhance your classroom learning, but facilitate your personal growth as well.

As part of your floor and hall community, you’ll learn about balancing freedom and responsibility, developing flexibility and tolerance, and establishing relationships and friendships. You will experience living in a community with students from a variety of cultures and backgrounds that will enhance your learning experience.

You’ll make lifelong friends during your years of residence hall living and will take with you memories of dinners in Anderson Commons together, late-night talks, floor and hall programs, and experiences that will support your personal development.

**World Language Residences:** The college maintains a floor in Bogstad Manor apartments that supports several world languages: Spanish, French, German, and Chinese. These language residences allow students to spend the entire academic year living in an environment focused on the languages and cultures they are studying.

This experience is enhanced by native assistants who live with students as mentors and also have offices in academic buildings where other students may consult them. The native assistants also lead conversation groups and help organize house events, which include meals, films, slide shows and traditional festivals from their cultures.

**Service on College Committees**

Unique to Concordia is the extent to which students are involved in college governance, serving in advisory roles and as full-voting members of numerous boards and committees. These official bodies are responsible for many facets of campus life, including the curriculum, academic responsibility, the Cultural Events Series, the Library and Dining Services.

In addition to serving on standing committees, students are asked to participate in many ad hoc committees, subcommittees, task forces, search committees and faculty evaluation teams. In so doing, students make significant contributions to the work of Concordia College. Any questions regarding college committees should be directed to either the Student Government Association or the Office of Student Engagement.

**Student Government**

As the official student governing body, the Student Government Association represents the Concordia student body to the faculty, the administration and the board of regents. The president, vice president, commissioners and class representatives address student concerns and work closely with the administration in finding solutions to campus issues.

The appointed commissioners head such Student Government commissions as academic affairs, programs and events, campus events, and campus ministry. Special interest student leaders work on issues such as sustainability, civic engagement, and diversity and inclusion. Class representatives are elected to serve as liaisons to Student Government Association on behalf of their class and serve in various roles within Student Government Association and on college committees. The Student Involvement Council is responsible for supporting student organizations and identifying strategies to encourage student involvement. The council also allocates the Student Government Association portion of the student activity fee. The Elections and Credentials Council is primarily responsible for selecting key student leaders for campus programs, facilitating student government elections and for the Student Government Constitution. To see a full list of Student Government members and opportunities, visit www.ConcordiaCollege.edu/sga

**ACADEMIC RESOURCES**

**Center for Student Success**

The Center for Student Success helps Concordia College students define and reach their academic goals. Whether adjusting to the rigors of college academics or trying to get the most out of the academic experience, the Center for Student Success can help students be at their best. Professional staff members provide education and support on a variety of topics including learning strategies, time management, and test preparation.

The Center for Student Success also has a variety of tutoring options. Peer tutors are certified by the College Reading and Learning Association and provide both small group and walk-in tutoring for many courses. Writing tutors are also available in the Carl B. Ylvisaker Library for assistance with academic writing.
The Center for Student Success is located in the lower level of Fjelstad Hall, Room B10. The Center for Student Success can be reached at (218) 299-4551 or aec@cord.edu to learn more or schedule an appointment.

Information Technology Services

Access to networked computing resources is an important component of instruction at Concordia College. All members of the campus community receive a network account that supports access to email (Microsoft Exchange), the Internet, central information storage, components of our information system (e.g., Student Registration; Degree Audit; among others) and campus computing facilities. All members of the campus community also receive access to a suite of Google products, which allow for secure data storage, intensive collaboration, and sharing of data. Campus members are expected to use these privileges in a responsible and ethical manner.

Network access is available in all residence hall rooms and common areas through both direct connection to the campus Ethernet network and via substantial wireless connectivity. Residential students are encouraged, but not required, to bring their personal computers to campus. Help is available through the college’s Solution Center at (218) 299-3375 to configure student personal computers for network access.

Wireless access to Concordia’s network is provided in all areas of academic, administrative, and residential buildings across campus.

Concordia provides a variety of computer labs/clusters (both Windows and Macintosh) in the library, in classroom buildings and in the residence halls. These facilities support general class use, library reference needs through various databases (many of which are full text), specific departmental programs and open computing use. Departments with specialized computing facilities include art (graphic design lab), biology, business, chemistry, physics and psychology (each of which has department-specific data acquisition and analysis workstations), communication (media lab), English (portable writing lab), education, and music (MIDI composition lab). These physical facilities are complemented by Concordia’s Learning Management System, Moodle, which professors use to extend learning beyond the physical classroom.

Other technology facilities include technology classrooms, which are equipped with installed computers, DVD/VCRs, projectors and audio systems for display of multimedia and online resources. Desktop, laptop and other IT support services for college-owned equipment are available through the Solution Center at (218) 299-3375. The Solution Center is located in the Frances Frazier Comstock Theatre building. A myriad of troubleshooting services are also available for student computers.

Free, yet managed printing is available in the library, Maize, residence halls, apartments, Grant Center, Parke Student Leadership Center, and academic computer laboratories.

Technical support for sound, video and presentations is available through Digital Media Services at (218) 299-4202. DMS offices and studios are located in Olin 131. DMS supports campus presentations through the checkout of laptop computers, projectors, screens, audio recorders and other A/V equipment. On-site technical support is available upon request. DMS also provides video production and editing services.

Library

The Carl B. Vivesaker Library serves the college community by providing quality information resources and services that support the mission of the college. The library maintains a physical collection of more than 340,000 items and an extensive array of online resources, including access to more than 21,000 journals, newspapers, and magazines, primary sources, archival documents, art work, and streaming audio and video. Materials not available at Concordia are supplied to students and faculty for free through interlibrary loan.

The library provides a variety of resources necessary for a successful undergraduate experience. Students have full access to the library’s online catalog and electronic databases whether they are on campus or studying in a remote location. The library has numerous desktop and laptop computers for student use, in addition to wireless access throughout the building. Study rooms and video viewing rooms are available for students working in groups. In addition to circulating computers and academic materials, the library also checks out bicycles and helmets, and white boards.

The Curriculum Center, located on the second floor of the library, includes a large collection of quality children’s literature and serves the resource needs of education students.

The College Archives, located on the fourth floor of the library, is the repository for the official records and publications of the college. In addition, the archives holds manuscript materials that are regularly used for student research. The archives’ staff provides research assistance and education programming for anyone wishing to use the collections.

Reference librarians are available to assist students at the reference desk, or via email, instant messaging, or telephone. Librarians also interact with students in the classroom to build information literacy skills, including research techniques and information evaluation. Library instruction is structured throughout the first-year curriculum and further developed in upper-level research courses.

The Tri-College University libraries, which include the libraries at Concordia, Minnesota State University Moorhead, North Dakota State University, M State, and North Dakota State College of Science, offer additional resources to Concordia students who have full privileges at all five libraries.

Student Life in the Academic Community

Concordia provides many avenues for student learning and personal growth outside the classroom – residence hall living, religious life, involvement in forensics, music and athletics, and participation in student service and leadership activities. Part-time employment both on and off campus is also an important aspect of student life for many. Students are encouraged to take advantage of these many opportunities to explore their interests, exercise talents and develop leadership skills.

As a liberal arts college of the Evangelical Lutheran Church in America, Concordia College is committed to fostering the spiritual, intellectual, social and emotional growth of all students, helping them to achieve their fullest potential as human beings. As members of the Concordia College community, all students possess those fundamental human rights necessary to the pursuit of truth and the freedom to learn. We expect that all members of this community will treat each other with dignity and respect.

Bookstore

The Cobber Bookstore, located in the lower level of the Normandy Center, is owned and operated by Concordia College to provide most of the learning materials students will need while at Concordia. In addition to course materials and textbooks, the bookstore carries school and art supplies, commencement announcements and regalia, general books including reference books and best sellers, and a large selection of insignia clothing and gift items.

Textbooks: Before each semester begins, faculty members order textbooks for their courses through the bookstore. When the books arrive, they are grouped by subject matter and course number. The Cobber Bookstore offers a Textbook Rental Program on pre-selected titles of required and optional course materials. The Textbook Rental Program provides Concordia students an additional purchasing option that can save students as much as 50 percent off the retail price of textbooks.
Internships are highly valued by employers and postgraduate education.

- Enhance a student’s desirability to future employers and graduate schools;
- Provide opportunities to build a professional network;
- Allow students to learn if a potential career path is a good fit;
- Provide a starting point for learning to work in a professional environment;
- Help students define their interests and skills, and identify areas of strength.

The Bookstore accepts cash, checks, credit cards (Visa, MasterCard, Discover, American Express), and ID charges. ID charges at the bookstore are included in the monthly statement from the Business Office. Cobber Cash is not accepted as payment at the Cobber Bookstore. For more information, call (218) 299-3017 or visit CobberBookstore.com

Business Office

The Business Office handles student accounts with the college. Students may cash checks ($150 limit per day) at the cashier’s window, as well as make payments on accounts. The cashier’s window is open from 9 a.m. to noon and 1-4 p.m. Monday through Friday.

For questions on student accounts and payment plans, students should see the student accounts clerk in the Business Office.

Campus Information

Campus Information, located in the Knutson Campus Center, provides directory assistance and help with finding locations on campus. Additionally, they provide information on MAT bus service, lost and found, equipment checkouts, graduation tickets and Knutson Campus Center poster/sign approvals. The Campus Information phone number is (218) 299-4000.

Career Center

The Concordia College Career Center, located in the Parke Student Leadership Center, provides students with the coaching, resources and experiences they need to make good decisions about and find future success as they define it.

All students will have an assigned Career Center program manager who will coach students throughout their time at Concordia so they can:
- Identify and explore their interests, skills, and work styles, and use them as the foundation for good decision-making about major, career, further education, or other goals;
- Learn about the many possible career paths open to them;
- Articulate the value of their Concordia education and the power of their personal accomplishments and interests to employers, educators and others;
- Achieve career readiness;
- Investigate paths and opportunities through print and electronic resources, informational interviews, on-campus presentations, job shadowing, internships, and other programming;
- Connect to and excel at internships and co-ops;
- Develop and pursue a viable career plan for life after college

Internships: Internships are highly valued by employers and postgraduate educational programs, therefore a nearly essential component of a Concordia education.

Completing an internship can:
- Help students define their interests and skills, and identify areas of strength and weakness;
- Provide a starting point for learning to work in a professional environment;
- Allow students to learn if a potential career path is a good fit;
- Provide opportunities to build a professional network;
- Enhance a student’s desirability to future employers and graduate schools;
- Enable students to apply their academic knowledge outside of the classroom

Practicums differ from internships in that they provide on-the-job training for a specific profession. Some programs require practicums as a demonstration of mastery and/or the licensing requirements of outside agencies. Required practicums are not managed in the Career Center, but are arranged by departments and supervised by qualified faculty as well as trained and/or licensed or certified professionals at the placement site. A required practicum is typically assigned a 490-499 course number.

Cooperative Education (Internship for Credit) Experience: Concordia’s Cooperative Education (i.e., internships for credit) program bridges the academic and working worlds, integrating classroom instruction with supervised work-based learning related to a student’s career interests.

Each Cooperative Education experience is unique, based on a partnership between the college, the student and the business community, including government and nonprofit organizations. Career Center staff assists in coordinating each experience, and the student is mentored by a site supervisor, with individualized learning goals and outcomes determined in consultation with a faculty coordinator. Interested students should stop in to the Career Center located in the Parke Student Leadership Center for more information.

The Cooperative Education program is centrally coordinated and available to students in all majors. The universal course number 390 identifies Cooperative Education in all departments. Each department determines the amount of credit allowed for the fulfillment of majors and minors. Students may enroll for a minimum of 1 semester credit per term, reaching a maximum of 8 semester credits permitted toward degree and graduation requirements. Separate and distinct programs of study with required clinical experiences or internships are coordinated through individual departments and programs.

Cobber Cash

Cobber Cash is a declining balance account that is accepted instead of or in addition to cash at many locations on campus. Students use their ID cards essentially as debit cards for this account. Cobber Cash is fast, convenient and secure. Cobber Cash is accepted at all Dining Service operations, as well as concessions, Parke Student Leadership Center, post office, and several vending locations. Cobber Cash is not available as payment at the Cobber Bookstore or at the BREW Café located in the Grant Center’s Offutt School of Business.

Addition of funds, balance information and transaction information are available through the online dining portal. Deposits can also be made at Dining Service office and retail locations and at the cash-to-card load station near the Korn Krib. Cobber Cash is secure because fund balances are managed on a secure server. If you lose your ID card, your balances are not lost with it. All funds in excess of $10 are refunded when you graduate or leave the college.

Counseling Center

The Counseling Center provides free counseling for all enrolled students. The Counseling Center office is located in Academy 106. Appointments can be made in person, by email at counseling@cord.edu or by calling (218) 299-3514.

The goal of the center is to assist students in growing emotionally, socially and educationally through increased self-understanding. The Counseling Center provides personal counseling to individual students, couples and groups at no cost for enrolled students. Brief psychological assessments are available. The counseling staff will facilitate on-campus referrals; for example, they might refer students to the Center for Student Success for academic counseling or to the Office of Ministry for spiritual and grief counseling. In addition, the counseling staff will facilitate off-campus referrals to other mental health professionals and agencies in the Fargo-Moorhead area that specialize in such areas as chemical dependency, eating disorders, and rape and abuse issues. The center also provides consultation to faculty and staff regarding student-related concerns. The
college retains a consulting psychiatrist who provides assistance to the counseling staff with evaluations, referrals and ongoing therapy.

Dining Services and Dining Plans
Nationally recognized Concordia College Dining Services is college owned and operated. We have a tradition of providing high-quality culinary experiences for a great value. In fact, our dining plans are among the least expensive of comparable schools.

Dining Services provides several different options for dining on campus, including:
- **Anderson Commons**: Nationally award-winning residential dining hall, featuring an abundance of delicious food options
- **The Maize**: Concordia’s award-winning, quick-service café located in the Knutson Campus Center
- **Korn Krib**: On-campus convenience store offering a one-stop shop for snack, beverages and groceries
- **Coffee Stop**: Enjoy Caribou Coffee and freshly baked treats every day.

**Dining Plans**: All students who live in campus residence halls are required to participate in the dining plan program. Most students who live in campus apartments and in off-campus housing also choose to participate because of the convenience, quality and value campus dining plans offer.

Dining plans provide access to Anderson Commons, which offers a wide range of entrées, side dishes, salads, baked goods, and beverages daily. To provide additional flexibility, each plan also provides after-hours access to the Maize and Korn Krib for late night meals and snacks. Most plans provide an allocation of Dining Dollars for purchasing food in The Maize, the Korn Krib, the Coffee Stop, concession stands and select vending machines using your ID card. Additional Dining Dollars can be added to any dining plan in $50 increments and are charged to the tuition statement.

Depending on number of years on campus and residency, students can select from seven different dining plans that offer a wide range of access to Anderson Commons, travel meals, guest passes and Dining Dollars. For more information about these plans, please visit the Concordia Dining Services website (www.ConcordiaCollege.edu/ds).

Registered dietitians are available to provide nutritional counseling services to any student with a dining plan. Students who require additional dietetic services to follow a modified diet for a medical need should fill out the Modified Diet Accommodation form on the Counseling Center and Disability Services website to notify Dining Services of their need and begin services.

Disability Services
Disability Services helps students with documented disabilities gain access to learning opportunities on campus. The Disability Services office is located in Academy 106. Appointments can be made in person, by email at counseling@cord.edu or by calling (218) 299-3514.

Students with temporary or permanent disabilities may be eligible for accommodations that enable them to more easily access their educational programs. Students with any conditions that might actually or potentially limit their ability to achieve their educational goals should contact Disability Services for program information. Examples of conditions that might be considered permanent include learning disabilities; serious chronic health problems; seizure disorders and other neurological conditions; and vision, hearing and speech impairments. Students who become pregnant, undergo surgery, break a leg or an arm, or develop cancer or any other serious physical or emotional illness may be eligible for accommodations for the duration of their temporary disability. Services are dependent upon the needs of the individual student. Faculty, campus employers and other staff are asked to cooperate in implementing the accommodations for students verified through the special services program.

For more detailed information about academic policies related to students with disabilities, see Policy for the Accommodation of Students with Disabilities.

Diversity Support Services (DSS)
In support of Concordia's commitment to diversity, DSS coordinates and directs educational programming and leadership development to empower students to create and nurture a diverse, inclusive and equitable campus community. Students will have access to support, resources and programming that will promote intercultural competence, enhance engagement with divergent or unfamiliar perspectives, foster empathy and understanding, and develop positive relationships across differences. The services and programs offered through DSS are intended to increase students’ sense of belonging in a campus environment that fully includes, values and affirms all members of the community.

Diversity Support Services is a resource to all students and encourages students who feel underrepresented and marginalized to reach out to Amena Chaudhry at chaudhry@cord.edu. This office is located in Parke Student Leadership Center 245.

Health Services Office
The Health Services Office, located in Old Main 401 for 2018-19, promotes the health and well-being of students by assisting students in becoming proactive caretakers of their own holistic health and supporting them in decision-making that enhances their physical and mental well-being. While clinic services are not available on campus, the Health Services Office consults with and provides assistance to students who need to connect with health services off campus. The Health Services Office also provides targeted wellness programming and sponsors special events such as flu shot clinics.

Housing Options
**On-Campus Housing**: Concordia is primarily a residential college with approximately 65 percent of the student body living on campus. There are six traditional residence halls for first- and second-year students. Upperclass students may live in these traditional halls, or in the college apartments and townhouses. There is also a floor that supports several world languages available to selected upperclass students. Each hall is administered by a professional staff person and trained upperclass student assistants who are committed to making the on-campus living environment an important part of the educational experience of the college. Professional residence hall staff members are available for assistance with any problem that might arise and to refer students to other campus offices whenever appropriate.

**Off-Campus Living**: For a very practical education in living, some juniors and seniors should consider living off campus in an apartment. The majority of our juniors and seniors do so. Not only will students have the responsibility of budgeting their housing, food and utility expenses, but they also will be able to relate to landlords. The Residence Life Office maintains an apartment listing, which may aid students in finding a place to live off campus.

The list gives the names of landlords who rent apartments approved by the city of Moorhead; these landlords have signed statements that they will not discriminate in renting their apartments.

ID Card Services
Your Concordia College ID card is your official identification on campus. This card must be presented for access to the Anderson Commons residential dining facility, to use Dining Dollars and Cobber Cash, to check out or reserve materials in the library and for access to athletic and other events.

Your ID photo can be submitted online (www.ConcordiaCollege.edu/IDCards). A valid photo ID, such as a Driver’s License, Passport, Military ID etc. is required when receiving your Concordia College ID for the first time. Your first card is free.
If your card is lost or stolen, a replacement card is $15 and can be purchased in the Dining Services office.

The ID is property of Concordia College and fraudulent use will result in disciplinary action.

**Media Services**

**Office of Communications and Marketing:** The Office of Communications and Marketing provides expertise in the following areas: media relations, publications (writing and graphic design), printing, sports information and digital communications. The MarCom office is located in Riverside Center. The Print Shop is in the lower level of the Mugaas Plant Operations Center. Full details are available at www.ConcordiaCollege.edu/marcom

**Digital Marketing:** The Office of Communications and Marketing manages the content and design of a majority of the external pages on Concordia’s web servers as well as the college’s official social media channels. The office assists members of the campus community with webpage creation/maintenance (using the BigTree content management system) and social media. The office is also responsible for email communication, including Cobweb and News & Notes, the college’s electronic newsletter. All work done is billed through the college charge-back system and should be requested using the online form at www.ConcordiaCollege.edu/projects

**Media Relations:** Media relations is the college’s official liaison with the media. Media relations sends releases of upcoming events and college news to local, regional and national media, depending on the nature of the information. Releases about student achievements (e.g., dean’s list, honors and awards) are sent to the student’s hometown newspaper, provided the student supplied information to media relations during registration. (Note: Newspapers require first and last names of both parents, if living.) Students are encouraged to keep media relations informed of organizational news, achievements and ideas for feature stories.

**Photography:** The Office of Communications and Marketing photographs major college events and produces photographs for college publications. As time permits, the office provides consultative and photographic services to student organizations. There is a charge for photo acquisition, editing and printing.

**Publications:** The Office of Communications and Marketing produces most of the print material for the college (e.g., the catalog, Concordia Magazine, enrollment materials, stationery and programs). As time permits, the office also provides design, layout, writing, editing, and printing services for student organizations.

**Print Shop:** The Print Shop prints many campus publications and oversees the photocopier in the lower level of the Mugaas Plant Operations Center, which is available to Concordia students, faculty and staff. The Print Shop also provides binding, paper punching, cutting and perforating services as time allows. There is a charge for Print Shop services. Anyone wishing to have college-related material printed in the Print Shop should complete the appropriate online form at www.ConcordiaCollege.edu/projects

**Sports Information:** In addition to maintaining the Cobber Athletics website (GoCobbers.com), the Sports Information director writes game and meet recaps, creates game programs, writes and sends hometown news releases, posts stats and schedules, and writes athletes’ profiles.

**Peer Mentoring Program**

The Peer Mentoring Program is a specialized student support service offered by the Center for Student Success. The main focus of the program is to provide peer-assisted personal support and guidance to students. Peer Mentors are upper class students who are caring, committed, and trained to assist other students achieve their academic and personal goals. Peer Mentors can provide support, encouragement, and guidance and understand how to navigate the college experience because they themselves are students. The Peer Mentor Training Program is certified by the College Reading and Learning Association.

**Post Office**

The Concordia Post Office is located on the mezzanine level of the Knutson Campus Center. Students are assigned boxes during registration or at the beginning of the fall semester; the number of this box should be registered on all incoming mail. Students will be notified of any packages and other large mailings they receive. These packages may be picked up during normal window hours Monday through Friday. Postage stamps and envelopes of various sizes are available for purchase. Other postal services such as CODs, money orders, and registered and insured mail may be obtained at the Moorhead Post Office.

**Security Services**

Concordia’s Office of Public Safety employs a professional staff of public safety officers who protect property, enforce laws and regulations and, most importantly, assist in providing personal safety throughout the college campus. Public Safety officers are available at all times to respond to students, faculty and staff.

A security escort service is provided on campus. If students would like an escort, they should notify Public Safety at (218) 299-3123.

The Office of Public Safety also employs a number of students. They monitor the dispatch center from Campus Information during evening hours. The Office of Public Safety and Campus Information are located in the Knutson Campus Center.

In compliance with the federal Student Right-To-Know and Campus Security Act, the Public Safety Office is required annually to provide to current students and employees, as well as prospective students upon request, statistics about the incidence of specifically identified crimes committed on campus. The table of crime statistics is also available in information prospective students receive from the Admission Office, and is also distributed to students, faculty and staff at the beginning of the academic year.

**Student Conduct**

The Office of Student Conduct is responsible for administering the Student Code of Conduct and other campus policies that uphold the integrity and purpose of the college. This office functions under four leading values: learning and growth, personal responsibility, respect for self and others, and well-being and safety. Responsibilities of the office include investigating complaints, referring students to appropriate services, administering the adjudication of cases and ensuring the follow through of assigned sanctions. The office strives to provide students with fair, restorative and educational outcomes related to student conduct. The Office of Student Conduct is located in Academy 101 and the director can be reached at (218) 299-3455.

**Student Development and Campus Life**

The Office of Student Development and Campus Life is located in Academy 101. The offices and programs under the supervision of the vice president for Student Development and Campus Life are intended to help meet the personal and academic needs of students and to enhance the total student-learning experience at Concordia. Students with any problems, concerns or questions are encouraged to visit or call the Office of Student Development and Campus Life for assistance at (218) 299-3455.

**Student Support**

- Center for Student Success
- CARE Team
- Counseling Center
- Dean of Students
- Disability Services
- Health Services Office
- Student Retention Services
- Student Success Advisory Council
Student Programming

The Parke Student Leadership Center is a programming and leadership development resource center for students. The mission of the center is to encourage students to develop life skills through involvement in cocurricular activities. The center provides resources and staff to assist students in the implementation of campuswide or small-group programming and in the exploration of leadership and management issues as they relate to campus groups, organizations and/or personal growth. Some of the resources include computers, photocopier, laminating machine, art supplies, die-cut machine and a button-maker. In addition to these resources, an inviting workspace encourages individuals and small groups to use the resources to work creatively.

Campus Events Commission: A branch of Student Government Association, this commission is responsible for enhancing campus life by providing entertainment, engagement, and empowerment opportunities for the students on campus. Some events the commission regularly organizes are dances, campus movies, concerts, guest comedians, educational speakers, group fitness, on-campus service events and novelty acts.

Student Retention Services

Student Retention Services, located in the lower level of Fjelstad Hall, is part of the Center for Student Success and provides programs and services that offer personal support services to students. Services are available to assist students with college-related concerns as well as direct them to other resources on campus. They have an open door policy that allows students to connect with professional staff or trained peer mentors who can discuss options, solutions to problems, and resources in an effort to create a rewarding and successful college experience. Program support options allow students to receive support services and programs that can enhance their learning, student development, persistence, and overall satisfaction. Student Retention Services collaborates with faculty, staff, and other college resources. Services include personal student support, peer mentoring, outreach and drop-in services, information and referral, and targeted retention management strategies.

ACADEMIC AND STUDENT LIFE POLICIES

In order to fulfill its mission, it is essential for the college to establish appropriate standards and expectations for academic and personal conduct. By choosing to enroll at Concordia, students enter into a mutual agreement with the institution that includes consenting to conduct policies and expectations. Accountability to these policies begins at the time a student registers for the first time until they graduate – including time between sessions.

Concordia College policies and regulations are published in the online Student Handbook and various other publications made available to students, faculty and staff each year. College documents relating to the rights and responsibilities of individual students and student groups, as well as the campus judicial process and structure, are available from the Office of Student Development and Campus Life. Policy information can also be accessed on the Concordia website. Policies regarding specific academic programs are listed with that program.


Academic Integrity Violations

Alcohol and Other Drug Policy

Campus Activities: Display Policy, Fund-Raising and Sales Policy, Off-Campus Trips Policy, Policies for Student Organizations, Promotions Policy

Campus Climate/Community Life: Bias-Related Violence, Intimidation and Harassment Policy, Gambling Policy, General Institutional Policies (e.g., dishonesty in academic pursuits; obstruction or disruption of college activities), Hazing Policy, Sexual Harassment Policy, Sexual Violence Policy, Smoking Policy

General: Mail Distribution Policy, Motor Vehicle Policy, Parking Regulations

Student Responsibility: Residence Life Policies and Procedures, Student Accessibility Policy, Student Responsibility Conduct Procedures, Student Rights, Freedoms and Responsibilities Document

Policy for the Accommodation of Students with Disabilities

Concordia College is committed to providing access to learning opportunities for students with disabilities who meet the standard criteria for admission. Students accepted for admission are considered capable of meeting academic standards if reasonable accommodations can be made for their disability, which do not compromise the academic integrity of the college or the students’ educational program. The college’s commitment stems from its desire to provide opportunities for an education to all who meet the admission criteria and to fully serve its constituency.

The college is further committed to complying with Section 504 of the Rehabilitation Act of 1973 as amended and interpreted, and strengthened by the Americans with Disabilities Act (ADA) in meeting the needs of students who have disabilities under the law. It is the policy of the college to make services available for students who, through a recent assessment, can clearly document a disability. Services offered shall include support, counseling, information and academic assistance.

Furthermore, Concordia College policy calls for appropriate accommodations to be made for students with documented disabilities on an individual and flexible basis. It is the responsibility of students, however, to make their needs known and to seek the assistance, which is available at the college.

The following guidelines describe procedures by which reasonable accommodations for students with disabilities enrolled at Concordia College can be accomplished.
General Guidelines

It is the responsibility of each student with a disability to provide written notification to the director of Counseling and Disability Services upon acceptance for admission to the college. The notification must include the specific nature of the disability and establish the need for accommodation. The director will respond by providing the student a copy of this policy that explains services available and outlines what is needed from the student. There are specific criteria for documenting a learning disability (LD), Attention-Deficit/Hyperactivity Disorder (ADHD), psychiatric disability, or physical disabilities and chronic health conditions. Guidelines will be made available when any of these disabilities are claimed. Guidelines can also be found on the college’s website (type Disability Services in the search box next to A-Z INDEX). The student should then provide official documentation to the director of Counseling and Disability Services as stated in the guidelines. The college will accept testing and/or evaluations from appropriately licensed personnel in recognized agencies. The college, at its discretion, may require additional testing or evaluation if the documentation is inadequate or in need of updating.

All Concordia students are expected to assume an appropriate level of responsibility for their educational and personal needs during their enrollment at the college. This means that students may initially need more support from the institution but that over a period of time, the goal is to have students doing as much as possible for themselves. At the beginning of each semester, students are required to update their request for accommodation with the director of Counseling and Disability Services.

The considerations essential for determining the scope of academic adjustments necessary center on three major points:
1. The essential course content and requirements necessary for academic credit;
2. The course standards for academic performance that must be met to complete the course; and
3. The accommodations necessary for the students to access the course content, thus being provided an opportunity equal to that afforded others in meeting the requirements.

Accommodations will be designed to meet the individual needs of the students. However, they cannot compromise curricular goals, standards or essential course content, nor interfere with the rights or opportunities afforded others. All acceptable accommodations will recognize the faculty members’ right to determine the content and academic performance standards in the classroom. Unless students have gone through the formal process of official documentation with the director of Counseling and Disability Services, they cannot expect to receive accommodations from faculty.

Specific Procedures

Step 1 – Referral: Individuals, such as faculty, staff, family members or representatives of the Division of Rehabilitation Services who have reason to believe that a student may have a disability that hinders their academic performance, may refer the student to the director of Counseling and Disability Services, but are not required to do so.

Step 2 – Notification: It is the responsibility of each student with a disability who is requesting accommodations to provide written notification to the director of Counseling and Disability Services upon acceptance for admission to the college.

Step 3 – Certification/Validation: If the disability has been previously identified, either through documentation of a history of having received services in other educational settings and/or through testing/evaluation by appropriately licensed personnel in a recognized agency, documentation must be provided to the director of Counseling and Disability Services. If the disability has not been formally diagnosed or if a more recent or adequate evaluation is necessary, further assessment may be required by the college, at its discretion, to determine eligibility for services. If further testing or evaluation is necessary, the student will be referred to an appropriate public or private community agency, with the cost to be borne by the student. Specific criteria must be met in the documentation of all disabilities. The specific guidelines should be requested from the director or accessed on the college’s website (type Disability Services in the search box next to A-Z INDEX).

Step 4 – Development of an Accommodation Plan: Once a disability has been established, the director of Counseling and Disability Services will confer with the student. The director will work with the student to develop a plan to provide the reasonable accommodations necessary for the student to achieve the course or curriculum requirements and to provide essential support services. Responsibilities of the student, as well as accommodations to be made by the faculty, will be outlined in the plan. Appropriate faculty and staff will be involved in the process as necessary.

Students who qualify for disability services are expected to utilize the necessary accommodations for completion of the college Core Curriculum and major requirements. Requests for a substitution will be considered on the basis of documentation from within the diagnostic file, and not solely because of the diagnostic label. Given appropriate accommodation, most students can and do succeed in college-level courses such as math and foreign languages. When there is sufficient evidence within the student’s diagnostic file or history that there are no accommodations that can be offered within a specific course to make it possible for the student to successfully complete the standard requirement, a course substitution or curricular modification may be considered. It is inappropriate to assume that a course substitution is the only accommodation that would be appropriate on the sole basis of the assigned diagnosis. The primary goal is for students with disabilities to fulfill their educational goals through the traditional sequence of courses – appropriately accommodated.

Step 5 – Implementation: The college will assist the student in implementing accommodation plans by:
1. Working with the student to plan a course of study early enough so that the students may schedule an appropriate load of courses each semester;
2. Communicating in writing and in some instances through conferences at the beginning of each semester the accommodation plan and the specific responsibilities of the parties involved;
3. Meeting with the student as needed to review personal adjustment and course progress, to engage in any necessary problem solving with students, and to provide encouragement and support;
4. Making appropriate referrals to campus and community resources.

Step 6 – Renewal: Once in the program, it is the responsibility of the student to renew the request for accommodation with the director of Counseling and Disability Services at the beginning of each semester. The college does not automatically renew the accommodation plan.

Step 7 – Petition Process: Whenever there is a petition for change in a curricular requirement, the student is required to inform the director of Counseling and Disability Services. The student will be directed to write a letter of petition to the appropriate individual or committee according to the specific request, explaining the nature of the disability and stating the rationale for the change(s). The director will also write a letter to the appointed individual or committee to verify the disability. The director will then forward the letters to the designated individual or committee (department chair or Core Committee, for example) for review and approval or disapproval. Should additional information regarding the disability be needed from whomever, the student will be asked to sign a release authorizing the director to provide additional information. The college registrar will be notified of any approved change(s) in graduation requirements. A notation indicating the change(s) will be added to the student’s advising folder. If the change(s) are not mutually agreeable, the student, faculty/staff member or director may use the appeal process as outlined in Step 8 (Appeal Process).

Step 8 – Appeal Process:
1. In the event that a reasonable accommodation plan cannot be formulated working through the director of Counseling and Disability Services (and in some instances the department chair or Core Committee), either the student
or faculty/staff member may file an appeal with the college 504 officer. Their decision will be final.

2. If questions or problems arise with regard to implementation of the accommodation plan, the student or faculty/staff member may appeal to the director. If not resolved, the student or faculty/staff member may file an appeal with the college 504 officer. Their decision will be final.

Class Attendance

Regular attendance and participation in class is critical to a student’s success at Concordia College. Because any absence, excused or unexcused, detracts from the learning experience, students are expected to attend all classes.

In the case of illness, students should notify their instructors. In the event of serious or extended illness, or family emergency, the Office of Student Development and Campus Life should also be notified. Makeup work may be required for any absence. Students should note that their grade in a course may be affected by excessive absences.

Faculty members should keep attendance records and report excessive absences to the Office of Student Development and Campus Life by use of the Early Alert Notice, as well as confer directly with the student about absences. If a student stops coming to class and subsequently fails the course, the last date of attendance in the class must be reported to the Office of the Registrar along with the final grade in the course.

It is the duty of each faculty member to meet all scheduled classes during the entire semester. If a faculty member must be absent, an arranged substitute should be considered. Legitimate reasons for faculty missing a class include illness and professional travel.

Students are not permitted to attend classes for which they are not registered.

Class Attendance and Cocurricular Activities

In addition to course-based learning, Concordia also values the educational experience afforded by student participation in cocurricular activities. As a result, the following articulates a policy that encourages responsible decision-making on the part of coaches, directors, activity coordinators, and students participating in cocurricular activities, while also making it possible for students to participate in cocurricular activities. Such activities include but are not limited to participation in intercollegiate athletics, choral and instrumental ensembles, forensics, academic conferences, and Concordia Language Villages.

Concordia students should not be penalized for missing classes due to participation in a cocurricular activity. Students should be allowed to take all exams/ quizzes or complete other graded activities as possible. If class attendance is a factor in determining the final grade, the students should not be penalized for missing these classes. If class participation is a factor in determining the final grade, faculty should allow students to fulfill the participation requirement by some other means or at some other time. Faculty will determine what kind of makeup work is required for absences, and whether the work is to be completed before the students’ departure or upon their return.

Coaches, directors, or activity coordinators of cocurricular activities must notify participating students of the dates of scheduled absences. This should be done as soon as possible; ideally, this information should be available before students register for classes. Students should notify their instructors of scheduled absences at the beginning of the semester, or as soon as that information is available to them.

Coaches, directors, or activity coordinators of cocurricular activities should provide faculty with verified rosters and dates of scheduled absences at the earliest point possible. If exact dates are unavailable, the number of expected absences and their approximate dates should be provided. To the extent that coaches, directors, and coordinators have control of the number of scheduled absences, they should be prudent in the number of absences they require of the students.

Under normal circumstances, students should not miss more than 10 percent of the total scheduled class periods because of a cocurricular activity. If scheduled absences will exceed 10 percent of class meetings, the coach, director, or activity coordinator of the cocurricular activity should submit the activity schedule to the Academic Procedures and Policies Committee for approval, prior to the start of the semester if possible. If the schedule is approved, students should be allowed to complete missed work without penalty. Coaches, directors, or activity coordinators must inform instructors that the schedule has been approved.

Students who choose to participate in more than one cocurricular activity, and will miss more than 15 percent of the meetings in any class, should consult with their instructors as soon as they become aware of this situation. The student should recognize that a grade penalty may result from this number of absences.

Faculty or students should bring to the attention of the Academic Procedures and Policies Committee any cocurricular activity that, in their opinion, has scheduled an excessive number of absences. Programs that, in the opinion of the Committee, persist in overscheduling will be reported to the dean and the president. Conversely, students or organizations who perceive that faculty members are not abiding by this attendance policy may appeal to the Academic Procedures and Policies Committee.

Required Contextual Learning Experiences and Cocurricular Activities

Faculty should notify students at the beginning of the semester if an academic program or course requires contextual learning experiences beyond the typical classroom schedule (e.g., clinicals, student teaching, internships that occur on evenings, nights, and weekends); students should also be informed of any additional fees that may be required for rescheduling the contextual learning activities. Students who are enrolled in such courses and who are involved in a cocurricular activity will be responsible for communicating with the course faculty member and the coach, director or activity coordinator if any schedule conflicts arise between course expectations and the activity schedule. As much as possible, students wishing to participate in cocurricular activities should plan their course enrollments so as to avoid such conflicts (e.g., scheduling student teaching in the spring to avoid conflicts with fall sports). Course faculty and the coach, director, or coordinator should consult as soon as possible to determine how to most effectively resolve the schedule conflict. If the course faculty and coach, director, or activity coordinator are unable to reach consensus on how to resolve the scheduling conflict, the issue may be referred to the Academic Procedures and Policies Committee for their consideration – or, if a decision must be made quickly, to the dean of the college. Decisions of the Academic Procedures and Policies Committee may be appealed to the dean of the college.

Other Contextual Learning Experiences

Occasionally, courses will require out-of-class learning experiences (field trips, lectures, etc.) that will cause students to miss other classes. Faculty should be prudent in the number of absences resulting from such learning experiences. These experiences are to be preapproved and monitored by the departmental chair. The course instructor should inform students at the beginning of the semester, or as soon as possible, of any such experiences including the date(s) and time(s) they occur. Students should notify their other instructors as soon as the information is available to them. The instructor should provide faculty with verified rosters and dates of scheduled absences at the earliest point possible.

Under normal circumstances, absences for department-approved learning experiences should be governed by the same policies as cocurricular absences, and students should not be penalized in any way. In situations where students miss an excessive number of classes due to the combination of cocurricular activities and department-approved learning experiences, course faculty and the coach, director, or coordinator should consult as soon as possible to determine how to most effectively resolve the schedule conflict. If consensus cannot be reached on how to resolve the scheduling conflict, one or more of these parties may refer the issue to the Academic Procedures and Policies Committee for their consideration – or, if a decision must be made quickly, to the dean of the college. Decisions of the Academic Procedures and Policies Committee may be appealed to the dean of the college.

(Approved by the Faculty Senate on Oct. 6, 2014; amended Jan. 16, 2017)
Cocurricular Eligibility

Every college-sponsored activity should provide the Academic Procedures and Policies Committee with its eligibility requirements. While those responsible for coaching, directing, or coordinating these activities are encouraged to develop eligibility requirements that suit their particular activity best, the following is the minimum requirement at Concordia College: students participating in college-sponsored activities must maintain at least 12 semester credits. Students who do not meet this minimum may appeal to the Committee for an exception to the rule, as may directors who have special needs that this policy makes impossible for them to meet.

Any student in residence meeting the minimum eligibility requirements is eligible for participation in cocurricular activities. Exceptions of this policy may be made in cases involving (a) intercollegiate athletics that are governed by MIAC and NCAA regulations; (b) students on probation who may, at the discretion of the Committee on Student Academic Performance and Procedures, have their activities curtailed; c) departments or organizations that may wish to have more stringent eligibility requirements.

Inclement Weather

Winter Storm Policy

Since the majority of students live either on campus or relatively near the college off campus, most would be able to attend classes in stormy weather. Classes are typically held, and the college remains open, for anyone who is able to be here. However, in the final analysis, anyone living away from the campus (with the exception of essential personnel) must make a personal judgment (with safety being the primary criteria) about the wisdom of traveling to the college.

Faculty members who are unable to attend their classes on storm days are asked to notify their department chairperson. Staff members who are unable to make it to the office are asked to contact their supervisor by phone.

There will be times when the college may be forced to cancel classes or, on rare occasions, to close entirely due to the severity of conditions. The decision-making process about whether or not to hold classes, or close the college, will begin at approximately 5 a.m. – with a final decision prior to 6:30 a.m. The decision will be announced on local radio and television off campus, and on campus through email, the e2Campus alert text messaging system, Cobweb, home page, message boards and the main information line (299-4000). Students may also check the college website for postings about specific classes being canceled.

Unless notified to the contrary, assume classes are being held and the college is open. Please do not call Security/Public Safety unless it is an emergency.

Student Housing

Residency Requirement: Because the college places a high value on the positive personal and educational outcomes of a residential community experience, all full-time students are required to live on campus and maintain a campus dining plan unless the student meets one of the following exemptions (documentation is required):

1. Have completed four semesters of full-time enrollment at Concordia or another institution of higher education
2. Living at home in the immediate area (within 15 miles of campus) with their parents
3. Living at home with a spouse or dependent child
4. Is 21 years of age or older on or before Oct. 1 to be exempt for the academic year, or on or before Feb. 15 to be exempt for spring semester.

Students who have special needs that cannot be met by the residence hall environment may apply for a special exemption from the residency requirement through the MyHousing portal. Because the college is committed to the role of residential living as an integral part of the student’s educational experience, such exemptions will be granted only in cases of exceptional need or hardship. Applying for an exemption of the policy does not automatically release the student from the requirement. (Please note: Requests for exemptions from the college’s dining plan should be made through the MyHousing portal and will be granted only in cases of exceptional need or hardship.) First- and second-year students who live off campus without special permission will be required to move back on campus or be subject to disciplinary charges and/or cancellation of registration. Students entering Concordia as transfers or with Postsecondary Enrollment Option credits should consult the director of Residence Life about meeting the intent of the four-semester requirement.
Explanation of Course Numbers

Courses numbered below 100 are noncredit remedial courses.
Courses numbered from 100 to 199 are open to all students.
Courses numbered from 200 to 299 are considered sophomore courses and also are open to juniors and seniors.
Courses numbered from 300 to 399 are considered junior courses and also are open to seniors.
Courses numbered from 400 to 499 are considered junior and senior courses.

Cross-Listed Courses

If a course carries credit for majors in more than one department or program, both departmental designations precede the title. For example, BIOL 152, CHEM 152, carries credit in both the biology department and the chemistry department.

Designation Codes

The letter immediately following the course number in the departmental listings is the core or PEAK designation code that indicates which requirement is met. Following is a list of designation codes. Refer to Page 24 for complete information about the Core Curriculum and Page 26 for PEAK information.

**G** – International and Global Perspectives
**H** – Humanities
**J** – Religion II Courses
**K** – Mathematics
**N** – Natural Science
**PEAK** – Pivotal Experience in Applied Knowledge
**PO** – PEAK optional
**PR** – PEAK required
**R** – Arts
**S** – Social Sciences
**U** – Cultural Diversity
**W** – World Languages
**Z** – Core Capstone

Course Frequency Codes

The course frequency listings in the catalog are intended to assist students in program planning. The college reserves the right to change these offerings as it becomes necessary.

- **E** Offered every semester
- **E1** Offered every year, first semester
- **E2** Offered every year, second semester
- **E3** Offered every third semester
- **S** Offered during summer session
- **B1, B2** Offered in Part of Term (P.O.T.) 2 and/or 3, first semester
- **B3, B4** Offered in Part of Term (P.O.T.) 2 and/or 3, second semester
- **A1** Offered alternate years, first semester
- **A2** Offered alternate years, second semester
- **AS1** Offered alternate years, first summer session
- **T** Offered every third year
- **D** Courses not offered on a regular schedule but at the discretion of the department, on the basis of student interest and ability to arrange schedules of faculty
- **MS** May Seminar, offered during the month of May. Course frequency and itinerary subject to change annually. Contact the Global Learning Office for more information.

General Information Index

Descriptions for undergraduate courses are listed at the end of each department section, except as noted:

- **250** – Pre-May Seminar. See Page 26 for information about Pre-May Seminars.
- **300** – May Seminar. See Page 26 for information about May Seminars.
- **390** – Cooperative Education. See Page 36 for information about the Cooperative Education Internship Program.
- **487** – Directed Research. See Page 30 for information about Directed Research.
- **490** – Internship and Practicum Experiences. See Page 36 for information about Internship and Practicum Experiences.

**ART**

Programs offered

- **Major in Art**
  - General Studio Art Concentration (32 credits)
  - General Art History Concentration (32 credits)
  - Preprofessional Concentration in Studio Art (48 credits)
  - Preprofessional Concentration in Art History (48 credits)
  - Preprofessional Concentration in Design (48 credits)
- **Major in Art Education** (52 credits plus 35 credits in education)
  - Major in Heritage and Museum Studies, an interdisciplinary program (see heritage and museum studies) (36 credits)
  - Major in Multimedia Journalism, an interdisciplinary program (see multimedia journalism) (36 credits)
- **Minor in Art** (20 credits)

Faculty

Heidi A. Goldberg, chair
Lindsey A. Brammell
Susan J. Lee
Ross A. Hilgers
Christian E. Mortenson

The Concordia College department of art serves the artistic interests of art majors/minors and the general student population. We maintain a dynamic program that strives to enhance our students’ sensitivity and creativity. Our primary goal is to foster our students’ ability to freely and fully engage the world through the visual arts.

All programs in the department of art encourage a visually sophisticated and historically informed stance toward the contemporary world. We produce confident students who can respond to the world with nuance, passion and technical expertise. The department of art provides learning experiences that prepare students to achieve the following outcomes:
Major in Art – Preprofessional Program

Preprofessional Concentration in Art Studio

The requirements for a preprofessional concentration in art studio are a minimum of 48 credits:
- ART 111 – Two-Dimensional Foundations, 4 credits
- ART 112 – Three-Dimensional Foundations, 4 credits
- ART 130 – Beginning Drawing, 4 credits
- ART 158 – History in Art III, 4 credits
- 4 additional credits in 300-level art history
- ART 401-409 – Intermediate Studio courses, (two for 2 credits or one for 4 credits), 4 credits
- ART 440 – Portfolio Preparation, 4 credits
- 4 additional credits in art history
- 16 additional credits in studio art

Senior art studio concentration students are required to participate in the Senior Art Exhibition.

Preprofessional Concentration in Art History

The requirements for a preprofessional concentration in art history are a minimum of 48 credits:
- ART 111 – Two-Dimensional Foundations, 4 credits
- ART 112 – Three-Dimensional Foundations, 4 credits
- ART 155 – History in Art I, 4 credits
- ART 156 – History in Art II, 4 credits
- ART 158 – History in Art III, 4 credits
- 16 additional credits in art history electives at the 200- or 300-level
- Studio elective, 4 credits
- ART 420 – Senior Thesis, 4 credits
- PHIL 333 – Philosophy of Art, 4 credits

Preprofessional art history majors are strongly encouraged to take a major or a minor in either French or German, as well as any language necessary for their area of concentration.

Preprofessional Concentration in Design

The requirements for a preprofessional concentration in design are a minimum of 48 credits:
- 4 two-dimensional course credits from the following:
  - ART 111 – Two-Dimensional Foundations, 4 credits
  - ART 320 – Painting, 4 credits
  - ART 350 – Printmaking, 4 credits
  - ART 376 – Nordic Arts, 4 credits
  - ART 378 – Web and User Experience Design, 4 credits
  - ART 379 – Typography in Book Design, 4 credits
  - ART 380 – Special Topics, 2-4 credits
  - Other classes approved by the art department, 4 credits
- 4 three-dimensional course credits from the following:
  - ART 112 – Three-Dimensional Foundations, 4 credits
  - ART 330 – Ceramics, 4 credits
  - ART 340 – Sculpture, 4 credits
  - ART 376 – Nordic Arts, 4 credits
  - ART 380 – Special Topics, 2-5 credits
  - Other classes approved by the art department, 4 credits
- ART 130 – Beginning Drawing, 4 credits
- ART 158 – History in Art III, 4 credits
- 4 credits in art history from the following 300-level courses:
  - ART 364 – Greek and Roman Art, 4 credits
  - ART 365 – Renaissance and Baroque Art, 4 credits
  - ART 367 – 20th Century Art, 4 credits
  - ART 369 – 18th and 19th Century Art in the East and West, 4 credits
  - ART 374 – Art and Religion, 4 credits

Major in Art – General Program

General Studio Art Concentration

The requirements for a studio art concentration in the general art major are a minimum of 32 credits:
- ART 111 – Two-Dimensional Foundations, 4 credits
- ART 112 – Three-Dimensional Foundations, 4 credits
- ART 130 – Beginning Drawing, 4 credits
- Select one course from:
  - ART 155 – History in Art I, 4 credits
  - ART 156 – History in Art II, 4 credits
  - ART 158 – History in Art III, 4 credits
- 4 additional credits in art history
- 12 additional credits in studio art

Senior studio art majors are expected to participate in the Senior Art Exhibition. It is recommended that studio art majors complete their second art history course during their sophomore or junior year.

General Art History Concentration

The art history concentration emphasizes the role of the visual arts in cultural history. Courses in art history, as well as fundamental studio experience, provide a basis for careers in such areas as museum work, art conservation, curatorship, research and college teaching. In most of these careers, graduate work beyond the bachelor’s degree is expected.

The requirements for an art history concentration in the general art major are a minimum of 32 credits:
- ART 111 – Two-Dimensional Foundations, 4 credits
- ART 112 – Three-Dimensional Foundations, 4 credits
- ART 155 – History in Art I, 4 credits
- ART 156 – History in Art II, 4 credits
- ART 158 – History in Art III, 4 credits
- 4 additional credits in studio art
- 8 additional credits in art history

• Our students gain a basic understanding of art history from ancient cultures to modernity, including in-depth knowledge regarding at least one specific area of art history.
• Our students have a range of studio experiences and learn to use a wide variety of tools, materials, technical skills and creative approaches within the frame of traditional and contemporary methodologies.
• Our students develop a liberal arts skill set that will enable them to relate art and art history to their other academic interests, to their families and to their communities.
• Our students develop skills by which their individuality and creativity can be recognized as unique and then expressed as such to the world.

The department of art offers two major concentrations. These two concentrations lead to a Bachelor of Arts degree with a major in art and art education, respectively. The department also offers a minor in art. The art major is designed to serve as a foundation for careers in studio work and related fields such as design, art therapy, recreational or community art, or museum studies. The art major offers a choice of two programs, the general program and the preprofessional program. The general program includes two concentrations: a 32-credit Studio Art concentration and a 34-credit Art History concentration. The preprofessional program includes three concentrations: a 48-credit Art Studio Concentration, a 48-credit Art History Concentration and a 48-credit Design Concentration. The Art Education major in art serves as preparation for careers in K-12 education. For some of these careers and for college and university teaching, the student will continue study beyond the bachelor’s degree in graduate school, specialized art school or apprenticeships.
Minor in Art
The requirements for a minor in art are 20 credits:
- ART 111 – Two-Dimensional Foundations, 4 credits
- ART 112 – Three-Dimensional Foundations, 4 credits
- Select one course from:
  - ART 155 – History in Art I, 4 credits
  - ART 156 – History in Art II, 4 credits
  - ART 158 – History in Art III, 4 credits
- 8 additional studio or art history credits

Major in Art Education
This major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach art in grades K-12. To be eligible to complete this major, the student must be admitted to the Teacher Education Program. (See education pages for program information, requirements and course descriptions.)

The requirements for a major in art education, are 52 credits plus 35 credits in education:
- ART 111 – Two-Dimensional Foundations, 4 credits
- ART 112 – Three-Dimensional Foundations, 4 credits
- ART 155 – History in Art I, 4 credits
- ART 156 – History in Art II, 4 credits
- 4 credits in each of the following seven studio areas (see course listings below):
  - beginning drawing
  - painting
  - ceramics
  - sculpture
  - printmaking
  - graphic design
  - photography
- Two 2-credit intermediate studio courses, as concentration areas (ART 401-409)
- PHIL 333 – Philosophy of Art, 4 credits
- ART 375 – Women and Art, 4 credits
- ART 377 – Arts of Asia, 4 credits
- Other classes approved by the art department, 4 credits
- ART 368 – Digital Photography, 4 credits
- ART 370 – Digital Design, 4 credits
- ART 378 – Web and User Experience Design, 4 credits
- ART 379 – Typography in Book Design, 4 credits
- ART 407 – Graphic Design, 4 credits
- 8 credits from the following studio art or design courses:
  - ART 330 – Ceramics, 4 credits
  - ART 320 – Painting, 4 credits
  - ART 340 – Sculpture, 4 credits
  - ART 350 – Printmaking, 4 credits
  - ART 376 – Nordic Arts, 4 credits
  - ART 380 – Special Topics, 4 credits
  - ART 401 – Intermediate Drawing, 4 credits
  - ART 402 – Intermediate Painting, 4 credits
  - ART 403 – Intermediate Ceramics, 4 credits
  - ART 404 – Intermediate Sculpture, 4 credits
  - ART 405 – Intermediate Printmaking, 4 credits
  - ART 408 – Intermediate Studio, 4 credits
  - ART 409 – Intermediate Photography, 4 credits
  - ART 420 – Senior Project, 4 credits
  - ART 480 – Independent Study, 4 credits
  - ART 487 – Directed Research, 4 credits

Senior art teaching majors are expected to participate in the Senior Art Exhibition. It is recommended that ART 155 – History in Art be taken during the freshman or sophomore year. The teaching major in art qualifies graduates to teach art from kindergarten through grade 12.

Courses
ART 111 R – Two-Dimensional Foundations, 4 credits. E. Using a variety of materials and processes, students carry out studies in line, shape and form, value, texture and color; and explore methods of implying depth, mass and volume on a flat surface. These exercises in two-dimensional image making are correlated with lectures, critiques, written presentations and field trips.

ART 112 R – Three-Dimensional Foundations, 4 credits. E. An introductory course offering experience in making three-dimensional images with concentration on design elements and principles. A wide range of materials, tools and techniques will be explored. Lectures, critiques, written and oral presentations, and field trips are also included.

ART 130 R – Beginning Drawing, 4 credits. E. A studio introduction to basic drawing skills, methods and terminology. Through the use of a variety of drawing materials, students will translate thought and observation into image. Includes discussion, critiques and field trips.

ART 155 R, G – History in Art I: Origins to the Early Renaissance, 4 credits. E1 or E2. ART 155 is a historical exploration of global visual culture – including Near Eastern and African traditions – from the origins of human civilization to ca. 1400 CE with particular emphasis given to the religious, political and social contexts of the world’s greatest art.

ART 156 R, G – History in Art II: The Renaissance to Impressionism, 4 credits. E2. ART 156 is a historical exploration of global visual culture – including East Asian and Native American traditions – from the Renaissance to Impressionism with particular emphasis given to the religious, political and social contexts of the world’s greatest art. (ART 155 is not a prerequisite for ART 156.)

ART 158 R, G – History in Art III: Post-Impressionism to the Digital Age, 4 credits. E1. ART 158 is a historical exploration of global visual culture – including Oceanic and Central Asian traditions – from Impressionism to the present day with particular emphasis given to the religious, political and social contexts of the world’s greatest art. (ART 155 and/or 156 are not prerequisites for ART 158.)

ART 236, COM 236 – Introduction to the Photographic Process, 4 credits. A1. The study of basic photographic procedures, including camera and darkroom techniques. Approaching photography as both an art form and a communication medium, the course will introduce students to a variety of techniques and applications of photography.

ART 250 – Pre-May Seminar, 2 to 4 credits. D. An intense introduction to the peoples and places to be experienced during the May Seminar in Art History with particular focus on student preparatory research and on-site reports. Prerequisite: ART 155 or ART 156 or permission of instructor

ART 300 – May Seminar, 4 credits. MS. Prerequisite: ART 250

ART 311 R, G – Photographing the Landscape of Greece, 4 credits.
S. An immersive adventure through aesthetic and spiritual systems of ancient and modern Greece utilizing our cameras and eyes as the principle tools of engagement. Our formal class objective is to develop a nuanced appreciation of basic photographic principles in a global context. Our informal objective is more complex: to cultivate an authentic understanding of a cultural environment that produced some of the most enduring moral and aesthetic models of the Western world.
ART 320 – Painting, 4 credits. E. An introduction to painting through the development of a sequence of paintings that progress from representation of assigned subject matter to complete abstraction and freedom of expression. Studio focus is on oil painting but includes methods and techniques of oil, acrylic, and mixed media painting.

ART 330 R – Ceramics, 4 credits. E1 or E2. Introduction to basic hand building, wheel throwing, glazing and firing techniques. Class critiquing and student-teacher dialogue are integrated into all phases of the creative process. PEAK required.

ART 340 – Sculpture, 4 credits. E1 or E2. Introduction to the design and execution of three-dimensional objects in such materials as wood, clay, plaster, cast and constructed metal, stone, plastics, fibers, and mixed media. Installations and video/performance are also encouraged.

ART 350 – Printmaking, 4 credits. E1 or E2. An exploration of the aesthetic and technical possibilities of monotype, intaglio, relief and lithography. Prerequisite: ART 111 – Two-Dimensional Foundations or ART 130 – Beginning Drawing or permission of instructor

ART 364 – Greek and Roman Art, 4 credits. D. A historical survey of Greek and Roman art and culture with particular emphasis given to the connections that exist between early literature, religion, politics and visual culture. Coursework covers ancient Greek and Italian archaeology from the Bronze Age to the Late Empire. Like all 300-level art history courses, this course is conducted as an advanced seminar with emphasis placed on individual research and advanced presentations.

ART 365 R – Renaissance and Baroque Art, 4 credits. A2. A survey of Western European culture that explores the art of the 15th-17th centuries. This course highlights the art of the Baroque era across Western Europe as a response to and reaction against the Italian Renaissance. Students will be introduced to digital liberal arts as they produce a collaborative project utilizing digital tools. This course can count toward the Global Studies program.

ART 367 – 20th Century Art, 4 credits. E1. A historical survey of Western European art and culture with particular emphasis given to the connections that exist between 20th century politics and visual culture of the modern, post-modern and hyper-modern ages. Coursework covers European and American art from the end of the 19th century to the present moment. Like all 300-level art history courses, this course is conducted as an advanced seminar with emphasis placed on individual research and advanced presentations. This course can also count toward the global studies program.

ART 368, COM 368 – Digital Photography, 4 credits. E. Digital Photography is the study of basic digital photographic procedures, including digital camera and processing techniques. Approaching digital photography as an art form and as a communicative medium, the course will introduce students to the specific techniques used in such fields as fine art photography, photojournalism and photography for advertising. By permission of instructor.

ART 369 R, G – 18th and 19th Century Art in the East and West, 4 credits. A2. A historical survey of art and culture at the dawn of the Modern Age with particular emphasis is given to the global exchange between Western Europe and East Asia. From Rococo to the French Revolution, to Impressionism and beyond this course tracks developments in the visual art during one of the most dynamic and innovative periods of human history. Special attention is given to the connections that exist between early Modern literature, politics and visual culture. Coursework covers the Rococo, Neo-Classicism, Realism, Impressionism, Post-Impressionism, as well as the connections that exist between these movements and the art of Asia. Like all 300-level art history courses, this course is conducted as an advanced seminar with emphasis placed on individual research and advanced presentations.

ART 370 – Digital Design, 4 credits. E. A studio course for students who wish to improve their computer and graphic design skills. Students will be introduced to design software, primarily Adobe Photoshop, Adobe Illustrator, and Adobe InDesign. The study of general graphic design techniques, knowledge in the conceptual design process, communicating through presentation and critique, and high quality craftsmanship and production methods will be learned through the production of promotional materials.

ART 374 – Art and Religion, 4 credits. D. A comparative exploration of the connections between artistic and religious concepts and practices. Students will learn about various artistic traditions tied to the Christian, Islamic, Buddhist, Hindu and Daoist religions. In addition, we will look beyond religious institutions and contemplate the pursuit of spiritual expression in modern and postmodern artistic practices. Like all 300-level art history courses, this course is conducted as an advanced seminar with emphasis placed on individual research and advanced presentations. This course can also count toward the global studies program.

ART 375 G, R – Women and Art, 4 credits. A2. An exploration of the role of women as creators and the subjects of art in various traditions of Euro-America, East Asia and South/Southeast Asia. This course examines several dominant discourses of aesthetics and traditions of art-making and questions how gender ideologies operate to assign value and meaning to artists, artworks, genres, media and styles. Like all 300-level art history courses, this course is conducted as an advanced seminar with emphasis placed on individual research and advanced presentations. This course can also count toward the global studies program and the women’s and gender studies program.

ART 376 R – Nordic Arts, 4 credits. A2. This interdisciplinary course in studio art and Scandinavian studies is an introduction to the technical and aesthetic depth, beauty, variety and uses of works in various media from Nordic countries. Students will learn about influences of history, fundamental connection to nature, aesthetic, style, and function as well as technical processes of traditional arts of woodcarving, rosemaling, and fiber. There are no prerequisites for this course.

ART 377 G, R – Arts of Asia, 4 credits. A2. An exploration of important artistic traditions of Asia. While there is a strong focus on East Asian arts such as calligraphy, Zen art, and landscape painting, this course also examines temples, statuary, and paintings of South and Southeast Asia. Like all 300-level art history courses, this course is conducted as an advanced seminar with emphasis placed on individual research and advanced presentations. This course can count toward the global studies program.

ART 378 – Web and User Experience Design, 4 credits. E2. This course focuses on design principles and web development to assist students in producing accessible, interactive, dynamic, and visually imaginative web compositions. It is an introduction to the language, structure, software, and practice of web design. It integrates the use of web design, user experience design, grid layout, responsive design and development, web safe fonts, optimized imagery, media queries, HTML, and CSS.

ART 379 – Typography in Book Design, 4 credits. A1. The exploration of visual communication through its context and typographical display. An overview of ways in which visual elements are used to communicate and influence meaning. The investigation of structure and the expressive nature of typography as an integral element of visual communication. Examination of different binding methods, the exploration of printing and production practices, and the ability to work fluently with Adobe InDesign will be taught.

ART 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

ART 390 – Cooperative Education, 1 to 8 credits. D.

ART 401 – Intermediate Drawing, 2 to 4 credits. E. Continuing studies and practice relating to this studio area

ART 402 – Intermediate Painting, 2 to 4 credits. E. Continuing studies and practice relating to this studio area

ART 403 – Intermediate Ceramics, 2 to 4 credits. E. Continuing studies and practice relating to this studio area
ART 404 – Intermediate Sculpture, 2 to 4 credits. E. Continuing studies and practice relating to this studio area
ART 405 – Intermediate Printmaking, 2 to 4 credits. E. Continuing studies and practice relating to this studio area
ART 407 – Graphic Design, 4 credits. E1. Continuing studies and practice relating to graphic design. Study and application of abstract and conceptual representation in graphic design. Design methods examined during the production of promotional and three-dimensional materials. Ability to work metaphorically with image and design will be stressed with a focus on composition. Expertise in the conceptual design process, communicating through presentation and critique, and high quality craftsmanship and production methods will be learned.
ART 408 – Intermediate Studio, 4 credits. E1. This course is an exploration of intermediate studio practices in mixed media. Students will experiment with various methods and media to make work and develop content. Students will research historical and contemporary artists relating to projects. The course is repeatable and provides continuing studies in traditional studio arts of drawing, printmaking, painting, and mixed media. Prerequisites: ART 130 or ART 320 or ART 340 or ART 350
ART 409 – Intermediate Photography, 2 to 4 credits. E. Continuing studies and practice relating to this studio area
ART 420 – Senior Project or Senior Thesis, 4 credits. E. A special project in any studio area or in the history of art. Studio projects will result in work prepared for the Senior Art Exhibition. Theses in the history of art will result in an extended research paper. Prerequisites: senior standing and permission of instructor before registration
ART 440 Z – Portfolio Preparation, 4 credits. E1 or E2. Designed to function as a culminating experience in which art majors develop portfolios of images and written work appropriate for post collegiate applications. Coursework includes preparation of both traditional and digital image portfolios, artist’s résumé, artist’s statement or design briefs, artist’s marketing folio materials, and written critiques. Prerequisite: senior standing in art or permission of instructor
ART 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.
ART 483 Z – Art and Environmental Activism, 4 credits. E2. This course surveys contemporary art activism and advances environmental and humanitarian issues through the production of artwork, research papers, presentations, and seminar discussions. This course encourages students to step into the role of being an art activist for the promotion of a sustainable future. This course can also count toward the environmental and sustainability studies program.
ART 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

BIOLOGY

Programs offered
- Major in Biology (32 credits in biology plus 12 credits in supporting courses)
- Students seeking licensure to teach biology must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching biology, see Dr. Krys Strand in biology or the chair of education.
- Minor in Biology (28 credits plus 8 credits in supporting courses)
- Major in Neuroscience (see neuroscience) (40 credits)
- Minor in Neuroscience (see neuroscience) (24 credits)
- General Science add-on education endorsement, grades 5-8 (see education) (32 credits in science)
- Science add-on endorsement for Elementary Education majors (see education) (25 credits in science and 12 credits in education)

Faculty and Staff
- D. Bryan Bishop, chair
- Ellen L. Aho
- Cori A. Anderson
- Althea A. ArchMiller
- Jason M. Askvig
- Lauren Bittara, laboratory technician
- John A. Flaspohler
- Ivan M. Johnson, biologist-in-residence
- Michelle D. Marko
- Ronald L. Nellermoe, biologist-in-residence
- Carol L. Pratt
- Julie C. Rutherford
- Krystle D. Strand
- Jennifer L. Sweatman
- William L. Todt
- Joseph C. Whittaker

The biology department mission is to:
- convey to students an understanding of how the biological sciences inform society
- convey an understanding of how the human population and nature are interacting parts of creation
- explore the limitations, boundaries, and ethical implications of scientific knowledge and practice
- provide students with experiences that introduce them to up-to-date technologies and research methods employed in biology
- foster respect and appreciation for different modes of inquiry in the biological sciences

The biology department provides learning experiences that prepare students to:
- understand the basic concepts of the biological sciences
- understand the limitations, boundaries, and ethical implications of scientific knowledge and practice
- be familiar with to up-to-date technologies and research methods employed in biological sciences
- experience different modes of inquiry in the biological sciences, such as group learning and collaborative problem solving
- develop professional communication skills, including scientific reading, writing and speaking

The department seeks to convey the excitement of biological inquiry and discovery through a variety of means: encouraging group learning and collaborative problem solving, providing opportunities to explore career options and helping students to develop professional communication skills, including scientific reading, writing and speaking. Sophomore and above biology majors who meet criteria are invited to participate in the biology departmental honors program. Biology students are encouraged to participate in laboratory or field research projects, which can be arranged on a directed research basis with various faculty members in the biology department. Majors are also regularly employed as laboratory assistants in the beginning biology courses and as teaching assistants to individual faculty, where
they gain valuable teaching experience under the direct supervision of a biology staff member.

**Major in Biology**

The requirements for a major in biology are 32 credits in biology plus 12 supporting credits:

- **Biol 121 – Cell Biology, 4 credits**
- **Biol 122 – Evolution and Diversity, 4 credits**
- **Biol 221 – Ecology, 4 credits**
- **Biol 222 – Genetics and Molecular Biology, 4 credits**
- 4-credit field course selected from
  - Biol 305 – Ecology and Field Biology, 4 credits
  - Biol 309 – Ornithology, 4 credits
  - Biol 311 – Entomology, 4 credits
  - Biol 312 – Mammalogy, 4 credits
  - Biol 313 – Plant Taxonomy, 4 credits
  - Biol 327, Envr 327 – Conservation Biology, 4 credits
  - Biol 409 – Limnology, 4 credits
  - Biol 444 – Ecology of East Africa, 4 credits

All field courses include an off-campus learning experience of at least two to three days.

- 4-credit laboratory-based course selected from
  - Biol 306 – Human Anatomy and Physiology, 4 credits
  - Biol 336 – Histology, 4 credits
  - Biol 350 – Animal Behavior, 4 credits
  - Biol 352 – Immunology and Parasitology, 4 credits
  - Biol 400, NEU 400 – Neurobiology, 4 credits
  - Biol 402 – Embryology, 4 credits
  - Biol 406 – Advanced Cell Biology, 4 credits
  - Biol 407 – Microbiology, 4 credits
  - Biol 411 – Integrated Vertebrate Anatomy and Physiology I, 4 credits
  - Biol 412 – Integrated Vertebrate Anatomy and Physiology II, 4 credits
  - Biol 416 – Advanced Topics in Genetics, 4 credits

- 8 additional credits from 300- or 400-level biology courses

No more than the equivalent of 4 credits from the following may be applied toward the major:

- Biol 300 – May Seminar
- Biol 380 – Special Topics
- Biol 480 – Independent Study
- Biol 487, NEU 487 – Directed Research

The following cannot be counted toward a major:

- Biol 303 – Biomedical Ethics, 4 credits
- Biol 390 – Cooperative Education, 1 to 8 credits
- Biol 395 – Cooperative Education in Medicine, 4 credits

- Supporting courses required for the major:
  - Math 110 – Precalculus, 4 credits OR
  - Math 121 – Calculus I, 4 credits OR
  - Math 205 – Introduction to Statistics, 4 credits
  - Chem 127-128 – General Chemistry I and II, 4 credits each

The biology major field test provided by Educational Testing Service must be taken the last semester prior to graduation. The department will announce the date.

Organic chemistry, physics and mathematics are recommended courses for biology majors. For graduate work in the biological sciences, many schools require the following or their equivalents:

- Math 121 – Calculus I, 4 credits
- Math 122 – Calculus II, 4 credits
- Phys 111 – General College Physics I, 4 credits
- Phys 112 – General College Physics II, 4 credits
- Chem 341 – Organic Chemistry I, 4 credits
- Chem 342 – Organic Chemistry II, 4 credits
- Chem 373 – Biochemistry I, 4 credits

- An applied statistics course such as Math 205 – Introduction to Statistics, 4 credits
- Research experience such as Biol 487, NEU 487 or Biol 497

**Minor in Biology**

The requirements for a minor in biology are 20 credits plus 8 supporting credits:

- Biol 121 – Cell Biology, 4 credits
- Biol 122 – Evolution and Diversity, 4 credits
- Biol 221 – Ecology, 4 credits
- Biol 222 – Genetics and Molecular Biology, 4 credits
- 4 credits from 300- or 400-level biology courses

The following cannot be counted toward a minor:

- Biol 303 – Biomedical Ethics, 4 credits
- Biol 390 – Cooperative Education, 1 to 8 credits
- Biol 395 – Cooperative Education in Medicine, 4 credits

Supporting courses for the minor: Biology minors should note that Chem 127–128 are corequisites for Biol 221-222 and prerequisites for nearly all 300- and 400-level courses in the department.

**General Science add-on education endorsement, grades 5-8**

Students seeking licensure to teach biology must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching biology, see Dr. Krys Strand in biology or the chair of education.

**Courses**

**Biol 101 N – General Biology, 4 credits. E. S.** An examination of the basic concepts of biology and the ways in which biologists ask and answer questions; practical applications of important biological discoveries and their relationships to public issues. Designed for non-majors. Three lectures and four hours of laboratory per week. This course can also count toward the global studies program and the environmental and sustainability studies program.

**Biol 121 N – Cell Biology, 4 credits. E1.** This course provides an introduction to cell structure and function. Major topics include the scientific method of study, the biochemistry and organization of the cell, mechanisms by which energy is harvested and used by cells, how cells reproduce, and how information is stored and used within a cell. Offered in an integrated lecture/laboratory format. No prerequisites

**Biol 122 N – Evolution and Diversity, 4 credits. E2.** An introduction to the major concept of biology-evolutionary theory. The diversity of life on earth, excluding the vertebrates of the animal kingdom, is then explored in light of this concept. Three lectures and four hours of laboratory per week. This course can also count toward the environmental and sustainability studies program. Prerequisite: Biol 121 – Cell Biology or permission of the instructor.

**Biol 152, Chem 152 – Vocation and the Health Professions, 1 credit. E.** Intended for freshmen and sophomore students interested in various careers in the health professions. This course offers a balance of personal reflection and practical information. The concept of “vocation as calling” will be emphasized and students will be asked to reflect upon their reasons for choosing a particular career path. Practical information will include various career options in the health professions, undergraduate expectations, professional school admission requirements, and non-traditional career paths.

**Biol 207 – Fundamental Microbiology, 4 credits. E1.** This course is primarily designed for students in the nursing and nutrition and dietetics programs, however enrollment is open to any interested student. This course examines basic concepts in microbiology, with emphasis placed on bacteria. Three class periods and four hours of laboratory per week.
BIOL 221 – Ecology, 4 credits. E1. Covers the basic principles of energy and nutrient movement through the ecosystems, the forces that structure ecosystems, and the interactions between organisms and the environment and each other. This course emphasizes quantitative skills. Two lectures and four hours of laboratory per week. This course can also count toward the environmental and sustainability studies program. Prerequisites: BIOL 122 – Evolution and Diversity; co- or prerequisite: CHEM 127 – General Chemistry I

BIOL 222 – Genetics and Molecular Biology, 4 credits. E2. A study of classical genetics, gene structure, and mechanisms of gene expression. This course is writing intensive. Model systems commonly used in molecular genetic research are used in labs. Three lectures and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology; co- or prerequisite: CHEM 128 – General Chemistry II OR CHEM 138 – Honors General Chemistry II

BIOL 250 – Pre-May Seminar, 1 credit. D.

BIOL 300 – May Seminar, 4 credits. MS. Prerequisite: BIOL 250 – Pre-May Seminar

BIOL 303 Z – Biomedical Ethics, 4 credits. E1 or E2. Examination of contemporary issues in biomedicine from the perspective of several disciplines, including biology, medicine, ethics, sociology and economics. The course satisfies the capstone requirement for graduation, but does not count toward the biology major or minor. Prerequisite: four credits in biology.

BIOL 305 – Ecology and Field Biology, 4 credits. S. An examination of the basic principles of ecology with extensive field investigation of numerous types of ecosystems. Offered only in summer sessions. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 306 – Human Anatomy and Physiology, 4 credits. E2. S. This course, which focuses on the structure and functions of human organ systems and includes examination of human cadavers, is recommended for majors and minors in physical education and for students preparing for allied health professions. It is also open to biology majors and minors who do not take BIOL 411 – Integrated Vertebrate Anatomy and Physiology I. Three lectures and four hours of laboratory per week. Prerequisite: BIOL 101 – General Biology or BIOL 121 – Cell Biology

BIOL 309 – Ornithology, 4 credits. D. A study of the form and function of birds, their identification, life history and adaptations. Two lectures and four hours of laboratory per week. This course can also count toward the environmental and sustainability studies program. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 311 – Entomology, 4 credits. E1. Introduction to insects and their ecology, their interaction with people via medical and veterinarian entomology, as well as forensic entomology, and the role insects have played in human history. Two lectures and four hours of laboratory per week. This course can also count toward the environmental and sustainability studies program. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 312 – Mammalogy, 4 credits. E2. Mammalogy is the study of mammals, their identification, evolution, natural history, and techniques used for scientific study. The course covers anatomy, phylogeny, systematics, ecology, adaptations, physiology, natural history, and current methodology used to study mammals. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 313 – Plant Taxonomy, 4 credits. E1. Identification, nomenclature, and classification of vascular plants. Six hours of lecture and laboratory per week. This course can also count toward the environmental and sustainability studies program. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 327, ENVR 327 – Conservation Biology, 4 credits. E2. Students will develop their understanding of biodiversity, the skills needed to participate in the science and management of Earth’s biological systems, and individual perspectives on responsible engagement in the world as scientists and as citizens. Three hours of lab per week or, in alternate years, a ten-day field trip to Florida during spring break (an additional fee will be required for the Florida years). Prerequisites: BIOL 221 – Ecology AND CHEM 127 – General Chemistry I

BIOL 336 – Histology, 4 credits. E1. A microscopic study of tissues and organs of vertebrates, with special reference to humans. Three lectures and four hours of laboratory per week. Labs include introduction to basic histotechnique and digital photomicroscopy. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 350 N – Animal Behavior, 4 credits. E2. A study of the physiological, ecological, and evolutionary aspects of animal behavior. Labs focus on learning observation skills, terminology, and designing of animal behavior experiments. Three lectures and four hours of laboratory per week. This course can also count toward the environmental and sustainability studies program. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 352 – Immunology and Parasitology, 4 credits. E2. An in-depth study of the human immune system and its regulation. The mechanisms and actions of the humoral and cell-mediated immune systems are emphasized. A portion of the course is devoted to representative parasitic protozoa, helminthes and arthropods, with emphasis on host-parasite interactions. Three lectures and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 360, ENVR 360 – Introduction to Geographic Information Systems (GIS), 4 credits. E2. Students will develop a basic understanding of a GIS and how it is used to make geospatial decisions using the software ArcGIS. Students will learn the use of spatial analytical tools to answer questions and solve problems concerning spatial data, and present their results in professional quality maps. Prerequisite: sophomore standing. Three lectures and four hours of laboratory per week.

BIOL 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

BIOL 390 – Cooperative Education, 1 to 8 credits. E.

BIOL 395 Z – Cooperative Education (in Medicine), 4 credits. E.

BIOL 400, NEU 400 N – Neurobiology, 4 credits. E2. This course expands upon content covered in NEU 109 and BIOL 222 and explores a variety of topics including neuroanatomy, neural cell characteristics and communication, and mechanisms of nervous system injury and repair. There is an emphasis on active learning, experimental design, and reading scientific literature. Three lectures and four hours of laboratory per week. Prerequisite: BIOL 222 – Genetics and Molecular Biology OR NEU 109 – Introduction to Neuroscience

BIOL 402 – Embryology, 4 credits. E2. Principles of animal development with an emphasis on the developmental anatomy of vertebrates. Two lectures and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 405 – General Ecology, 4 credits. D. Discussion of the basic principles concerning the relationships between organisms and their environment. Two lectures and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 406 – Advanced Cell Biology, 4 credits. E2. The scientific study of the genetic mechanisms and internal organization of the cell, with an emphasis on cells in their social context and contemporary methods for investigating cells. Offered as a lecture/lab combo with two lectures and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology, BIOL 222 – Genetics and Molecular Biology, CHEM 127 – General Chemistry I; or prerequisite: CHEM 128 OR CHEM 138 – General Chemistry III/Honors General Chemistry

BIOL 407 – Microbiology, 4 credits. E1. This course examines principles and techniques of microbiology, with emphasis placed on bacteria. The role of microorganisms in relation to humans is stressed. Three class periods and four
hours of laboratory per week. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 409 Z – Limnology, 4 credits. E1. The scientific study of physical, chemical and biological conditions in freshwater ecosystems. Three lectures and four hours of laboratory per week. This course can also count toward the environmental and sustainability studies program. PEAK required. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology

BIOL 411 – Integrated Vertebrate Anatomy and Physiology I, 4 credits. E1. Together with BIOL 412, this course focuses on structures and functions of vertebrate organ systems, with primary emphasis on mammals. Included is study of skeletal, muscle, nervous, endocrine, circulatory, respiratory, renal, digestive and reproductive systems, with emphasis on normal homeostatic mechanisms and pathophysiology. Laboratory study includes dissection of the human body, small animal surgery and selected physiological studies. Three lecture sessions and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology and BIOL 222 – Genetics and Molecular Biology. Recommended: CHEM 341 – Organic Chemistry I

BIOL 412 N – Integrated Vertebrate Anatomy and Physiology II, 4 credits. E2. A continuation of BIOL 411. Three lecture sessions and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology, BIOL 222 – Genetics and Molecular Biology, BIOL 411 – Integrated Vertebrate Anatomy and Physiology I Biolog 416 N – Advanced Topics in Genetics, 4 credits. E1. This course is intended to follow an introductory course in genetics. It is not a comprehensive course but will cover a variety of topics in depth, typically including cancer genetics, developmental genetics, genetics of complex traits, extranuclear inheritance, quantitative genetics and evolutionary genetics. Three lectures and four hours of laboratory per week. Prerequisites: BIOL 221 – Ecology, BIOL 222 – Genetics and Molecular Biology and CHEM 128 – General Chemistry II OR CHEM 138 – Honors General Chemistry II

BIOL 444 Z – Ecology of East Africa, 4 credits. (2019). This biology field course will provide students with the unique opportunity to become immersed in the ecology of east Africa. This field course will teach students plant and wildlife identification skills, basic monitoring and behavioral ecology techniques. Course consists of an intensive 30-day trip in east Africa. There will be a series of meetings the semester prior to departure. Prerequisites: BIOL 122 – Evolution and Diversity and BIOL 221 – Ecology

BIOL 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

BIOL 487, NEU 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. PEAK optional with certain instructors. Prerequisite: consent of instructor

BIOL 497 Z – Research Seminar, 4 credits. E1 or E2. A directed-research course taught in the style of a graduate school seminar. Students propose, plan and conduct original research, read primary literature, evaluate data and prepare results for presentation. Research integrates multiple science disciplines and encourages development of independent and collaborative research skills. Additional techniques and related topics are discussed. Prerequisites: BIOL 221 – Ecology, BIOL 222 – Genetics and Molecular Biology, CHEM 128 – General Chemistry II and permission of instructor

BUSINESS, OFFUTT SCHOOL OF

Programs offered
• Major in Accounting (63-69 credits)
  Concentrations:
  – General Accountancy
  – Accounting and Finance
  – Public Accountancy (requires additional credits for a total of 150 hours)
• Major in Business (57-72 credits)
  Concentrations:
  – Agribusiness
  – Economics
  – Finance
  – Healthcare Administration
  – Healthcare Financial Management (with certificate)
  – Healthcare Leadership (with certificate)
  – Long-Term Care Administration (with certificate)
  – Management
  – Management Information Systems
  – Marketing
• Major in Business Education (50 credits plus 31 credits in education)
• Major in Computer Science (see computer science) (46-53 credits)
• Major in Finance (66 credits)
• Major in International Business, an interdisciplinary program (64-65 credits plus 20 credits in languages)

• Major in Mathematical Finance (63 credits)
• Minor in Business (19-20 credits)
• Minor in Computer Science (24 credits)
• Minor in Data Analytics (see computer science) (22 or 23 credits)

Faculty
Christopher J. Mason, interim director
Ahmed M. Kamel, associate dean
Shontarius D. Aikens
Daniel V. Anderson, director, long-term care administration and healthcare financial management programs
Gladys Antonio
Angel F. Carrete Rodriguez
Abhijit Ghosh
Shelly K. Gompf, director, healthcare leadership program
Albert Kagan, director, Business Research Center
Damian J. Lampl
Sarah B. Lindemann
Robert L. Mayo
Faith W. Ngunjiri, director, Lorentzsen Center for Faith and Work
Jorge E. Scarpin
Odile J. Streed, director, international business program
Ronald G. Twedt
Leann K. Wolff
Jill R. Zietz
The cornerstone of the Offutt School of Business curriculum is the integration of four critical perspectives across the business curriculum: leadership development, ethical decision-making, entrepreneurial perspective, and global perspective. While many business schools adopt a vocational or technical approach, the Offutt School experience is grounded in a rich liberal education tradition. Because of its emphasis on integration of multidisciplinary learning, a liberal arts education best serves to develop mature judgment capable of assimilating information and weighing opposing arguments. At the heart of this approach at Concordia College is a focus on the development of critical thinking and problem solving. Guided by professors with significant professional and academic experience, students will develop the ability to translate academic concepts into concrete action through extensive experiential and applied learning experiences.

Concordia graduates who study in the Offutt School will see all business as a global opportunity, will have mature judgment rooted in their liberal arts education, practical skills to confidently present ideas, engender trust, accomplish goals on a timely basis, and have the conviction of character formed by continually considering the ethical dimensions of managerial decision-making. Very importantly, they will have the opportunity to reflect on and practice leadership. Studying business prepares students to live Concordia’s mission to “influence the affairs of the world.”

In addition to the various business majors, there is a flexible business minor that complements majors outside of the Offutt School of Business.

Programmatic Learning Goals

We seek to develop graduates who:
• Demonstrate global competency
• Understand the importance of acting with personal integrity
• Can become responsible and knowledgeable leaders
• Embrace an entrepreneurial perspective

Major in Accounting

The major in accounting offers three concentrations: general accountancy, accounting and finance, and public accountancy. The general accountancy concentration is ideal for students who are interested in corporate or general accounting and want to complete their major in four years. Students interested in pursuing a graduate degree may also be interested in the general accounting concentration. The accounting and finance concentration has a dual focus. The basics of financial accounting are paired with business classes that focus on investment and shareholder topics. The public accountancy concentration is intended to provide a framework for students who wish to, while at Concordia, meet the requirements for the 150 semester hours that most states require to take the certified public accounting (CPA) exam and incorporates the topics tested on the exam.

Students must take supporting and foundation classes prior to enrolling in upper-division courses (300 and 400 level). Permission may be granted by the instructor for students to concurrently take one foundation or supporting class with upper-division courses. It is recommended that students take the MATH 121 – Calculus I course prior to economics, finance, and accounting courses.

The requirements for a major in accounting are 63-69 credits plus additional credits to total 150 hours for public accountancy:
• 8 credits in required supporting courses:
  – CSC 104 – Software Applications for Business Data, 4 credits
  – MATH 121 – Calculus I, 4 credits
• 19 credits in business foundation courses:
  – BUS 201 – Principles of Global Economics, 4 credits
  – BUS 210 – Ethics and Leadership, 4 credits
  – BUSN 305 – Introduction to Business Law, 3 credits
  – ACCT 255 – Principles of Financial Accounting, 4 credits
  – ACCT 256 – Principles of Managerial Accounting, 4 credits
• 18 credits in business core courses:
  – BUSN 320 – Business Statistics, 3 credits

Concentrations for a Major in Accounting

General Accountancy Concentration requires 21 credits:
• ACCT 331 – Tax Accounting I, 3 credits
• ACCT 355 – Intermediate Accounting I, 3 credits
• ACCT 356 – Intermediate Accounting II, 3 credits
• ACCT 366 – Cost Accounting, 3 credits
• ACCT 470 – Audit I, 3 credits
• 6 credits from the following:
  – ACCT 390 – Cooperative Education, 3 credits
  – ACCT 428 – Government and Not-for-Profit Accounting, 3 credits
  – ACCT 431 – Tax Accounting II, 3 credits
  – ACCT 435 – International Accounting Standards, 3 credits
  – ACCT 452 – Advanced Accounting, 3 credits
  – ACCT 475 – Audit II, 3 credits

Accounting and Finance Concentration requires 18 credits:
• ACCT 355 – Intermediate Accounting I, 3 credits
• ACCT 356 – Intermediate Accounting II, 3 credits
• ACCT 366 – Cost Accounting, 3 credits
• 9 credits from the following:
  – ACCT 390 – Cooperative Education, 3 credits
  – BUSN 441 – Money and Banking, 3 credits
  – FIN 304 – Equity Analysis, 3 credits
  – FIN 404 – Portfolio Construction and Management, 3 credits
  – FIN 405 – Fixed Income Analysis, 3 credits
  – FIN 407 – Financial Statement Analysis and Business Valuation, 3 credits
  – FIN 408 – Hedging and Risk Management, 3 credits
  – FIN 410 – Management of Financial Institutions, 3 credits
  – FIN 420 – Intermediate Corporate Finance, 3 credits

Public Accountancy Concentration requires 24 credits plus additional credits to total 150 hours:
• ACCT 331 – Tax Accounting I, 3 credits
• ACCT 355 – Intermediate Accounting I, 3 credits
• ACCT 356 – Intermediate Accounting II, 3 credits
• ACCT 366 – Cost Accounting, 3 credits
• ACCT 431 – Tax Accounting II, 3 credits
• ACCT 452 – Advanced Accounting, 3 credits
• ACCT 470 – Audit I, 3 credits
• ACCT 475 – Audit II, 3 credits
• 9 credits from the following:
  – ACCT 390 – Cooperative Education, 3 credits
  – ACCT 428 – Government and Not-for-Profit Accounting, 3 credits
  – ACCT 435 – International Accounting Standards, 3 credits
  – BUSN 310 – Global Supply Chain Management, 3 credits
  – BUSN 315 – Management Information Systems, 3 credits
  – BUSN 441 – Money and Banking, 3 credits
  – FIN 304 – Equity Analysis, 3 credits
  – FIN 404 – Portfolio Construction and Management, 3 credits
  – FIN 405 – Fixed Income Analysis, 3 credits
Major in Business

The major in business offers 10 concentrations: agribusiness, economics, finance, healthcare administration, healthcare financial management, healthcare leadership, long-term care administration, management, management information systems, and marketing. Students must take supporting and foundation classes prior to enrolling in upper-division courses (300 and 400 level). Permission may be granted by the instructor for students to concurrently take one foundation or supporting class with upper-division courses.

Concordia has a long tradition of offering programs specifically focused on the healthcare industry – celebrating the 50th anniversary of its healthcare management program in 2017. The healthcare management program provides a specialized base of knowledge for managing a variety of healthcare facilities including hospitals, clinics, and long-term care facilities. The program consists of a combination of classroom study and an internship experience in a healthcare facility during the student’s final two years of college, normally during the summer months. Students who desire exposure to the healthcare management program without the internship experience should complete the healthcare administration concentration. Students seeking to move directly into management positions in the healthcare field are strongly encouraged to complete one of the three certificate programs, which requires the completion of an internship ranging from 480-1,000 hours. Students must have an application approved by the program directors in order to complete an internship, and students must maintain at least an overall GPA of 2.75 in order to undertake the internship. Students cannot combine the healthcare administration concentration with any certificate program.

The requirements for a major in business are 57 to 68 credits:

- 8 credits in required supporting courses:
  - CSC 104 – Software Applications for Business Data, 4 credits
  - MATH 121 – Calculus I, 4 credits
  - MATH 203 – Finite Mathematics, 4 credits
  *It is recommended that students take the MATH class prior to economics and accounting courses. The agribusiness, economics, finance, finance, and management information systems concentrations require MATH 121 – Calculus I.

- 19 credits in business foundation courses:
  - BUS 201 – Principles of Global Economics, 4 credits
  - BUS 210 – Ethics and Leadership, 4 credits
  - BUS 305 – Introduction to Business Law, 3 credits
  - ACCT 255 – Principles of Financial Accounting, 4 credits
  - ACCT 256 – Principles of Managerial Accounting, 4 credits

- 18 credits in business core courses:
  - BUS 315 – Management Information Systems, 3 credits
  - BUS 316 – Healthcare Information Systems, 3 credits (This course may be used as a substitute for BUS 315 only in the following concentrations: healthcare administration, healthcare financial management, healthcare leadership, or long-term care administration.)
  - BUS 320 – Business Statistics, 3 credits
  - BUS 339 – Principles of Management and Leadership, 3 credits
  - BUS 351 – Principles of Marketing and Sales, 3 credits
  - BUS 495 – Business Analysis and Strategic Management, 3 credits
  - FIN 303 – Corporate Finance, 3 credits

- recommended supporting courses:
  - COM 305 – Advanced Public Speaking, 4 credits
  - COM 312 – Interpersonal Communication, 4 credits
  - COM 314 – Group Communication, 4 credits
  - ENG 316 – Business Writing, 4 credits
  - ENG 324 – Technical Writing, 4 credits
  - ENG 371 – Editing and Grammar for Professionals, 4 credits

- Business majors must choose at least one concentration (12-23 credits)

Concentrations for a Major in Business

Agribusiness Concentration requires 14-18 credits:
- AGEC 242 – Introduction to Agricultural Management, 4 credits
- AGEC 244 – Agricultural Marketing, 3 credits
- AGEC 491 – Seminar, 1-5 credits
- 6 credits from the following:
  - BUSN 390 – Internship, 1 to 8 credits
  - BUSN 308 – Government Regulation of Business, 2 credits
  - BUSN 310 – Global Supply Chain Management, 3 credits
  - AGEC 474 – Cooperatives (3 credits)
  - AGEC 444 – Commodity Trading (3 credits)

Agribusiness and Applied Economics (AGEC) courses are offered at North Dakota State University through the Tri-College University program.

Economics Concentration requires 12-13 credits:
- BUSN 301 – Intermediate Microeconomic Theory, 3 credits
- BUSN 302 – Intermediate Macroeconomic Theory, 3 credits
- 6 credits from the following:
  - BUSN 300 – May Seminar, 4 credits
  - BUSN 312, SOC 312, ENV 312 – Global Development Issues, 4 credits
  - BUSN 333 – Global Economics, 3 credits
  - BUSN 390 – Cooperative Education, 1 to 8 credits
  - BUSN 414 – Public Finance, 3 credits
  - BUSN 441 – Money and Banking, 3 credits

Finance Concentration requires 12-13 credits:
- FIN 420 – Intermediate Corporate Finance, 3 credits
- 9 credits from the following:
  - BUSN 300 – May Seminar, 4 credits
  - BUSN 390 – Cooperative Education, 1 to 8 credits
  - FIN 304 – Equity Analysis, 3 credits
  - FIN 386 – Business and Commerce Abroad, 3 credits
  - FIN 403 – International Financial Management, 3 credits
  - FIN 404 – Portfolio Construction and Management, 3 credits
  - FIN 405 – Fixed Income Analysis, 3 credits
  - FIN 407 – Financial Statement Analysis and Business Valuation, 3 credits
  - FIN 408 – Hedging and Risk Management, 3 credits
  - FIN 410 – Management of Financial Institutions, 3 credits

Healthcare Administration Concentration requires 15-16 credits:
- BUSN 307 – U.S. Healthcare Delivery, 3 credits
- BUSN 386 – Nursing Facility Services, 3 credits
- BUSN 475 – Healthcare Administration, 3 credits
- 6 credits from the following:
  - BUSN 300 – May Seminar, 4 credits
  - BUSN 323 – Healthcare and Medical Needs, 2 credits
  - BUSN 341 – Human Resource Management, 3 credits
  - BUSN 376 – Public Health, 2 credits
  - BUSN 377 – Healthcare Law, 2 credits
  - BUSN 470 – Healthcare Financial Management, 3 credits

Healthcare Financial Management Concentration (with certificate) requires 22 credits:
- BUSN 307 – U.S. Healthcare Delivery, 3 credits
- ACCT 355 – Intermediate Accounting I, 3 credits
- ACCT 366 – Cost Accounting, 3 credits
- BUSN 376 – Public Health, 2 credits
- BUSN 377 – Healthcare Law, 2 credits
- BUSN 386 – Nursing Facility Services, 3 credits
- BUSN 470 – Healthcare Financial Management, 3 credits
- BUSN 491 – Healthcare Financial Management Internship, 3 credits

Healthcare Leadership Concentration (with certificate) requires 22 credits:
- BUSN 307 – U.S. Healthcare Delivery, 3 credits
- BUSN 341 – Human Resource Management, 3 credits
- BUSN 376 – Public Health, 2 credits
Major in Business Education

Darrell W. Stolle, committee chair

This interdisciplinary major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach business in grades 5-12. To be eligible to complete this major, the student must be admitted to the Teacher Education Program. (See education pages for program information and course descriptions.)

The requirements for a major in business education are 50 credits in business plus 31 credits in education:

- 12 credits in required supporting courses:
  - CSC 104 – Software Applications for Business Data, 4 credits
  - ENG 316 – Business Writing, 4 credits
  - MATH 121 – Calculus 1, 4 credits
  - MATH 203 – Finite Mathematics, 4 credits
- 19 credits in business foundation courses:
  - BUS 201 – Principles of Global Economics, 4 credits
  - BUS 210 – Ethics and Leadership, 4 credits
  - BUSN 305 – Introduction to Business Law, 3 credits
  - ACCT 255 – Principles of Financial Accounting, 4 credits
  - ACCT 256 – Principles of Managerial Accounting, 4 credits
- 15 credits in business core courses:
  - FIN 303 – Corporate Finance, 3 credits
  - BUSN 315 – Management Information Systems, 3 credits
  - BUSN 320 – Business Statistics, 3 credits
  - BUSN 339 – Principles of Management and Leadership, 3 credits
  - BUSN 351 – Principles of Marketing and Sales, 3 credits
- Business education courses:
  - EDUC 299 – Keyboard Proficiency, 0 credits
  - EDUC 373 – Methods of Teaching in Business Education, 4 credits
- Successful completion of the secondary/K-12 required coursework (see Education: Coursework in Secondary/K-12 Education)

Major in Finance

The major in finance meets an industry demand for a robust curriculum of finance courses, advanced quantitative skills, and analytical capability and experience. The financial services sector is critical to the global economy and offers a variety of career options, including banking, insurance, asset management, capital markets, financial analysis, corporate finance, and risk management.

Experiential learning is available in the form of fund management and internships. These experiences complement the classroom and prepare students for careers in the dynamic financial services industry.

Students are strongly encouraged to purchase a relatively new laptop. For those purchasing with a PC platform, any Intel Core i5 processor with 8GB of RAM and a 250GB hard drive will be sufficient. Students are required to purchase (and have available on a computer, preferably a laptop) a recent release of Microsoft Office.

The requirements for a major in finance are 66 credits:

- 8 credits in required supporting courses:
  - CSC 104 – Software Applications for Business Data, 4 credits
  - MATH 121 – Calculus, 4 credits
  - It is recommended that students take the MATH class prior to economics and accounting courses.
- 19 credits in foundation courses:
  - BUS 201 – Principles of Global Economics, 4 credits
  - BUS 210 – Ethics and Leadership, 4 credits
  - BUSN 305 – Introduction to Business Law, 3 credits
  - ACCT 255 – Principles of Financial Accounting, 4 credits
  - ACCT 256 – Principles of Managerial Accounting, 4 credits
- 18 credits in business core courses:
  - FIN 303 – Corporate Finance, 3 credits
  - BUSN 315 – Management Information Systems, 3 credits
  - BUSN 320 – Business Statistics, 3 credits
  - BUSN 339 – Principles of Management and Leadership, 3 credits
  - BUSN 351 – Principles of Marketing and Sales, 3 credits
  - BUSN 495 – Business Analysis and Strategic Management, 3 credits
- 15 credits in finance courses:
  - FIN 420 – Intermediate Corporate Finance, 3 credits
  - FIN 304 – Equity Analysis, 3 credits
  - FIN 404 – Portfolio Construction and Management, 3 credits
  - FIN 405 – Fixed Income Analysis, 3 credits
  - BUSN 302 Intermediate Macroeconomic Theory, 3 credits
- 6 credits from the following:
  - ACCT 355 – Intermediate Accounting I, 3 credits
  - BUSN 441 – Money and Banking, 3 credits
  - FIN 386 – Business and Commerce Abroad, 3 credits
Major in International Business

Most large and many emerging businesses do business across international borders. They earn and spend foreign exchange, operate under different laws, and deal with more cultural issues than domestic business does.

The international business major offers students the broad liberal arts foundation essential to understanding the complexities and cultural differences of an increasingly global marketplace. Specific discipline-related coursework is designed to provide students the knowledge, skill, and abilities needed to succeed in a competitive world.

In addition to language proficiency, cultural understanding is an important dimension of the major. Students gain both understanding and proficiency in one of four language areas: Chinese, French, German, or Spanish. English is an option for international students for whom English is a second language. These foreign students could satisfy both study and work abroad requirements in the United States. Additionally, providing that they fulfill their language requirement as indicated below, students wanting to study in an English-speaking country abroad or students who want to complete their internship requirement with an English-speaking multinational firm abroad could also choose those options. Upon approval by the director of the international business program, additional languages could also be considered to fulfill the language requirement for this major.

The major in international business includes a comprehensive set of business courses, required study abroad experience including at least one business course, a minor in one language or the equivalent number of credits in more than one language and an international internship. Students must take supporting and foundation business classes prior to enrolling in upper-division business courses (300 and 400 level). Permission may be granted by the instructor for students to concurrently take one foundation or supporting class with upper-division courses. It is recommended that students take the MATH course prior to economics and accounting courses.

The requirements for a major in international business are 64-65 credits plus 20 credits in language courses:

- 8 credits in supporting courses:
  - CSC 104 – Software Applications for Business Data, 4 credits
  - MATH 121 – Calculus 1, 4 credits
  - MATH 203 – Finite Mathematics, 4 credits
- 19 credits in business foundation courses:
  - BUS 201 – Principles of Global Economics, 4 credits
  - BUS 210 – Ethics and Leadership, 4 credits
  - BUSN 305 – Introduction to Business Law, 3 credits
  - ACCT 255 – Principles of Financial Accounting, 4 credits
  - ACCT 256 – Principles of Managerial Accounting, 4 credits
- 18 credits in business core courses:
  - FIN 303 – Corporate Finance, 3 credits
  - BUSN 315 – Management Information Systems, 3 credits
  - BUSN 320 – Business Statistics, 3 credits
  - BUSN 339 – Principles of Management and Leadership, 3 credits
  - BUSN 351 – Principles of Marketing and Sales, 3 credits
- Recommended supporting courses:
  - COM 305 – Advanced Public Speaking, 4 credits
  - COM 312 – Interpersonal Communication, 4 credits
  - COM 314 – Group Communications, 4 credits
  - ENG 316 – Business Writing, 4 credits
  - ENG 324 – Technical Writing, 4 credits
  - ENG 371 – Editing and Grammar for Professionals, 4 credits
- 9 credits in international business courses:
  - FIN 403 – International Financial Management, 3 credits
  - BUSN 439 – Cross-Cultural Management, 3 credits
  - BUSN 451 – Global Marketing, 3 credits
- 3-4 credits from the following:
  - BUSN 300 – Approved May Seminar, 4 credits
  - BUSN 310 – Global Supply Chain Management, 3 credits
  - Other approved elective
- IBUS 390 – International Cooperative Education, 3 credits
- 4 credits from the following supporting courses:
  - CHIN 380 – Special Topics, 1-4 credits
  - CHIN 385 – Topics in Chinese Society, 4 credits
  - COM 316 – Intercultural Communication, 4 credits
  - FREN 331 – French Culture and Civilization, 4 credits
  - FREN 370 – Current French Political, Social and Economic Affairs, 4 credits
  - FREN 360 – French in the Business World, 4 credits
  - GEO 201 – World Geography, 4 credits
  - GER 311 – Advanced Composition and Style, 4 credits
  - GER 320 – German Cultural History in Overview, 4 credits
  - GER 325 – Germany, Austria and Switzerland Today, 4 credits
  - GER 363 – Sustainability in Germany, 4 credits
  - GS 117 – Systems, Policies and Institutions, 4 credits
  - GS 118 – Culture, Identity and Dialogue, 4 credits
  - GS 220 – Asia in a Global Age: An Introduction, 4 credits
  - HIS 210 – Introduction to Latin American Studies, 4 credits
  - HIS 311 – U.S.-Latin American Relations, 4 credits
  - PSC 241 – International Politics, 4 credits
  - PSC 256 – Comparative Politics, 4 credits
  - SPAN 312 – Conversation and Film in the Hispanic World, 4 credits
  - SPAN 331 – Business Spanish, 4 credits
  - SPAN 332 – Introduction to Translation, 4 credits
  - SPAN 343 – The Culture of Spain, 4 credits
  - SPAN 344 – Latin American Historical and Cultural Perspectives, 4 credits
- Study abroad – Students are required to successfully complete at least one semester in an approved study abroad program, during which they must take at least one business or accounting class.
- Language requirement – Students will complete a language minor OR 20 credits above course number 112 in more than one language. Several current programs have specific language requirements for internships and study abroad. Consult advisor about those expectations. Non-English native speaking foreign students will be required to fulfill the 20 credit language requirements by taking approved English and/or foreign language courses.

International Business Committee

Odile J. Streed, director, international business program
Per M. Anderson
Jonathan P. Clark
Kenneth W. Foster
Tao Ming
Gay G. Rawson
Mary K. Rice
Fanny Roncal Ramirez

Program Coordinators in International Business

Ricardo Augusta, Segovia, Spain
Ursula Bell-Kohler, Universität Mainz, Germany
Cardine Tahar, Université de Rennes, France
Uta Knoche, Universität Hannover, Germany
Major in Mathematical Finance

The requirements for a major in mathematical finance are 63 credits:
- 22 credits in Business courses
  - ACCT 255 – Principles of Financial Accounting, 4 credits
  - ACCT 256 – Principles of Managerial Accounting, 4 credits
  - BUS 201 – Principles of Global Economics, 4 credits
  - BUS 210 – Ethics and Leadership, 4 credits
  - FIN 303 – Corporate Finance, 3 credits
  - BUSN 339 – Principles of Management and Leadership, 3 credits
- 9 credits from the following:
  - BUSN 301 – Intermediate Microeconomic Theory, 3 credits
  - FIN 304 – Equity Analysis, 3 credits
  - BUSN 333 – Global Economics, 3 credits
  - BUSN 390 – Cooperative Education, 1 to 8 credits
  - FIN 403 – International Financial Management, 3 credits
  - FIN 404 – Portfolio Construction and Management, 3 credits
  - FIN 405 – Fixed Income Analysis, 3 credits
  - FIN 407 – Financial Statement Analysis and Business Valuation, 3 credits
  - FIN 408 – Hedging and Risk Management, 3 credits
  - FIN 410 – Management of Financial Institutions, 3 credits
  - BUSN 414 – Public Finance, 3 credits
  - FIN 420 – Intermediate Corporate Finance, 3 credits
  - BUSN 441 – Money and Banking, 3 credits
- 20 credits in mathematics and computer science courses:
  - MATH 121 – Calculus I, 4 credits
  - MATH 122 – Calculus II, 4 credits
  - MATH 210 – Linear Algebra, 4 credits
  - MATH 223 – Calculus III, 4 credits
  - CSC 125 – Introduction to Computer Science, 4 credits
- 12 credits from the following mathematics and computer science courses:
  - MATH 311 – Differential Equations, 4 credits
  - MATH 315 – Probability and Mathematical Statistics, 4 credits
  - MATH 316, DATA 316 – Applied Statistical Models, 4 credits
  - MATH 335, CSC 335, BUSN 460 – Operations Management/Research, 4 credits

Minor in Business

The minor is not available to students majoring in accounting, business, finance or international business in the Offutt School of Business. With permission, students who have discontinued a major from the Offutt School of Business may substitute courses with prefixes of BUS, IBUS, BUSN or ACCT to satisfy the requirements of the minor.

The requirements for a minor in business are 18 to 19 credits:
- BUS 205 – Organizational Management, 4 credits
- BUS 215 – Marketing, Sales, and Fundraising, 4 credits
- BUS 220 – Principles of Accounting and Finance, 4 credits
- BUSN 305 – Introduction to Business Law, 3 credits
- One elective from the following:
  - BUS 201 – Principles of Global Economics, 4 credits
  - BUS 210 – Ethics and Leadership, 4 credits
  - BUSN 341 – Human Resource Management, 3 credits
  - COM 316 – Intercultural Communication, 4 credits
  - COM 414 – Organizational Communication, 4 credits
  - COM 403 – Public Relations, 4 credits
  - COM 413 – Advertising, 4 credits
  - CSC 345 – Computer Networks, 3 credits
  - ENG 316 – Business Writing, 4 credits
  - ENG 324 – Technical Writing, 4 credits
  - FND 446 – Institutional Management, 4 credits
  - FREN 360 – French in the Business World, 4 credits
  - GS 117 – Systems, Policies and Institutions, 4 credits
  - NURS 430 – Nursing Management, 2 credits
  - PED 361 – Organization and Administration of Physical Education and Athletic Programs, 2 credits
  - PSYC 351 – Social Psychology, 4 credits
  - SOC 341 – Work in Organizations, 4 credits
  - SPAN 331 – Business Spanish, 4 credits
  - THR 328 – Theatre Arts Management, 4 credits
  - Other classes approved by the Offutt School of Business

West Central Minnesota Small Business Development Center (SBDC)

Staff
Matthew Magness, executive director
Amy Anderson, program coordinator
Skip Carpenter, specialist

The SBDC provides free information, no-cost confidential consulting and one-on-one support to start, build and grow business within the west central region of Minnesota. Offutt School of Business student teams participate with the SBDC in consulting projects with local businesses.

Courses

Accounting Courses

ACCT 255 – Principles of Financial Accounting, 4 credits. E. An introductory study of financial accounting. The course addresses the preparation of financial information and the communication of that information to interested users, with a focus on the use of financial statements. The course also introduces basic financial accounting theory and develops analytical skills in understanding and using financial information.

ACCT 256 – Principles of Managerial Accounting, 4 credits. E. The second course in accounting focuses on management’s use of financial information. Topics covered include cost category concepts, job order costing, process costing, standard costing, performance analysis, accounting for business segments, and their cost and budgeting. Prerequisite: ACCT 255 – Principles of Financial Accounting

ACCT 331 – Tax Accounting I, 3 credits. E1. This course addresses federal income tax issues that affect business decisions and operations. Students will learn about the nature of taxation, taxation of business activity, taxation of property transactions, tax issues in comparing and selecting business entity types, tax planning techniques and strategies, and financial accounting for income taxes. Prerequisite: ACCT 256 – Principles of Managerial Accounting

ACCT 355 – Intermediate Accounting I, 3 credits. E1. This course focuses on the development of generally accepted accounting principles as applied to complex transactions of asset and liability valuation and revenue and expense measurement. The emphasis of the course is on the preparation and analysis of accounting information available to investors, creditors and other external users. Prerequisite: ACCT 256 – Principles of Managerial Accounting

ACCT 356 – Intermediate Accounting II, 3 credits. E2. A continuation of ACCT 355 – Intermediate Accounting I. This course includes specialized financial accounting issues, such as leases and earnings per share calculations. Prerequisite: ACCT 355 – Intermediate Accounting I

ACCT 360 – Accounting Information Systems, 3 credits. E2. This course presents system design concepts and processes that determine an understanding of basic control structures. Specific accounting cycles and computerized transaction processing systems will be discussed. Control applications for both manual and computerized systems including database systems are presented. Prerequisite: ACCT 355 – Intermediate Accounting. Open only to accounting majors.
ACCT 366 – Cost Accounting, 3 credits. E1. This course focuses on the development and analysis of cost information used by management decision makers to evaluate and improve company performance. It includes product cost analysis, profitability planning, performance analysis and emerging cost strategies. Prerequisite: ACCT 256 – Principles of Managerial Accounting

ACCT 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

ACCT 390 – Cooperative Education, 1 to 8 credits. E.

ACCT 428 – Governmental and Not-for-Profit Accounting, 3 credits. E1. This course addresses financial accounting and reporting issues for state and local governments and for private not-for-profit entities. The course will examine the objectives and financial activities of these entities, relevant accounting standards, and the reporting process used to communicate activity and status to interested users of financial information. Prerequisite: ACCT 355 – Intermediate Accounting I

ACCT 431 – Tax Accounting II, 3 credits. E2. This course builds upon ACCT 331 – Tax Accounting I. Course topics include individual taxation, intersections of individual and business taxation, and multiple jurisdiction issues (international, state and local). Students will also build upon planning strategies from ACCT 331, develop tax research skills, and address issues in professional practice and ethics. Prerequisite: ACCT 331 – Tax Accounting I

ACCT 435 – International Accounting Standards, 3 credits. D. This course introduces students to the international dimensions of accounting, financial reporting and financial control. As global business grows and cross-border investing increases in scope, international accounting knowledge becomes much more important for students entering the accounting profession. This knowledge is critical to preparing and understanding financial statements that comply with International Financial Reporting Standards (IFRS). Prerequisite: ACCT 356 – Intermediate Accounting II

ACCT 452 – Advanced Accounting, 3 credits. E2. A study of special topics in financial accounting, including (1) accounting for business mergers and consolidations, subsequent activity, and the resulting consolidated financial statements; (2) accounting for U.S.-based organizations that carry on activity and operations in non-U.S. currency. Prerequisite: ACCT 355 – Intermediate Accounting I or consent of instructor

ACCT 470 – Audit I, 3 credits. E1. This course integrates all required accounting courses, statistics, law and finance into the development of fundamental auditing principles. The course includes auditing concepts, exposure to the mechanics of auditing financial statements, a cursory knowledge of professional standards, and an exposure to legal and ethical responsibilities of CPAs in fulfilling their responsibilities to clients and society. Prerequisite: ACCT 356 – Intermediate Accounting II

ACCT 475 – Audit II, 3 credits. E2. This course builds upon topics introduced in ACCT 470 – Audit I. The expanded coverage of auditing topics includes in-depth coverage of Generally Accepted Auditing Standards (GAAS). GAAS provides the basis for case-based analysis of audit objectives, procedures, quality control, planning and analytic review. Other topics include current trends and issues in auditing, professional communication skills development, and ethical responsibilities of auditors. Prerequisite: ACCT 470 – Audit I

ACCT 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

ACCT 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

Business Courses

BUS 201 S – Principles of Global Economics, 4 credits. E. An examination of both microeconomics and macroeconomics. Develops the laws of supply and demand and applies them to the study of the global economy, national economy and individual markets. Examines political economy, which is the debate over the proper role of government in the economic order and economic policy positions of different schools of economic thought. This course can also count toward the global studies program.

BUS 205 – Organizational Management, 4 credits. E. Organizational Management is a required course for the business minor. It is designed to provide a foundational knowledge of the management field and to help students develop their personal, interpersonal, and managerial skills. This development is fostered through skill assessment, learning, analysis, practice, and application. This course will not count toward a business major.

BUS 210 – Ethics and Leadership, 4 credits. E. This course will focus on ethics and leadership within a variety of organizations (corporations, small business, government, non-profit, religious). Topics include ethical issues, corporate social responsibility, legal considerations, philosophical approaches, ethical decision-making and approaches to leadership.

BUS 215 – Marketing, Sales, and Fundraising, 4 credits. E. This course will examine the main principles of strategic marketing with a special emphasis on nonprofit organizations. Designed for non-business majors this course will provide practical “hands-on” applications of marketing principles. Students will be exposed to the concepts of customer centricity, effective targeting and positioning, branding and promoting. Key principles of fundraising and sales will also be addressed. This course will not count toward a business major.

BUS 220 – Principles of Accounting and Finance. 4 credits. E. This foundational course introduces business minors to the basic accounting and finance knowledge used in a range of organizations. Common organizational activities, reports and constraints are examined. Students will gain an understanding of the complexities of using financial information to plan, evaluate and monitor performance. This course will not count toward a business major.

BUS 250 – Pre-May Seminar, 2 to 4 credits.

BUS 299 – Career and Internship Development, 1 credit. E. This course is designed to help students learn about themselves, the world of work, and to prepare for the future. Through a series of class meetings, assignments, readings, reflective writings, and interactions with business professionals outside of the College, students will develop tangible materials, learn to seek and obtain internships and employment, and gain skills to effectively contribute to the workforce.

BUSN 300 – May Seminar, 4 credits. MS.

BUSN 301 – Intermediate Microeconomic Theory, 3 credits. E2. A more detailed examination of microeconomic theory, focusing on the behavior of individuals, firms and the interaction of these agents in the marketplace. Course will focus on the organization of markets, theory of competition, market failure and the effects of government intervention in the market. Prerequisites: BUS 201 – Principles of Global Economics and MATH 121 – Calculus I

BUSN 302 – Intermediate Macroeconomic Theory, 3 credits. E1. Theoretical models to explain the recurrent fluctuations in economic activity and mechanisms through fiscal and monetary policy affecting the economy. Course examines aggregate economic measures of output, inflation and unemployment; how the economy works in the long-run and short-run, and the likely effect of fiscal and monetary policies; fixed and flexible exchange rate regimes; and growth models. Prerequisites: MATH 121 – Calculus I or MATH 203 – Finite Mathematics and BUS 201 – Principles of Global Economics

BUSN 305 – Introduction to Business Law, 3 credits. E. An examination of the legal environment of business through text materials and case study.
Particular emphasis is given to the role of law in society, the law of contracts, sales law, the law of negotiable instruments and business organization.

**BUSN 307 – U.S. Healthcare Delivery, 3 credits.** E1. This course introduces students to the U.S. Healthcare Delivery System, its components, and its challenges relative to access to care, cost of care, and quality of care. The challenges facing healthcare along with possible future directions will also be presented. Prerequisites: CSC 104 – Software Applications for Business Data, (MATH 121 – Calculus I or MATH 203 – Finite Mathematics), BUS 201 – Principles of Global Economics, BUSN 305 – Introduction to Business Law, BUS 210 – Ethics and Leadership, ACCT 256 – Principles of Managerial Accounting. With consent of the dean, may be taken concurrent with one prerequisite class.

**BUSN 308 – Government Regulation of Business, 2 credits.** E2. This course presents the economic, structure and policy concerns that regulate U.S. business. The core concepts that guide the regulatory environment will be discussed within the context of corporate governance and responsibility. Topics discussed include market regulation, financial oversight, antitrust, securities, and information and consumer protection. The course examines regulatory models used in various areas of regulation. Prerequisites: BUS 201 – Principles of Global Economics and ACCT 256 – Principles of Managerial Accounting or permission of instructor

**BUSN 310 – Global Supply Chain Management, 3 credits.** E2. Supply chain operating concepts (materials and logistics management) are presented. The dynamic nature of supply chain management for goods and services that impact the global economy is emphasized. Students gain a perspective about inventory operations, distribution, sourcing and procurement systems, postponement, and logistics management within a global context. Prerequisites: BUS 201 – Principles of Global Economics, BUSN 339 – Principles of Management and Leadership, CSC 104 – Software Applications for Business Data

**BUSN 312, ENV 312, SOC 312 S, G – Global Development Issues, 4 credits.** E1. Students are introduced to the social scientific approaches used to understand how demographic, institutional, cultural, economic and ecological factors influence, and are influenced by, societal development. Comparative case studies enable students to understand the structure and dynamics (e.g., population change) of human populations as they relate socioeconomic development. This course can also count toward the environmental and sustainability studies program.


**BUSN 316 – Healthcare Information Systems, 3 credits.** E2. Provides the student with a broad understanding of the use of information technology in the healthcare environment; an understanding of how healthcare information technology decisions are made in the healthcare marketplace including organizational feasibility, budgetary and regulatory constraints; and fosters a contextual understanding of these concepts. Legal and ethical issues related to privacy, security, confidentiality, and the use of informed consent within healthcare information systems are also addressed. This course may be used as a substitute for BUSN 315 only in the following concentrations: Healthcare Administration, Healthcare Leadership, Healthcare Financial Management, or Long-Term Care Administration

**BUSN 320 – Business Statistics, 3 credits.** E. Students will collect, summarize, and analyze statistical data and will learn how to disseminate the results in an ethical manner using basic probability theory, single and multiple variable hypothesis testing, correlation and regression analysis. Students will learn to interpret the results in a global managerial context. Prerequisites: MATH 121 – Calculus I or MATH 203 – Finite Mathematics

**BUSN 323 – Healthcare and Medical Needs, 2 credits.** B1. This course identifies the healthcare and medical needs of the elderly and discusses interventions that may be made by the individual or an institution to address these needs. The course will differentiate between the aging process and the disease process and familiarize the participant with medical and pharmacological terminology.

**BUSN 333 – Global Economics, 3 credits.** E1. Students will learn the history of the analysis of globalization and the tools for performing global economic analysis. Differences between trade policies targeted at developed economies versus developing economies will be explored. Students will learn how to analyze the impact of government policies, barriers to trade, and trade agreements on domestic and foreign consumer and producer welfare, government revenue, and global welfare. This course can also count toward the global studies program. Prerequisites: BUS 201 – Principles of Global Economics and (MATH 121 – Calculus I or MATH 203 – Finite Mathematics)

**BUSN 339 – Principles of Management and Leadership, 3 credits.** E. This course provides a foundation in the principles of management theory and practice. Topics explored include the classic management functions of planning, organizing, leading and controlling. The course integrates the four major themes of the Offutt School of Business into appropriate modules throughout the course. These include managerial ethics and social responsibility, the dynamic global business environment, leadership development and entrepreneurial perspective. Prerequisites: ACCT 255 – Principles of Financial Accounting, BUS 201 – Principles of Global Economics, BUS 210 – Ethics and Leadership, and BUSN 305 – Introduction to Business Law.

**BUSN 341 – Human Resource Management, 3 credits.** E. This course examines the role of human resource management as a strategic partner in for-profit, non-profit, and governmental organizations. Key functions such as planning, staffing, compensation and benefits, performance evaluation, labor relations and legal compliance will be examined, with an emphasis on best practices. The implications of legal, ethical, and global contexts and current workforce issues are analyzed. Prerequisite: BUS 205 – Organizational Management or BUSN 339 – Principles of Management and Leadership

**BUSN 351 – Principles of Marketing and Sales, 3 credits.** E. Students will be exposed to essential marketing concepts and will develop basic proficiency in marketing research, marketing planning and relationship selling. Included will be global and ethical discussions embedded in the core instruction. Students will also have the opportunity to strengthen their entrepreneurship and leadership skills through hands-on projects. Prerequisites: BUS 201 – Principles of Global Economics, BUS 210 – Ethics and Leadership, ACCT 255 – Principles of Financial Accounting, ACCT 256 – Principles of Managerial Accounting

**BUSN 352 – Selling Today, 2 credits.** D. Introduction to professional selling and its importance in today’s world economy. Course includes techniques, strategies and relationships for success in selling oneself, one’s ideas, products and/or services. Also stressed are professional, legal and ethical standards in the selling process.

**BUSN 363 – Digital Marketing, 2 credits.** D. This course addresses the new technological environment that marketers are facing by introducing strategic considerations related to technology and its implementation. The course explores the basics of marketing exchange utilizing the information highway, multimedia techniques, database marketing, interactive communication, and other e-business techniques. The course provides hands-on experience with relevant software.

**BUSN 376 – Public Health, 2 credits.** B1. This course provides an overview of public health activities carried out by government. It provides the student with the knowledge base to understand the public health issues confronting society today.

**BUSN 377 – Healthcare Law, 2 credits.** B2. This course provides an overview of healthcare law and ethics to serve as a practical guide for future healthcare leaders. It will give students insight on how legal rulings and developments apply to healthcare and will help them develop a knowledge base of which types of situations can result in legal problems.
BUSN 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

BUSN 386 – Nursing Facility Services, 3 credits. E2. This course familiarizes the student with the day-to-day operation of long-term care facilities including nursing homes, assisted living facilities, congregate housing, and other services for institutionalized and community-based elders. The operational issues that are covered include governance and administration, functions of departments and responsibilities of department managers, and issues of diversity and human relationships between and among employees, residents and family members. Prerequisite: BUSN 307 – U.S. Healthcare Delivery

BUSN 390 – Cooperative Education, 1 to 8 credits. E.

BUSN 414 – Public Finance, 3 credits. D. This course examines the financial activities of government (public sector), that is, spending and taxation in private economies. Students will gain an understanding of topics including provision of public goods, externalities, public education, social security, healthcare, environment, income tax, sales tax, property tax, etc. State and local government issues are also addressed. Prerequisite: BUSN 301 – Intermediate Microeconomic Theory

BUSN 415 – Electronic Commerce Strategy, 3 credits. D. This course is designed to integrate the concepts of electronic commerce strategy within the business enterprise. Topics include technology infrastructure, revenue based models, Internet marketing, business-to-business strategies, online auctions, ethical issues, hardware/software requirements, online payment systems, and security requirements. Prerequisites: BUSN 315 – Management Information Systems, CSC 225 – Fundamental Structures, CSC 330 – Introduction to Database Management, CSC 340 – Principles of Software Engineering, CSC 345 – Computer Networks

BUSN 439 – Cross-Cultural Management, 3 credits. E1. This course is designed to familiarize students with the role of culture in managing organizations in a global economy. Communication, decision-making, motivation, leadership, and human resource management are particularly subject to cultural influence. The environmental influences of geo-political entities, socio-cultural values and attitudes, and technology on global business will also be considered. Prerequisite: BUSN 339 – Principles of Management and Leadership

BUSN 440 – Organizational Behavior, 3 credits. E. Organizational Behavior is an interdisciplinary field of study that investigates human behavior at the individual, group, and institutional levels and applies that knowledge to help people be more productive and satisfied in organizations. Topic areas include values and attitudes, motivation, perception, personality, stress and change, decision-making, leadership and influence. Students will receive extensive exposure to the theories and research methodologies of Organizational Behavior as well as application of those theories. Prerequisite: BUSN 339 – Principles of Management and Leadership

BUSN 441 – Money and Banking, 3 credits. A2 (2018-2019). This course examines money (historical and contemporary), the market for loanable funds, banking, other financial markets and institutions, the central bank, monetary theory and policy. The course focuses on the question of interest rate determination, whether by markets or by administration. The course examines the concepts of market failure and government failure as applied to banking and other financial institutions. Prerequisites: ACCT 255 – Principles of Financial Accounting and BUS 201 – Principles of Global Economics

BUSN 451 G – Global Marketing, 3 credits. E2. Students will develop a basic understanding of global marketing processes. Through extensive exposure to cross-cultural issues, intercultural business practices, direct interaction with global marketing professionals and hands-on projects, students will be challenged to expand their horizon and understand another facet of marketing. Emphasis will be placed on international marketing research, market entry analysis, cross-cultural consumer behavior and practical training on export management. Prerequisite: BUSN 351 – Principles of Marketing and Sales

BUSN 453 – Consumer Behavior, 3 credits. E2. The purpose of this course is to help students understand why, where, how and when consumers are buying or not. Students will be learning about internal, external and situational influences to consumption by reviewing and applying theories from the psychology and sociology literature. Practical marketing applications of these concepts will be encouraged through hands-on assignments throughout the semester. Prerequisite: BUSN 351 – Principles of Marketing and Sales; Recommended: PSYC 111 – Introductory Psychology and SOC 111 – Human Society

BUSN 460, MATH 335, CSC 335 K – Operations Management/Research, 4 credits. E1. An introduction to the theory and practice of quantitative modeling and optimization, with applications to computer simulation and business resource management. Possible topics include linear and nonlinear programming, network analysis, game theory, deterministic and probabilistic models. PEAK required. Prerequisite: consent of instructor

BUSN 462 – Leadership: Theory and Applications, 3 credits. E1. This course is designed to provide a comprehensive view of the nature and practice of leadership. Among the topics explored are historical, philosophical and theoretical foundations; ethics and values; power and influence; conflict management; and effective leadership in formal organizations. Prerequisite: junior or senior status

BUSN 463 – Marketing Research, 3 credits. E1. The purpose of this course is to provide applied marketing research knowledge. This course introduces students to a variety of research methods, including qualitative and quantitative research. Students will have ample opportunities to apply their research skills and expand their analytical abilities through hands-on projects throughout the semester. Prerequisites: BUSN 320 – Business Statistics and BUSN 351 – Principles of Marketing and Sales

BUSN 470 – Healthcare Financial Management, 3 credits. E2. This course will examine the theory, principles, concepts, and tools necessary to make financial management decisions in a healthcare setting. It will review the third-party reimbursement system, the impact that managed care has upon the delivery of healthcare services, and the role of government policy in the financing of healthcare services. Special attention will be given to the budget process and the analysis of financial statements of healthcare organizations. Prerequisites: ACCT 256 – Principles of Managerial Accounting and BUSN 307 – U.S. Healthcare Delivery

BUSN 471 – Entrepreneurial Management, 3 credits. D. This course introduces students to the nature and practice of entrepreneurial management, how to recognize opportunity, and how to assemble the resources to start a new venture. The course also guides students through the development of a new business concept, the preparation of a feasibility study, and development of a comprehensive business plan for the new venture. Prerequisites: FIN 303 – Corporate Finance, BUSN 339 – Principle of Management and Leadership, and BUSN 351 – Principles of Marketing and Sales

BUSN 475 – Healthcare Administration, 3 credits. E2. This course provides an overview of healthcare management from the perspective of healthcare operations. The course will look at strategic planning, performance improvement, information technology, financial management, management of healthcare professionals, and management of diversity in the healthcare industry. This will be done by assigned readings, presentations by current executives in the field, and team case study analysis. Prerequisite: BUSN 307 – U.S. Healthcare Delivery

BUSN 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

BUSN 486 – Long-Term Care Regulatory Management, 3 credits. E1. This course will examine the role of government regulation in the provision of long-term care services. Topics that are covered include federal and state regulations and the regulatory survey process; the assessment of resident quality of care and quality of life; third-party reimbursement; health and safety codes; resident rights, guardianship and conservatorship; ethical issues; liability;
negligence and malpractice. Prerequisite: BUSN 307 – U.S. Healthcare Delivery or consent of instructor

BUSN 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

BUSN 490 – Healthcare Administration Internship, 3 credits. E. This course involves a 12-week experience in a healthcare facility. The student is mentored by an executive, spends time in each of the facility departments and completes a major project for the facility. Students complete a paper summarizing their experience during the internship. Prerequisites: BUSN 475 – Healthcare Administration and admission to certificate program. Students must have a minimum GPA of 2.75 to participate.

BUSN 491 – Healthcare Financial Management Internship, 3 credits. E. This course involves a 12-week experience in a healthcare facility during which the student is mentored by an executive, spends time in each of the facility departments and completes a major project for the facility. The student receives a paper summarizing their experience during the internship. Prerequisites: BUSN 475 – Healthcare Administration and admission to certificate program. Students must have a minimum GPA of 2.75 to participate.

BUSN 492 – Long-Term Care Administration Internship, 3 credits. E. This course involves a 12-week experience in a healthcare facility during which the student is mentored by an executive, spends time in each of the facility departments and completes a major project for the facility. The student receives a paper summarizing their experience during the internship. Prerequisites: BUSN 475 – Healthcare Administration and admission to certificate program. Students must have a minimum GPA of 2.75 to participate.

BUSN 494 – Long Term Care Administration Internship, 4 credits. D. This course involves a 25 week (1,000 hours) internship in a long term care organization during which the student is mentored by a licensed nursing home administrator. The student will spend time in each of the facility departments and complete a major project for the facility. The student completes a paper summarizing their experience during the internship. Prerequisites: BUSN 475 – Healthcare Administration and admission to certificate program. Students must have a minimum GPA of 2.75 to participate.

BUSN 495 Z – Business Analysis and Strategic Management, 3 credits. E. This course is designed to integrate the concepts of strategic design, formulation and administration within the business organization and serves as the capstone experience for the business major. Topics include the firm’s mission and objectives, enterprise development, industry dynamics, sustained competitive advantage, organizational strengths and policy implementation. Prerequisites: FIN 303 – Corporate Finance, BUSN 339 – Principles of Management and Leadership, BUSN 351 – Principles of Marketing and Sales, and (BUSN 315 – Management Information Systems OR ACCT 360 – Accounting Information Systems OR BUSN 316 – Healthcare Information Systems)

Finance Courses

FIN 206 – Personal Finance, 4 credits E. Money choices can be intense; however, this course offers many tools to cope with these situations. The steps of financial planning decision-making are introduced in the first week. This step-by-step decision making process provides the structure for this course. It will help students identify and evaluate choices as well as understand the consequences of their decisions, especially as they apply to career preparation, savings and budgeting, consumer behavior, debt (credit), and investments.

FIN 303 – Corporate Finance, 3 credits. E. This course involves a study of cash flow, the cash flow statement, ratio analysis, the time value of money, annuities, perpetuities, bond prices, stock prices, risk, risk management, the CAPM model, and the cost of capital. Students will learn about what information is needed for financial management, how to process that information, and then how to interpret and apply it. Prerequisites: ACCT 255 – Principles of Financial Accounting, MATH 121 – Calculus 1 or MATH 203 – Finite Mathematics, BUS 201 – Principles of Global Economics

FIN 304 – Equity Analysis, 3 credits. E2. An overview of the investment setting and research methods, including fundamental and technical analysis, market participation, and techniques for evaluating investment performance. Prerequisite: FIN 303 – Corporate Finance.

FIN 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

FIN 386 – Business and Commerce Abroad, 3 credits. E. Engages the student in the study of the history, culture, food, and people in countries other than the United States. Students will also become familiar with governmental regulations and practices in business and commerce in selected locations outside the United States. This course is a preparatory class for the one-week residency in the selected country.

FIN 390 – Cooperative Education, 1 to 8 credits. E.

FIN 403 – International Financial Management, 3 credits. A1 (2018-2019). This course studies foreign exchange, exchange rates, exchange rate systems, international transaction risk, interest rate parity, purchasing power parity, real exchange rates, and political risk. Each section on parity will cover hedging techniques for each source of risk. The objective of the course is to develop the student’s understanding of exchange rate dynamics, their effect on the firm, and how the firm can protect itself from exchange rate risk. Prerequisite: FIN 303 – Corporate Finance.

FIN 404 – Portfolio Construction and Management, 3 credits. E1. This course examines both the process of portfolio construction and portfolio management, covers the topic of the mathematics of valuation and risk and develops the science of portfolio diversification. Portfolio protection is covered. Managerial tools like security screening, revision of the equity and debt portfolio, and performance evaluation are covered. Prerequisite: FIN 303 – Corporate Finance and FIN 304 – Equity Analysis.

FIN 405 – Fixed Income Analysis, 3 credits. E1. This course is an overview of the fixed income markets and instruments within those markets. Students will learn about many of these securities, their markets, valuation methodology and risks associated with them. Securities will include U.S. treasuries, federal agencies, corporate debt, municipal bonds and international bonds. Valuations will be at the individual security levels as well as portfolio construction and management. Prerequisite: FIN 303 – Corporate Finance.

FIN 407 – Financial Statement Analysis and Business Valuation, 3 credits. A2 (2018-2019). This course builds upon the foundations learned in finance and accounting courses and provides an in-depth examination of the following topics: financial reporting, financial statement analysis and valuation, intended to help analysts and investors to understand profitability and risk. Special attention is given to recent ethical breaches of financial reporting. Prerequisite: FIN 303 – Corporate Finance.

FIN 408 – Hedging and Risk Management, 3 credits. A1 (2019-2020). This course examines the markets for derivatives, how they function, and how they manage risk. The course considers the types of business institutions that offer hedging tools and/or advice. The course examines the options, forwards/futures, and swaps in application to interest rate risk, exchange rate risk, stock price/index risk, and commodity price risk. Prerequisite: FIN 303 – Corporate Finance.

FIN 410 – Management of Financial Institutions, 3 credits. A2 (2019-2020). This course engages the student in the study of the principles of asset/liability management in the context of shareholder wealth maximization. These principles are then applied to depository institutions (banks), insurance companies, and pension companies. The regulatory environment is considered. Prerequisite: FIN 303 – Corporate Finance
FIN 420 – Intermediate Corporate Finance, 3 credits. E2. This course serves as the finance discipline capstone. This course follows FIN 303 – Corporate Finance and provides an in-depth examination of the following topics: financial forecasting cost of capital, value-based management, project valuation, cash flow estimation, capital structure decisions, payout policy, raising capital for fixed investment, and working capital management. Prerequisite: FIN 303 – Corporate Finance

FIN 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

FIN 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

FIN 493 – Finance Internship, 1 to 8 credits. E. This internship is part of a Certificate Program in Finance. Earning the certificate requires successful completion of a number of steps. The purpose of the certificate and the internship is a candidate that is “job ready” for a finance position — either in corporate finance, international finance, investments, portfolio management, management of financial institutions, and risk management. This course is only open to students in the finance major.

International Business Courses

IBUS 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

IBUS 390 – Cooperative Education, 1 to 8 credits. E.

IBUS 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

IBUS 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

CHEMISTRY

Programs offered

- Major in Chemistry (46 credits)
- Students seeking licensure to teach chemistry must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching chemistry, see the chair of chemistry or the chair of education.
- American Chemical Society (ACS) Major in Chemistry, Traditional Concentration (62 credits)
- American Chemical Society (ACS) Major in Chemistry, Biochemistry Concentration (74 credits)
- American Chemical Society (ACS) Major in Chemistry, Neurochemistry Concentration (74 credits)
- Minor in Chemistry (20 credits)
- Major in Neuroscience (see neuroscience) (40 credits)
- Minor in Neuroscience (see neuroscience) (24 credits)
- Science add-on endorsement for Elementary Education majors (see education) (25 credits in science and 12 credits in education)
- General Science add-on education endorsement, grades 5-8 (see education) (32 credits in science)

Concordia College Chemistry Department Assessment Plan

Department Goals (Revised Spring 2013)

The chemistry department faculty has agreed upon the following list of goals and student learning outcomes that graduating seniors are to develop by the time they complete the chemistry major.

The goals of the department are that a chemistry major should:

1. Have a firm understanding of the core principles of chemistry as they apply to each of the major subdivisions of the discipline.
   - Students will demonstrate competency within the discipline on standardized national exams.
   - Students will be able to gather experimental data safely and accurately using a wide variety of laboratory instruments and methods.
   - Students can apply their knowledge of chemistry to the explanation and interpretation of new or unfamiliar chemical information.
   - Students illustrate good problem-solving skills, independently and collaboratively.

2. Be able to communicate their knowledge of the field, both through writing and speaking.
   - Students can select and interpret relevant scientific literature from a variety of sources including libraries, electronic databases and the Internet.
   - Students can prepare a professional scientific paper.
   - Students can prepare, present and defend a professional scientific talk.
   - Students employ knowledge and implement skills in professional experiences such as teaching, research and internships.

3. Be comfortable and competent in the use of modern technology for the acquisition, analysis, and presentation of chemical data and information.
   - Students are able to design and implement experiments using the principles of the scientific method.
   - Students are able to use modern instrumentation to collect and analyze data.

4. Possess a holistic understanding of the relationship of chemistry to other sciences and to the needs of society as a whole.
   - Students can connect relevant scientific literature to real world situations.
   - Students can discuss the impact of the discipline on the environment.

Faculty

Mark B. Jensen, chair
Donald A. “Chopper” Krogstad
Julie R. Mach
David L. Mork
Pamela S. Mork
Drew Rutherford
Darin J. Ulness
Graeme R.A. Wyllie

The chemistry department at Concordia College is approved by the American Chemical Society (ACS). Approval indicates that the department has the facilities, faculty, and curriculum to provide undergraduate education in chemistry according to guidelines established by the ACS.

The chemistry department faculty has agreed upon the following list of goals that graduating seniors are to develop by the time they complete the chemistry major.
The chemistry department offers a major and minor in chemistry, several American Chemical Society majors in chemistry, and teaching majors in chemistry for grades 5-12 and for grades 9-12. The chemistry department also sponsors an honors program for exceptional students; for further information, consult any faculty member or visit the department website.

**Major in Chemistry**

The requirements for a major in chemistry are 46 credits:

- CHEM 127-128 – General Chemistry I and II, 4 credits each OR CHEM 137-138 – Honors General Chemistry I and II, 4 credits each
- CHEM 330 – Analytical Chemistry, 4 credits
- CHEM 341-342 – Organic Chemistry I and II, 4 credits each
- CHEM 351 – Physical Chemistry I, 4 credits
- CHEM 373 – Biochemistry I, 4 credits
- CHEM 403-404 – Senior Seminar I and II, 1 credit each
- 4 credits from the following:
  - CHEM 344 – Spectroscopy, 4 credits
  - CHEM 352 – Physical Chemistry II, 4 credits
  - CHEM 374 – Biochemistry II, 4 credits
  - CHEM 380 – Special Topics, 4 credits
  - CHEM 431 – Analytical Chemistry II, 4 credits
  - CHEM 445 – Organic Chemistry III, 4 credits
  - CHEM 462 – Advanced Inorganic Chemistry, 4 credits
  - CHEM 475, NEU 475 – Neurochemistry, 4 credits
  - CHEM 487 – Directed Research, 1 to 4 credits

Additional supporting courses:

- MATH 121 – Calculus I, 4 credits
- PHYSICS 111-112 – General College Physics I and II, 4 credits each OR PHYSICS 128-211 – Physics for Scientists and Engineers I and II, 4 credits each

**American Chemical Society (ACS) Major in Chemistry**

The department also offers an American Chemical Society (ACS) major in chemistry, which is of value for students pursuing an advanced degree in chemistry or a related field. Within the ACS major students may choose to focus on various concentrations. The concentrations available are called traditional, biochemistry or neurochemistry. Students typically choose an ACS major with the traditional concentration if they are interested in a professional career in chemistry or a related field. Students specifically interested in working in the area of neuroscience or biochemistry are encouraged to consider these concentrations.

The requirements for an ACS major in chemistry are 62 to 74 credits:

General Training

- CHEM 127-128 – General Chemistry I and II, 4 credits each OR CHEM 137-138 – Honors General Chemistry I and II, 4 credits each
- MATH 121-122 – Calculus I and II, 4 credits each
- PHYSICS 111-112 – General College Physics I and II, 4 credits each OR PHYSICS 128-211 – Physics for Scientists and Engineers I and II, 4 credits each
- CHEM 330 – Analytical Chemistry I, 4 credits
- CHEM 341 – Organic Chemistry I, 4 credits
- CHEM 342 – Organic Chemistry II, 4 credits
- CHEM 351 – Physical Chemistry I, 4 credits
- CHEM 373 – Biochemistry I, 4 credits
- CHEM 462 – Advanced Inorganic Chemistry, 4 credits
- CHEM 403, 404 – Senior Seminar I and II, 1 credit each

Traditional Concentration

In-depth Training

- CHEM 352 – Physical Chemistry II, 4 credits

**Biochemistry Concentration**

- BIOL 121 – Cell Biology, 4 credits
- CHEM 374 – Biochemistry II, 4 credits
- CHEM 475, NEU 475 – Neurochemistry, 4 credits
- CHEM 487 – Directed Research, 4 credits
- 4 additional credits from Biology
- 4 credits from the following:
  - CHEM 344 – Spectroscopy, 4 credits
  - CHEM 352 – Physical Chemistry II, 4 credits
  - CHEM 431 – Analytical Chemistry II, 4 credits
  - CHEM 445 – Organic Chemistry III, 4 credits

**Neurochemistry Concentration**

- CHEM 374 – Biochemistry II, 4 credits
- CHEM 475, NEU 475 – Neurochemistry, 4 credits
- CHEM 487 – Directed Research, 4 credits
- NEUR 109 – Introduction to Neuroscience, 4 credits
- NEUR 252 – Physical Neuroscience, 4 credits
- 4 credits from the following:
  - CHEM 344 – Spectroscopy, 4 credits
  - CHEM 352 – Physical Chemistry II, 4 credits
  - CHEM 431 – Analytical Chemistry II, 4 credits
  - CHEM 445 – Organic Chemistry III, 4 credits

**Minor in Chemistry**

The requirements for a minor in chemistry are 20 credits:

- CHEM 127-128 – General Chemistry I and II, 4 credits each OR CHEM 137-138 – Honors General Chemistry I and II, 4 credits each
- 12 credits from courses numbered 200 or higher with the exception of CHEM 304, 390, 403, 404, 475 and 480

**General Science add-on education endorsement, grades 5-8**

Students seeking licensure to teach chemistry must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching chemistry, see the chemistry department chair or the education department chair.

**Courses**

- CHEM 117 – Principles of Chemistry, 4 credits. E1. No Laboratory. Stoichiometry, atomic structure, thermochemistry and chemical reactions. Emphasis on developing problem solving skills and mathematical ability. Students who do not feel comfortable with their chemistry preparation should consider this course which tracks with Chemistry 127 at approximately 2/3 the pace. This course does not satisfy the science core requirement nor satisfy chemistry prerequisites of most health professions schools.
- CHEM 127 – General Chemistry I, 4 credits. E. First college course in chemistry for most students. Topics include: stoichiometry; states of matter; periodicity; nomenclature; atomic structure; geometry of molecules; chemical...
Further study in general chemistry should be comprehensible to all students. The associated lab will explore critical role. The course will mix science with the excitement of exploration and practical information. The concept of “vocation as calling” will be emphasized and students will be asked to reflect upon their reasons for choosing a particular career path. Practical information will include various career options in the health professions, undergraduate expectations, professional school admission requirements, and non-traditional career paths.

CHEM 171 N – Consumer and Environmental Chemistry, 4 credits. D. A study of the relationship between the environment and our use of energy and everyday goods. Topics may include global climatic change, ozone depletion, and acid rain. The course is designed for non-science students with little or no science background. It has no prerequisite. It fulfills the laboratory science requirement but does not count toward a science major. Three class periods and three hours of laboratory per week.

CHEM 172 – Survey of Biochemistry, 2 credits. D. A survey of biological chemistry. Carbohydrates, lipids, proteins, enzyme, metabolism, and other major topics of biochemistry will be introduced. This course is intended for nursing, nutrition and other related health professions. It does not count toward a chemistry major or minor. Three class periods and three hours of laboratory per week. Prerequisite: high school chemistry

CHEM 174 N – From Space to Deep Ocean: Chemistry at the Extremes of Nature, 4 credits. D. This course satisfies the natural science (N) exploration area by focusing on the chemistry of gases in several extreme environments. From space exploration, to climbing Mount Everest, to deep sea diving, gases play a critical role. The course will mix science with the excitement of exploration and will deal with operating at the limits of animal endurance. Limited to gases, the science should be comprehensible to all students. The associated lab will explore the properties of gases. Students will be given an opportunity to investigate one special topic of their interest. Students will present these topics to a peer audience.

CHEM 175 N – Forensic Science – Where the Dead Do Tell Tales, 4 credits. D. An introduction to the field of forensic science, including the areas of trace evidence, DNA, firearms, and drug analysis. Students will develop a thorough understanding of the scientific method and an appreciation of the ethical nature of scientific inquiry through laboratory investigations and mock crime scene analysis. Three class periods and three hours of laboratory per week.

CHEM 304 – Pharmacology, 2 credits. E2. An introduction to the study of the properties, effects, and therapeutic value of drugs. For each major drug group, the pharmacokinetics, pharmacodynamics, and adverse drug reactions will be outlined based upon a group prototype. The objective of the course is to give students the ability to place major drugs into correct therapeutic categories with an understanding of their mechanisms of action, indications, and side effects. This course does not count toward a chemistry major or minor. Co- or prerequisite: BIOL 306 – Human Anatomy and Physiology

CHEM 330 N – Analytical Chemistry I, 4 credits. E2. An overview of the fundamentals of chemical analysis. Topics include statistics and sampling, chemical equilibrium, volumetric analysis, electrochemistry, and an introduction to instrumentation. Laboratory work emphasizes representative sampling, sample preparation, volumetric analysis, gas and liquid chromatography, atomic and molecular spectroscopy, data analysis, and scientific writing. Three class periods and four hours of laboratory per week. Prerequisite: CHEM 128 – General Chemistry II

CHEM 341 – Organic Chemistry I, 4 credits. E1. An examination of the fundamental classes of carbon compounds and the relationship of their physical and chemical properties to structure. Three class periods and one three-hour laboratory per week. Prerequisite: CHEM 128 – General Chemistry II with a minimum grade of C- or CHEM 138 – Honors General Chemistry II or consent of instructor

CHEM 342 – Organic Chemistry II, 4 credits. E2. A study of organic compounds containing oxygen, nitrogen and sulfur, including many of commercial and/or biochemical importance. Three class periods and one three-hour laboratory per week. Prerequisite: CHEM 341 – Organic Chemistry I

CHEM 344 – Spectroscopy, 4 credits. A2. This course provides detailed exposure to the theory and application of the four fundamental molecular spectroscopies (nuclear magnetic resonance, infrared, ultraviolet, and mass spectrometry). Focus is placed upon spectra interpretation toward molecular structure elucidation. Practical, hands-on experience with each instrument is highlighted. Three class periods per week. Prerequisite: CHEM 341 – Organic Chemistry I or consent of instructor

CHEM 351 – Physical Chemistry I, 4 credits. E1. The first of two courses that explore the fundamental physical principles of chemistry. The course progresses from a microscopic to a macroscopic point of view moving from quantum mechanics to statistical mechanics and finally to thermodynamics. Topics include one-dimensional quantum models, atoms and molecules, the Boltzmann distribution, the laws of thermodynamics, chemical equilibrium, and electrochemistry. Three class periods and one four-hour laboratory per week. Prerequisite: CHEM 128 – General Chemistry II (or CHEM 138 – Honors General Chemistry II) and MATH 121 – Calculus I. Recommended: MATH 122 – Calculus II, and either PHYS 111-112 – General College Physics I and II or PHYS 128-211 – Physics for Scientists and Engineers I and II.

CHEM 352 – Physical Chemistry II, 4 credits. E2. The second of two courses that explores the fundamental physical principles of chemistry. The course builds on the fundamentals of quantum mechanics, statistical mechanics, and thermodynamics introduced in CHEM 351 – Physical Chemistry I. Additionally, physical and chemical kinetics are discussed. Topics include: two and three dimensional quantum models, operator formalism, angular momentum, group theory, lasers, kinetics, and thermodynamics of solutions. Three class periods, and one four-hour laboratory per week. Prerequisite: CHEM 351 – Physical Chemistry I

CHEM 373 – Biochemistry I, 4 credits. E1. A survey of the chemistry and biology of the fundamental molecules of life: carbohydrates, lipids, nucleic acids,
amino acids, proteins, enzymes, vitamins and cofactors. The metabolic pathways for producing energy by degradation of carbohydrates, lipids and proteins are also a major component of the course. Three class periods plus one three-hour lab per week. Prerequisite: CHEM 342 – Organic Chemistry II

**CHEM 374 – Biochemistry II, 4 credits.** E2. Building on the content of Biochemistry I, this course surveys selected biochemical pathways for synthesizing the molecules of life such as fatty acids, triglycerides, cholesterol, heme, starch and glycogen. A second major focus of the course is the transfer of biological information as it flows from DNA to RNA to proteins. Three class periods plus one three-hour lab per week. Prerequisite: CHEM 373 – Biochemistry I

**CHEM 380 – Special Topics, 0 to 4 credits.** D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

**CHEM 390 – Cooperative Education, 1 to 8 credits.** D.

**CHEM 403 – Senior Seminar I, 1 credit.** B1. The fundamentals of scientific presentation and basic literature searching techniques are discussed. Chemical Abstracts, Science Citation, and Internet database searching skills are developed. ACS style guidelines for both oral and written presentations are discussed. The student chooses a topic and faculty mentor for the CHEM 404 – Senior Seminar II presentation.

**CHEM 404 – Senior Seminar II, 1 credit.** E2. Oral and written presentation of a topic of interest to the chemistry department. The student works with a chosen faculty mentor to apply the skills learned in CHEM 403 – Senior Seminar I. Prerequisite: CHEM 403 – Senior Seminar I

**CHEM 431 – Analytical Chemistry II, 4 credits.** E1. A continuation of the topics introduced in CHEM 330, with an emphasis on instrumental methods of chemical analysis. In addition to the instrumental techniques introduced in the previous course, this course includes computer-to-instrument interfaces, electronics, electrochemical techniques, capillary electrophoresis, mass spectrometry and surface analysis methods. One class period and six hours of laboratory per week. Prerequisite: CHEM 330 – Analytical Chemistry I

**CHEM 445 – Organic Chemistry III, 4 credits.** D. A study of modern concepts of organic reaction mechanisms and the relationship of spectroscopic properties to molecular structure. Three class periods and one four-hour laboratory per week. Prerequisite: CHEM 342 – Organic Chemistry II

**CHEM 462 – Advanced Inorganic Chemistry, 4 credits.** E2. A study of theoretical inorganic chemistry at an advanced level. The primary concerns are with modern concepts of bonding, coordination chemistry, acid-base behavior, reaction mechanisms and properties of less familiar elements. Three class periods, and one four-hour lab period per week. Prerequisite: CHEM 351 – Physical Chemistry I; co-enrollment in CHEM 352 – Physical Chemistry II is encouraged.

**CHEM 474 Z – Biochemistry of Cancer. 4 credits.** D. Biochemistry of Cancer will collaboratively investigate the long history of cancer, overview the mechanism of cancer and the development and progression of cancer in the body, look at approaches to the cure of cancer, and investigate treatments on the horizon as well societal and cultural impacts of cancer. This Capstone course pulls together diverse course background to understand the impact of cancer. Prerequisites: 16 credits in science courses.

**CHEM 475, NEU 475 Z – Neurochemistry, 4 credits.** E2. This junior/senior level course studies the chemical and biochemical aspect of neuroscience including ligand binding, pharmacokinetics and second messenger cascades. Three class periods per week. PEAK Optional. Prerequisites: NEU 109 – Introduction to Neuroscience and CHEM 373 – Biochemistry I or CHEM 142 – Biochemistry I

**CHEM 480 – Independent Study, 1 to 4 credits.** D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

**CHEM 487 – Directed Research, 1 to 4 credits.** D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

---

**CHINESE**

– also see Global Studies
– also see World Languages and Cultures

**Programs offered**

- Major in Chinese (32 credits)
- Minor in Chinese (20 credits)
- Students seeking licensure to teach Chinese must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching Chinese, see the chair of world languages and cultures or the chair of education. **Pending approval by the Minnesota Professional Educator Licensing and Standards Board**

The mission of the Chinese program at Concordia College is to enable students to gain a global vision and sensitivity to other cultures by promoting enjoyment of learning Chinese and nurturing students’ knowledge of Chinese culture and civilization. The Chinese program provides learning experiences that prepare students to achieve the following outcomes:

- to develop communication skills in the Mandarin Chinese language
- to gain knowledge and understanding of Chinese culture
- to make connections between Chinese and other disciplines and acquire information in a liberal arts context
- to develop comparisons based on insight into the nature of the language and culture
- to participate in multilingual communities at home and around the world

The Chinese program offers students the opportunity to participate in regular activities of the Chinese Club and to interact with Chinese international students and the local Chinese community. Students are encouraged to participate in immersion weekends at Concordia Language Villages, which also offer opportunities for summer employment in the language. Students are strongly encouraged to study abroad and majors may find it necessary to do so in order to complete a sufficient number of upper-level courses. Students should consult with the department about semester and summer opportunities to study in China.

**Study Abroad in China**

The Chinese program at Concordia College is partnered with Sichuan International Studies University in Chongqing, China, providing intensive Chinese language classes for Concordia College students. One semester study there enables
students to earn 16 credits, which can be counted toward the Chinese major as well as the Chinese minor. It is recommended that study abroad in China should occur in the spring semester. Students are advised to study Chinese at Concordia College for two years before pursuing the study abroad program in China.

Liberal Arts Core World Languages Requirement

Students may satisfy the Core world languages requirement by successful completion of CHIN 112 – Beginning Chinese II or a higher-numbered course. All students who have studied Chinese prior to coming to Concordia are expected to take a placement test to determine which course level is the most appropriate for their individual ability. If the transcript shows that student has not previously studied Chinese, the student is not required to take the placement exam and may enroll in CHIN 111 – Beginning Chinese I.

Honors in Chinese

The Chinese honors program is designed to allow exceptional students to develop their interests in Chinese on an advanced level and to work on an individual basis with members of the Chinese faculty. Students in the program are expected to demonstrate academic maturity, active enthusiasm for the language and culture, and independent research ability.

1. Chinese majors who meet ALL of the following criteria are invited to submit an application for entrance into the Chinese honors program:
   a) The completion of one 300-level course
   b) A cumulative GPA of 3.5 or higher in all Chinese courses
   c) An overall Concordia GPA of 3.5 or above.

2. The application for entrance into the honors program may be submitted to the world languages and departments chair department following completion of the first 300-level course and no later than midsemester break in the first semester of the senior year. Application forms are available in the department of world languages and cultures office (120 Academy) or from department faculty.

3. Participants will be notified of acceptance within one month after application.

4. Application for the honors program must be made before the student completes the first of the two courses in which the honors papers will be written.

5. Students must choose two courses in which to write extended papers (10 pages in Chinese) for the honors major. The nature and scope of each paper will be arranged with the instructor of each course. Students must demonstrate a significant amount of independent research according to guidelines established by the department and receive grades of A- or above on the papers. Students must also present their paper orally to an appropriate audience (the class for which it was written, another class where the subject is relevant, the Celebration of Student Scholarship, the Chinese faculty). All faculty in world languages and cultures will be invited to attend honors presentations.

6. Any variation from this program must be successfully petitioned to the department faculty.

7. Successful participants must maintain a Chinese and an overall GPA of 3.5 until graduation. They will have Chinese Honors listed as their major in the graduation program and on their diplomas.

Major in Chinese

The requirements for a major in Chinese are 32 credits above CHIN 112 – Beginning Chinese II:

- CHIN 211 – Intermediate Chinese I, 4 credits
- CHIN 212 – Intermediate Chinese II, 4 credits
- 24 additional credits beyond 212

Concordia currently offers a limited number of upper-division courses, so study off campus is necessary to complete the Chinese major. Students have a number of opportunities to earn the required credits. Most students will study abroad, some will choose to take advantage of the cooperative education opportunities at the Concordia Language Villages, and others may transfer in approved courses from other colleges. Please consult with the Chinese program director to evaluate your options and determine the best course of study for you.

Minor in Chinese

The requirements for a minor in Chinese are 20 credits:

- CHIN 211 – Intermediate Chinese I, 4 credits
- CHIN 212 – Intermediate Chinese II, 4 credits
- 12 additional credits beyond 212. These may be taken either on campus or abroad.

Courses

CHIN 111 – Beginning Chinese I, 4 credits. E1. The beginning sequence of two courses designed to introduce students to the skills needed for proficiency in the language and culture of Mandarin China. Combines active practice and communication with grammatical analysis of the language.

CHIN 112 W – Beginning Chinese II, 4 credits. E2. The second semester of a two-course sequence designed to introduce students to the skills needed for proficiency in the language and culture of China. Combines active practice and communication with grammatical analysis of the language. Prerequisite: CHIN 111 – Beginning Chinese I or consent of the instructor

CHIN 211 W – Intermediate Chinese I, 4 credits. E1. This course will continue to systematically build students’ abilities in listening, speaking, reading and writing in the Chinese language and prepare students for advanced Chinese study. Students will continue the development of awareness, knowledge and appreciation of Chinese-speaking cultures. Prerequisite: CHIN 112 – Beginning Chinese II or consent of the instructor

CHIN 212 W – Intermediate Chinese II, 4 credits. E2. This course will continue to systematically build students’ abilities in listening, speaking, reading and writing in the Chinese language and prepare students for advanced Chinese study. Students will continue the development of awareness, knowledge and appreciation of Chinese-speaking cultures. Prerequisite: CHIN 211 – Intermediate Chinese I or consent of the instructor

CHIN 311 W – Chinese Conversation and Composition, 4 credits. A1 (2017-2018). CHIN 311 is designed to help students who have completed two years of Chinese acquire advanced knowledge of the language, improve reading comprehension skills, and further develop the students’ overall proficiency in speaking and writing through reading and discussion of a variety of topics related to Chinese contemporary society and culture. Students will also be presented with language tasks, such as reading Chinese literature, current newspaper articles and stories, presenting reports, debating current issues, writing summaries and opinions, and doing grammatical exercises. Prerequisite: CHIN 212 – Intermediate Chinese II or consent of the instructor

CHIN 312 – Advanced Writing and Conversation, 4 credits. A1 (2018-2019). Advanced Writing and Conversation is designed to help students who have completed two years of Chinese acquire advanced knowledge of the language with a focus on enhancing the students’ oral proficiency and further develop their writing skills through reading and discussion of a variety of topics related to Chinese contemporary society and culture. Students will also be presented with language tasks such as reading Chinese literature, current newspaper articles and stories; presenting reports; debating current issues; writing summaries and opinions and doing grammatical exercises. Prerequisite: CHIN 212 – Intermediate Chinese II or consent of the instructor

CHIN 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department chair for more information.

CHIN 385 – Topics in Chinese Society, 4 credits. E2. Selected topics inherent in Chinese society. Students in this class will apply the language skills they have acquired to explore and analyze topics and phenomena associated with
Chinese society. Topics will focus on history, film, literature, or linguistics. Repeat credit is allowed for varying topics. Prerequisite: CHIN 311 – Chinese Conversation and Composition or CHIN 312 – Advanced Writing and Conversation.

CHIN 390 – Cooperative Education, 1 to 8 credits. D.

CHIN 395 – Cooperative Education at the Concordia Language Villages, 2 to 4 credits. D. This course is intended to provide students of modern languages with opportunities to teach and study the language of their choice at the Concordia Language Villages. Prerequisite for acceptance: at least two years of coursework or the equivalent in the language. The final decision on acceptance into this course is based on mutual agreement of both Concordia language department faculty and Concordia Language Villages faculty concerning both the student and the project. A total maximum equivalent of two full courses from 390 and 395 may be counted toward graduation.

CHIN 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department chair for more information.

CHIN 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

CHURCH PROFESSIONS

– see Religion (Major in Religion with a Faith and Leadership Concentration)

CLASSICAL STUDIES

– also see Education

Programs offered
• Major in Heritage and Museum Studies, an interdisciplinary program (see heritage and museum studies) (36 credits)
• Minor in Classical Studies (20 credits)
• Minor in Latin (20 credits)
• Minor in Greek (20 credits)
• World Languages add-on endorsement for Elementary Education majors, grades K-8 (see education) (26 credits)

Faculty
Heather Waddell, chair

The department of classical studies seeks to demonstrate the joy of lifelong learning – a classic liberal arts value that includes the ancient concept of balance in all activities. The department emphasizes growth in critical thinking skills and communication within a variety of cultural contexts. All majors call upon students to develop a breadth of knowledge and in-depth expertise in particular fields.

The Latin program provides learning experiences that prepare students to achieve the following outcomes:
• in-depth knowledge of grammar and syntax, without which the other goals are not possible
• familiarity with the primary and secondary sources available for doing research in the area of classical studies
• knowledge of the major writings with which a baccalaureate graduate in classics is expected to be familiar
• awareness of the place of classical studies in present-day American education

The classical studies department provides learning experiences that prepare students to achieve the following outcomes:
• knowledge of the breadth of topics covered in what has become known in current American education as classical studies

• familiarity with the literature of the Greeks and Romans and the influence of the ancients on our art, literature and music
• awareness of the classical history and culture that the founders of America incorporated into the American Constitution
• appreciation for the concepts of literature and art as represented by the ancient Greeks and Romans

Liberal Arts Core World Languages Requirement

Students may satisfy the Core world languages requirement through one of the following options:
A. Successful completion of LAT 112 – Fundamentals of Latin II, GRK 212 – Beginning Greek II, or a higher-numbered course. All students who have studied Latin prior to coming to Concordia are expected to take a placement test in Latin to determine the course level most appropriate for each individual’s ability. If the high school transcript shows the student has not previously studied Latin, the student is not required to take the placement exam and qualifies to enroll in LAT 111 – Fundamentals of Latin I.
B. Students may demonstrate mastery of the scope and content of 111-112 sequence by placing beyond 112 on the placement exam.

Minor in Classical Studies

The requirements for a minor in classical studies are 20 credits:
• at least 8 credits in Latin or Greek language courses
• additional culture-related courses (see listings below) for a total of 20 credits in the major

Minor in Latin

The requirements for a minor in Latin are 20 credits in Latin.
Minor in Greek
The requirements for a minor in Greek are 20 credits in Greek.

Courses

Classical Studies Courses
For classical studies courses, no previous knowledge of Latin or Greek is assumed.

CL 110 R – Classical Literature in Translation, 4 credits. E2. Critical reading and discussion of representative works in the major genres that have come to us from classical antiquity. Attention is paid to the classical world’s legacy to modern literature and literary criticism.

CL 120 H – Classical Mythology in Art and Literature, 4 credits. E. A study of the major myths and legends of Greece and Rome, with special emphasis on the divinities and heroes; attention is also paid to the influence of these myths on later art and literature.

CL 130 G, S – Classical Archaeology, 4 credits. E1. After studying the methodology and theoretical framework of archaeology, students are introduced to classical archaeology, the branch of archaeology that studies the ancient Greeks and Romans and the cultures that came into contact with them. Includes a survey of the important sites and artifacts beginning with Neolithic Greece and ending with the Roman Empire under Constantine.

CL 250 – Pre-May Seminar, 4 credits. D. A preparation for the department’s May Seminar, a broad, interdisciplinary introduction to the study of the Mediterranean and Near Eastern Greco-Roman civilizations. Students study the historical, political, social, and cultural factors that shaped the development of Europe from the Greek polis to the Roman Empire.

CL 300 – May Seminar, 4 credits. MS. Prerequisite: CL 110 – Classical Literature in Translation or CL 130 – Classical Archaeology or CL 250 – Pre-May Seminar

CL 310 H – Greek Civilization, 4 credits. A2. An in-depth look into the social, economic, and cultural world of the Greeks from the Bronze Age to the Hellenistic period emphasizing the major questions confronting Classics scholars today. Emphasis will be upon the methodology of the Classics discipline and will include readings in translation of numerous primary sources and several major secondary sources.

CL 320 H – Roman Civilization, 4 credits. A2. This course explores the social, material, literary, and political culture of the Roman Republic and Empire. The scope of the course includes a chronological and topical investigation of the institutions that have come to define what it meant to be “Roman” and the historical and social changes that occurred during their formation.

CL 322 H, G – Pompeii, 4 credits. A2. This course covers the development of the Roman city of Pompeii from its origins through to its destruction by volcanic eruption in 79 C.E. Using physical remains from the archaeology of sites under Mt. Vesuvius alongside texts in translation, this course explores the lives of the city’s inhabitants, including their entertainment, housing, religion, economy, slavery, gender roles, and burial practices.

CL 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

CL 390 – Cooperative Education, 1 to 8 credits. E.

CL 399 – Classical Background of Scientific Terminology, 2 credits. E. Study of English technical and scientific terms that are derived from Greek and Latin sources: roots, prefixes, suffixes, word formation and analysis. Especially helpful in medical, biological and related fields.

CL 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

CL 483 Z – Living Lyrics: Greek Poetry in Performance, 4 credits. AS1. An in-depth study of the archaic Greek lyric poets, their relationship to the Homeric poems, and their performative contexts. Prerequisite: Students should have read “The Iliad” and “The Odyssey” by Homer. Prerequisites: CL 110 – Classical Literature in Translation or CL 120 – Classical Mythology In Art and Literature or LAT 112 – Fundamentals of Latin or GRK 212 – Beginning Greek II or permission of Instructor

CL 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

Greek Courses

GRK 211 – Beginning Greek I, 4 credits. E1. Development of the knowledge of forms and syntax needed to read easier classical authors and the New Testament.

GRK 212 W – Beginning Greek II, 4 credits. E2. Development of the knowledge of forms and syntax needed to read easier classical authors and the New Testament. Prerequisite: GRK 211 – Beginning Greek I

GRK 321 – Greek Prose, 4 credits. E1. Readings of selections from the historians, orators, or Plato, with attention to Greek culture and literature. Prerequisite: GRK 212 – Beginning Greek II or equivalent

GRK 322 – Introduction to Greek New Testament, 4 credits. E2. A study of the development of New Testament Greek, with readings in Mark and an introduction to textual criticism. Prerequisite: GRK 212 – Beginning Greek II or equivalent. GRK 321 – Greek Prose is strongly recommended.

GRK 343 – Greek New Testament and Patristics, 4 credits. E2. Reading of material from the New Testament or from the Greek fathers. Prerequisite: GRK 322 – Introduction to Greek New Testament or consent of instructor

GRK 361 – Readings in Classical Greek, 4 credits. E1. Reading selections according to the interests and needs of the students. Typical authors have been Homer (epic), Sophocles (tragedy), Aristophanes and Menander (comedy), Lysias (oratory), and Thucydides and Herodotus (history). Prerequisite: GRK 321 – Greek Prose or consent of instructor

GRK 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

GRK 390 – Cooperative Education, 1 to 8 credits. E.

GRK 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

GRK 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

Latin Courses

LAT 111 – Fundamentals of Latin I, 4 credits. E1. Elementary work in Latin syntax forms and vocabulary with easy readings. For those who have had no previous study of Latin. Designed to lead into LAT 112 – Fundamentals of Latin II

LAT 112 W – Fundamentals of Latin II, 4 credits. E2. Selected readings from Latin authors to introduce students to aspects of Roman life and culture and their relation to contemporary problems and experiences. Prerequisite: LAT 111 – Fundamentals of Latin I or equivalent
LAT 223 W – Latin Prose, 4 credits. E1. Selections from representative Latin prose authors with attention paid to Roman life and culture of the classical period. The course provides a thorough review of the fundamentals of Latin grammar. Prerequisite: LAT 112 – Fundamentals of Latin II or equivalent

LAT 224 W – Vergil, 4 credits. E2. A study of Vergil’s “Aeneid” within its social, political and historical context, and with an eye to its importance as world literature. Prerequisite: LAT 223 – Latin Prose or consent of instructor

LAT 301 – Latin Language and Composition, 4 credits. T1. A study of the development of the Latin language. A detailed examination of Latin grammar and extensive practice in Latin composition. Prerequisite: LAT 112 – Fundamentals of Latin II or consent of instructor

LAT 304 – Cicero, 4 credits. T2. A representative selection of the orations, letters and philosophy of this master of Latin prose, with attention to his role in the late Republic. Prerequisite: LAT 223 – Latin Prose or consent of instructor

LAT 312 – Roman Historians, 4 credits. T1. Selections from among Sallust, Caesar, Livy, Tacitus and Suetonius and a consideration of the historical problems they present. Prerequisite: LAT 223 – Latin Prose or consent of instructor

LAT 340 – Neronian Latin, 4 credits. D. Selected readings from Latin authors of the Neronian period (54-68 CE), primarily Seneca, Lucan, and Petronius, with attention paid to the social, political and historical context. Prerequisites: LAT 223 – Latin Prose or consent of instructor

LAT 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

LAT 390 – Cooperative Education, 1 to 8 credits. E.

LAT 411 – Roman Drama, 4 credits. T1. The Roman stage and its Greek predecessors, with selections from the comedies of Plautus and Terence and the tragedies of Seneca. Prerequisite: LAT 223 – Latin Prose or consent of instructor

LAT 423 – Roman Poetry, 4 credits. D. A study of various Roman poets, including selections from the works of Catullus, Horace, Ovid, Vergil and Martial. Attention is paid to meter and form. Prerequisite: LAT 223 – Latin Prose or consent of instructor

LAT 442 – Readings in Latin, 4 credits. T2. A study of authors from the Middle Ages and/or Renaissance. Prerequisite: LAT 223 – Latin Prose or consent of instructor

LAT 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information

LAT 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

Culture-Related Courses

ART 155 – History in Art I: Origins to the Early Renaissance, 4 credits
ART 364 – Greek and Roman Art, 4 credits
CL 110 – Classical Literature in Translation, 4 credits
CL 120 – Classical Mythology in Art and Literature, 4 credits
CL 130 – Classical Archaeology, 4 credits
CL 250 – Pre-May Seminar, 4 credits
CL 300 – May Seminar, 4 credits
CL 310 – Greek Civilization, 4 credits
CL 320 – Roman Civilization, 4 credits
CL 323 – Pompeii, 4 credits
CL 483 Z – Living Lyrics: Greek Poetry in Performance, 4 credits
COM 317 – Rhetorical Theory and Criticism, 4 credits
HIST 301 – Greece and the Ancient Near East, 4 credits
HIST 302 – Rome and the Medieval Transition, 4 credits
HIST 303 – Europe and the Medieval Transition, 4 credits
HIST 311 – Ancient Philosophy, 4 credits
PHIL 311 – Ancient Philosophy, 4 credits
PSC 411 – Political Philosophy, 4 credits
REL 334 – Monotheisms: Abrahamic Traditions in the Modern World, 4 credits

Other courses, including Credo courses and international study, may also qualify with approval of the classical studies department.

Clinical Laboratory Science

– also see Health Professions

Program Offered

• Major in Clinical Laboratory Science (32 credits)

Faculty

Ellen L. Aho, academic program director
Susan Hollister, M.T., M.S., clinical program director
(School of Clinical Laboratory Science, Sanford Medical Center)
Alice Hawley, M.T., education coordinator
(School of Clinical Laboratory Science, Sanford Medical Center)

To become registered in clinical laboratory science, a student must meet the following requirements:
• complete the preprofessional curriculum in clinical laboratory science at Concordia College
• complete clinical training at an accredited school of clinical laboratory science
• pass a national certification examination

Upon successful completion of the clinical internship training, the student is awarded the Bachelor of Arts degree with a major in clinical laboratory science from Concordia College.

The clinical laboratory science program provides learning experiences that prepare students to achieve the following outcomes:
• To have a firm understanding of accurate, up-to-date information about clinical laboratory science.
• To display technical competency in all areas of the clinical laboratory.
• To develop critical thinking skills needed for clinical competency.
• To develop professional skills needed in the healthcare setting.
• To be prepared to meet the changing needs of the laboratory and health care environments of the future.
• To interact with educators and other students in a positive, vital, respectful environment.
• To become life-long learners.

Any student who desires to enter clinical laboratory science must consult the academic program director. The candidate for a bachelor’s degree in clinical
laboratory science must complete 126 credits for graduation. Of this total, clinical internship training is assigned a weight of 32 credits and these 32 credits constitute the clinical laboratory science major. The candidate must have earned at least 63.0 grade points in the 126 credits presented for graduation.

The courses required for completion of a major in clinical laboratory science are listed below. Completion of the Concordia College liberal arts core curriculum and the clinical laboratory science preprofessional curriculum by the end of the junior year will qualify a student to apply for clinical internship, which will be carried out during the senior year (see the academic program director for model course schedules). Students may also complete four years of study at Concordia before entering the clinical training experience if they prefer. Transfer students may be admitted to the program, but the academic program director should be consulted to arrange program details. Transfer students must spend at least one academic year at Concordia to be eligible to apply for clinical training.

Preprofessional curriculum (taken on campus at Concordia College):

- MATH 205 – Introduction to Statistics, 4 credits
- BIOL 121 – Cell Biology, 4 credits
- BIOL 222 – Genetics and Molecular Biology, 4 credits
- BIOL 306 – Human Anatomy and Physiology, 4 credits
- BIOL 352 – Immunology and Parasitology, 4 credits
- BIOL 407 – Microbiology, 4 credits
- CHEM 127 – General Chemistry I, 4 credits
- CHEM 128 – General Chemistry II, 4 credits
- CHEM 341 – Organic Chemistry I, 4 credits
- CHEM 342 – Organic Chemistry II, 4 credits
- CHEM 373 – Biochemistry I, 4 credits
- BIOL 407 – Microbiology, 4 credits
- BIOL 352 – Immunology and Parasitology, 4 credits
- BIOL 407 – Microbiology, 4 credits
- CHEM 127 – General Chemistry I, 4 credits
- CHEM 128 – General Chemistry II, 4 credits
- CHEM 341 – Organic Chemistry I, 4 credits
- CHEM 342 – Organic Chemistry II, 4 credits
- CHEM 373 – Biochemistry I, 4 credits
- BIOL 407 – Microbiology, 4 credits
- BIOL 352 – Immunology and Parasitology, 4 credits
- BIOL 407 – Microbiology, 4 credits
- CHEM 127 – General Chemistry I, 4 credits
- CHEM 128 – General Chemistry II, 4 credits
- CHEM 341 – Organic Chemistry I, 4 credits
- CHEM 342 – Organic Chemistry II, 4 credits
- CHEM 373 – Biochemistry I, 4 credits
- BIOL 407 – Microbiology, 4 credits
- BIOL 352 – Immunology and Parasitology, 4 credits
- BIOL 407 – Microbiology, 4 credits
- CHEM 127 – General Chemistry I, 4 credits
- CHEM 128 – General Chemistry II, 4 credits
- CHEM 341 – Organic Chemistry I, 4 credits
- CHEM 342 – Organic Chemistry II, 4 credits
- CHEM 373 – Biochemistry I, 4 credits

Other strongly recommended courses include:
- CHEM 232 – Analytical Chemistry, 4 credits
- CHEM 431 – Instrumental Methods of Analysis, 4 credits
- PHYS 111 – General College Physics I, 4 credits
- Hematology and Pathogen Microbiology (available through the Tri-College University)
- Courses in management and small-group communication

Clinical internship curriculum (taken at Sanford Medical Center, Fargo)

Concordia College is affiliated with the School of Clinical Laboratory Science at Sanford Medical Center in Fargo, N.D. Students must apply to the affiliated hospital for acceptance into the clinical internship by Oct. 1 of their junior (or senior) year and are notified of a decision by Dec. 1. Admission is based on the student’s grade point average (generally 3.0 or better for admission), letters of recommendation, and a mandatory on-site personal interview. Admission is competitive, and students are not guaranteed an internship upon completion of the preprofessional curriculum. However, Concordia students have been very successful in obtaining internship positions.

Clinical training begins in the summer following the junior year. During clinical training, students spend six to 10 hours per week in lectures, workshops and seminars, with the balance of the 40-hour week devoted to structured practical experiences in the clinical laboratory. Courses taken during the internship year are listed below.

**Internship Course Descriptions**
(Sanford Health Medical Center, Fargo)

**CLIN 470 – Clinical Chemistry, 7 credits.** Lecture and laboratory instruction in medically oriented biochemistry as applied to normal and abnormal physiology and analysis of body constituents. Also includes instruction in instrumentation.

**CLIN 471 – Clinical Coagulation, 1 credit.** Lecture and laboratory instruction in the chemistry of blood clotting.

**CLIN 472 – Immunohematology, 6 credits.** Lecture and laboratory instruction in theory and practice of immunohematology as applied to blood transfusions, component therapy, immunologic diagnostic procedure and blood bank administration.

**CLIN 473 – Clinical Hematology, 6 credits.** Lecture and laboratory instruction in the analysis of the cellular elements of the blood and bone marrow, both normal and abnormal.

**CLIN 474 – Clinical Microbiology, 8 credits.** Lecture and laboratory instruction in the isolation and identification of pathogenic organisms and of their susceptibility to therapeutic agents. Includes bacteriology, parasitology, mycology and virology.

**CLIN 475 – Clinical Immunology, 1 credit.** Lecture and laboratory instruction applying the principles of immunology to serologic diagnosis.

**CLIN 476 – Clinical Microscopy, 2 credits.** Lecture and laboratory instruction in anatomy and physiology of the kidney, methodology and clinical significance in examination of the physical and chemical composition of urine.

**CLIN 477 – Professional Topics, 1 credit.** Instruction in management and education topics.

---

**COMMUNICATION STUDIES AND THEATRE ART**

**Programs offered**

- Major in Communication Studies (36 credits)
- Minor in Communication Studies (20 credits)
- Individualized Study Major in Communication Studies and Theatre Art (32 credits)
- Individualized Study Minor in Communication Studies and Theatre Art (20 credits)
- Minor in Film Studies, an interdisciplinary program (see film studies) (24 credits)
- Major in Theatre Art (38 credits)
- Minor in Theatre Art (20 credits)
- Major in Multimedia Journalism, an interdisciplinary program (see multimedia journalism) (36 credits)
- Double Major or Major/Minor Combinations in Communication and Theatre Art
- Major in Communication Studies with Communication Arts/Literature Education (see education) (50 credits plus 41 credits in education)
- Communication Arts/Literature add-on endorsement for Elementary Education majors (see education) (20 credits in communication arts/literature and 12 credits in education)
The theatre art minor is intended for those who wish to be more thoughtful and informed about theatre in their lives. Many students combine a theatre art major or minor with art, business, communication studies, music or other programs. Theatre art students document their accomplishments through their academic portfolio and résumé. Student portfolios are reviewed periodically to ensure that seniors will be prepared for a competitive academic review or a position in the theatre industry upon graduation.

The cocurricular theatre program allows students to learn experientially to be performers, managers, artisans, designers, technicians, directors and informed audience members. Participation in theatre provides life skills that cannot be replicated anywhere else in an academic education. Concordia Theatre is a student-oriented organization determined to provide the optimum learning experience for undergraduate students with a serious interest in producing cocurricular theatre. Concordia Theatre’s season features classical and contemporary plays, musicals, as well as avant-garde or experimental theatre. The cocurricular experience is open to all Concordia students who can demonstrate satisfactory academic standing.

Students in the theatre program also gain experience through work-study positions in the costume and scene shops, lighting, props, sound, and public relations. Concordia students can expand their liberal arts experiences through the cocurricular Theatre program. Concordia Theatre is committed to the creative, critical and collaborative thinking required for today’s society.

**Note:** Communication and theatre art majors with advisors in other departments should seek advisement from a CSTA faculty member prior to each registration period. See the CSTA department chair if you need assistance.

The CSTA department provides learning experiences that prepare students to achieve the following outcomes:

- demonstrate understanding and application of ethical and social responsibility in communicative practice
- demonstrate socio-cultural awareness
- be willing to interact with persons who exhibit differences from the student’s own background
- demonstrate use of disciplinary tools appropriate to each student’s particular area of communication studies
- demonstrate specific knowledge pertinent to their chosen area of specialty within the major
- demonstrate oral communication competencies appropriate to a wide range of communication contexts and purposes

### Major in Communication Studies

The requirements for a **major in communication studies** are 36 credits:

- **COM 111 – Introduction to Communication Studies, 4 credits**
- 4 credits in analytical methods chosen from:
  - COM 202 – Communication Criticism, 4 credits
  - COM 203 – Argumentation, 4 credits
  - COM 217 – Fundamentals of Communication Research, 4 credits
  - COM 232 – Media Production I: Video, 4 credits
- 4 credits chosen from the following advanced oral competence courses:
  - COM 305 – Advanced Public Speaking, 4 credits
  - COM 308 – Communication for Citizenship and Career, 4 credits
  - COM 315 – Interviewing, 4 credits
  - COM 333 – Media Production II: Audio, 2 credits
  - COM 334 – Broadcast Performance, 2 credits
- 12 credits in theories of communication chosen from:
  - COM 312 – Interpersonal Communication, 4 credits
  - COM 313 – Persuasive Communication, 4 credits
  - COM 314 – Group Communication, 4 credits
  - COM 317 – Rhetorical Theory and Criticism, 4 credits
  - COM 324 – Gender and Communication, 4 credits
  - COM 325 – New Media, 4 credits
  - COM 326 – Global Cinema, 4 credits OR
Communication Studies Emphases

All students majoring in communication are strongly encouraged to select one or more emphases to focus their studies. Many emphases are available and can be tailored to meet the individual needs of each student. Majors are encouraged to discuss their interests with their advisors to plan a course of study. Listed below are some of the most common emphases that students select.

**Applied Media Emphasis** – This emphasis is for students who want a hands-on approach to contemporary media production skills and techniques. It is appropriate for those pursuing a variety of career paths, including information technology, advertising, integrated marketing, and online news production. Students interested in careers in journalism are encouraged to secure a supervisor with a not-for-profit organization, pastor or youth director, human resources professional, communication consultant, training and development specialist and, of course, business management.

**Cultural Communication Emphasis** – An emphasis in cultural communication is a good choice for students interested in the theories and practice of interaction between and among people of different cultures. Potential careers in this emphasis would include international organizations, diplomacy, international business, government, and foreign language based employment.

**Communication Methods Emphasis** – Focus in this emphasis is placed on the use of research methods and techniques to provide answers for communication related questions. This emphasis provides strong preparation for those planning to do graduate study whether as preparation for an academic career or for work in research-related areas such as marketing or training.

**Film Emphasis** – The department offers a number of courses related to analysis, criticism and some production. Also see film studies minor.

**Gender Communication Emphasis** – Students who want to explore how gender is communicated, performed and functions in both personal and public settings may find this emphasis an interesting choice. Those interested in social justice and advocacy issues, or who simply want to better understand how gender impacts everyday life, should consider adding this emphasis.

**Multimedia Journalism Emphasis** – For students who have interests in journalism in a variety of print, broadcast and other electronic venues, the department has coursework geared toward journalistic careers and would encourage students also to pursue courses in the English department. Also see multimedia journalism major.

**Organizational Communication Emphasis** – Choose this emphasis if you are interested in communication in contemporary organizations. This emphasis is appropriate for those who see themselves moving into supervisory or management positions in a wide array of organizations. Careers options include supervisor with a not-for-profit organization, pastor or youth director, human resources professional, communication consultant, training and development specialist and, of course, business management.

**Public Relations Emphasis** – Students choosing this emphasis will focus on the theories and practice of public relations, including PR writing, campaigns, crisis communication, and persuasive strategies. Students interested in careers in PR, event planning, strategic communication, social media management, promotions, and marketing communication would benefit from choosing this emphasis.

**Relational Communication Emphasis** – This emphasis is for those who want to understand relational dynamics in personal and professional settings. Students interested in developing interaction competencies in friendships, families and work relationships, or aspire to positions in leadership, management, teaching, or human resources may find this emphasis a valuable addition to their major.

**Rhetorical Studies Emphasis** – Students choosing this emphasis will focus on coursework in the art of rhetorical analysis, including theory and application to traditional and non-traditional artifacts and objects of study, to include film and other avenues of popular culture. Students in the emphasis may likely pursue graduate school, teaching, law school, political consulting and speechwriting, and other related fields.

**Social Media Emphasis** – This emphasis area will help students understand the ways in which social media affects human communication, as well as the theory and practice of social media use. Students interested in careers in social media management, as well as all students who are curious about the changing place of social media in the modern world, should consider choosing this emphasis area.

Many other options are possible. Other popular emphases include: Health Communication, Communication Performance, and Strategic Communication.

Students are encouraged to work with their communication studies faculty advisors to develop emphasis areas to suit their unique interests in communication studies.

**Minor in Communication Studies**

The requirements for a minor in communication are 20 credits:

- COM 111 – Introduction to Communication Studies, 4 credits
- 4 credits in analytical methods chosen from:
  - COM 202 – Communication Criticism, 4 credits
  - COM 203 – Argumentation, 4 credits
  - COM 217 – Fundamentals of Communication Research, 4 credits
  - COM 232 – Media Production I: Video, 4 credits
- 4 credits in theories of communication chosen from:
  - COM 312 – Interpersonal Communication, 4 credits
  - COM 313 – Persuasive Communication, 4 credits
  - COM 314 – Group Communication, 4 credits
  - COM 316 – Intercultural Communication, 4 credits
  - COM 317 – Rhetorical Theory and Criticism, 4 credits
  - COM 324 – Gender and Communication, 4 credits
  - COM 325 – New Media, 4 credits
  - COM 326 – Global Cinema, 4 credits
  - COM 382 – Analyzing Film, 4 credits
  - COM 414 – Organizational Communication, 4 credits

- 4 credits from the following department seminar courses:
  - COM 316 – Intercultural Communication, 4 credits
  - COM 403 – Public Relations, 4 credits
  - COM 417 – Applied Research Methods, 4 credits
  - COM 493 – Documentary and Historical Film, 4 credits
- 8 additional credits in communication studies courses (see listings below).

Students may also include course options listed for requirements above if those requirements have already been satisfied.

- COM 139 – Appreciating Film, 4 credits
- COM 207 – Oral Interpretation, 4 credits
- COM 214 – Nonverbal Communication, 4 credits
- COM 236 – Intro. to Photographic Process, 4 credits
- COM 250 – Pre-May Seminar, 2 credits
- COM 300 – May Seminar, 4 credits
- COM 368, ART 368 – Digital Photography, 4 credits
- COM 380 – Special Topics, 1 to 4 credits
- COM 390 – Cooperative Education, 1 to 8 credits
- COM 413 – Advertising, 4 credits
- COM 422 – Mass Communication Law and Ethics, 4 credits
- COM 431 – Broadcast Newswriting and Reporting, 4 credits
- COM 432 – Electronic News Gathering, 4 credits
- COM 480 – Independent Study, 1 to 4 credits
- COM 487 – Directed Research, 1 to 4 credits
- OR any other COM course, unless the course was taken to fulfill another requirement for the major.

**Minor in Communication Studies**

The requirements for a minor in communication are 20 credits:

- COM 111 – Introduction to Communication Studies, 4 credits
- 4 credits in analytical methods chosen from:
  - COM 202 – Communication Criticism, 4 credits
  - COM 203 – Argumentation, 4 credits
  - COM 217 – Fundamentals of Communication Research, 4 credits
  - COM 232 – Media Production I: Video, 4 credits
- 4 credits in theories of communication chosen from:
  - COM 312 – Interpersonal Communication, 4 credits
  - COM 313 – Persuasive Communication, 4 credits
  - COM 314 – Group Communication, 4 credits
  - COM 316 – Intercultural Communication, 4 credits
  - COM 317 – Rhetorical Theory and Criticism, 4 credits
  - COM 324 – Gender and Communication, 4 credits
  - COM 325 – New Media, 4 credits
  - COM 326 – Global Cinema, 4 credits
  - COM 382 – Analyzing Film, 4 credits
  - COM 414 – Organizational Communication, 4 credits

- 4 credits from the following department seminar courses:
  - COM 316 – Intercultural Communication, 4 credits
  - COM 403 – Public Relations, 4 credits
  - COM 417 – Applied Research Methods, 4 credits
  - COM 493 – Documentary and Historical Film, 4 credits
- 8 additional credits in communication studies courses (see listings below).

Students may also include course options listed for requirements above if those requirements have already been satisfied.

- COM 139 – Appreciating Film, 4 credits
- COM 207 – Oral Interpretation, 4 credits
- COM 214 – Nonverbal Communication, 4 credits
- COM 236 – Intro. to Photographic Process, 4 credits
- COM 250 – Pre-May Seminar, 2 credits
- COM 300 – May Seminar, 4 credits
- COM 368, ART 368 – Digital Photography, 4 credits
- COM 380 – Special Topics, 1 to 4 credits
- COM 390 – Cooperative Education, 1 to 8 credits
- COM 413 – Advertising, 4 credits
- COM 422 – Mass Communication Law and Ethics, 4 credits
- COM 431 – Broadcast Newswriting and Reporting, 4 credits
- COM 432 – Electronic News Gathering, 4 credits
- COM 480 – Independent Study, 1 to 4 credits
- COM 487 – Directed Research, 1 to 4 credits
- OR any other COM course, unless the course was taken to fulfill another requirement for the major.
• 8 additional credits chosen from communication studies courses. These may also include course options listed for requirements above if those requirements have already been satisfied.

Individualized Study Major in Communication Studies and Theatre Art

The requirements for an individualized study major in communication studies and theatre art are 32 credits agreed upon in writing between the student and the CSTA department, of which at least six must be courses offered by this department and one must be COM 111 – Introduction to Communication Studies.

Individualized Study Minor in Communication Studies and Theatre Art

The requirements for an individualized study minor in communication studies and theatre art are 20 credits agreed upon in writing between the student and the CSTA department.

An Individualized Program Planning Record must be filed with the chair of the CSTA department for all individualized majors or minors. The prospective major or minor should first consult the department chair and then develop the exact program to follow. Changes in the program probably will occur, but before a substitute course can be counted toward a major or minor it must be approved by the CSTA department.

Major in Theatre Art

The requirements for a major in theatre art are 38 credits:
• THR 101 – Introduction to Theatre, 4 credits
• THR 112 – Stagecraft, 4 credits
• THR 127 – Elements of Acting, 4 credits
• THR 222 – Theatre Design I, 4 credits
• THR 229 – Elements of Directing, 4 credits
• THR 334 – Theatre History I: Origins to Romanticism, 4 credits
• THR 336 – Theatre History II: Realism to Postmodernism, 4 credits
• THR 399 – Theatre Practicum, no credit
• THR 421 – Senior Seminar, 1 credit
• THR 422 – Senior Thesis Project, 1 credit
• 8 additional credits at the 300- or 400-level that allow students to focus on directing, dramaturgy, design, management, technical theatre and/or acting.

Because much of learning is experiential, theatre majors are required to make a significant contribution to at least one Concordia main stage production each semester, through at least three semesters.

Minor in Theatre Art

The requirements for a minor in theatre art are 20 credits:
• THR 101 – Introduction to Theatre Arts, 4 credits
• THR 112 – Stagecraft, 4 credits
• 12 additional credits, 8 of which must be at the 300 or 400 level. THR 399 – Theatre Practicum, THR 421 – Senior Seminar and THR 422 – Senior Thesis Project are recommended.

Double Major or Major/Minor Combinations in Communication and Theatre Art

Students may combine a major or minor in theatre art with a major or minor in communication.

Major in Communication Studies with Communication Arts/Literature Education

This major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach communication arts/literature in grades 5-12. To be eligible to complete this major, the student must be admitted to the teacher education program. (See education pages for program information, requirements and course descriptions.)

The requirements for a communication studies major with communication arts/literature education, are 50 credits plus 41 credits in education:
• COM 111 – Introduction to Communication Studies, 4 credits
• COM 305 – Advanced Public Speaking, 4 credits
• COM 207 – Oral Interpretation, 4 credits
• COM 312 – Interpersonal Communication, 4 credits
• COM 314 – Group Communication, 4 credits
• COM 316 – Intercultural Communication, 4 credits
• COM 325 – New Media, 4 credits OR COM 493 – Documentary and Historical Films, 4 credits
• ENG 160 – Global Literature and Human Experience, 4 credits
• ENG 220 – Human Values in British and American Literature, 4 credits
• ENG 315 – English Language, Historical and Analytical, 4 credits
• 4 credits from the following:
  – ENG 227 – Foundations of Creative Writing, 4 credits
  – ENG 316 – Business Writing, 4 credits
  – ENG 317 – Telling the Story: News Writing, 4 credits
• 4 credits from the following courses:
  – ENG 326 – British Literature: Medieval to Renaissance, 4 credits
  – ENG 336 – British Literature: Restoration to Romanticism, 4 credits
  – ENG 346 – British Literature: Empire to Independence, 4 credits
  – ENG 353 – American Literature: Beginnings to 1900, 4 credits
  – ENG 355 – American Literature: 1875 to Present, 4 credits
• ENG 491 – Methods of Teaching Reading and Writing for the Secondary School, 2 credits
• EDUC 374 – Young Adult Literature, 2 credits
• EDUC 376 – Methods of Teaching English, 4 credits (required methods of teaching course)
• EDUC 394 – Methods of Teaching in Communication Studies, 4 credits (required methods of teaching course)
• Successful completion of the secondary/K-12 required coursework (41 credits) (see Education: Coursework in Secondary/K-12 Education).
• Cocurricular activity participation. Must be approved by the English department and the CSTA department.

Cocurricular Activities for Communication Arts/Literature

Participation in cocurricular activities approved by the English department and the CSTA department is a required part of the communication arts/literature licensure. Two different cocurricular activities are required. A minimum of one semester of participation for each activity is suggested; however, participation should not occur during the student teaching semester. Teaching majors are responsible for getting specific information on cocurricular participation requirements from the CSTA and English departments. Suggested activities include Forensics; a media activity such as the AfterWork literary magazine, Concordia On-Air, The Concordian or Korda radio; Campus Service Commission (when English- or education-related and not a requirement for an existing course); Theatre; or
Courses

Communication Studies Courses

IOC 100 – Inquiry: Oral Communication, 4 credits. E. Students will learn to produce and critique reasoned and informed messages in public speaking and group settings. Instructional activities will emphasize the oral applications of critical thinking strategies, research techniques and citation methods, informative and persuasive message purposes, and the roles and functions of group members and leaders. Assessment measures will include written content examinations and evaluation of both planned and spontaneous oral expressions in speeches and group performances. IOC 100 does not count toward a Communication Studies major or minor. See core requirements and options on Page 24.

COM 111 S – Introduction to Communication Studies, 4 credits. E. A research-oriented survey of communication principles. Students are introduced to models of the communication process, methods of scholarly inquiry typically employed, classical and contemporary theory, and a selection of topics currently being investigated by scholars. Students test their learning through examinations and papers that require them to read current representative research.

COM 139 R – Appreciating Film, 4 credits. E1. A study of major motion picture directors, their most influential work, and the development of the film director’s art through the cinematic language. The course examines the evolution of directorial style and the techniques of filmmakers from the silent era to contemporary times. Creative approaches to the cinematic medium are explored in depth, and students will gain a basic understanding of film grammar through their participation as members of a critical audience. This course can also count toward the film studies program.

COM 202 – Communication Criticism, 4 credits. A2 (2019-2020). An introductory course on the critical analysis of communication. The course focuses on learning basic methods of criticism, and on applying those methods to a variety of communicative texts. Students examine popular culture and mediated materials (television, music, film) as well as other types of public discourse (speeches, debates). Included are units on narrative approaches, dramatistic criticism, feminist and cultural analysis, media criticism, as well as traditional/classical analytical models of communication. Course requirements include quizzes and written and oral critiques.

COM 203 – Argumentation, 4 credits. E1 or E2. Emphasis is placed on argumentation skills, including argument construction and criticism. Students will both research and present arguments. A significant portion of the course is spent critiquing arguments presented to the class. The course is relevant to Pre-law students or any students who want to improve their critical-thinking skills and will help them develop writing abilities and expertise in applied persuasion. Prerequisite: IOC 100 – Inquiry: Oral Communication

COM 207 – Oral Interpretation, 4 credits. D. The course is intended to help students gain confidence and proficiency in oral performance of written material. Students will gain experience in analysis and performance of literature. Evaluation will include examinations, analytical papers, research, and critique of vocal development and gestural communication skills. Prerequisite: IOC 100 – Inquiry: Oral Communication

COM 214 – Nonverbal Communication, 4 credits. E1. An examination of major findings in the relationship of verbal and nonverbal behaviors, coupled with observations enabling the student to recognize these displays when they occur. Lectures address questions of theory development, the prevailing methods of observation and the features of the dominant display systems. Students participate in personal as well as research-related observations.

COM 217 – Fundamentals of Communication Research, 4 credits. E1 or E2 (Fall 2018). Introduction to social scientific research methods used in the field of communication. Students will develop an appreciation for the uses of communication research in academic and practical applications. Emphasis will be placed on gaining hands-on experience using a variety of qualitative and quantitative methods. Prerequisites: COM 111 – Introduction to Communication Studies

COM 232 – Media Production I: Video, 4 credits. E1. Provides students with the opportunity to develop skills in the technical elements of television equipment use and production technique. The course takes a start-to-finish approach to planning and preparing video productions. Individual and group projects feature contemporary understandings of how video is used in television production, film production, and other multimedia contexts. Additionally, the course provides an introduction to computer-based, digital, nonlinear postproduction. This course can also count toward the environmental and sustainability studies program.

COM 250 – Pre-May Seminar, 2 credits.

COM 300 – May Seminar, 4 credits. MS. Prerequisite: COM 250 – Pre-May Seminar

COM 305 – Advanced Public Speaking, 4 credits. E1 or E2 (Fall 2018). An examination of the theories and methods of oral presentation, especially suited to teachers, business persons and professionals. It is designed to enhance the abilities of the student to deal with communication in contemporary settings. Emphasis is placed upon student presentations and evaluations in order to provide practical applications of theoretical material. Prerequisite: IOC 100 – Inquiry: Oral Communication

COM 308 – Communication for Citizenship and Career, 4 credits. E1 or E2 (Spring 2019). This course is designed to enhance oral performance ability, particularly in professional and civic settings. Assignments include informative and persuasive individual presentations, interviews, participation in and leadership of meetings. Readings, exercises, simulations, critiques of self and classmates will direct and evaluate the skill development. Assignments will be tailored to student career orientation wherever possible. Prerequisites: IOC 100 – Inquiry: Oral Communication or permission of instructor

COM 312 – Interpersonal Communication, 4 credits. E. An exploration of the nature and importance of interpersonal communication. Readings, class discussions and lectures about communication theory help students’ understanding of interactions in friendships, families, romantic relationships, and work relationships. Although not a skills-oriented course, this class is designed to increase students’ understanding of the effects of their own communication styles. Prerequisite: COM 111 – Introduction to Communication Studies or consent of instructor

COM 313 – Persuasive Communication, 4 credits. E1 or E2 (Fall 2018). An examination of the theories and research about persuasion that emerge from rhetoric, communication theory and media studies in contexts including interpersonal communication, group communication and mass communication. Ethical issues that arise whenever persuasion occurs are considered from the perspective of both the persuader and the persuadee. Readings, exercises, class discussions, and papers enable students to understand and apply theoretical concepts. Prerequisite: COM 111 – Introduction to Communication Studies

COM 314 – Group Communication, 4 credits. E1 or E2 (Spring 2019). Emphasis is on examining research about group dynamics and communication, as well as group communication theory and its application to groups and teams in various contexts. Topics include: team building, leadership, problem solving and decision-making, cohesiveness, conflict, power, norms, roles and cultural effects and diversity. The course includes assigned reading, journaling, experiential exercises, group projects and exams. Prerequisite: COM 111 – Introduction to Communication Studies or consent of instructor

COM 315 – Interviewing, 4 credits. E. Interviewing is studied from the perspective of both the interviewer and the interviewee. A variety of interviewing contexts are considered including: journalism, employment, survey, counseling and performance appraisal. The emphasis of each will concern the nature of the interview as an information-gathering skill. Lectures, class exercises, discussions,
tests and projects will be used to evaluate student understanding of and practice in interviewing theories and skills. Prerequisites: IOC 100 – Inquiry: Oral Communication and COM 111 – Introduction to Communication Studies

COM 316 G – Intercultural Communication, 4 credits. E1 or E2 (Fall 2018). This course examines the interaction of cultural and communicative processes. Readings, lectures and discussion will focus on the differences in communication rules and practices that emerge when participants are from different cultures. Topics studied include interpersonal interaction, perception, information control, free speech rights, immigration and refugee issues, organizational communication, and nonverbal messages. Exercises, tests, and papers form the basis for evaluation. This course can also count toward the global studies program.

COM 317 H – Rhetorical Theory and Criticism, 4 credits. A2 (2018-2019). Course focuses upon an understanding of rhetorical theory and the application of various methods of criticism to oral discourse. Emphasis upon a historical development of theory and criticism including readings of classical and contemporary theorists. This course includes assigned readings, papers and discussion. Prerequisite: COM 111 – Introduction to Communication Studies or consent of instructor

COM 324 – Gender and Communication, 4 credits. A2 (2018-2019). Focuses on interactive relationships between gender and communication in contemporary society. The course explores the many ways communication creates and perpetuates gender roles, expectations, and differences in public and private settings, but can also be used to improve our gendered individual and collective lives. This course can also count toward the women’s and gender studies program. Prerequisite: COM 111 – Introduction to Communication Studies or consent of instructor

COM 325 – New Media, 4 credits. E2. An introduction to the theories and practices of contemporary electronic media. Focusing principally on Internet based modes of communication and interaction, including social networking, user generated and uploaded content, and evolving innovations in software and hardware, the course also provides an overview of the radio, television, and film industries. Lecture, discussion, and hands-on interaction will guide students to a critical perspective designed to hone media literacy.

COM 326 G – Global Cinema, 4 credits. A2 (2018-2019). An introduction to major, principally non-English language feature films, along with key film terminology and related theoretical readings. Focusing on narrative movies representing Asia, Africa, Europe, India, the Middle East, and South America, the course provides an overview of issues including aesthetics, national identity, distribution, and sociopolitical implications of international film. In-class screenings of films along with interactive discussion allows students to shape critical perspectives on moviemaking around the world. This course can also count toward the film studies program.

COM 333 – Media Production II: Audio, 2 credits. E2. Building on a variety of skills acquired in COM 232 – Media Production I: Video, this class focuses its attention on a variety of projects using sound design as the primary element. Students will produce major projects employing digital audio and video media, and may extend their work to include projects incorporating radio, multimedia, television, and film applications. Students will also gain experience working with their own original scripts, live interviews, sound effects, music, and other facets of audio. Additionally, students learn how to record and use their own voices in class and individual projects.

COM 334 – Broadcast Performance, 2 credits. E2. This course will focus on the theories and techniques of radio and television performing. Project assignments and classroom critique sessions apply the theories to practical situations. Input from guest professionals and evaluation sessions of professional performers will provide additional insight for the student.

COM 368, ART 368 – Digital Photography, 4 credits. E1. Digital Photography is the study of basic digital photographic procedures, including digital camera and processing techniques. Approaching digital photography as an art form and as a communicative medium, the course will introduce students to the specific techniques used in such fields as fine art photography, photojournalism and photography for advertising. By permission of instructor

COM 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

COM 382 – Analyzing Film, 4 credits. A2 (2019-2020). A challenging upper-level course that applies a variety of film theories to a series of American and international feature films from classic and contemporary periods. With an emphasis on the communicative nature of cinema, students will actively engage in the practices of film analysis and criticism, as well as study issues of film aesthetics. Integrating theoretical, historical, social and literary perspectives, this course helps students gain an understanding of the unique properties of cinema. This course can also count toward the film studies program.

COM 390 – Cooperative Education, 1 to 8 credits. E.

COM 403 – Public Relations, 4 credits. E1 or E2 (Spring 2019). An examination of the history, practice, and foundations of public relations. Emphasis is placed on understanding public relations as a management function that establishes and maintains mutually beneficial relationships between an organization and its publics. In addition to lecture and discussions, students prepare communication campaign strategies and materials. PEAK required. Prerequisites: COM 111 – Introduction to Communication Studies and COM 313 – Persuasive Communication

COM 413 – Advertising, 4 credits. D. An examination of advertising theory, content and practice. The analysis of advertising messages is undertaken both from the perspective of the creator of advertising and from the perspective of the consumer of the messages. Readings, exercises, class discussions, lectures, projects and testing form the basis for evaluation. Prerequisites: COM 111 – Introduction to Communication Studies and COM 313 – Persuasive Communication

COM 414 U – Organizational Communication, 4 credits. E. An examination of how communication enacts and affects organizational behavior. Topics studied include: organizational assimilation, organizational culture, motivation, power, decision-making, leadership, learning styles, conflict management, nonverbal communication, organizational ethics, change management and diversity. Emphasis is placed on the ability to apply organizational communication research and theory to organizational behavior. The course includes assigned readings, experiential exercises, case studies, exams and papers. Prerequisite: COM 111 – Introduction to Communication Studies. Junior standing is recommended.

COM 417 – Applied Research Methods in Communication, 4 credits. A1 (2019-2020). A course in scientific inquiry methods in communication, including the study of methods of research design, data collection and analysis. Topics include the ethical application of research methods in various contexts, and the development of applied research methods available to effectively collect and analyze communication data. Prerequisite: COM 111 – Introduction to Communication Studies

COM 422, ENG 422 – Mass Communication Law and Ethics, 4 credits. A2 (2018-2019). A study of legal and ethical issues vital to print and broadcast journalists and other communication professionals. Topics include prior restraint, defamation, privacy, copyright and broadcast regulation, as well as the role of journalism in society, relevant ethical theories, and the ethical decision-making process. Emphasis is on legal and ethical cases.

COM 431 – Broadcast Newswriting and Reporting, 4 credits. D. This course focuses on the specialized style of journalistic writing used in the broadcast media. Class presentations and writing assignments are designed to provide enhancement of students’ skills in writing for oral presentations. Specific content areas covered include: principles of broadcast journalistic form, story construction, language usage, news judgment and application of ethical standards in the broadcast news situation. Limited enrollment. Prerequisite: COM 325 – New Media or permission of instructor
This course provides an introduction to acting. It is designed for students to conduct in-depth study of a particular topic under the supervision of a faculty member. Coursework will be evaluated based on participation, projects, and a final project. This course can be taken in conjunction with THR 127 – Elements of Acting or consent of instructor.

COM 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information. This course can also count toward the film studies program.

COM 483 Z – Health Communication, 4 credits. E2. Health communication is an emerging specialty in the field of communication. This course is designed to introduce human communication in a health care context. Together we look at issues such as provider-client communication, provider-provider communication and education, intercultural health communication, health ethics, organizational communication relating to health, and mass media health campaigns. Prerequisites: COM 111 – Introduction to Communication Studies or consent of instructor.

COM 484 Z – Computer-Mediated Communication, 4 credits. E1. This course is an exploration of the impact of computer technology on communication. Readings, class discussions and lectures about computer-mediated communication theory help broaden students’ understanding of the communication discipline. As a capstone, this course is designed to encourage careful reflection of the core curriculum and the liberal arts with careful attention to social and global implications and the role of vocation in one’s life. Prerequisite: COM 111 – Introduction to Communication Studies.

COM 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

COM 493 Z – Documentary and Historical Film, 4 credits. E1. This course will survey a variety of U.S. and international documentary films as well as fictional films based on historical events. Global issues in all of the films will be emphasized. Students will learn the language of the documentary film by writing frequent film critiques, and writing essay exams. Questions about the unique ways in which film approaches the depiction of actual events will be a central area of exploration in the course. Students will do an experiential project working in groups on a culminating assignment which will be to create a script for a local documentary. Frequent papers, mixed format exams, and project presentations are required. This course can also count toward the film studies program. PEAK required.

COM 494 Z – Integrated Marketing Communication, 4 credits. A2 (2017-2018). This course focuses on the creation of integrated communication campaigns – those that incorporate public relations, advertising, and marketing communication with a single voice. Due to the nature of integrated communication in the modern age, a large portion of this course is dedicated to the mastery of social media (websites, blogs, Twitter, Facebook, Pinterest, etc.). Prerequisites: COM 111 – Introduction to Communication Studies and COM 313 – Persuasive Communication.

Theatre Art Courses

THR 101 R – Introduction to Theatre, 4 credits. E1. This course is designed to aid the student in an investigation into the various aspects of theatrical performance and process. This course will explore the five main aspects of the theatrical event: director, actor, playwright, designers (costume, scenic, lighting) and audience. Throughout the course students will discover the relationship between text/literature and the artistic nature of theatre to make and enhance meaning.

THR 112 – Stagecraft, 4 credits. E2. Stagecraft is an introductory course to the technical aspects of theatre. The course is a hands-on, laboratory environment utilizing problem-based learning that serves as a foundation for further study in the areas of scenic, lighting, props, costume design and technology.

THR 127 R – Elements of Acting, 4 credits. E. A beginning course in acting intended as a practical basis for future study in acting, directing and related areas. Coursework on such topics as voice and movement, script analysis and realistic characterization lead to a heightened awareness of creativity and more proficient performing.

THR 212 – Lighting Design and Execution, 4 credits. A2 (2018-2019). Students will learn the necessary skills required to design and set up the lighting for a theatrical event. They will learn to design and draft a light plot, work with lighting instruments and color media, cue a show, and how their designs interact with other members of the design and directorial team. Students will be expected to complete practical projects in lighting design as well as written assignments. The class will end with a realized, small scale, lighting design presented to the rest of their peers.

THR 222 – Theatre Design I, 4 credits. E1. This course develops the crafts and skills necessary for scenery and costume designers. Students analyze scripts and develop a production concept using appropriate design theory. Students present 2-D and 3-D production designs to the class. In addition to in-class design exercises, the course requires presentation of scenery and costume designs for three plays. Prerequisites: THR 101 – Introduction to Theatre or permission of instructor.

THR 225 – Summer Theatre, 4 credits. D. A laboratory theatre course in which students become involved in the creative problem-solving process. Past productions have dealt with movement and pantomime, repertory, dinner and children's theatre. Enrollment for the summer course is also open to graduating high school seniors, college students, teachers and interested adults by permission of the instructor.

THR 229 – Elements of Directing, 4 credits. E1. A beginning course in directing for students of theatre art, including those with avocational interests as well as those studying design, acting and directing. The course deals primarily with script analysis and rehearsal methods. Students will complete a series of projects culminating in the presentation of a short scene. Prerequisites: THR 101 – Introduction to Theatre and THR 127 – Elements of Acting or consent of instructor.

THR 250 – Pre-May Seminar in Theatre, 2 credits. D.

THR 280 – Individualized Study, 1 credit. E. This unique opportunity provides an alternative learning option for theatre students to study materials and skills as 200-level “apprenticeships.” Various topic choices can utilize the available expertise levels of our designers and directors, and are designed to offer experiential study opportunities. Sample topics may include stagecraft, costume construction, playwriting, and stage management. Up to 4 credits (four topics) can be applied to the theatre major or minor. Prerequisite: THR 101 – Introduction to Theatre.

THR 300 – May Seminar in Theatre, 4 credits. MS. Prerequisite: THR 250 – Pre-May Seminar.

THR 322 – Applied Design and Creativity, 4 credits. E1. This course focuses on methodologies used in transforming scripts to designs for musicals and classical theatre productions. The student is then expected to develop a portfolio-ready project in costumes, scenery and lighting that incorporate creative problem-solving with crafts and skills developed in THR 222. Project development and evaluation features a combination of in-class instruction and mentoring by the professional staff. Final projects focus on the guidelines recommended in design portfolio review for advanced study or main stage productions. Prerequisite: THR 222 – Theatre Design I.

THR 323 Z, U – Women and Theatre, 4 credits. A1 (2019-2020). Women and Theatre is a rigorous, academic study of the ways women create theatre. The course uses a historical lens to understand how women have been instrumental...
This course documents the historical, commercial, political and artistic forces that have shaped traditional theatres and dramatic dance, including those of Japan, China, India and Africa.

THR 335 G, Z – Non-Western Theatres and Cultures, 4 credits. A1 (2018-2019). This course investigates traditional and post-colonial theatre practices in non-Western cultures. Students will study a variety of traditional theatres and dramatic dance, including those of Japan, China, India and Africa. Students will research colonial experiences and read contemporary post-colonial plays. Students will investigate a variety of source materials texts, architectural remains, images and commentary in order to understand the interaction of historical, commercial, political and artistic forces that have shaped traditional and contemporary non-Western theatre.

THR 336 U, R – Theatre History II: Realism to Postmodernism, 4 credits. A2 (2018-2019). This course tracks changes in theatre from the end of the 19th century through the contemporary period. Students will integrate historical, cultural and literary sources to achieve an understanding of how and why theatre practices have changed. Students develop skills in reading texts for historical understanding, analyzing contemporaneous criticism, and investigating architecture and artifacts. This course can also count toward the global studies program.

THR 360 G, ENG 360 G – Dramatic Adaptation, 4 credits. S. Focuses on adaptations as objects for investigation of the human condition, allowing us to look back to the original and its socio-historical context, look to the adaptation for adjustments to a new socio-historical context, and analyze the enduring aspects of the human condition. Texts will connect to the global location when taught abroad or to U.S. adaptations of global texts when at Concordia.

THR 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

THR 390 – Cooperative Education, 1 to 8 credits. E.

THR 399 – Theatre Practicum, no credit. E. This course documents the completion of three semesters of significant involvement in Concordia Theatre productions. Prerequisite: permission of instructor

THR 411 – Senior Seminar, 1 credit. E1. Students meet weekly to work on director/designer/actor communications strategies. Students create professional portfolios, work on problem-solving, and develop support, objectivity, and artistic judgment with their academic and artistic peers. Prerequisite: THR 101 – Introduction to Theatre, THR 127 – Elements of Acting and senior status.

THR 422 – Senior Thesis Project, 1 credit. E. Senior theatre majors complete their studies through a significant project. Thesis projects may be tied to a main stage production, a student-directed production, or involve non-production work. Thesis options include acting, directing, design, management, playwriting, scholarship, or dramaturgy. Prerequisites: THR 399 – Theatre Practicum and senior status.

THR 429 – Advanced Directing, 4 credits. E2. A course in directing for advanced students of theatre art. Student projects focus on textual interpretation, audition and rehearsal methods, as well as practice in principles of staging. The final course project for each director is the public performance of a complete one act play. Prerequisites: THR 101 – Introduction to Theatre, THR 127 – Elements of Acting, THR 222 – Theatre Design I, THR 229 – Elements of Directions and significant co-curricular responsibility.

THR 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct an in-depth study of a particular topic under the supervision of a faculty member. Contact department or program chair for more information.

THR 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.
COMPUTER SCIENCE

Programs offered
- Major in Computer Science (46-53 credits) Concentrations:
  - Computing
  - Data Analytics
- Minor in Computer Science (24 credits)
- Minor in Data Analytics (22 or 23 credits)

Faculty
Ahmed M. Kamel
Damian J. Lampel
John C. Reber

Major in Computer Science
There are two concentrations for this major: computing and data analytics. The computing concentration will prepare students with the necessary technical skills to serve the computing needs of any discipline. A concentration in data analytics would offer students the opportunity to build a foundational understanding of the ideas, concepts, and techniques that are central to using data in research and decision-making.

The requirements for a major in computer science are 46-53 credits:
- 4 credits in required supporting courses:
  - MATH 121 – Calculus, 4 credits
- 27-28 credits in core courses:
  - CSC 125 – Introduction to Computer Science, 4 credits
  - CSC 225 – Fundamental Structures, 4 credits
  - DATA 200 – Introduction to Data Analytics, 4 credits
  - CSC 310 – Web Design and Programming, 3 credits
  - CSC 330 – Databases, 3 credits
  - CSC 430 – Principles of Programming Languages, 3 credits
  - CSC 445 – Introduction to Computer Security, 3 credits
- 3-4 credits from the following interdisciplinary electives:
  - ART 370 – Digital Design, 4 credits
  - ART 378 – Web and User Experience Design, 4 credits
  - BIOL 360, ENVR 360 – Introduction to Geographic Information Systems, 4 credits
  - HIST 325 – Doing Digital History, 4 credits
  - MATH 335, CSC 335, BUSN 460 – Operations Management/Research, 4 credits
  - BUSN 415 – Electronic Commerce Strategy, 3 credits
- Computer science majors must choose one concentration (15-21 credits)

Concentrations for a Major in Computer Science
Computing Concentration requires 18-21 credits:
- CSC 340 – Software Engineering, 3 credits
- CSC 420 – Operating Systems, 3 credits
- CSC 470 – Applied Software Project, 3 credits
- 3 computer science elective courses numbered 200 or above, 9-12 credits

Data Analytics Concentration requires 15-16 credits:
- 12 credits of data elective courses numbered 300 or above
- One computer science elective course numbered 200 or above, 3-4 credits

Minor in Computer Science
The requirements for a minor in computer science are 24 credits:
- CSC 125 – Introduction to Computer Science, 4 credits
- CSC 225 – Fundamental Structures, 4 credits
- 12 additional computer science credits, excluding CSC 104 – Software Applications for Business Data. Nine of these 12 must be numbered 300 or above.
- MATH 207 – Discrete Mathematics, 4 credits OR MATH 121 – Calculus I, 4 credits

Minor in Data Analytics
The requirements for a minor in data analytics are 22-23 credits:
- One of the following introductory statistics courses:
  - DATA 200 – Data Analytics, 4 credits
  - MATH 205 – Introduction to Statistics, 4 credits
  - BUSN 320 – Business Statistics, 3 credits
  - PSYC 230 – Statistics and Psychology Measurement, 4 credits
  - SOC 228 – Research Methods and Statistics, 4 credits
- CSC 125 – Introduction to Computer Science, 4 credits
- CSC 225 – Fundamental Structures, 4 credits
- CSC 330 – Introduction to Database Management, 3 credits
- 8 additional credits of data elective courses numbered 300 or above

Courses

Computer Science Courses
CSC 104 – Software Applications for Business Data, 4 credits. E. An in-depth introduction to common applications of the microcomputer used in handling business data. The student will learn to use spreadsheets and database software in depth sufficient for use in maintaining and analyzing data.

CSC 125 K – Introduction to Computer Science, 4 credits. E. An introduction to an object-oriented programming language, algorithm design, structured and object-oriented programming techniques. No prior programming experience is assumed. Prerequisite: higher algebra

CSC 225 – Fundamental Structures, 4 credits. E. Intermediate data structures and techniques of object-oriented and structured programming. Discrete data types and structures, including arrays, files, sets, lists, trees, hash tables, sorting and recursion. Small to medium-scale programs are developed. Prerequisite: CSC 125 – Introduction to Computer Science

CSC 250 – Pre-May Seminar, 4 credits.

CSC 300 – May Seminar, 4 credits. MS.


CSC 311 – Mobile Applications Development, 3 credits. A2 (Beginning Spring 2020). Basics of software development for mobile devices. Provides an introduction to programming techniques for mobile devices including mobile web access and mobile access to databases. Prerequisite: CSC 225 – Fundamental Structures

CSC 330 – Introduction to Database Management, 3 credits. E1. An introduction to database theory and practice. Topics include relational database design, ER modeling, normalization, SQL/embedded SQL, concurrency control, data warehousing and other emerging database technologies. Practical software engineering principles are emphasized through student projects. Prerequisite: CSC 225 – Fundamental Structures or consent of instructor

CSC 335, MATH 335, BUSN 460 K – Operations Management/Research, 4 credits. E1. An introduction to the theory and practice of quantitative modeling
and optimization, with applications to computer simulation and business resource management. Possible topics include linear and nonlinear programming, network analysis, game theory, deterministic and probabilistic models. PEAK required. Prerequisite: consent of instructor

CSC 340 – Principles of Software Engineering, 3 credits. E2. An overview of the systems development process. Includes: tools/techniques for describing processes, data flows, data structures, file designs, input/output designs, program specifications and prototyping for systems. Discovery, problem-solving and communications skills as employed by the systems analyst are also covered. Prerequisite: CSC 225 – Fundamental Structures

CSC 345 – Computer Networks, 3 credits. A1 (2018-2019). This course is an introduction to the fundamental concepts in the design and implementation of computer communication networks. Topics include network topologies, OSI and TCP/IP reference models, local area networks and Wi-Fi routing. Examples and projects will focus primarily on TCP/IP protocols. Prerequisite: CSC 225 – Fundamental Structures or equivalent

CSC 380 – Special Topics, 0 to 4 credits. D. An opportunity to study in depth an advanced topic of current interest. Students work as teams to complete several extended research projects.

CSC 390 – Cooperative Education, 1 to 8 credits. E.

CSC 410 – Artificial Intelligence, 3 credits. A1 (2019-2020). This course is intended to give a wide exposure to the history and current state of the field of Artificial Intelligence. Students will be introduced to the different Artificial Intelligence methodologies and familiarized with the relative strengths and weaknesses of these technologies. Prerequisite: CSC 330 – Introduction to Database Management

CSC 420 – Operating Systems, 3 credits. E1. A study of how computers manage their resources. Highlights include concurrency, memory management, process and processor management and scheduling, device control, performance evaluation and system security. Several operating systems are compared. Prerequisite: CSC 225 – Fundamental Structures

CSC 430 – Principles of Programming Languages, 3 credits. E1 (Beginning Fall 2019). An introduction to principles of programming language design. Topics include regular and context-free grammars, parsing, static and dynamic scoping, and type checking. Students will explore the dimensions of computer languages drawn from several different programming paradigms. Prerequisite: CSC 225 – Fundamental Structures

CSC 445 – Introduction to Computer Security, 3 credits. A2. Provides an introduction to a variety of topics in computer security both from a technical and from a human resource point of view. Prerequisite: CSC 330 – Introduction to Database Management

CSC 470 – Applied Software Project, 3 credits. E2 (Beginning Spring 2020). This course will allow the students to apply all their knowledge from the computer science major to implement a real world software project. Students will simultaneously learn techniques for insuring quality software and will apply these techniques among other techniques to implement a software project with direct applicability to a large problem situation. Prerequisites: CSC 330 – Introduction to Database Management and CSC 340 – Principles of Software Engineering

CSC 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

CSC 483 – Human-Computer Interaction, 3 credits. A2 (Beginning Spring 2021). A study of the mechanisms for interaction (i.e. user interfaces) between users and computing equipment whether this computing equipment comes in the form of a computer or of a computing system embedded within any other system (manufacturing machinery controllers, medical equipment, aircraft, traffic lights, home appliances, etc.). Human computer interaction focuses on user satisfaction as well as ensuring user interfaces that avoid erroneous use of computing equipment that may at times have catastrophic results.

CSC 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

### Data Analytics Courses

DATA 200 K – Introduction to Data Analytics, 4 credits. E. This is an introductory course in using modern data analysis concepts and tools to gain insight and make decisions in a business or organizational setting. Topics include data storage, business intelligence, basic data mining and modeling, visualization, prediction/forecasting, and clustering/segmentation. Students will complete at least one data analytics project, starting from an original research question and concluding with actionable recommendations.

DATA 316, MATH 316 – Applied Statistical Models, 4 credits. A2 (2018-2019). An introduction to the construction and analysis of least-squares models, including multiple regression, ANOVA, ANCOVA and mixed models. Generalized linear models will also be presented, with special attention paid to logistic regression and log-linear models. Examples and applications will be drawn from various disciplines, including biology, medicine, economics, engineering and the social sciences. Prerequisites: MATH 205 – Introduction to Statistics or MATH 315 – Probability and Mathematical Statistics or BUSN 320 – Business Statistics or PSYC 230 – Statistics and Psychological Measurement or SOC 228 – Research Methods and Statistics

DATA 317 – Forecasting, 4 credits. A1 (2017-2018). Forecasting is the science of predicting future events and outcomes. In this course students will learn how to effectively use both data and theory to create forecasts and how to quantify and communicate uncertainty in forecasts. Topics include random walks, Markov models, time series analysis, Bayesian methods and qualitative forecasting. Prerequisites: DATA 200 – Introduction to Data Analytics or MATH 205 – Introduction to Statistics or MATH 315 – Probability and Mathematical Statistics or BUSN 320 – Business Statistics

DATA 318 – Data Mining, 4 credits. A2 (2017-2018). Data mining is the study of discovering and assessing patterns, relationships and information within large datasets. This course provides an introduction to data mining with an emphasis on predictive modeling techniques and machine learning algorithms. Examples and applications will be drawn from various disciplines. Prerequisite: CSC 125 – Introduction to Computer Science

DATA 390 – Cooperative Education, 1 to 8 credits. D.

DATA 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.
CRDO 225 S – Stress and the Human Experience, 4 credits. E1. This course provides an overview of many central topics in psychology with emphasis on how stress intersects with each topic. Specific sections of the course will include: how environmental stressors impact the brain and how the brain in turn impacts behavior, how stress impacts memory formation, how motivation and emotion are affected by stress, how personality corresponds with stress-related behaviors, and how stress impacts psychological dysfunction and social behavior. This course is open to Credo students only.

CRDO 227 H, U – Body Politics: Gender, Sexuality, Race, and Power, 4 credits. E1. Body politics tracks changes in 20th century understanding and embodiment of gender, sexuality, race, and power. Students will integrate historical, cultural, and theoretical sources to achieve an understanding of how and why body politics have developed and evolved. Students develop skills in reading texts for historical understanding, analyzing contemporary discourse, and engage in a rigorous research project combining our coursework with their own academic focus. This course is open to Credo students only.

CRDO 240 R – Filmmakers Who Changed the World, 4 credits. E2. This course provides an overview of many central topics in psychology with emphasis on how stress intersects with each topic. Specific sections of the course will include: how environmental stressors impact the brain and how the brain in turn impacts behavior, how stress impacts memory formation, how motivation and emotion are affected by stress, how personality corresponds with stress-related behaviors, and how stress impacts psychological dysfunction and social behavior. This course is open to Credo students only.

CRDO 325 G, H – Compassionate Imagination, 4 credits. A2. This course focuses on the work of writers who attempt creative empathy on behalf of those different in some significant way from the author. We will read texts that deal with serious social issues, both past and present. Students are expected to engage deeply in discovery, discussion and analysis, as well as undertake research leading to presentation and/or publication. This course is open to Credo students only.

CRDO 326 H – Literary Afterlives, 4 credits. A2. In this course we will study theories of adaptation and intertextuality, focusing on writing rather than film. Together we will read multiple literary genres, and students will eventually find a pair of texts to study independently. Students will gather, evaluate, and develop data for well-reasoned arguments and cogent conclusions by thinking critically about the materials and reflecting on their own roles in this process and product. This course is open to Credo students only.

CRDO 327 S – (Mis)Understanding Communication. 4 credits. D. Misunderstandings commonly occur when people try to connect with one another. After a review of research and theories to frame the issue of understanding, the course will focus on how relationships are developed, maintained, and even destroyed by the way we communicate. Students will also design and conduct their own study using social scientific methods. This course is open to Credo students only.

CRDO 333, GS 333 G, H, N R, S – Creating a Path to a Sustainable Community: Global Issues, Local Solutions. 4 credits. S, MS. This interdisciplinary course focuses on the challenge of creating thriving, socially just, and ecologically healthy societies. During a month-long stay in China, students will carry out intensive research on specific questions related to this theme. Prerequisites: Students must be in the Credo Program or possess a GPA of 3.3 or higher.

CRDO 361 G, R – Collaboration in Global Music, 4 credits. E1. A study of the nature of collaboration, interaction, and community in selected ways of making music as a group, anchored by intensive student research and scholarship in both traditional and more artistic and creative forms. Ghanaian dancing and
drumming, Javanese gamelan, early American shape-note singing, and free group improvisation serve as the musics under study. No musical experience is necessary. This course is open to Credo students only.

CRDO 390 – Cooperative Education, 1 to 8 credits. E.
CRDO 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth research of a particular topic under the supervision of a faculty member. Contact the program director for more information.

CRDO 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of the instructor.

DATA ANALYTICS

– see Computer Science

EARTH SCIENCE

Program offered
• Minor in Earth Science (20 credits)

Faculty
Thelma S. Berquo
Mark W. Gealy

The earth science courses fulfill the broadening Core requirements of prospective science teachers and serve as elective offerings.

Minor in Earth Science

The requirements for a minor in earth science are 20 credits:
• ESC 104 – Introductory Astronomy: The Solar System, 4 credits
• ESC 302 – Geology, 4 credits
• 12 additional credits from among the following areas:
  – ESC 106 – Introductory Astronomy: Stars, Nebulae and Cosmology, 4 credits
  – ESC 250 – Pre-May Seminar, 1 credit AND ESC 300 – May Seminar, 4 credits
  – ESC 480 – Independent Study, 1 to 4 credits
  – Geology or meteorology courses available through the Tri-College University
  – Other external earth science courses, upon approval of the department

Courses

ESC 104, PHYS 104 N – Introductory Astronomy: The Solar System, 4 credits. E1. This course is an introduction to our solar system designed for students in all disciplines. Topics include: light and telescopes, a historical overview of astronomy, a study of the components of the solar system and a discussion of the formation of the solar system. Past, present and future space exploration missions are also covered. Three class periods and one laboratory/observing period each week. Prerequisite: high school algebra and geometry or MATH 110 – Precalculus

ESC 106, PHYS 106 N – Introductory Astronomy: Stars, Nebulae and Cosmology, 4 credits. E2. This course is an introduction to the universe beyond our solar system designed for students in all disciplines. Topics include: light and telescopes, the appearance of the sky, negotiating star maps, the physical nature of stars and their formations and life cycles, clusters of stars, gas clouds, and laboratory/observing period each week. (Introductory Astronomy: ESC 104 – The Solar System is not a prerequisite.) Prerequisite: high school algebra and geometry, or MATH 110 – Precalculus

ESC 250 – Pre-May Seminar, 1 credit. B4. An introduction to the fundamentals of three earth sciences: astronomy, geology and meteorology. Designed to provide a background for students on the earth science May Seminar.

ESC 300 – May Seminar, 4 credits. MS.

ESC 302 N – Geology, 4 credits. E2. A study of the structure of the earth, its dynamic nature, the processes of its formation and the forces changing it. A brief introduction to historical geology and regional geomorphology is included. Laboratory sessions will emphasize the study and identification of rocks and minerals, interpretation of land forms and geological maps, a lapidary project, and a survey of the fossil record. A field trip to western North Dakota, eastern Montana and the Black Hills region of South Dakota is an integral part of this course. Three class periods and one laboratory each week

ESC 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program director for more information.

ESC 390 – Cooperative Education, 1 to 8 credits. E.

ESC 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth research of a particular topic under the supervision of a faculty member. Contact the department or program director for more information.
Programs offered

- **Major in Elementary Education** (70-74 credits)

The following licensure areas require students to earn a single major that consists of both content area coursework and education coursework:

- *Major in Art Education* (28 credits plus 35 credits in education)
- *Major in Business Education* (see Business, Offutt School of) (50 credits plus 31 credits in education)
- *Major in Communication Studies with Communication Arts/Literature Education* (50 plus 41 credits in education)
- *Major in English with Communication Arts/Literature Education* (50 plus 41 credits in education)
- *Major in Health Education* (68 credits)
- *Major in Music (K-12 Music Education)* leading to a Bachelor of Arts degree: 40 credits (instrumental emphasis) or 42 credits (vocal emphasis), plus 12 private instruction credits and ensemble participation, and 39 credits in education (instrumental emphasis) or 35 credits (vocal emphasis)
- *Major in Music Education* leading to a Bachelor of Music degree: 42 credits (instrumental emphasis) or 48 credits (vocal emphasis) in music, plus 20 private instruction credits and ensemble participation, and 39 credits in education (instrumental emphasis) or 35 credits (vocal emphasis)
- *Major in Physical Education* (68 credits)
- *Major in Social Studies Education* (52 credits plus 35 credits in education)

- Post-Baccalaureate Accelerated Teacher Licensure Program (this program is for individuals who have graduated with a degree in biology, chemistry, French, German, mathematics, physics or Spanish)

- **Minor in Coaching** (20 credits plus 4 credits in prerequisites)

The following licensure areas require a double major, meaning students will earn a major in K-12/Secondary Education (35 to 39 credits) and a major within the content area in which one will teach:

- **Majors in Biology and Education** (32 credits in biology plus 35 credits in education)
- **Majors in Chemistry and Education** (46 credits in chemistry plus 35 credits in education)
- **Majors in Chinese and Education** (32 credits in Chinese plus 38 credits in education) *Pending approval by the Minnesota Professional Educator Licensing and Standards Board*
- **Majors in French and Education** (32 credits in French plus 39 credits in education)
- **Majors in German and Education** (32 credits in German plus 39 credits in education)
- **Majors in Mathematics and Education** (42 credits plus 35 credits in education)
- **Majors in Physics and Education** (56 credits plus 35 credits in education)
- **Majors in Spanish and Education** (32 credits in Spanish above SPAN 112 plus 39 credits in education)

*For more information, refer to the course descriptions for these programs in the specific department pages of the catalog.

Faculty

<table>
<thead>
<tr>
<th>Program</th>
<th>Chair/Committee Chair</th>
<th>Committee Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Business Education Teaching Programs</strong></td>
<td>Darrell W. Stolle</td>
<td>Patricia K. Gulsvig</td>
</tr>
<tr>
<td><strong>Communication Arts/Literature Teaching Programs</strong></td>
<td>Aileen L.S. Buslig</td>
<td>Jonathan M. Steinwand</td>
</tr>
<tr>
<td><strong>Science Teaching Programs</strong></td>
<td>Darrell W. Stolle</td>
<td>Fred B. Sternhagen</td>
</tr>
<tr>
<td><strong>Social Studies Teaching Programs</strong></td>
<td>Darrell W. Stolle</td>
<td>Matthew L. Lindholm</td>
</tr>
<tr>
<td><strong>Music Education</strong></td>
<td>Aileen L.S. Buslig</td>
<td>Darrell W. Stolle</td>
</tr>
<tr>
<td><strong>English with Communication Arts/Literature Education</strong></td>
<td>Susan P. Ellingson</td>
<td>Monaco M. Ibrahim</td>
</tr>
</tbody>
</table>

The mission of the department of education is to prepare caring, competent, and qualified teachers who act in the best interests of the students they serve. In working to become a professional educator, students will develop knowledge and skills in the areas of child/adolescent learning and development, pedagogical content knowledge, classroom management, and classroom ecology all within the context of a high quality liberal arts education. The teacher education program is guided by firm commitment to the idea of service to others, and provides many opportunities for students to serve children and adolescents while simultaneously developing and fine-tuning teaching skills during clinical field experiences which occur during each phase of the program. More specifically, the education department provides learning experiences that prepare students to achieve the following learning outcomes:

- understand the central concepts, tools of inquiry, and structures of the disciplines taught and be able to create learning experiences that make these aspects of subject matter meaningful for students
- understand how students learn and develop and must provide learning opportunities that support a student’s intellectual, social and personal development
- understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities
- understand and use a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills
- use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation
- use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom
- be able to plan and manage instruction based upon knowledge of subject matter, students, the community, and curriculum goals
- understand and be able to use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the student
• be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community and actively seeks out opportunities for professional growth
• be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being

Graduate Program
The department of education in cooperation with Concordia Language Villages and the department of world language and cultures also offers an integrated Master of Education degree in world language instruction. Please see the graduate program section of this catalog for details on this program.

Technology Requirements in Teacher Education
In December 2016, the U.S. Department of Education made this statement with regard to professional educators:

“Our students deserve to have teachers, including novice teachers, who are fully prepared to meet their needs. In today’s technology rich world, that means educators need to be prepared to meaningfully incorporate technology into their practice immediately upon entering the classroom. Our nation’s motivated and committed pre-service teachers deserve to be trained by faculty using technology in transformative ways that thoughtfully support and measure learning gains.”

(USDOE Advancing Educational Technology in Teacher Preparation: Policy Brief)

To address this imperative, students in the teacher education program will find that a personal computer and smartphone are useful, not only in completing course requirements but also in learning how to use them effectively in their teaching practice. Additionally, because many schools have adopted 1:1 technology requirements in their curriculum, you will be required to have a 9.7 inch iPad with 128 GB memory that can run on the most recent operating system (11.x) before enrolling in methods classes. For more information about this requirement, call the department chair, Dr. Darrell Stolle, at (218) 299-3629.

Teacher Licensure in Other States
Requirements for licensure in states other than Minnesota may vary from state to state. Students interested in teacher licensure in other states should contact the Career Center, visit Concordia’s department of education website, or talk with the chair of the department of education.

Teacher Education Program Admission and Retention Policies
Policies for admission to the teacher education program, retention in the program, admission to student teaching, and criteria for teaching licensure are described in this section. The Teacher Education Appeal Board serves as the appeal board for any adverse action in the admission and retention of students in the teacher education programs. Students must make a request in writing to the chair of the department of education for a hearing before the Teacher Education Appeal Board.

For admission to the teacher education program, students must:
1. Possess a GPA of 2.75 before enrolling in any course with an EDUC prefix;
2. Complete EDUC 212 – American Education in a Diverse World with a grade of B- or higher or transfer an equivalent course; students are required to purchase TK20 software during this course.
3. Have current professional liability insurance and complete a clinical experience, receiving a favorable teacher evaluation, as part of EDUC 212 or provide evidence of completing a clinical experience under the supervision of another higher education institution. Students are required to have professional liability insurance for each clinical experience;
4. Students are expected to take the Minnesota NES Essential Academic Skills subtests of reading, writing and mathematics during the semester in which they enroll in EDUC 212 or provide evidence of meeting the minimum required scores on the ACT Plus Writing or SAT. Up-to-date information on these tests will be shared with students during EDUC 212.

Teacher Education Program Credit by Examination
Students may be granted credit by examination as defined in the Concordia College catalog. Credit can be awarded when the student has completed the following:

1. An experiential education experience approved by the program advisor;
2. Awaard of credit is granted only when the student has achieved a level of performance that meets institutional standards.

Honors Program
All students majoring in elementary education or obtaining licensure in secondary/K-12 education are eligible for the honors program in the education department. This program is designed for highly qualified teacher education students who wish to further their knowledge of the teaching and learning process.

Students accepted for honors work will, under the supervision of a department of education faculty member, design and conduct a research project in a school setting. This project may be done in conjunction with the student teaching experience. Students in the honors program will write a formal paper, describing the research project and its implications for educators. A public presentation of the research will be given to departmental faculty and interested students in the spring of the senior year. The paper will be stored in the departmental archives.

In order to apply for the departmental honors program, interested students (1) must have completed all 300-level education coursework, (2) possess a minimum overall GPA of 3.5, (3) possess a GPA of 3.8 or higher in their major, and (4) be recommended for honors work by a faculty member from the department of education. The application for the honors program should contain a description of the project, a tentative timeline for completion of the project, and must contain the name and signature of the faculty member supervising the project. This application should be submitted to the chair of the department of education no later than April 15 of the student’s junior year. Decisions regarding acceptance into the honors program will be made by May 1.

Students accepted into the honors program will be eligible for one course of EDUC 480. The instructor for this course will be the faculty supervisor for the student’s project. This course may be taken in the summer before the senior year or may be taken as part of the normal class load during the senior year. (Enrolling in the summer will necessitate paying the normal summer school tuition for one course.) We also encourage senior students with a GPA of 3.5 or higher to apply for membership in Pi Lambda Theta, an international honor society and professional association in education.

For further information regarding the application procedures and possible projects, make an appointment with a faculty member from the department of education.

Teacher Licensure in Minnesota
The Teacher Education Program at Concordia College maintains approval through the Minnesota Professional Educator Licensing and Standards Board (PELSB). Each major or add-on endorsement in education prepares students to meet the PELSB requirements for a particular area of licensure. Each program of study includes coursework, field experiences, state licensing tests, and selected other requirements. In addition, students must also show competency in written and oral communication and demonstrate dispositions established by the department. Upon successful completion of a program of study, the department of education recommends students for licensure. Students then can begin the process of applying for licensure. First-time applications for licensure apply online for their Minnesota license.

Concordia’s department of education collects the applications from students who are applying for a teaching license to ensure they are complete when sent into the Minnesota Department of Education.

Requirements for licensure in states other than Minnesota may vary from state to state. Students interested in teacher licensure in other states should contact the Career Center, visit Concordia’s department of education website, or talk with the chair of the department of education.

Honors Program
All students majoring in elementary education or obtaining licensure in secondary/K-12 education are eligible for the honors program in the education department. This program is designed for highly qualified teacher education students who wish to further their knowledge of the teaching and learning process.

Students accepted for honors work will, under the supervision of a department of education faculty member, design and conduct a research project in a school setting. This project may be done in conjunction with the student teaching experience. Students in the honors program will write a formal paper, describing the research project and its implications for educators. A public presentation of the research will be given to departmental faculty and interested students in the spring of the senior year. The paper will be stored in the departmental archives.

In order to apply for the departmental honors program, interested students (1) must have completed all 300-level education coursework, (2) possess a minimum overall GPA of 3.5, (3) possess a GPA of 3.8 or higher in their major, and (4) be recommended for honors work by a faculty member from the department of education. The application for the honors program should contain a description of the project, a tentative timeline for completion of the project, and must contain the name and signature of the faculty member supervising the project. This application should be submitted to the chair of the department of education no later than April 15 of the student’s junior year. Decisions regarding acceptance into the honors program will be made by May 1.

Students accepted into the honors program will be eligible for one course of EDUC 480. The instructor for this course will be the faculty supervisor for the student’s project. This course may be taken in the summer before the senior year or may be taken as part of the normal class load during the senior year. (Enrolling in the summer will necessitate paying the normal summer school tuition for one course.) We also encourage senior students with a GPA of 3.5 or higher to apply for membership in Pi Lambda Theta, an international honor society and professional association in education.

For further information regarding the application procedures and possible projects, make an appointment with a faculty member from the department of education.

Technology Requirements in Teacher Education
In December 2016, the U.S. Department of Education made this statement with regard to professional educators:

“Our students deserve to have teachers, including novice teachers, who are fully prepared to meet their needs. In today’s technology rich world, that means educators need to be prepared to meaningfully incorporate technology into their practice immediately upon entering the classroom. Our nation’s motivated and committed pre-service teachers deserve to be trained by faculty using technology in transformative ways that thoughtfully support and measure learning gains.”

(USDOE Advancing Educational Technology in Teacher Preparation: Policy Brief)

To address this imperative, students in the teacher education program will find that a personal computer and smartphone are useful, not only in completing course requirements but also in learning how to use them effectively in their teaching practice. Additionally, because many schools have adopted 1:1 technology requirements in their curriculum, you will be required to have a 9.7 inch iPad with 128 GB memory that can run on the most recent operating system (11.x) before enrolling in methods classes. For more information about this requirement, call the department chair, Dr. Darrell Stolle, at (218) 299-3629.

Teacher Education Program Admission and Retention Policies
Policies for admission to the teacher education program, retention in the program, admission to student teaching, and criteria for teaching licensure are described in this section. The Teacher Education Appeal Board serves as the appeal board for any adverse action in the admission and retention of students in the teacher education programs. Students must make a request in writing to the chair of the department of education for a hearing before the Teacher Education Appeal Board.

For admission to the teacher education program, students must:
1. Possess a GPA of 2.75 before enrolling in any course with an EDUC prefix;
2. Complete EDUC 212 – American Education in a Diverse World with a grade of B- or higher or transfer an equivalent course; students are required to purchase TK20 software during this course.
3. Have current professional liability insurance and complete a clinical experience, receiving a favorable teacher evaluation, as part of EDUC 212 or provide evidence of completing a clinical experience under the supervision of another higher education institution. Students are required to have professional liability insurance for each clinical experience;
4. Students are expected to take the Minnesota NES Essential Academic Skills subtests of reading, writing and mathematics during the semester in which they enroll in EDUC 212 or provide evidence of meeting the minimum required scores on the ACT Plus Writing or SAT. Up-to-date information on these tests will be shared with students during EDUC 212.
5. Complete and submit an admission application to the teacher education program. The application includes an essay component that must meet the criteria listed in the writing guidelines of the department of education;
6. Declare an education major; and
7. Receive favorable recommendation from the EDUC 212 instructor. The criteria include:
   a. Oral and written communication skills;
   b. Knowledge of teaching as a discipline;
   c. Interest in and attitude toward the teaching profession; and
   d. Responsibility, to include attendance, punctuality, due dates met, and other dispositions.

*If students transfer credit for EDUC 212, they may be recommended by a faculty member in the department of education.

Students submit application materials to the department of education chair, who will act on the application and notify students in writing of the admission decision. Students who are not admitted may not register for additional education courses without permission of the department of education chair. Students who are not admitted to the teacher education program will be advised to seek academic assistance.

Student progress is assessed each semester by the department of education during the registration process. Confirmation of the required GPA and admission to the program is monitored. In order to enter the methods semester (elementary methods for elementary education majors; general and special methods for secondary and K-12 majors), students must attain a passing score on all of the basic skills subtests of the Minnesota Teacher Licensure Examinations or provide evidence of meeting the minimum required scores on the ACT Plus Writing or SAT. Students who do not meet this requirement should meet with the chair of the department of education. Student progress in writing and speaking skills, professional knowledge both in course assignments and in clinical settings is assessed by faculty. Recommendation of appropriate assistance will be offered to students who have not attained sufficient levels of achievement.

Clinical Field Experiences

One of the distinguishing features of the teacher education program is the close relationship the department has with area schools. Our students are welcomed into classrooms in both public and private schools throughout the Fargo-Moorhead area, and have multiple opportunities to practice the knowledge and skills being taught in their classes in a developmentally appropriate and supportive environment. These opportunities are embedded within several of your courses during each semester of your program of study and are explained below.

Clinical Experiences in Teacher Education

Students in teacher education have at least four field experiences during their undergraduate preparation at Concordia College. The focus of each experience varies from observing and assisting to planning and teaching. Due to changing requirements established by the Minnesota Board of Teaching, clinical hours are subject to occasional change.

NOTE: ALL education courses (with the exception of EDUC 330 – Comparative Education) require students to have a cumulative GPA of at least 2.75.

All Education Majors

EDUC 212 – American Education in a Diverse World (Offered both semesters. Usually taken sophomore or junior year.)

Each student is assigned to a teacher in an area school for a 30-hour clinical experience. The primary purpose of this clinical is career exploration and development of observation skills. Additionally, it is the goal of this course to place each student in an environment offering diversity in the areas of culture, socioeconomic status, and/or special needs. The majority of students are placed in ELL (English Language Learners) classrooms. In addition to competent performance on the course itself (B- or better), the student must successfully complete this early field experience to be admitted into the education program. Students are required to purchase TK20 software for EDUC 212.

It is strongly recommended that students enroll in EDUC 212 and PSYC 212 during the same semester.

Elementary Education Majors

- EDUC 332 – Teaching in the K-6 Classroom, 2 credits
- EDUC 333 – Communication Arts in the K-6 Classroom, 4 credits
- EDUC 334 – Mathematics in the K-6 Classroom, 4 credits
- EDUC 336 – Social Studies in the K-6 Classroom, 4 credits
- EDUC 337 – Science in the K-3 Classroom, 2 credits
- EDUC 338 – Science in the 4-6 Classroom, 1 credit (Offered both semesters. Usually taken during junior or senior year.)

NOTE: These courses comprise the entire semester and students are generally not permitted to enroll in additional courses, with the exception of music ensembles.

This is an intensive combination of mathematics, science, social studies, and communication arts methods instruction that also includes an advanced course on lesson planning techniques. The elementary methods sequence of courses also requires two clinical experiences:
- The first, a service-learning component, involves a joint effort between Concordia College and our area schools. Concordia students, as a group, teach elementary children the concept of service-learning and involve them in a service project.
- Secondly, each elementary methods student is assigned to a classroom for a four-week period of time during which they are responsible to plan and teach one lesson per day. The purpose of this experience is practical application of the theories presented to them in their methods courses. The students remain with the teachers all day, during which time they are able to further develop their classroom management skills and knowledge base of students and schools in general.

EDUC 359 – Kindergarten Education (Offered both semesters. Usually taken during junior or senior year.)

This is required of all elementary education majors and includes a 15-hour kindergarten clinical experience. Students are assigned to an area kindergarten classroom where they lead activities or games, help with projects, and observe students in this age group. The purpose of the clinical is to develop a greater understanding of the physical, emotional, and social development of the 5- and 6-year-old child.

Secondary/K-12 Education Majors

EDUC 221: Teaching in the Middle School (Offered both semesters, required for secondary and K-12 education majors, and for elementary education majors seeking middle level endorsement. Usually taken sophomore or junior year.)

This course requires a 15-hour clinical experience. Each student is assigned to a teacher at an area middle school (grades 6-8) in the student’s major content area. Students assist the classroom teacher, work with small groups of students, and learn about the “middle school concept” and interdisciplinary teams at the middle school.

These courses are designed to be taken concurrently, during the junior or senior year:
- EDUC 352 – Technology, Instruction and Ecology of the Secondary Classroom (Offered both semesters.)
- Secondary Content (Special) Methods (see courses and semester offered listed below)
K-12 Licensure Programs

Art Education Majors (K-12):
- EDUC 371 – Methods of Teaching Art (FALL semester/every other year or as needed)

Music Education Majors (K-12):
- EDUC 211 – Methods of Teaching General Music (SPRING semester only)
- EDUC 392 – Methods of Teaching Instrumental Music (FALL semester only)

Physical Education Majors (K-12):
- EDUC 321 – Methods of Teaching Physical Education (FALL semester only)

World Language Education Majors (K-12):
- EDUC 362 – Methods of Teaching World Languages (FALL semester only)
- EDUC 363 – FLES Methods of Teaching (SPRING semester only)

5-12 Licensure Programs

Business Education Majors (5-12):
- EDUC 373 – Methods of Teaching Business Education (FALL semester/every other year or as needed)

English/Comm Arts Education Majors (5-12):
- EDUC 376 – Methods of Teaching English (SPRING semester only)
- EDUC 394 – Methods of Teaching Communication Studies (SPRING semester only)

Health Education Majors (5-12):
- EDUC 386 – Methods of Teaching Health (SPRING semester only)

Mathematics Education Majors (5-12):
- EDUC 384 – Methods of Teaching Mathematics (SPRING semester only)

Social Studies Education Majors (5-12):
- EDUC 379 – Methods of Teaching Social Studies (FALL semester/every other year or as needed)

9-12 Licensure Program

Science Education Majors (9-12):
- EDUC 372 – Methods of Teaching Science (FALL semester/every other year or as needed)

During this clinical experience, the students spend at least 40 hours with a teacher in their content area. Clinical students will observe, tutor, and assist with classroom projects, as well as plan and teach lessons under the guidance of the classroom teacher.

Student Teaching: All Education Majors

This capstone experience of our program is a 12-week, full-day experience that is completed during the senior year (fall or spring semester). During this assignment, students gradually assume responsibility for planning, instruction, and classroom management. Goals of this experience include practicing teaching methods, planning instruction, evaluating pupils’ work, and participating in the daily professional activities of the teacher. The student is required to teach full days for a minimum of eight consecutive days.

Some Specific Information about Student Teaching
- Student teaching is at least a 12-week assignment. Placements for student teaching are generally made within the Fargo-Moorhead area but may be made outside the Fargo-Moorhead area if necessary. (Students who wish to pursue student teaching out-of-area are encouraged to speak to the director of field experiences as soon as possible.)
- Placements are made by the director of field experiences and are dependent upon availability of sites.
- Double majors will be required to student teach longer than 12 weeks.

- All students must be supervised by Concordia College faculty during their student teaching experience.
- Students are responsible for their own transportation and living expenses, tuition and honoraria for the classroom teacher(s).
- The student teaching experience is evaluated by the student, the classroom teacher and the college supervisor. Student teachers are evaluated by the criteria published in the Student Teaching Handbook (available during EDUC 399).
- The college supervisor is ultimately responsible for assigning the grade for student teaching. Additional policies regarding student teaching are also identified in the Student Teaching Handbook.

For approval to student teach, students must:
1. Be admitted to the teacher education program;
2. Have current professional liability insurance;
3. Retain at least 2.75 cumulative GPA and a 2.75 GPA in the majors/add-on endorsement in which they wish to teach. The elementary education major GPA will be computed on the courses with an education prefix (EDUC) that are required in the elementary education program. The major GPA in secondary/K-12 programs consists of the subject-area courses listed in the catalog for the teaching major and the relevant methods of teaching course(s);
4. Have no grades of F or I in education or other methods of teaching courses;
5. Successfully complete sophomore- and junior-level clinical experiences with positive recommendations from college and classroom supervisors;
6. Be approved by each department in which they have a teaching major;
7. Achieve senior status;
8. Successfully complete EDUC 399 – Orientation to Student Teaching; and
9. Pass all departmental proficiency and/or participation requirements.

Students must be enrolled in EDUC 399 – Orientation to Student Teaching the semester before they plan to student teach. While students are enrolled in EDUC 399, the department of education conducts the departmental approval for each prospective student and informs the students of the decision to admit or not admit them for student teaching.

Student teaching is at least a 12-week assignment. Placements for student teaching are generally made within the Fargo-Moorhead area but qualified candidates may be allowed to student teach outside the Fargo-Moorhead area in exceptional circumstances. All assignments are made by the department of education and are dependent upon availability of sites. See the director of field experiences for additional information about alternative student teaching placements, including global student teaching.

Students may teach in no more than two levels or two subjects during one student teaching assignment. All students must be supervised by Concordia College faculty during their student teaching experience. Students may complete additional student teaching experiences at another grade level, in another subject area, at a site providing a different cultural experience, or at an alternative education facility. Students are responsible for their own transportation and living expenses, tuition and honoraria for the classroom teacher(s).

The student teaching experience is evaluated by the student, the classroom teacher and the college supervisor. Student teachers are evaluated by the criteria published in “Concordia College Student Teaching Handbook: A Resource for Student Teaching.” The college supervisor is ultimately responsible for assigning the grade for student teaching. Additional policies regarding student teaching are also identified in the student teaching handbook.

To receive recommendation for licensure, students must:
1. Meet all criteria for admission to and retention in the teacher education program;
2. Successfully complete appropriate clinical and student teaching experiences. Elementary education students must have field experiences at both primary and middle school grade levels; secondary education students must have field experiences at both middle school and senior high levels; and K-12 students must have field experiences at the elementary, middle school and secondary
levels. Secondary education students must student teach in each content area in which they wish to be licensed;
3. Satisfactory completion of eTPA;
4. Successfully complete all courses in their teaching major;
5. Attain an overall GPA of at least 2.75 and major/add-on endorsement GPA of at least 2.75; and
6. Pass all tests required by the State of Minnesota for licensure or provide evidence of meeting the minimum required scores on the ACT Plus Writing or SAT.

Concordia College Candidates’ Pass Rates on Minnesota State Tests for Licensing Teachers

The Higher Education Act, Title II, Section 207 (1998) requires all institutions that prepare teachers to report their candidates’ pass rates on state licensing tests. In Minnesota, teacher candidates are required to pass basic skills testing using MN NES EAS tests, which contains three subtests: reading, writing and mathematics. Students may waive basic skills tests if they earned both a 22 or higher score on the ACT composite test and a 21 or higher score on the ACT combined English/writing test. Please contact the education department for additional information about waiving basic skills exams. The pass rates for Concordia College teacher education candidates and the pass rates for all candidates in Minnesota for 2015-2016 are given in the chart below. *Pass rates are only shown in content areas where 10 or more Concordia students have taken the test. Minnesota Basic Tests have since changed name to National Evaluation Series exams during summer 2016.

<table>
<thead>
<tr>
<th>Concordia College Candidates</th>
<th>Institutional Assessment</th>
<th>Number Taking Assessment</th>
<th>Institutional Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>29</td>
<td>86</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>31</td>
<td>81</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>32</td>
<td>84</td>
<td></td>
</tr>
<tr>
<td>Pedagogy:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Subtest 1</td>
<td>40</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Elementary Subtest 2</td>
<td>40</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Secondary Subtest 1</td>
<td>48</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Secondary Subtest 2</td>
<td>48</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Academic Content Areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Subtest 1</td>
<td>31</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Subtest 2</td>
<td>32</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Subtest 3</td>
<td>31</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Inst &amp; Vocal Music Subtest 1</td>
<td>17</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Vocal Music Subtest 2</td>
<td>12</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Minnesota Statewide Candidates</th>
<th>Institutional Assessment</th>
<th>Number Taking Assessment</th>
<th>Statewide Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>1946</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>1968</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>1940</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Pedagogy:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Subtest 1</td>
<td>1551</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Elementary Subtest 2</td>
<td>1551</td>
<td>96</td>
<td></td>
</tr>
<tr>
<td>Secondary Subtest 1</td>
<td>1107</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Secondary Subtest 2</td>
<td>1101</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Academic Content Areas:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Subtest 1</td>
<td>1338</td>
<td>94</td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Subtest 2</td>
<td>1319</td>
<td>97</td>
<td></td>
</tr>
<tr>
<td>Elementary Ed Subtest 3</td>
<td>1345</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>Inst &amp; Vocal Music Subtest 1</td>
<td>135</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Vocal Music Subtest 2</td>
<td>60</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Major in Elementary Education

The major in elementary education prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach in grades K-6. To be eligible to take 300-level EDUC prefix courses and complete this major, the student must first be admitted to the Teacher Education Program.

The requirements for a major in elementary education are 70-74 credits:
- EDUC 201 – Art Education: Elementary, 4 credits
- EDUC 212 – American Education in a Diverse World, 4 credits
- EDUC 318 – Foundations of Literacy, 2 credits
- EDUC 322 – Children’s Literature, 2 credits
- EDUC 352 – Teaching in the K-6 Classroom, 2 credits
- EDUC 333 – Communication Arts in the K-6 Classroom, 4 credits
- EDUC 334 – Mathematics in the K-6 Classroom, 4 credits
- EDUC 336 – Social Studies in the K-6 Classroom, 4 credits
- EDUC 337 – Science in the K-3 Classroom, 2 credits
- EDUC 338 – Science in the 4-6 Classroom, 1 credit
- EDUC 359 – Kindergarten Education, 2 credits
- EDUC 399 – Student Teaching, no credit
- EDUC 421 – Advanced Reading Methods, 2 credits
- EDUC 425 – Education of the Exceptional Child, 2 credits
- EDUC 488 – Assessment and Reflection on Student Teaching, 1 credit
- EDUC 496 – Student Teaching, 12 credits*
- BIOL 101 – General Biology, 4 credits OR
- BIOL 121 – Cell Biology, 4 credits AND
- BIOL 122 – Evolution and Diversity, 4 credits
- MATH 102 – Fundamental Concepts of Modern Mathematics, 4 credits
- MUS 227 – Integrating Music into the Elementary Classroom, 2 credits
- PSYC 212 – Educational Psychology, 4 credits
- PED 301 – Elementary Physical Education, 2 credits
- PHYS 215 – Physical Science, 4 credits

* Students who do not complete student teaching should see the chair of the department of education for options.

Major in Education

Required Education Coursework for Majors in Secondary/K-12 Education

Completion of the following education coursework is required in order to be eligible to be recommended by the Concordia College department of education for Minnesota licensure to teach. To be eligible to take 300-level EDUC prefix courses and complete a Secondary/K-12 Education major, the student must first be admitted to the Teacher Education Program. Students must also complete the coursework required by the content department of a major (see individual major departments).

The requirements for a major in education are 67-91 credits. Education coursework, either for the double major options, or integrated options include the following:
- EDUC 212 – American Education in a Diverse World, 4 credits
- EDUC 221 – Teaching in the Middle School, 2 credits
- EDUC 352 – Technology, Instruction and Ecology of the Secondary Classroom, 4 credits
- EDUC 399 – Orientation to Student Teaching, no credit
- EDUC 420 – Knowledge, Literacy and Inquiry, 2 credits
- EDUC 425 – Education of the Exceptional Child, 2 credits
- EDUC 488 – Assessment and Reflection on Student Teaching Practice, 1 credit
- Student teaching, 12 credits (see individual major or program for appropriate course number)
- PSYC 212 – Educational Psychology, 4 credits
- Content specific methods of teaching course (see individual major or program), 4 to 8 credits
Completion of the education coursework component should be taken in the sequence outlined below. Please refer to individual course descriptions for prerequisites.

First year:
- No EDUC prefix courses taken

Second year: first or second semester, or first summer session
- EDUC 212 – American Education in a Diverse World, 4 credits
- EDUC 221 – Teaching in the Middle School, 2 credits
- PSYC 212 – Educational Psychology, 4 credits

Third year:
- The appropriate content specific methods of teaching course. Each course is offered either fall or spring semester and is taken the same semester as EDUC 352.
- EDUC 352 – Technology, Instruction and Ecology of the Secondary Classroom, 4 credits
- EDUC 399 – Orientation to Student Teaching, no credit. Taken the semester before student teaching.

Fourth year: first or second semester
- EDUC 399 – Orientation to Student Teaching, no credit. Taken the semester before student teaching
- EDUC 488 – Assessment and Reflection on Student Teaching Practice, 1 credit

The following courses are to be taken concurrently:
- EDUC 420 – Knowledge, Literacy and Inquiry, 2 credits
- EDUC 425 – Education of the Exceptional Child, 2 credits
- The appropriate student teaching course (EDUC 494, 495, 498 or 499)

**Major in Health Education**

This major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach health in grades K-12. To be eligible to complete this major, the student must be admitted to the Teacher Education Program.

The requirements for a major in health education are 68 credits:
- PED 111 – Wellness, 1 credit
- PED 252 – Prevention and Care of Sport-Related Injuries, 2 credits
- HLTH 141 – Personal and Social Health, 4 credits
- HLTH 143 – First Aid and CPR: Emergency Response, 2 credits
- HLTH 220 – Introduction to Health Education and Health Promotion, 2 credits
- HLTH 340 – Comprehensive School Health Programs, 2 credits
- FND 321 – Nutrition, 4 credits
- BIOL 101 – General Biology, 4 credits
- BIOL 306 – Human Anatomy and Physiology, 4 credits
- ENVR 103 – Ecosystems and Human Influence, 4 credits
- SOC 332 – Society and Human Sexuality, 4 credits OR SOC 231 – Sociology of Families, 4 credits
- EDUC 386 – Elementary and Secondary Health Methods of Teaching, 4 credits (required methods of teaching course)
- Successful completion of the Secondary/K-12 required coursework
- Students double majoring in physical education and health education are allowed to double count BIOL 101, HLTH 141 and 143, and FND 321.

**Major in Physical Education**

This major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach physical education in grades K-12. To be eligible to complete this major, the student must be admitted to the Teacher Education Program.

The requirements for a major in physical education are 68 credits:
- BIOL 101 – General Biology, 4 credits
- HLTH 141 – Personal and Social Health, 4 credits
- HLTH 143 – First Aid and CPR: Emergency Response, 2 credits
- PED 200 – Foundations in Physical Education, 2 credits
- PED 230 – Motor Development, 2 credits
- PED 251 – Adapted Physical Education, 2 credits
- PED 255 – Teaching Motor Skills, 4 credits
- PED 301 – Elementary Physical Education, 2 credits
- PED 317 – Teaching Assistant in PED 111, 1 credit
- PED 320 – Curriculum and Assessment in Physical Education, 4 credits
- FND 321 – Nutrition, 4 credits
- PED 362 – Fitness Assessment and Technology in Physical Education, 2 credits
- EDUC 321 – Teaching Methods (K-12) and Curriculum for Physical Education, 4 credits (required methods of teaching course)
- Successful completion of the Secondary/K-12 curriculum required coursework
- Students double majoring in physical education and health education are allowed to double count BIOL 101, HLTH 141 and 143, and FND 321.

**Minor in Coaching**

Coursework in the coaching minor follows recommendations set forth in National Standards for Athletic Coaches (NSAC) and prepares individuals to work with youth athletic programs.

Requirements for a minor in coaching are 20 credits plus 4 credits in prerequisites:
- HLTH 143 – First Aid and CPR: Emergency Response, 2 credits
- PED 252 – Prevention and Care of Athletic Injuries, 2 credits
- PED 361 – Organization and Administration of Physical Education and Athletic Programs, 2 credits
- PED 260-268 – Coaching and Officiating Competitive Sports (students choose one course), 2 credits
- PED 216 – Sport Officiating, 2 credits
- PED 491 – Coaching Practice, 2 credits
- PED 410 – Sport in American Society, 4 credits
- PSYC 111 – Introductory Psychology OR PSYC 212 – Educational Psychology, 4 credits
- PSYC 345 – Psychology of Sport, 4 credits

Coaching minors should note that PSYC 111 or 212 is a prerequisite for PSYC 345.

Students double majoring in physical education and health education with a minor in coaching must substitute two additional credits for HLTH 143 with the permission of the department chair (HLTH 143 can only be double counted).

**Add-on Endorsement Options for Education Majors**

**K-8 World Language and Culture Endorsement License**

Students majoring in education have the option of completing an add-on endorsement in one of the four world languages. Each add-on endorsement program prepares students to be recommended for licensure in that world language in grades K-8. Each add-on endorsement requires a separate application for licensure. All students (except those seeking licensure in Latin) must attain the intermediate-high level of oral proficiency.

**World Languages – French** requires 26 to 28 credits:
- FREN 211 – Intermediate French I, 4 credits
- FREN 212 – Intermediate French II, 4 credits
- FREN 250 – Pre-May Seminar, 4 credits OR FREN 255 – Pre-May Seminar, 2 credits
- FREN 311 – Intensive Oral and Written Communication, 4 credits
- FREN 331 – French Culture and Civilization, 4 credits
- FREN 340 – French Phonetics and Other Linguistics Issues, 2 credits
- EDUC 221 – Teaching in the Middle School, 2 credits
- EDUC 363 – FLES Methods of Teaching, 4 credits
World Languages — German requires 26 credits:
- GER 211 — Intermediate German I: Culture and Society through the Media, 4 credits
- GER 212 — Intermediate German II: Culture Through Literature, 4 credits
- GER 311 — Advanced Composition and Style, 4 credits
- GER 320 — German Cultural History in Overview, 4 credits
- GER 330 — Introduction to German Literature and Film, 4 credits
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 363 — FLES Methods of Teaching, 4 credits

World Languages — Latin requires 26 credits:
- LAT 111 — Fundamentals of Latin I, 4 credits
- LAT 112 — Fundamentals of Latin II, 4 credits
- LAT 222 — Latin Prose, 4 credits
- LAT 224 — Vergil, 4 credits
- LAT 301 — Latin Language and Composition, 4 credits
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 363 — FLES Methods of Teaching, 4 credits

World Languages — Spanish requires 30 credits:
Prerequisite: SPAN 211 — Intermediate Spanish I, 4 credits, or placement at a higher level. Students who place at 212 or the 300 level may complete the endorsement in fewer than 30 credits.

Required Courses:
- SPAN 212 — Intermediate Spanish II, 4 credits
- SPAN 311 — Spanish Composition and Grammar, 4 credits
- SPAN 312 — Conversation and Film in the Hispanic World, 4 credits
- SPAN 343 — The Culture of Spain, 4 credits OR SPAN 344 — Latin American Historical and Cultural Perspectives, 4 credits
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 363 — FLES Methods of Teaching, 4 credits
- 4 additional credits in Spanish, 300-level or above
- A minimum of one semester of study abroad in a Spanish-speaking country is strongly recommended.

Middle Level Endorsement in Core Content Areas

Education majors who complete an endorsement in one of the core content areas are eligible to be recommended for licensure in that content area. The Minnesota Board of Teaching requires that students seeking endorsement for core content areas complete a minimum of four weeks of student teaching in that content area. Students may complete multiple endorsements.

Communication Arts/Literature 5-8 Endorsement requires 32 credits:
- IOC 100 — Inquiry: Oral Communication, 4 credits
- ENG 150 — Literature, Self and Society, 4 credits OR ENG 160 — Global literature and Human Experience, 4 credits
- COM 207 — Oral Interpretation, 4 credits
- ENG 227 — Foundations in Creative Writing, 4 credits OR ENG 315 — English Language, Historical and Analytical, 4 credits
- One course from the following:
  - ENG 353 — American Literature: Beginnings to 1900, 4 credits
  - ENG 355 — American Literature: 1875 to Present, 4 credits
  - ENG 365 — Writing of Women, 4 credits
  - ENG 401 — Shakespeare and the English Renaissance, 4 credits
  - ENG 410 — Individual Author, 4 credits
  - ENG 441 — Theory and Practice of Criticism, 4 credits
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 372 — Methods of Teaching in Language, 4 credits
- EDUC 420 — Knowledge, Literacy, and Inquiry, 2 credits
- EDUC 489 — Student Teaching: Middle School Level, 4 credits

Mathematics 5-8 Endorsement requires 32 credits:
- MATH 102 — Fundamental Concepts of Modern Mathematics, 4 credits
- MATH 121 — Calculus, 4 credits
- MATH 207 — Discrete Mathematics, 4 credits
- MATH 215 — Introduction to Probability and Statistics, 2 credits
- MATH 220 — Introduction to Geometry Concepts, 2 credits
- Four additional credits from mathematics or computer science
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 230 — Methods of Teaching in Mathematics, 4 credits
- EDUC 420 — Knowledge, Literacy, and Inquiry, 2 credits
- EDUC 489 — Student Teaching: Middle School Level, 4 credits

Science 5-8 Endorsement requires 37 credits:
- BIOL 121 — Cell Biology, 4 credits
- BIOL 122 — Evolution and Diversity, 4 credits
- CHEM 117 — Principles of Chemistry, 4 credits
- ESC 104 — Introductory Astronomy: Solar System, 4 credits
- ESC 302 — Geology, 4 credits
- PHYS 215 — Physical Science, 4 credits
- PHYS 216 — Physical Science II, 1 credit
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 372 — Methods of Teaching in Science, 4 credits
- EDUC 420 — Knowledge, Literacy, and Inquiry, 2 credits
- EDUC 489 — Student Teaching: Middle School Level, 4 credits

Social Studies 5-8 Endorsement requires 32 credits:
- 4 credits from the following history courses:
  - HIST 111 — United States in Perspective to 1865, 4 credits
  - HIST 112 — United States in Perspective since 1865, 4 credits
  - HIST 131 — Europe in Perspective to 1500, 4 credits
  - HIST 132 — Europe in Perspective since 1500, 4 credits
  - HIST 151 — World in Perspective to 1500, 4 credits
  - HIST 152 — World in Perspective since 1500, 4 credits
  - HIST 313 — Black American History, 4 credits
  - HIST 315 — Indigenous Peoples of North America, 4 credits
  - HIST 316 — U.S. Women’s History, 4 credits
  - HIST 318 — The Midwest, Local, State, and Regional Histories, 4 credits
  - HIST 319 — Colonial America, 4 credits
- PSC 211 — U.S. Political System, 4 credits
- GEOG 201 — World Geography, 4 credits
- BUS 201 — Principles of Global Economics, 4 credits
- Four additional credits from psychology, sociology, economics, history, geography or political science
- EDUC 221 — Teaching in the Middle School, 2 credits
- EDUC 379 — Methods of Teaching in Social Studies, 4 credits
- EDUC 420 — Knowledge, Literacy, and Inquiry, 2 credits
- EDUC 489 — Student Teaching: Middle School Level, 4 credits

Add-on Endorsement in General Science

Students majoring in biology, chemistry, or physics have the option of completing an add-on endorsement in General Science. This add-on endorsement program of study prepares students to be recommended for licensure in science in grades 5-8 in addition to their 9-12 license in biology, chemistry, or physics. This add-on endorsement requires a separate application for licensure.

General Science requires 32 credits:
- BIOL 121 — Cell Biology, 4 credits
- BIOL 122 — Evolution and Diversity, 4 credits
- CHEM 127-128 — General Chemistry I and II, 4 credits each OR CHEM 137-138 — Honors Chemistry I and II, 4 credits each
- ESC 104 — Introductory Astronomy: The Solar System, 4 credits
- ESC 302 — Geology, 4 credits
- PHYS 111-112 — General College Physics I and II, 4 credits each OR PHYS 128-211 — Physics for Scientists and Engineers I and II, 4 credits each

Post-Baccalaureate Accelerated Teacher Licensure Program

Concordia’s Accelerated Lane to Licensure in Education (CALLEd) is designed to prepare individuals who have graduated with a degree in math, physics,
Admission Criteria
Program admission will be offered to any applicant who meets the following criteria:
1. An earned bachelor’s degree from an accredited institution with a major in an area of licensure we currently offer via double major (biology, chemistry, physics, languages and math). Communication arts/literature licensure and social studies licensure options could be available; however, it is likely that a number of content-area courses would need to be completed in addition to those of the education major.
2. A minimum cumulative GPA of 2.75 or greater and major GPA of 2.75 or greater.
3. Passing scores on appropriate MTLE content-area exams.
4. Demonstrated written and oral communication skills based on an original essay and personal interview.

Admission Process
1. Submit an online application to the Department of Education website (www.ConcordiaCollege.edu/acceleratedteaching) that includes a statement of type of license being sought, all undergraduate and postgraduate transcripts, and written response to essay.
2. The Department of Education will review transcripts to determine whether or not the applicant’s earned degree matches the scope of Concordia’s major requirements for licensure.
3. A plan of study will be created based on our current agreement with the Board of Teaching. This plan may include coursework to satisfy our program requirements in the content area plus the coursework required for the education major. A letter of admission will be sent that includes the program of study to any student meeting the requirements for admission. Enrollment is open until the first day of class.

Courses required for an education major
PSYC 212 – Educational Psychology, 4 credits
EDUC 212 – American Education in a Diverse World, 4 credits
EDUC 221 – Teaching in the Middle School, 2 credits
EDUC 318 – Foundations of Literacy, 2 credits
EDUC 352 – Technology, Instruction and Ecology of the Secondary Classroom, 4 credits
*EDUC 3XX – Special Methods, 4 credits (+4 for language)
EDUC 420 – Knowledge, Literacy and Inquiry, 2 credits
EDUC 425 – Education of the Exceptional Child, 2 credits
EDUC 488 – Assessment and Reflection on Practice, 1 credit
EDUC 493 – Secondary Student Teaching, 12 credits
TOTAL 35 credits (39 for language)

Course Delivery
All courses except student teaching will be offered using distance education modalities, including online (Moodle and Adobe Connect), blended and abbreviated intensive face-to-face settings. The modality will be determined in consultation with instructor in light of accessibility needs.

Schedule
Fall 2018 | Spring 2019 | Summer 2019
EDUC 212 | 4 credits | EDUC 493 | 8 credits | EDUC 493 | 4 credits
EDUC 352 | 4 credits | EDUC 420 | 2 credits | EDUC 221 | 2 credits
EDUC 425 | 2 credits | EDUC 425 | 2 credits | EDUC 488 | 1 credit
Special Methods | 4 credits | PSYC 212 | 4 credits
Total | 12 credits | 12 credits | 11 credits

*Assuming a transcript review indicates that all State of Minnesota content standards have been addressed in previous coursework.

Courses

Education Courses

EDUC 201 R – Art Education: Elementary, 4 credits. E. Designed to increase the student’s understanding and appreciation of art and children’s art through studio and other experiences, including painting, printing, ceramics, sculpture, drawing, visits to classrooms and local galleries, discussions, visual materials, criticism and appreciation. For elementary education majors only.

EDUC 211 – Methods of Teaching General Music, 4 credits. E2. Students gain experience in planning and executing teaching strategies for elementary and secondary school classroom music based on philosophical and theoretical foundations of music education and the current practice of the teaching/learning processes in schools. Lessons and instructional materials are demonstrated and evaluated in class. Students will also begin to develop their own teacher identity. A clinical experience is included.

EDUC 212 U – American Education in a Diverse World, 4 credits. E. This course explores historical, social, and philosophical contexts in American education. There will be a special emphasis on teaching in a diverse nation, and an educator’s role in making proactive and positive changes in society. The course includes a 30-hour clinical in a setting that includes a diverse student population; students are required to purchase TK20 software for this course. Minimum GPA: 2.75

EDUC 221 – Teaching in the Middle School, 2 credits. B2, B4. This course assists potential middle-level educators in developing the knowledge and skills necessary for middle-level teaching. A clinical in middle schools is included. Prerequisites: EDUC 210 or EDUC 212; Minimum GPA: 2.75

EDUC 250 – Pre-May Seminar, 2 credits. D.

EDUC 299 – Keyboarding Proficiency, no credit. D. During their semester of enrollment in EDUC 373 – Methods of Teaching in Business Education, business education majors must also pass a keyboarding proficiency exam consisting of timed writings and the production of office documents. A keyboarding proficiency study packet is provided to assist each student in preparation for the exam. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 373; Minimum GPA: 2.75

EDUC 300 – May Seminar, 4 credits. MS.

EDUC 318 – Foundations of Literacy, 2 credits. E. Elementary education majors will study and learn the foundations of literacy processes, how literacy is developed in children, and recognize the use of assessment to understand typical and struggling readers. A 15-hour clinical experience in a preK-third grade classroom where they will tutor children in literacy is required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Minimum GPA: 2.75

EDUC 321 – Methods of Teaching in PE (K-12), 4 credits. E1. Prospective teachers are introduced to activities, materials and methods of instruction in physical education. Motor skill development, cognitive and affective domains are addressed. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 322 – Children’s Literature, 2 credits. E. Included in this course is the study of literature for children grades K-6. The student examines the field from
The prospective Secondary teacher candidates will increase their understanding of the role of the teacher and the teaching process. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 332 – Teaching in the K-6 Classroom, 2 credits. E. The prospective K-6 teacher studies technical aids and techniques that make learning more effective, and becomes competent in the use of a broad range of instructional media and technology. The principles and practices of educational testing are studied. Special attention is given to the testing responsibilities of the classroom teacher; to the criteria for selecting, administering and interpreting tests; and to the use of statistical methods. Classroom organizational patterns, classroom management and lesson planning are investigated. Inclusion issues and methodology are studied. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 333 – Communication Arts in the K-6 Classroom, 4 credits. E. This course provides teacher candidates with a thorough background in current research, methods/strategies, and best practices in how to effectively teach communication arts (reading, writing, speaking, listening, drama, spelling and handwriting) to children in elementary school and how to integrate these arts into the curriculum. Incorporated into the course are field trips to elementary classrooms to observe exemplary practices of the teaching of reading and writing. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 334 – Mathematics in the K-6 Classroom, 4 credits. E. This course provides prospective teachers with methods and resources for teaching mathematics in the elementary and middle school. This course presents teaching strategies for developing mathematical ideas in ways that lead students to learn to value mathematics, to reason mathematically, to communicate mathematically, become confident of their mathematical abilities, and become mathematical problem-solvers. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 336 – Social Studies in the K-6 Classroom, 4 credits. E. The role of social studies education is to provide students with the necessary knowledge, skills and values to enable them to fulfill their obligations as citizens, not just for the future, but for the present as well. This course provides future teachers with the methods, strategies and resources for teaching social studies in K-6 classrooms that will develop young students into knowledgeable people who will act responsibly when confronted with personal, social and/or economic issues and problems. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 337 – Science in the K-3 Classroom, 2 credits. E. This course provides various science-related experiences relevant to the elementary classroom setting. These experiences are intended to enhance knowledge and confidence in teaching science (physical, life and earth). Students will develop a preferred perspective on the ideal nature of science education. Throughout the course students will study and discuss theoretical underpinnings for science instruction, assessment strategies, curriculum material, resources available to teachers, and other relevant ideas. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 338 – Science in the 4-6 Classroom, 1 credit. E. This course helps prospective teachers learn to promote independent thinking; encourage children’s curiosity and creativity; build on children’s ideas; start with questions rather than answers; focus on the needs of children, including those from cultures other than your own and those with special psychological or physical needs; and make connections between science and other areas of the curriculum. This course is part of the elementary methods-in-teaching semester, which includes an intensive clinical with daily teaching responsibilities. PEAK required. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 352 – Technology, Instruction and Ecology of the Secondary Classroom. 4 credits. E. Secondary teacher candidates will increase their knowledge about teaching and learning by honing their practical abilities through classroom and field placement teaching experience. Specific areas addressed include: student diversity, classroom management, standards in education, planning for instruction, assessment theories and practices, and appropriate use of educational technology. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 332; Minimum GPA: 2.75

EDUC 359 – Kindergarten Education, 2 credits. B2, B4. This course includes: characteristics, needs, behaviors and development of the 5-year-old child; an overview of the developmentally appropriate kindergarten curriculum, a recognition of the importance of integrating the subject areas within the curriculum, the philosophy and practice of emergent literacy and how to implement it, how to assess whether one’s own classroom supports literacy, and the importance of continual growth and development as a professional in kindergarten education. A clinical is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Minimum GPA: 2.75

EDUC 362 – Secondary Methods of Teaching in World Languages, 4 credits. A1, Fall 2017. Methods and materials for teaching modern and classical languages at the secondary level are presented and discussed. The student is also introduced to theories of second language acquisition. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 363 – FLES Methods of Teaching, 4 credits. E2. FLES means “foreign languages in the elementary school.” This course develops the techniques of teaching elementary school children the four basic language skills: listening, speaking, reading and writing in a foreign language. A clinical experience is included. This class is held at an area elementary school; students are responsible for transportation to and from the school. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Minimum GPA: 2.75; Junior status

EDUC 366 – Methods of Teaching English as a Second Language/English Language Learners (Methods of ESL/ELL), 4 credits. E1. This course provides students with a comprehensive introduction to the profession of teaching English as a second or non-native language. The course content includes theory and practice, strategies for teaching language skills as well as insights into cultural attitudes and motivational factors. The class provides students with the basic skills and concepts for teaching ESL in the United States and abroad. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Minimum GPA: 2.75

EDUC 371 – Methods of Teaching in Art: Elementary and Secondary, 4 credits. D. This course provides a relevant experience in art teacher preparation through discussion of educational issues, peer teaching, classroom visitation, museum and gallery visits, and a survey of American art. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75
EDUC 372 – Methods of Teaching in Science, 4 credits. A1. This course introduces basic instructional strategies of teaching science. Various science teaching methods as well as the special techniques and functions of a science teacher are discussed and practiced. The inquiry method is emphasized in teacher planning and management. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 373 – Methods of Teaching in Business Education, 4 credits. E1, D. This special methods course focuses on the application of sound instructional strategies to the teaching of all business subjects such as accounting, basic business, computer applications, keyboarding, marketing and vocational courses. Students write a unit plan and several lesson plans. Teaching resources are explored and reviewed. Classroom management, assessment, professionalism, student organizations, and other topics are studied. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisites: EDUC 299 and EDUC 352; Minimum GPA: 2.75

EDUC 374 – Young Adult Literature, 2 credits. E1. Prospective teachers and others interested in Young Adult Literature (YAL) are introduced to the wide range of sub-genres in the rapidly expanding field of Young Adult Literature. In addition to readings in YAL literature and theory, methods for using YAL in the classroom are also emphasized. Students gain experience with current YAL reference tools and other YAL teaching materials. Although the course is required for prospective secondary English teachers in their junior or senior year, education majors from any discipline or level are welcome to enroll in the course. Note to Communication Arts/Literature Secondary Education majors: Corequisite: ENG 491

EDUC 376 – Methods of Teaching in English, 4 credits. E2. Prospective English teachers examine current theories and practices in language arts, identify and use strategies for planning, organizing, managing and instructing in the language arts classroom, and study and evaluate print and nonprint texts. Reflecting on this study and experience, students develop their own theories and increase their competency for teaching language arts. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 379 – Methods of Teaching in Social Studies, 4 credits. E1. This course focuses on curriculum development, teaching strategies, evaluation and classroom management with cross-cultural and global perspectives. Emphasis is placed on mainstreaming and computer-based instruction. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information. Minimum GPA: 2.75

EDUC 384 – Methods of Teaching in Mathematics, 4 credits. E2. This course provides students with a wide range of experiences designed to prepare them to become mathematics teachers. Students explore classroom management strategies, lesson planning, questioning techniques, motivation, testing and evaluation, and other classroom-related issues. Students are introduced to professional journals and organizations. Important related topics, such as mathematics anxiety, are also discussed. Each student must do at least one mathematics lesson on videotape, and develop a complete mathematics unit plan. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 386 – Health Methods of Teaching, 4 credits. E2. A study of teaching methods applicable to health education. Emphasis is placed on the preparation and presentation of lesson plans for health-related content and skills (5-12). The course provides exposure to curricula, materials and resources, and strategies for classroom management and student evaluation. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 390 – Cooperative Education, 1 to 8 credits. E. Minimum GPA: 2.75

EDUC 392 – Methods of Teaching Instrumental Music, 4 credits. E1. This is a comprehensive course dealing with teaching instrumental music in the public schools. Topics include developing a philosophy of music education and establishing goals and objectives, content, sequence and presentation of instruction. Students discuss topics related to public school teaching, study of rehearsal techniques and peer teaching. A clinical experience is included. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 394 – Methods of Teaching in Communication Studies, 4 credits. E2. This course addresses problems, processes and issues specific to teaching content in communication studies, and re-emphasizes general principles of secondary teaching. Topics include: design of secondary communication studies curriculum, evaluation of performance, performance anxiety, professional liability, philosophy and practice in speech, media and theatre cocurricular programs. Emphasis is placed upon the development of units that could be used by practicing teachers. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212. A clinical experience is included. Corequisite: EDUC 352; Minimum GPA: 2.75

EDUC 398 – Orientation to ECFE/ECEFPE, no credit. Minimum GPA: 2.75

EDUC 399 – Orientation to Student Teaching Lecture, no credit. E. Education 399 is required in the semester prior to the student teaching experience to arrange and prepare for the student teaching assignment. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; Minimum GPA: 2.75

EDUC 420 – Knowledge, Literacy and Inquiry, 2 credits. B1, B3. Offered the first two weeks during the student teaching semester. Prospective secondary teachers are introduced to theories of knowledge formation, differences in inquiry methods in various subjects and the importance of understanding written works. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399 – Orientation to Student Teaching Lecture and approval for student teaching; Minimum GPA: 2.75

EDUC 421 – Advanced Reading Methods of Teaching for the Elementary School, 2 credits. E. Offered concurrently with student teaching, this hybrid course focuses on reading in the upper elementary grades. The course examines word-analysis skills, reading in the content areas, and vocabulary development. Prerequisites: Admission into the Teacher Education Preparation Program, EDUC 210 or 212 and EDUC 425; Corequisite: EDUC 496; Minimum GPA: 2.75

EDUC 425 U – Education of the Exceptional Child, 2 credits. B1, B3. This course prepares future teachers to work with children who are mainstreamed into the regular classroom. It provides a historical and legal context, discusses inclusion, addresses concerns in teaching and working with children who have special needs and develops an appreciation for the contributions they can bring to the classroom. Prerequisites: EDUC 212 – American Education In a Diverse World; Admission into the Teacher Education Program; Minimum PGA 2.75

EDUC 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information. Minimum GPA: 2.75

EDUC 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

EDUC 488 – Assessment and Reflection on Student Teaching Practice, 1 credit. E. This course will introduce students to basic concepts of educational assessment, including portfolio construction, and also to the Teacher Performance Assessment instrument required of all education candidates. The course will include guided instruction in completing the EdTPA.

EDUC 489 – Student Teaching: Middle School Level, 4 credits. S. Elementary education majors seeking an add-on endorsement in a core content area are assigned to a full-time clinical experience in one of the area middle
schools for 4 weeks. Students develop teaching proficiencies under the direct supervision of a classroom teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; permission of the director of field experiences; Minimum GPA: 2.75

EDUC 491 Z – Student Teaching: K-12 Education, 1 to 12 credits. E. Students are assigned student teaching sites and supervised by a classroom teacher and college supervisor. The length of time of the experience varies according to the credit received. Students practice teaching methods, plan instruction, evaluate pupils’ work and participate in the daily professional activities of the teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 492 Z – Student Teaching: Elementary Education, Grades 1-6, 1 to 6 credits. E. Students are assigned student teaching sites and supervised by a classroom teacher and college supervisor. The length of time of the experience varies according to the credit received. Students practice teaching methods, plan instruction, evaluate pupils’ work and participate in the daily professional activities of the teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 493 Z – Student Teaching: Secondary Education, Grades 5-12, 1 to 6 credits. E. Students are assigned student teaching sites and supervised by a classroom teacher and college supervisor. The length of time of the experience varies according to the credit received. Students practice teaching methods, plan instruction, evaluate pupils’ work and participate in the daily professional activities of the teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 494 Z – Student Teaching: Art, 12 credits. E. Students are assigned to full-time clinical experiences in the teaching of art in area elementary and secondary schools for 12 weeks. Students develop teaching proficiencies in grades 1-12 under the direct supervision of an art classroom teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 495 Z – Student Teaching: Physical Education, 12 credits. E. Students are assigned to full-time clinical experiences in the teaching of physical education in area elementary and secondary schools for 12 weeks. Students develop teaching proficiencies in grades 1-12 under the direct supervision of a physical education classroom teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 496 Z – Student Teaching: Elementary Education, 12 credits. E. Students are assigned to full-time clinical experiences in one of the area elementary schools for 12 weeks. Students develop teaching proficiencies under the direct supervision of a classroom teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 497 Z – Student Teaching: Kindergarten, 5 credits. S. Kindergarten student teaching is available and recommended for students seeking kindergarten licensure in North Dakota. This would be an additional student teaching experience to the 12-week elementary education student teaching clinical. It will be 5 credits and run for five weeks. Plan to register for it summer session one and you may start as soon as the elementary experience has been completed. Contact the director of field experiences, if interested in this opportunity. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 498 Z – Student Teaching: Secondary Education, 12 credits. E. Students are assigned to full-time clinical experiences in one of the area secondary schools for 12 weeks, developing teaching proficiencies under the direct supervision of a regular classroom teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

EDUC 499 Z – Student Teaching: Music, 12 credits. E. Students are assigned to full-time clinical experiences in the teaching of music in area elementary and secondary schools for 12 weeks. Students develop teaching proficiencies in grades 1-12 under the direct supervision of the classroom music teacher. Prerequisites: Admission into the Teacher Education Program and EDUC 210 or EDUC 212; EDUC 399; approval for student teaching; Minimum GPA: 2.75

Health Courses

HLTH 141 – Personal and Social Health, 4 credits. E, S. A multidimensional approach to health that includes physical, social, emotional, intellectual, and spiritual health promotion that emphasizes self-responsibility and prevention. Theories of behavior change are examined to understand the factors that influence personal lifestyle decisions and societal norms.


HLTH 220 – Introduction to Health Education and Health Promotion, 2 credits. E, B1. This course is designed to expose students considering a health education major to the basic concepts and theories of health, health education and health promotion. An overview of job settings for health educators with emphasis on assessing needs, planning programs and evaluation.

HLTH 340 – Comprehensive School Health Programs, 2 credits. E, B2. An overview of the school’s role in the healthy development of youth, including health instruction, health services, school environment, physical education, nutrition and food services, counseling and personal support, school/parent/community partnerships, and school site health promotion.

HLTH 390 – Cooperative Education, 1 to 8 credits.

HLTH 480 – Independent Study, 1 to 4 credits. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

HLTH 481 – Special Problems Seminar, 1 to 4 credits. D. A flexible course designed to meet the needs and desires of students. Possibilities include current research or trends in physical education.

HLTH 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

Physical Education Courses

PED 111 – Wellness, 1 credit. B 1, 2, 3, 4. Discussion of the components of health-related fitness: cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition, as well as nutrition, stress management, and alcohol education. Students are exposed to a variety of lifetime activities that promote health and well-being. Required for graduation.

PED 200 – Foundations in Physical Education, 2 credits. B1. History, philosophy and principles of physical education, with a special emphasis on the development of a professional understanding and attitude toward physical education, are studied. An overview of the MTLE 1 content test for teaching licensure is reviewed.

PED 216 – Sport Officiating, 2 credits. B2. Designed to provide students with the knowledge, skill and experience necessary to become certified officials. Specific attention to baseball/softball, basketball, football, soccer and volleyball

PED 250 – Pre-May Seminar, 2 credits. D.

PED 251 – Adapted Physical Education, 2 credits. B3. Designed to promote knowledge and understanding of the problems, responsibilities and procedures of physical education for the exceptional student.

PED 252 – Prevention and Care of Sport-Related Injuries, 2 credits. B. A study of the treatment of athletic injuries. Includes demonstrations and practical experience in taping and bandaging techniques.

PED 255 – Teaching Motor Skills, 4 credits. E2. Exposes students to the theories and principles that explain motor skill acquisition and performance. Throughout the course, application of theoretical concepts to instructional and clinical settings will be emphasized.

PED 260 to 268 – Coaching and Officiating Competitive Sports, 2 credits each. These are 2-credit courses offered periodically at the discretion of the department, and on the basis of student interest and faculty schedules.

PED 260 – Coaching and Officiating: Baseball and Softball, 2 credits. D.

PED 261 – Coaching and Officiating: Basketball, 2 credits. D.

PED 262 – Coaching and Officiating: Football, 2 credits. D.

PED 263 – Coaching and Officiating: Soccer, 2 credits. D.

PED 264 – Coaching and Officiating: Hockey, 2 credits. D.

PED 265 – Coaching and Officiating: Track and Field, 2 credits. D.

PED 266 – Coaching and Officiating: Volleyball, 2 credits. D.

PED 267 – Coaching and Officiating: Wrestling, 2 credits. D.

PED 268 – Coaching and Officiating: Swimming, 2 credits. D.

PED 300 – May Seminar, 4 credits. MS.

PED 301 – Elementary Physical Education, 2 credits. B2 and B4. Designed to teach activities, materials and methods of instruction in physical education for preschool, primary and intermediate grade teacher candidates (for elementary education majors). It is offered once per year (spring) in academic years beginning with even numbers (2016-17) and both semesters in academic years beginning with odd numbers (2017-18).

PED 317 – Teaching Assistant in Physical Education, 1 credit. Students will be assigned to a section of PED 111 in which they will be expected to develop and teach two to three lessons, as well as assist the instructor.

PED 320 – Curriculum and Assessment in Physical Education, 4 credits. E2. This course bridges the gap between theory and practice by providing a practical approach to curriculum in writing, standards, positive classroom management, and a variety of assessment techniques used in K-12 physical education programs. Prerequisite: PED 255 – Teaching Motor Skills. Open only to physical education majors.

PED 361 – Organization and Administration of Physical Education and Athletic Programs, 2 credits. B4. A study of organization and administration related to today’s physical education, organized athletics and other sports programs.

PED 362 – Fitness Assessment and Technology in Physical Education, 2 credits. B2. A study of the practical measurement for evaluation in physical education and exercise science, with emphasis on personal fitness and neuromuscular skills testing. Use of TrifIT, heart rate monitors and other forms of technology.

PED 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

PED 390 – Cooperative Education, 1 to 8 credits. E.

PED 400 – Special Problems Seminar, 1 to 4 credits. A flexible course designed to meet the needs and desires of students. Possibilities include current research or trends in physical education.

PED 410 – Sport and American Society, 4 credits. E2. A study of the sociological, psychological, economic and religious aspects of physical education, athletics and recreation in the American culture.

PED 480 – Independent Study, 1 to 4 credits. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

PED 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

PED 491 – Practicum in Coaching, 1 to 2 credits. E. S. The practicum is a coaching experience of not less than 40 hours at the junior high, high school or college level in which the student works under an approved supervisor.

---

**ENGLISH**

### Programs offered

- Major in English – Literature (36 credits)
- Minor in English (20 credits)
- Major in English – Writing (40 credits)
- Minor in English – Writing (20 credits)
- Major in English with Communication Arts/Literature Education (50 plus 41 credits in education)
- Major in Multimedia Journalism, an interdisciplinary program (see multimedia journalism), (36 credits)
- Communication Arts/Literature optional add-on endorsement for Elementary Education majors (see education) (20 credits in communication arts/literature and 12 credits in education)
Faculty
David A. Sprunger, chair  W. Scott Olsen
Seth A. Archer  James Postema
Dawn E. Duncan  Vincent Reusch
Erin Hemme Froslie  William J. Snyder Jr.
Karla Knutson  Jonathan M. Steinwand
Joan L. Kopperud  Amy S. Watkin

Concordia English majors engage the world through words. By participating in an English major or minor, you equip yourself for life by learning to read challenging texts; to communicate complex ideas concisely and precisely; to use reading, research, and writing to render the ordinary extraordinary and the extraordinary ordinary.

As an English major, you will be able to
1. Read challenging texts closely and analytically
2. Articulate and discuss informed opinions about literature and literary craft
3. Research library, Internet, and field sources to understand texts and contexts
4. Write in the mode(s) appropriate to your English concentration
5. Use the discipline of English to examine your beliefs and values
6. Apply your English degree as you learn, work, and live in community with others.

The following variable topic courses may be counted multiple times when taken with different topics:
- ENG 380 – Special Topics, 0 to 4 credits
- ENG 410 – Individual Author, 4 credits
- ENG 421 – Traditions in Literary Genre, 4 credits

Major in English – Literature
Successful completion of the major in English with a literature concentration will enable students to identify and explain the techniques used to create meaning in a text, using the vocabulary of the discipline; make connections between literary texts and their historical and cultural contexts; interpret texts using a variety of critical approaches, attentive to ethical implications; develop moral, aesthetic and existential awareness; and express complex ideas with clarity and style. The requirements for a major in English with a literature concentration are 36 credits:
- ENG 220 – Human Values in British and American Literature, 4 credits
- ENG 230 – Introduction to Literary Scholarship, 4 credits
- 12 credits in cultural contexts:
  - ENG 315 – English Language: Historical and Analytical, 4 credits
  - ENG 326 – British Literature: Medieval to Renaissance, 4 credits
  - ENG 336 – British Literature: The Restoration to Romanticism, 4 credits
  - ENG 346 – British Literature: Empire to Independence, 4 credits
  - ENG 353 – American Literature: Beginnings to 1900, 4 credits
  - ENG 355 – American Literature: 1875 to the Present, 4 credits
  - ENG 358 – Native American Literatures, 4 credits
  - ENG 365 – Writing of Women, 4 credits
  - ENG 380 – Special Topics, 0 to 4 credits (when designated cultural contexts)
- 8 credits in study-in-depth:
  - ENG 401 – Shakespeare and the English Renaissance, 4 credits
  - ENG 410 – Individual Author, 4 credits
  - ENG 421 – Traditions in Literary Genre, 4 credits
  - ENG 439 – Film and Literature, 4 credits
  - ENG 441 – Theory and Practice of Criticism, 4 credits
  - ENG 451 – Postcolonial Literatures, 4 credits
  - ENG 488 – Senior Literature Seminar, 4 credits
- 4 elective credits from any ENG course offering in linguistics, literature, or writing except ENG 491 – Methods of Teaching Reading and Writing for the Secondary School.

Minor in English
The requirements for a minor in English are 20 credits from an English (ENG) offering, 8 credits of which must be at or above the 300 level.

Major in English – Writing
Successful completion of the major in English with a writing concentration will enable students to write skillfully in a variety of genres; demonstrate advanced skill in a particular genre; show familiarity with a range of contemporary styles; use ethical, effective language; and understand research methods and responsibilities. Requirements for a major in English with a writing concentration are 40 credits:
- ENG 227 – Foundations of Creative Writing, 4 credits
- 8 credits from one set of the following pairs:
  - ENG 316 – Business Writing, 4 credits AND
    ENG 324 – Technical Writing, 4 credits OR
  - ENG 317 – Telling the Story: News Writing, 4 credits AND
    ENG 318 – Telling the Story: Feature Writing, 4 credits OR
  - ENG 377 – Nonfiction Writing Seminar, 4 credits AND
    ENG 477 – Advanced Nonfiction Writing Seminar, 4 credits OR
  - ENG 378 – Poetry Writing Seminar, 4 credits AND
    ENG 478 – Advanced Poetry Writing Seminar, 4 credits OR
  - ENG 379 – Fiction Writing Seminar, 4 credits AND
    ENG 479 – Advanced Fiction Writing Seminar, 4 credits
- 8 credits from writing courses (beyond the required pair):
  - ENG 316 – Business Writing, 4 credits
  - ENG 317 – Telling the Story: News Writing, 4 credits
  - ENG 318 – Telling the Story: Feature Writing, 4 credits
  - ENG 324 – Technical Writing, 4 credits
  - ENG 377 – Nonfiction Writing Seminar, 4 credits
  - ENG 378 – Poetry Writing Seminar, 4 credits
  - ENG 379 – Fiction Writing Seminar, 4 credits
  - ENG 489 – Senior Writing Seminar, 4 credits
- 16 elective credits from any English course offering in linguistics or literature except ENG 491 – Methods of Teaching Reading and Writing for the Secondary School. Only four elective credits can be at the 100 level.

Minor in English – Writing
Requirements for a minor in English with a writing concentration are 20 credits:
- ENG 227 – Foundations of Creative Writing, 4 credits
- 8 credits from one set of the following pairs:
  - ENG 316 – Business Writing, 4 credits AND
    ENG 324 – Technical Writing, 4 credits OR
  - ENG 317 – Telling the Story: News Writing, 4 credits AND
    ENG 318 – Telling the Story: Feature Writing, 4 credits OR
  - ENG 377 – Nonfiction Writing Seminar, 4 credits AND
    ENG 477 – Advanced Nonfiction Writing Seminar, 4 credits OR
  - ENG 378 – Poetry Writing Seminar, 4 credits AND
    ENG 478 – Advanced Poetry Writing Seminar, 4 credits OR
  - ENG 379 – Fiction Writing Seminar, 4 credits AND
    ENG 479 – Advanced Fiction Writing Seminar, 4 credits
ENG 479 – Advanced Fiction Writing Seminar, 4 credits

• 4 credits from writing courses (beyond the required pair):
  – ENG 316 – Business Writing, 4 credits
  – ENG 317 – Telling the Story: News Writing, 4 credits
  – ENG 318 – Telling the Story: Feature Writing, 4 credits
  – ENG 324 – Technical Writing, 4 credits
  – ENG 377 – Nonfiction Writing Seminar, 4 credits
  – ENG 378 – Poetry Writing Seminar, 4 credits
  – ENG 379 – Fiction Writing Seminar, 4 credits
  – ENG 380 – Special Topics, 0 to 4 credits (when designated for writing)
  – ENG 390 – Cooperative Education, 2 to 4 credits (when designated for writing)
  – ENG 477 – Advanced Nonfiction Writing Seminar, 4 credits
  – ENG 478 – Advanced Poetry Writing Seminar, 4 credits
  – ENG 479 – Advanced Fiction Writing Seminar, 4 credits
  – ENG 489 – Senior Writing Seminar, 4 credits

• 4 credits from any ENG course offering in linguistics or literature except ENG 491 – Methods of Teaching Reading and Writing for the Secondary School.

Major in English with Communication Arts/Literature Education

This major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach English with communication arts/literature in grades 5-12. To be eligible to complete this major, the student must be admitted to the teacher education program. (See education pages for program information, requirements and course descriptions.)

The requirements for a major in English with communication arts/literature education are 50 credits plus 41 credits in education:

• 20 credits in literature foundations:
  – ENG 220 – Human Values in British and American Literature, 4 credits
  – ENG 230 – Introduction to Literary Scholarship, 4 credits
  – 4 credits from these American literature courses:
    – ENG 353 – American Literature: Beginnings to 1900, 4 credits
    – ENG 355 – American Literature: 1875 to the Present, 4 credits
  – 4 credits from these British literature courses:
    – ENG 326 – British Literature: Medieval to Renaissance, 4 credits
    – ENG 336 – British Literature: The Restoration to Romanticism, 4 credits
    – ENG 346 – British Literature: Empire to Independence, 4 credits
    – 4 credits 400 from a level literature elective:
      – ENG 401 – Shakespeare and the English Renaissance, 4 credits
      – ENG 410 – Individual Author, 4 credits
      – ENG 421 – Traditions in Literary Genre, 4 credits
      – ENG 439 – Film and Literature, 4 credits
      – ENG 441 – Theory and Practice of Criticism, 4 credits
      – ENG 451 – Postcolonial Literatures, 4 credits
      – ENG 488 – Senior Literature Seminar, 4 credits

• 8 credits in language and writing:
  – ENG 315 – English Language, Historical and Analytical, 4 credits
  – 4 credits from the following:
    – ENG 227 – Foundations of Creative Writing, 4 credits
    – ENG 316 – Business Writing, 4 credits
    – ENG 317 – Telling the Story: News Writing, 4 credits

• 4 credits in diversity:
  – ENG 160 – Global Literature and Human Experience, 4 credits
  – ENG 165 – Global Literature and Environmental Justice, 4 credits
  – ENG 358 – Native American Literatures, 4 credits
  – ENG 365 – Writing of Women, 4 credits
  – ENG 380 – Special Topics, 4 credits (when designated diversity)

• 4 credits in education theory and methods:
  – EDUC 374 – Young Adult Literature, 2 credits
  – ENG 491 – Methods of Teaching Reading and Writing for the Secondary School, 2 credits

• 16 credits in communication studies:
  – COM 111 – Introduction to Communication Studies, 4 credits
  – COM 305 – Advanced Public Speaking, 4 credits
  – COM 312 – Interpersonal Communication, 4 credits OR
    – COM 314 – Group Communication, 4 credits
  – COM 325 – New Media, 4 credits OR
    – COM 493 – Documentary and Historical Film, 4 credits

• EDUC 376 – Methods of Teaching English, 4 credits (required methods of teaching course)

• EDUC 394 – Methods of Teaching in Communication Studies, 4 credits (required methods of teaching course)

• Successful completion of the secondary/5-12 required coursework (see education: Curriculum in Secondary/K-12 Education)

• Cocurricular activity participation. Must be approved by the English department and the communication studies and theatre art department.

Cocurricular Activities for Communication Arts/Literature

Participation in cocurricular activities approved by the English department and the CSTA department is a required part of the communication arts/literature licensure. Two different cocurricular activities are required and must be approved before the activity begins. A minimum of one semester of participation for each activity is suggested; however, participation should not occur during the student teaching semester. Teaching majors are responsible for getting specific information on cocurricular participation requirements from the CSTA and English departments. Suggested activities include Forensics; a media activity such as the AfterWork literary magazine, Concordia On-Air, The Concordian or KORD radio; Campus Service Commission (when English- or education-related and not a requirement for an existing course); Theatre; or alternate cocurricular activity approved in advance by the student’s advisor and the CSTA department and English department chairs.

English Courses

IWC 100 – Inquiry: Written Communication, 4 credits. E. This introductory writing course develops transferable skills and intellectual capacities inherent in the eight habits of mind necessary to critical thinking and well-crafted writing: Curiosity, Openness, Engagement, Creativity, Persistence, Responsibility, Flexibility, and Metacognition. The course includes practice in information literacy and argument, and students creatively remix one essay to experience writing in a different form. A field research component supports Concordia’s Core mission to responsibly engage in the world. IWC 100 does not count toward an English major or minor. See Core requirements and options on Page 24.

ENG 140 – Book Club: Stories of Love, 1 credit. D. Book Club courses are designed to engage your interest, thinking, and discussion with stories. The human experience is reflected in stories, related through stories, and preserved within stories. We frame our worlds, even our daily lives, through stories. This course can help us gain empathy and remember what we love about reading.

ENG 141 – Book Club: Stories of Conflict, 1 credit. D. Book Club courses are designed to engage your interest, thinking, and discussion with stories. The human experience is reflected in stories, related through stories, and preserved within stories. We frame our worlds, even our daily lives, through stories. This course can help us gain empathy and remember what we love about reading.

ENG 142 – Book Club: Stories of Identity, 1 credit. D. Book Club courses are designed to engage your interest, thinking, and discussion with stories. The human experience is reflected in stories, related through stories, and preserved within stories. We frame our worlds, even our daily lives, through stories. This course can help us gain empathy and remember what we love about reading.

ENG 143: Book Club: Stories of Loss, 1 credit. D. Book Club courses are designed to engage your interest, thinking, and discussion with stories. The human experience is reflected in stories, related through stories, and preserved
within stories. We frame our worlds, even our daily lives, through stories. This course can help us gain empathy and remember what we love about reading.

ENG 150 R – Literature, Self, and Society, 4 credits. E1. Literature mainly from American and European cultures. Selections chosen from fiction, drama, poetry and nonfiction addressing important issues in our lives. Classroom emphasis on ways to read and respond to literature.

ENG 160 R, G – Global Literature and Human Experience, 4 credits. E. Literature from diverse cultures throughout the world. Selections chosen from fiction, drama, poetry and nonfiction addressing important issues in our lives. Classroom emphasis on ways to read and respond to literature. This course can also count toward the global studies program.

ENG 165 R, G – Global Literature and Environmental Justice, 4 credits. E2. Literature from diverse cultures throughout the world. Selections chosen from fiction, drama, poetry, and nonfiction addressing environmental issues such as sustainable development, responsible management of resources, animal rights, anthropocentrism, environmental racism, food sovereignty, and food culture. Classroom emphasis on ways to read and respond to literature and environmental concerns. This course can also count toward the global studies program and the environmental and sustainability studies program.

ENG 220 H – Human Values in British and American Literature, 4 credits. E1. A broad overview of the historical and cultural contexts and concepts of periods of British and American literature. Readings range from the medieval period to the contemporary era.

ENG 227 R – Foundations in Creative Writing, 4 credits. E. An introduction to the foundational skills common to the genres of nonfiction, fiction and poetry. Students will read and analyze examples to use as models for their own writing assignments. (Prerequisite for the nonfiction, fiction and poetry writing workshops.)

ENG 230 – Introduction to Literary Scholarship, 4 credits. E2. An introduction to the theoretical approaches to interpreting literary texts. Students will develop a repertoire of methods of critical analysis as well as literary research skills. They will complete several formal writing projects.

ENG 250 – Pre-May Seminar, 2 credits. D.

ENG 300 – May Seminar, 4 credits. MS.


ENG 316 – Business Writing, 4 credits. E1. An introduction to workplace communication including memos, business letters, brochures, job search materials, grants, reports, and oral presentations. No prerequisites. This course is open to all majors.

ENG 317 – Telling the Story: News Writing, 4 credits. E. A study and practice of reporting and writing news stories. This course explores traditional and contemporary multimedia approaches to storytelling. Students will gain proficiency in writing news stories, understanding the basic concepts of multimedia, using popular grammar, syntax, and Associated Press style, and conducting research and interviews. The course also introduces students to the history of news media and the role of the journalist in creating and disseminating news in a free society.

ENG 318 – Telling the Story: Feature Writing, 4 credits. E2. A study and practice of reporting and writing feature stories for a variety of media. Students will hone the interviewing and research skills introduced in ENG 317 – Telling the Story: News Writing and will investigate how multimedia elements can be used to enhance feature stories. The course focuses on applying such narrative techniques as scenes, characterization and dialogue to journalistic writing. Students evaluate and edit peer stories in small-group workshops. Although ENG 317 is not a prerequisite, the course is excellent preparation for ENG 318.

ENG 324 – Technical Writing, 4 credits. E2. Practice in writing a variety of technical documents that might include: business reports, users manuals, scientific reports, grant proposals, and website text. No prerequisites. This course is open to all majors.

ENG 326 – British Literature: Medieval to Renaissance, 4 credits. A1 (Fall 2019, Fall 2021). Offered every third semester in rotation with ENG 336 and ENG 346. A study of texts, themes, and literary developments in British literature from its Anglo-Saxon origins through the British Renaissance. Emphasis on such texts and authors as Beowulf, Chaucer, Spenser and Milton. This course can also count toward the global studies program.

ENG 336 – British Literature: The Restoration to Romanticism, 4 credits. A2 (Spring 2018, Spring 2020). Offered every third semester in rotation with ENG 326 and ENG 346. A study of the texts, themes, and literary developments in British literature from the Restoration in 1660 through the flourishing of Romanticism around 1830. Emphasis on such authors as Pope, Swift, Wordsworth and Keats. This course can also count toward the global studies program.

ENG 346 – British Literature: Empire to Independence, 4 credits. A2 (Spring 2019, Spring 2021). Offered every third semester in rotation with ENG 326 and ENG 336. A study of the texts, themes, and literary developments in British literature from the Victorian period of empire building to the present day. Emphasis on such authors as Tennyson, Yeats, Woolf and Joyce. This course can also count toward the global studies program.

ENG 353 U – American Literature: Beginnings to 1900, 4 credits. A1 (Fall 2018, Fall 2020). Forms, ideas and cultural expression in American literature from the beginnings to 1900, from Native American cultural forms to Viking and later European exploration, through Puritan and Rationalist portrayals of the world, into American Romanticism and social justice movements, ending with Realist fiction of the late 1800s. We will link literary studies to historical, cultural, and religious contexts.

ENG 355 U – American Literature: 1875 to Present, 4 credits. E2. Forms, ideas and cultural expression in American literature from the late 19th century to the present, moving from Realist fiction into the Modernist artistic explosions and settling-out between World Wars, to increasing diversity in texts after World War II, into the 1960s and Postmodernism to today’s eclectic mix. We will link literary studies to historical, cultural, and artistic contexts.

ENG 358 U, Z – Native American Literatures, 4 credits. E3 (Spring 2019, Fall 2020). Comprehensive study of storytelling, ceremonies, and written texts of selected Native American peoples. Emphasizes on traditional cultural patterns, the effects of European contact, and contemporary voices.

ENG 360 G, THR 360 G – Dramatic Adaptation, 4 credits. S. Focuses on adaptations as objects for investigation of the human condition, allowing us to look back to the original and its socio-historical context, look to the adaptation for adjustments to a new socio-historical context, and analyze the enduring aspects of the human condition. Texts will connect to the global location when taught abroad or to U.S. adaptations of global texts when at Concordia.

ENG 365 U – Writing of Women, 4 credits. A2 (Spring 2019, Spring 2021). A critical exploration of the role of literature, language and culture in establishing and maintaining gender differences. This course can also count toward the women’s and gender studies program.

ENG 371 – Editing and Grammar for Professionals, 4 credits. E2. Practice editing to achieve concise, precise, and varied writing. Review conventional rules of grammar, usage, and punctuation. Valuable for those entering professional programs or fields such as education, publishing, business, and more. No prerequisite. Open to students from any major and with any level of writing experience.

ENG 377 – Nonfiction Writing Seminar, 4 credits. E2. A workshop in reading and writing contemporary nonfiction. Prerequisite: ENG 227 or consent of instructor.
ENG 378 – Poetry Writing Seminar, 4 credits. E1. A workshop in reading and writing contemporary poetry. Prerequisite: ENG 227 or consent of instructor

ENG 379 – Fiction Writing Seminar, 4 credits. E1. A workshop in reading and writing contemporary fiction. Prerequisite: ENG 227 or consent of instructor

ENG 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

ENG 390 – Cooperative Education, 1 to 8 credits. E.

ENG 395 – Cooperative Education at the Concordia Language Villages, 2 to 4 credits. D. This course is intended to provide students of modern languages with opportunities to teach and study the language of their choice at the Concordia Language Villages. Prerequisite for acceptance: at least two years of coursework or the equivalent in the language. The final decision on acceptance into this course is based on mutual agreement of both Concordia language program faculty and Concordia Language Villages faculty concerning both the student and the project. A total maximum equivalent of two full courses from 390 and 395 may be counted toward graduation.

ENG 401 H – Shakespeare and the English Renaissance, 4 credits. E3 (Spring 2018, Fall 2019). A study of Shakespeare’s major plays and the historical and intellectual conditions that produced the dramatist and his work. Emphasis on films, videos, and live performances. This course can also count toward the global studies program.

ENG 403 – Investigating and Narrating the News, 4 credits. A2 (Spring 2018, Spring 2020). This course builds on the reporting and writing skills introduced in ENG 317 and ENG 318. Students will gain proficiency in reporting by delving beneath the surface of issues and events to write investigative and interpretive reports. Students will go beyond basic news structures, using the hybrid news feature and narrative storytelling forms to capture and convey human experience as well as complex subjects. This course explores the how and why of subjects. Students study online reporting techniques and journalistic ethics. Students evaluate and edit peer stories in small-group workshops. Prerequisite: ENG 317 – Telling the Story: News Writing

ENG 410 – Individual Author, 4 credits. E3 (Spring 2019, Fall 2020). Intensive study of works by one author, applying a variety of critical approaches. Variable topics.

ENG 421 – Traditions in Literary Genre, 4 credits. A1 (Fall 2019, Fall 2021). Genre varies. Texts may be organized by development of a genre, by theme, and/or by nation or culture of origin. Variable topic.

ENG 422, COM 422 – Mass Communication Law and Ethics, 4 credits. A2 (Spring 2019, Spring 2021). A study of legal and ethical issues vital to print and broadcast journalists and other communication professionals. Topics include prior restraint, defamation, privacy, copyright and broadcast regulation, as well as the role of journalism in society, relevant ethical theories, and the ethical decision-making process. Emphasis is on legal and ethical cases.

ENG 439 R, Z – Film and Literature, 4 credits. A2 (Spring 2018, Fall 2019). A study of the intersection between literature and film. Explores such topics as adapting myth, fiction, drama, and nonfiction works to film. This course can also count toward the film studies program. PEAK required.

ENG 441 – Theory and Practice of Criticism, 4 credits. A1 (Fall 2018, Fall 2020). Historical examination of the development of theories of art and interpretation from ancient times to the present, including relationships between literature and other art forms.

ENG 451 G, H – Postcolonial Literatures, 4 credits. A2 (Spring 2018, Spring 2020). An examination of literatures and theories grounded in the perspectives of writers from formerly (or currently) colonized areas, emphasizing issues of identity, language, nationalism, globalization, and the ethics of development. This course can also count toward the global studies program.

ENG 477 – Advanced Nonfiction Writing Seminar, 4 credits. E2. An advanced workshop in reading and writing contemporary nonfiction. Prerequisite: ENG 377 and ENG 227 or consent of instructor

ENG 478 – Advanced Poetry Writing Seminar, 4 credits. E1. An advanced workshop in reading and writing contemporary poetry. Prerequisite: ENG 378 and ENG 227 or consent of instructor

ENG 479 – Advanced Fiction Writing Seminar, 4 credits. E1. An advanced workshop in reading and writing contemporary fiction. Prerequisite: ENG 379 and ENG 227 or consent of instructor

ENG 480 – Independent Study, 1 to 4 credits. D. An opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

ENG 483 Z – Dangerous Literature, 4 credits. E3 (Fall 2018). A Core Capstone open to all majors, this course focuses on literature that has challenged the social order in some way – perhaps governmental authorities, concepts of gender or race, preconceived notions about what we think we know – with special attention to the power of writers to influence the world. In connection with themes and topics, there will be an experiential community component. Prerequisite: senior standing or junior with permission of instructor

ENG 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

ENG 488 – Senior Literature Seminar, 4 credits. E2. A seminar in which senior English majors integrate their learning and skills through a series of common readings and significant individual research and writing. Prerequisite: senior standing

ENG 489 – Senior Writing Seminar, 4 credits. E2. A seminar that integrates academic and creative writing. Students will author a substantial scholarly project that analyzes literary texts and use this analysis to inform subsequent creative work: fiction, nonfiction or poetry. Prerequisite: senior standing

ENG 491 – Methods of Teaching Reading and Writing for the Secondary School, 2 credits. A1 (Fall 2019, Fall 2021). An examination of reading and writing in the secondary school with emphases on the characteristics, needs and tasks of adolescent readers and writers; the nature and scope of reading and writing in the curriculum; current theory and practice; and methods and materials of instruction. For prospective secondary and elementary teachers in their junior or senior year.

English Language Learner Courses

For international students

ELL 111 – American English Language and Culture I, 4 credits. D. First course in a two-course sequence; not a prerequisite for ELL 112. Develops student proficiency in higher-level reading comprehension, writing, speaking, vocabulary, and grammar usage, while providing an introduction to the culture and social/political issues of the United States and of the college. Designed to meet the needs of new students for whom American English is not the primary language. ELL 111 does not count toward an English major or minor.

ELL 112 W – American English Language and Culture II, 4 credits. E1. Develops student proficiency in higher-level reading comprehension, writing, speaking, vocabulary, and grammar usage, while providing an introduction to the culture and social/political issues of the United States and of the college. Designed to meet the needs of new students for whom American English is not the primary language. ELL 112 does not count toward an English major or minor.
ELL 121 – Experiential Learning in American Culture I, 3 credits. S. This course for participants of the Prelude program examines struggles and successes in creating a pluralistic, diverse, and tolerant American society. Students research case studies of racial, religious, ethnic, and political intolerance in United States history, then connect those historical scenarios to contemporary, parallel issues. This course makes extensive use of the Fargo-Moorhead community as a classroom, exploring pertinent topics with the help of guest speakers and field trips. Corequisite: ELL 111 or 112. Open only to students enrolled in Prelude.

ELL 211 U – American English Language and Culture III, 4 credits. D. What are some of the primary issues at the heart of American society today? What are you most curious about concerning America: religion, relationships, media, politics, education? This course will pursue these questions and more as we investigate American culture while continuing to advance language proficiency and research skills. Prerequisite: ELL 112 – American English Language and Culture I. Open only to English language learners.

ELL 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this discipline are offered regularly. Contact department chair for more Information.

ENVIRONMENTAL AND SUSTAINABILITY STUDIES

An Interdisciplinary Program
– also see Biology
– also see Global Studies
– also see Mathematics

Programs offered
• Major in Environmental and Sustainability Studies (Natural Sciences Concentration) (40 credits)
• Major in Environmental and Sustainability Studies (Environmental Policy Concentration) (37-40 credits)
• Major in Environmental and Sustainability Studies (Sustainability Studies Concentration) (37-40 credits)
• Major in Environmental and Sustainability Studies (Environmental Humanities Concentration) (36 credits)
• Major in Environmental and Sustainability Studies (Contract Concentration) (36 credits)
• Minor in Environmental and Sustainability Studies (20-24 credits)

Faculty
Michelle D. Marko, co-chair
Jonathan M. Steinwand, co-chair
Althea A. ArchMiller
J. Elijah Bender
D. Bryan Bishop
Gregory B. Carlson
Kenneth W. Foster
Hilda P. Koster
Matthew L. Lindholm
Jennifer L. Sweatman
C. Tess Varner
Meredith G. Wagner
Joseph C. Whittaker
Leila Zakhirova

Environmental and Sustainability Studies Program Mission Statement
The environmental and sustainability studies program equips students with an interdisciplinary framework for analyzing, assessing and responsibly engaging contemporary environmental issues and problems affecting earth systems and human societies across the world. Responding to the call to take care of creation, the program develops students who are ecologically literate citizens of the globe, able to understand and conduct science, to develop policy and to provide moral leadership based on an in-depth understanding of the complexity of contemporary environmental issues and concerns.

Environmental and Sustainability Studies Program Goals and Learning Outcomes
Students majoring in environmental and sustainability studies pursue diverse programs of study depending on which concentration they choose and which particular courses they take as electives within their concentration. However, the program provides all students with learning experiences that prepare them to achieve a common set of goals and learning outcomes.

The environmental and sustainability studies program provides learning experiences that prepare students to achieve the following outcomes:
1. Understand the ecological connectivity (interactions and relationships) of the living and nonliving systems on earth, from the organismal to the global scale;
2. Understand how cultures shape human attitudes toward the natural environment;
3. Understand the social, economic and political dimensions of environmental issues, both locally and globally;
4. Synthesize the many perspectives needed to explore and articulate sustainable solutions to local and global environmental problems;
5. Engage responsibly in providing greater environmental sustainability to all citizens of the planet.

The program is administered by a faculty steering committee. Each student seeking the major or minor should contact one of the program chairs for advisement in the environmental and sustainability studies program.

Major in Environmental and Sustainability Studies with a Natural Sciences Concentration
The requirements for a major in environmental and sustainability studies with a natural sciences concentration are 40 credits (certain electives require additional prerequisite credits):
• 4 credits in physical sciences from the following:
  – CHEM 117 – Principles of Chemistry, 4 credits
  – CHEM 127 – General Chemistry I, 4 credits
  – CHEM 128 – General Chemistry II, 4 credits
  – CHEM 142 – Survey of Organic and Biochemistry, 4 credits
  – PHYS 115 – Foundations of Modern Physics, 4 credits
– PHYS 111 – General College Physics I, 4 credits
– PHYS 128 – Physics for Scientists and Engineers, 4 credits
– ESC 302 – Geology, 4 credits
• BIOL 122 – Evolution and Diversity, 4 credits
• BIOL 221 – Ecology, 4 credits
• ENVR 360, BIOL 360 – Introduction to Geographic Information Systems, 4 credits
• 4 credits in statistics from the following:
  – MATH 205 – Introduction to Statistics, 4 credits
  – PSC 311 – Methods and Techniques of Political Analysis, 4 credits
  – PSYC 230 – Statistics and Psychological Measurement, 4 credits
• 4 credits in arts and humanities from the following:
  – COM 232 – Media Production I: Video, 4 credits
  – ENG 165 – Global Literature and Environmental Justice, 4 credits
  – GER 363, ENVR 363 – Sustainability in Germany, 4 credits
  – HIST 310, ENVR 310 – Nature’s Place in History, 4 credits
  – HIST 483, ENVR 483 – Building Sustainable Communities, 4 credits
• 4 credits in ethics or theology from the following:
  – ENVR 339, PHIL 339 – Environmental Ethics, 4 credits
  – REL 348 – Ethics of Sustainable Community, 4 credits
  – REL 393 – Religion and Ecology, 4 credits
• 4 credits of upper-level environmental science from the following:
  – BIOL 305 – Ecology and Field Biology, 4 credits
  – BIOL 309 – Ornithology, 4 credits
  – BIOL 311 – Entomology, 4 credits
  – BIOL 312 – Mammalogy, 4 credits
  – BIOL 313 – Plant Taxonomy, 4 credits
  – BIOL 327, ENVR 327 – Conservation Biology, 4 credits
  – BIOL 350 – Animal Behavior, 4 credits
  – BIOL 409 – Limnology, 4 credits
  – BIOL 444 – Ecology of East Africa, 4 credits
• 4 credits in social science from the following:
  – FND 336 – Environmental Nutrition, 4 credits
  – PSC 350, ENVR 350 – Environmental Policy, 4 credits
  – PSC 355, ENVR 355 – Petroleum Politics and Planet, 4 credits
  – PSC 365, ENVR 365 – Global Sustainability Issues, 4 credits
  – SOC 312, BUSN 312, ENVR 312 – Global Development Issues, 4 credits
  – SOC 339 – Urban Communities, 4 credits
  – SOC 356 – Social Change in Theory and Practice, 4 credits
• ENVR 475 – Interdisciplinary Research, 4 credits

### Major in Environmental and Sustainability Studies with an Environmental Policy Concentration

The requirements for a major in environmental and sustainability studies with an environmental policy concentration are 37-40 credits:

- 4 credits in physical or biological sciences from the following:
  - CHEM 117 – Principles of Chemistry, 4 credits
  - CHEM 127 – General Chemistry I, 4 credits
  - CHEM 128 – General Chemistry II, 4 credits
  - CHEM 142 – Survey of Organic and Biochemistry, 4 credits
  - PHYS 115 – Foundations of Modern Physics, 4 credits
  - PHYS 111 – General College Physics I, 4 credits
  - PHYS 128 – Physics for Scientists and Engineers, 4 credits
  - ESC 302 – Geology, 4 credits
  - BIOL 101 – General Biology, 4 credits
  - BIOL 121 – Cell Biology, 4 credits
  - BIOL 122 – Evolution and Diversity, 4 credits
  - BIOL 327 – Conservation Biology, 4 credits
- ENVR 103 – Ecosystems and Human Influence, 4 credits OR BIOL 221 – Ecology, 4 credits
- BIOL 360, ENVR 360 – Introduction to Geographic Information Systems, 4 credits
- ENVR 350, PSC 350 – Environmental Policy and Politics, 4 credits
- 4 credits in ethics or theology from the following:
  - ENVR 339, PHIL 339 – Environmental Ethics, 4 credits
  - REL 348 – Ethics of Sustainable Community, 4 credits
  - REL 393 – Religion and Ecology, 4 credits
- 8 credits in policy from the following:
  - ENVR 355, PSC 355 – Petroleum Politics and Planet, 4 credits
  - ENVR 365, PSC 365 – Global Sustainability Issues, 4 credits
  - FND 336 – Environmental Nutrition, 4 credits
  - PSC 393 – Public Policy, 4 credits
  - SOC 339 – Urban Communities, 4 credits
  - SOC 356 – Social Change in Theory and Practice, 4 credits
- 4 credits in arts and humanities from the following:
  - COM 232 – Media Production I: Video, 4 credits
  - ENG 165 – Global Literature and Environmental Justice, 4 credits
  - GER 363, ENVR 363 – Sustainability in Germany, 4 credits
  - HIST 310, ENVR 310 – Nature’s Place in History, 4 credits
  - HIST 483, ENVR 483 – Building Sustainable Communities, 4 credits
- 1-4 credits in a policy-related internship, study away, or directed research experience approved by the environmental and sustainability studies program director(s): ENVR 390 – Cooperative Education OR ENVR 487 – Directed Research, 4 credits
- ENVR 475 – Interdisciplinary Research, 4 credits

### Major in Environmental and Sustainability Studies with a Sustainability Studies Concentration

The requirements for a major in environmental and sustainability studies with a sustainability studies concentration are 37-40 credits:

- ENVR 103 – Ecosystems and Human Influence, 4 credits OR BIOL 221 – Ecology, 4 credits
- 4 credits in statistical or geographical reasoning from the following:
  - MATH 205 – Introduction to Statistics, 4 credits
  - PSC 311 – Methods and Techniques of Political Analysis, 4 credits
  - PSYC 230 – Statistics and Psychological Measurement, 4 credits
  - BIOL 360, ENVR 360 – Introduction to Geographic Information Systems, 4 credits
- ENVR 350, PSC 350 – Global Sustainability Issues, 4 credits
- 4 credits in ethics or theology from the following:
  - ENVR 339, PHIL 339 – Environmental Ethics, 4 credits
  - REL 348 – Ethics of Sustainable Community, 4 credits
  - REL 393 – Religion and Ecology, 4 credits
- 8 credits in policy or economics from the following:
  - ENVR 355, PSC 355 – Petroleum Politics and Planet, 4 credits
  - ENVR 365, PSC 365 – Global Sustainability Issues, 4 credits
  - FND 336 – Environmental Nutrition, 4 credits
  - BUS 201 – Principles of Global Economics, 4 credits
  - ENVR 312, BUSN 312 – Global Development Issues, 4 credits
  - PSC 328 – The Politics of Development, 4 credits
- 4 credits in arts and humanities from the following:
  - COM 232 – Media Production I: Video, 4 credits
  - ENG 165 – Global Literature and Environmental Justice, 4 credits
  - GER 363, ENVR 363 – Sustainability in Germany, 4 credits
  - HIST 310, ENVR 310 – Nature’s Place in History, 4 credits
  - HIST 483, ENVR 483 – Building Sustainable Communities, 4 credits
- 4 credits of upper-level environmental science or GIS not taken above from the following:
  - BIOL 327, ENVR 327 – Conservation Biology, 4 credits
Major in Environmental and Sustainability Studies with an Environmental Humanities Concentration

The requirements for a major in environmental and sustainability studies with an environmental humanities concentration are 36 credits:

- **ENVR 103** – Ecosystems and Human Influence, 4 credits OR **BIOL 221** – Ecology, 4 credits
- 8 credits in ethics or theology from the following:
  - **REL 393** – Religion and Ecology, 4 credits
  - **REL 387** – Religions of India, 4 credits
  - **REL 348** – Ethics of Sustainable Community, 4 credits
  - **REL 340** – Ethics of Aid and Development, 4 credits
- 8 credits in policy or economics from the following:
  - **PSC 328** – The Politics of Development, 4 credits
  - **ENVR 103 G, N** – Ecosystems and Human Influence, 4 credits
- 8 credits in arts and humanities from the following:
  - **HIST 315** – Indigenous Peoples of North America, 4 credits
  - **HIST 325** – Doing Digital History, 4 credits
  - **HIST 360** – Food in Global History, 4 credits
  - **HIST 483, ENVR 483** – Building Sustainable Communities, 4 credits
  - **SOC 217** – Cultural Anthropology, 4 credits
  - **SOC 339** – Urban Communities, 4 credits
  - **SOC 356** – Social Change in Theory and Practice, 4 credits
- **ENVR 475** – Interdisciplinary Research, 4 credits

Major in Environmental and Sustainability Studies with a Contract Concentration

The requirements for a major in environmental and sustainability studies with a contract concentration are 36 credits designed by the student and approved by the program faculty:

- **ENVR 103** – Ecosystems and Human Influence, 4 credits OR **BIOL 221** – Ecology, 4 credits
- 4 credits in policy from the following:
  - **ENVR 350, PSC 350** – Environmental Policy and Politics, 4 credits
  - **ENVR 355, PSC 355** – Petroleum Politics and Planet, 4 credits
  - **ENVR 365, PSC 365** – Global Sustainability Issues, 4 credits
  - **SOC 339** – Urban Communities, 4 credits
  - **SOC 356** – Social Change in Theory and Practice, 4 credits
  - **FND 336** – Environmental Nutrition, 4 credits
  - **ENVR 312, SOC 312, BUSN 312** – Global Development Issues, 4 credits
  - **BUS 201** – Principles of Global Economics, 4 credits
- 4 credits in arts and humanities from the following:
  - **ENG 165** – Global Literature and Environmental Justice, 4 credits
  - **GER 363, ENVR 363** – Sustainability in Germany, 4 credits
  - **HIST 310, ENV 310** – Nature’s Place in History, 4 credits
  - **HIST 483, ENVR 483** – Building Sustainable Communities, 4 credits
  - **ENVR 339, PHIL 339** – Environmental Ethics, 4 credits
  - **PSC 328** – The Politics of Development, 4 credits
  - **ENVR 475** – Interdisciplinary Research, 4 credits
  - **SOC 356** – Social Change in Theory and Practice, 4 credits
  - **SOC 339** – Urban Communities, 4 credits
  - **FND 336** – Environmental Nutrition, 4 credits
  - **ENVR 312, SOC 312, BUSN 312** – Global Development Issues, 4 credits
  - **ENVR 475** – Interdisciplinary Research, 4 credits

Minor in Environmental and Sustainability Studies

The requirements for a minor in environmental and sustainability studies are 20 or 24 credits:

- **ENVR 103** – Ecosystems and Human Influence, 4 credits OR **BIOL 122** – Evolution and Diversity, 4 credits AND **BIOL 221** – Ecology, 4 credits
- 16 credits from any approved environmental and sustainability studies course, excluding statistics. Eight of these credits must be at the 300 or 400 level.

Courses

**ENVR 103 G, N** – Ecosystems and Human Influence, 4 credits. Consideration of basic ecological principles and human influences on ecosystems, emphasizing major environmental problems. This course can also count toward the global studies program.
ENVR 107 G, N – Islands as Microcosms of Our World, 4 credits. D. This course will use island living and the theory of island biogeography to provide students with a foundation in ecological principles needed to understand global environmental problems and frame long-term solutions. Students will work as scientists, acquire a nuanced understanding of biodiversity and current environmental changes, and consider how they can be responsibly engaged as travelers in the world. This course meets the Natural Science core requirement (N) for Santorini only.

ENVR 250 – Pre-May Seminar, 2 credits. D.

ENVR 300 – May Seminar, 4 credits. MS.

ENVR 310, HIST 310 H, U – Nature’s Place in History, 4 credits. A2 (2018-2019). Nature’s Place in U.S. History will investigate the relationship between human beings and the natural world and how this relationship has changed over time. The key premise is that nature is an active force shaping U.S. history. This course will integrate nature, place and environmental justice into the more familiar narratives of the American past. This course can also count toward the environmental and sustainability studies program.

ENVR 312, BUSN 312, SOC 312 S, G – Global Development Issues, 4 credits. E1. Students are introduced to the social scientific approaches used to understand how demographic, institutional, cultural, economic and ecological factors influence, and are influenced by, societal development. Comparative case studies enable students to understand the structure and dynamics (e.g., population change) of human populations as they relate to socioeconomic development.

ENVR 327, BIOL 327 – Conservation Biology, 4 credits. E2. Students will develop their understanding of biodiversity, the skills needed to participate in the science and management of Earth’s biological systems, and individual perspectives on responsible engagement in the world as scientists and as citizens. Three hours of lab per week or, in alternate years, a ten-day field trip to Florida during Spring Break (an additional fee will be required for the Florida years). Prerequisites: BIOL 221 – Ecology and CHEM 127 – General Chemistry I.

ENVR 339, PHIL 339 H – Environmental Ethics, 4 credits. E1. This course draws on the world’s philosophical traditions, both Eastern and Western, to understand our place within and responsibility for the natural world. The course will consider major theories of ethics (consequentialism, deontologism, virtue ethics) as well as major approaches to environmental philosophy (Social Ecology, Ecofeminism, Deep Ecology). In addition, students will learn a variety of transferable skills, including the ability to construct policies and negotiate differences among competing interests.

ENVR 350, PSC 350 – Environmental Policy and Politics, 4 credits. E1. One of the greatest challenges of our time is determining how to generate global prosperity while ensuring that the ecological environment in which we live remains healthy enough to continue to support thriving human populations. This course focuses on environmental politics and policy at the national and sub-national levels, examining how various perspectives and interests intersect in the struggle to develop policies that govern the interaction between humans and the natural environment. It is for all students who wish to prepare themselves to engage with the environmental challenges that will increasingly dominate public life in the coming decades. This course can also count toward the global studies program and the environmental and sustainability studies program.

ENVR 355, PSC 355 – Petroleum Politics and Planet, 4 credits. E2. This course explores the links between energy, politics, and the environment through several critical topics of global importance associated with our expanding use of energy and its impact on our environment. Alternatives to fossil fuels, such as renewable and efficient energy, will be examined as solutions to our current fossil fuel-based global economy, which is unsustainable.

ENVR 360, BIOL 360 – Introduction to Geographic Information Systems (GIS), 4 credits. E2. Students will develop a basic understanding of GIS and how it is used to make geospatial decisions using the software ArcGIS. Students will learn the use of spatial analytical tools to answer questions and solve problems concerning spatial data, and present their results in professional quality maps. Prerequisite: sophomore standing. Three lectures and four hours of laboratory per week. This course can also count toward the global studies program and the environmental and sustainability studies program.

ENVR 363, GER 363 H – Sustainability in Germany, 4 credits. D. This English-language course will focus on sustainability in public discourse in Germany, past and present. Historical overview of the exploitation of natural resources in Germany, followed by examination of contemporary environmental issues. Counts toward German or environmental and sustainability studies majors. Readings in German required only for German credit.

ENVR 365, PSC 365 G, Z – Global Sustainability Issues, 4 credits. E1. This course examines two general categories of global issues – sustainable development and ecological sustainability – and the various interpretive perspectives that offer understandings of each. Integrating the contributions of several disciplines, we examine the historical origins and future trends of these problems, their causes and consequences, and their potential solutions. In addition, students will learn a variety of transferable skills, including the ability to serve as a capstone course for the program. PEAK required.

ENVR 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

ENVR 390 – Cooperative Education, 1 to 8 credits. D.

ENVR 475 Z – Interdisciplinary Research, 4 credits. E2. This course examines and applies principles of interdisciplinary research on currently relevant environmental topics of interest to the class. This class is a seminar and is intended to serve as a capstone course for the program. PEAK required.

ENVR 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

ENVR 483, HIST 483 Z – Building Sustainable Communities, 4 credits. D. This capstone explores the ways human communities are responding to a changing climate. It examines the historical contexts of the problem and emphasizes the strategies communities are adopting to meet the challenge. This course includes vibrant experiential learning opportunities that allow students numerous opportunities to BREW. This capstone is open to any major. This course can also count toward the environmental and sustainability studies program.

ENVR 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.
FOOD, NUTRITION AND DIETETICS

– see Nutrition, Dietetics and Exercise Science

FILM STUDIES

An Interdisciplinary Program
– also see Communication Studies and Theatre Art
– also see English
– also see French
– also see German
– also see Philosophy
– also see Religion

Program offered
• Minor in Film Studies (24 credits)

Faculty
Gregory B. Carlson, director
Jonathan P. Clark
George B. Connell
Dawn E. Duncan
Richard A. Gilmore
Roy Hammerling
Donald E. Rice

Choosing to minor in film studies at Concordia will allow you to discover ways to apply your liberal arts education to film through critiquing, analyzing and appreciating this unique art form. Film is a vibrant and dynamic part of our culture, demonstrating how people interact, communicate, think, and define themselves and the communities in which they live.

Students who complete the program will be able to:
• Read media and film through the unique communication of cinematic language and grammar
• Analyze cinematic texts and contextualize them within a greater understanding of the world
• Critically examine aspects of both narrative content and production processes of studio-originated and independent motion picture making
• Communicate how issues and ideas contained within cinematic texts affect perceptions of class, gender, race, and social and political movements

Minor in Film Studies
The requirements for a minor in film studies are 24 credits:
• COM 139 – Appreciating Film, 4 credits
• COM 382 – Analyzing Film, 4 credits
• 16 credits from the following:
  – COM 326 – Global Cinema
  – COM 493 – Documentary and Historical Film, 4 credits
  – COM 480 – Independent Study, 1 to 4 credits
  – ENG 439 – Film and Literature, 4 credits
  – FREN 350 – Francophone Films, 4 credits
  – GER 440 – Topics in German Film, 4 credits
  – PHIL 340 – Philosophy and Film, 4 credits
  – PHIL 328, SCAN 338 – Kierkegaard: Philosophy, Literature and Film, 4 credits
  – REL 225 – Religion in Film, 4 credits
FRENCH

- also see Education
- also see Film Studies
- also see Global Studies
- also see International Business
- also see World Languages and Cultures

Programs offered
- Major in French (32 credits)
- Students seeking licensure to teach French must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching French, see the chair of world languages and cultures or the chair of education.
- Minor in French (20 credits)
- Major in International Business with a minor in French (see international business) (30 to 32 credits in French)
- World Languages add-on endorsement for Elementary Education majors (see education) (26 to 28 credits)

The purpose of the French program is to foster a deep sense of passion, curiosity, discovery, understanding, and connectedness with the global community in order to empower our students to engage and act responsibly in a culturally sensitive and multilingual manner.

The French program provides learning experiences that prepare students to achieve the following outcomes:
- to acquire communication skills – listening, speaking, reading and writing – at various levels of proficiency.
- to develop the ability to communicate with people of other cultures in their language.
- to have the opportunity to have direct contact with speakers from France and the Francophone at home and around the world
- to appreciate the contributions by people of the target civilizations to history, the arts, literature and their established institutions, etc.
- to acquire a better understanding of the English language and the U.S. culture through comparison with other languages and cultures.
- to stimulate the curiosity and the imagination and motivate to continue the study of languages beyond college to full proficiency.

The French program’s on-campus resources for students include the opportunity to live in the Résidence Française language residence, the student-run French Club, After-School French teaching, being a counselor at the Concordia Language Villages French weekend programs, membership in the National French Honor Society (Pi Delta Phi), and more. Off-campus programs provide opportunities for students to study French language and culture through immersion. These include: FREN 300 – May Seminar in France or the Francophone World, FREN 490 – Practicum in France, study at the University of Rennes in France or the Université François Rabelais in Tours, France, internships with companies in France, exploration seminars, and the opportunity to compete for a French government assistantship. (See Global Learning at Concordia, Page 26, for details.)

Liberal Arts Core Distribution

World Languages Requirement

Students may satisfy this requirement with successful completion of a French language and culture course taken at Concordia College: FREN 112 – Beginning French II or a higher-numbered course. All students who have studied French prior to coming to Concordia are expected to take a computerized placement test in French to determine which course level is the most appropriate for each individual’s ability. If the transcript shows that the student has not previously studied French, the student is not required to take the placement exam and qualifies to enroll in FREN 111 – Beginning French I.

Honors in French

The French honors program is designed to allow exceptional students to develop their interests in French on an advanced level and to work on an individual basis with members of the French faculty. Students in the program are expected to demonstrate academic maturity, active enthusiasm for the language and culture, and independent research ability.

1. French majors who meet ALL of the following criteria are invited to submit an application for entrance into the French honors program:
   a) The completion of one 300-level course
   b) A cumulative GPA of 3.5 or higher in all French courses
   c) An overall Concordia GPA of 3.5 or above.

2. The application for entrance into the honors program may be submitted to the world languages and cultures department chair the semester following completion of the first 300-level course and no later than midsemester break in the first semester of the senior year. Application forms are available in the department of world languages and cultures office (120 Academy) or from department faculty.

3. Five participants will be notified of acceptance within one month after application.

4. Application for the honors program must be made before the student completes the first of the two courses in which the honors papers will be written.

5. Students must choose two courses in which to write extended papers (10 pages in French) for the honors major. The nature and scope of each paper will be arranged with the instructor of each course. Students must demonstrate a significant amount of independent research according to guidelines established by the department and receive grades of A- or above on the papers. Students must also present their paper orally to an appropriate audience (the class for which it was written, another class where the subject is relevant, the Celebration of Student Scholarship, the French faculty). All faculty in world languages and cultures will be invited to attend honors presentations.

6. Any variation from this program must be successfully petitioned to the department faculty.

7. Successful participants must maintain a French and an overall GPA of 3.5 until graduation. They will have French Honors listed as their major in the graduation program and on their diplomas.

Major in French

The requirements for a major in French are 32 credits:
- FREN 211 – Intermediate French I, 4 credits
- FREN 212 – Intermediate French II, 4 credits
- FREN 331 – French Culture and Civilization, 4 credits
- 20 additional credits in French at the 300-level and above
Students seeking licensure to teach French must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching French, see the chair of world languages and cultures or the chair of education.

Minor in French

The requirements for a minor in French are 20 credits:
- FREN 211 – Intermediate French I, 4 credits
- FREN 212 – Intermediate French II, 4 credits
- FREN 311 – Intensive Oral and Written Communication, 4 credits
- FREN 331 – French Culture and Civilization, 4 credits
- 4 additional credits in French (excluding FREN 220 – The Best of French Literature and FREN 317, WLC 317 – Race, Gender and Power in the Francophone World)

Major in International Business with a Minor in French

The business requirements for a major in international business with a minor in French are listed in the international business pages of the catalog. A minor in French may be completed as described above. However, in order to participate in the international business program in France, students must complete the minor by taking the following courses:

Qualified international business majors with sufficient French language skills take courses the second semester of their junior or senior year at the Management Institute of the University of Rennes in France and complete an internship with a French company. The normal French requirements for participation in this semester in France include 30 to 32 credits:
- FREN 211 – Intermediate French I, 4 credits
- FREN 212 – Intermediate French II, 4 credits
- FREN 311 – Intensive Oral and Written Communication, 4 credits
- FREN 331 – French Culture and Civilization, 4 credits
- FREN 360 – French in the Business World, 4 credits
- FREN 250 – Pre-May Seminar: Francophone World, 4 credits. D.
- FREN 255 – Pre-May Seminar: Francophone World, 4 credits. D.
- FREN 300 – May Seminar, 4 credits
- FREN 490 – Practicum, 4 credits

The department may waive French 300 and/or 490 requirements for those students who are satisfactorily proficient in French language and culture as a result of an extended stay in a French-speaking country.

Courses

FREN 111 – Beginning French I, 4 credits. E1, D. Students learn the basics of French communication and are introduced to the cultures of the French-speaking world. Students engage in various individual, class and group activities to develop their ability to speak and understand French. Resources, including the World Wide Web, CD-ROMs, French children’s books, movies and magazines are used to increase students’ understanding of French culture and the French language.

FREN 112 W – Beginning French II, 4 credits. E2, D. Students learn the basics of French communication and are introduced to the cultures of the French-speaking world. Students engage in various individual, class and group activities to develop their ability to speak and understand French. Resources, including the World Wide Web, CD-ROMs, French children’s books, movies and magazines are used to increase students’ understanding of French culture and the French language. Students will also have the opportunity to interact with the local community through cultural projects. Prerequisite: FREN 111 – Beginning French I, placement exam, or consent of the department

FREN 211 U, W – Intermediate French I, 4 credits. E1. This course is an approved U.S. perspectives course and focuses on “French in the Americas” featuring units on Canada, the United States (Louisiana, New England and Native Americans), South America and the Caribbean Islands. After a general introduction to each site, the course examines a different theme such as family life, youth, educational systems and everyday lives. These discussions are not possible without discussing race, ethnicity, gender and social issues such as education, class and religion. This course is also designed to increase students’ ability to speak, write, read and understand French. Students review basic language structures and vocabulary, as well as develop new language skills. In addition to class meetings on Monday, Wednesday and Friday, students also work with the French native assistant for small-group discussions and projects, usually on Tuesday and Thursday at an agreed upon time. Prerequisite: FREN 112 – Beginning French II, placement exam, and consent of the department

FREN 212 G, W – Intermediate French II, 4 credits. E2. This course is an approved global perspectives course and focuses on “French in the Francophone World” featuring various regions in France as well as Asia, the Pacific Islands, and Africa. After a general introduction to each site, the course examines different cultural components. This course is also designed to increase students’ ability to speak, write, read and understand French. Students review basic language structures and vocabulary, as well as develop new language skills. In addition to class meetings on Monday, Wednesday and Friday, students also work with the French native assistant for small-group discussions and projects, usually on Tuesday and Thursday at an agreed upon time. Prerequisite: FREN 211 – Intermediate French I, placement exam, and consent of the department

FREN 220 – The Best of French Literature, 4 credits. D. This course, taught in English, enables students without a background in French language or in French literature to share in this rich heritage. The primary goal of the course is the appreciation and enjoyment of fine literature. The masterpieces selected, beginning with a few legends and fables of the Middle Ages, trace the evolution of social, religious, political and economic aspects of the French civilization.

FREN 250 – Pre-May Seminar: Francophone World, 4 credits. D. Designed to prepare the student for a meaningful period of study and travel in the Francophone world, this course is required as preparation for FREN 300 – May Seminar and is required of students preparing for certification by the Minnesota Board of Teaching. Prerequisite: FREN 212 – Intermediate French II (concurrent enrollment acceptable) or consent of department

FREN 255 – Pre-May Seminar: Francophone World, 4 credits. D. Designed to prepare the student for a meaningful period of study and travel in France, this course is required as preparation for FREN 300 – May Seminar and is required of students preparing for certification by the Minnesota Board of Teaching. Prerequisite: FREN 212 – Intermediate French II (concurrent enrollment acceptable) or consent of department

FREN 300 – May Seminar, 4 credits. MS.

FREN 310 – Understanding Health, History, and Culture In Southeast Asia, 4 credits. D. This course is taught in English, examines the health, history and culture of Southeast Asian Francophone countries to understand how these facets work together to impact the mentality and present-day situation in the target country/countries. Interviews with natives from the target culture enhance understanding of how language, culture, history, and health practices inform identity. Work on global health practices and perspectives lends to the interdisciplinary nature of this course. Prerequisite: FREN 112 or higher

FREN 311 G, W – Intensive Oral and Written Communication, 4 credits. D. This course is designed to develop students’ ability to organize clearly and communicate effectively in French their own knowledge and ideas, as well as the meaning of cultural texts dealing with France. Students are assisted in transferring grammatical concepts to practical communication skills through oral and written practice. In addition to class meetings on Monday, Wednesday and Friday, students also work with the French native assistant for small-group discussions and projects, usually on Tuesday and Thursday at an agreed upon time. Students will also discover the world of children and adolescent literature. Prerequisite: FREN 212 – Intermediate French II, placement exam or consent of department
FREN 317, WLC 317 H, U – Race, Gender, and Power in the Francophone World, 4 credits. D. This course, taught in English, examines Francophone texts from a variety of media to understand better the impact of power, racial, gender, and economic relationships on the French-speaking world from a historical/contemporary perspective. We cover Africa, the Americas, Asia and Europe. This course counts toward the global studies, women’s and gender studies, and international business programs. Prerequisite: FREN 331 – French Culture and Civilization

FREN 331 H – French Culture and Civilization, 4 credits. T2 (2020-2021). This is a survey of the history and development of French civilization and of the Francophone world. The course, and all work, is conducted in French. Prerequisite: FREN 311 – Intensive Oral and Written Communication or consent of department

FREN 340 – French Phonetics and Other Linguistics Issues, 2 credits. T2 (2018-2019). This course is designed for students interested in understanding the sound system of French. Students will learn the International Phonetic Alphabet and the standard pronunciation of the phonetic symbols in French. Using these symbols, they will learn to improve their own pronunciation and comprehension of spoken French. In addition, students will be introduced to the history and geography of the French language, examine linguistic issues in French that derive from its Latin heritage with Germanic influence, and linguistic issues of the Francophone world today. This course is required in order to meet the Minnesota Board of Teaching standards for K-8 and K-12 licensures. Prerequisite: FREN 331 – French Culture and Civilization or consent of department

FREN 350 – Francophone Films, 4 credits. D. This course introduces students to understanding identity issues through the analysis of contemporary films by Sub-Saharan Francophone and Caribbean directors: viewing African experience through African eyes. Prerequisite: FREN 331 – French Culture and Civilization

FREN 360 – French in the Business World, 4 credits. T1 (2018-2019). Intended for students interested in using French in the workplace, the course concentrates on understanding French business culture and practices and economics. This course can also count toward the global studies program. Prerequisite: FREN 331 – French Culture and Civilization or consent of department

FREN 370 – Current French Political, Social and Economic Affairs, 4 credits. T1 (2020-2021). Through intensive study of articles from French periodicals, the World Wide Web and other sources, students prepare outlines, lead class discussions and produce a major project (such as televised news reports, a newspaper, brochures, etc.) regarding current topics relating to individual areas of interest. This course can also count toward the global studies program. Prerequisite: FREN 331 – French Culture and Civilization

FREN 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

FREN 390 – Cooperative Education, 1 to 8 credits. E, S.

FREN 395 – Cooperative Education at the Concordia Language Villages, 2 to 4 credits. D. This course is intended to provide students of modern languages with opportunities to teach and study the language of their choice at the Concordia Language Villages. Prerequisite for acceptance: at least two years of coursework or the equivalent in the language. The final decision on acceptance into this course is based on mutual agreement of both Concordia language department faculty and Concordia Language Villages faculty concerning both the student and the project. A total maximum equivalent of two full courses from 390 and 395 may be counted toward graduation.

FREN 410 – Introduction to French Literature Through Poetry, 2 credits. D. This course introduces students to literature through poetry from throughout the French-speaking world. Students will develop analytical skills, an understanding of the development of literature and an appreciation of the impact of culture on literature. This course can also count toward the global studies program. Prerequisite: FREN 331 – French Culture and Civilization

FREN 411 – Development of French Theatre, 4 credits. D. This study of the French theatre from its origin in the Middle Ages to the present places emphasis on the classical theatre. This course can also count toward the global studies program. Prerequisite: FREN 331 – French Culture and Civilization

FREN 412 – Development of French Prose, 4 credits. D. Students examine the development of prose writing in the French-speaking world in its various forms from the Middle Ages to the present. This course can also count toward the global studies program. Prerequisite: FREN 331 – French Culture and Civilization

FREN 413 – Advanced Composition and Grammar, 2 credits. D. This course is designed for students who have completed a study abroad experience such as the May Seminar or a practicum or who have completed another upper-division French course. This course will clarify grammar and syntax issues, as well as improve writing skills. Prerequisite: FREN 255 – Pre-May Seminar; FREN 360 – French in the Business World; FREN 370 – Current French Political, Social and Economic Affairs; FREN 411 – Development of French Theatre; FREN 412 – Development of French Prose; or FREN 490 – Practicum; or consent of department

FREN 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

FREN 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

FREN 490 Z – Practicum, 4 credits. E, S. The practicum is a living and learning experience in France generally lasting at least two months, but which may be extended over a longer period of time. The student lives with selected families in France and completes written assignments. The practicum may be arranged for either the summer or a portion of the academic year. Prerequisite: FREN 300 – May Seminar and/or consent of department

GEOGRAPHY

Faculty
Richard M. Chapman

Courses

GEOG 201 G – World Geography, 4 credits. E1. An introduction to the study of human geography in a global perspective. The course examines the interaction of demography, economic systems, the environment, and culture in creating distinctive geographies at the local, regional, national and global levels. This course can also count toward the global studies program.
GERMAN

- also see Education
- also see Global Studies
- also see International Business
- also see World Languages and Cultures

Programs offered
- Major in German (32 credits)
- Students seeking licensure to teach German must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching German, see the chair of world languages and cultures or the chair of education.
- Minor in German (20 credits)
- Major in International Business with a minor in German (see international business) (20 credits in German)

The German program is a part of the department of world languages and cultures and has as its mission “recognizing and affirming global awareness through the study of the language and cultures of the German-speaking world.” Through coursework and a unique set of on-campus and overseas programs, students achieve high proficiency levels in the German language and attain a high degree of cultural awareness of the German-speaking world.

The German program provides learning experiences that prepare students to achieve the following outcomes:
- develop communication skills in the German language
- gain knowledge and understanding of German-speaking cultures
- make connections with other disciplines
- develop comparisons based on insight into the nature of the language and culture
- participate in multilingual communities at home and around the world

The German program prepares students for further study in graduate school and for professional opportunities in many fields, including international business and economics, law, teaching in grades K-8 or K-12, and jobs that require effective communication, critical thinking skills and knowledge of another culture and language. Taken individually or in conjunction with other majors, studies in German will give students a leading edge in a global society and in any professional pursuit.

The German program offers a number of specialized programs both on campus and in Germany. International programs include the Wittenberg Summer Study program, the Jena Study Abroad program, the Federation of German-American Clubs Scholarship, and the International Business program in Germany, which includes a 12-week internship with a German firm and a semester study at the Johannes-Gutenberg-Universität in Mainz or at the Leibniz Universität Hannover. The German program also offers May Seminars and Exploration Seminars on a regular basis. See course and program descriptions below and consult with the German faculty for details.

The German program also offers a variety of on-campus opportunities for all students interested in German. These include the Max-Kade Deutsches Haus, a German language residence; study and work opportunities during the summer or school year at Waldsee, the Concordia German Language Village; and teaching German in area elementary schools. Delta Phi Alpha, the National German Honor Society, has an active chapter that recognizes academic excellence and promotes the study of German language, culture and society. The German Club celebrates German culture and language in a non-classroom environment. All students of German are encouraged to participate in these programs, and the German faculty works with each student to afford them the greatest opportunities.

Honors in German

The German honors program is designed to allow exceptional students to develop their interests in German on an advanced level and to work on an individual basis with members of the German faculty. Students in the program are expected to demonstrate academic maturity, active enthusiasm for the language and culture, and independent research ability.

1. German majors who meet ALL of the following criteria are invited to submit an application for entrance into the German honors program:
   a) The completion of one 300-level course
   b) A cumulative GPA of 3.5 or higher in all German courses
   c) An overall Concordia GPA of 3.5 or above.

2. The application for entrance into the honors program may be submitted to the language and cultures department chair the semester following completion of the first 300-level course and no later than midsemester break in the first semester of the senior year. Application forms are available in the department of world languages and cultures office (120 Academy) or from department faculty.

3. Participants will be notified of acceptance within one month after application.

4. Application for the honors program must be made before the student completes the first of the two courses in which the honors papers will be written.

5. Students must choose two courses in which to write extended papers (10 pages in German) for the honors major. The nature and scope of each paper will be arranged with the instructor of each course. Students must demonstrate a significant amount of independent research according to guidelines established by the department and receive grades of A- or above on the papers. Students must also present their paper orally to an appropriate audience (the class for which it was written, another class where the subject is relevant, the Celebration of Student Scholarship, the German faculty).

6. Any variation from this program must be successfully petitioned to the department faculty.

7. Successful participants must maintain a German and an overall GPA of 3.5 until graduation. They will have German Honors listed as their major in the graduation program and on their diplomas.

Liberal Arts Core Distribution World Languages Requirement

Students may satisfy this requirement by either successful completion of GER 112 – Introduction to the German-Speaking World II, 4 credits, or a higher numbered course. All students who have studied German prior to coming to Concordia are expected to take a computerized placement test in German to determine which course level is the most appropriate for each individual’s ability. If the transcript shows that the student has not previously studied German, the student is not required to take the placement exam and qualifies to enroll in GER 111 – Introduction to the German-Speaking World I, 4 credits.
Major in German

The requirements for a major in German are 32 credits:
• GER 211 — Intermediate German I: Culture and Society through the Media, 4 credits
• GER 212 — Intermediate German II: Culture through Literature, 4 credits
• GER 320 — German Cultural History in Overview, 4 credits
• 20 additional credits in German at the 300-level and above

Students may take one 4-credit German course in English.

Additional requirements for German majors seeking teaching licensure:
1. GER 330 — Introduction to German Literature and Film, 4 credits AND GER 332 — German Grammar and Phonetics, 4 credits
2. Complete a second major in Education (see the education section of the catalog)

Students studying abroad for one year must take GER 450.

Students seeking licensure to teach German must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching German, see the chair of world languages and cultures or the chair of education.

Minor in German

The requirements for a minor in German are 20 credits:
• GER 211 — Intermediate German I: Culture and Society through the Media, 4 credits
• GER 212 — Intermediate German II: Culture Through Literature, 4 credits
• GER 320 — German Cultural History in Overview, 4 credits
• 8 additional upper-division credits in German, 4 of which may be in English

Major in International Business with a Minor in German

The business requirements for a major in international business with a minor in German are listed in the International Business pages of the catalog.

To participate in the international program in German, students must complete the German minor by taking the following courses:
• GER 211 — Intermediate German I: Culture and Society through the Media, 4 credits
• GER 212 — Intermediate German II: Culture Through Literature, 4 credits
• GER 311 — Advanced Composition and Style, 4 credits
• GER 320 — German Cultural History in Overview, 4 credits OR GER 325 — Germany, Austria, and Switzerland Today, 4 credits
• 4 additional upper-division credits
• A three-month internship in Germany
• A semester at the Leibniz Universität Hannover or another university approved by the German program.

Students will take IBUS 390 — Cooperative Education for their internship credit but have the option of choosing GER 390 — Cooperative Education (1-5 credits) for additional credit toward their internship.

Courses

GER 111 — Introduction to the German-Speaking World I, 4 credits. E. Introduction to the German language through insight into the contemporary life and culture of German-speaking countries. Proficiency in German language and culture developed through a variety of media and concrete situations, actively using many of the basic structures of everyday conversation and writing.

GER 112 W — Introduction to the German-Speaking World II, 4 credits. E. Continuation of GER 111 — Introduction to the German-Speaking World I

GER 211 G, W — Intermediate German I: Culture and Society through the Media, 4 credits. E1. Increases oral and written proficiency in German through investigation of German culture and society. Insight into everyday life in Germany will be gained through a variety of media — texts, journals, film, internet and satellite broadcasts — and form the basis of classroom activities. Grammar review is done regularly and according to students’ needs. Prerequisite: GER 112 — Introduction to the German-Speaking World II or equivalent

GER 212 G, W — Intermediate German II: Culture Through Literature, 4 credits. E2. Further development of German language and cultural proficiency through the discussion of literary works and film. Particular emphasis placed on reading and the logical presentation of ideas in speaking and writing. Prerequisite: GER 211 — Intermediate German I: Culture and Society through the Media or equivalent

GER 220 — Wittenberg Summer Program, Exploration, 4 to 6 credits. D. Five-week immersion program in Wittenberg, Germany, which includes content based language instruction, homestays, and excursions to historical and cultural centers.

GER 221 — Germany after the Wall, 4 credits. S. College credit course offered at Concordia Language Villages for advanced high school juniors and seniors. This course is a discussion of contemporary issues in Germany since the events of November 1989 and the unification of Germany.

GER 250 — Pre-May Seminar, 4 credits. D. Designed to prepare students to participate on May Seminar through in-depth discussion of main focus and practical tips on getting around overseas, including the most appropriate travel vocabulary and insight into the countries and cultures to be visited. Students begin a research project that will be completed as part of GER 300 — May Seminar.

GER 311 G, W — Advanced Composition and Style, 4 credits. E1. A thorough review of German grammar and the opportunity to apply that understanding to writing, speaking and reading. In preparation for advanced courses, a longer work is read and used as the basis for discussion and various forms of writing, as well as a springboard for learning effective vocabulary acquisition techniques. Prerequisite: GER 212 — Intermediate German II: Culture through Literature or equivalent

GER 320 — German Cultural History in Overview, 4 credits. A1. Broad overview of the cultural development of German-speaking countries from the very beginnings through 1848. Particular emphasis given to artistic, linguistic, architectural and historical trends from which current German culture and society has evolved. This course can also count toward the global studies program. Prerequisite: GER 212 — Intermediate German II: Culture through Literature or equivalent

GER 325 — Germany, Austria, and Switzerland Today, 4 credits. A2. An overview of German, Austrian, and Swiss geography, recent history, politics, economy, and society. Discussion of the role of the German-speaking countries in the EU and of current social issues, including education, social welfare, environmentalism, immigration, and right-wing extremism. Conducted in German. Prerequisite: GER 212 — Intermediate German II: Culture through Literature or equivalent

GER 330 R — Introduction to German Literature and Film, 4 credits. A1. Basics of textual analysis through both literature and film, in theory and practice, and an overview of major periods and genres. Main emphasis is placed on developing a critical understanding and appreciation of literary works and films through close reading or sequence analysis, classroom discussion, and written assignments. Students will also be introduced to German scholarship and research methods. Prerequisite: GER 212 — Intermediate German II: Culture through Literature or equivalent

GER 332 — German Grammar and Phonetics, 4 credits. T (2018-2019). Thorough review of German grammar and pronunciation including extensive exercises. Includes basic descriptive linguistics (morphology, syntax, phonetics, phonology, sociolinguistics). Required for world language teaching licensure in German. Prerequisite: GER 212 — Intermediate German II: Culture through Literature or equivalent
GER 360 – German Contributions to World Culture: Courses in English, 4 credits. D. Consideration of the way in which German-speaking countries have influenced other national cultures. Themes vary. Only 4 credits may count toward major. This course can also count toward the global studies program.

GER 362, MUS 362 R, G – The German Art Song, 4 credits. A2 (2017-2018). An interdisciplinary collaboration between the German Department and the Music Department that focuses on the cultural history of the Romantic era with special consideration of the poets and poetry with the great musicians of the time, Schubert, Schumann and others, chosen for their compositions. Students perform for each other in Salon Evenings, much as young people in the 19th century did. An exploration course to Vienna is offered as part of the course.

GER 363, ENVR 363 H – Sustainability in Germany, 4 credits. A2. This English-language course will focus on sustainability in public discourse in Germany, past and present. Historical overview of the exploitation of natural resources in Germany, followed by examination of contemporary environmental issues. Counts toward German or environmental and sustainability studies majors. Readings in German required only for German credit. Prerequisite: GER 212 – Intermediate German II: Culture Through Literature

GER 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

GER 390 – Cooperative Education, 1 to 8 credits. E.

GER 395 – Cooperative Education at Concordia Language Villages, 2 to 4 credits. E. This course is intended to provide students of modern languages with opportunities to teach and study the language of their choice at the Concordia Language Villages. Prerequisite for acceptance: at least two years of coursework or the equivalent in the language. The final decision on acceptance into this course is based on mutual agreement of both Concordia language department faculty and Concordia Language Villages faculty concerning both the student and the project. A total maximum equivalent of two full courses from 390 and 395 may be counted toward graduation.

GER 423 – Topics in Society, Politics and Economics, 2 credits. T. Investigation into topics which affect the society of the German-speaking world. Topics may include, but are not limited to, the EU, environment and sustainability, the Third Reich, witchcraft, and the History of Jews in German-speaking Europe. This course can also count toward the global studies program. Prerequisite: Any 300-level German course

GER 424 – Topics in Literature, Art and Music, 2 credits. T. Investigation into topics of cultural history in the German-speaking world. Topics may include, but are not limited to, Baroque Literature and Art, The Art Song, The Faust Tradition, Worpswede, and Reformation Art. This course can also count toward the global studies program. Prerequisite: Any German course at the 300 level

GER 430, WLC 430 R – Topics in German Literature, 4 credits. T. Examines German literature with a focus on literary movements, genres, and representative works from major authors. Special attention given to sociohistorical contexts. The course will be conducted in German and English online with synchronous virtual classroom and threaded discussion forums. Students may take the course in English only or with German-language component. Prerequisite: GER 212 – Intermediate German II or equivalent.

GER 440 – Topics in German Film, 4 credits. T. Special topics in literature and film, including the History of German Film, Films by German Women, New German Cinema, and Films of the Weimar Republic and the Third Reich. This course can also count toward the global studies program, the film studies program, and the women’s and gender studies program. Prerequisite: Any German course at the 300 level

GER 450 Z – Study Abroad Experience and Reflection, 4 credits. E2. Students on semester and yearlong programs reflect upon their many experiences in an online blog and relate these experiences to an issue of global significance. Topics for this blog will be worked out between the instructor and the student and should reflect their everyday experiences. These entries form the basis of a more directed and polished paper on a topic of interest that deals with a global issue. For juniors and seniors studying abroad, this second semester course will count as a core capstone. Prerequisite: GER 212 – Intermediate German II: Culture Through Literature or equivalent

GER 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

GER 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

GER 490 – Practicum, 2 to 4 credits. D. Opportunity to earn college credit for exploration of various aspects of German-speaking culture and society. The practicum may be arranged for either the summer or the school year. Approval by the German department is required before departure.

GLOBAL STUDIES

An Interdisciplinary Program
– also see Art
– also see Biology
– also see Chemistry
– also see Communication Studies and Theatre Art
– also see English
– also see Environmental and Sustainability Studies
– also see German
– also see History
– also see Mathematics
– also see Nutrition, Dietetics and Exercise Science
– also see Political Science
– also see Religion
– also see Sociology and Social Work
Programs offered

- Major in Global Studies
  
  New Pathways Concentration (40 credits)
  
  Thematic Concentrations:
  - Development Studies Concentration (39 credits)
  - Global Environmental Studies Concentration (44 credits)
  - Global Systems and Processes Concentration (43 credits)
  - Worlds in Dialogue Concentration (39 credits)
  
  Regional Concentrations:
  - Asian Studies Concentration (32 credits plus language requirement)
  - European Studies Concentration (36 credits plus language requirement)
  - Latin American Studies Concentration (32 credits plus language requirement)

- Minor in Cross-Cultural Interaction (20 credits)
- Minor in International Affairs (19-20 credits)

Faculty

Global Studies Program Steering Committee

Kenneth W. Foster, chair Odile J. Streed
Matthew L. Lindholm C. Tess Varner
Jan H. Pranger Sonja P. Wentling
Fanny R. Roncal Ramirez Leila Zakhirova
Vincent J. Reusch

The global studies program equips students with the expertise needed to thrive in an interconnected world and enables students to pursue their passionate interests in issues facing our global community and societies across the world.

The program is designed for students who are interested in combining the insights found in diverse disciplines as they seek to understand global issues and explore solutions to global problems. The program is also for students who wish to acquire expertise in a specific region of the world while developing a global perspective on that region. Students majoring in global studies choose one or two concentrations on which to focus. Four of the available concentrations focus on a theme or issue area: Development Studies, Global Environmental Studies, Global Systems and Processes, and Worlds in Dialogue. The other three available concentrations focus on a geographic region: Asian Studies, European Studies, and Latin American Studies. In all concentrations, students apply multiple disciplinary and regional perspectives to study issues of global importance. They also take three required common courses for the major: GS 117 – Systems, Policies and Institutions: An Introduction to Global Studies, 4 credits; GS 118 – Culture, Identity and Dialogue: An Introduction to Global Studies, 4 credits; and GS 410 – Global Studies Senior Seminar. Concordia’s global studies major is unique in that it engages students in dialogue across the traditionally disparate areas of global and regional (or area) studies.

All majors are strongly encouraged to take part in at least one study abroad program (including semester abroad programs, May seminars, summer school abroad courses, and summer field study courses) during their time at Concordia. The global studies program works closely with students to enable credits earned through study abroad to be counted toward their global studies major requirements.

Majors are also encouraged to pursue experiential learning opportunities such as internships and service-learning programs, earning Cooperative Education credits either through GS 390 – Cooperative Education or through completion of a 390 course in another department. The program works with majors to enable Cooperative Education credits to be counted toward their global studies major requirements.

Language learning is an important component of the global studies major for many students. In addition to language classes offered on campus and through study abroad programs, students may study one of the many languages offered in the summer at Concordia Language Villages by enrolling in WLC 395.

Students majoring in global studies pursue diverse programs of study depending on which concentration they choose and which particular courses they take as electives within their concentration. However, the program provides all students with learning experiences that prepare them to achieve a common set of learning outcomes, which include being able to:

- use their understanding of the diverse forms of interconnectedness found in our world today, and their familiarity with the major institutions, processes, and actors that animate the global community, to analyze and explore solutions to contemporary problems
- use their understanding of how the existence of diverse cultural traditions and normative frameworks affects our contemporary world, and of how we might move toward greater intercultural understanding, to analyze and explore solutions to contemporary problems
- utilize a distinctive global perspective as they reflect on a wide variety of issues and as they pursue their chosen career
- integrate diverse forms of knowledge and diverse perspectives in order to advance understanding and address problems
- demonstrate a critical degree of competency in a particular thematic or regional area of concentration
- demonstrate the ability to analyze information and trends, formulate appropriate and interesting questions, and develop innovative answers and solutions
- possess a thoughtful sense of their personal place within the global community and thoughtful positions on the major ethical issues that surround the study of our increasingly globalized world

The global studies program cooperates closely with other departments on campus, and many global studies majors pursue a second major in a traditional academic discipline.

Major in Global Studies

To earn a major in global studies, students take three courses required of all majors and also complete the requirements for one concentration. Students may choose to complete two concentrations.

The requirements for a major in global studies are 32 to 44 credits, depending on the concentration chosen (certain electives require additional prerequisite credits):

- GS 117 – Systems, Policies and Institutions: An Introduction to Global Studies, 4 credits
- GS 118 – Culture, Identity and Dialogue: An Introduction to Global Studies, 4 credits
- GS 410 – Global Studies Senior Seminar, 4 credits
- Global Studies majors must choose at least one concentration (20-32 credits)

Concentrations for a Major in Global Studies

Thematic Concentrations

Development Studies Concentration requires 27-28 credits:

This concentration is for students who are interested in issues concerning poverty, inequality and socioeconomic development. The curriculum enables students to gain expertise in the social, political and economic aspects of poverty, inequality and the effort to promote socioeconomic development.

- 4 credits from a course on comparative political analysis and international relations, chosen from the following:
  - PSC 241 – International Politics, 4 credits
  - PSC 256 – Comparative Politics, 4 credits
- BUS 201 – Principles of Global Economics, 4 credits
- 8 credits from courses focused entirely on the subject of socioeconomic development, chosen from the following:
- 7-8 credits from a course with subject matter that is relevant to the study of global socioeconomic development, poverty and inequality, chosen from the following:
  - BUSN 302 – Intermediate Macroeconomics, 3 credits (this course may have required prerequisites)
  - BUSN 333 – Global Economics, 3 credits (this course may have required prerequisites)
- 4 credits from relevant courses in the social sciences or humanities, chosen from the following:
  - EDUC 330 – Comparative Education, 4 credits
  - ENG 451 – Postcolonial Literatures, 4 credits
  - ENV 360, BIOL 360 – Introduction to Geographic Information Systems, 4 credits
  - FREN 317, WLC 317 – Race, Gender and Power in the Francophone World, 4 credits
  - FND 336 – Environmental Nutrition, 4 credits
  - HIST 344 – Women and Development: The Asian Experience, 4 credits
  - PSC 355, ENV 355 – Petroleum Politics and Planet, 4 credits
  - PSC 365, ENV 365 – Global Sustainability Issues, 4 credits
  - REL 386 – Religion in the Postcolonial World, 4 credits
  - SOC 217 – Cultural Anthropology, 4 credits
  - SOC 339 – Urban Communities, 4 credits
  - SOC 366 – Social Change in Theory and Practice, 4 credits
- 4 credits earned through a study abroad or experiential learning opportunity. Credits must be approved by the chair of the global studies program. Credits may be earned in the following ways:
  - completion of a relevant 4-credit Cooperative Education course (390);
  - completion of a relevant 4-credit course taken as part of a study abroad experience that is related in some way to the study of development.

Global Environmental Studies Concentration requires 32 credits:
This concentration is for students who are interested in gaining the expertise necessary for engaging with the ecological and environmental issues facing humanity. Environmental problems and their solutions are explored from a distinctly global perspective.
- ENVR 103 – Ecosystems and Human Influence, 4 credits
- BIOL 101 – General Biology, 4 credits
- ENVR 360, BIOL 360 – Introduction to Geographic Information Systems, 4 credits
- BUS 201 – Principles of Global Economics, 4 credits
- 4 credits in ethics, chosen from the following:
  - REL 348 – Ethics of Sustainable Community, 4 credits
  - ENVR 339, PHIL 339 – Environmental Ethics, 4 credits
- 4 credits from a course on environmental policy, chosen from the following:
  - PSC 350 – Environmental Politics and Policies, 4 credits
  - PSC 355, ENV 355 – Petroleum Politics and Planet, 4 credits
  - PSC 365, ENV 365 – Global Sustainability Issues, 4 credits
- 4 credits from relevant courses in the social sciences or humanities, chosen from the following:
  - ART 483 – Art and Environmental Activism, 4 credits
  - ENG 160 – Global Literature and Environmental Justice, 4 credits
  - FND 336 – Environmental Nutrition, 4 credits
  - HIST 310, ENV 310 – Nature’s Place in History, 4 credits
  - HIST 360 – Food in Global History, 4 credits
  - HIST 483, ENV 483 – Building Sustainable Communities, 4 credits
  - PSC 328 – Politics of Development, 4 credits
  - PSC 350 – Environmental Politics and Policies, 4 credits
  - PSC 355, ENV 355 – Petroleum Politics and Planet, 4 credits
  - PSC 365, ENV 365 – Global Sustainability Issues, 4 credits
  - REL 340 – Ethics of Aid and Development, 4 credits
  - REL 393 – Religion and Ecology, 4 credits
  - SOC 312, BUSN 312, ENVR 312 – Global Development Issues, 4 credits
  - SOC 315 – Political Sociology, 4 credits
  - SOC 339 – Urban Communities, 4 credits
- 4 credits earned through a study abroad or experiential learning opportunity. Credits must be approved by the chair of the concentration. Credits may be earned in one of the following ways:
  - completion of a relevant 4-credit Cooperative Education course (390);
  - completion of a 4-credit independent study (480) or research project (487) that involves original field research;
  - completion of a relevant 4-credit course taken as part of a study abroad experience that is related in some way to the study of global environment issues.

Global Systems and Processes Concentration requires 31 credits:
Students pursuing this concentration will explore the contemporary institutions, assumptions, norms and practices that transcend individual states and civilizations and shape the interactions — social, political, economic and religious — of the peoples and states of the world. Students will not only explore the evolution of these various arrangements (including institutions such as the United Nations and the World Trade Organization), they will also be encouraged to think about the implications of current trends and developments for the future of these arrangements.
- BUS 201 – Principles of Global Economics, 4 credits
- BUS 333 – Global Economics, 3 credits OR
- a substitute course approved by the chair of the global studies program
- HIST 152 – World in Perspective since 1500, 4 credits
- PSC 241 – International Politics, 4 credits
- REL 392 – Religion and World Affairs, 4 credits OR
- REL 339 – World Christianity, 4 credits
- SOC 312, BUSN 312, ENVR 312 – Global Development Issues, 4 credits OR
- SOC 328 – Class, Race, and Ethnicity, 4 credits OR
- SOC 366 – Social Change in Theory and Practice, 4 credits
- 4-credits from an international perspectives course (explores the social, political, economic, or religious interactions of two or more states or geographic regions with an eye both to discerning areas of disagreement and common ground and to exploring the impact of these relationships on the global system), selected from the following:
  - HIST 314 – U.S. Foreign Policy, 4 credits
  - HIST 370 – Islam and the West: Historical Encounters, 4 credits
  - HIST 373 – Arab-Israeli Conflict, 4 credits
  - PSC 332 – U.S.-China Relations, 4 credits
  - PSC 352 – U.S. Foreign Policy, 4 credits
- 4-credits from a global perspectives course (focuses on social, political, and economic problems in a global context, with particular attention to exploring the role of contemporary institutions, assumptions, norms and practices in addressing these various problems), selected from the following:
  - GEOG 201 – World Geography, 4 credits
  - PSC 328 – The Politics of Development, 4 credits
  - PSC 360 – International Security, 4 credits
  - PSC 365, ENV 365 – Global Sustainability Issues, 4 credits
  - PSC 441 – Ethics and International Relations, 4 credits
  - REL 340 – Ethics of Aid and Development, 4 credits
  - REL 348 – Ethics of Sustainable Community, 4 credits
  - SOC 217 – Cultural Anthropology, 4 credits

Worlds in Dialogue Concentration requires 28 credits:
Students selecting this concentration will explore the interaction or dialogue between different “worlds” (e.g., geographical, cultural, philosophical) with an eye to proposing solutions for the global issues (political, social, cultural, technological, etc.) that arise when “worlds” in the interdependent global environment interface with each other.
- 4 credits from a course that introduces students to modes of inquiry and theories of cross-cultural analysis selected from the following:
  - COM 316 – Intercultural Communication, 4 credits
  - ENG 160 – Global Literature and Human Experience, 4 credits
  - PSC 256 – Comparative Politics, 4 credits
  - PSYC 420 – Cross-Cultural Psychology, 4 credits
  - REL 339 – World Christianity, 4 credits
  - SOC 217 – Cultural Anthropology, 4 credits
- SOC 328 – Class, Race and Ethnicity, 4 credits
- SWK 350 – Comparative Cultural Encounter, 4 credits

- 12 credits from "global discourse" courses that analyze contemporary global problems from multiple intercultural perspectives (political, cultural, geographical, religious, historical or philosophical), selected from the following (no more than 4 credits may be selected from any one department):
  - ENG 165 – Global Literature and Environmental Justice, 4 credits
  - ENG 451 – Postcolonial Literatures, 4 credits
  - FREN 317, WLC 317 – Race, Gender and Power in the Francophone World, 4 credits
  - HISP 320 – Mexican-American Border Studies, 4 credits
  - HIST 152 – World in Perspective since 1500, 4 credits
  - HIST 344 – Women and Development: The Asian Experience, 4 credits
  - HIST 360 – Food in Global History, 4 credits
  - HIST 370 – Islam and the West, 4 credits
  - HIST 373 – Arab-Israeli Conflict, 4 credits
  - PSC 256 – Comparative Politics, 4 credits
  - PSC 305 – Global Political Islam, 4 credits
  - PSC 332 – U.S.-China Relations, 4 credits
  - REL 333 – Faith in Dialogue: Interfaith Leadership, 4 credits
  - REL 334 – Monotheisms: Abrahamic Traditions in the Modern World, 4 credits
  - REL 339 – World Christianity, 4 credits
  - REL 386 – Religion in the Postcolonial World, 4 credits
  - REL 388 – Religion, Violence, and Nonviolence, 4 credits (must be comparative version of this course)

- 11 to 12 credits from "world community" courses that engage students in critical analysis of possible solutions – world views, norms, policies, social movements, law – to contemporary global problems, selected from the following:
  - BUSN 333 – Global Economics, 3 credits
  - PSC 241 – International Politics, 4 credits
  - PSC 328 – Politics of Development, 4 credits
  - PSC 352 – U.S.-Foreign Policy, 4 credits
  - PSC 355, ENV 355 – Petroleum Politics and Planet, 4 credits
  - PSC 360 – International Security, 4 credits
  - PSC 441 – Ethics and International Relations, 4 credits
  - REL 340 – Ethics of Aid and Development, 4 credits
  - REL 348 – Ethics of Sustainable Community, 4 credits
  - REL 392 – Religion and World Affairs, 4 credits
  - SOC 312, BUSN 312, ENV 312 – Global Development Issues, 4 credits
  - SOC 328 – Class, Race and Ethnicity, 4 credits
  - SPAN 386, PSC 386 – Modern Spain: A Critical Look (Segovia Program), 4 credits

Students must complete seven distinct courses in the above three categories (one course cannot count in more than one category).

**Regional Studies Concentrations**

Students pursuing these concentrations will focus their study in a particular geographical and cultural region. Attention will be devoted to exploring a region's unique history, institutions, assumptions and practices. Students selecting this concentration will be expected to complete a language requirement linked to their particular region of study.

**Asian Studies Concentration** requires 20 credits, plus the language requirement:

- 20 credits selected from the following courses. To fulfill these requirements, courses must be primarily focused on Asia; if comparative, a minimum of one-half of the course content addresses Asia and a comparison with Asia is integral to the course (courses must be selected from no fewer than three academic departments):
  - ART 369 – 18th and 19th Century Art In the East and West, 4 credits
  - ART 374 – Art and Religion, 4 credits
  - ART 377 – Arts of Asia, 4 credits
  - GS 220 – Asia in a Global Age, 4 credits
  - HIST 341 – Foundations of East Asian Civilization, 4 credits
  - HIST 342 – Modern East Asian History, 4 credits
  - HIST 344 – Women and Development: The Asian Experience, 4 credits
  - PHIL 314 – Asian Philosophy, 4 credits
  - PSC 332 – U.S.-China Relations, 4 credits
  - PSC 338 – Chinese Politics, 4 credits
  - REL 338 – Religions of East Asia, 4 credits
  - REL 387 – Religions of India, 4 credits
  - THR 335 – Non-Western Theatres and Cultures, 4 credits
  - India Program: Justice, Peace, and Sustainable Communities (up to 12 credits)
    - Kanda University Program, Japan (up to 12 credits plus language)
    - Temple University Program, Japan (up to 12 credits plus language)
    - United International College, China (up to 12 credits plus language)
    - USAC Programs in Japan, Thailand, South Korea (up to 12 credits plus language)

**Language Requirement** (number of language credits will vary by student's choice of language):

- Demonstration of proficiency in an Asian language at the level of a 212 (fourth semester) language course. This may be fulfilled in the following ways:
  - Completion of Chinese 212 or higher course
  - Completion of Japanese 202 or higher course through the Tri-College (MSUM)
  - Transfer of credit earned at another institution (for the study of Chinese, Japanese, Korean, Hindi, Vietnamese or other Asian language) equivalent to the level of a 212 or higher course at Concordia.

**Recommended Study Abroad Options**:

- India Program: Justice, Peace, and Sustainable Communities
- United International College, Zhuhai, China
- Sichuan International Studies University, Chongqing, China
- World Christianity Semester, Lutheran Theological Seminary, Hong Kong, China
- Kanda University Program, Chiba, Japan
- Temple University Program in Tokyo, Japan
- USAC Programs in Japan, Thailand, and South Korea

**European Studies Concentration** requires 24 credits plus the language requirement:

- 8 credits from courses that explore the question of Europe from historical and contemporary perspectives, chosen from the following:
  - HIST 131 – European History in Perspective to 1500, 4 credits
  - HIST 132 – European History in Perspective since 1500, 4 credits
  - PSC 241 – International Politics, 4 credits

- 12 additional credits from courses that focus on European society and political perspectives. The question here is how one defines community in European context and what the issues are which either help provide cohesion whether on a regional, national or European-wide basis or place that sense of identity into question.
  - Students must take a minimum of 4 credits from each of the two areas listed below.
  - No more than one course may be taken within the same discipline.
  - Many of these electives require language proficiency at the 212 level or above. See catalog course descriptions for prerequisite information.

**Area 1: Defining Community through the Arts.** Understanding the role of culture in providing a sense of identity.

- ART 365 – Art of the Italian Renaissance, 4 credits
- ART 367 – 20th Century Art, 4 credits
- ENG 326 – British Literature: Medieval to Renaissance, 4 credits
- ENG 336 – British Literature: Restoration to Romanticism, 4 credits
- ENG 346 – British Literature: Empire to Independence, 4 credits
- ENG 401 – Shakespeare and the English Renaissance, 4 credits
- FREN 410 – Introduction to French Literature through Poetry, 2 credits
- FREN 411 – Development of French Theatres, 4 credits
- FREN 412 – Development of French Prose, 4 credits
Area 2: Challenges in European Society. Historical and contemporary insights into the way in which politics, religion, social issues and economics impact an understanding of regional and national identity.

- FREN 331 – French Culture and Civilization, 4 credits
- FREN 370 – Current French Political, Social and Economic Affairs, 4 credits
- FREN 360 – French in the Business World, 4 credits
- GER 314 – German in the Business World, 4 credits
- GER 320 – German Cultural History in Overview, 4 credits
- GER 325 – Germany, Austria and Switzerland Today, 4 credits
- GER 363 – Sustainability in Germany, 4 credits
- GER 423 – Topics in Society, Politics and Economics, 2 credits
- HIST 338 – Hitler’s Germany, 4 credits
- HIST 370 – Islam and the West, 4 credits
- HIST 332 – Russian History, 4 credits
- REL 324 – The Legacy of Luther, 4 credits
- REL 327 – Russian Orthodoxy, 4 credits
- SPAN 343 – The Culture of Spain, 4 credits

Language Requirement (number of language credits will vary by student’s choice of language) – One year (8 credits) of a non-English modern European language in addition to the college’s Core language requirement, fulfilled in one of the following ways:

- Demonstration of proficiency in a non-English modern European language at the level of a 212 (fourth semester) language course at Concordia. This may be achieved through the completion at Concordia of a 212 language course in French, German, or Spanish or through the transfer of credit earned at another institution for a course equivalent to the level of a 212 or higher course at Concordia
- Completion of two semesters of a second (in addition to the language used to fulfill the college’s Core language requirement) non-English European language
- Completion of one semester each of two additional (in addition to the college’s Core language requirement) non-English European languages

Recommended Study Abroad Options:
- Center for Cross-Cultural Studies, Seville, Spain

Latin American Studies Concentration requires 20 credits, plus the language requirement:

- GS 210, HISP 210 – Introduction to Latin American Studies, 4 credits
- HISP 311 – U.S.-Latin America Relations, 4 credits
- HISP 320 – Latin American History, 4 credits
- 8 additional credits from the following:
  - HISP 340 – Latin American Historical and Cultural Perspectives, 4 credits
  - SPAN 412 – Contemporary Spanish-American Narrative, 4 credits
  - SPAN 414 – Topics in Latin American Literature, 4 credits

Language Requirement (number of language credits will vary by student’s choice of language) – Students must demonstrate competence in Spanish. Competence may be proven with a grade of B or better in SPAN 312 – Conversation and Film in the Hispanic World or a higher course. Native speakers of Spanish who have had extensive experience in the language should consult with a Latin American studies member of the faculty.

Recommended Study Abroad Options:
- Universidad de las Américas, Mexico City, Mexico, International Business
- Universidad Latina de Costa Rica
- Universidad Nacional de Córdoba, Argentina
- Universidad Dela Habana, Cuba

New Pathways Concentration

This concentration is for students who wish to engage in an area of study that cannot be pursued within one of the other concentrations. A student in this concentration will design and follow a new and unique pathway to a global studies major that enables the fulfillment of the student’s goals.

Gaining approval to pursue a New Pathways Concentration: Students who believe they would be best served by designing a plan of study within this concentration should schedule an initial consultation with the chair of the global studies program. If the chair deems the request to be feasible and to have merit, the student will submit a proposal. The proposal must include a one-paragraph description of the program of study, a statement of the rationale for why the new pathways concentration is the best option for the student, and a curricular plan. The Global Studies Steering Committee will review the plan and take one of three actions: approve, request revisions, reject. The chair will then communicate the decision to the student and schedule a meeting. Students whose plan is approved will be assigned a faculty advisor who will oversee their progress in completing their new pathways concentration.

Conditions that must be met before submitting a proposal:
- The student must have already taken either GS 117 or 118.
- The student must have freshman or sophomore status at the time of proposal submission.
- No more than two of the courses (7-8 credits, excluding GS 117 and 118) included in the proposed plan of study may have been already completed by the student.

Requirements for the new pathways concentration:
- A student wishing to complete a major in global studies with a new pathways concentration must develop a curricular plan of study and gain approval of it from the Global Studies Steering Committee.
- The concentration requires 28 credits of approved coursework. This may include credits earned studying abroad and cooperative education (internship) credits. Note that GS 117, GS 118, and GS 410 are not included in these 28 credits, as they are required for all global studies majors, including those who create a new pathways concentration.
- The curricular plan of study must focus on an area of study that cannot be pursued within an existing concentration and that fits within the global studies...
program. The curricular plan will typically involve one or more courses taken abroad. Language courses at the 200-level and above may be part of the plan.

- The curricular plan of study may not include more than one 100-level course (excluding GS 117 and 118).
- The curricular plan of study must be feasible, interdisciplinary and coherent.

**Minor in Cross-Cultural Interaction**

The interdisciplinary minor in cross-cultural interaction will prepare students to understand how scholars from diverse disciplines make sense of and analyze culture, understand the role of culture and cultural differences in today’s world, and to acquire tools that enhance intercultural competency.

The requirements for a minor in cross-cultural interaction are 20 credits:

- GS 118 – Culture, Identity, and Dialogue: An Introduction to Global Studies, 4 credits
- SOC 217 – Cultural Anthropology, 4 credits
- COM 316 – Intercultural Communication, 4 credits
- Two courses focused on understanding and navigating cultures, chosen from the following:
  - BUSN 439 – Cross-Cultural Management, 4 credits (this course may have prerequisites)
  - ENG 160 – Global Literature and Human Experience, 4 credits
  - ENG 451 – Post Colonial Literature, 4 credits
  - HIST 370 – Islam and the West: Historical Encounters, 4 credits
  - MUS 361 – World Musics, 4 credits (this course may have prerequisites)
  - PSYC 420 – Cross-Cultural Psychology, 4 credits (this course may have prerequisites)
  - REL 334 – Monotheisms: Abrahamic Traditions in the Modern World, 4 credits
  - REL 339 – World Christianity, 4 credits
  - REL 386 – Religion in the Post-Colonial World, 4 credits
  - REL 388 – Religion and Non-violence, 4 credits
  - SOC 339 – Urban Communities, 4 credits
  - SWK 350 – Comparative Cultural Encounter, 4 credits
  - Language course – A course in Chinese, French, German, Spanish, or other language at the 212 level or above.

**Minor in International Affairs**

The interdisciplinary minor in international affairs will provide students with the knowledge and analytical tools needed to interpret and navigate the global landscape of interconnected countries. Students will understand the various ways in which actors intersect in the international arena, become familiar with the theories and issues important in the field of international relations, and develop competency in applying theories and analytical tools to understand specific international/global issues.

The requirements for a minor in international affairs are 19-20 credits:

- GS 117 – Systems, Policies, and Institutions: An introduction to Global Studies, 4 credits
- PSC 241 – International Politics, 4 credits
- BUS 201 – Principles of Global Economics, 4 credits
- One course in the area of international relations, chosen from the following:
  - PSC 352 – U.S. Foreign Policy, 4 credits
  - HIST 314 – U.S. Foreign Policy, 4 credits
  - HIST 373 – Arab-Israeli Conflict, 4 credits
  - PSC 360 – International Security, 4 credits
  - PSC 332 – U.S. – China Relations, 4 credits
  - PSC 441 – Ethics and International Relations, 4 credits
- One course focused on issues in international affairs, chosen from the following:
  - BUSN 333 – Global Economics, 4 credits (this course may have prerequisites)
  - PSC 256 – Comparative Politics, 4 credits
  - PSC 305 – Global Political Islam, 4 credits
  - PSC 355, ENV 355 – Petroleum, Politics, and Power, 4 credits
  - PSC 365, ENV 365 – Global Sustainability Issues, 4 credits
  - SOC 312, BUSN 312, ENV 312 – Global Development Issues, 4 credits
  - PSC 328 – The Politics of Development, 4 credits

**Courses**

**GS 117 S – Systems, Policies and Institutions: An Introduction to Global Studies, 4 credits.** E. This course introduces students to the study of societies and regions of the world as distinct entities and as elements of a world system that transcends the boundaries of individual societies. The course examines how history, geography, culture and social institutions (e.g., political, economic and religious institutions) interact to define the character of the world system.

**GS 118 H, G – Culture, Identity and Dialogue: An Introduction to Global Studies, 4 credits.** E. This interdisciplinary course examines forms and sources of diversity and fragmentation, including individual and group cultural identities and beliefs. Diverse cultural traditions and expressions of belief will be explored as both sources of conflict and resources for addressing global problems.

**GS 210, HISP 210 H, G – Introduction to Latin American Studies, 4 credits.** A2 (2019-2020). This course is designed to introduce students to the field of Latin American studies, discuss key contemporary issues, understand the historical roots of Latin American dilemmas and challenges, and explore the political implications for development and democracy in Latin America. The course includes journal keeping, group discussions, oral presentations and lectures presented by various experts.

**GS 220, H, G – Asia in a Global Age: An Introduction, 4 credits.** D. This multidisciplinary course provides an introduction to the study of Asia (emphasizing China, Japan, Korea and India). In addition to a study of contemporary events featured in Asian news sources, likely topics will include: the role of the family, imperialist and nationalist revolution, economic development and environmental challenges.

**GS 333, CRDO 333 G, H, N, R, S – Creating a Path to a Sustainable Community: Global Issues, Local Solutions, 4 credits.** S, MS. This interdisciplinary course focuses on the challenge of creating thriving, socially just, and ecologically healthy societies. During a month-long stay in China, students will carry out intensive research on specific questions related to this theme. Prerequisites: Students must be in the Credo Program or possess a GPA of 3.3 or higher.

**GS 360 G – Summer Field Study Abroad – Variable Topics, 4 credits.** D. A one-month faculty-led seminar held abroad, focused on deep engagement with a local community. The course will center on experiential and community-based learning, and it will involve hands-on service in support of community goals. It is intended especially for students who want to practice connecting across cultures under occasionally challenging conditions and to do so from a fully interdisciplinary perspective.

**GS 380 – Special Topics, 0 to 4 credits.** D. Courses covering various topics of interest in global studies are occasionally offered.

**GS 390 – Cooperative Education, 1 to 8 credits.** D.

**GS 410 Z – Global Studies Senior Seminar, 4 credits.** E2. The Senior Seminar is a research capstone course that students majoring in global studies take during the spring semester. The course focuses upon a contemporary or expected problem of global reach and significance and supports in-depth reflection and problem solving through collaborative student investigation and individual research. The selected course problem will encourage students to explore comprehensive and holistic solutions to complex, interlocking problems – both old and new – that require creative and urgent response. As a capstone experience, the seminar will consider a problem that allows students to engage the five objectives of the major and the diverse perspectives of seminar participants. Enrollment restricted to Global Studies majors. Satisfies the Capstone course requirement in the Core Curriculum. Prerequisites: GS 117 – Systems, Policies and
HEALTH

- see Education

HEALTH PROFESSIONS

- also see Clinical Laboratory Science
- also see Nutrition, Dietetics and Exercise Science
- also see Nursing

Programs offered
• Preprofessional Preparation in Athletic Training
• Preprofessional Preparation in Chiropractic
• Preprofessional Preparation in Dentistry
• Preprofessional Preparation in Medicine
• Preprofessional Preparation in Occupational Therapy
• Preprofessional Preparation in Optometry
• Preprofessional Preparation in Pharmacy
• Preprofessional Preparation in Physical Therapy
• Preprofessional Preparation for Physician Assistant
• Preprofessional Preparation in Veterinary Medicine

Concordia College offers preprofessional education in each of the areas listed above. All the preprofessional health programs have similar basic requirements; therefore, students have the opportunity to explore multiple career options before making a final decision. Each program also provides the flexibility for taking courses other than those required for professional preparation, allowing students to receive a strong liberal arts training.

Schools in the health professions recommend a broad liberal arts undergraduate education for two reasons: Members of these professions must be able to relate well to people, to communicate effectively, and to understand human nature and social institutions. In addition, courses in professional schools concentrate on the biomedical sciences and leave little time or opportunity for study of other disciplines. Therefore, it is important for students to enter their chosen professional programs having already become thoughtful and informed through a liberal arts education. The professional schools accept applications from students without regard to major. Students should meet early with one of the health professions advisors to plan their programs because different schools, even for the same profession, often differ in specific requirements.

Common prerequisite courses for professional programs in the health sciences include:
• 8 credits in biology
• 16 credits in chemistry
• 4 to 8 credits in mathematics
• 8 credits in physics

A substantial number of courses in the humanities, behavioral and social sciences are also required. All programs (with only a few exceptions) expect applicants to have earned an undergraduate degree prior to entry. Note: College courses required by professional programs must be taken on an A/F letter-grade basis (i.e. not pass/fail), and many programs will not accept AP credits as fulfillment of the prerequisite courses.

College grades are important in determining students’ acceptance into any professional school, but nearly all programs also require applicants to score well on standardized national exams. Development of superior communication and leadership skills is also important. Specific experiences related to future areas of study are important and are developed through Concordia’s comprehensive volunteer and Cooperative Education programs. The Moorhead-Fargo area is a regional medical hub and provides valuable opportunities for Concordia students to enhance experiential connections to their preferred career areas. In many instances, the professional contact people are Concordia graduates.

In preparing applications for professional schools, students work through the College’s Health Professions Advisory Committee (HPAC), beginning the application process about 18 months before the date of planned entry into their chosen professional program. The college offers support for each qualified student’s application with an official Committee Evaluation completed by the HPAC. Dedicated and careful attention to the many details relative to preparation for, and application to, these professional programs, by Concordia’s administration, faculty, staff and students, has resulted in long-term acceptance rates that are usually twice the national average.

Athletic Training

Athletic training programs grant the master’s degree in athletic training (AT). Although the required courses may vary by program, a bachelor’s degree is required and most Concordia pre-AT students major in exercise science.

Most AT programs require the following college courses:
• 4 to 8 credits in human anatomy and physiology
• 4 credits in general physics
• 4 credits in general chemistry
• 4 credits in biomechanics
• 4 credits in physiology of exercise
• 1 credit in medical terminology
• 4 credits in nutrition

Note: Some programs may also require the Graduate Record Exam, a research-based position paper and a minimum of 50 hours of observation completed under the direct supervision of a BOC ATC in an athletic training room setting.

Advisor
Sarah J. Greterman

Chiropractic

The chiropractic profession has become an increasingly important member of the team approach to healthcare delivery. Many major medical centers incorporate a doctor of chiropractic medicine into their teams of health professionals or make referrals to approved, independent chiropractic clinics.

Each year, Concordia students make application to, and are accepted by, colleges of chiropractic. Typical colleges of chiropractic medicine have a four-year curriculum leading to a doctor of chiropractic degree. The requirements of these programs are similar to those of all the other health professions listed on these pages, and include:
• 8 credits in general biology (usually more)
• 8 credits in general chemistry
• 4 to 8 credits in organic chemistry
• 4 credits in mathematics
• 8 credits in physics

Some programs accept applicants after three years of undergraduate education, but most give preference to those holding an undergraduate degree.

Students should work closely with advisors and the HPAC to develop their academic program and to efficiently complete applications to schools of chiropractic. Prechiropractic students will enhance their applications by obtaining significant observational experiences with a doctor of chiropractic medicine. Concordia’s Cooperative Education in Chiropractic program provides these professional connections.

Advisor
Julie C. Rutherford

Dentistry

Dentistry ranks second to medicine in the number of Concordia students who enter professional schools each year. Concordia predental students work closely with faculty advisors and the HPAC to maximize successful applications.

Most dental schools require the following college science background courses:
• at least 8 credits in biology
• 4 credits in microbiology
• 8 credits in general chemistry
• 8 credits in organic chemistry
• 4 credits in biochemistry
• 4 credits in mathematics
• 8 credits in physics

Because most dental schools expect applicants to have completed a bachelor’s degree before entering their programs, other required college courses also serve to satisfy Concordia’s graduation requirements.

Dental schools do not mandate a specific academic major but most Concordia predental students major in either biology or chemistry. All schools require the Dental Admissions Test, which is generally taken sometime in the junior year.

Predental students establish close connections with area dentists through Concordia’s Cooperative Education in Dentistry program. Mentored by experienced practitioners in nearly all specialties of dentistry, students emerge from this program with strong experiential bases for their motivation for a career in dentistry.

Advisor
Sarah J. Greterman

Advisors
William L. Todt, program director
Julie C. Rutherford
Dr. Joel T. Kangas, DDS, Fargo, N.D., externship supervisor
Dr. Erik P. Skatvold, DDS, Skatvold Family Dentistry PC, Moorhead, externship supervisor

Medical

Each year, more Concordia students are accepted to schools of medicine than to any other health professions programs listed in this section. Early interaction with Concordia premedical advisors facilitates the overall process of presenting a successful application.

Virtually all medical schools require the following courses:
• 8 credits in biology (additional courses are often recommended)
• 8 credits in general chemistry
• 8 credits in organic chemistry
• 4 or 8 credits in biochemistry
• 4 or 8 credits in mathematics
• 8 credits in physics
• 4 or 8 credits in a behavioral science

Medical schools expect applicants to have satisfied all of the general requirements leading to an undergraduate Bachelor of Arts degree. Medical schools do not specify preferred major areas of study; Concordia students accepted by medical schools have majored in a variety of disciplines.

All medical colleges require that students take the Medical College Admission Test (MCAT) prior to submitting an application. The MCAT is given in April and August of each year and is taken when all of the above listed science courses have been completed.

Premedical students work closely with the HPAC to prepare comprehensive and strong applications in a timely manner. Successful applicants have good GPAs, strong MCAT scores, a variety of volunteer and work experiences, and supportive Committee Evaluations. Students are strongly advised to complete Concordia’s Cooperative Education in Medicine program. Development of good communication and leadership skills, along with a thoughtful and informed liberal arts background, are major assets.

Advisor
Julie C. Rutherford
William L. Todt

Occupational Therapy

Because schools of occupational therapy vary in their requirements, interested students should consult with the program advisor as soon as possible. The science requirements for these programs are less extensive than those for the other health professions covered in the catalog.

A variety of undergraduate majors are good preparation for OT programs including psychology, social work and exercise science; however, most Concordia students have majored in psychology. Liberal arts courses and courses in art and music are highly advised.

Most OT programs require the following college courses:
• 8 credits in general biology
• 8 credits in anatomy and physiology
• 8 credits in general chemistry
• 4 credits in mathematics
• 8 credits in physics
• 8 or 12 credits in psychology

Advisor
Julie C. Rutherford
William L. Todt

Advisors
William L. Todt, program director
Julie C. Rutherford
Dr. Joel T. Kangas, DDS, Fargo, N.D., externship supervisor
Dr. Erik P. Skatvold, DDS, Skatvold Family Dentistry PC, Moorhead, externship supervisor
Most OT programs value prior experience in the field, which most students obtain through Concordia’s Cooperative Education in Occupational Therapy program.

### Advisors

Sarah J. Greterman  
Julie C. Rutherford

### Optometry

Optometry schools are four-year professional schools leading to the Doctor of Optometry degree. As such they consider for acceptance students that have completed the undergraduate Bachelor of Arts degree.

Required college courses for these programs include:

- 8 credits in general biology
- 8 credits in anatomy and physiology (for some programs)
- 8 credits in general chemistry
- 8 credits in organic chemistry
- 4 credits in biochemistry
- 4 or 8 credits in mathematics
- 8 credits in physics

A variety of other courses are recommended depending on the specific school. In general, the courses required for graduation from Concordia are also acceptable to schools of optometry. Pre-optometry students work closely with the HPAC as they prepare for a successful application.

Colleges of optometry require applicants to take the Optometric Admissions Test (OAT). Generally, the OAT is taken when the student has completed the required science courses.

Successful applicants commonly have volunteer and work experience in the field. Participation in Concordia’s Cooperative Education in Optometry program increases the likelihood of acceptance by professional programs.

### Advisor

Julie C. Rutherford

### Pharmacy

A four-year program (from the time of acceptance into the program), the Doctor of Pharmacy (Pharm.D.) is the degree that prepares students to practice pharmacy in the United States. Although a bachelor’s degree is not required for entry into many Pharm.D. programs, over the years a number of Concordia students have opted for this preprofessional concentration.

Courses required before attempting application to colleges of pharmacy include:

- 4 or 8 credits in general biology
- 4 credits in microbiology
- 8 credits in anatomy and physiology
- 4 credits in mathematics (calculus)
- 4 credits in general chemistry
- 4 credits in organic chemistry
- 4 credits in physics
- 4 credits in English
- 4 credits in economics
- 8 credits in behavioral sciences

Besides the courses listed above, most pharmacy schools require applicants to complete about 30 additional semester-hours of credit.

Students interested in pharmacy should meet early with the advisor for this program. Because Pharm.D. programs typically require individual letters of evaluation (rather than a Committee Evaluation) as part of the application, students generally do not work through the HPAC. This option is available to Concordia students, however, if desired.

### Advisors

Julie C. Rutherford

### Physical Therapy

Professional programs in physical therapy (PT) grant the master’s degree (M.P.T.) or doctoral degree (D.P.T.) in physical therapy. Required courses for these two programs vary, though the bachelor’s degree is required by most PT programs. These programs do not require a particular undergraduate major, but most Concordia pre-PT students major in biology, psychology or exercise science.

Most PT programs require the following college courses:

- 8 credits in general biology
- 8 credits in anatomy and physiology
- 8 credits in general chemistry
- 4 credits in mathematics
- 8 credits in physics
- 8 or 12 credits in psychology

Most of the additional courses that are required for a degree from Concordia are also highly recommended by PT schools. Most PT programs require the Graduate Record Exam. Concordia pre-PT students work closely with the HPAC to achieve a successful application. Experience in the field is often an important prerequisite. Concordia students obtain such experiences through a combination of volunteer and work experiences, and participating in the Cooperative Education in Physical Therapy program.

### Advisors

Sarah J. Greterman  
Julie C. Rutherford

### Physician Assistant

The demand for physician assistants (PAs) continues to expand. Professional programs leading to the master’s degrees for PAs are increasing in number. In recent years, Concordia graduates have been accepted to PA programs and are now serving in the profession.

PA schools require many of the same courses required by other health professions programs and include the following:

- 8 credits in general biology
- 8 credits in anatomy/physiology
- 8 credits in general chemistry
- 8 credits in organic chemistry
- 4 credits in biochemistry
- 8 to 12 credits in psychology
- 2 credits in medical terminology
- 4 credits in microbiology
- 4 credits in statistics

Individual PA programs have a number of other courses that are either required or recommended, most of which also satisfy the general requirements for graduation from Concordia College. Many programs require the Graduate Record Exam. Students should consult with faculty advisors early to plan their programs. They also have opportunity to work through the HPAC to maximize their potential for a successful application. Successful applicants to PA programs accumulate many hours of observation and medically related work experiences. Concordia’s Cooperative Education in Medicine program is designed to help students achieve these goals.

### Advisor

Julie C. Rutherford
Veterinary Medicine

Veterinary medical schools share similar requirements with other health sciences professional schools. Individual schools, however, have greater variance in their requirements; therefore, it is essential that interested students consult early with pre-vet advisors.

Typically, veterinary medical schools require the following:
- 8 credits in general biology
- additional courses such as anatomy/physiology, microbiology and genetics
- 8 credits in general chemistry
- 8 credits in organic chemistry
- 4 credits in biochemistry
- 8 credits in physics
- 4 or 8 credits in mathematics

Veterinary schools require the Graduate Record Exam.

All veterinary medical schools expect applicants to present extensive experiences working with animals. Concordia’s Cooperative Education in Veterinary Medicine program provides excellent exposure to both small animal and large animal veterinary medicine.

Advisors
John A. Flaspohler
Julie C. Rutherford

HERITAGE AND MUSEUM STUDIES

An Interdisciplinary Program
- also see Art
- also see Classical Studies
- also see History

Program offered
- Major in Heritage and Museum Studies (36 credits)

Committee members
Lisa M. Sjoberg, program director
Susan J. Lee
Joy K. Lintelman

The heritage and museum studies program offers an interdisciplinary major that equips students with the knowledge and skills necessary to succeed in careers in museums, galleries, archives, cultural and historical sites, libraries, and the nascent field of digital humanities. Students in this program will critically examine the ways heritage is and has been preserved and presented. Our rapidly changing global environment is witnessing dramatic transformations in information and communication technologies, causing institutions that collect, curate, and categorize knowledge to re-examine how our society curates and preserves our culture, tradition, and heritage. The heritage and museum studies major addresses these challenges by engaging students in contemporary methods, global perspectives, and transferable skills to help them become leaders in the heritage and museum fields.

The program is designed for students who are interested in the disciplines of art, art history, classical studies, and history – disciplines that engage with the production of culture, tradition, and heritage as well as its critical analysis. Many heritage and museum studies students choose a second major or a minor in art, history, classical studies, business, biology, or environmental and sustainability studies.

Learning Goals for the Heritage and Museum Studies Major

The heritage and museum studies program provides experiences that prepare students to achieve the following core competencies:
- Understanding the histories of museums, collections, and exhibitions, and the critical roles that these institutions and practices play in the production of knowledge, culture, tradition, and heritage.
- Developing familiarity with the theory and practice of museums, galleries, archives, cultural and historical sites, and libraries.
- Understanding the role of diverse heritage in societies across the globe, and the connections between cultural roots and human well-being.
- Gaining practical experience in contemporary methods of museum and/or archival work.
- Developing abilities to present historical and cultural information through a variety of means and to a diverse audience.
- Cultivating the knowledge and skill to become technologically savvy and ethically minded professionals in the fields of heritage and cultural preservation, art museums, and archives.
- Practicing cultural understanding as central to engaged local and global citizenship.
- Demonstrating through active participation in the local, regional, and/or global community an awareness of different perspectives on the human experience.

Major in Heritage and Museum Studies

The requirements for a major in heritage and museum studies are 36 credits:
- 24 credits in required supporting courses:
  - HMS 301 – Theories and Methods of Heritage and Museum, 4 credits
  - HMS 305 – Collections Care and Management, 4 credits
  - ART 155 – History in Art I: Origins to the Early Renaissance, 4 credits
  - ART 420, HIST 410, HMS 480 – Senior Thesis/Project, 4 credits
  - HIST 325 – Doing Digital History, 4 credits
  - HMS 395 – HMS Internship, 4 credits
  - HMS 399 – Internship Workshop, 0 credit
- One class (4 credits) from each of the following three categories:
  - Art History:
    - ART 364 – Greek and Roman Art, 4 credits
    - ART 365 – Renaissance and Baroque Art, 4 credits
    - ART 367 – 20th Century Art, 4 credits
    - ART 369 – 18th and 19th Century Art in the East and West, 4 credits
    - ART 374 – Art and Religion, 4 credits
    - ART 375 – Women and Art, 4 credits
    - ART 377 – Arts of Asia, 4 credits
    - ART 380 – Special Topics (art history topic), 4 credits
History:
- HIST 301 – Greece and the Ancient Near East, 4 credits
- HIST 302 – Rome and the Medieval Transition, 4 credits
- HIST 311 – Religion and Philanthropy, 4 credits
- HIST 313 – Black American History, 4 credits
- HIST 315 – Indigenous Peoples of North America, 4 credits
- HIST 316 – U.S. Women’s History, 4 credits
- HIST 317 – Scandinavian Immigration and Settlement in America, 4 credits
- HIST 318 – The Midwest: Local, State, and Regional Histories, 4 credits
- HIST 319 – Colonial America, 4 credits
- HIST 320 – Latin American History, 4 credits
- HIST 331 – Imperial Russia, 4 credits
- HIST 332 – Twentieth-Century Russia, 4 credits
- HIST 337 – Reel Norden: Scandinavian History and Film, 4 credits
- HIST 338 – Hitler’s Germany, 4 credits
- HIST 339 – Renaissance and Reformation History, 4 credits
- HIST 341 – Foundations of East Asian Civilization, 4 credits
- HIST 342 – Modern East Asian History, 4 credits
- HIST 343 – Modern Japan, 4 credits
- HIST 344 – Women and Development: The Asian Experience, 4 credits
- HIST 352 – The Rise of Modern Africa, 4 credits
- HIST 360 – Food in Global History, 4 credits
- HIST 365 – Global Issues, 4 credits
- HIST 370 – Islam and the West: Historical Encounters, 4 credits
- HIST 380 – Special Topics, 0 to 4 credits

Interdisciplinary electives:
- BIOL 360, ENV 360 – Introduction to GIS, 4 credits
- COM 316 – Intercultural Communication, 4 credits
- COM 414 – Organizational Communication, 4 credits
- ENG 316 – Business Writing, 4 credits
- ENG 324 – Technical Writing, 4 credits
- THR 328 – Theatre Arts Management, 4 credits
- HMS 380 – Special Topics, 0-4 credits
- HMS 480 – Independent Study, 1 to 4 credits
- HMS 487 – Directed Research, 1-4 credits

Courses

HMS 301 – Theories and Methods of Heritage and Museum, 4 credits. A2. This course is a comprehensive introduction to the histories, purposes, and responsibilities of heritage organizations as sites for the construction, preservation, and dissemination of memory, identity, and culture. Content analyzes heritage organizations as sources for social responsibility and as tools for understanding cultural, social, and political influences in society. Institutional structures and stakeholders are also explored.

HMS 305 – Collections Care and Management, 4 credits. A2. This course examines the history, ideology, and practice of collecting within institutional contexts. Content explores the foundational principles, theories, and methods associated with the care of collections including appraisal, accessioning, arrangement and description, access, and preservation. The transformation of heritage organizations in the digital age will also addressed, particularly managing collections in a digital environment.

HMS 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

HMS 395 – Heritage and Museum Studies Internship, 1 to 8 credits. E.

HMS 399 – Internship Workshop, 0 credit. E. HMS 399 is a requirement for heritage and museum studies majors and must be taken in the semester that the student is enrolled in HMS 395. This course is designed to help students make interdisciplinary connections and solidify transferable skills as students collectively reflect on their internship experiences.

HMS 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

HMS 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit.

HISTORY

Programs offered
- Major in History (32 credits)
- Minor in History (20 credits)
- Major in Heritage and Museum Studies, an interdisciplinary program (see heritage and museum studies) (36 credits)
- Major in Social Studies Education (see social studies and education) (52 credits plus 35 credits in education)
- Add-on endorsement preparation in Social Studies for Elementary Education majors (see education) (32 credits)

Faculty
Richard M. Chapman, chair Hiram M. Drache, historian-in-residence
W. Vincent Arnold Joy K. Lintelman
J. Elijah Bender Sonja P. Wentling

A Concordia history major opens doors to a variety of career paths, from education and journalism to business, library science, law, and nonprofit work.

In addition to majors and minors in history, the history department offers a number of courses that meet the Liberal Arts Core requirements. In a true liberal arts spirit, the department also collaborates with several other programs, offering courses that fulfill requirements for a variety of majors and/or minors in other departments. The history department provides learning experiences that prepare students to achieve the following core competencies:
- Engaging in historical inquiry, research, and analysis
- Practicing historical empathy
- Understanding the complex nature of the historical record
- Generating significant, open-ended questions about the past and devising research strategies to answer them
- Crafting historical narrative and argument
- Practicing historical thinking as central to engaged citizenship

The history department sponsors an honors program for exceptional students. For details, contact the department chair.

Major in History

The requirements for a major in history are 32 credits:
- 4 credits from 100-level history courses
- HIST 210 – Introduction to Historical Inquiry, 4 credits
- 20 credits from history courses numbered 300 and above
Minor in History

The requirements for a minor in history are 20 credits:

- 4 credits from 100-level history courses
- HIST 210 – Introduction to Historical Inquiry, 4 credits
- 12 credits from history courses above the 100-level

Courses

HIST 111 H, U – United States in Perspective to 1865, 4 credits. E.
An interpretive study of the economic, social, political, cultural and religious movements that have shaped the multicultural societies of the United States from early American Indian communities to the Civil War.

HIST 112 H, U – United States in Perspective since 1865, 4 credits. E.
An interpretive study of the economic, social, political, cultural and religious movements that have shaped the multicultural society of the United States from Reconstruction to the present.

HIST 131 H – European History in Perspective to 1500, 4 credits. E1.
An introductory course that examines the history of European civilization beginning with prehistory and ending with the European Renaissance. Attention will be focused on the ideas, values, institutions, great events, and personalities of the time in order to understand historically the major issues that have defined concepts of humanity and society in the Western World. This course can also count toward the global studies program.

HIST 132 H – European History in Perspective since 1500, 4 credits. E2.
An introductory course that examines the history of European civilization from the Protestant Reformation to the present. Attention will be focused on the ideas, values, institutions, great events, and personalities of the time in order to understand historically the major issues that have defined concepts of humanity and society in the Western World. This course can also count toward the global studies program.

HIST 151 H, G – World in Perspective to 1500, 4 credits. E1.
This course will address issues of development from prehistory to 1500. Civilizations and empires of the premodern world will be analyzed in comparative perspective. Special attention will be given to cross-cultural encounters and long-term developments including trade, migration, and the spread of disease. Methods of historical analysis will be introduced through a variety of readings. This course can also count toward the global studies program.

HIST 152 H, G – World in Perspective since 1500, 4 credits. E2.
This course will address issues of historical development in the world from 1500 to the present. There will be an emphasis on the interaction between cultures and modernizing societies will be analyzed in comparative perspective. Methods of historical analysis will be introduced through a wide variety of readings. This course can also count toward the global studies program.

Introduction to essential skills in investigating and interpreting the past through study of a specific historical theme, with attention to careers in the field and the public role of the discipline. Course stresses hands-on learning, writing, and intensive analysis of primary and secondary sources, and involves primary source research at libraries and/or archives. Sophomore standing or permission of instructor.

HIST 250 – Pre-May Seminar, 2 credits. D.

HIST 300 – May Seminar, 4 credits. MS.

A study of the most ancient civilizations of the Near and Middle East (Mesopotamia, Greece and Egypt, in particular), emphasizing the continuity of culture. The growth of Greek civilization and its expansion until the death of Alexander are surveyed. This course can also count toward the heritage and museum studies program.

A study of the development of Rome from republic to empire. The course draws upon archaeological and literary evidence, as well as parallels from modern experience. The rise of the Byzantine East and the Medieval West are also considered. This course can also count toward the heritage and museum studies program.

Nature’s Place in U.S. History will investigate the relationship between human beings and the natural world and how this relationship has changed over time. The key premise is that nature is an active force shaping U.S. history. This course will integrate nature, place and environmental justice into the more familiar narratives of the American past. This course can also count toward the environmental and sustainability studies program. This course can also count toward the heritage and museum studies program.

A study of the philanthropic-voluntary tradition in United States history, beginning with its formation in the colonial period, and examining its multiple expressions in associational life, charitable organizations, social movements, reform and public policy. The course considers the impact of religious ideals, organizations, and movements in shaping values and programs in the nonprofit sector, as well as in influencing currents in American culture. This course can also count toward the heritage and museum studies program.

A study and evaluation of the black community in America today, concentrating on the African background, the development and significance of bondage, the role of African Americans during the Civil War and Reconstruction, the origins of segregation, the survival and rebirth of African-American cultural traditions, and the ideologies of various black protests and revolutionary movements in the 20th century. This course can also count toward the heritage and museum studies program.

HIST 314 H – U.S. Foreign Policy, 4 credits. E1.
Analyzes geographical and economic resources, intellectual assumptions and political processes in the expression of strategy and diplomatic decision-making as the United States expands to become a global power. Includes treatment of the presidency, the relation between domestic and foreign policy initiatives, and diplomatic aspects of warfare and peacemaking. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

A study of the historical experiences of indigenous communities from their ancestral pasts to the present. This course emphasizes the cultural, geographic, and religious diversity of indigenous histories and pays particular attention to the legacies of colonization in our region. This course may count toward the heritage and museum studies program and the interfaith studies minor.

An examination of women’s historical experience and changing ideas about gender. Themes addressed include class, racial, ethnic and religious differences among women, as well as the impact of industrialization, immigration, urbanization and war on women’s public roles, work patterns, familial obligations, and sexual practices. The course will ask students to consider ways in which using gender as a category of analysis transforms our interpretation of U.S. history. This course can also count toward the women’s and gender studies program. This course can also count toward the heritage and museum studies program.

HIST 317 H, U – Scandinavian Immigration and Settlement in America, 4 credits. D.
A study of the social and cultural conditions of the 19th century that encouraged the “peopling of America” by Scandinavian immigrants. Major Scandinavian settlements in the United States and Canada are investigated. The influence of the immigration experience on the individual and the family, the immigrant churches, education, social and cultural organizations, and the immigrant press are also considered. This course can also count toward the heritage and museum studies program.

HIST 318 H, U – The Midwest: Local, State, and Regional Histories, 4 credits. D.
This seminar examines themes in Midwest history with an emphasis...
on Minnesota and North Dakota. Topics may include: labor and work, religion, race and ethnicity, gender, politics, economics and the environment. Conflict and cooperation, identity and the links between local, state, and regional history and the nation may also be addressed. Readings, discussion, and a research project will emphasize developing students’ abilities to think historically and conceptually while broadening their knowledge of the Midwest. This course can also count toward the heritage and museum studies program.

HIST 319 H, U – Colonial America, 4 credits. D. This course on Colonial North America focuses on Spanish, French, English, and Dutch colonizers and their struggles for dominance in North America. In this Atlantic World perspective, the histories of indigenous Americans, African slaves and women are central. Students will consider how diverse communities adapted to new circumstance and formed new group identities within these American colonies. This course can also count toward the heritage and museum studies program.

HIST 320 H, G – Latin American History, 4 credits. E2. An interpretive examination of the multicultural societies created in the Americas under the Spanish and Portuguese colonial empires, emphasizing the 19th and 20th centuries. Major themes include the colonial heritage; race; nation building; comparative case studies of socioeconomic development following independence; political changes associated with revolutions, military-authoritarian governments, and democratisation; and U.S.-Latin American relations. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 325 H – Doing Digital History, 4 credits. A1 (2019-2020). This hands-on, project-based course examines how digital tools and sources are changing the way we think about, research, interpret, and communicate our understanding of the past. We will read a range of works on designing, interpreting and understanding digital media and gain practical experience through utilizing a range of applications and tools, and engaging in collaborative digital history projects. This course can also count toward the heritage and museum studies program.

HIST 331 – Imperial Russia, 4 credits. A1 (2018-2019). Examines the history of Imperial Russia from 1801 to the Bolshevik Revolution of 1917. Special attention is given to the sociopolitical movements that characterized much of the 19th and early 20th centuries, as well as the interaction of the Russian state in world affairs. This course can also count toward the heritage and museum studies program.

HIST 332 H, G – Twentieth-Century Russia, 4 credits. A1 (2019-2020). This course examines the history of Russia from 1917 to the present. Particular emphasis is placed on the ideologies, issues, individuals and institutions that influenced the development of the Soviet Union following the Bolshevik Revolution of 1917. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 337, H, G – Reel Norden: Scandinavian History and Film, 4 credits. D. A study of selected topics in the history of Norden – the Nordic countries of Norway, Sweden, Denmark, Finland and Iceland – in the 19th and 20th centuries and into the new millennium. This historical study includes analysis of documentary sources as well as viewing, discussing, and writing about Nordic histories and cultures as they have been rendered on film. This course can also count toward the heritage and museum studies program.

HIST 338 – Hitler’s Germany, 4 credits. E2. This course on the rise and fall of the Third Reich is designed to provide a clear, straightforward and complete history of Adolf Hitler and the Nazi Party, both thematically and chronologically. Emphasis will be placed on the emergence of Hitler and the Third Reich within historical, social, economic and political contexts. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 339 – Renaissance and Reformation History, 4 credits. D. This course will examine a period of European history known as the Renaissance and the Reformation. This age – from approximately 1350 to 1650 – was a period of great change and a dynamic period of discovery, exploration and expansion not only in geography but also in politics, economics, religion, arts and science. Throughout the course, emphasis will be placed on the thought, literature, art, faith and spirit of the people of Europe, along with the cultural, religious, political, intellectual and socio economic developments of the age. This course can also count toward the heritage and museum studies program.

HIST 341 G – Foundations of East Asian Civilization, 4 credits. This course will address the historical development of China and Japan before the 19th century. There will be special emphasis on the influence of Confucianism on political, economic and social organization. A variety of historical sources, including literary classics and material culture, will be examined and there will be a research assignment. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 342 G, H – Modern East Asian History, 4 credits. D. This course will address the development of China, Japan, Korea and Vietnam in the 19th and 20th centuries. Issues of modernization, industrialization, imperialism, war and revolution will be addressed. A variety of historical sources will be examined and there will be a research assignment. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 343 G, H – Modern Japan, 4 credits. A2 (2019-2020). This course examines the history of Japan from 1895 to present. There is an emphasis on social and cultural history, as the rise and fall of the Japanese empire is analyzed. A variety of historical sources will be examined and there will be a research project. This course can also count toward the heritage and museum studies program.

HIST 344 G, H – Women and Development: The Asian Experience, 4 credits. D. This course compares the experience of women in multiple cultures during the 19th and 20th centuries. Various ideologies, as well as different forms of political, economic and social organization, will be analyzed to discern their effect on women. A variety of historical sources will be examined and there will be a research assignment. This course can also count toward the global studies program and the women's and gender studies program. This course can also count toward the heritage and museum studies program.

HIST 352 H, G – The Rise of Modern Africa, 4 credits. D. An historical analysis of colonial and independent Africa beginning in 1850. Special attention is given to the growth of African nationalism and the struggle for independence, nation building, and the post-colonial era in modern Africa. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 360 G, H – Food in Global History, 4 credits. A1 (2019-2020). This course examines major themes regarding the significance of food in history from earliest times to present, with an emphasis on the modern period. The cultural, ideological, and political uses of food in human society are examined, considering such issues as the development of food production systems, the role of food, technology, and cultural exchange, the diversity of food cultures, the relationship between food and identity, the politics of food shortages, and the emergence of a global cuisine. This course can also count toward the global studies program. This course can also count toward the heritage and museum studies program.

HIST 365 – Global Issues, 4 credits. D. This course examines four general categories of global issues – ethnic diversity, war and peace, economic development, and ecological sustainability – and the various interpretive perspectives that offer understandings of each. Integrating the contributions of several disciplines, we examine the historical origins and future trends of these problems, their causes and consequences, and their potential solutions. In addition, students will learn a variety of transferable skills, including the ability to construct policies and negotiate differences among competing interests. This course can also count toward the heritage and museum studies program.

HIST 370 H, G – Islam and the West: Historical Encounters, 4 credits. T2 (2021-2022). This course will examine the historical encounters between Islam and the West by stressing points of convergence and divergence. It will address how religious, political, geographic, social, economic and cultural factors have shaped the relationships between these two civilizations for centuries. There will be special emphasis on the multiform perceptions of Islamic and Western worlds vis-à-vis one another. This course can also count toward the global studies program.
HUMANITIES

Programs offered
• Minor in the Humanities (20 credits)

Humanities Committee
Matthew L. Lindholm
Donald E. Rice
Contact information:
W. Vince Arnold, Chair
Division of Humanities
(218) 299-3521 • Email: arnold@cord.edu

The program in the humanities is designed to permit study of a clearly articulated topic of investigation that arises from study in the humanities and addresses large human questions with an interdisciplinary approach. Although studies in the humanities are the basis of the program, courses from any department may be included in the program. Proposals must include courses from at least two different departments.

Students may count appropriate courses from Global Education, May Seminars, Credo and other relevant programs toward the humanities minor. A limited number of courses transferred from other institutions may be counted toward the humanities minor.

The program is administered by a special faculty committee, which must approve all minor programs, including specifically the topic of investigation. In the process of developing a proposal for a humanities program, interested students should identify a faculty advisor with competence in the focal topic who can assist with the articulation of the topic and identification of appropriate courses for investigating the topic. Interested students should consult with the program chair for further information and forms. Approved program proposals must be signed by the faculty advisor and the humanities program chair and filed with the registrar.

Learning Goals for a Minor in Humanities

In the submission of a topic and program of study:
• The student will demonstrate the capacity to imagine and articulate clearly a topic of study based in the humanities that addresses an important human question or issue.
• The student will demonstrate the capacity to organize a program of study that will show the value of an interdisciplinary approach to the question proposed.

In the prospectus for the culminating course:
• The student will demonstrate a reasonably comprehensive understanding of the topic of study proposed.
• The student will demonstrate the manner in which the courses included in the proposed program contributed to and supported an interdisciplinary understanding of the topic of study.

Minor in the Humanities

The requirements for a minor in humanities are 20 approved credits:
• Courses must be selected from at least two different departments.
• No more than 8 credits toward the minor may be transferred from other institutions.
• at least 12 credits from 300- or higher-level courses.
ITALIAN

Faculty
David L. Hamilton

Courses
ITAL 111 – Beginning Italian, 4 credits. A2 (2018). An introductory course that will acquaint students with basic Italian grammar and vocabulary. This is intended to be the first course in a two-course sequence that concludes with an Accelerated Italian immersion course in Italy. Combines active practice and communication with grammatical analysis of the language.

ITAL 112 W – Accelerated Italian, 4 credits. AS1 (2018). A summer study abroad course with immersion in Italian language and culture that completes the sequence designed to introduce students to the skills needed for proficiency in the language. Combines active practice and communication with grammatical analysis of the language, daily conversation and cultural enrichment experiences. Prerequisite: ITAL 111 – Beginning Italian or permission of instructor

MATHEMATICAL FINANCE

– see Business, Offutt School of

– see Mathematics

MATHEMATICS

Programs offered
• Major in Mathematical Finance (see Business, Offutt School of) (62 credits)
• Major in Mathematics (36 or 41 credits)
• Major in Computer Science (see computer science) (46-53 credits)
• Students seeking licensure to teach mathematics must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching mathematics, see the chair of mathematics or the chair of education.
• Minor in Mathematics (20 credits)
• Minor in Data Analytics (see computer science) (22 or 23 credits)
• Mathematics add-on endorsement for Elementary Education majors (see education) (32 credits)

Faculty
Douglas R. Anderson, chair
Nathan D. Axvig
Daniel P. Biebighauser
Mark G. Causapin

Gerald A. Heuer, mathematician-in-residence
John C. Reber
Julia C. Walk
Xueqi Zeng

The math department provides learning experiences that prepare students to achieve the following outcomes:
• demonstrate an understanding of a wide variety of fundamental mathematical concepts and the nature of mathematical proof
• read mathematical literature and communicate mathematical ideas effectively both orally and in writing, using appropriate language, good notation, and sound mathematical reasoning
• apply mathematical knowledge from one branch of mathematics to another as well as to other disciplines
• use appropriate technology
• have good problem-solving skills, including the ability to formulate problems, solve them and interpret solutions
• understand the historical and cultural framework of mathematics and the relationship of mathematics to other sciences and to the needs of society in general

In addition, teaching majors will be able to:
• gather, analyze and interpret data in an unbiased manner
• demonstrate that they know and can apply the national and state standards for mathematics instruction

The mathematics department sponsors an honors program for exceptional students. An honors student must satisfy the following criteria:
• Maintain a GPA of at least 3.5 in mathematics courses.
• In each mathematics course the student takes after acceptance into the program, the student may be given one or more special assignment not expected of other students in the class (e.g., non-routine problems that might be too much for the typical student in the class).
• Complete a senior thesis under the guidance of some member of the department, based on an in-depth study or research project conducted with a department faculty member or at a Research Experience for Undergraduates (REU) program (or both). The senior thesis must be approved by the mathematics faculty.
• Give an oral presentation of the senior thesis to mathematics faculty and students on campus.
• Complete MATH 325 – Modern Algebra I and MATH 330 – Real Analysis I.

The requirements for a minor in mathematics are 20 credits:
• MATH 121 – Calculus I, 4 credits
• MATH 122 – Calculus II, 4 credits
• MATH 210 – Linear Algebra, 4 credits
• 8 additional credits numbered 200 or above to include at least one course numbered 300 or above. At most, 4 credits from MATH 250 – Pre-May Seminar or MATH 300 – May Seminar can be counted toward a minor in mathematics.

Students seeking licensure to teach mathematics from the state of Minnesota should complete the Common requirements and group 2 requirements, and also complete a second major in education. See the education section for requirements. For additional information about teaching mathematics, see the chair of mathematics or the chair of education.

Recommended courses for students interested in graduate school in mathematics include:
• MATH 325 – Modern Algebra I, 4 credits
• MATH 330 – Real Analysis I, 4 credits
• MATH 328 – Complex Analysis, 4 credits
• MATH 425 – Modern Algebra II, 2 credits
• MATH 430 – Real Analysis II, 2 credits
• CSC 125 – Introduction to Computer Science, 4 credits

Minor in Mathematics

The requirements for a minor in mathematics are 20 credits:
• MATH 121 – Calculus I, 4 credits
• MATH 122 – Calculus II, 4 credits
• MATH 210 – Linear Algebra, 4 credits
• 8 additional credits numbered 200 or above to include at least one course numbered 300 or above. At most, 4 credits from MATH 250 – Pre-May Seminar or MATH 300 – May Seminar can be counted toward a minor in mathematics.

Courses

MATH 102 – Fundamental Concepts of Modern Mathematics, 4 credits. E. Numeration, number systems, geometry and other topics addressed in the elementary school curriculum. Required for students majoring in elementary education.

MATH 105 K – Exploring Mathematics, 4 credits. E. This course uses real-world problems and situations to improve students’ problem-solving skills, to improve their ability to apply mathematics, and to enhance their appreciation of the importance of mathematics in our modern world. Topics will be chosen from voting theory, number theory, taxicab geometry, graph theory, probability, statistics and financial mathematics. This course can be used to fulfill the math exploration requirement.

MATH 110 K – Precalculus, 4 credits. E. A study of the function concept and properties of the polynomial, exponential, logarithmic and trigonometric functions. Prerequisites: high school geometry and higher algebra

MATH 121 K – Calculus I, 4 credits. E. An introduction to the concepts of limits, continuity, derivatives and antiderivatives and their applications, and an introduction to the Riemann integral and integration techniques, including by substitution. Some review of trigonometry and analytic geometry is included. Prerequisite: MATH 110 – Precalculus or equivalent

MATH 122 K – Calculus II, 4 credits. E. Applications of the definite integral, techniques of integration, parametric equations, introduction to differential equations, sequences, series and Taylor and Maclaurin Series. Prerequisite: MATH 121 – Calculus I

MATH 203 K – Finite Mathematics, 4 credits. E. The course examines combinatorics, probability, descriptive and inferential statistics, linear programming, and mathematics of finance. Prerequisite: high school or higher algebra

MATH 205 K – Introduction to Statistics, 4 credits. E. This is an introductory course in statistical methods for science and mathematics students. The object of this course is to provide students with a conceptual introduction to
the field of statistics, including the determination of the appropriate procedures for data analysis and the proper interpretation of results. Statistical significance and confidence intervals will be explored, along with statistical modeling through regression, ANOVA, and chi-squared techniques. The theory will be illustrated by examples from the life, health, and social sciences. This course can also count toward the environmental and sustainability studies program. Prerequisite: high school or higher algebra

MATH 207 K – Discrete Mathematics, 4 credits. E2. Logic, sets, functions, sequences and series, matrices, algorithms, methods of proof, combinatorics, recurrence relations, linear programming, graphs and trees. A previous mathematics class at or above MATH 110 – Precalculus (or the equivalent) is highly recommended.

MATH 210 – Linear Algebra, 4 credits. E. Vectors, matrix algebra, systems of linear equations, determinants, vector spaces, span and basis, eigenvalues and eigenvectors. Also includes an introduction to proof. Prerequisite: MATH 122 – Calculus II or consent of the instructor

MATH 215 – Introduction to Probability and Statistics, 2 credits. A2 (2017-2018). Basic concepts of data analysis, randomness and uncertainty required for elementary mathematics concentration. Topics include: data collection, exploratory data analysis, measures of central tendency and spread, theoretical probabilities in simple and compound events, basics of experimental design, and evaluating predictions and arguments from data. Prerequisite: high school higher algebra or MATH 102 – Fundamental Concepts of Modern Mathematics or MATH 105 – Exploring Mathematics

MATH 220 – Introduction to Geometry Concepts, 2 credits. A2 (2017-2018). Basic geometry content for students seeking elementary mathematics concentration. Topics will include: deriving and describing shapes, characteristics of geometric objects, spatial reasoning with geometric models, elementary geometric transformations, analysis and presentation of geometric arguments, and measurement and estimation. Prerequisite: MATH 102 – Fundamental Concepts of Modern Mathematics

MATH 223 K – Calculus III, 4 credits. E. Multivariable calculus and applications, line integrals, surface integrals. Green’s Theorem, Stokes’ Theorem and the Divergence Theorem. Prerequisite: MATH 122 – Calculus II

MATH 250 – Pre-May Seminar, 2 to 4 credits. D. An introduction to the art and science of mathematics, the axiomatic system that forms its foundation, the historical factors that have influenced its development, its close ties to astronomy, the sciences, art and religion; and its role in the development of Western culture.

MATH 300 – May Seminar, 4 credits. D.

MATH 311 K – Differential Equations, 4 credits. E2. Differential equations and models, analytic and qualitative solutions, nth-order equations, linear systems, harmonic oscillators, Laplace transforms, initial and boundary value problems, bifurcation. Prerequisite: MATH 122 – Calculus II

MATH 312 – Applied Mathematics, 2 credits. D. An introduction to Fourier and other methods for solving partial differential equations, including the heat, wave and potential equations and related boundary value problems. Prerequisites: MATH 210 – Linear Algebra, MATH 223 – Calculus III and MATH 311 – Differential Equations

MATH 315 – Probability and Mathematical Statistics, 4 credits. E1. Introduction to the basic concepts in probability theory, including discrete and continuous probability functions, independence, random variables, order statistics, expected value, variance and moment generating functions. Specific attention given to normal, Poisson and geometric distributions, as well as estimation and estimators. Prerequisite: MATH 223 – Calculus III

MATH 316, DATA 316 – Applied Statistical Models, 4 credits. A2 (2018-2019). An introduction to the construction and analysis of least-squares models, including multiple regression, ANOVA, ANCOVA and mixed models. Generalized linear models will also be presented, with special attention paid to logistic regression and log-linear models. Examples and applications will be drawn from various disciplines, including biology, medicine, economics, engineering and the social sciences. Prerequisites: MATH 205 – Introduction to Statistics or MATH 315 – Probability and Mathematical Statistics or BUSN 320 – Business Statistics or PSYC 230 – Statistics and Psychological Measurement or SOC 228 – Research Methods and Statistics

MATH 320 K – Geometry, 4 credits. E2. Euclidean, non-Euclidean, projective and other geometries as time permits. Prerequisite: MATH 210 – Linear Algebra

MATH 325 – Modern Algebra I, 4 credits. E1. Introduction to basic algebraic systems: groups, rings, integral domains and fields. Special attention is given to the ring of integers. Prerequisite: MATH 210 – Linear Algebra

MATH 328 – Complex Analysis, 4 credits. A2 (2017-2018). The algebra and geometry of complex numbers, elementary analytic functions, complex functions defined by power series, differentiation and integration of complex functions with selected applications. Prerequisite: MATH 223 – Calculus III

MATH 330 – Real Analysis I, 4 credits. A2 (2018-2019). A proof based course that covers sets, real numbers, sequences and convergence, limits of functions, continuity and differentiability, the Riemann integral, infinite series, and sequences and series of functions. Prerequisites: MATH 210 – Linear Algebra and MATH 223 – Calculus III

MATH 335, CSC 335, BUSN 460 K – Operations Management/Research, 4 credits. E1. An introduction to the theory and practice of quantitative modeling and optimization, with applications to computer simulation and business resource management. Possible topics include linear and nonlinear programming, network analysis, game theory, deterministic and probabilistic models. PEAK required. Prerequisite: consent of the instructor

MATH 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

MATH 390 – Cooperative Education, 1 to 8 credits. E.

MATH 402 – Senior Seminar, 1 credit. E2. Required of all senior Group 2 mathematics majors (mathematics and education double majors seeking teaching licensure). Topics in mathematics history are discussed using the seminar format. With the guidance of faculty members, each student researches a topic and delivers an oral presentation on that topic. Prerequisite: senior standing in both mathematics and education, or permission of instructor

MATH 425 – Modern Algebra II, 2 credits. D. Further study of the basic algebraic systems introduced in MATH 325 – Modern Algebra I. Prerequisite: MATH 325 – Modern Algebra I

MATH 430 – Real Analysis II, 2 credits. D. Further study of topics listed under MATH 330 – Real Analysis I. Prerequisite: MATH 330 – Real Analysis I

MATH 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. A seminar on non-routine problems sometimes is conducted. Prerequisite: Consent of faculty. Contact the department or program chair for more information.

MATH 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor
MULTIMEDIA JOURNALISM

An Interdisciplinary Program
– also see Art
– also see Communication Studies and Theatre Art
– also see English

Program offered
• Major in Multimedia Journalism (36 credits)

Multimedia Journalism Committee
Donald E. Rice, CSTA, interim program director

Committee members
Gregory B. Carlson, CSTA
Heidi A. Goldberg, Art
Amy S. Watkin, English

Faculty
Stephanie L. Ahlfeldt, CSTA
Lindsey A. Brammell, Art
Tracy Briggs Jensen, CSTA
(Forum Communications)
Aileen L.S. Buslig, CSTA
Gregory B. Carlson, CSTA
Dawn E. Duncan, English
Erin Hemme Froslie
Christian E. Mortenson, Art
Matt Olien, CSTA
(Prairie Public Television)
W. Scott Olsen, English
Donald E. Rice, CSTA
David A. Sprunger, English
Kirsten E. Theye, CSTA
Amy S. Watkin, English

The multimedia journalism program is an integrated, interdisciplinary program that teaches students the skills needed to succeed in this field. TV reporters no longer just report and shoot video; they write for their station’s website. Newspaper reporters no longer just report and write stories; they shoot still photos, video and make audio recordings and podcasts — in addition to constantly updating their stories for the Web.

Successful completion of the major in multimedia journalism will enable students to understand the changing role and importance of journalism in modern society; use rich, precise and illuminating language; construct skillful narratives; find and assess relevant facts, interpret them and present them in a context that is concise, fair and accurate; and show familiarity with the major ethical and legal issues in journalism.

Learning Goals for the Multimedia Journalism Major
• Students gain exposure to fundamental skills in the converging world of journalism today, including reporting, writing, graphic production, video and audio editing, and an understanding of new media.
• Students come to understand storytelling as a fundamental principle for journalists, no matter what medium is being used.
• Students learn the analytical abilities and adaptability necessary to be a journalist today.
• Students learn about the legal, ethical and moral responsibilities central to multimedia journalism.

Major in Multimedia Journalism
The requirements for a major in multimedia journalism are 36 credits:
• 16 credits from:
  – ENG 317 – Telling the Story: News Writing, 4 credits
  – ENG 318 – Telling the Story: Feature Writing, 4 credits
  – ENG 403 – Investigating and Narrating the News, 4 credits
  – ENG/COM 422 – Mass Communication Law and Ethics, 4 credits
• 8 credits from:
  – COM 232 – Media Production I: Video, 4 credits
  – COM 315 – Interviewing, 4 credits
  – COM 333 – Media Production II: Audio, 2 credits
  – COM 334 – Broadcast Performance, 2 credits
  – COM 431 – Broadcast Writing and Reporting, 4 credits
  – COM 432 – Electronic News Gathering, 4 credits
• 4 credits from:
  – COM 139 – Appreciating Film, 4 credits
  – COM 325 – New Media, 4 credits
  – COM 326 – Global Cinema, 4 credits
  – COM 382 – Analyzing Film, 4 credits
  – COM 493 – Documentary and Historical Film – Capstone, 4 credits
• 8 credits from:
  – ART/COM 368 – Digital Photography, 4 credits
  – ART 370 – Digital Design, 4 credits
  – ART/COM/ENG 390 – Cooperative Education, 4 credits
  – COM 314 – Group Communication, 4 credits
  – COM 403 – Public Relations, 4 credits
  – COM 413 – Advertising, 4 credits
  – COM 414 – Organizational Communication, 4 credits
  – ENG 227 – Foundations of Creative Writing, 4 credits
  – ENG 316 – Business Writing, 4 credits
  – ENG 324 – Technical Writing, 4 credits
  – ENG 371 – Editing and Grammar for Professionals, 4 credits
  – ENG 377 – Nonfiction Writing Seminar, 4 credits
  – ENG 439 – Film and Literature, 4 credits

Students are strongly encouraged to participate in the cocurricular activities in the three departments, including The Concordian, Concordia On-Air, KORD radio and Public Relations Club.
Programs offered

- Majors leading to a Bachelor of Arts degree
  - Major in Music: 34 credits plus 8 private instruction credits and ensemble participation
  - Major in Music (K-12 Music Education): 40 credits (instrumental emphasis) or 42 credits (vocal emphasis), plus 12 private instruction credits and ensemble participation, and 39 credits in education (instrumental emphasis) or 35 credits (vocal emphasis)

- Majors leading to a Bachelor of Music degree
  - Major in Composition: 56 credits plus 28 private instruction credits and ensemble participation plus 20 credits in non-music electives
  - Major in Instrumental Music: 52 or 54 credits plus 28 private instruction credits and ensemble participation plus 24 credits in non-music electives
  - Major in Piano: 52 credits plus 28 private instruction credits and ensemble participation plus 24 credits in non-music electives
  - Major in Voice: 50 credits in music plus 30 private instruction credits and ensemble participation plus up to 32 credits in supporting courses
  - Major in Music Education: 42 credits (instrumental emphasis) or 48 credits (vocal emphasis), plus 20 private instruction credits and ensemble participation, and 39 credits in education (instrumental emphasis) or 35 credits (vocal emphasis)

- Minor in Music to accompany other Bachelor of Arts majors at Concordia: 26 credits including private instruction credits and ensemble participation

- Minor in Church Music: 26 credits including private instruction credits and ensemble participation

Faculty

John N. Roberts, chair
Daniel F. Breedon
Jane Linde Capistran
Stephanie M. Carlson
Thomas Christianson
René Clausen
Michael P. Culloton
Nathaniel H. Dickey
David P. Eyler
Peter J. Haberman
Peter D. Halverson
Janelle C. Halverson
David L. Hamilton
Gregory R. Hamilton
Sonja Harasim
Douglas Harbin
Debora J. Harris
Jay A. Hershberger
Rachel F. Horan
Edward J. Huttlin
Holly A. Janz

Peggy J. Johnson
Grigor Khachatryan
Peter G. Knudsvig
Anthony W. Leatham
Steven Makela
Eric Martens
Amy K. Mercer
Jeffrey T. Meyer
A. Jennifer Nash
Douglas Neill
Maisy H. Pedersen
Russell M. Peterson
Jean E. Roberts
Callie D. Stadem
Stephen J. Sulich
Kevin F.E. Sutterlin
Lucy H. Thrasher
Karın L. Wakefield
Leigh G. Wakefield
Jessica L. Westgard Larson

The department offers several programs that lead to either the Bachelor of Arts degree or the Bachelor of Music. Sample schedules for all of these programs, which can help students identify ways to make sure they meet all requirements within a four-year college career, are available from the music department and in the Student Handbook online. The music department is accredited by the National Association of Schools of Music.

Admission to the Music Programs

First-year and transfer students are admitted to any of the Bachelor of Music and Bachelor of Arts (Leading to K-12 Music Education) programs upon demonstrating sufficient ability and skill through a personal audition during the admission process. Transfer students are required to take a placement examination to determine levels of aural ability and knowledge of music theory.

General Requirements for All Music Majors

All music majors are required to demonstrate a minimum level of piano proficiency. Piano proficiency requirements must be completed through proficiency exams (administered by piano faculty several times each semester). Preparation for proficiency exams may be accomplished through private studio instruction. Successful completion of the piano proficiency requirement will be documented in the course number MUS 399 – Piano Proficiency.

Students who major in music or who are candidates for the Bachelor of Music degree are required to attend 30 recitals or concerts during the academic year, including programs of Concordia’s Cultural Events Office, and faculty recitals. Failure to attend the required number of recitals will lower the final grade received in private instruction by one letter.

Student Learning Goals and Outcomes for All Music Majors

1. Acquire Fundamental Skills, Intellectual Capacities, and Knowledge
   - hear, identify and work conceptually with the elements and organizational patterns of music – rhythm, melody, harmony and structure – through the following set of skills: aural skills (sight-singing, dictation and listening), composition, improvisation, analysis and keyboard
• develop technical skills requisite for artistic self-expression and the ability to read at sight with fluency (in one major performance area)
• learn, study, practice and rehearse skills necessary for the musician
• clearly express abstract musical ideas in both written and oral forms
• gain skills in collaborative music making
• become acquainted with a wide selection of world literature and cultures, and with the principal eras, genres and cultural sources within the Western tradition
• acquire a knowledge of fundamental musical ideas in the areas of theory, musical forms, instrumentation, literature, performance and technology

2. Apply Skills and Knowledge and Develop Intellectual Capacities
• apply critical and independent thinking through a variety of analytical means (harmonic, formal, stylistic)
• develop and defend musical judgments
• understand compositional processes, aesthetic properties of style, and the ways these shape and are shaped by artistic, historical and cultural forces
• refine interpretive skills (including expressive and aesthetic evaluation) in performance, directorship, and written and oral forms of communication
• independently prepare representative repertoire for performance
• understand the procedures for realizing a variety of musical styles
• perform a cross-section of musical repertoire

3. Connect Music and the Liberal Arts
• understand music as a way of knowing that has unique strengths and limitations as a means for comprehending the world and human experience
• recognize the connection between music and other disciplines and perspectives
• develop an integrated understanding of music as an art, science, and basic human activity, and of music’s relation to individual and cultural identity
• identify the varieties of music’s cultural/social meanings, uses and purposes, and its ability to transmit, reinforce and challenge cultural and personal values

4. Create Art and the Self
• understand and use music as a means of self-expression and self-reflection
• exhibit musical creativity in an intelligent and independent manner through composition, improvisation, arranging, interpretation and musical leadership
• combine capabilities in performance, analysis, composition and improvisation, and history and context through independent work on musical problems

5. Forge Habits of the Mind
• adopt and sustain a love of learning and a passion for change and growth
• promote excellence and nurture the desire to realize one’s potential
• establish the practice of sharing knowledge and teaching others
• cultivate a sense of calling as a musician

Pi Kappa Lambda and Departmental Honors
The primary objective of Pi Kappa Lambda is the recognition and encouragement of the highest level of musical achievement and academic scholarship. The society is convinced that recognizing and honoring persons who have enhanced their talents by serious, diligent, and intelligent study will stimulate others to do the same. Moreover, the society feels that it serves the criteria by granting a charter to institutions that provide the atmosphere conducive to musical achievement and academic virtue. Consideration for membership is based upon the following regulations:

1. Seniors must be in the upper one-fifth of their class; juniors in the upper one-tenth of their class.
2. Students must show excellence in all aspects of criteria.
3. Nominations and elections are the responsibility of the Faculty Committee of the chapter. Acceptance into Pi Kappa Lambda is through personal invitation only.

Members of Pi Kappa Lambda Society are entitled to wear honor cords with the society’s colors at graduation. Honor cords for Pi Kappa Lambda Society are gold and white.

Bachelor of Arts Programs

Music programs leading to a Bachelor of Arts degree include the following:
• Major in music
• Major in music (K-12 Music Education)
• Minor in music to accompany other Bachelor of Arts majors at Concordia

In addition to the courses listed below for each program, candidates for the Bachelor of Arts degree must complete the college’s Liberal Arts Core requirements (see Page 24).

Additional requirements for entrance and continuation in the Bachelor of Arts degree programs are found in the Music Student Handbook located on the music department website under Student Resources.

Major in Music

The requirements for a major in music leading to a Bachelor of Arts degree are 34 credits in music plus 8 private instruction credits and ensemble participation:
• MUS 111 – Materials of Music I, 2 credits
• MUS 112 – Materials of Music II, 2 credits
• MUS 128 – Aural Skills I, 2 credits
• MUS 211 – Materials of Music III, 2 credits
• MUS 212 – Materials of Music IV, 2 credits
• MUS 225 – Aural Skills II, 2 credits
• MUS 226 – Aural Skills III, 2 credits
• MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
• MUS 361 – World Musics, 4 credits
• 4 credits from contextual studies courses
• 8 credits in music electives
• 8 credits in private instruction or class piano (eight 1-credit courses)
• 0 credits in ensemble (eight semesters). Participation in an appropriate ensemble as designated by the music faculty and as related to the major area of study is required each semester of enrollment.

It is suggested that students concentrate the elective courses within a single area – music theory and composition, music history and literature, conducting or pedagogy. Credits in private lesson instruction may not be used to fulfill the 8-credit requirement in music electives.

Major in Music (K-12 Music Education)

This major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach music in grades K-12. To be eligible to complete this major, the student must be admitted to the teacher education program. (See education pages for program information, requirements and course descriptions.)

The requirements for a major in music (K-12 Music Education) leading to a Bachelor of Arts degree are 40 credits (instrumental emphasis) or 42 credits (vocal emphasis) in music, plus 12 private instruction credits and ensemble participation and 39 credits in education (instrumental emphasis) or 35 credits in education (vocal emphasis):
• MUS 111 – Materials of Music I, 2 credits
• MUS 112 – Materials of Music II, 2 credits
• MUS 128 – Aural Skills I, 2 credits
• MUS 211 – Materials of Music III, 2 credits
• MUS 212 – Materials of Music IV, 2 credits
• MUS 225 – Aural Skills II, 2 credits
• MUS 226 – Aural Skills III, 2 credits
• MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
• MUS 331 – Teaching Choral Music, 4 credits (vocal major only)
• MUS 361 – World Music, 4 credits
• MUS 394 – String and Woodwind Techniques, 2 credits
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 395 – Brass and Percussion Techniques</td>
<td>2</td>
</tr>
<tr>
<td>MUS 425-426 – Choral Conducting I and II</td>
<td>2 each</td>
</tr>
<tr>
<td>MUS 427-428 – Instrumental Conducting I and II</td>
<td>2 each</td>
</tr>
<tr>
<td>8 credits from contextual studies courses including 2 courses from:</td>
<td></td>
</tr>
<tr>
<td>- MUS 308 – Contextual Studies I – Genre</td>
<td>2</td>
</tr>
<tr>
<td>- MUS 309 – Contextual Studies I – Period</td>
<td>2</td>
</tr>
<tr>
<td>- MUS 310 – Contextual Studies I – Topic</td>
<td>2</td>
</tr>
<tr>
<td>- and at least one of the following:</td>
<td></td>
</tr>
<tr>
<td>MUS 408 – Contextual Studies II – Genre</td>
<td>4</td>
</tr>
<tr>
<td>MUS 409 – Contextual Studies II – Period</td>
<td>4</td>
</tr>
<tr>
<td>MUS 410 – Contextual Studies II – Topic</td>
<td>4</td>
</tr>
<tr>
<td>2 credits from creative applications courses</td>
<td></td>
</tr>
<tr>
<td>EDUC 211 – Methods of Teaching General Music</td>
<td>4</td>
</tr>
<tr>
<td>(required methods of teaching course)</td>
<td></td>
</tr>
<tr>
<td>EDUC 392 – Methods of Teaching Instrumental Music</td>
<td>4</td>
</tr>
<tr>
<td>(instrumentalists only)</td>
<td></td>
</tr>
<tr>
<td>Successful completion of the K-12 required coursework (see Education:</td>
<td></td>
</tr>
<tr>
<td>Curriculum in Secondary/K-12 Education)</td>
<td></td>
</tr>
</tbody>
</table>

In order to receive the endorsement of the music department, music education students must pass the piano proficiency exam prior to, or during the semester preceding student teaching.

12 credits of private instruction or class piano (12 1-credit courses).
Intrumental music education majors must demonstrate competence in voice, usually accomplished through taking MUS 431 – Voice Class, which may count as one of the 1-credit courses required in private instruction. String education majors with violin or viola as their primary instrument are required to take one semester of private instruction on cello/bass. String education majors with cello or bass as their primary instrument are required to take one semester of private instruction on violin/viola. It is highly recommended that vocal music education students register for MUS 121 – English Diction, 1 credit.

0 credits in ensemble (eight semesters). Participation in an appropriate ensemble as designated by the music faculty and as related to the major area of study is required each semester of enrollment.

one appearance each year in a general student recital or studio recital

### Bachelor of Music Programs

Music programs leading to a Bachelor of Music degree include the following:

- Major in composition
- Major in instrumental music
- Major in piano
- Major in voice
- Major in music education

In addition to the courses listed for each program, candidates for the Bachelor of Music degrees must complete 22 Core Curriculum credit hours including the college’s Core Curriculum requirements of First-Year Experience courses and religion courses.

Additional requirements for entrance and continuation in the Bachelor of Music degree programs are found in the Music Student Handbook located on the music department website under Student Resources.

### Major in Composition

The requirements for a major in composition leading to a Bachelor of Music degree are 56 credits plus 28 private instruction credits and ensemble participation plus 20 credits in non-music electives:

- MUS 111 – Materials of Music I, 2 credits
- MUS 112 – Materials of Music II, 2 credits
- MUS 128 – Aural Skills I, 2 credits
- MUS 211 – Materials of Music III, 2 credits
- MUS 212 – Materials of Music IV, 2 credits
- MUS 225 – Aural Skills II, 2 credits
- MUS 226 – Aural Skills III, 2 credits
- MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
- MUS 312 – Counterpoint, 2 credits
- MUS 343 – Orchestration, 2 credits
- MUS 361 – World Musics, 4 credits
- MUS 423 – Critical Analysis I, 2 credits
- MUS 424 – Critical Analysis II, 2 credits
- MUS 425 – Choral Conducting I, 2 credits
- MUS 427 – Instrumental Conducting I, 2 credits
- MUS 437 – Music Technology I, 2 credits
- MUS 438 – Music Technology II, 2 credits
- MUS 482 – Senior Recital/Project, 2 credits
- 8 credits from contextual studies courses including 2 courses from:
  - MUS 308 – Contextual Studies I – Genre, 2 credits
  - MUS 309 – Contextual Studies I – Period, 2 credits
  - MUS 310 – Contextual Studies I – Topic, 2 credits
  - and at least one of the following:
    - MUS 408 – Contextual Studies II – Genre, 4 credits
    - MUS 409 – Contextual Studies II – Period, 4 credits
    - MUS 410 – Contextual Studies II – Topic, 4 credits
- 20 credits of private instruction:
  - 20 credits of private instruction in composition
  - 8 credits of private instruction or class piano as a minor instrument or voice
  - 0 credits in ensemble (eight semesters). Participation in an appropriate ensemble as designated by the music faculty and as related to the major area of study is required each semester of enrollment.
- a senior composition recital

### Major in Instrumental Music

The requirements for a major in instrumental music leading to a Bachelor of Music degree are 52 or 54 credits in music plus 28 private instruction credits and ensemble participation plus 24 credits in non-music electives:

- MUS 111 – Materials of Music I, 2 credits
- MUS 112 – Materials of Music II, 2 credits
- MUS 128 – Aural Skills I, 2 credits
- MUS 211 – Materials of Music III, 2 credits
- MUS 212 – Materials of Music IV, 2 credits
- MUS 225 – Aural Skills II, 2 credits
- MUS 226 – Aural Skills III, 2 credits
- MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
- MUS 343 – Orchestration, 2 credits
- MUS 361 – World Musics, 4 credits
- MUS 423 – Critical Analysis I, 2 credits
- MUS 424 – Critical Analysis II, 2 credits
- MUS 425 – Choral Conducting I, 2 credits
- MUS 426 – String Literature, 2 credits (string majors only)
- MUS 427 – String Pedagogy, 2 credits (string majors only)
- MUS 428 – Woodwinds, Brass, or Percussion Literature and Pedagogy, 2 credits (woodwind, brass, or percussion majors only)
- MUS 482 – Senior Recital/Project, 2 credits
- 8 credits from contextual studies courses including 2 courses from:
  - MUS 308 – Contextual Studies I – Genre, 2 credits
  - MUS 309 – Contextual Studies I – Period, 2 credits
  - MUS 310 – Contextual Studies I – Topic, 2 credits
  - and at least one of the following:
    - MUS 408 – Contextual Studies II – Genre, 4 credits
    - MUS 409 – Contextual Studies II – Period, 4 credits
    - MUS 410 – Contextual Studies II – Topic, 4 credits
- 10 credits from music elective courses
- 20 credits from non-music elective courses
- 28 credits of private instruction:
  - 20 credits of private instruction in composition
  - 8 credits of private instruction or class piano as a minor instrument or voice
• Seven student recitals:
  • 0 credits in chamber music (two semesters). Participation in chamber music is
  • 28 credits of private instruction:
    • 24 credits from non-music elective courses
    • 6 credits from music elective courses
    • 8 credits from contextual studies courses including 2 courses from:
      • MUS 473 – Methods and Materials for Teaching Piano, 2 credits
      • MUS 474 – Piano Repertoire, 2 credits
      • MUS 482 – Senior Recital/Project, 2 credits
    • 8 credits from contextual studies courses including 2 courses from:
      • MUS 308 – Contextual Studies I – Genre, 2 credits
      • MUS 309 – Contextual Studies I – Period, 2 credits
      • MUS 310 – Contextual Studies I – Topic, 2 credits
      • 6 credits from music elective courses
    • 24 credits from non-music elective courses
    • 28 credits of private instruction:
      • 8 credits in the student’s major instrument at the 200-level (four 2-credit
        courses)
      • 16 credits in the student’s major instrument at the 400-level (four 4-credit
        courses)
      • 4 credits in the student’s minor instrument or class piano (four 1-credit courses)
    • 0 credits in ensemble (eight semesters). Participation in an appropriate
      ensemble as designated by the music faculty and as related to the major area
      of study is required each semester of enrollment.
    • 0 credits in chamber music (two semesters). Participation in chamber music is
      required for two semesters by enrolling in MUS 188, 193, 195, 197 or 199
    • Seven student recitals:
      • one appearance each semester in a general student recital in the major
        instrument in the first and sophomore years
      • a half-recital in the major instrument in the junior year
      • a full senior recital on the major instrument
      • one appearance in a general student recital or studio recital in the minor
        instrument

Major in Piano
The requirements for a major in piano leading to a Bachelor of Music degree are 52 credits in music plus 28 credits in private instruction and ensemble participation plus 24 credits in non-music electives:
• MUS 111 – Materials of Music I, 2 credits
• MUS 112 – Materials of Music II, 2 credits
• MUS 128 – Aural Skills I, 2 credits
• MUS 211 – Materials of Music III, 2 credits
• MUS 212 – Materials of Music IV, 2 credits
• MUS 225 – Aural Skills II, 2 credits
• MUS 226 – Aural Skills III, 2 credits
• MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
• MUS 312 – Counterpoint, 2 credits
• MUS 343 – Orchestration, 2 credits
• MUS 361 – World Musics, 4 credits
• MUS 423 – Critical Analysis I, 2 credits
• MUS 424 – Critical Analysis II, 2 credits
• MUS 425 or MUS 427 – Instrumental or Choral Conducting I, 2 credits
• MUS 473 – Methods and Materials for Teaching Piano, 2 credits
• MUS 474 – Piano Repertoire, 2 credits
• MUS 482 – Senior Recital/Project, 2 credits
• 8 credits from contextual studies courses including 2 courses from:
  • MUS 308 – Contextual Studies I – Genre, 2 credits
  • MUS 309 – Contextual Studies I – Period, 2 credits
  • MUS 310 – Contextual Studies I – Topic, 2 credits
  • and at least one of the following:
    • MUS 408 – Contextual Studies II – Genre, 4 credits
    • MUS 409 – Contextual Studies II – Period, 4 credits
    • MUS 410 – Contextual Studies II – Topic, 4 credits
• 2 credits from creative applications courses
• 6 credits from music elective courses
• Proficiency in French at the level of FREN 112 – Introduction to the French-
  Speaking World II, 4 to 8 credits
• Proficiency in German at the level of GER 112 – Introduction to the German-
  Speaking World, 4 to 8 credits
• THR 127 – Elements of Acting, 4 credits
• 12 credits from non-music elective courses
• 30 credits in private instruction:
  • MUS 261 – 8 credits of Private Voice Instruction (four 2-credit courses)
  • MUS 461 – 16 credits of Private Voice Instruction (four 4-credit courses)
  • MUS 466 – 6 credits of Private Instruction in Piano or class piano (six
    1-credit courses)
• 0 credits in ensemble (eight semesters). Participation in an appropriate
  ensemble as designated by the music faculty and as related to the major area
  of study is required each semester of enrollment.
• Six student recitals:
  • one appearance each semester in a general student, or studio class, recital
    in the major instrument in the first and sophomore years
  • a half-recital in the major instrument in the junior year
  • a full senior recital in the major instrument

Major in Music Education
This major prepares students to be recommended by the Concordia College
department of education for Minnesota licensure to teach music in grades K-12.
To be eligible to complete this major, the student must be admitted to the teacher
education program. (See education pages for program information, requirements and course descriptions.)

The requirements for a major in music education leading to a Bachelor of Music degree are 42 credits (instrumental emphasis) or 48 credits (vocal emphasis) in music, plus 20 private instruction credits and ensemble participation, and 39 credits in education (instrumental emphasis) or 35 credits (vocal emphasis):

- MUS 111 – Materials of Music I, 2 credits
- MUS 112 – Materials of Music II, 2 credits
- MUS 121 – English Diction, 1 credit (vocal major only)
- MUS 122 – Italian Diction, 1 credit (vocal major only)
- MUS 123 – German Diction, 1 credit (vocal major only)
- MUS 124 – French Diction, 1 credit (vocal major only)
- MUS 128 – Aural Skills I, 2 credits
- MUS 211 – Materials of Music III, 2 credits
- MUS 212 – Materials of Music IV, 2 credits
- MUS 223 – Aural Skills II, 2 credits
- MUS 226 – Aural Skills III, 2 credits
- MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
- MUS 331 – Teaching Choral Music, 4 credits (vocal major only)
- MUS 361 – World Musics, 4 credits
- MUS 394 – String and Woodwind Techniques, 2 credits
- MUS 395 – Brass and Percussion Techniques, 2 credits
- MUS 425-426 – Choral Conducting I and II, 2 credits each
- MUS 427-428 – Instrumental Conducting I and II, 2 credits each
- MUS 482 – Senior Recital/Project, 2 credits
- 8 credits from contextual studies courses including 2 courses from:
  - MUS 308 – Contextual Studies I – Genre, 2 credits
  - MUS 309 – Contextual Studies I – Period, 2 credits
  - MUS 310 – Contextual Studies I – Topic, 2 credits
  - and at least one of the following:
    - MUS 408 – Contextual Studies II – Genre, 4 credits
    - MUS 409 – Contextual Studies II – Period, 4 credits
    - MUS 410 – Contextual Studies II – Topic, 4 credits
- 2 credits from creative applications courses
- 12 credits from non-music elective courses (Bachelor of Music students whose primary instrument is piano are required to take MUS 473 – Methods and Materials for Teaching Piano and MUS 474 – Piano Literature in place of one credit of non-music electives.)
- EDUC 211 – Methods of Teaching General Music, 4 credits (required methods of teaching course)
- EDUC 392 – Methods of Teaching Instrumental Music, 4 credits (instrumentalists only) (required methods of teaching course)
- Successful completion of the secondary/K-12 required coursework (see Education: Curriculum in Secondary/K-12 Education)

In order to receive the endorsement of the music department, music education students must pass the piano proficiency exam prior to, or during the semester preceding student teaching.

- 20 credits of private instruction
  - 16 credits of private instruction in voice or the student’s major instrument (eight 2-credit courses)
  - 4 credits of private instruction in a minor instrument or class piano (four 1-credit courses)

Instrumental music education majors must demonstrate competence in voice, usually accomplished through taking MUS 431 – Voice Class, which may count as one of the 1-credit courses required for a minor instrument. String education majors with violin or viola as their primary instrument are required to take one semester of private instruction on cello/bass. String education majors with cello or bass as their primary instrument are required to take one semester of private instruction on violin/viola. It is highly recommended that vocal music education students register for MUS 121 – English Diction, 1 credit.

- 0 credits in ensemble (eight semesters). Participation in an appropriate ensemble as designated by the music faculty and as related to the major area of study is required each semester of enrollment.

- Nine student recitals:
  - one appearance each year in a general student recital or studio recital
  - a full recital in the major instrument in the senior year (MUS 482 – Senior Recital/Project, 2 credits)

Minor in Music to Accompany other Bachelor of Arts Majors at Concordia

The requirements for a minor in music are 26 credits:
- MUS 111 – Materials of Music I, 2 credits
- MUS 112 – Materials of Music II, 2 credits
- MUS 128 – Aural Skills I, 2 credits
- MUS 232 – History of Western Music: Medieval to the Mid-19th Century, 4 credits
- 10 credits in music electives. Music in private lesson instruction may not be used to fulfill the requirement in music electives.
- 6 credits of private instruction or class piano (six 1-credit courses)
- 0 credits in ensemble (four semesters)

Minor in Church Music to Accompany other Bachelor of Arts Majors at Concordia

The requirements for a minor in church music are 26 credits:
- MUS 111 – Materials of Music I, 2 credits
- MUS 112 – Materials of Music II, 2 credits
- MUS 128 – Aural Skills I, 2 credits
- MUS 232 – History of Western Music, 4 credits
- MUS 425 – Choral Conducting OR
  - MUS 427 – Instrumental Conducting, 2 credits
  - Private instruction in voice, piano, organ, or instrumental, 2 credits
  - Four semesters in an ensemble, 0 credits
  - 12 unique credits to the minor listed below:
    - CMUS 401 – Worship: Practice and Ideas, 4 credits
    - REL 317 – Making Meaning: Reading, Interpreting, and Teaching the Bible, 4 credits OR
    - FL 201 – Faith and Leadership, 4 credits
    - Two of the following 2-credit classes:
      - CMUS 301 – Choral Literature for Church Choirs, 2 credits
      - CMUS 302 – Hymnody, 2 credits
      - CMUS 303 – Global and Contemporary Music for Worship, 2 credits
      - CMUS 304 – Liturgy and Congregation Song, 2 credits

Private Instruction

Private Instruction is available in all areas of voice, piano, organ, any band or orchestral instrument, or composition. Music lessons are adapted to the individual needs of the student. They are supplemented by work in the college musical organizations, by student recitals, by ensembles and by accompanying. Representative programs in private instruction in each area are available from the music department. Please see policies below governing all private instruction courses. An explanation of applied lesson fees is found in the Music Student Handbook under Student Resources on the music department website.

Private Instruction in the Bachelor of Arts Program

In the Bachelor of Arts program, 1 credit is given for one half-hour lesson per week with one 55-minute practice period per day for one semester. Two credits are given for two lessons per week; students are expected to practice three hours daily. Private instruction is available in the following areas; please see policies below governing all private instruction courses.

- MUS 161 – Voice, 1 to 2 credits. E.
- MUS 163 – Brass, 1 to 2 credits. E.
- MUS 165 – Woodwinds, 1 to 2 credits. E.
- MUS 166 – Piano, 1 to 2 credits. E.
- MUS 167 – Strings, 1 to 2 credits. E.
Private Instruction in the Bachelor of Music Program

All students majoring in programs leading to the Bachelor of Music are required to take private instruction in a major instrument, voice, or composition, and a minor instrument or voice. Students majoring in instrumental music should have adequate foundation in preliminary study of their major instrument.

Students take the 200-level courses in private instruction for 1 or 2 credits, according to the following guidelines:

- Major instrument or voice: 2 credits are given for each course to all first-year and sophomore majors in the Bachelor of Music programs, and to juniors and seniors majoring in music education or composition, for private instruction in the student’s major instrument or voice. Students receive two half-hour lessons per week in their major instrument or voice and are expected to practice three hours daily.

- Minor instrument or voice: 1 credit is given to all majors for each course of private instruction in a student’s minor instrument or voice. One hour of daily practice and one half-hour lesson are required per week.
  - MUS 261 – Voice, 1 to 2 credits. E.
  - MUS 263 – Brass, 1 to 2 credits. E.
  - MUS 264 – Composition, 1 to 2 credits. E.
  - MUS 265 – Woodwinds, 1 to 2 credits. E.
  - MUS 266 – Piano, 1 to 2 credits. E.
  - MUS 267 – Strings, 1 to 2 credits. E.
  - MUS 268 – Percussion, 1 to 2 credits. E.
  - MUS 269 – Organ, 1 to 2 credits. E.

- Composition: MUS 264 – Composition may be taken as 1 credit starting in the freshman year, or 2 credits beginning in the sophomore year, such that 4 credits have been completed by the end of the sophomore year. At 1 credit, students receive one half-hour lesson per week and are expected to compose 60 minutes daily. At 2 credits, students receive one one-hour lesson per week and are expected to compose 120 minutes daily.

Juniors and seniors majoring in voice performance, instrumental music, or composition take the 400-level courses of private instruction in their respective area of focus. Students receive a weekly, one-hour lesson in their area of focus and are expected to practice or compose three hours daily. 4 credits are granted.

- MUS 461 – Voice, 4 credits. E.
- MUS 463 – Brass, 4 credits. E.
- MUS 464 – Composition, 4 credits. E.
- MUS 465 – Woodwinds, 4 credits. E.
- MUS 466 – Piano, 4 credits. E.
- MUS 467 – Strings, 4 credits. E.
- MUS 468 – Percussion, 4 credits. E.
- MUS 469 – Organ, 4 credits. E.

Private Instruction Policies

Registration for private music lessons is on a semester basis. At the end of each semester, each student registered for private instruction must perform for a panel of music faculty members. Note carefully these regulations regarding private instruction:

- Students entering not later than two weeks after the beginning of the semester must pay in full for private instruction.
- If lessons are discontinued during the semester, no refund is made after the eighth week of the semester.
- Only in the case of illness of more than two weeks’ duration are fees refunded for absences from lessons.
- Students are charged for lessons missed unless they notify the instructor a reasonable time in advance of an absence. Lessons missed on legal and special holidays and during organization tours are not made up.
- Students are permitted to change instructors with the consent of the department chair.

- Students registered in the department of music are not permitted to take private lessons for credit from instructors who are not faculty members of Concordia College.

Ensemble Courses

Ensemble courses may not be applied toward fulfilling the requirements in private instruction for a major or minor. Participation in a music ensemble is required for majors and minors in music as follows:

- Bachelor of Arts majors (not music education) and minors must participate for two years.
- Bachelor of Music students and Bachelor of Arts teaching majors must participate each semester of enrollment.

Because participation in many ensembles is open to students who are not majors or minors in music, detailed descriptions of these organizations are included under Expanded Academic Opportunities on Page 27.

- MUS 170 – The Concordia Orchestra, 0 credit. E.
- MUS 172 – The Concordia College Symphony, 0 credit. E.
- MUS 174 – Kantorei (mixed chorus), 0 credit. E.
- MUS 175 – Cantabile (women’s chorus), 0 credit. E.
- MUS 176 – The Concordia Choir, 0 credit. E.
- MUS 177 – The Concordia Chapel Choir, 0 credit. E.
- MUS 181 – The Concordia Band, 0 credit. E.
- MUS 182 – The Concordia Symphonic Band, 0 credit. E. and Concordia Echo Band, 0 credit. E.
- MUS 188 – Percussion Ensemble, 0 credit. E.
- MUS 189 – Lyric Opera Studio, 0 credit. E.
- MUS 190 – Piano Ensemble, 0 credit. E.
- MUS 193 – Marimba Choir, 0 credit. E.
- MUS 194 – The Concordia College Jazz Ensembles, 0 credit
- MUS 195 – Brass Chamber Music, 0 credit
- MUS 197 – Woodwind Chamber Music, 0 credit
- MUS 199 – String Ensemble, 0 credit

Courses

CMUS 301 – Choral Literature for Church Choirs, 2 credits. D. This course will prepare students to conduct a church-based choir. Students will study a variety of choral music that would be appropriate for children and adult choirs as well as valuable resources that would serve to enhance the congregational worship experience. An examination of liturgical seasons, as well as the primary thematic elements of each season, will be included. Prerequisites: MUS 112 – Materials of Music II and MUS 232 – History of Western Music: Medieval to the Mid-19th Century

CMUS 302 – Hymnody, 2 credits. A1. The historically informed study of congregational singing of psalms and hymns which involves a focus on texts, tunes, authors, composers, and historical and contemporary traditions. Emphasis is on Christian congregational song, ranging from Old Testament psalms to contemporary praise-worship songs, from traditional Western hymnody to global worship songs. Prerequisites: MUS 112 Materials of Music II and MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

CMUS 303 – Global and Contemporary Music for Worship, 2 credits. AZ. The study of recently composed and produced music for worship in the United Kingdom and America, along with a survey of music written for worship in the Global South (Asia, Africa, and South America). Prerequisites: MUS 112 Materials of Music II and MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

CMUS 304 – Liturgy and Congregational Song, 2 credits. A1. A general introduction to Christian liturgy, its meanings, history, and practice of worship as found in various traditions. Students explore the basic theology of worship patterning, the historical development of the Eucharist and Prayer Offices, the lectionary, customs of the church year, and sacramental rites of the Christian
The study of A continuation of the phonetic alphabet. A2. The study of worship as a context for music, encompassing both ideas about worship and music, as well as worship and music practices. Prerequisites: MUS 112 Materials of Music II and MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

MUS 101 R – Introduction to the Art of Music, 4 credits. E. Introductory analysis of musical listening concepts (repertoire, performance practice, terminology, forms, tempos, dynamics, pitches, etc.) through various distinct course sections devoted to the study of a particular category of music. Categories studied include classical, jazz and other styles of music. Focus on the music category within historical, political, sociological and cultural perspectives.

MUS 111 – Materials of Music I, 2 credits. E1. A fundamental course in notation, scales, intervals, triads and basic principles of voice leading in two-part and four-part writing. This course will also include the rudiments of aural skills: interval, scale and triad identification, solfege, and simple rhythmic, melodic and harmonic dictation. Throughout Materials of Music I, II, III and IV, students are introduced to the styles, forms, and compositional procedures of music and are required to analyze representative compositions as well as compose in various forms.

MUS 112 – Materials of Music II, 2 credits. E2. Further development of writing skills is covered, employing the principles of diatonic harmony including seventh chords, secondary dominants and simple modulation. Throughout Materials of Music I, II, III and IV, students are introduced to the styles, forms and compositional procedures of music and are required to analyze representative compositions as well as compose in various forms. Prerequisite: MUS 111 – Materials of Music I with a minimum grade of C, Corequisite: MUS 128 – Aural Skills I

MUS 121 – English Diction, 1 credit. B1. A fundamental course to acquaint students of voice with correct standard English diction and to familiarize them with the International Phonetic Alphabet as a clear system of notating speech sounds. Open to all students registered for vocal instruction.

MUS 122 – Italian Diction, 1 credit. B2. A continuation of the phonetic studies from MUS 121 – English Diction, with application of the International Phonetic Alphabet to the Italian language. Prerequisite: MUS 121 – English Diction or permission of instructor

MUS 123 – German Diction, 1 credit. B3. A continuation of the phonetic studies from MUS 121 – English Diction, with application of the International Phonetic Alphabet to the German language. Prerequisite: MUS 121 – English Diction or permission of instructor

MUS 124 – French Diction, 1 credit. B4. A continuation of the phonetic studies from MUS 121 – English Diction, with application of the International Phonetic Alphabet to the French language. Prerequisite: MUS 121 – English Diction or permission of instructor

MUS 125 – Voice Technique I, 1 credit. E. Group instruction in the basic principles of vocal technique, including breathing, posture and vocalization. Commensurate with Music 161 – Private Voice Instruction. No prerequisite. This course may be counted toward the 1-credit courses required for private instruction

MUS 126 – Voice Technique II, 1 credit. E. A continuation of Vocal Technique I. Prerequisite: MUS 125 – Vocal Technique I. This course may be counted toward the 1-credit courses required for private instruction


MUS 130 – Class Piano I, 1 credit. E1. The purpose of this course is to develop a strong foundation of work habits and basic skills in piano playing. It may be counted toward the 1-credit courses required for private instruction. Prerequisite: Piano placement audition

MUS 131 – Class Piano II, 1 credit. E2. The purpose of this course is to continue developing the strong foundation of work habits and basic skills in piano playing already acquired during the previous course, Class Piano I. It may be counted toward the 1-credit courses required for private instruction. Prerequisite: MUS 130 – Class Piano I with a minimum final grade of C

MUS 161 – Voice Music, 1 to 2 credits.

MUS 163 – Brass Music, 1 to 2 credits.

MUS 165 – Woodwinds Music, 1 to 2 credits.

MUS 166 – Piano Music, 1 to 2 credits.

MUS 167 – Strings Music, 1 to 2 credits.

MUS 168 – Percussion Music, 1 to 2 credits.

MUS 169 – Organ Music, 1 to 2 credits.

MUS 170 – The Concordia Orchestra, 0 credit. E. The Concordia Orchestra performs representative works from the symphonic music literature in a series of concerts on campus and on its annual tours. PEAK optional.

MUS 172 – The Concordia College Symphony, 0 credit. E. The Concordia College Symphony performs representative works from the chamber orchestra music literature in a series of concerts on campus.

MUS 174 – Kantorei (mixed chorus), 0 credit. E. Kantorei is a mixed choral ensemble made up primarily of first-year students who love to sing and enjoy the challenges and rewards of participating in choir. Kantorei rehearses together three times a week, and in half-hour sectionals twice weekly. The group performs at a fall concert, the Concordia Christmas Concert, a spring concert, and the annual Masterworks Concert. Auditions are held at the beginning of each semester.

MUS 175 – Cantabile (women’s chorus), 0 credit. E. Cantabile is for Concordia women in all years who love to sing, enjoy challenging music of all styles, and want to be part of an inspiring and welcoming group. Cantabile rehearses together three times a week, and in half-hour sectionals twice weekly. The group performs at a fall concert, the Concordia Christmas Concert, a spring concert, and the annual Masterworks Concert. Auditions are held at the beginning of each semester.

MUS 176 – The Concordia Choir, 0 credit. E. The Concordia Choir (sophomores and above) undertakes a regional tour and performs in local and campus concerts, as well as during chapel.

MUS 177 – The Concordia Chapel Choir, 0 credit. E. The Concordia Chapel Choir (sophomores and above) performs on its domestic tour. Membership is available to all students regardless of major. Auditions take place at the start of the fall semester. Audition information is located on the music department webpage.

MUS 181 – The Concordia Band, 0 credit. E. The Concordia Band, an audition-based ensemble of the college’s finest wind and percussion instrumentalists, performs the finest wind band repertoire at concerts, convocations, as well as on its domestic tour. Membership is available to all students regardless of major. Auditions take place at the start of the fall semester. Audition information is located on the music department webpage.

MUS 182 – The Concordia Symphonic Band, 0 credit. E. The Concordia Symphonic Band, an audition-based ensemble, performs a variety of high quality repertoire for large wind band at concerts, chapel services and campus events. Membership is available to all students regardless of major. Auditions take place at the start of the fall semester. Audition information is located on the music department webpage.

MUS 188 – Percussion Ensemble, 0 credit. E. The Percussion Ensemble is a chamber music organization consisting of 20 to 25 musicians who perform on
the many and varied definite and indefinite pitched instruments of the percussion family. The Percussion Ensemble is open through audition to students of all levels who express an interest in performing on percussion instruments. The group performs a wide variety of literature from the “standard” percussion repertoire, as well as exciting new arrangements of popular, classical and folk music. All students, regardless of majors, are eligible to audition for the Percussion Ensemble.

MUS 189 – Lyric Opera Studio, 0 credit. E. Faculty-directed opera scenes presented in student recital

MUS 190 – Piano Ensemble, 0 credit. E. Smaller ensembles are formed on the basis of student interest and ability and may perform in concerts and various college functions.

MUS 193 – Marimba Choir, 0 credit. E. The Marimba Choir is a chamber music organization consisting of eight to 10 marimbaists selected from the members of the Percussion Ensemble. They perform literature ranging from transcriptions of works by Bach, Mozart and other great composers, to Latin American, pops favorites, ragtime and contemporary literature for keyboard percussion. The Marimba Choir performs in the Percussion Ensemble concerts, as well as at numerous community and civic events. All students, regardless of their major, are eligible to audition for the Marimba Choir.

MUS 194 – The Concordia College Jazz Ensembles, 0 credit. E. The Concordia College Jazz Ensembles consist of approximately 20 musicians each. These groups perform major works representing jazz literature and styles at numerous concerts and clinics both on and off campus.

MUS 195 – Brass Chamber Music, 0 credit. E. Ensembles are formed from a pool of students who have the interest and ability to perform chamber ensemble repertoire. Instrumentation is based on the genre of music selected. Emphasis is placed on developing independent ensemble skills and performances may include concerts and various college functions.

MUS 197 – Woodwind Chamber Music, 0 credit. E. Ensembles are formed from a pool of students who have the interest and ability to perform chamber ensemble repertoire. Instrumentation is based on the genre of music selected. Emphasis is placed on developing independent ensemble skills and performances may include concerts and various college functions.

MUS 199 – String Ensemble, 0 credit. E. Smaller string ensembles are formed on the basis of student interest and ability and may perform in concerts and various college functions.

MUS 211 – Materials of Music III, 2 credits. E1. A continuation of MUS 112 – Materials of Music II with emphasis on chromatic harmony. Throughout Materials of Music I, II, III and IV, students are introduced to the styles, forms and compositional procedures of music and are required to analyze representative compositions as well as compose in various forms. Prerequisite: MUS 112 – Materials of Music II with a minimum grade of C

MUS 212 – Materials of Music IV, 2 credits. E2. A study of post-tonal analysis and composition procedures. Throughout Materials of Music I, II, III and IV, students are introduced to the styles, forms and compositional procedures of music and are required to analyze representative compositions as well as compose in various forms. Prerequisite: MUS 211 – Materials of Music III with a minimum grade of C


MUS 227 – Integrating Music into the Elementary Classroom, 2 credits. B1, B3. Students will gain experience in using music to effectively teach and engage students in language arts, science, math and social studies, while also boosting mental, emotional and social development. Students will also receive basic training in the rudiments of music so that they can better understand and integrate the subject matter into their teaching.

MUS 230 – Class Piano III, 1 credit. E1. The purpose of this course is to continue developing the strong foundation of work habits and basic skills in piano playing already acquired during the previous course, Class Piano II. It may be counted toward the 1-credit courses required for private instruction. Prerequisite: MUS 131 – Classical Piano II with a minimum final grade of B-

MUS 231 – Class Piano IV, 1 credit. E2. The purpose of this course is to continue developing the strong foundation of work habits and basic skills in piano playing already acquired during the previous course, Class Piano III. It may be counted toward the 1-credit courses required for private instruction. MUS 231 must be passed with a minimum grade of B in order to register an S grade for MUS 399. Prerequisite: MUS 230 – Class Piano III with a minimum final grade of B-

MUS 232 H – History of Western Music: Medieval to the Mid-19th Century, 4 credits. E1. A survey of Western musical practice from the early medieval period to the mid-19th century. Focus is on the development of styles, genres, musical forms, media, social history, religious and liturgical contexts, and aesthetic perspectives. Prerequisite: MUS 112 – Materials of Music II or consent of instructor

MUS 250 – Pre-May Seminar, 2 to 4 credits. E2.

MUS 261 – Voice Lessons, 1 to 2 credits.

MUS 263 – Brass Lessons, 1 to 2 credits.

MUS 264 – Composition Lessons, 1 to 2 credits.

MUS 265 – Woodwinds Lessons, 1 to 2 credits.

MUS 266 – Piano Lessons, 1 to 2 credits.

MUS 267 – Strings Lessons, 1 to 2 credits.

MUS 268 – Percussion Lessons, 1 to 2 credits.

MUS 269 – Organ Lessons, 1 to 2 credits.

MUS 300 – May Seminar, 4 credits. MS.

MUS 308 – Contextual Studies I – Genre, 2 credits. D. A study of a musical genre that varies by semester. Focus on musical practice and its surrounding contexts. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

MUS 309 – Contextual Studies I – Period, 2 credits. D. A study of a musical period that varies by semester. Focus on musical practice and its surrounding contexts. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

MUS 310 – Contextual Studies I – Topic, 2 credits. D. A study of a musical topic that varies by semester. Focus on musical practice and its surrounding contexts. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

MUS 312 – Counterpoint, 2 credits. D. An in-depth study of 18th century counterpointal techniques and repertoire. This course can be used to fulfill the Creative Applications requirement. Prerequisite: MUS 212 – Materials of Music IV

MUS 321 – Composition I, 2 credits. D. A course involving both class and individual instruction on basic techniques used in composition. Experience in writing and analyzing works. This course can be used to fulfill the creative applications requirement. Prerequisite: MUS 211 – Materials of Music III

MUS 322 – Composition II, 2 credits. D. A continuation of Composition I. Prerequisite: MUS 321 – Composition I
MUS 331 – Teaching Choral Music. 4 credits. E1. Students will develop and exercise teaching skills for success in the choral classroom. As a conductor/teacher, students will need the ability to reflect critically about their teaching by intentionally examining pedagogy, materials, and personal resources related to the teaching/learning transaction. Additionally, the course will acquaint students with the various types, genres, voicings of quality choral literature appropriate for choirs of all ages. Prerequisites: MUS 212 – Materials of Music IV and MUS 226 – Aural Skills III

MUS 343 – Orchestration, 2 credits. E2. A study of orchestral instruments and techniques; scoring for chamber ensembles and orchestra. This course can be used to fulfill the Creative Applications requirement. Prerequisite: MUS 211 – Materials of Music III or consent of instructor.

MUS 352 – Italian Voice Seminar, 2 credits. AS1. This course is designed to be a companion course with Accelerated Italian 112. Students who elect to take this course will have two hours of private voice lessons/coachings per week and three to five hours of rehearsals taught by David Hamilton and native Italian instructors. Students will prepare Italian songs and opera scenes for public performance in Trieste. Prerequisite: Permission of instructor.

MUS 361 G, Z – World Musics, 4 credits. E. An introduction to a variety of musical systems and the relationship of these cultures in which they originate. Prerequisites: MUS 212 – Materials of Music IV, MUS 232 – History of Western Music: Medieval to the Mid-19th Century, or consent of instructor.

MUS 362, GER 362 R, G – The German Art Song, 4 credits. A2 (2017-2018). An interdisciplinary collaboration between the German department and the music department that focuses on the cultural history of the Romantic era with special consideration of the poets and poetry with the great musicians of the time, Schubert, Schumann and others, chosen for their compositions. Students perform for each other in Salon Evenings, much as young people in the 19th century did. An exploration course to Vienna is offered as part of the course.

MUS 380 – Special Topics, 0 to 4 credits. E. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

MUS 390 – Cooperative Education, 1 to 8 credits. E.

MUS 394 – String and Woodwind Techniques, 2 credits. E. A laboratory course, designed for music education majors, covering practical performance and techniques of teaching string and woodwind instruments. Prerequisites: MUS 212 – Materials of Music IV and MUS 226 – Aural Skills III.

MUS 395 – Brass and Percussion Techniques, 2 credits. E. A laboratory course, designed for music education majors, covering practical performance and techniques of teaching brass and percussion instruments. Prerequisites: MUS 212 – Materials of Music IV and MUS 226 – Aural Skills III.

MUS 399 – Piano Proficiency, no credit. E. This course documents successful completion of the piano proficiency requirement. Successful completion of the piano proficiency requirements will be documented as a grade of S/U on the official transcript under the course MUS 399 – Piano Proficiency, no credit. E.

MUS 408 – Contextual Studies II – Genre, 4 credits. D. A study of a musical genre which varies by semester. Focus on musical practice and its surrounding contexts. Emphasis on research and writing or analysis. Prerequisite: MUS 308, 309 or 310 – Contextual Studies.

MUS 409 – Contextual Studies II – Period, 4 credits. D. A study of a musical period which varies by semester. Focus on musical practice and its surrounding contexts. Emphasis on research and writing or analysis. Prerequisite: MUS 308, 309 or 310 – Contextual Studies.

MUS 410 – Contextual Studies II – Topic, 4 credits. D. A study of a musical topic which varies by semester. Focus on musical practice and its surrounding contexts. Emphasis on research and writing or analysis. Prerequisite: MUS 308, 309 or 310 – Contextual Studies.

MUS 423 – Critical Analysis I, 2 credits. A1, B1. A study of analytical motivations, techniques and results, focusing on the major analytical methodologies and theoretical models in use today. Complementary study of musical forms from the Baroque through the present, including art and popular music. Prerequisite: MUS 212 – Materials of Music IV.

MUS 424 – Critical Analysis II, 2 credits. A1, B2. As a continuation of Critical Analysis I, a study of analytical motivations, techniques and results, focusing on the major analytical methodologies and theoretical models in use today. Complementary study of musical forms from the Baroque through the present, including art and popular music. Prerequisite: MUS 423 – Critical Analysis I (may be taken concurrently).

MUS 425 – Choral Conducting I, 2 credits. E1. A study of baton techniques, selection of voices, choir organization, the rehearsal, phonetics and literature. A choir is organized within the class for practical experience in conducting. Prerequisites: MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor.

MUS 426 – Choral Conducting II, 2 credits. E2. Analysis and conducting of choral literature of all periods. Prerequisite: MUS 425 – Choral Conducting I or MUS 427 – Instrumental Conducting I.

MUS 427 – Instrumental Conducting I, 2 credits. E2. Exploration of the gestural, analytical, and psychological tenets of instrumental conducting. Prerequisites: MUS 211 – Materials of Music III, MUS 225 – Aural Skills II or consent of instructor.

MUS 428 – Instrumental Conducting II, 2 credits. E1. Advanced explanation of the gestural, analytical, and psychological tenets of instrumental conducting. Prerequisite: MUS 425 – Choral Conducting I or MUS 427 – Instrumental Conducting I.

MUS 429 – Voice Repertoire, 2 credits. A1. A course designed to acquaint the student with the song literature from the 17th century to the present. Interpretation, style and program building are studied. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century or permission of instructor.

MUS 431 – Voice Class, 1 credit. E. Fundamentals of tone production and singing. This course is intended primarily for music education students with majors in instrumental music. It may be counted toward the 1-credit courses required for private instruction.

MUS 437 – Music Technology I, 2 credits. D. An in-depth study of digital audio synthesis, recording and editing. This course can be used to fulfill the Creative Applications requirement. Prerequisite: MUS 212 – Materials of Music IV.

MUS 438 – Music Technology II, 2 credits. D. A continuation of Music Technology I with a focus on advanced synthesis and editing techniques, and composing in an interactive environment. This course can be used to fulfill the Creative Applications requirement. Prerequisite: MUS 437 – Music Technology I.

MUS 461 – Voice Lessons, 2 to 4 credits.

MUS 463 – Brass Lessons, 2 to 4 credits.

MUS 464 – Composition Lessons, 2 to 4 credits.

MUS 465 – Woodwinds Lessons, 2 to 4 credits.

MUS 466 – Piano Lessons, 2 to 4 credits.

MUS 467 – Strings Lessons, 2 to 4 credits.

MUS 468 – Percussion Lessons, 2 to 4 credits.

MUS 469 – Organ Lessons, 2 to 4 credits.

MUS 472 – Methods and Materials for Teaching Voice, 2 credits. A2. This course acquaints students with basic principles and techniques of teaching voice, introduces the physiology of vocal production, and presents appropriate literature for beginning voice students. Prerequisites: two years of college vocal study or consent of instructor.
MUS 473 – Methods and Materials for Teaching Piano, 2 credits. A2. A course in teaching methods and available materials for piano instruction and a survey of the various pedagogical schools. Open to intermediate and advanced piano students. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century or consent of instructor

MUS 474 – Piano Repertoire, 2 credits. A2. A study of the literature written for the keyboard from the time of J.S. Bach to the present, involving listening, analyzing and performing. Also includes ongoing consideration of the great keyboard players of the past and present. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century

MUS 476 – String Literature, 2 credits. D. This course acquaints students with beginning to advanced solo literature for their instrument and develops a comprehensive knowledge of solo, chamber and orchestral string literature. This course is required for the Bachelor of Music performance major in strings and it is expected that students be enrolled in lessons concurrently while taking this class. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century

MUS 477 – String Pedagogy, 2 credits. D. This course acquaints students with basic principles and techniques of teaching stringed instruments, explores advanced philosophies of string playing, introduces the physiology of playing, and presents appropriate literature for teaching beginning through advanced string students in the private studio or college setting. Although this course is required for the Bachelor of Music performance major in strings, anyone interested in learning more about strings pedagogy is welcome and encouraged to enroll. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century

MUS 478 – Woodwinds, Brass, or Percussion Literature and Pedagogy, 2 credits. D. Will engage the student in the study of solo and chamber ensemble literature. It will combine historically significant works, prominent composers, and contemporary literature, while exploring the historical development of solo and chamber ensemble literature. Students will broaden their knowledge of pedagogical techniques. Each member of the class will research, study, and perform assigned selections for the class. Prerequisite: MUS 232 – History of Western Music: Medieval to the Mid-19th Century

MUS 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

MUS 482 – Senior Recital/Project, 2 credits. E. Credit for senior recital granted to Bachelor of Music students only.

MUS 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

NEUROSCIENCE

An Interdisciplinary Program
– also see Biology
– also see Chemistry
– also see Mathematics
– also see Physics
– also see Psychology

Programs offered
• Major in Neuroscience (40 credits)
• Minor in Neuroscience (24 credits)

Faculty
Krystle D. Strand, program director
Jason Askvig
Susan J. Larson
Julie R. Mach
Mikel L. Olson
Dwight J. Peterson
Darin J. Ulness

NEUROSCIENCE is a broad and diverse field at the frontier of science today. The goal of neuroscience is to understand how the brain and nervous system acquire, process, and integrate information from the environment and how this information brings about behavior of the organism. Neuroscience is truly an integrative discipline in which chemistry, biology, psychology, physics, mathematics, and other disciplines provide us with insight into how the nervous system functions from the basic molecular processes to the sophisticated behavior of higher organisms. The neuroscience program at Concordia emphasizes integrating the molecular and physical bases of neuroscience with systems and behavioral approaches. The neuroscience major or minor therefore nicely complements a number of disciplines.

Students completing the neuroscience major or minor will be able to:
• demonstrate an understanding of the nature of science: its methods of inquiry, social practice, and articular viewpoints
• describe and apply facts, concepts, and theories of neuroscience
• think critically about neuroscience research, theory, and topics; and be familiar with the literature in the field
• utilize laboratory skills that provide a foundation for answering research questions in the field of neuroscience
• integrate material from several disciplines in the study of the nervous system and understand that problem solving involves the use of many disciplinary perspectives.

Major in Neuroscience

The requirements for a major in neuroscience are 40 credits:
• NEU 109 – Introduction to Neuroscience, 4 credits
• NEU 475, CHEM 475 – Neurochemistry, 4 credits
• NEU 400, BIOL 400 – Neurobiology, 4 credits
• PSYC 324 – Drugs and Behavior, 4 credits OR
  NEU 328, PSYC 328 – Human Neuropsychology, 4 credits OR
  PSYC 319 – Behavioral Neuroscience, 4 credits OR
  PSYC 323 – Perception, 4 credits
• CHEM 142 – Survey of Organic and Biochemistry, 4 credits OR
  CHEM 373 – Biochemistry I, 4 credits
• MATH 205 – Introduction to Statistics, 4 credits OR
  PSYC 230 – Statistics and Psychology Measurement, 4 credits
• NEU 406 – Senior Seminar, 2 credits
• Experiential Learning – 2 credits taken as NEU 390, NEU 480, NEU 487 or BIOL 487. See www.ConcordiaCollege.edu/experientiallearning
• 4 credits from the following neuroscience electives:
  – NEU 252 – Physical Neuroscience, 4 credits
  – NEU 328, PSYC 328 – Human Neuropsychology, 4 credits
- NEU 480 – Independent Study, 4 credits
- NEU 487, BIOL 487 – Directed Research, 4 credits
- PSYC 319 – Behavioral Neuroscience, 4 credits
- PSYC 323 – Perception, 4 credits
- PSYC 324 – Drugs and Behavior, 4 credits
- PSYC 361 – Cognitive Psychology, 4 credits
- 8 credits from the following electives (at least 4 credits must be in a lab science):
  - BIOL 306 – Human Anatomy and Physiology, 4 credits
  - BIOL 336 – Histology, 4 credits
  - BIOL 350 – Animal Behavior, 4 credits
  - BIOL 352 – Immunology and Parasitology, 4 credits
  - BIOL 402 – Embryology, 4 credits
  - BIOL 406 – Advanced Cell Biology, 4 credits
  - BIOL 411 – Integrated Vertebrate Anatomy and Physiology I
  - BIOL 412 – Integrated Vertebrate Anatomy and Physiology II, 4 credits
  - BIOL 416 – Advanced Topics in Genetics, 4 credits
  - BIOL 497 – Research Seminar, 4 credits (with approval, topic rotates)
  - CHEM 330 – Analytical Chemistry I, 4 credits
  - CHEM 374 – Biochemistry II, 4 credits
  - CHEM 431 – Analytical Chemistry II, 4 credits
  - MATH 315 – Probability and Mathematical Statistics, 4 credits
  - MATH 316, DATA 316 – Applied Statistical Models, 4 credits
  - PSYC 318 – Learning and Behavior, 4 credits
  - PSYC 325 – Health Psychology, 2 credits
  - PSYC 357 – Abnormal Psychology, 4 credits
- The following courses are recommended but not required:
  - BIOL 121 – Cell Biology, 4 credits
  - BIOL 222 – Genetics and Molecular Biology, 4 credits
  - CHEM 127 – General Chemistry I, 4 credits
  - CHEM 128 – General Chemistry II, 4 credits
  - MATH 121 – Calculus I, 4 credits
  - PHYS 111 – General College Physics I, 4 credits
  - PHYS 112 – General College Physics II, 4 credits
  - PSYC 111 – Introductory Psychology, 4 credits

The neuroscience minor can be completed in 24 credits; however, BIOL 306, BIOL 352, BIOL 406, BIOL 411, BIOL 412, BIOL 416, BIOL 497, CHEM 330, CHEM 373, CHEM 374, MATH 315, MATH 316, and PHYS 112 have prerequisites offered in complementary majors. PSYC 111 or equivalent is a prerequisite for PSYC 318, PSYC 361, and PSYC 325. NEU 109 and junior or senior standing may be used as the prerequisite for BIOL 336, BIOL 350, and BIOL 402.

**Minor in Neuroscience**

The requirements for a minor in neuroscience are 24 credits:
- NEU 109 – Introduction to Neuroscience, 4 credits
- NEU 400, BIOL 400 – Neurobiology, 4 credits OR PSYC 319 – Behavioral Neuroscience, 4 credits
- NEU 475, CHEM 475 – Neurochemistry, 4 credits OR PSYC 324 – Drugs and Behavior, 4 credits
- CHEM 142 – Survey of Organic and Biochemistry, 4 credits OR CHEM 373 – Biochemistry, 4 credits
- 4 additional credits; at least one course from the following:
  - NEU 252 – Physical Neuroscience, 4 credits
  - NEU 328, PSYC 328 – Human Neuropsychology, 4 credits
  - NEU 475, CHEM 475 – Neurochemistry, 4 credits
  - NEU 400, BIOL 400 – Neurobiology, 4 credits
  - NEU 480 – Independent Study, 4 credits
  - NEU 487, BIOL 487 – Directed Research, 4 credits
  - PSYC 319 – Behavioral Neuroscience, 4 credits
  - PSYC 323 – Perception, 4 credits
- NEU 109 and junior or senior standing may be used as the prerequisite for BIOL 336, BIOL 350, and BIOL 402.

**Courses**

**NEU 109 N – Introduction to Neuroscience, 4 credits.** E2. This course will serve as the introductory course for the program and it will cover the basics of neuroscience, which will be expanded upon in other neuroscience courses. Three lectures and three hours of laboratory per week.

**NEU 252 – Physical Neuroscience, 4 credits.** A2. This course will build upon the physical principles underlying neuroscience that were surveyed in NEU 109 – Introduction to Neuroscience. Topics include passive and active potential propagation, membrane and ion channel energetics, and the physical events underlying neurotransmitter release and binding. Prerequisite: NEU 109 – Introduction to Neuroscience.

**NEU 328, PSYC 328 – Human Neuropsychology, 4 credits.** A2. This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiology and what this tells us about maladaptive behaviors will also be discussed. Prerequisites: NEU 109 – Introduction to Neuroscience or PSYC 319 – Behavioral Neuroscience.

**NEU 380 – Special Topics, 0 to 4 credits.** D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact program director for more information.

**NEU 390 – Cooperative Education, 1 to 8 credits.** E.

**NEU 400, BIOL 400, N – Neurobiology, 4 credits.** E2. This course expands upon content covered in NEU 109 and BIO 222 and explores a variety of topics including neuroanatomy, neural cell characteristics and communication, and mechanisms of nervous system injury and repair. There is an emphasis on active learning, experimental design, and reading scientific literature. Three lectures and four hours of laboratory per week. Prerequisite: BIO 222 – Genetics and Molecular Biology OR NEU 109 – Introduction to Neuroscience.
This senior-level course will serve as the capstone for the major and is recommended for the minor. The purpose of this class is to summarize and integrate experiences from the neuroscience major by revisiting numerous topics of study. Students will also demonstrate the skills they have acquired during the major by writing a research proposal and presenting this proposal to peers. It is expected that students will have completed most other requirements for the neuroscience major before enrolling in this course.

**NEU 475, CHEM 475 – Neurochemistry, 4 credits.** This junior/senior level course studies the chemical and biochemical aspect of neuroscience including ligand binding, pharmacokinetics and second messenger cascades. PEAK optional. Prerequisites: NEU 109 – Introduction to Neuroscience and CHEM 137 – Biochemistry I, or CHEM 142 – Survey of Organic and Biochemistry, OR consent of instructor

**NEU 480 – Independent Study, 1 to 4 credits.** This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the program director for more information.

**NEU 487, BIOL 487 – Directed Research, 1 to 4 credits.** This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. PEAK optional with certain instructors. Prerequisite: consent of instructor

---

### NURSING

#### Programs offered
- Major in Nursing leading to a Bachelor of Arts degree (86-90 credits)
- Accelerated Post-Baccalaureate Nursing Program leading to a Major in Nursing (48 credits)

#### Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean C. Bokinskie, chair</td>
<td>Jack E. Rydell</td>
</tr>
<tr>
<td>Jennifer L. DeLong</td>
<td>Tally R. Tinjum</td>
</tr>
<tr>
<td>Jane E. Indergaard</td>
<td>Amanda L. Tracy</td>
</tr>
<tr>
<td>Polly K. Kloster</td>
<td></td>
</tr>
</tbody>
</table>

The nursing program at Concordia College is accredited by the Commission on Collegiate Nursing Education, 655 K St NW, Suite 750, Washington DC 20001, (202) 887-6791, and maintains approval through the North Dakota and Minnesota Boards of Nursing.

Upon successful completion of the program the student will attain a major in nursing, meet the qualifications for Public Health Nurse registration in MN, and be eligible to sit for the NCLEX-RN licensure exam for the registered nurse (RN). NCLEX-RN pass rates of Concordia College graduates rank consistently well above the national average and among the top pass rates in Minnesota and North Dakota. Board examination pass rates are available on the Minnesota and North Dakota Boards of Nursing websites.

The purpose of the nursing program is to influence the health of the world by sending into society compassionate, thoughtful, and informed baccalaureate-prepared professionals dedicated to the vocation of nursing. The nursing curriculum prepares professional practitioners by providing a sound educational basis for continuing development, for graduate study in nursing, and for accepting professional and community responsibility. The nursing program serves as a resource for society through consultation, collaboration, political involvement, scholarship and clinical practice.

The nursing program provides learning experiences that prepare students to achieve the following outcomes:
- apply concepts from the arts, humanities and sciences to professional nursing practice*
- communicate clearly and effectively*
- apply critical-thinking skills in deliberative decision-making*
- provide nursing care in accordance with the Nursing: Scope and Standards of Practice (ANA, 2015) and Nursing’s Social Policy Statement: The Essence of the Profession (ANA, 2010)
- provide nursing care in accordance with the ANA Code of Ethics for Nurses with Interpretive Statements (ANA, 2015)


The curriculum is sequentially organized to facilitate student learning. The beginning courses provide a theoretical foundation for the major. Course content and learning experiences progress from simple to complex, from individual to family and community-client, from faculty-directed to student-directed learning, and from theory to application. Faculty members design experiences to provide opportunities for students to integrate theory with practice, engender a spirit of inquiry, and develop critical-thinking abilities. This design enables students to acquire cognition, attitudes, and skills needed to develop the variety of behaviors that constitute the professional nursing role.

### Major in Nursing Leading to a Bachelor of Arts Degree

#### Admission to the Nursing Major

The baccalaureate nursing program is a nationally accredited four-year course of study leading to a Bachelor of Arts degree with a major in nursing. The pre-nursing program is open to all high school graduates and college students who wish to pursue a nursing major. To enter the pre-nursing program, students must be admitted to Concordia; however, applicants should note that admission to the college does not grant admission to the professional nursing major.

The professional nursing major begins the spring semester of the traditional sophomore year. Incoming freshmen who qualify for select academic scholarships through the Admission Office of the college may apply for early admission to the nursing major. Early admission to the nursing major is offered to select high school graduates at the time of admission to Concordia College. The criteria for early admission are available from the Concordia College Admission Office. Students who are not awarded early admission to the major must submit an application to the nursing department by March 9 following the student’s freshman year to be considered for admission within a four-year college plan. A minimum cumulative GPA of 2.8 is required in all post high school work through the semester of application and a minimum selective GPA of 3.0 is required to be eligible for consideration of admission to the major. (Refer to selective GPA courses in the admission criteria identified later in this section.) Application forms may be obtained in the nursing department. Applicants are notified of their admission status in June. Students may apply only twice for consideration of admission to the nursing major. Students who are currently enrolled at Concordia should consult with a nursing faculty member or advisor prior to the application deadline.
Policies specific to students accepted into the nursing major are published in the Baccalaureate Nursing Program Student Handbook. The handbook is provided to students in the first semester of the major.

Because state regulations require a specific student-faculty ratio in the clinical practicum, enrollment in the professional nursing program is limited and based on resource and clinical placement availability. Consideration will be given to students who have attended Concordia College and meet all other criteria. Admission is competitive and based on all of the following:

- a minimum cumulative GPA of 2.8 through the date of application in all post-high school coursework
- a minimum selective GPA of 3.0 through the date of application based on completion of all of the following prerequisite courses or Registrar approved course equivalents:
  - BIOL 101 OR BIOL 121
  - CHEM 142
  - IOC 100
  - IWC 100
  - PSYC 111
- eligibility for sophomore standing with the ability to complete the remaining prerequisite coursework prior to the second semester of the nursing major
- admission to Concordia College
- a completed application to the major
- two personal references
- an impromptu essay and/or interview
- a one-page résumé

Prerequisite courses must be completed with a minimum passing letter grade of C-. The prerequisite coursework requirements for a major in nursing leading to a Bachelor of Arts degree are 86-90 credits and include the following courses or Registrar approved course equivalents:

- BIOL 101 — General Biology OR BIOL 121 — Cell Biology, 4 credits
- BIOL 306 — Human Anatomy and Physiology, 4 credits
- BIOL 207 — Fundamental Microbiology, 4 credits
- CHEM 142 — Survey of Organic and Biochemistry, 4 credits (CHEM 117 is a required prerequisite if no high school chemistry has been completed.)
- MATH course with a “K” designation, 4 credits
- PSYC 111 — Introductory Psychology, 4 credits
- Any psychology course above PSYC 111, 4 credits
- Any sociology course with an “S” course designation, 4 credits
- The following corequisite courses (included in the total credits for the major) must be completed with a minimum passing letter grade of C-:
  - CHEM 304 — Pharmacology, 2 credits
  - FND 321 — Nutrition, 4 credits
  - Nutrition, 4 credits

Students must be accepted into the nursing major to enroll in any of the following courses:

- NURS 251 — Nursing Concepts, 4 credits
- NURS 302 — Mental Health Nursing, 4 credits
- NURS 320 — Nursing Research, 2 credits
- NURS 341 — Client Concepts, 4 credits
- NURS 342 — Adult Health Nursing I, 4 credits
- NURS 352 — Family Nursing I, 4 credits
- NURS 361 — Health Assessment, 4 credits
- NURS 401 — Community Health Nursing, 4 credits
- NURS 403 — Adult Health II, 4 credits
- NURS 404 — Adult Health III, 4 credits
- NURS 423 — Roles and Issues of Professional Nursing in a Global Society, 4 credits
- NURS 430 — Nursing Management, 2 credits
- NURS 462 — Family Nursing II, 4 credits

Progression in the major requires a minimum GPA of 2.8 through the first semester of the major with passing letter grades of C- or higher for all prerequisite and corequisite courses required for the major. Progression in the major also requires that all nursing courses are completed with a minimum passing letter grade of C-. The degree must be completed in the same semester as completion of the nursing major.

### Accelerated Nursing Program Leading to a Second Major for College Graduates

The accelerated nursing program is a 16-month course of study leading to a major in nursing for students who have already completed a baccalaureate degree. The program begins in July and finishes the following year in December, including a one-month summer break. The students complete the corequisite pharmacology course and the nursing curriculum required for the traditional nursing major, with minor scheduling and clinical alterations. Upon successful completion of the program the student will attain a major in nursing and is eligible to sit for the NCLEX-RN licensure exam for the registered nurse (RN). NCLEX-RN pass rates of Concordia College graduates are available on the Minnesota and North Dakota Boards of Nursing websites.

### Admission to the Accelerated Program

The accelerated nursing program is open to students who have already completed a baccalaureate degree at an accredited institution. To enter the accelerated program students must apply and be selected for admission into the nursing program. Completed application materials must be submitted directly to the nursing department between Jan. 8 and June 29 preceding the start of the program. Applicants are considered based on a rolling admission basis that begins in January and closes when the cohort fills, or on June 29 if unfilled. Admission is competitive and based on all of the following:

- a minimum cumulative GPA of 2.5 (encompassing all completed post-high school coursework for completion of the baccalaureate degree)
- a minimum selective GPA of 3.0 through the date of application based on completion of all of the following prerequisite courses, which must be completed with minimum passing letter grades of C-:
  - Chemistry (preferably with some introductory organic and biochemistry content; including lab)
  - Human Anatomy and Physiology (including lab)
  - Mathematics or Statistics
  - Microbiology (including lab)
  - Nutrition
  - Psychology
- an earned baccalaureate degree from an accredited institution in the U.S.
- a completed application to the major
- personal references
- an impromptu essay and/or interview
- a one-page résumé

### Courses

- **NURS 251 — Nursing Concepts, 4 credits. E2.** Introduction to the major, encompassing concepts integral to the nursing process such as communication, legal issues, values and ethics, spirituality, pain management and immobility issues. Prerequisite: formal acceptance to the nursing major
- **NURS 302 — Mental Health Nursing, 4 credits. E.** Synthesis and application of nursing and psychiatric-mental health concepts to promote the wellness of individuals and groups. Prerequisite: NURS 251 — Nursing Concepts
- **NURS 320 — Nursing Research, 2 credits. E2.** Introduction to the research process and its application to nursing practice. Prerequisites: NURS 251 — Nursing Concepts, NURS 341 — Client Concepts, and NURS 361 — Health Assessment
- **NURS 341— Client Concepts, 4 credits. E1.** Emphasizes the physiologic, psychologic and pathophysiologic concepts that provide the foundation for professional nursing care. Prerequisite: NURS 251 — Nursing Concepts
NURS 342 – Adult Health Nursing I, 4 credits. E2. Focuses on the etiology, pathophysiologic mechanisms and nursing care of adult clients experiencing common disorders of body system function. Prerequisites: NURS 302 – Mental Health Nursing, NURS 361 – Health Assessment, and NURS 341 – Client Concepts

NURS 352 U – Family Nursing I, 4 credits. E2. Focuses on nursing care and health promotion for the childbearing family and includes identification and care of high-risk clients. Prerequisites: NURS 302 – Mental Health Nursing, NURS 341 – Client Concepts, and NURS 361 – Health Assessment

NURS 361 – Health Assessment, 4 credits. E1. Focuses on health assessment and health promotion of individual clients through utilization of the nursing process and basic nursing concepts. Prerequisite: NURS 251 – Nursing Concepts

NURS 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

NURS 382 – Clinical Internship, 0 to 4 credits. E. Paired with a mentor, the nursing student will participate an internship/co-op experience within a North Dakota healthcare facility. The practice area will vary by student interest and availability of clinical placement by the hiring agency. This course is repeatable. Prerequisites: NURS 342 – Adult Health I, NURS 352 – Family Nursing I and NURS 320 – Nursing Research with a letter grade of C- or higher. Open to nursing majors only

NURS 390 – Cooperative Education Program in Nursing, 1 to 8 credits. E. The Cooperative Education program in nursing is an experience in integrating clinical work experience and prior coursework in nursing. Qualified nursing students are employed by selected healthcare agencies on a semester/summer plan. Hours are arranged by mutual agreement among student, employer and faculty coordinator.

NURS 401 G – Community Health Nursing, 4 credits. E. Synthesis and application of nursing and public health concepts to promote the wellness of communities, families and individuals. Prerequisites: NURS 320 – Nursing Research, NURS 342 – Adult Health Nursing I, and NURS 352 – Family Nursing I

NURS 403 – Adult Health Nursing II, 4 credits. E. Focuses on the etiology, pathophysiologic mechanisms and nursing care of critically ill adult clients. Prerequisites: NURS 320 – Nursing Research, NURS 342 – Adult Health Nursing I, and NURS 352 – Family Nursing I

NURS 404 – Adult Health Nursing III, 4 credits. E2. Focuses on the etiology, pathophysiologic mechanisms and organization of nursing care of adult clients experiencing selected complex stressors. Prerequisite: successful completion of first three semesters of nursing courses and NURS 403 – Adult Health Nursing

NURS 423 Z – Roles and Issues of Professional Nursing in a Global Society, 4 credits. E2. This capstone course in the nursing major is a synthesis of nursing theory and the professional practice role. Students engage in disciplinary scholarship and a clinical practicum. Historical roots of the discipline, current issues and trends in healthcare, and the complex role of the professional nurse as an interdisciplinary team member within an evolving global healthcare system are discussed and analyzed. The student formalizes a personal philosophy of nursing as vocation and an understanding of the disciplinary mandate of responsible engagement in the world. PEAK required.

NURS 430 – Nursing Management, 2 credits. E2. Study of concepts and issues related to management in professional nursing. Prerequisites: NURS 320 – Nursing Research, NURS 341 – Client Concepts, and NURS 361 – Health Assessment

NURS 462 – Family Nursing II, 4 credits. E. Focuses on nursing care of the child-rearing family, that is, viewing the child and family as client. Course content includes care of the child from infancy through adolescence, both hospitalized and within the community, acutely ill and chronically ill; common stressors for the child and family throughout the growing years; and strategies for health promotion for the child and family. Prerequisites: NURS 320 – Nursing Research, NURS 342 – Adult Health Nursing I, and NURS 352 Family Nursing I

NURS 480 Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

NURS 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

NUTRITION, DIETETICS AND EXERCISE SCIENCE

Programs offered
- Major in Food/Nutrition/Dietetics (66 to 80 credits)
- Minor in Food/Nutrition/Dietetics (20 credits)
- Major in Exercise Science (49 credits)
- Minor in Exercise Science (25 credits)

Faculty
Meredith G. Wagner, chair
Jennifer L. Christopherson, PED 111 wellness coordinator
Sarah J. Greterman, exercise science program director
Emily C. Huber, exercise science clinical coordinator
Betty J. Larson
Michelle G. Strang, didactic program in dietetics director

Food, Nutrition and Dietetics (Didactic Program in Dietetics)

The mission of the food/nutrition/dietetics program is to provide an educational environment consistent with the mission of Concordia College that will facilitate development of registered dietitians. The program seeks to:
- prepare graduates for a practice experience in a dietetic internship to become registered dietitians
- prepare graduates for participation in the Academy of Nutrition and Dietetics
- prepare graduates with experiences of a diverse and comprehensive nature to meet the knowledge requirements of the Accreditation Council for Education in Nutrition and Dietetics

Student Learning Outcomes:
- Majors will use oral and written communication skills along with appropriate technology to effectively convey nutrition information to both professional and lay audiences.
- Majors will be able to analyze and interpret data relevant to dietetics practice.
• Majors will be able to perform nutritional assessment and develop appropriate care plans for individuals across the lifespan and for diverse health.
• Yearly outcome data is available on request from the program director at strang@cord.edu

The Didactic Program in Dietetics at Concordia College is currently granted accreditation by the Accreditation Council for Education In Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago IL 60606-6995, (800) 877-1600 ext. 5400. After graduation, food/nutrition/dietetics majors may enter dietetic internships, graduate school or employment in the food industry. Those completing a dietetic internship are eligible to write the examination to become a registered dietitian.

Food/nutrition/dietetics majors who plan to apply for a dietetic internship upon graduation to become a registered dietitian are required to obtain a verification statement. In order to obtain the verification statement, students must graduate with a cumulative GPA of 3.0 or above. Successful completion of a DPD and obtaining a verification statement does not guarantee acceptance into a dietetic internship.

Students who graduate with less than a GPA of 3.0 can pursue graduate school or employment in food/nutrition/dietetics related careers. Transfer courses are not accepted for the DPD 300- and 400-level courses.

**Exercise Science**

The exercise science program is dedicated to the scientific study of human movement performed to maintain or improve physical fitness. As a whole, the program provides knowledge and skills for physical activity programming and lifestyle modification, focusing on a variety of areas including physiology of exercise, biomechanics, motor development, exercise testing and prescription, and health promotion. Majoring in exercise science also provides numerous experiential learning opportunities, such as community involvement, collaboration with other health professionals for hands-on learning, authentic research opportunities, and professional development workshops and conferences, direct application of skills, and leadership in campus organizations, including the Exercise Science Club and Exercise is Medicine. Exercise science is a growing field that will lay the foundation for students to pursue a variety of health-related professional fields, such as personal training, cardiac rehabilitation specialist, worksite wellness specialist, or strength and conditioning coach. In addition, for students looking to continue their education, the exercise science program prepares students for professional programs, such as athletic training, occupation therapy, and physical therapy. The exercise science program is a continuously growing program with endless possibilities. Interested students have the opportunity to major or minor in exercise science, and complementary majors and minors may include biology, business, nutrition and dietetics, communication studies, or psychology.

**Major in Exercise Science**

The major in exercise science trains graduates to meet the departmentwide goals and to demonstrate informed decision-making in the following categories of individual fitness:

- cardiovascular fitness
- muscular strength
- muscular endurance
- flexibility
- stress management
- healthful nutritional practices

The requirements for a major in exercise science are 49 credits:

- BIOL 121 – Cell Biology, 4 credits
- BIOL 207 – Fundamental Microbiology, 4 credits
- BIOL 306 – Human Anatomy and Physiology, 4 credits
- CHEM 127 – General Chemistry, 4 credits
- CHEM 142 – Survey of Organic and Biochemistry, 4 credits OR CHEM 373 – Biochemistry I, 4 credits
- Note: CHEM 373 requires the following prerequisites:
  - CHEM 128 or CHEM 138, 4 credits
  - CHEM 341, 4 credits
  - CHEM 342, 4 credits
- PSYC 111 – Introductory Psychology, 4 credits
- One of the following:
  - BUS 220 – Principles of Accounting and Finance, 4 credits
  - BUSN 307 – U.S. Healthcare Delivery, 3 credits
  - BUSN 323 – Healthcare and Medical Needs, 2 credits
  - BUSN 339 – Principles of Management and Leadership, 4 credits
  - BUSN 376 – Public Health, 2 credits
  - BUSN 377 – Healthcare Law, 2 credits
- One of the following:
  - MATH 205 – Introduction to Statistics, 4 credits
  - PSYC 230 – Statistics and Psychological Measurement, 4 credits
  - SOC 228 – Research Methods and Statistics, 4 credits

**Minor in Food/Nutrition/Dietetics**

The requirements for a minor in food/nutrition/dietetics are 20 credits from the following:

- FND 112 – Food Science, 4 credits
- FND 114 – Food Safety, 4 credits
- FND 239 – Nutrition for the Lifecycle, 4 credits
- FND 321 – Nutrition, 4 credits
- FND 346 – Quantity Food Production, 2 credits
- FND 336 – Environmental Nutrition, 4 credits
- FND 360 – Advanced Nutrition, 4 credits
- FND 362 – Medical Nutrition Therapy, 4 credits
- FND 390 – Cooperative Education, 1 to 8 credits
- FND 424 – Clinical Experience, 4 credits
- FND 425 – Current Issues in Food and Nutrition, 2 credits
- FND 426 – Community Nutrition, 4 credits
- FND 446 – Institutional Issues in Food and Nutrition, 2 credits
- FND 239 – Nutrition for the Lifecycle, 4 credits
- FND 380 – Special Topics, when appropriate, may also be counted toward this minor.

**Major in Exercise Science**

The major in exercise science trains graduates to meet the departmentwide goals and to demonstrate informed decision-making in the following categories of individual fitness:

- cardiovascular fitness
- muscular strength
- muscular endurance
- flexibility
- stress management
- healthful nutritional practices

The requirements for a major in exercise science are 49 credits:

- BIOL 121 – Cell Biology, 4 credits
- BIOL 306 – Human Anatomy and Physiology, 4 credits
- CHEM 127 – General Chemistry I, 4 credits OR CHEM 142 – Survey of Organic and Biochemistry, 4 credits
- EXS 114 – Resistance Training Techniques, 1 credit
- EXS 245 – Introduction to Exercise Science, 2 credits
- EXS 255 – Teaching Motor Skills, 2 credits
- EXS 350 – Physiology of Exercise, 4 credits
- EXS 365 – Testing and Prescription in Exercise Science, 4 credits
• EXS 465 – Research and Testing in Exercise Science, 2 credits
• EXS 467 – Biomechanics of Human Motion, 4 credits
• EXS 489 – Pre-Practicum Seminar, 0 credits
• EXS 490 – Practicum in Exercise Science, 4 credits
• FND 321 – Nutrition, 4 credits
• HLTH 141 – Personal and Social Health, 4 credits
• HLTH 143 – First Aid and CPR: Emergency Response, 2 credits
• PED 230 – Motor Development, 2 credits
• PED 252 – Prevention and Care of Sport-Related Injuries, 2 credits
• Exercise science majors must maintain an overall GPA of 2.5 or better and a grade of “C” or better for all courses required in the major.

Minor in Exercise Science
Requirements for a minor in exercise science are 25 credits:
• BIOL 306 – Human Anatomy and Physiology, 4 credits
• CHEM 127 – General Chemistry, 4 credits
• EXS 114 – Resistance Training Techniques, 1 credit
• EXS 245 – Introduction to Exercise Science, 2 credits
• EXS 350 – Physiology of Exercise, 4 credits
• EXS 365 – Testing and Prescription in Exercise Science, 4 credits
• HLTH 141 – Personal and Social Health, 4 credits
• HLTH 143 – First Aid and CPR: Emergency Response, 2 credits
• FND 321 – Nutrition, 4 credits
• PED 230 – Motor Development, 2 credits

Courses

Nutrition and Dietetics Courses
FND 112 – Food Science, 4 credits. A study of basic fundamental principles of food selection and preparation. Physical and chemical principles are applied to food preparation, evaluation of products and recipe modifications. Two lectures and two laboratory periods per week.

FND 114 N – Food Safety, 4 credits. Examination of how the biological and chemical properties of food and the nature of food systems provide the potential for foodborne illness. Study of specific foodborne illnesses and pathogens, food analysis and handling practices, biotechnology, regulation and global issues. Three lectures and two laboratory periods per week.

FND 239 – Nutrition for the Lifecycle, 4 credits. An exploration into the principles of nutrition as related to health, wellness and the lifecycle. Three lectures per week. Prerequisite: BIOL 121 – Cell Biology

FND 250 – Pre-May Seminar, 2 credits. Academic and cultural preparation for students participating in a departmental May Seminar Abroad

FND 300 G – May Seminar, 4 credits. MS. Prerequisite: FND 250 – Pre-May Seminar

FND 321 S – Nutrition, 4 credits. A study of chemical properties, function, metabolism, dietary allowances, effects of deficiencies and sources of nutrients. Decision-making relative to contemporary issues in nutrition as related to health, wellness and the lifecycle. Three lectures per week. Prerequisite: BIOL 121 – Cell Biology

FND 336 G – Environmental Nutrition, 4 credits. A study of local, national, and global environmental nutrition topics, including food production, agriculture, access to food, safety of food and water, and food policy. The connections between nutrition and health, food choices, and a sustainable food system will be explored. This course can also count toward the global studies program and the environmental and sustainability studies program.

FND 346 – Quantity Food Production, 2 credits. A study of the principles of production planning, food preparation, sanitation and marketing activities in a food service. Two lectures and two laboratories per week. PEAK required. Prerequisite: FND 112 – Food Science or consent of instructor

FND 360 – Advanced Nutrition, 4 credits. Exploration of nutrition as the science that integrates life processes from the cellular level on through the multisystem operation of the whole organism. Study of pathophysiology as a foundation for medical nutrition therapy. Prerequisites: CHEM 127 – General Chemistry I, BIOL 306 – Human Anatomy and Physiology, and FND 321 – Nutrition

FND 362 – Medical Nutrition Therapy, 4 credits. Application of the nutrition care process of assessment, diagnosis and dietary intervention to both acute and chronic diseases. Prerequisites: CHEM 142 – Survey of Organic and Biochemistry, BIOL 306 – Human Anatomy and Physiology, FND 360 – Advanced Nutrition, FND 239 – Nutrition for the Lifecycle

FND 380 – Special Topics, 0 to 4 credits. Courses covering various topics of interest in this particular discipline. Contact department or program chair for more information.

FND 390 – Cooperative Education, 1 to 8 credits.

FND 424 Z – Clinical Experience, 4 credits. Advanced clinical nutrition. Includes a practical experience in a professional setting under the supervision of a registered dietitian. Two lectures per week are scheduled. PEAK required. Prerequisites: FND 321 – Nutrition, FND 362 – Medical Nutrition Therapy, and senior standing in the nutrition, dietetics and exercise science department

FND 425 – Current Issues in Food and Nutrition, 2 credits. An examination of current issues in food and nutrition through individual research projects. Current issues will include topics such as economics, cultural and consumer trends, and technology that will be explored with laboratory projects, library research and field trips. Prerequisites: FND 321 – Nutrition, FND 362 – Medical Nutrition Therapy, and senior standing in the nutrition, dietetics and exercise science department

FND 426 U – Community Nutrition, 4 credits. An exploration of community nutrition problems and the role of the community nutritionist within public health. Emphasis on assessment, planning, implementation and evaluation of nutrition interventions, and the development of nutrition policy within the political system. Includes experiences in community settings. PEAK required. Prerequisite: FND 321 – Nutrition

FND 446 – Institutional Management, 4 credits. A study of the principles involved in the organization and management of a food service and study of the strengths and problems of various food services. This course includes individual projects and field trips to institutions. The course will provide certification in food safety.

FND 480 – Independent Study, 1 to 4 credits. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

FND 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

Exercise Science Courses

EXS 114 – Resistance Training Techniques, 1 credit. E2. This course is intended for future strength and conditioning and health and fitness professionals. This course provides instruction on a variety of resistance training techniques, proper progressions when teaching exercises, common movement deficiencies, and ways to correct these deficiencies. Activity is included to stress the proper techniques and safety considerations in various resistance training exercises. This course is open only to exercise science majors and minors.
EXS 245 – Introduction to Exercise Science, 2 credits. B1. Designed to educate undergraduate students about the important aspects of exercise science including history, areas of study, technology, career opportunities, certifications, professional organizations and future trends.

EXS 255 – Teaching Motor Skills, 2 credits. B3. This course exposes students to the theories and principles that explain motor learning, skill acquisition, and performance. Students will be asked to demonstrate and implement appropriate instructional techniques by breaking down motor skills, analyzing movements detecting errors, and giving specific, effective feedback. The primary focus of this class is to develop a repertoire of effective instructional skills based upon research that enables the preprofessional to deliver, analyze and modify teaching to provide developmentally appropriate instruction. Prerequisite: PED 230 – Motor Development

EXS 350 – Physiology of Exercise, 4 credits. E. This course examines physiological principles related to human activity, including acute and chronic adaptations to exercise, the role and functioning of major physiological systems of the body, physiological adaptations at rest and during exercise, and key principles in exercise testing and program design. Prerequisites: BIOL 121 – Cell Biology and EXS 245 – Introduction to Exercise Science. Recommended: BIOL 306 – Human Anatomy and Physiology or BIOL 411 – Integrated Vertebrate Anatomy and Physiology

EXS 365 – Testing and Prescription in Exercise Science, 4 credits. E2. Exposes students to the principles/procedures related to human physiological assessment, program design, and exercise program adherence to commonly used exercise science related fields including corporate fitness, progressive health club settings and athletic environments. Prerequisite: EXS 350 – Physiology of Exercise

EXS 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

PHILOSOPHY

Programs offered
• Major in Philosophy (32 credits)
• Minor in Philosophy (20 credits)

Faculty
Richard A. Gilmore, chair
George B. Connell
C. Tess Varner

Faculty in philosophy join students in a mutual search for wisdom. Students participate fully in the ongoing conversations that define philosophy as a discipline. Successful graduates of the department will develop critical inquiry skills. Students of philosophy:
• become aware of significant philosophical schools and important issues of each period through the study of primary texts of the major periods of Western philosophy, including the style and substance of philosophical practice
• understand the ways in which history and societal norms condition thinking
• see how environment, economics, politics, nationality and gender have shaped, and continue to shape, philosophical thought
• gain some familiarity with non-Western philosophical traditions
• be skilled in philosophical analysis and discourse
• be familiar with problem-oriented methods of inquiry
• know the canons of deductive and inductive logic and be ready to appeal to them in recognizing, reconstructing and evaluating arguments
• be able to use symbolic logic, its notation and its analytical tools to understand debates in the philosophy of logic
• develop skills that nurture genuine dialogue, including a precise command of spoken and written language, effective listening and social discussion skills, and proficiency as researchers
• be attentive to religious dimensions and implications of the philosophy they study

Students should undertake a study of at least one area of value theory (ethics, aesthetics or political philosophy) to help them grow in their understanding of values-related implications of philosophical arguments, including the interactions between religion and philosophy.

The philosophy department sponsors an honors program for exceptional students. For details, consult the department chair.

Major in Philosophy

The requirements for a major in philosophy are 32 credits:
• PHIL 230 – Symbolic Logic, 4 credits
• PHIL 311 – Ancient Philosophy, 4 credits
• PHIL 312 – Modern Philosophy, 4 credits
• PHIL 407 – Senior Seminar, 4 credits
• 16 additional credits, at least 8 of which must be from the 300 level
Minor in Philosophy

The requirements for a minor in philosophy are 20 credits in philosophy, 12 of which must be taken at or above the 200 level.

Courses

PHIL 102 H – Life’s Big Questions: Introduction to Philosophy, 4 credits. E1. This is an introduction to philosophy. We will read major texts from the history of philosophy. The goal is to address some of the biggest questions facing us as human beings: What is the purpose of life? How should we think about death? What is justice? What is love? We will explore these questions through reading texts, class discussions, and writing on the major ideas.

PHIL 110 H – Thinking About Values, 4 credits. E. A philosophical inquiry into topics such as virtue and vice, good and evil, rights and duties, self-esteem and meaningful existence. Writings of both historical and contemporary thinkers are considered.

PHIL 115 H, U – Seeking Justice in an Unjust World, 4 credits. E2. This course asks students to develop a view of their moral responsibilities to work for greater justice in the world. It examines key concepts in social philosophy, such as justice, equality, liberty, oppression, and responsibility. We examine these concepts by analyzing contemporary social issues, like educational inequality, criminal justice, interaction with nonhuman animals, climate change, or terrorism and war.

PHIL 120 H – Faith, Doubt and Mystery: Philosophy of Religion, 4 credits. E. An investigation of philosophy’s perennial engagement with religious beliefs, experiences and questions. This course surveys the main topics in philosophy of religion through both classic and contemporary texts. While we look at attempts by philosophers to settle fundamental religious questions, we will also consider other thinkers who stress mystery: the persistent religious ambiguity of the cosmos.

PHIL 230 – Symbolic Logic, 4 credits. E2. An introduction to symbolic logic and the various types of reasoning found in the sciences, social sciences, and the humanities. Special attention will be paid to the construction and evaluation of arguments.

PHIL 240 – Problems of Philosophy, 4 credits. A1. An introduction to selected epistemological and metaphysical problems, designed to show the fundamental nature of those problems and their interrelatedness. Such issues as free will/determinism, the extent of our knowledge of the external world, the mind-body identity thesis, and the problem of personal identity are typical topics for investigation. Prerequisite: one course in philosophy or permission of instructor

PHIL 250 – Pre-May Seminar, 4 credits.

PHIL 300 – May Seminar, 4 credits. MS.

PHIL 311 H – Ancient Philosophy, 4 credits. E1. An investigation into the thought of the three dominant philosophers of the ancient Greek period – Socrates, Plato and Aristotle. Plato’s Meno, Phaedo and Republic, and Aristotle’s Metaphysics and Nicomachean Ethics will be the primary focal points of the course, although the pre-Socratic and the post-Aristotelian periods will also be discussed. Prerequisite: one course in philosophy or permission of instructor

PHIL 312 H – Modern Philosophy, 4 credits. E2. An investigation into the thought of the dominant philosophers of the modern European period. The course will focus on the Continental Rationalists (Descartes, Spinoza, Leibnitz), the British Empiricists (Locke, Berkeley, Hume), as well as Kant. Prerequisite: one course in philosophy or permission of instructor

PHIL 313 U – American Philosophy, 4 credits. A1. An investigation into the lines of thought known as American pragmatism. The course will begin with texts of Emerson and Thoreau; it will go on to the works of the classical pragmatists James, Pierce and Dewey; and it will finish with the contemporary pragmatists Richard Rorty and Cornell West.

PHIL 314 H, G – Asian Philosophy, 4 credits. A1. An examination of the philosophical traditions of India, China and Japan. The course focuses on classic Hindu philosophy, especially as expressed in the Bhagavad-Gita and the Upanishads, on Buddhist thought, and on the two main indigenous Chinese philosophical traditions, Confucianism and Taoism. The course will center on readings of primary texts, and will examine the visual arts of India, China and Japan as expressions of the beliefs and sensibilities of those cultures. This course can also count toward the global studies program.

PHIL 315 H – Existentialism, 4 credits. A2. A study of several existentialist thinkers such as Kierkegaard, Nietzsche, Heidegger, Sartre and Marcel. The materials of the course may include philosophical works, novels or short stories, and films.

PHIL 325 – Major Philosophers, 4 credits. D. An intensive examination of the thought of two major philosophers, usually from different eras or representing different approaches. The course emphasizes the interpretation and evaluation of their contributions and has, in the past, studied such philosophers as Wittgenstein, Hume, Plato, Aristotle, Russell and Whitehead.

PHIL 328 R – Kierkegaard: Philosophy, Literature, Film, 4 credits. A1 (2017-2018). A critical examination of key texts from Kierkegaard’s authorship (“Either/Or,” “Fear and Trembling,” “Philosophical Fragments,” and “The Sickness Unto Death”) that emphasizes Kierkegaard’s use of literary art to convey philosophical and theological ideas. In keeping with Kierkegaard’s emphasis on artistic imagination as a resource for philosophical understanding, we will view one or more films in connection with each of Kierkegaard’s texts. The course closes with a reading of Walker Percy’s “The Moviegoer,” a novel that transposes Kierkegaard’s characters and ideas into a 20th century American context. This course can also count toward the film studies program.

PHIL 331 – Philosophy of Law, 4 credits. A1. An examination of some of the key concepts employed in the law and an evaluation of their roles in legal decisions. Such concepts as legality, responsibility, liberty, rights, justice and punishment are analyzed, and such questions as “Who has the right to punish?” and “What is the source of legal authority?” are addressed. Both classical and contemporary sources are employed, as well as Supreme Court cases.

PHIL 332 – Philosophy of Science, 4 credits. A2. An examination of the historical development and philosophical presuppositions of modern science. Such issues as the nature of scientific explanation and description, the role of reductionism in scientific theory, the character of scientific revolution, the scope and limits of scientific speculation, and the effect of the “scientific establishment” on innovation and initiative are discussed. Theorists such as Popper, Nagel, Feyerabend, Kuhn, Hempel and Carnap will be studied. Prerequisite: one course in philosophy or one course in physical or biological science

PHIL 333 R – Philosophy of Art, 4 credits. E1. A philosophical inquiry into the arts, with examinations of such questions as: “What is the importance of the arts?”; “Do the arts reveal anything significant about the world and about ourselves?”; “What does it mean to be a responsible worker in the arts?”; and “What are the criteria of excellence in the arts?”

PHIL 334 – Philosophy of Language, 4 credits. D. An investigation of the workings of language and its philosophical presuppositions. Special attention will be paid to semantic relationships, ordinary language puzzles and the structure of metaphor. Such philosophers as Quine, Kripke, Russell and Frege will be studied.

PHIL 336 – Philosophy and Literature, 4 credits. A1. An examination of the nature, function, interpretation and assessment of literary art, especially fiction. Readings will be drawn from a variety of philosophical traditions, including Anglo-American, existential, hermeneutical, feminist and Marxist. Novels or short stories exploring themes of philosophical significance may also be included.

PHIL 337 U – Philosophy of Feminism, 4 credits. D. An inquiry into feminist philosophies, especially as they apply and critique traditional philosophical positions in ethics, epistemology and metaphysics. Some theorists argue that the nature of philosophy itself, its procedures, methods and line of questioning, are skewed because of the patriarchal construction of the discipline. The political and
PHYSICS

theoretical landscape is transected by others who accuse popular feminism of sharing biases along lines of class and race. Authors studied may include Harriet Taylor, Simone de Beauvoir, Virginia Woolf, Marilyn Frye, Judith Butler, bell hooks, Patricia Hill Collins, Maria Lugones and Audre Lorde. Students will be asked to evaluate these positions and to articulate a position of their own. This course can also count toward the women’s and gender studies program.

PHIL 339, ENVR 339 H – Environmental Ethics, 4 credits. A. This course draws on the world’s philosophical traditions, both Eastern and Western, to understand our place within and responsibility for the natural world. The course will consider major theories of ethics (consequentialism, deontologism, virtue ethics) as well as major approaches to environmental philosophy (Social Ecology, Ecofeminism, Deep Ecology). In addition to broad theoretical approaches to the environment, students will use philosophical resources and methods to examine specific environmental issues and controversies.

PHIL 340 R – Philosophy and Film, 4 credits. D. A consideration of philosophical themes in both popular and art films. Some of the cultural issues that will be investigated are feminism, postmodernism, justice and individuality. The course will also consider such traditional philosophical issues as beauty, truth and goodness. There will be a required lab on Monday evenings for film screenings. This course can also count toward the film studies program.

PHIL 341 H, U – Philosophy of Race, 4 credits. A. This course explores questions about the existence of race, what racism is, and what we should do to combat it. The course engages histories of race and racism, contemporary social science, investigative journalism, popular media, and philosophical texts to work toward a better understanding of how race structures our world and the ways that we should work for greater racial justice.

PHIL 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

PHIL 390 – Cooperative Education, 1 to 8 credits. E.

PHIL 407 – Seminar in Philosophy, 4 credits. E2. A research seminar designed to provide majors with a capstone experience.

PHIL 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

PHIL 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

PHYSICAL EDUCATION

– see Education

PHYSICS

– also see Mathematics

Programs offered
- Major in Applied Physics (54 credits)
- Major in Physics (58 credits)
- Major in Physics – Astrophysics (58 credits)
- Minor in Physics (40 credits)
- Students seeking licensure to teach physics must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching physics, see the chair of physics.
- Science add-on endorsement for Elementary Education majors (see education) (25 credits in science and 12 credits in education)
- General Science add-on education endorsement for physics majors, grades 5-8 (see education) (32 credits in science)

Faculty
Luiz A. Manzoni Vieira, chair
Matthew C. ArchMiller
Thelma S. Berquo
Mark W. Gealy

The physics department provides learning experiences that prepare students to achieve the following outcomes:
- demonstrate knowledge of fundamental principles governing the behavior of physical systems
- apply scientific methodology to identify and solve appropriate physical problems
- demonstrate competence in experimentation
- effectively communicate knowledge of physics orally and in writing
- connect the knowledge and skills gained in the study of physics to holistic concerns of meaningful citizenship, employment and personal development

Major in Applied Physics

The requirements for a major in applied physics are 54 credits:
- PHYS 115 – Foundations of Modern Physics, 4 credits
- PHYS 128 – Physics for Scientists and Engineers I, 4 credits
- PHYS 211 – Physics for Scientists and Engineers II, 4 credits
- PHYS 231 – Introduction to Instrumentation, 2 credits
- PHYS 233 – Introduction to Computational Physics, 2 credits
- PHYS 234 – Introduction to Material Science, 4 credits
- PHYS 324 – Modern Physics and Lab, 4 credits
- PHYS 327 – Techniques for Experimental Physics, 4 credits
- PHYS 356 – Condensed Matter, 4 credits
• PHYS 430 – Physics Senior Seminar, 2 credits
• 1 additional course at 300-level or above, 4 credits

Required supporting courses:
• MATH 121 – Calculus I, 4 credits
• MATH 122 – Calculus II, 4 credits
• MATH 223 – Calculus III, 4 credits
• MATH 311 – Differential Equations, 4 credits

Recommended courses but not required:
• CSC 125 – Introduction to Computer Science, 4 credits
• CHEM 127 – General Chemistry I, 4 credits
• CHEM 128 – General Chemistry II, 4 credit

Major in Physics

The requirements for a major in physics are 58 credits:
• PHYS 115 – Foundations of Modern Physics, 4 credits
• PHYS 128 – Physics for Scientists and Engineers I, 4 credits
• PHYS 211 – Physics for Scientists and Engineers II, 4 credits
• PHYS 231 – Introduction to Instrumentation, 2 credits
• PHYS 233 – Introduction to Computational Physics, 2 credits
• PHYS 324 – Modern Physics and Lab, 4 credits
• PHYS 327 – Techniques for Experimental Physics, 4 credits
• PHYS 430 – Physics Senior Seminar, 2 credits
• 4 additional courses at 300-level or above, 16 credits

Required supporting courses:
• MATH 121 – Calculus I, 4 credits
• MATH 122 – Calculus II, 4 credits
• MATH 223 – Calculus III, 4 credits
• MATH 311 – Differential Equations, 4 credits

Courses recommended but not required:
• CSC 125 – Introduction to Computer Science, 4 credits
• CHEM 127 – General Chemistry I, 4 credits
• CHEM 128 – General Chemistry II, 4 credits

Minor in Physics

The requirements for a minor in physics are 40 credits:
• PHYS 115 – Foundations of Modern Physics, 4 credits
• PHYS 128 – Physics for Scientists and Engineers I, 4 credits
• PHYS 211 – Physics for Scientists and Engineers II, 4 credits
• PHYS 231 – Introduction to Instrumentation, 2 credits
• PHYS 233 – Introduction to Computational Physics, 2 credits
• PHYS 324 – Modern Physics and Lab, 4 credits
• 1 additional course at 300 level or above, 4 credits

Required supporting courses:
• MATH 121 – Calculus I, 4 credits
• MATH 122 – Calculus II, 4 credits
• MATH 223 – Calculus III, 4 credits
• MATH 311 – Differential Equations, 4 credits (MATH 311 is a prerequisite for some 300- and 400-level physics courses but not all.)

General Science add-on education endorsement, grades 5-8

Students seeking licensure to teach physics must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching physics, see the physics department chair or the education department chair.

Courses

PHYS 104, ESC 104 N – Introductory Astronomy: Solar System, 4 credits.
D. This course is an introduction to our solar system designed for students in all disciplines. Topics include: light and telescopes, a historical overview of astronomy, a study of the components of the solar system and a discussion of the formation of the solar system. Past, present and future space exploration missions are also covered. Three class periods and one laboratory/observing period each week. Prerequisite: high school algebra and geometry or MATH 110 – Precalculus

PHYS 106, ESC 106 N – Introductory Astronomy: Stars, Nebulae and Cosmology, 4 credits. A1. This course is an introduction to the universe beyond our solar system designed for students in all disciplines. Topics include: light and telescopes, the appearance of the sky, negotiating star maps, the physical nature of stars and their formations and life cycles, clusters of stars, gas clouds, and laboratory/observing period each week. (PHYS 104, ESC 104 – Introductory Astronomy: Solar System is not a prerequisite.) Prerequisite: high school algebra and geometry or MATH 110 – Precalculus

PHYS 111 – General College Physics I, 4 credits. E1. Topics in mechanics and thermal physics are discussed. Three class periods and one three-hour laboratory each week. Prerequisite: competence in mathematics (algebra and trigonometry) equivalent to concurrent registration in MATH 110 – Precalculus or a good high school background

PHYS 112 – General College Physics II, 4 credits. E2. This is a continuation of PHYS 111 – General College Physics I. Techniques are expanded, and topics in electricity, optics and modern physics are added. Three class periods and one three-hour laboratory each week. Prerequisite: PHYS 111 – General College Physics I or permission of instructor

PHYS 115 – Foundation of Modern Physics, 4 credits. E1. This course develops problem-solving skills by exploring ideas of 21st century physics. Fundamental physical concepts such as energy, momentum, waves, and electromagnetic forces are introduced and used to gain a basic comprehension of topics such as the quantum mechanics, wave-particle duality of matter and special relativity. Prerequisites: concurrent registration in or completion of MATH 121 – Calculus I or equivalent
PHYS 128 N – Physics for Scientists and Engineers I, 4 credits. E2. This is an accelerated introduction to mechanics, waves and thermal physics. Three class periods and one three-hour laboratory each week. Prerequisite: concurrent registration in or completion of MATH 121 – Calculus I or equivalent

PHYS 153 N – Science of Sound and Music, 4 credits. D. Methods, epistemology, strengths and limitations of scientific inquiry are discussed. Physical concepts underlying sound are introduced, including forces, motion, and the character and perception of waves. Acoustic topics include intensity, pitch, tone quality, temperament; sound generation by voices, stringed, brass, reed and percussion instruments; sound recording and reproduction; room and auditorium acoustics. Three 70-minute lecture/demonstration classes and one two-hour laboratory per week.

PHYS 211 – Physics for Scientists and Engineers II, 4 credits. E2. This is a continuation of PHYS 128 – Physics for Scientists and Engineers I. Topics include thermal physics, electricity, magnetism and optics. Three class periods and one three-hour laboratory each week. Prerequisite: concurrent registration in or completion of MATH 122 – Calculus II or equivalent

PHYS 215 N – Physical Science, 4 credits. E. Designed for students with little background in science, this course explores concepts in physics, astronomy, geology and meteorology. Three class periods and one two-hour laboratory each week.

PHYS 216 – Physical Science II, 1 credit. A2-B4 (2017-2018). This is a continuation of PHYS 215. This course is designed for elementary education majors seeking a concentration in science. Topics include vector addition, motion and forces in two dimensions, conservation of energy, conservation of momentum and waves. One 100-minute class period each week. Prerequisite: concurrent registration in or completion of PHYS 215 – Physical Science

PHYS 231 – Introduction to Instrumentation, 2 credits. B2. This course is an introduction to electronics and experimental instrumentation. Topics include using LabVIEW to interface computers with electronic instrumentation for data acquisition and experiment control; RC and RLC circuits; complex impedance, Operational Amplifiers, and a student-designed project using Arduinos. Prerequisites: PHYS 112 – General College Physics I or PHYS 211 – Physics for Scientists and Engineers

PHYS 233 – Introduction to Computational Physics, 2 credits. B1. This course introduces some computational tools used by physicists. The main focus will be on programming techniques to solve realistic physical problems. No programming experience is necessary. Required for physics majors. Prerequisites: concurrent registration or completion of PHYS 211 – Physics for Scientists and Engineers II and MATH 223 – Calculus III

PHYS 234 – Introduction to Materials Science, 4 credits. A2. In this course we explore the fundamental knowledge about various types of materials, their usage and properties that are essential in engineering design. The important relationships between internal structure and properties ranging from mechanical, thermal, electrical and magnetic in nature will all be studied. Prerequisite: PHYS 324 – Modern Physics or CHEM 128 – General Chemistry II

PHYS 314 – Classical Mechanics, 4 credits. A1. Newton’s laws are applied in specific situations. Topics include forces, fields, non-inertial reference frames, oscillations, collisions, planetary motions, rigid body dynamics, and an introduction to Lagrangian mechanics. Three 70-minute class periods each week. Prerequisites: PHYS 128 – Physics for Scientists and Engineers I, and concurrent registration or completion of MATH 223 – Calculus III

PHYS 315 – Electrodynamics, 4 credits. A1. The fields of fixed and moving charges and their effects on other charges are described. The behavior of fields in conducting, dielectric and magnetic media, and the propagation of electromagnetic waves are studied. Three class periods each week. Prerequisites: PHYS 211 – Physics for Scientists and Engineers II, and concurrent registration or completion of MATH 223 – Calculus III

PHYS 316 – Statistical Physics, 4 credits. A2. The behavior of matter at macroscopic and microscopic levels is discussed. Techniques of statistical mechanics are used to describe the behavior of ideal gases, heat engines, heat transfer and magnetic effects. Three class periods each week. Prerequisites: PHYS 324 – Modern Physics and MATH 223 – Calculus III or permission of instructor

PHYS 317 – Optics, 4 credits. D. This course is an introduction to geometrical optics, lenses, mirrors, ray tracing and aberrations, followed by a detailed discussion of physical optics, electromagnetic character of light, reflection, interference, diffraction and lasers. Three class periods each week. Prerequisites: PHYS 211 – Physics for Scientists and Engineers II, PHYS 315 – Electrodynamics or consent of instructor

PHYS 324 – Modern Physics, 4 credits. E2. This course and required laboratory develop the theories of Special Relativity and Quantum Mechanics. These disciplines are applied to models of atoms, nuclei and elementary particles. Prerequisites: PHYS 115 – Foundations of Modern Physics, PHYS 211 – Physics for Scientists and Engineers, and concurrent registration or completion of MATH 223 – Calculus III

PHYS 327 – Techniques for Experimental Physics, 4 credits. A2. A laboratory-intensive exploration of advanced methods in experimentation. Emphasis is on topics in quantum physics: energy spectroscopy of photons and particles, nuclear reactions and optical spectroscopy. Other areas to be explored are optical diffraction and electromagnetic waves. Two two-hour lecture/laboratory sessions each week. Prerequisites: concurrent registration or completion of PHYS 324 – Modern Physics

PHYS 356 – Condensed Matter Physics, 4 credits. A2. This course provides a theoretical introduction and an overview of the fundamental applications of solid state physics. It includes theoretical description of crystal and electronic structure, lattice dynamics, and physical properties of materials (metals, semiconductors, dielectrics, magnetic materials and superconductors). Prerequisite: PHYS 324 – Modern Physics or permission of instructor

PHYS 357 – Astrophysics, 4 credits. A1. This course is a rigorous introduction to modern astrophysics. Topics include geometry of the celestial sphere, astronomical instrumentation, structure and evolution of stars and galaxies, and modern cosmology. Prerequisites: PHYS 324 – Modern Physics or CHEM 128 – General Chemistry II; and MATH 223 – Calculus III or concurrent registration; and ESC 104 – Introductory Astronomy: Solar System or ESC 106 – Introductory Astronomy: Stars, Nebulae and Cosmology; or permission of instructor

PHYS 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

PHYS 390 – Cooperative Education, 1 to 8 credits. E.

PHYS 419 – Introduction to General Relativity, 4 credits. A1. This course is an introduction to Einstein’s theory of gravitation and will focus on physical consequences of the solutions of Einstein’s equation for particular geometries. Among the applications to be studied are black holes and gravitational waves. Required for physics majors with an emphasis in astrophysics. Prerequisites: PHYS 324 – Modern Physics and concurrent registration or completion of MATH 311 – Differential Equations

PHYS 429 – Quantum Mechanics, 4 credits. A2. One of the great intellectual accomplishments of the modern era, quantum physics presents a radical new picture of the material world. This course covers the principles and techniques of basic quantum mechanics, including the uncertainty principle, Schrödinger’s equation, matrix mechanics and perturbation theory. Three class periods each week. Prerequisites: PHYS 324 – Modern Physics, MATH 223 – Calculus III, concurrent registration or completion of MATH 311 – Differential Equations, or permission of instructor

PHYS 430 – Senior Seminar, 2 credits. E1. This course uses the seminar format to assist students to improve their scientific communication skills. Students will learn about the writing and presentation standards in physics, work on a
PHYS 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

POLITICAL SCIENCE

also see Education
also see Environmental and Sustainability Studies
also see Global Studies
also see History

Programs offered
• Major in Political Science (40 credits)
• Minor in Political Science (20 credits)
• Major in Social Studies Education (see social studies and education) (52 credits plus 35 credits in education)
• Add-on endorsement preparation in Social Studies for Elementary Education majors (see education) (32 credits)
• Minor in International Affairs (19-20 credits) (see global studies)

Faculty
Rebecca R. Moore, chair
Michael G. Bath
Kenneth W. Foster
Leila Zakhirova

The study of political science at Concordia College offers a solid theoretical foundation complemented by strong vocational preparation. Political science majors learn not only the concepts, theories and methods associated with their discipline, but also gain the cognitive and presentational skills required of tomorrow’s leaders, public and private. At its core, politics is about building and maintaining the communities that make life possible, at the local, state, national and international levels. To be responsible citizens, we must understand these communities; the mission of the political science department, therefore, is to help students not only to understand but also to influence the various communities in which they will participate. The political science department provides learning experiences that prepare students to achieve the following outcomes:
• be familiar with major theories and analytical approaches in political science
• understand ethnic, gender or cultural dimensions of political problems and policies
• understand the international dimensions of political problems and policies
• be able to use quantitative and statistical approaches to political science
• understand normative approaches to political problems and policies

While many graduates in political science find their callings in the fields of law and/or government, majors pursue a variety of occupations; therefore, students are advised to complement their majors with courses in world languages, economics, data analysis and study abroad. Students are strongly encouraged to put their theoretical learning to practical use through internships and other off-campus opportunities. The department participates in the global studies major and in fieldwork under special studies when it can be properly arranged. Also available are the Washington (D.C.) Semester Program through American University, and the Lutheran College Washington Semester Program studying governmental

PHYS 480 – Independent Study, 1 to 4 credits. E. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.
Minor in Political Science

The requirements for a minor in political science are 20 credits:

- PSC 121 – Thinking about Politics: An Introduction to Political Science, 4 credits
- PSC 211 – U.S. Political System, 4 credits
- PSC 241 – International Politics, 4 credits
- PSC 256 – Comparative Politics, 4 credits
- 12 credits in other political science courses

Courses

PSC 111 S – Hot Topics in Political Science, 4 credits. E2. This course invites participants to begin critical thinking about political issues. We will spend the semester reflecting on what politics is, how it may be understood, explained or seen. The course will serve both as an exercise in understanding politics and as an invitation to carry out further inquiries. While it will not introduce participants to political institutions, it will introduce them to political thinking.

PSC 121 H – Thinking about Politics: An Introduction to Political Science, 4 credits. E. This course introduces students to the foundational theories and concepts that frame the study of politics in all four disciplinary subfields through discussion of the works of political philosophers who have wrestled with fundamental questions regarding human nature, the nature of good governance, and the ranking of political values such as rights, liberty, and justice.

PSC 175 – Careers and Vocations in Political Science, 1 credit. E1. This course is designed to help students become familiar with the wide variety of career options available to political science majors. It is also intended to enable students to explore how their interests and talents intersect with the kinds of jobs that political science majors typically take up. The course will feature guest speakers and guidance from political science department faculty.

PSC 211 S, U – U.S. Political System, 4 credits. E. This course serves as an introduction to the American system of government. Primary emphasis is on the constraints placed upon political activity by our constitutional system, the development and maturation of political institutions, recent trends in political behavior, and the overall representative nature of our system of government.

PSC 241 H – International Politics, 4 credits. E. This course explores basic concepts and theories in international politics through a historical overview of the evolution of the international system. Special emphasis will be given to changes that have transpired in the system and issues currently shaping international politics. This course can also count toward the global studies program.

PSC 250 – Pre-May Seminar, 2 credits. D.
live in the coming decades. This course can also count toward the global studies program and the environmental and sustainability studies program.

**PSC 352 – U.S. Foreign Policy, 4 credits.** D. This course is intended to provide a historical survey of U.S. foreign policy primarily since World War II. Particular emphasis will be placed on the principles, interests and theoretical perspectives shaping American foreign policy throughout this period. Attention will also be devoted to the problem of formulating foreign policy for a post-Sept. 11 era. This course can also count toward the global studies program.

**PSC 355, ENVR 355 – Petroleum Politics and Planet, 4 credits.** E2. This course explores the links between energy, politics, and the environment through several critical topics of global importance associated with our expanding use of energy and its impact on our environment. Alternatives to fossil fuels, such as renewable and efficient energy, will be examined as solutions to our current fossil fuel-based global economy, which is unsustainable.

**PSC 360 G – International Security, 4 credits.** D. This course explores evolving concepts of security and possible responses to security threats including, but not limited to, the threat and use of military force. Although a portion of the semester is devoted to the study of U.S. national security issues, this is not exclusively a course in U.S. national security policy. Security will be explored from international and global perspectives as well. Attention will also be devoted to the emergence of so-called non-traditional threats to security (e.g., economic instability, environmental degradation, human rights violations, ethnic conflicts and organized crime). This course can also count toward the global studies program.

**PSC 362 – Constitutional Law: Civil Liberties, 4 credits.** A1. The case method is used to study and analyze the Constitution of the United States as it has been interpreted by the Supreme Court. Freedom of speech and religion, civil liberties, and due process in criminal cases are among the topics considered.

**PSC 363 – Constitutional Law: Governmental Powers, 4 credits.** D. The case method is used to study and analyze the Constitution of the United States as it has been interpreted by the Supreme Court. Federalism, separation of powers, and regulation of the economy are among the topics considered.

**PSC 365, ENVR 365 G, Z – Global Sustainability Issues, 4 credits.** E2. This course examines two general categories of global issues – sustainable development and ecological sustainability – and the various interpretive perspectives that offer understandings of each. Integrating the contributions of several disciplines, we examine the historical origins and future trends of these problems, their causes and consequences, and their potential solutions. In addition, students will learn a variety of transferable skills, including the ability to construct policies and negotiate differences among competing interests. This course can also count toward the global studies program and the environmental and sustainability studies program.

**PSC 368, SPAN 386 Z – Modern Spain: A Critical Look, 4 credits.** E1. Offered as part of the fall semester program in Segovia, Spain, this course examines a series of moral and ethical questions raised by modern Spanish history, from the Spanish Civil War and a study of the ideologies in conflict, the participation of American volunteers in the Abraham Lincoln Brigade, U.S. government policy during the war, aspects of the 36-year dictatorship of General Francisco Franco, population movements, the political assassination of Franco’s hand-picked successor, Basque nationalism and ETA terrorism (the latter of which originated during the Franco regime), to the Spain after the transition to democracy, the Spain of the European Union and the global world. Prerequisite or Corequisite: SPAN 312 – Conversation and Film in the Hispanic World

**PSC 388 – Campaigns and Elections, 4 credits.** D. The course goal is to help students become skilled political participants. Learning techniques, (e.g., political games and simulated campaigns, electoral and survey data analyses) and actual campaign work provide students with the opportunity to hone their political skills and gain the insights necessary for effective political action.

**PSC 390 – Cooperative Education, 1 to 8 credits.** E.

**PSC 393 S – Public Policy, 4 credits.** E2. This course explores the nature and content of a select number of American public policies, with a special emphasis on comprehending the values that underpin their making. Students are asked to evaluate current policies and proposals for reform, and are put in a position to encounter the consequences of these policies by engaging in an off-campus policy-related service experience. Prerequisite: PSC 111 – Hot Topics in Political Science or PSC 211 – U.S. Political System

**PSC 402 – Jurisprudence, 4 credits.** D. This is a course about legal reasoning or, more correctly, about how judges decide cases. It is not primarily a course describing empirically how judges typically decide cases, but one about how judges can and should justify their judicial choices. The primary focus is on legal reasoning in federal appellate courts, especially the U.S. Supreme Court. Prerequisite: PSC 362 – Constitutional Law: Civil Liberties

**PSC 411 – Political Philosophy, 4 credits.** E. This course is a history of political philosophy from Plato to Nietzsche. Substantial portions of the following texts are read and analyzed: Plato’s “The Republic,” Aristotle’s “Politics,” Hobbes’ “Leviathan,” Locke’s “Second Treatise of Civil Government,” Rousseau’s “Discourse on the Origin and Foundations of Inequality,” Engels’ “Socialism: Utopian and Scientific” and Nietzsche’s “On the Genealogy of Morals.” These texts help students understand the differences between ancient and modern political thought, as well as the origins of the major alternatives of 20th-century politics – liberal democracy, socialism and communism, and fascism. This course can also count toward the philosophy major.

**PSC 433 – American Presidency, 4 credits.** A1. This course focuses on how presidents seek to provide leadership in a constitutional system that fragments power and puts explicit checks on presidential action. As students examine presidential leadership, they will study the founding, structure and development of the office; how presidential candidates seek office; the relationship of the president to other actors in the political system; and the impact of personal characteristics on presidential behavior. Prerequisite: PSC 211 – U.S. Political System

**PSC 441 G, Z – Ethics and International Relations, 4 credits.** D. The role of ethics or morality in international relations is the primary focus of this course. The potential for moral choice in the realm of international politics is explored from a variety of theoretical/philosophical perspectives, as well as through particular foreign policy dilemmas. Specific issues that may be addressed include: military and humanitarian intervention; human rights; nationalism and self-determination; the erosion of state sovereignty; terrorism; and weapons proliferation.

**PSC 480 – Independent Study, 1 to 4 credits.** D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

**PSC 487 – Directed Research, 1 to 4 credits.** D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor
The pre-law program at Concordia is grounded in the college’s strong liberal arts tradition. Preparatory courses are drawn from across the disciplines, and help instill the skills and habits of mind that are beneficial to the study and practice of the law. This means there is no single undergraduate major for pre-law students. While some may major in history or political science, others may choose business or chemistry. Whatever their major, interested students should take liberal arts courses that encourage critical reading, careful argumentation, strong research skills, and intensive writing.

A number of opportunities beneficial to students who are considering applying to law school are offered, which provide enhanced understanding of the law school experience and the legal profession. These include:
- A Concordia College Pre-Law Speakers Series that brings practicing attorneys and judges to campus on a regular basis to discuss law-related issues and career opportunities
- Shadowing opportunities with area law firms and practicing attorneys to give students the chance to observe legal professionals in action, ask questions, and make contacts
- A pre-law student organization that provides support and guidance to students interested in the law, including law-related social engagements, visits with law school admission officers, and guided legal case study exercises.

Law schools primarily consider an applicant’s Law School Admission Test (LSAT) score and undergraduate GPA when making admission decisions. Pre-law advising is, therefore, instrumental in understanding how to approach LSAT preparation, and it can also be helpful in identifying which law schools to apply to. Students generally take the LSAT in the spring or summer prior to their senior year so they have time to retake the exam should they wish to improve their score. Application deadlines vary by school but are often in the spring semester prior to fall enrollment. Law schools typically follow a rolling admission policy, which means they assess and accept applications continuously as they are received. As a result, the earlier a student can complete a quality application, the better. Students should be sure to work with a pre-law advisor throughout the application process.

Concordia’s pre-law advisors will help students craft individual programs of study that fit their strengths and interests. While students may approach a pre-law advisor for assistance at any time during their Concordia careers, they are encouraged to do so early, as pre-law advisement helps students select courses and discern whether they have an aptitude for the study and practice of the law.

Supporting coursework and activities — Because there is no defined course of study for pre-law students, a pre-law advisor can help students identify which of the following courses and activities best fit their specific needs.

Foundational courses — These courses address the foundations of law and the justice system, and will assist students assessing whether to pursue law as a vocation.
- BUSN 305 – Introduction to Business Law
- BUSN 377 – Healthcare Law
- COM 422/ENG 422 – Mass Communication Law and Ethics
- PHIL 331 – Philosophy of Law
- PSC 362 – Constitutional Law: Civil Liberties
- PSC 363 – Constitutional Law: Governmental Powers
- SOC 322 – Crime, Deviance, and Social Control

Courses to enhance skills and capacities — The courses listed in this section develop skills in critical analysis and persuasive speaking and writing. They will also help students succeed on the Law School Admissions Test.
- COM 203 – Argumentation
- COM 305 – Advanced Public Speaking
- ENG 316 – Business Writing
- ENG 317 – Newswriting
- ENG 371 – Grammar and Editing
- PHIL 230 – Symbolic Logic

Contextual courses — These courses provide broad contextual knowledge instrumental to understanding the application of the law.
- BUS 201 – Principles of Global Economics
- PHIL 110 – Thinking About Values
- PSC 121 – Thinking About Politics
- PSC 211 – U.S. Political System
- PSYC 357 – Abnormal Psychology (Prerequisite: PSYC 111 or 212 or consent of the instructor)
- REL 379 – Religion, Race, and Social Justice
- SOC 111 – Human Society
- SOC 231 – Sociology of Families
- SOC 328 – Class, Race and Ethnicity
- SWK 150 – Social Work and Social Justice

Activities — The following activities develop foundational skills and expose students to law-related content:
- Forensics
- Mock trial team
- Job shadow opportunities with area law firms
- Concordia College Pre-Law Lecture Series
- Pre-Law Society student organization

Faculty Advisors
- Mallary Allen
- W. Vincent Arnold
- Michael G. Bath
- Richard A. Gilmore
- Michelle M. Lelwica
- David A. Sprunger
- Fred Sternhagen

Programs offered
- Major in Psychology (32 credits)
- Minor in Psychology (20 credits)
- Major in Neuroscience (see neuroscience) (40 credits)
- Minor in Neuroscience (see neuroscience) (24 credits)
- Major in Social Studies Education (see social studies and education) (52 credits plus 35 credits in education)
- Add-on endorsement preparation in Social Studies for Elementary Education majors (see education) (32 credits)
The psychology department prepares majors for graduate study in psychology, applications in human service settings, or utilization of the concepts and methods from psychology in a variety of other careers. The curriculum is organized to ground students in the science of psychology while offering the flexibility to pursue individual interests. Beyond traditional course offerings, the department offers an animal laboratory experience, international study/travel experiences, Cooperative Education experiences and a variety of opportunities for collaborative research with faculty.

The psychology department provides learning experiences that prepare students to achieve the following outcomes:

- knowledge of the scientific methodology employed in the field of psychology
- knowledge of the major theoretical approaches to psychology, the development of theory and research efforts to answer theory-driven questions
- knowledge of major advances in both experimental and applied aspects of psychology
- the ethics and inclusiveness associated with psychology
- the ability to communicate in the discipline

Students who are eligible can apply for membership in Psi Chi, the international honor society for undergraduate psychology majors. The psychology department also sponsors an honors program for exceptional students. For details, see the department chair.

**Major in Psychology**

The requirements for a major in psychology are 32 credits:

- **PSYC 111** – Introductory Psychology, 4 credits OR
- **PSYC 212** – Educational Psychology (for Education students), 4 credits OR equivalent (4 credits)

(Note: AP scores of 3 = elective credit and students still need to take PSYC 111; scores of 4 or 5 = PSYC 111 credit.)

- Methods Core (9 credits)
  - **PSYC 230** – Statistics and Psychological Measurement, 4 credits
  - **PSYC 301** – Research Methods in Psychology, 4 credits
  - **PSYC 477** – Senior Seminar in Psychology, 1 credit

(Note: These courses must be taken in order — PSYC 230 is a prerequisite for PSYC 301, and PSYC 301 is a prerequisite for PSYC 477.)

- Behavior and Cognition (4 credits minimum, chosen from the following list of courses):
  - **PSYC 218** – Behavior Modification, 4 credits
  - **PSYC 318** – Learning and Behavior, 4 credits
  - **PSYC 361** – Cognitive Psychology, 4 credits
  - **PSYC 440** – Behavior Analysis and Modification, 2 credits

(Note: PSYC 318 and/or PSYC 361 are offered each year; PSYC 440 is only offered occasionally.)

- Physiological Psychology (4 credits minimum, chosen from the following list of courses):
  - **PSYC 319** – Behavioral Neuroscience, 4 credits
  - **PSYC 323** – Perception, 4 credits
  - **PSYC 324** – Drugs and Behavior, 4 credits
  - **PSYC 328** – Human Neuropsychology, 4 credits

- Development and Social Psychology (4 credits minimum, chosen from the following list of courses):
  - **PSYC 206** – Developmental Psychology, 4 credits
  - **PSYC 326** – Advanced Developmental Psychology, 4 credits

- **PSYC 324** – Perception, 4 credits
- **PSYC 325** – Health Psychology, 2 credits
- **PSYC 327** – Personality Theory and Psychotherapy, 4 credits
- **PSYC 345** – Psychology of Sport, 4 credits
- **PSYC 347** – Psychology and Religion, 4 credits
- **PSYC 357** – Abnormal Psychology, 4 credits
- **PSYC 407** – Psychological Assessment, 2 credits

- Electives: Students will choose additional electives from the areas above or other psychology offerings, such as PSYC 380 – Special Topics, PSYC 480 – Independent Study, and/or they may add PSYC 390 – Cooperative Education, PSYC 300 – May Seminar credits or one PEAK in psychology to complete at least 32 credits in psychology.

**Minor in Psychology**

The requirements for a minor in psychology are 20 credits:

- **PSYC 111** – Introductory Psychology, 4 credits OR
- **PSYC 212** – Educational Psychology (for Education students), 4 credits
- 16 additional credits in psychology

**Courses**

**PSYC 111 S** – Introductory Psychology, 4 credits. E. The fundamental facts and principles of psychology. Special emphasis is placed on how psychologists answer questions and on processes related to normal functioning.

**PSYC 206 S** – Developmental Psychology, 4 credits. E. A lifespan approach (from conception to death) to developmental literature and research. The psychological, cognitive and social development of the individual throughout the lifespan is emphasized. Course includes lectures, films and discussion. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 212 S** – Educational Psychology, 4 credits. E. Beginning psychology, with content adapted to the consideration of teacher education, especially principles of learning, motivation, and child and adolescent development. Emphasis is placed on the application of those principles in teaching situations. Registration is restricted to education majors only.

**PSYC 218** – Behavior Modification, 4 credits. E2. The principles and practices of behavior modification, the systematic application of learning principles and techniques to assess and change individual behavior, will be covered in this course. Students will apply behavior modification principles to their own behavior and they will have the opportunity to consider the ethics of behavior modification, the research based for behavioral analysis, and how treatment programs might be developed. Prerequisites: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 227** – Personality Dynamics, 4 credits. E. A survey of empirical approaches to understanding personality and adjustment. Personality issues such as emotion, perception, motivation, self-research and healthy development will be covered. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 230** – Statistics and Psychology Measurement, 4 credits. E. A treatment of the basic statistical methods underlying research and measurement in the behavioral sciences. Both descriptive and inferential statistics are studied,
with special emphasis on applications to psychological testing and research. This course can also count toward the global studies program and the environmental and sustainability studies program. Prerequisite: high school higher algebra or consent of instructor

**PSYC 300 G – May Seminar, 4 credits. D.**

**PSYC 301 – Research Methods in Psychology, 4 credits. E.** A study of research design in psychology and a survey of variables affecting the results and analysis of research. Students design and carry out research projects in consultation with the instructor. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology, and PSYC 230 – Statistics and Psychological Measurement

**PSYC 318 – Learning and Behavior, 4 credits. E1.** A study of the basic principles of learning and behavior, with a research emphasis. Topics include simple reflexive behavior, Pavlovian conditioning and operant conditioning. The role of learning in the lives of both human and nonhuman animals will be addressed. An animal laboratory component allows students to employ the basic principles of learning. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 319 – Behavioral Neuroscience, 4 credits. E.** A study of the fundamental physiological correlates of behavior and mental processes. Topics include the structure and function of the nervous system, neural communication and how neural activity corresponds with behavior. Methods used to study the nervous system and recent findings in behavioral neuroscience will be discussed. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 323 – Perception, 4 credits. D.** This course begins with the anatomy of the sense organs and the physics of stimuli. Building from this foundation, we explore the information processing centers of the brain to understand how we organize conscious perceptions. Idiosyncrasies of this process produce illusions that show the constructed nature of our mental lives. We also explore cases of neural damage that give rise to surprising and informative deficits in perception.

**PSYC 324 S – Drugs and Behavior, 4 credits. A1.** The objective of this course is to introduce you to the topic of behavioral pharmacology. We will cover topics such as basic pharmacology, neurophysiology of drug effects, drug tolerance and drug abuse. Some issues we will cover include: Why do people take drugs? What effects do drugs have on the body? What is drug addiction? These questions will be considered from behavioral, pharmacological and neurophysiological perspectives. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology, or BIOL 121 – Cell Biology or NEU 109 – Introduction to Neuroscience, or consent of instructor

**PSYC 325 – Health Psychology, 2 credits. E2.** This interdisciplinary field of psychology and medicine is explored through an investigation of the development and integration of behavioral and biomedical knowledge and techniques. The application of this knowledge and these techniques to chronic pain, cardiovascular problems, headaches and other traditionally stress-related disorders is considered. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology, or BIOL 101 – General Biology or BIOL 121 – Cell Biology, or consent of instructor

**PSYC 326 – Advanced Developmental Psychology, 4 credits. A2.** The course is designed to be taken after completing an introductory-level developmental course. Students will study foundational developmental theories, research methods, and complex issues inherent in the study of human development (e.g., nature vs. nurture). Specific topics will be investigated from a lifespan perspective, including but not limited to the following: cognitive development, socioemotional development, moral development, gender development, parenting and attachment, temperament and personality. Special emphasis is given to research findings and theory to explain the complexity of the developmental process. The course includes lectures, discussions, and films. Prerequisites: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology, and PSYC 206 – Developmental Psychology, or consent of the instructor

**PSYC 327 – Personality Theory and Psychotherapy, 4 credits. D.** This course will provide an in-depth analysis of major personality theories, as well as deal with issues surrounding research associated with each theory. Students will study clinical applications and current status of psychoanalysis, phenomenology, behaviorism, social learning, and trait approaches to personality. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 328, NEU 328 – Human Neuropsychology, 4 credits. A2.** This course will provide a comprehensive understanding of brain and nervous system physiology. The focus will be on how the nervous system governs behavioral and cognitive processes. Functional and dysfunctional physiology and what this tells us about maladaptive behaviors will also be discussed. Prerequisite: PSYC 319 – Behavioral Neuroscience or NEU 109 – Introduction to Neuroscience

**PSYC 333 G – Psychology of Arab-Muslim Societies, 2 credits. D.** This course introduces students to the culture and psychology of Arab-Muslim societies. The cross-cultural validity of major psychological theories and research findings will be examined in relation to Arab-Muslim culture. Topics addressed will include lifespan influences on personality development, Islamic beliefs and their influence on daily life, gender schemas and gender roles, poverty and social class dynamics, the system of honor, social codes of behavior, family structure and roles, the urban lifestyle compared to rural and tribal lifestyles, and the tension between tradition and modernity.

**PSYC 345 – Psychology of Sport, 4 credits. D.** This course focuses on the many facets of sport and exercise psychology. Topics include sport socialization and motivation to participate, performance enhancement, coaching, team building and leadership, and the role of sports and exercise in the lives of children, adolescents and adults. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 347 – Psychology and Religion, 4 credits. D.** This course explores an empirical investigation into the role that religion plays in people’s lives. Current and historical research that explores psychological dimensions of religion is reviewed. Students read original works in the field and analyze recent research investigating a wide range of religious behavior and thinking. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 351 S, U – Social Psychology, 4 credits. E.** This course presents psychological principles important to an understanding of human interaction and emphasizes how interaction in the social world influences individuals’ thoughts and behaviors. The role of research in identifying these principles is stressed. Topics examined include attitudes, prejudice, love, human sexuality, conformity, compliance and obedience. Prerequisites: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 357 – Abnormal Psychology, 4 credits. E.** A systematic examination of personality maladjustment and disorganization. A clinical approach is emphasized, and case studies are included. Among topics discussed are affective disorders, psychoses, substance use disorders, personality disorders, mental retardation and treatment approaches. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology or consent of instructor

**PSYC 361 – Cognitive Psychology, 4 credits. E2.** This course addresses major theories and classical research in cognitive psychology. An emphasis will be placed on applying these theories to the full spectrum of everyday experiences. The course will also investigate, and attempt to explain, cognitive disturbances caused by neurologic insults. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

**PSYC 371 – Introduction to Psychotherapy, 4 credits. E2.** This course is an introduction to clinical fields in psychology. It addresses three primary topics: careers in mental health settings, theoretical approaches to psychotherapy, and an introduction to therapeutic skills. Students will gain insight into the life of a clinician and further their understanding of the relationship between psychological
science/theory and practice. Prerequisites: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

PSYC 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

PSYC 382 – Pre-May Seminar, 2 credits. D. Designed to orient the student to the practice, instruction and research of psychology in the United States. The student is also introduced to historical, cultural and socioeconomic factors that influence the development of psychology in the United States as well as in Europe. This course prepares students for the May Seminar. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

PSYC 383 U – Psychology of Gender, 4 credits. E1. The course focuses on gender as a factor in the human experience. The course is designed to be taken after completing at least one introductory level psychology course, or a relevant social sciences course in another discipline. Students will study research investigations of gender and whether or not gender differences exist, as well as consider how race, ethnicity and class interact with each other to produce individual differences in the human experience. Topics studied include stereotypes, gender development, politics and work, and “isms” such as sexism, racism, heterosexism and classism. Special emphasis is given to methodology, research findings, and theory in explaining how and why individuals differ. This course can also count toward the women’s and gender studies program. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology or another relevant social science course

PSYC 384 – The Life of a Psychologist: Women in Science Making the Links Between their Work and their World, 2 credits. D. This course focuses on the professional and personal lives of female psychologists. Students will learn about the scientific contribution of their work, as well as the challenges and rewards they have experienced in their careers and personal lives. Issues that are addressed include: balancing a career and a life, finding a voice, and developing an identity. This course can also count toward the women’s and gender studies program. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

PSYC 390 – Cooperative Education, 1 to 8 credits. E.

PSYC 395 – Aggression, Violence and Victimization, 2 credits. D. The causes and consequences of aggression and violence are examined using a social-psychological perspective. Theories and current research regarding violent behavior are presented and critically evaluated. Special attention is given to the problems presented by violence within families and the practical control of aggression and violence. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

PSYC 407 – Psychological Assessment, 2 credits. D. A study of the principles of assessment in psychology. Personality and intellectual assessment serve as the focus, with such issues as test construction and administration, reliability, and validation strategies discussed. Prerequisites: psychology major or minor; junior or senior standing, or consent of instructor; and PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

PSYC 420 G, Z – Cross-Cultural Psychology, 4 credits. D. This course exposes students to the history of cross-cultural psychology, cross-cultural research methods, and the major dimensions of cross-cultural variability. Research on the cross-cultural similarities and differences in basic psychological and developmental processes, conceptions of health, self construals, personality, abnormal behavior, and interpersonal behavior will be discussed. Cultural influences on ethnocentrism, prejudice, attributions, language and communication, treatment of abnormal behavior, and intergroup relations will be explored. This course can also count toward the global studies program. Prerequisite: PSYC 111 – Introductory Psychology or PSYC 212 – Educational Psychology

PSYC 421 G – Psychology and Culture, 4 credits. D. This course examines how the various dimensions of culture influence self-concept, which, in turn, influences thoughts and behaviors in different domains including parenting,
Programs offered

- Major in Religion (36 credits)
- Major in Religion with a Faith and Leadership Concentration (36 credits plus 21 additional credits)
- Minor in Religion (20 credits)
- Minor in Interfaith Studies (21 credits)

Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roy Hammerling</td>
<td>Hilda P. Koster</td>
</tr>
<tr>
<td>Ahmed Afzaal</td>
<td>Michelle M. Lelwica</td>
</tr>
<tr>
<td>Per M. Anderson</td>
<td>Anne T. Mocko</td>
</tr>
<tr>
<td>Jacqueline A. Bussie</td>
<td>Jan H. Pranger</td>
</tr>
<tr>
<td>David A. Creech</td>
<td>Elna K. Solvang</td>
</tr>
<tr>
<td>Michael A. Johnson</td>
<td></td>
</tr>
</tbody>
</table>

The study of religion is an essential component of the academic program at Concordia. Religious beliefs and practices organize human life around ultimate commitments and concerns. Understanding the diverse elements and expressions of religion contributes to quality liberal arts learning and to personal enrichment through engagement with perennial questions about meaning, truth and value. Because of the mission of the college and the pervasive presence and influential role of religion in human affairs, students at Concordia are required to take two religion courses as part of the Core Curriculum requirement. They may also elect to major or minor in religion.

All Concordia graduates, as liberally educated people, will engage in the academic study of religion to gain a basic understanding of the main aspects of the Christian tradition as well as familiarity with at least one other religion.

Required Core courses and elective study programs offer students various opportunities to acquire broad knowledge and enduring critical skills for informed religious involvement and lifelong learning.

Departmental courses are organized around four modes of inquiry:

- Interpretive Studies
- Historical Studies
- Comparative Studies
- Constructive Studies

These four modes of inquiry represent different ways in which humans practice religions and different ways in which religious phenomena can be studied: writing and enacting religions (Interpretive), forming and transmitting religions (Historical), relating and differentiating religions (Comparative), and revising and appropriating religions (Constructive).

The religion department provides learning experiences that prepare all Concordia students to achieve the following outcomes:

I. a critical understanding of religion, i.e.,
   a) religious literacy: knowledge about religion and an awareness of the complex role and significance of religion in human life and the ability to think critically about religious phenomena and questions, with particular reference to Christianity;
   b) awareness of the essential terms and concepts used in the study of religion, along with a basic grasp of the four areas of inquiry;
   c) an ability to recognize the social implications of religious phenomena (e.g., ideas, beliefs, practices, texts, and values)

II. an informed appreciation for diversity, i.e.,
   a) an ability to recognize and respect the diversity of religious forms and expressions, both within and among religious traditions;
   b) a critical understanding of social differences (e.g., race, class, gender, ethnicity) as supported/challenged by religious traditions

   c) recognition of the ecological implications of religious phenomena (e.g., ideas, beliefs, practices, texts, and values)

III. foundational skills, i.e.,
   a) the capacity for effective reading, writing, and speaking about religion
   b) the capacity for critical thinking and academic research about religion

IV. self-awareness and sense of responsibility, i.e.,
   a) the capacity for introspection and the ability to identify assumptions
   b) the capacity to reflect on vocation, personal life goals, and social responsibility

Liberal Arts Core Requirements in Religion

The Core requirements in religion for graduation are 8 credits:

- REL 200 – Christianity and Religious Diversity, 4 credits. This course introduces students to the academic study of religion and to Christianity and religious diversity and should be taken during the second year. REL 200 – Christianity and Religious Diversity is a prerequisite to the second religion course. No student should enroll in the second religion course without taking Religion 200 first. Any exception to this course sequence needs the approval of the religion department prior to registration for the second required religion course.

The Religion II course (300 level “J”) must be taken during the junior or senior year to fulfill the Core Requirements for graduation. The appropriate J courses are listed below. Religion II credit will NOT be awarded for 300-level courses that do not have the J/Religion II designation. No exceptions will be granted.

- 4 credits to be taken from the following courses during the junior or senior year:
  - REL 313 – Jesus the Jew – Jesus the Christ, 4 credits
  - REL 314 – Paul: Apostle or Apostate, 4 credits
  - REL 316 – The Good Life: Old Testament Perspectives, 4 credits
  - REL 319 – Trauma, Resistance, Resilience: Old Testament Perspectives, 4 credits
  - REL 324 – The Legacy of Luther, 4 credits
  - REL 325 – Studies in Religious History, 4 credits
  - REL 326 – Christian Theologies and Ethics, 4 credits
  - REL 328 – Catholicism, 4 credits
  - REL 332 – American Religions: Natives and Immigrants, 4 credits
  - REL 334 – Monotheisms: Abrahamic Traditions in the Modern World, 4 credits
  - REL 338 – Religions of East Asia, 4 credits
  - REL 339 – World Christianity, 4 credits
  - REL 342 – God: The Question and the Quest, 4 credits
  - REL 343 – Science and Religion, 4 credits
  - REL 344 – Christian Ethics in Human Community, 4 credits
  - REL 360 – Religion and Political Economy, 4 credits
  - REL 362 – Exploring the Qur’an, 4 credits
  - REL 372 – Christian Spirituality, 4 credits
  - REL 374 – Women’s Religious History, 4 credits
  - REL 379 – Religion, Race, and Social Justice, 4 credits
  - REL 382 – Religion and the Body, 4 credits
  - REL 384 – Exploring Islam, 4 credits
  - REL 386 – Religion in the Postcolonial World, 4 credits
  - REL 387 – Religions of India, 4 credits
  - REL 388 – Religion, Violence and Nonviolence, 4 credits
  - REL 393 – Religion and Ecology, 4 credits

Any exception to this course sequence needs the approval of the religion department prior to registration for the second required religion course.
Liberal Arts Core Distribution World Languages Requirement

Students may satisfy the Core distribution world languages requirement through successful completion of the REL 211-212 sequence – Biblical Hebrew I and II.

Entering students who have studied Hebrew should also take the proficiency exam to determine whether they should enroll in REL 211 – Biblical Hebrew I or REL 212 – Biblical Hebrew II.

Major in Religion

Students are encouraged to organize the religion major around an emphasis (see below). Religion 100 and Religion 300 Core courses are counted in the nine courses for the major. Students should normally declare a major by the end of the second year and develop a plan of study in consultation with a department advisor. Religion majors can earn honors for superior achievement in coursework. Upon the recommendation of the department’s assessment committee, honors will be awarded on the basis of grade point average and the senior research seminar paper.

The requirements for a major in religion are 36 credits:

- REL 200 – Christianity and Religious Diversity, 4 credits
- REL 210 – Invitation to the Study of Religion, 4 credits
- 16 credits (4 credits from each mode of inquiry). The Religion 300 J Core requirement counts as a course in one of the areas of study.
- 8 additional credits in religion, which may include REL 211 – Biblical Hebrew I and REL 212 – Biblical Hebrew II
- REL 410 – Research Seminar, 4 credits. This course is offered during the fall semester and should be taken during the senior year. Students who expect to be studying off campus that semester should take the Research Seminar during the junior year.

Students may count 4 credits in REL 390 – Cooperative Education or 4 credits from REL 490 – Practicum toward the major.

Religion Emphases

The requirements for the religion major are flexible enough to allow students to tailor their studies in religion around their specific interests and passions. Religion majors (and minors) are encouraged to pursue an emphasis that develops their particular interests and passions and prepares them for their vocational aspirations. A list of possible emphases through which religion majors and minors can focus their study of religion include:

Religion, Ecology, and the Body: Do animals, trees, and rivers have souls? Are religions responsible for climate change? Is sexual desire sinful? What is a “good body”? These are the kinds of questions students pursuing the Religion, Ecology, and Body Emphasis can explore through their study of humans as embodied beings who depend on the eco-systems they are a part of for sustenance and survival. This emphasis develops students’ skills for thinking critically about the concrete effects of religious and cultural beliefs, systems, and values on diverse human bodies and on the environment, and for envisioning the flourishing of all bodies, human and non-human alike. For more information, please contact Dr. Koster or Dr. Lehwica.

Sacred Texts and Contexts: Where in the world do these sacred texts come from and how do we make sense of them? The Sacred Texts and Contexts Emphasis seeks to answer these and other vital questions. Students pursuing this emphasis can explore the sacred texts of Judaism, Christianity, and Islam from three angles: 1) the diverse historical, cultural, linguistic, and religious contexts out of which these sacred texts emerged; 2) the multifaceted perspectives on life, purpose, God, and the world these literary works contain; 3) varied interpreters of these texts of differing economic and social circumstances, racial, ethnic, sexual and community identities, and historical periods. For more information, please contact Dr. Creech or Dr. Solvang.

Religion, Ethics, and Social Justice: Many of the world’s great social justice leaders have rooted their activism in their spiritual convictions, including Dr. Martin Luther King Jr., Dorothy Day, Mahatma Gandhi, Wangari Maathai, and the Dalai Lama. Religion has inspired some of the most important forms of resistance to oppression by individuals and communities. Tragically, religion has also perpetuated grave injustices in matters related to economics, gender, race, and sexuality. The Religion, Ethics and Social Justice Emphasis explores religion’s roles as perpetrator and resister in the struggles for justice. For more information, please contact Dr. Creech, Dr. Pranger, or Dr. Solvang.

Religion and Global Diversity: How do cultural differences and social divisions affect how religious people in different parts of the world live out their faith? The Religion and Global Diversity Emphasis invites students to closely examine religious traditions, practices, and cultures around the globe, and to explore the relationships between and within different religions (including world Christianity). Students pursuing this emphasis will be challenged to develop interreligious and intercultural competency and sensitivity. They will also develop skills for contextualizing, historizing, and questioning their own worldviews and assumptions, thereby clarifying their own views in conversation with the perspectives of others. For more information, please contact Dr. Mocko or Dr. Pranger.

Christian Histories and Traditions: The Christian Histories and Traditions Emphasis looks at the fascinating traditions and ideas of the past. Have you ever wondered how Christianity came to look the way it does? Students interested in questions like, “What is the nature of God?,” “Why is there suffering?,” “How do I live a good life?,” and “What is evil?” will enjoy the Christian Histories and Traditions Emphasis. Through this emphasis, students will study ideas about religious history, spirituality, biography, community, and conflict, as well as the influence of religion in past societies. For more information, please contact Dr. Hammerling or Dr. Koster.

Religion majors and minors may choose to pursue one of these emphases, or they can combine any of these emphases or create their own emphasis in consultation with a faculty member in the religion department. This consultation will enable students to select religion courses that are most conducive to pursuing their particular interests and developing expertise surrounding those interests. Students are generally encouraged to cluster three or more courses around an emphasis. It is also strongly recommended that students enrich their emphasis through study away experiences, such as the semester abroad programs in Hong Kong, Jerusalem, and India; the summer courses in Santorini and South Africa; the Exploration Seminar in Israel and Palestine; and Justice Journeys.

Although religion emphases are not monitored by the registrar and do not show up in DegreeWorks, they can help religion majors and minors identify, communicate, and promote their specific interests and expertise in religion during and after their years at Concordia.

Major in Religion with a Faith and Leadership Concentration

The religion major with a faith and leadership concentration prepares students for work in a variety of faith-based organizations. The concentration is designed to address contemporary needs for religious literacy. Students in the concentration complete the religion major plus courses related to the study of sacred texts and their public uses, life in a pluralistic world, vocational self-understanding, and faith and leadership. Students also complete a practicum focused on integrating theological study, leadership responsibility and practice.

The requirements for a major in religion with a faith and leadership concentration are 36 credits for the major, plus 21 additional credits:

- REL 200 – Christianity and Religious Diversity, 4 credits
- REL 210 – Invitation to the Study of Religion, 4 credits
- 16 credits (4 credits from each mode of inquiry). The Religion 300 J Core requirement counts as a course in one of the areas of study.

The requirements for a major in religion with a faith and leadership concentration are 36 credits for the major, plus 21 additional credits:

- REL 200 – Christianity and Religious Diversity, 4 credits
- REL 210 – Invitation to the Study of Religion, 4 credits
- 16 credits (4 credits from each mode of inquiry). The Religion 300 J Core requirement counts as a course in one of the areas of study.
• 12 additional credits in religion, which may include REL 211 – Biblical Hebrew 1 and REL 212 – Biblical Hebrew II. Students may count 4 credits in REL 390 – Cooperative Education or 4 credits from REL 490 – Practicum toward the major.
• REL 317 – Making Meaning: Reading, Interpreting and Teaching the Bible, 4 credits
• REL 333 – Faith in Dialogue: Interfaith Leadership, 4 credits
• REL 410 – Research Seminar, 4 credits. This course is offered during the fall semester and should be taken during the senior year. Students who expect to be studying off campus that semester should take the Research Seminar during the junior year.
• FL 201 – Faith and Leadership, 4 credits
• FL 490 – Practicum in Faith and Leadership, 4 credits
• FL 491 – Integrating Vocation, Faith and Leadership, 1 credit
• 4 additional credits from an elective to inform the concentration. This elective must be approved by a religion faculty member.

Minor in Religion
The minor in religion can be used for different educational goals, including enhancement of a course of study in another discipline and/or personal enrichment.

The requirements for a minor in religion are 20 credits. REL 200 and REL 300 J courses are counted in the five-course requirements for a minor. REL 211 – Biblical Hebrew I and REL 212 – Biblical Hebrew II may also be counted for a minor as can FL 201 – Faith and Leadership. Inquiry courses taught by a religion professor can also be petitioned to count toward a religion minor. Students may select any religion courses beyond those meeting the Core religion requirement, except for REL 390 – Cooperative Education and REL 490 – Practicum. Religion minors are encouraged to work with a religion faculty advisor to choose courses that support an emphasis (see above) based on their particular interests. Students should normally declare a minor by the end of the junior year. Students may apply to transfer the equivalent of two courses and no more than 8 credits from outside the college.

Minor in Interfaith Studies
The interdisciplinary interfaith studies minor is the perfect supplement for any major, as it gives students the knowledge and skills needed to responsibly engage a religiously diverse world as literate global citizens. Whatever career path students choose to pursue — whether business or health care, social work or psychology, among others — an understanding of the world’s diverse religious and cultural traditions is essential. The interfaith studies minor includes a hands-on internship/practicum as well as exciting opportunities for experiential learning, interfaith service and cooperation, and genuine encounter with the interfaith neighbor — a curriculum designed to help graduates build peace and pluralism through mutual understanding.

The requirements for a minor in interfaith studies are 21 credits:
• REL 333 – Faith in Dialogue: Interfaith Leadership, 4 credits
• Interfaith studies religion course, selected from the following (4 credits)
  – REL 212 – Biblical Hebrew II, 4 credits
  – REL 244 – Religion and Pop Culture, 4 credits
  – REL 316 – The Good Life: Old Testament Perspectives, 4 credits
  – REL 334 – Monotheisms: Jewish, Christian, and Muslim, 4 credits
  – REL 338 – Religions of East Asia, 4 credits
  – REL 339 – World Christianity, 4 credits
  – REL 342 – God: The Question and the Quest, 4 credits
  – REL 362 – Approaching the Qur’an, 4 credits
  – REL 374 – Women’s Religious History, 4 credits
  – REL 382 – Religion and the Body, 4 credits
  – REL 384 – Exploring Islam, 4 credits
  – REL 387 – Religions of India, 4 credits
  – REL 386 – Religion and the Postcolonial World, 4 credits
  – REL 388 – Religion, Violence, and Nonviolence, 4 credits
  – REL 393 – Religion and Ecology, 4 credits
  – FL 201 – Faith and Leadership, 4 credits
• FL 490, 390/490 Practicum, 4 credits
  A student can petition to use a 390 or 490 from another discipline (with permission of a faculty advisor/mentor from that discipline and the approval of the Interfaith Studies Minor Committee) if the practicum involves work or activity relating to interfaith cooperation or religious diversity.
• FL 491 – Interfaith Studies Senior Capstone Colloquium, 1 credit
• 8 additional credits from the following interfaith studies non-religion courses:
  – ART 374 – Art and Religion, 4 credits
  – BUS 210 – Ethics and Leadership, 4 credits
  – COM 312 – Interpersonal Communication, 4 credits
  – EDUC 330 – Comparative Education: A Policy Perspective, 4 credits
  – ENG 160 – Global Literature and Human Experience, 4 credits
  – ENG 165 – Global Literature and Environmental Justice, 4 credits
  – ENG 358 – Native American Literatures, 4 credits
  – ENG 451 – Postcolonial Literatures, 4 credits
  – FREN 317, WLC 317 – Race, Gender, and Power in the Francophone World, 4 credits
  – HIST 311 – Religion and Philanthropy in American Culture, 4 credits
  – HIST 313 – Black American History, 4 credits
  – HIST 315 – Indigenous Peoples of North America, 4 credits
  – HIST 370 – Islam and the West: Historical Encounters, 4 credits
  – HIST 373 – Arab-Israeli Conflict, 4 credits
  – PHIL 115 – Seeking Justice in an Unjust World, 4 credits
  – PHIL 314 – Asian Philosophy, 4 credits
  – PHIL 337 – Philosophy of Feminism, 4 credits
  – PHIL 339, ENVR 339 – Environmental Ethics and Justice, 4 credits
  – PHIL 341 – Philosophy of Race, 4 credits
  – PSC 305 – Global Political Islam, 4 credits
  – PSYC 420 – Cross-Cultural Psychology, 4 credits
  – SOC 356 – Social Change in Theory and Practice, 4 credits

Courses

First Core Religion Course
REL 200 – Christianity and Religious Diversity, 4 credits. This course seeks to meet the needs of all students for a better understanding of religion as a basic feature of human life and of Christianity’s classic and contemporary expressions and the rich diversity of religion. The four modes of religious inquiry (interpretive, historical, comparative and constructive) that are appropriate to the study of religion will be used to examine the complexity of religion in the modern world. The course offers an important initial opportunity for integrative study that is characteristic of a liberal arts education. It invites students to engage in thoughtful and informed reflection upon religious questions.

Interpretive Studies
REL 313 J – Jesus the Jew – Jesus the Christ, 4 credits. E1 or E2. This course is an examination of the context and character of Jesus of Nazareth and his reception in early Christian communities. This course investigates Jesus’ life and death in the social and religious context of first-century Palestine and the broader Roman Empire. It examines the Gospels as literary narratives that tell the stories of Jesus. This course further explores how Jesus became the locus of Christian thought and ritual practice. Prerequisite: REL 200 – Christianity and Religious Diversity.
REL 314 J – Paul: Apostle or Apostate, 4 credits. E1 or E2. This course is a study of the historical circumstances of Paul, the religious and theological
What is “the good life”? This course provides hands-on experience with various perspectives on “the good life” contained in the writings of the Old Testament. Comparisons will be made to contemporary views. The course will also look at what the biblical writings picture as obstacles to “the good life” and what are viewed as challenges today. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 316 J – The Good Life: Old Testament Perspectives, 4 credits. E1 or E2 (not offered until 2018-2019). This course explores various perspectives on “the good life” in the writings of the Old Testament. Comparisons will be made to contemporary views. The course will also look at what the biblical writings picture as obstacles to “the good life” and what are viewed as challenges today. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 317 – Making Meaning: Reading, Interpreting and Teaching the Bible, 4 credits. A1 (2018-2019). This course provides hands-on experience reading and interpreting the Bible with attention to the Bible’s ancient and modern audiences, its public uses, its genres, cultures and themes, the social locations of its readers, methods and the ethics of drawing meaning from its content, and views of the Bible’s relationship to the sacred texts of other faith communities. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 318 – Women, Religion and Literature, 4 credits. D. This course is an investigation of the images and status of women in the Judeo-Christian tradition and in Western literature from an interdisciplinary perspective. The interplay of these scripts in the psychosocial and spiritual formation of contemporary men and women will be assessed. This course can also count toward the women’s and gender studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 319 J – Trauma, Resistance, Resilience: Old Testament Perspectives, 4 credits. E2. Human life involves encounters with trauma that can have profound physical, emotional, cognitive, and spiritual effects on individuals and communities. This course explores poetic, prophetic, and narrative encounters with trauma in the Old Testament. It uses trauma-informed research in interpreting biblical texts, considering contemporary parallels, and reflecting on identity, healing, resilience, reconciliation, and hope. PEAK required. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 320 J – Approaching the Qur’an, 4 credits. A1. This is an introductory course in the academic study of the Islamic scripture, the Qur’an. The course will provide some of the basic analytic tools needed for approaching and appreciating the text and teachings of the Qur’an, including an introduction to its historical context, literary qualities, esthetic reception and interpretive traditions – both classical and modern. The course is aimed at helping students understand the nature and function of the Islamic scripture both in its native context of Muslim history and cultural life, as well as its relation to the Hebrew Scriptures and the New Testament. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 321 – Religion in Film, 4 credits. A1 or A2 (2018-2019). This course is a study of the religious content and focus of the place and importance of film in culture. As a 200-level course it is an introduction to the examination of film from a religious and critical perspective, in particular the four modes of inquiry (interpretive, historical, comparative and constructive). The types of films that will be examined range from historical classics, international films, documentaries, popular film, films from great directors, and much more. This course can also count toward the film studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 322 J – The Legacy of Luther, 4 credits. E1 or E2. This course is a study of the life and work of Martin Luther, who will be looked at in the context of Medieval and Reformation Europe. The legacy of Luther’s ideas and their impact on movements and denominations down to the modern age will also be examined. This course can also count toward the global studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 325 J – Studies in Religious History, 4 credits. A1 or A2 (2018-2019). This course is an examination of the historical development of religious institutions and theological traditions. It will investigate diverse groups and significant individuals that have shaped specific religious traditions. It will study the development of the thought and religious practices, such as prayer, worship and other expressions of faith, of these traditions. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 326 J – Christian Theologies and Ethics, 4 credits. D. This course is a study of the historical development of central theological beliefs of the Christian Church and of its ethical thought through the centuries. The course will explore representative Christian teachings in theology and ethics, investigate their evolution over time, and consider their expressions in church creeds and wider cultural life. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 328 J – Catholicism, 4 credits. D. This course explores the Roman Catholic tradition and its diverse expressions of faith. It considers historical developments within the tradition, with a particular focus on the changes initiated by Vatican II. Students will study topics ranging from official teachings of the Magisterium on particular issues, to the challenges facing the Catholic Church in the U.S., to the popular forms of Catholicism in a world church, to the struggles for social and environmental justice among Catholics. Tensions between official church teachings on particular issues (including women’s roles, the death penalty, homosexuality, war and peace, and religious pluralism) and the variety of beliefs among faithful Catholics will be considered. Students will be encouraged to develop a critical and complex understanding of this particular faith tradition. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 332 J, U – American Religions: Natives and Immigrants, 4 credits. A1 or A2 (2018-2019). This course surveys the major teachings and practices of various religions in the United States, with special attention to religious diversity both within and among various traditions. In exploring the religious beliefs and practices of both “natives” and “immigrants” in America, students will consider the various expressions of Protestant Christianity, as well as Catholicism, Judaism, Islam, Buddhism, Hinduism, and Native American religions. Of particular interest will be how these religions interact with aspects of American culture,
the relationship between religious freedom and religious diversity, the ways in which members of different religious groups seek recognition and power, and the challenges and conflicts that result. Although the primary focus of the course will be on contemporary expressions of religion in America, we will also consider historical perspectives on and examples of the intersection of "religion" and "American culture." Prerequisite: REL 200 – Christianity and Religious Diversity

REL 333 – Faith in Dialogue: Interfaith Leadership, 4 credits. A1 or A2 (2018-2019). This course provides the religious literacy, skills and appreciative knowledge necessary for interfaith leadership. What makes an interfaith leader? How do we respectfully dialogue with people who belong to religious (and non-religious) traditions other than our own? How do we cooperate with people of different faith backgrounds to achieve the common good and protect pluralism? Prerequisite: REL 200 – Christianity and Religious Diversity

REL 334 J – Monotheisms: Abrahamic Traditions in the Modern World, 4 credits. A2 (2018-2019). This course examines Jewish, Christian, and Muslim traditions through the interpretive lenses of history, scripture, theology, ethics, and spirituality. It also explores the contributions made by these traditions to the birth and development of the modern world, as well as the diverse and creative ways in which each of them has responded to the challenges of modernity. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 338 J – Religions of East Asia, 4 credits. E2. This course is an introduction to the religious traditions of East Asia. The course focuses on materials from China, Japan, and Korea, especially the "Three Teachings" - Daoism, Confucianism, and Buddhism. Students will examine ways East Asian people have understood human action in society and the cosmos, and explore ways that East Asian traditions challenge and often confound Euro-American expectations about religions. This course can count toward the global studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 339 J, G – World Christianity, 4 credits. E1 or E2. This course looks at the current manifestation of Christianity as a global religion in its diversity and complexity, studying the most important contemporary developments in Christianity around the globe (outside the North Atlantic). These developments are considered, first, as social (religious) phenomena, which need to be studied in relation to local (and sometimes global) political, historical, economic, social and religious factors. Yet the course also engages specifically Christian theological questions that arise from the development of Christianity as a global yet diverse reality. This course can also count toward the global studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 360 J – Religion and Political Economy, 4 credits. E1. This course will introduce students to selected aspects of the relationship between religion and the economy. Students will explore the impact of religious teachings on economic behavior, the influence of economic forces on religious developments, the economic ethics of major religious traditions, and the economic approaches to the interpretation of religious phenomena. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 382 J, G – Religion and the Body, 4 credits. E2. This course explores the role of the body in world religions and in contemporary U.S. culture, especially the relationship between "mind," "body" and "spirit." A "lab" in which students learn Aikido, a Japanese martial art, will supplement readings, papers, and discussions. Students enrolling in REL 382 are required to participate in this lab. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 384 J – Exploring Islam, 4 credits. A1 (2018-2019). This is an introductory course in classical Islamic history and tradition. It will examine the social, political and cultural environment, as well as the key figures and defining events, of the formative period of Islam (seventh to ninth centuries), before exploring the various dimensions of the Islamic tradition as articulated by some of the most influential Muslim authorities. While the focus of this course is on the classical period, it will frequently refer to modern Islam in terms of both continuations and ruptures, thereby illuminating the unique promise and predicament of contemporary Islam. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 386 J – Religion in the Postcolonial World, 4 credits. A2. This course focuses on the role of religious traditions, communities, and leaderships during and after colonial rule with specific attention to the role of religion in the exercise and resistance of colonial power and postcolonial construction of national identity. The course considers how religions have been (re)constructed in the context of colonial encounters and postcolonial nationalism, and how religions are affecting postcolonial developments such as nation-building, economic development, regional stability and ethnic relationships. Close attention is also given to the interaction between religions in the colonial/postcolonial context, as well as the relationships between religious and other social identities, such as ethnicity, gender, race and class/caste. This course can also count toward the global studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 387 J – Religions of India, 4 credits. E1. This course is an introduction to the religious cultures of the Indian subcontinent. The course concentrates on Hinduism and Buddhism, but also considers Jainism, Sikhism, and South Asian Islam. Students will consider ways these religions explain the world and the nature of divinity, and in particular how the religions of India have engaged in complex conversations about human action. This course can also count toward the global studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 388 J – Religion, Violence and Nonviolence, 4 credits. E2. Religion can encourage acts of violent aggression and cruelty, as well as acts of peacemaking and compassion. This course will examine the roots of organized violence in human cultures, with particular attention to the role of religion in the genesis and justification of such violence. At the same time, it will explore the religious values and teachings that support nonviolence, both as a way of life and as a strategy for social change. Students will learn to appreciate the peacemaking potential of religion by engaging with a variety of primary and secondary sources, as well as by examining several case studies. Prerequisite: REL 200 – Christianity and Religious Diversity

Constructive Studies

REL 244 U – Religion and Popular Culture, 4 credits. D. This course is a study of the interrelationship between religion and contemporary popular culture. This course will analyze how religious faith shapes culture, as well as how contemporary popular culture affects the understanding and expression of religious faith. It will focus upon the portrayal of religious faith in contemporary expressions of culture in mass media (e.g. print, film, television, music and computer technology), social issues and institutions. The course will introduce students to the variety of religious and theological understandings currently present in American society. Students will learn how to do theological analysis and critique of popular cultural movements and expressions.

REL 245 – Sex, Love and Death: God and the Human Life Cycle, 4 credits. D. This course focuses on the questions and issues related to human development from a theological perspective. It explores the foundational human experiences of sexual identity, love and death through developmental theories and faith understanding, including the spiritual quests for meaning that they elicit. The purpose is to place foundational personal and social events in a theological context that will seek to encourage transcendent perspective, as well as cultivate social and ethical critique. It will address issues of gender identity, sexual ethics, the nature of love, both human and divine, as well as the meaning and significance of human death.

REL 340 G – The Ethics of Aid and Development, 4 credits. A1 or A2 (2017-2018). This course is an examination of voluntary responses to war, civil conflict and natural disaster, with a focus both on individual action and organizations. The course addresses both “aid” (direct financial and material support) and “development” (the upward social, economic and political trajectory of escape from conflict and poverty), and explores what can be accomplished with reference to real-world cases. This course can also count toward the global studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 342 J – God: The Question and the Quest, 4 credits. E1 or E2. This course is a study of the questions, as well as the quest, for an understanding of
God in contemporary life and thought. This course will address understandings of the concept of God in the face of such issues as the existence of evil and suffering, religious pluralism, gender identity and natural scientific analysis. It will also treat the spiritual quests for meaning that these issues elicit. After exploring several examples of such contemporary quests, this course will address responses from within the Christian tradition. Students will learn how to do theological analysis and critique of contemporary understandings of God and their religious implications. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 343 J – Science and Religion, 4 credits. D. This course is an examination of the similarities and differences in methodology between several of the natural sciences and religion. Focusing upon issues of interdisciplinary importance, this course will assist in analyzing the interaction of different views and the presuppositions involved. The relation of creation and evolution, life and mind, and other such issues will be addressed. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 344 J – Christian Ethics in Human Community, 4 credits. E1 or E2. This course is a study in constructive moral reflection on roles and relations in the Christian life. This course will examine questions about how Christians should live as people of God, as friends and family members, as workers, as citizens of a democratic state and a pluralistic global society. It aims to equip students to think critically and responsibly about living with persons in different social contexts and communities. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 348 – Ethics of Sustainable Community, 4 credits. A1 or A2 (2017-2018). This course is a study in constructive moral reflection on human relations to nature within the Christian life. The course will examine questions about whether Christians should love nature and, if so, how. It aims to equip students to think critically and responsibly about the Christian and American environmental traditions, about current and expected challenges to sustainable planetary life, and about norms and practical strategies. This course can also count toward the global studies program and the environmental and sustainability studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 392 G – Religion and World Affairs, 4 credits. D. This course looks at religion in the context of global issues that are relevant to the present day, especially on an international, but also local, level. Topics for the course will vary depending on the issues of the present day and scholarly expertise of the instructor. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 393 J – Religion and Ecology, 4 credits. E1 or E2. This course explores various perspectives on nature and the human-earth relations within world religions against the background of the ecological crisis. Because world religions importantly shape people’s worldviews, they greatly determine the way people interact with each other and the rest of nature. The course will engage teachings from all world religions. Depending on the instructor, the course will have a special focus on Christianity, Islam, or Asian traditions. The course includes an overnight field experience at Concordia’s Long Lake Field Station. This course can also count toward the environmental and sustainability studies program. Prerequisite: REL 200 – Christianity and Religious Diversity

REL 410 – Research Seminar, 4 credits. E1. Limited to religion majors and minors, this course uses the seminar format to engage students in systematic reflection about the ways in which the modes of inquiry in the field of religion can contribute to the consideration of a common topic. Each student will complete a research project under the supervision of the instructor and present the results in a paper to the seminar for criticism and discussion. Prerequisite: REL 200 – Invitation to the Study of Religion

REL 418 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

REL 478 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

REL 490 – Practicum, 4 credits. D.

Faith and Leadership

FL 201 – Faith and Leadership, 4 credits. E1. This course is a study of the theory, ethics, and practice of leadership in faith-based service organizations and congregations. It considers vocational discernment, examines different religious leadership and service positions, analyzes contexts and professional standards, explores religious/denominational organizations, and considers gender, race, ethnicity, and sexual orientation as factors in leadership practice. FL 201 – Faith and Leadership may count toward the religion minor. Prerequisite or concurrent: REL 200 – Christianity and Religious Diversity

FL 490 – Practicum in Faith and Leadership, 1 to 4 credits. E. Supervised leadership practice in a faith-based context demonstrating the integration of theological study and leadership responsibility and practice. Additional requirements will include reading assignments, journal activities, and attendance at group seminar meetings. Prerequisite: FL 201 – Faith and Leadership. Recommended prerequisites: REL 317 – Making Meaning: Reading, Interpreting and Teaching the Bible and REL 333 – Faith in Dialogue: Interfaith Leadership

FL 491 – Integrating Vocation, Faith and Leadership, 1 credit. E1 or E2. Reflection, analysis, dialogue and personal discernment on vocation and preparation for faith and leadership. This course functions as the final and integrating piece in the religion major with a faith and leadership concentration. It should be taken the semester following the 4-credit completion of FL 490. Exception: Students taking FL 491 in their final semester may take it concurrently with FL 490.
SOCIAL ACTIVISM

An Interdisciplinary Program
– also see Communication Studies and Theatre Art
– also see English
– also see Environmental and Sustainability Studies
– also see French

Program offered
• Minor in Social Activism (20 credits)

Committee members
Kirsten E. Theye, committee chair David A. Creech
Ahmed Afzaal Kenneth W. Foster
Mallary Allen C. Tess Varner

Social activism is an interdisciplinary minor that provides students with theoretical and practical knowledge to assist them in enacting social change through activism. Upon completion of this program students will be able to:
• Grapple with the complexity of modern social problems in a way that allows room for diverse viewpoints and experiences
• Apply strategies and tactics to real-life situations that require creative problem-solving
• Analyze the potential pitfalls, ethical issues, and best practices of social activism
• Communicate an understanding of their place and abilities in references to social activism as well as possible approaches for effecting change

Minor in Social Activism

The requirements for a minor in social activism are 20 credits:
• ACT 301 – Social Activism: Making Change Happen, 4 credits
• At least 8 credits from the Central Courses listed below (perhaps up to 16 credit hours)
  – COM 313 – Persuasion, 4 credits
  – ENG 165 – Global Literature and Environmental Justice, 4 credits
  – PHIL 115 – Seeking Justice in an Unjust World, 4 credits
  – REL 379 – Religion, Race, and Social Justice, 4 credits
  – REL 388 – Religion, Violence, and Nonviolence, 4 credits
  – SOC 214 – Social Problems, 4 credits
• Elective courses from the listing below (minimum of 0-8 credits depending on number of Central Courses taken)
  – COM 232 – Media Production I: Video, 4 credits
  – COM 324 – Gender and Communication, 4 credits

Courses

ACT 301 U – Social Activism: Making Change Happen, 4 credits. E1. This course discusses the theories of social movements, provides hands-on and practical guidance for leading an activist campaign, reviews case studies, and includes guided discussion of relevant readings. The course includes units on the theory and philosophy of social movements and activism; government and social policy; campaign management and social media; and hope, faith and hostility.

ACT 390 – Cooperative Education, 1 to 8 credits. D.

ACT 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

SOCIAL STUDIES EDUCATION

An Interdisciplinary Teacher Education Program
– also see Business, Offutt School of
– also see Education
– also see Geography
– also see History

– also see Global Studies
– also see Political Science
– also see Psychology
– also see Sociology and Social Work
Programs offered
- Major in Social Studies Education (52 credits plus 35 credits in education)
- Add-on middle level endorsement for Elementary Education majors in social studies (see education) (32 credits)

Faculty
The social studies teaching interdisciplinary education program is overseen by a committee of faculty representing each of the departments involved in the major: Richard M. Chapman, committee chair
W. Vincent Arnold
Patricia K. Gulsvig
Michael G. Bath
Susan J. Larson
Nicholas R. Ellig
Ronald G. Twedt

Major in Social Studies Education
This interdisciplinary major prepares students to be recommended by the Concordia College department of education for Minnesota licensure to teach social studies in grades 5-12. To be eligible to complete this major, the student must be admitted to the Teacher Education Program. (See education pages for program information, requirements and course descriptions.)

The requirements for a major in social studies education are 52 credits plus 35 credits in education:
- BUS 201 – Principles of Global Economics, 4 credits
- GEOG 201 – World Geography, 4 credits
- HIST 111 – United States in Perspective to 1865, 4 credits
- HIST 112 – United States in Perspective since 1865, 4 credits
- HIST 313 – Black American History, 4 credits
- HIST 315 – Indigenous Peoples of North America, 4 credits
- 4 credits from the following:
  - HIST 132 – European History in Perspective since 1500, 4 credits
  - HIST 151 – World in Perspective to 1500, 4 credits
- PSC 211 – U.S. Political System, 4 credits
- GS 117 – Systems, Policies and Institutions: An Intro to Global Studies, 4 credits
- PSYC 206 – Developmental Psychology, 4 credits
- PSYC 357 – Abnormal Psychology, 4 credits
- SOC 111 – Human Society, 4 credits
- SOC 217 – Cultural Anthropology, 4 credits
- EDUC 379 – Methods of Teaching in Social Studies, 4 credits
- Successful completion of the secondary/K-12 required coursework (see Education: Coursework in Secondary/K-12 Education)

Courses
Please refer to general major areas of course prefix for course descriptions.

SOCIOLOGY AND SOCIAL WORK

Programs offered
- Major in Sociology (32 credits)
- Minor in Sociology (20 credits)
- Major in Social Work (54 credits)
- Major in Social Studies Education (see social studies and education) (52 credits plus 35 credits in education)
- Add-on endorsement preparation in Social Studies for Elementary Education majors (see education) (32 credits)

Sociology Faculty
Matthew L. Lindholm, chair
Mallary Allen
Nicholas R. Ellig

Social Work Faculty
Kristi K. Loberg, program director
Laurie K. Dahley, field coordinator

Sociology
The sociology program provides learning experiences that prepare students to:
- understand the basic assumptions, guiding questions, concepts, theories and methods of sociology
- apply the sociological imagination to questions about society and one’s self
- grasp the complexity and diversity found in human societies

The requirements for a major in sociology are 32 credits:
- SOC 111 – Human Society, 4 credits
- SOC 228 – Research Methods and Statistics, 4 credits
- 12 additional credits in sociology

Students seeking a minor in sociology may use one of the following courses to satisfy the research requirement:
- PSYC 230 – Statistics and Psychological Measurement, 4 credits
- PSC 311 – Methods and Techniques of Political Analysis, 4 credits
- BUSN 320 – Business Statistics, 3 credits

However, students taking one of these options must then take an additional sociology course in place of SOC 228 – Research Methods and Statistics to meet the requirement for 20 credits in sociology.

Social Work
Social work education at Concordia College is framed by Concordia’s mission statement: “The purpose of Concordia College is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.” The courses contribute to students’ liberal arts education through development of increased awareness of self, others, and social systems, enabling informed participation for leadership in community service and organizations. This is reflected in the social work program’s mission statement:

“To promote human and community well-being by confronting disadvantage through a framework of scientific inquiry and human rights, favoring undervalued persons and providing conditions of hope, leading to individual and social change.”

The social work program at Concordia College is accredited by the Council on Social Work Education. Graduates of the program are qualified to seek licensure in accordance with various state regulations and are eligible to sit for the national board exam or pursue Minnesota Merit System eligibility.
The following table compares the program’s three-year pass rate on the social work board exam with the national pass rate for individuals who indicated that they attended Concordia College.

<table>
<thead>
<tr>
<th>Concordia Pass Rates</th>
<th>National Pass Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016 92%</td>
<td>2016 70%</td>
</tr>
<tr>
<td>2015 90%</td>
<td>2015 71%</td>
</tr>
<tr>
<td>2014 100%</td>
<td>2014 71%</td>
</tr>
</tbody>
</table>

With a Bachelor of Arts degree in social work, many graduates pursue employment as generalist social workers, which feature application of generalist practice knowledge, values and skills of social work in a variety of settings. With a bachelor’s degree in social work, students are also eligible for advanced graduate placement in Master of Social Work programs. The social work program identifies the following competencies as its student learning outcomes:

- 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.
- Evaluate practice with individuals, families, groups, organizations, and communities.

### The Purpose of the Social Work Profession

From the Council on Social Work Education's Educational Policy Statement:

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

### Concordia's Social Work Program

The social work program has been accredited by the Council on Social Work Education since 1982. Students interested in majoring in social work must make written application for acceptance into the major after completing SWK 150 – Social Work and Social Justice with a B- (2.7) or better. A Concordia GPA of 2.5 is required for admission to the program. Once admitted, students need to pass all required social work courses with a C- or better, maintain a 2.5 Concordia GPA and a 2.5 GPA in social work courses to maintain active status in the program. All students planning to major in social work should request from the registrar to have a faculty advisor from the social work program. Because courses follow a sequence, transfer students or students deciding on the major during or after the fall semester of their sophomore year should meet with the social work program director as soon as possible to develop an educational plan.

The course requirements (54 credits) and recommended course sequence for a major in social work are as follows:

- **SOC 111 – Human Society, 4 credits** (prerequisite for SWK 310)
- **Biol 101 – General Biology, 4 credits** (prerequisite for SWK 310)
- **PSY 111 – Introductory Psychology, 4 credits** (prerequisite for SWK 310)
- **SWK 150 – Social Work and Social Justice, 4 credits**
- **SWK 310 – Human Behavior and the Social Environment, 4 credits**
- **SWK 326 – Social Work Practice I: Individuals and Interviewing, 4 credits**
- **SWK 336 – Social Work Practice II: Families, 2 credits**
- **SWK 320 – Social Policy and Systems Perspective, 4 credits**
- **SOC 228 – Research Methods and Statistics, 4 credits. Students who are double majors in social work and psychology may substitute PSYC 301 – Research Methods in Psychology for SOC 228.**
- **SWK 346 – Social Work Practice III: Group, Organizations, and Communities, 4 credits**
- **SWK 350 – Comparative Cultural Encounter, 4 credits**
- **SWK 490 – Social Work Internship, 10 credits**
- **SWK 494 – Social Work Senior Seminar, 2 credits**

### Courses

#### Sociology Courses

**SOC 111, U – Human Society, 4 credits.** An introduction to sociology as a disciplined way of studying social and cultural aspects of human behavior. Students will be introduced to and apply the concepts, theories and methods of sociology that are used to analyze social structure and social processes.

**SOC 214, U – Social Problems, 4 credits.** An introduction to research methods and theories of sociology used to analyze and address major social problems in the United States. Some comparisons are made to problems and mitigation efforts of other countries. Public and private efforts to address social problems are evaluated and new approaches considered. Recent topics have included inequality, education, race, sexuality, crime, alcohol and drugs.

**SOC 217, G – Cultural Anthropology, 4 credits.** An exploration and comparison of cultural variations associated with the geographic and historic specifics of human societies. A study of species/culture development, emphasizing linguistic, technological, ideological and institutional systems. This course can also count toward the global studies program.

**SOC 228 – Research Methods and Statistics, 4 credits.** An introduction to beginning-level statistical and research skills in sociology and social work. Students will design and implement a research project that involves hypothesis formation, data collection, and computer-assisted data analysis. This course can also count toward the global studies program. Prerequisite: high school higher algebra or consent of instructor.

**SOC 231, U – Sociology of Families, 4 credits.** An examination of families from a sociological perspective, which includes an appreciation of families as an institution in society. We will explore how families have changed throughout U.S. history and how families are shaped by gender, race, and social class. The topics of sexuality, marriage, cohabitation, parenting, domestic violence, and divorce are also examined within the context of families.

**SOC 300 – May Seminar, 4 credits.**

**SOC 306, G, S – London: The Global City, 4 credits.** London was central in the formation of modern global networks 500 years ago and is central today. Students explore these processes firsthand with native Londoners, government officials, community organizations, and business people; a trip to Paris provides a comparison. With faculty guidance, students develop projects using qualitative or quantitative methods on social processes specific to global cities.

**SOC 312, BUSN 312, ENVIR 312, S – Global Development Issues, 4 credits.** Students are introduced to the social scientific approaches used to understand how demographic, institutional, cultural, economic and ecological factors influence, and are influenced by, societal development. Comparative case studies enable students to understand the structure and dynamics (e.g., population change) of human populations as they relate to socioeconomic development. This course can also count toward the global studies program and the environmental and sustainability studies program.

**SOC 315 – Political Sociology, 4 credits.** An introduction to the sociological study of the organization of power and authority in three primary spheres: corporations, the state, and civil society. Particular attention is given to how competing groups contend for the use of natural resources and the environment. Topics include protest and political participation, social movements, elections, lobbying, and institutions of elite power. This course can also count toward the environmental and sustainability studies program.
SOC 317 U – Gender, Self and Society, 4 credits. E1. An examination of the social, historical and psychological aspects of gender and human behavior. The course explores how gender has influenced our lives since industrialization. Research on socialization, moral and intellectual development, intimate relationships, sexuality, family life, and education will be examined. This course can also count toward the women’s and gender studies program. Prerequisite: SOC 111 – Human Society

SOC 322 S, U – Crime, Deviance and Social Control, 4 credits. D. A sociological study of crime and deviance. This includes the social and legal processes involved in defining crime and deviance, characteristics of crime types, sociological theories of crime and deviance, and an introduction to the criminal justice system.

SOC 328 U, S – Class, Race and Ethnicity, 4 credits. E2. An examination of the distribution of social, political and economic power in society. The perspectives used to analyze inequality are also discussed and used to examine various types and outcomes of inequality, including racial and ethnic inequality, prejudice and discrimination. This course can also count toward the global studies program.

SOC 332 – Society and Human Sexuality, 4 credits. E2. The course examines the origin of sexual values and practices in various cultures. The primary focus is on sexual attitudes and behavior in the American culture. Human sexuality is discussed relative to the human life cycle, changing gender roles, mass media, the economic system, laws and other areas. This course can also count toward the women’s and gender studies program.

SOC 338 – Sociology of Religion, 2 credits. D. This examination of the general relationships between religion and society will center on how religion molds society and, in turn, how society molds religion. Prerequisite: SOC 111 – Human Society or consent of instructor

SOC 339 S, U – Urban Communities, 4 credits. E2. This course is organized around the following questions: What is unique about the experience of living in cities? How do cities grow and change and with what consequences? Why do patterns of inequality persist in cities, limiting opportunities for some while enhancing life chances for others? How do urban communities differ in the extent to which they value sustainability and justice? This course can also count toward the global studies program and the environmental and sustainability studies program.

SOC 340 – Media and Society, 4 credits. E1. This course examines a variety of social, political and economic forces that influence the contemporary mass media and considers the changing role of the media in society. Students are introduced to the social scientific methods that have been used to document the nature of media content and understand how it is produced. Topics include the study of class, race and gender inequalities in media content, the consequences of concentration in media ownership, and the dynamic relationship between producers and consumers of media. Prerequisites: SOC 111 – Human Society or permission of the instructor

SOC 341 – Work in Organizations, 4 credits. D. This course focuses on how the daily lives of individuals, as well as their participation and experiences in work organizations, are affected by both the broader society and by how organizations are structured to carry out their tasks. This course also focuses on the extent to which individuals can affect these organizations.

SOC 351 S, U – Aging in Society, 4 credits. E1. An examination of the sociological, psychological and biological aspects of human aging. Students will be introduced to theories of aging and current research on aging in human societies.

SOC 356 S – Social Change in Theory and Practice, 4 credits. E1. This course explores the theory and practice of social change drawing on classical and contemporary sociological theories. What are the basic dynamics of social change and power in today’s world? Who affects change and how do they do it? Topics typically include conflict, authority, globalizations, gender, race, sexuality, and social construction. Students develop case studies to inquire into dynamics of social change. Examples may include global environmentalism, religious and political movements (e.g., GLBT+ Pride and global Islam).

SOC 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

SOC 390 – Cooperative Education, 1 to 8 credits. D.

SOC 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

SOC 483 Z – Attitudes, Values, and Tastes, 4 credits. E2. An introduction to existing theory and research in the scientific study of attitudes including measurement, formation, and change. Topics include political and racial attitudes, tastes in fashion, and happiness research. Students conduct their own attitudinal research project using computer-assisted data analysis.

SOC 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

SOC 490 – Practicum, 1 to 2 credits. D. A course involving the student in some applied endeavor. Offered only by special arrangement and permission of the department.

Social Work Courses

SWK 150 S, U – Social Work and Social Justice, 4 credits. E. This course examines human service and social justice through a social work perspective and explores various career settings of social work. Students will learn how the profession identifies and addresses the needs of individuals and vulnerable populations, including how the profession responds to social concerns and promotes human and community well-being. This course is open to all students.

SWK 300 – May Seminar, 4 credits. MS.

SWK 310 – Human Behavior and the Social Environment, 4 credits. E2. A study of human behavior in the context of various social systems (bio-psycho-social and spiritual) and of life tasks, focusing on the influence individuals and the environment have on each other. There is a special emphasis on the systems perspective and human growth and development. Prerequisites: SOC 111 – Human Society, PSYC 111 – Introductory Psychology and BIOL 101 – General Biology. Open to students intending to declare social work as a major.


SWK 326 – Social Work Practice I: Individuals and Interviewing, 4 credits. E1. Students will learn the values, knowledge and skills needed by social workers for effective generalist social work practice with diverse clients and constituencies. The helping relationship, its formation, and use are studied along with developing knowledge and skill in interviewing for social work practice with individuals. Prerequisites: SWK 150 – Social Work and Social Justice and SWK 310 – Human Behavior and the Social Environment. Taken concurrently with SWK 336 – Social Work Practice II: Families

SWK 336 – Social Work Practice II: Families, 4 credits. E1. Students will learn the values, knowledge and skills needed by social workers for effective generalist practice with diverse families. Focus is on the family system and its environment as well as on social work engagement, assessment, intervention, and evaluation for working with current family structures and issues. Prerequisite:
SWK 310 – Human Behavior and the Social Environment. Taken concurrently with SWK 326 – Social Work Practice I: Individuals and Interviewing

SWK 346 – Social Work Practice III: Group, Organizations, and Communities, 4 credits. E1. Students will learn the values, knowledge and skills needed by social workers for effective generalist social work practice with diverse groups, organizations and communities. Study includes group dynamics and processes, organizational and community processes, community action work, and evaluation. PEAK required. Prerequisite: SWK 326 – Social Work Practice I: Individuals and Interviewing

SWK 350 S, U – Comparative Cultural Encounter, 4 credits. E1. This course examines the need for cultural competency and anti-oppressive education in contemporary Western society. Includes case studies, the use of critical theory, and participatory action research. Students will explore the broad meanings of culture and the exclusion of culturally unique peoples from mainstream opportunities due to systemic institutional policy barriers and acts of individual, workplace and community discrimination. Strategies of opposition, social change, and enlightened human rights practices will be explored.

SWK 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department or program chair for more information.

SWK 390 – Cooperative Education, 1 to 8 credits. D. A social work co-op provides valuable training and a laboratory in which to test classroom knowledge and one’s interest and aptitude in particular social work settings. Each Cooperative Education experience is tailored to the individual needs and goals of the student. Cooperative Education hours apply to the contextual learning requirements for social work courses. It is strongly recommended that social work students enroll in at least one Cooperative Education experience.

SWK 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department or program chair for more information.

SWK 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor

SWK 490 Z – Social Work Internship, 10 credits. E2, S1. A minimum 480-hour professionally supervised social work internship in an approved agency. Students will integrate their previous learning and experience into a field education setting in order to demonstrate beginning competency in the application of social work values, knowledge, skill and processes. To be taken concurrently with SWK 494 and after all other courses in the major have been completed. PEAK required.

SWK 494 Z – Social Work Senior Seminar, 2 credits. E2, S1. Along with SWK 490, this is the capstone course in the social work major. The purpose of this course is to integrate all parts of the students’ previous learning and experience in further preparing them for direct entry into generalist social work practice with beginning competency in social work methods and processes. The seminar includes content on perspectives for job interviews and procedures for taking state licensing and merit examinations. It is to be taken concurrently with SWK 490 – Social Work Internship. Open only to those accepted into the social work major. PEAK required.

SPANISH AND HISPANIC STUDIES

- also see Education
- also see Global Studies
- also see International Business
- also see World Languages and Cultures

Programs offered
- Major in Spanish (32 credits)
- Students seeking licensure to teach Spanish must also fulfill the requirements for a major in education. See the education section for requirements. For additional information about teaching Spanish, see the chair of world languages and cultures or the chair of education.
- Minor in Spanish (20 credits)
- Major in International Business with a minor in Spanish (also see international business) (20 credits in Spanish)
- Concentrations in European Studies in the Cultural and Regional Studies Concentration of the Global Studies Major (see global studies)
- World Languages add-on endorsement for Elementary Education majors (see education) (30 credits)

The Spanish and Hispanic studies program prepares students for participation in a global society through courses designed to expand their knowledge and understanding of the language, cultures and perceptions of the Spanish-speaking world. The goals for the Spanish major are based on the American Council of Teachers of Foreign Language's National Standards for Foreign Language Learning. The Spanish and Hispanic studies program provides learning experiences that prepare students to achieve the following outcomes:
- develop communication skills in the Spanish language
- gain knowledge and understanding of Spanish-speaking cultures
- make connections between Spanish and other disciplines
- develop comparisons based on insight into the nature of the language and the culture
- be enabled to participate in multilingual communities at home and around the world

Courses in Hispanic studies are taught in English and support interdisciplinary programs in global studies and international business.

The Spanish and Hispanic studies program sponsors many opportunities for students to immerse themselves in the language and culture of Spanish-speaking countries. There are several study abroad opportunities, including Concordia’s own fall semester in Segovia, Spain; fall or spring semester or both through Spanish studies abroad in Cordoba (Argentina) or Seville and Alicante (Spain); and Summer Study programs in various locations in both Spain and Latin America.

On campus, the Spanish and Hispanic studies program provides many resources and opportunities for students. The Casa Hispana language apartments, located on the third floor of Bogstad Manor, provide the opportunity for students to spend
the entire academic year living in a Spanish language and cultural environment. Participation in the national Spanish Honor Society Sigma Delta Pi is open by invitation to students who meet the membership criteria. It also sponsors an honors program for exceptional students. (For details on these programs, see Expanded Academic Opportunities on Page 27, or consult with the program coordinator.) Students also have off-campus opportunities to immerse themselves in Spanish through our collaboration with the Moorhead Public Schools Spanish Immersion Program and at Concordia Language Villages.

**Liberal Arts Core World Languages Requirement**

Students may satisfy the Core world languages requirement by successfully completing SPAN 111 – Beginning Spanish I or a higher-numbered course. All students who have studied Spanish prior to coming to Concordia are required to take a computerized placement test in Spanish to determine which course level is the most appropriate for their individual ability. If the transcript shows that the student has not previously studied Spanish, the student is not required to take the placement exam and qualifies to enroll in SPAN 111 – Beginning Spanish I.

**Honors in Spanish**

The Spanish honors program is designed to allow exceptional students to develop their interests in Spanish on an advanced level, and to work on an individual basis with members of the Spanish faculty. Students in the program are expected to demonstrate academic maturity, active enthusiasm for the language and culture, and independent research ability.

1. Spanish majors who meet ALL of the following criteria are invited to submit an application for entrance into the Spanish honors program:
   a) The completion of one 300-level course
   b) A cumulative GPA of 3.5 or higher in all Spanish courses
   c) An overall Concordia GPA of 3.5 or above
2. The application for entrance into the honors program may be submitted to the world languages and cultures department chair the semester following completion of the first 300-level course and no later than midsemester break in the first semester of the senior year. Application forms are available in the department of world languages and cultures (120 Academy) or from department faculty.
3. Participants will be notified of acceptance within one month after application.
4. Application for the honors program must be made before the student completes the first of the two courses in which the honors papers will be written.
5. Students must choose two courses in which to write extended papers (10 pages in Spanish) for the honors major. The nature and scope of each paper will be arranged with the instructor of each course. Students must demonstrate a significant amount of independent research according to guidelines established by the department and receive grades of A- or above on the papers. Students must also present their paper orally to an appropriate audience (the class for which it was written, another class where the subject is relevant, the Celebration of Student Scholarship, the Spanish faculty). All faculty in world languages and cultures will be invited to attend honors presentations.
6. Any variation from this program must be successfully petitioned to the department faculty.
7. Successful participants must maintain a Spanish and an overall GPA of 3.5 until graduation. They will have Spanish Honors listed as their major in the graduation program and on their diplomas.

**Major in Spanish**

The requirements for a major in Spanish are 32 credits above SPAN 211 – Intermediate Spanish I:
- SPAN 212 – Intermediate Spanish II, 4 credits
- SPAN 311 – Spanish Composition and Grammar, 4 credits
- SPAN 312 – Conversation and Film in the Hispanic World, 4 credits
- SPAN 320 – Mexican-American Border Studies

Students who have studied Spanish prior to coming to Concordia are required to take a computerized placement test in Spanish to determine which course level is the most appropriate for their individual ability. If the transcript shows that the student has not previously studied Spanish, the student is not required to take the placement exam and qualifies to enroll in SPAN 111 – Beginning Spanish I. Minor in Spanish

The requirements for a minor in Spanish are 20 credits above SPAN 211 – Intermediate Spanish I:
- SPAN 212 – Intermediate Spanish II, 4 credits
- SPAN 311 – Spanish Composition and Grammar, 4 credits
- SPAN 312 – Conversation and Film in the Hispanic World, 4 credits
- 8 additional credits in Spanish above 212
- One May term of study in a Spanish-speaking country is strongly recommended.

**Major in International Business with a Minor in Spanish**

The business requirements for a major in international business with a minor in Spanish are listed in the international business pages of the catalog. A minor in Spanish may be completed as described above. Business classes and internship opportunities are available through most of the department-sponsored study abroad programs.

The following are suggested supporting courses: HISP 210, GS 210 – Introduction to Latin American Studies and HISP 311 – U.S.-Latin American Relations and HISP 320 – Mexican-American Border Studies.

**Courses**

**Spanish Courses**

**Language and Culture**

SPAN 111 – Beginning Spanish I, 4 credits. E. The first semester of a two-course sequence designed to introduce students to the skills needed for proficiency in the language and cultures of Spanish-speaking countries. Classroom sessions are supplemented with instructional technology. Emphasis is on reading and listening comprehension and oral and written communication in Spanish.

SPAN 112 W – Beginning Spanish II, 4 credits. E. The second semester of a two-course sequence designed to introduce students to the skills needed for proficiency in the language and cultures of Spanish-speaking countries. Classroom sessions are supplemented with instructional technology. Emphasis is on reading and listening comprehension and oral and written communication in Spanish. Prerequisite: SPAN 111 – Beginning Spanish I

SPAN 113 W – Accelerated Beginning Spanish, 4 credits. E2. Designed for students with some previous study of Spanish, experience in a Spanish-speaking country, or study of another Romance language. It will develop existing language skills to form a solid foundation of the Spanish language and the Hispanic culture. This class requires students’ substantial commitment and study both in and out of the class. Prerequisite: Placement score between 110 and 199 points
SPAN 211 U, W – Intermediate Spanish I, 4 credits. E. Exposes students to the diversity found in the cultures of the Spanish-speaking world. Students refine oral and written communication skills through oral presentations, group activities, cultural readings, essays and a thorough examination of Spanish grammar. Conversation groups with the native assistants outside class time are required. Prerequisites: SPAN 112 – Beginning Spanish II or SPAN 113 – Accelerated Beginning Spanish

SPAN 212 G, W – Intermediate Spanish II, 4 credits. E. Exposes students to the diversity found in the cultures of the Spanish-speaking world. Students refine oral and written communication skills through oral presentations, group activities, cultural readings, essays and a thorough examination of Spanish grammar. Conversation groups with the native assistants outside class time are required. Prerequisite: SPAN 211 – Intermediate Spanish

SPAN 222 – Latin American Culture and Civilization, 4 credits. S. College credit course offered at Concordia Language Villages for advanced high school juniors and seniors, focusing on the historical antecedents that influenced contemporary culture and civilization, exploring political, social and artistic developments affecting the image of nations and reality of governments in modern Latin America.

SPAN 250 – Pre-May Seminar to Latin America, 2 credits. D. This course, an overview of the cultures and geography of Latin America, is designed to prepare students for a meaningful experience of travel and learning in Spanish-speaking countries. Students will begin a research project in their individual area of interest to be completed with follow-up research in Latin America. Appropriate travel vocabulary is also reviewed. This course can also count toward the global studies program. Prerequisite: SPAN 112 – Beginning Spanish II (concurrent registration acceptable) or permission of the instructor

SPAN 300 – May Seminar, 4 credits. MS. This course can also count toward the global studies program.

SPAN 311 W – Spanish Composition and Grammar, 4 credits. E. A study of specific Spanish Grammar topics applied to different formats of writing in Spanish, such as descriptions, journalistic chronicles, narrative essays, literary criticism, among others. Each of these formats will allow students to explore grammatical nuances in order to increase accuracy in oral and written expression in the Spanish language.

SPAN 312 H – Conversation and Film in the Hispanic World, 4 credits. E. This course focuses on developing conversational skills. Language and culture are integrated through a variety of stimulating activities. Through Spanish-language films, students will learn about social, political, economic and cultural issues that have shaped the identity of Hispanic countries. Oral assignments include speeches, debates, discussions and peer teaching, as well as a weekend immersion experience at Concordia Language Villages. Prerequisite: SPAN 212 – Intermediate Spanish II

SPAN 326 R – Appreciating Hispanic Literature, 4 credits. E. A survey of major works from both Spanish and Latin American writers, this course introduces students to basic methods of literary analysis and various critical approaches to the study of narrative fiction, poetry and drama. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor

SPAN 331 G – Business Spanish, 4 credits. E2. A course designed for students interested in using Spanish for a business-related career. Cross-cultural management skills, international economic trends and international marketing theory appropriate to the Hispanic business world are emphasized. This course must be completed prior to the semester abroad internship in Mexico City. This course can also count toward the global studies program. Prerequisite: SPAN 311 – Spanish Composition and Grammar or SPAN 312 – Conversation and Film in the Hispanic World

SPAN 332 – Introduction to Translation, 4 credits. E1. An introduction to the theory, methods, techniques and challenges encountered in translation from English to Spanish and Spanish to English. Contextualized translation of documents and reports related to professions and academic disciplines form a major component of the course. Prerequisite: SPAN 311 – Spanish Composition and Grammar

SPAN 333 – Spanish for Health Professions, 4 credits. E2. Designed for students who have health-related majors or minors, this course addresses the need of health care providers to understand the language and culture of the patients with whom they come in contact. Students learn about medical terminology as well as ethics as practiced in the U.S. and in Spanish-speaking countries. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor

SPAN 335 – Advanced Oral Communication, 2 credits. D. The objective of this course is to develop speaking skills in Spanish in both formal and informal discourse. Formal, precise speech is practiced through mock trials. Informal speech is practiced in conversation, debates and other class activities. Prerequisite: SPAN 312 – Conversation and Film in the Hispanic World

SPAN 336 – Modern Spain: A Critical Look, 4 credits. E1. Offered as part of the fall semester program in Segovia, Spain, this course examines a series of moral and ethical questions raised by modern Spanish history, from the Spanish Civil War and a study of the ideologies in conflict, the participation of American volunteers in the Abraham Lincoln Brigade, U.S. government policy during the war, aspects of the 36-year dictatorship of General Francisco Franco, population movements, the political assassination of Franco’s hand-picked successor, Basque nationalism and ETA terrorism (the latter of which originated during the Franco regime), to the Spain after the transition to democracy, the Spain of the European Union and the global world. This course can also count toward the global studies program. Prerequisite: SPAN 311 – Spanish Composition and Grammar or SPAN 312 – Conversation and Film in the Hispanic World

SPAN 386, PSC 386 Z – Modern Spain: A Critical Look, 4 credits. E1. Offered as part of the fall semester program in Segovia, Spain, this course examines a series of moral and ethical questions raised by modern Spanish history, from the Spanish Civil War and a study of the ideologies in conflict, the participation of American volunteers in the Abraham Lincoln Brigade, U.S. government policy during the war, aspects of the 36-year dictatorship of General Francisco Franco, population movements, the political assassination of Franco’s hand-picked successor, Basque nationalism and ETA terrorism (the latter of which originated during the Franco regime), to the Spain after the transition to democracy, the Spain of the European Union and the global world. This course can also count toward the global studies program. Prerequisite: SPAN 311 – Spanish Composition and Grammar or SPAN 312 – Conversation and Film in the Hispanic World

SPAN 390 – Cooperative Education, 1 to 8 credits. D.

SPAN 395 – Cooperative Education at the Concordia Language Villages, 2 to 4 credits. D. This course is intended to provide students of modern languages with opportunities to teach and study the language of their choice at the Concordia Language Villages. Prerequisite for acceptance: at least two years of coursework or the equivalent in the language. The final decision on acceptance into this course is based on mutual agreement of both Concordia language department faculty and Concordia Language Villages faculty concerning both the student and the project. A total maximum equivalent of two full courses from 390 and 395 may be counted toward graduation.

SPAN 411 – Latin American Literature, 4 credits. D. A historical study of major works by Latin American writers from European contact to the present day. The course will include the review and refinement of literary theory and text interpretation and analysis with practical applications. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor
SPAN 412 – Contemporary Spanish-American Narrative, 4 credits. D. Concentrates on 20th century narrative fiction by key figures of the Spanish-American literary intelligentsia, including the so-called “Boom” and “Post-Boom” writers. This course can also count toward the global studies program. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor.

SPAN 414 – Topics in Latin American Literature, 4 credits. E. Selected topics whose main focus is a thorough understanding and interpretation of literary, cultural, historical and societal factors that give shape to Latin America. Concentration could be on a period, a literary genre, a thematic unit, representative texts, representative authors or an author in particular. Repeat credit is allowed for varying topics. This course can also count toward the global studies program. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor.

SPAN 421 – Peninsular Spanish Literature, 4 credits. D. Focusing on 20th century literature, this course offers students the opportunity to read novels, plays and poetry by major Spanish writers. Texts will be discussed from both cultural and theoretical perspectives. This course can also count toward the global studies program. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor.

SPAN 424 – Topics in Spanish Literature, 4 credits. E. Selected topics addressing the nature and complexity of thought, aesthetics, and social reality in any period of Spanish history, as exemplified by a particular group of literary texts. All activities conducted in Spanish. Topics could focus on a selected genre or period, a major literary figure, a canonical work, a theme or a Spanish play performance, including the study of dramatic literature related to the play to be performed. Repeat credit is allowed for varying topics. This course can also count toward the global studies program. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor.

SPAN 425 – Hispanic Women Writers, 4 credits. A1 (2018). A study of contemporary Spanish and Latin American women writers with emphasis on feminist literary theory. This course can also count toward the women’s and gender studies program. Prerequisites: SPAN 311 – Spanish Composition and Grammar and SPAN 312 – Conversation and Film in the Hispanic World or permission of the instructor.

SPAN 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department chair for more information.

SPAN 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

Hispanic Studies Courses Taught in English

These courses do not fulfill the requirements for the Spanish major or minor.

HISP 210, GS 210 G, H – Introduction to Latin American Studies, 4 credits. D. This course is designed to introduce students to the field of Latin American studies, discuss key contemporary issues, understand the historical roots of Latin American dilemmas and challenges, and explore the political implications for development and democracy in Latin America. The course includes journal keeping, group discussions, oral presentations and lectures presented by various experts.

HISP 311 H – U.S.-Latin American Relations, 4 credits. D. An analytical approach to reciprocal interactions between the United States and Latin America. Key historical events and themes will be highlighted, such as territorial expansion, security needs, economic interests, political issues, domestic policies, drug trafficking, immigration, and cultural expressions. Original documents created in both regions will add to a more balanced view of different dimensions of this relationship. This course can also count toward the global studies program.

HISP 320 – Mexican-American Border Studies, 4 credits. A1 (2019-2020). Using a comparative and multidisciplinary focus, this course will examine issues pertinent to the Mexican-American border. Major topics include immigration, history of the border states (focusing in the state of Texas), Chicano culture and language, gender roles, family life, work and issues affecting ethnic identity.

HISP 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department chair for more information.

HISP 390 – Cooperative Education, 1 to 8 credits. D.

HISP 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the department chair for more information.

HISP 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.
WOMEN’S AND GENDER STUDIES

An Interdisciplinary Program
– also see Art
– also see Communication Studies and Theatre Art
– also see Credo
– also see English
– also see French
– also see German
– also see History
– also see Philosophy
– also see Psychology
– also see Religion
– also see Sociology and Social Work
– also see Spanish and Hispanic Studies

Program offered
• Minor in Women’s and Gender Studies (20-32 credits)

Faculty
Mallary Allen, co-director
Jessica A. Rahman
Karla Knutson, co-director
Gay G. Rawson
Aileen L.S. Buslig
Mary K. Rice
Hilda P. Koster
Darcie R. Sell
Susan J. Larson
Elna K. Solvang
Michelle M. Lelwica
Heather Waddell
Philip C. Lemaster
C. Tess Varner
Joy K. Lintelman
Elna K. Solvang

Women’s and gender studies is an interdisciplinary minor that places the lives and experiences of women at the center of inquiry by analyzing the roles and perspectives of women as well as their contributions to the scholarly, artistic, political, social and religious worlds. Courses incorporate theory and research from different disciplines that examine the degree to which gender is a social construct. The women’s and gender studies program is dedicated to building a more complex and inclusive portrait of humanity by using gender as a category of analysis, along with other differences, such as race, ethnicity, class, ability, and sexuality.

The women’s and gender studies program provides learning experiences that prepare students to achieve the following outcomes:
• Critically examine how cultural assumptions about gender, in conjunction with ethnicity, social class, sexual orientation and other social variables, shape the lives of people of all genders – personal, professional and public.
• Identify how feminist analyses question the traditional boundaries, methods and assumptions of academic disciplines.
• Demonstrate knowledge about women’s contributions to academic disciplines and to society.
• Communicate about key issues and insights in women’s and gender studies in one’s personal, professional, academic and public life.

Minor in Women’s and Gender Studies

The requirements for a minor in women’s and gender studies are 20-32 credits (certain electives require additional prerequisite credits):

• WGS 201 U – Women’s and Gender Studies: Frameworks and Issues
  All minors must take WGS 201. Because this course provides a theoretical framework, women’s and gender studies students are encouraged to take it as early as possible in pursuing a minor.
• 16 additional credits from the following:
  – ART 375 – Women and Art, 4 credits
  – COM 324 – Gender and Communication, 4 credits
  – CRDO 227 – Body Politics: Gender, Sexuality, Race, and Power, 4 credits
  – ENG 365 – Writing of Women, 4 credits
  – FREN 317, WLC 317 – Race, Gender and Power in the Francophone World, 4 credits
  – GER 440 – Topics in German Film (when the focus is on women, gender or feminism), 4 credits
  – HIST 316 – U.S. Women’s History, 4 credits
  – HIST 344 – Women and Development: The Asian Experience, 4 credits
  – PHIL 337 – Philosophy of Feminism, 4 credits
  – PSYC 383 – Psychology of Gender, 4 credits
  – REL 318 – Women, Religion and Literature, 4 credits
  – REL 374 – Women’s Religious History, 4 credits
  – SOC 317 – Gender, Self and Society, 4 credits
  – SOC 332 – Society and Human Sexuality, 4 credits
  – SPAN 425 – Hispanic Women Writers, 4 credits
  – THR 323 – Women and Theatre, 4 credits
• No more than 6 credits may be accumulated from WGS 390 – Cooperative Education, WGS 480 – Independent Study and WGS 490 – Practicum.
• Students may apply to have a Critical Inquiry Seminar, Capstone and other Concordia courses counted toward completion of a women’s and gender studies minor if the content, pedagogy and assignments of the course fit the goals and outcomes of the minor. For procedures and forms contact the co-directors.

Note: PSYC 383, PSYC 384 and SPAN 425 require prerequisite courses, which will increase the total number of credits for the minor.

Courses

WGS 201 U – Women’s and Gender Studies: Frameworks and Issues, 4 credits. E1 or E2. This course is an introduction to the study of women and theories of gender from different disciplinary and cultural perspectives. It is designed to help students achieve a more complex and inclusive portrait of humanity by using gender as a category of analysis, along with other variables
such as race, ethnicity, class and sexuality. Students will be introduced to feminist theory and scholarship, in addition to exploring issues such as family and work, creativity and spirituality, women’s reproductive health and women’s relationships to their bodies. This course will explore differences among women both in the U.S. and globally.

WGS 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline may be offered. Contact program director for more information.

WGS 390 – Cooperative Education, 1 to 8 credits. D.

WGS 480 – Independent Study, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct in-depth study of a particular topic under the supervision of a faculty member. Contact the program director for more information.

WGS 487 – Directed Research, 1 to 4 credits. D. This course provides an opportunity for individual students to conduct research in a specific area of study, completed under the direction of a faculty mentor. Specific expectations of the research experience to be determined by the faculty. Repeatable for credit. Prerequisite: consent of instructor.

WGS 490 – Practicum, 2 to 4 credits. D.

WORLD LANGUAGES AND CULTURES

– also see Chinese
– also see French
– also see German
– also see Italian
– also see Spanish and Hispanic Studies

Faculty
Mary K. Rice, chair
Chinese
Tao Ming
French
Gay G. Rawson
German
Jonathan P. Clark
Karin Hillstrom
Italian
David L. Hamilton
Spanish and Hispanic Studies
Elizabeth A. Arroyo
Francisco L. Cabello-Cobo
Karin Hillstrom
Ady M. Johnson

Mary K. Rice
Fanny R. Roncal Ramirez
Leonor Valderrama de Sillers
Lisa A. Twomey

Language study has been an integral part of Concordia College since its inception. Norwegian was the first language offered in the 1890s and French, German, and Spanish quickly followed at the beginning of the 20th century. Chinese and Italian were added more recently. The world languages faculty have a long history of innovative language instruction, leading the college in creating study abroad opportunities, founding Concordia Language Villages in 1961 and May Seminars abroad in 1968, and creating a graduate program in world language instruction in 2007.

Concordia College is unique in being able to offer world language students the opportunity to develop their oral proficiency at Concordia Language Villages. In addition to programs in Chinese, French, German, Norwegian and Spanish, Concordia students can learn the fundamentals of Arabic, Danish, Finnish, Italian, Korean, Portuguese, Russian or Swedish through internships in the summer programs for elementary and secondary students.

Instruction in Japanese is offered through the Tri-College University Program in East Asian Languages. For more information, contact the Office of the Registrar. Courses taken through the East Asian language program can satisfy the liberal arts Core requirement for proficiency in a world language and can lead to or contribute to degrees granted by Concordia College.

For specific program information, see the section associated with each language.

Courses

WLC 317, FREN 317 H, U – Race, Gender, and Power in the Francophone World, 4 credits. D. This course, taught in English, examines Francophone texts from a variety of media to understand better the impact of power, racial, gender, and economic relationships on the French-speaking world from a historical/contemporary perspective. We cover Africa, the Americas, Asia and Europe. This course counts toward the global studies, women & gender studies, and international business programs.

WLC 380 – Special Topics, 0 to 4 credits. D. Courses covering various topics of interest in this particular discipline are offered regularly. Contact department chair for more information.

WLC 390 – Cooperative Education, 1 to 8 credits. D.

WLC 395 – Languages and Culture at the Concordia Language Villages, 1 to 4 credits. S. A co-op experience spending four weeks immersed in a language and culture not regularly taught on campus. Students serve as unpaid interns assisting the staff while learning the language. The dean of the specific village and a Concordia faculty member with some connection to the language will supervise the experience. Prerequisites: department chair approval and permission of instructor.

WLC 430, GER 430 R – Topics in German Literature. 4 credits. A2. Examines German literature with a focus on literary movements, genres, and representative works from major authors. Special attention given to sociohistorical contexts. The course will be conducted in German and English online with synchronous virtual classroom and threaded discussion forums. Students may take the course in English only or with German-language component.

WLC 480 – Independent Study, 1 to 4 credits. D.

WLC 487 – Directed Research, 1 to 4 credits. D.
ADMISSION CRITERIA FOR A MASTER’S DEGREE PROGRAM

Concordia College admits students of any race, color, national or ethnic origin, age or gender to its programs and activities. It does not discriminate on the basis of race, color, sex, national and ethnic origin, sexual orientation, or disability in the administration of its educational policies, financial aid program, athletics and all other educational programs and activities. Admission criteria include:

1. Applicants must possess an earned baccalaureate degree from a regionally accredited institution with a GPA of at least 3.0 (on a 4.0 scale). Exceptions to this rule may be granted by the Graduate Programs Committee, in consultation with the Admission Committee of individual programs.
2. Applicants shall demonstrate that they possess sufficient academic and professional background and experience.
3. Applicants shall present evidence that they possess the potential for success in a graduate level academic program.
4. Applicants shall demonstrate their proficiency in written and oral communication in English necessary for success in graduate study.
5. Each program has its own requirements. Refer to specific program requirements for details.

Admission Deadlines – see individual program

Admission Procedures – see individual program

Admission Procedures for International Students

In addition to meeting the previously stated admission requirements, to qualify for admission in an advanced degree program, all international students must demonstrate proficiency in English, must complete a credentials check through a third party provider, and must provide evidence of adequate financial support for themselves and any dependents for the duration of their graduate program.

Deadline – Programs may have particular deadlines for applications and deposits in order to allow enough time to process the application and complete other requirements for international students. Please see individual programs for specific dates and requirements for admission.

Language Proficiency – English proficiency shall be demonstrated prior to admission by achieving a score on the IELTS (minimum score of 6.5) or TOEFL (minimum score of 80) that meets the specific graduate program requirements. The test date must be within two years of the date of application. Information on these tests can be obtained online (www.ielts.org and www.toefl.org). Students’ official results must be received directly from the testing service before they may enroll. Concordia’s TOEFL code is 6113; no code is required for IELTS. Individual programs may have additional proficiency requirements.

Validation of Credentials – International students must submit their undergraduate transcript(s) to an approved credential evaluation agency for evaluation. These approved agencies can be found on the NACES website (www.naces.org).

Financial Requirements – International students must demonstrate and certify adequate financial support before Concordia can issue an I-20 form. To do so, students must submit the International Student Financial Aid and Certification Form and a certified bank statement.

Medical Insurance – International students are required to carry and show evidence of health insurance valid in the United States while they are enrolled.

Procedures for Transfer of Credit

While a program may elect to set additional requirements for evaluating the credentials of applicants who propose to obtain credit for graduate work completed at other institutions or in other programs, the following standards shall apply for transfer of credits into a graduate program at Concordia College.

1. Comparability of academic credit. In order to be acceptable for transfer credit, the academic credit earned at other institutions or programs shall be from programs that are at least equivalent to that into which the applicant proposes to transfer. For example, if the Concordia program carries specialized accreditation or meets specific professional standards in order to facilitate licensure or similar recognition, transfer credits need to have been earned in programs with equivalent standards.
2. Recency of course completion. In order to be eligible for transfer credit, the courses for which the academic credit was earned must have been taken within seven years of application and carry a grade of B or higher.
3. Level. In order to be eligible for transfer credit, the academic credit must have been earned at a minimum of the graduate level.
4. Content. In order to be eligible for transfer credit, the academic credit must be consistent with the curriculum established for the Concordia graduate program into which the transfer is proposed.
5. Limitations and residency. Transfer of credit is limited to no more than one-third of the total number of graduate hours required in the program for graduation purposes. Individual programs may further limit the number of transfer credits allowed.
6. International Transfer Credit. Students requesting transfer of credit for courses taken at universities outside of the United States must have their final transcripts evaluated by an approved credential evaluation agency found on the NACES website (www.naces.org).

Action on Applications

All applicants who have provided the required application materials will be notified of action taken on their request for admittance to the Graduate Studies program. Admission of all graduate students requires approval by the program director and/or department chair and the Dean of Graduate Studies.

Admission Status

The following definitions may be applied in making admission decisions for a graduate program at Concordia College:

1. Accepted. The applicant has satisfied all the criteria for full acceptance into the graduate program and is expected to begin active graduate study with the beginning of the next available port of entry. Students should consult their individual program guidelines, as some programs may accept students to a program on a deferred status basis. An applicant who is accepted has completed the application process in full, including payment of any application processing fees.
2. Provisional acceptance. The applicant has satisfied most but not all the criteria for admission into the graduate program. The status of the applicant must be converted to full acceptance no later than the completion of three
graduate courses. When the conditions are fulfilled, the student initiates the process for Change of Status. Forms are available on the Office of Graduate Studies website. If an applicant fails to satisfy the conditions set at the time of provisional acceptance within the first three graduate courses, the provisional acceptance reverts to denial of admission and the applicant will not be allowed to proceed with further graduate study. The student may appeal this decision to the Graduate Programs Committee.

3. Admission denied. The applicant did not meet one or more of the criteria for admission to the program and that it is unlikely that provisional acceptance would remedy the situation. Applicants may also be denied admission because a program’s maximum enrollment has been reached. The applicant shall be advised of whether they may reapply at a later time.

4. Applicants not seeking degrees. It is anticipated that certain programs will attract individuals who are pursuing post-baccalaureate level education for purposes other than earning a graduate degree. These individuals may be admitted at the discretion of the program provided that such admission does not displace qualified applicants who desire to pursue degrees. Such nondegree-seeking graduate students are expected to satisfy minimum admission standards including possession of a baccalaureate degree. Nondegree-seeking graduate students are subject to the same retention standards as degree-seeking graduate students, except for the aforementioned course limitation. Financial aid is not available for nondegree-seeking students.

Change in Classification

Students enrolled with nondegree status may subsequently desire to be considered for admission to pursue an advanced degree. Such a change in status may be accomplished for a subsequent term by submitting a complete application to the Office of Graduate Studies as a degree-seeking student. Appropriate credit hours earned in the nondegree-seeking status may be used to fulfill graduate degree requirements if approved by the student’s program director and the Dean of Graduate Studies/designee. No course taken in the nondegree status for which the grade is less than B will be permitted on a Plan of Study for a graduate degree.

Academic Progress

Academic Probation

Because a 3.0 cumulative GPA is required for graduation, this is the standard by which academic progress is determined.

A student not meeting the standards for acceptable academic progress at the end of the term is placed on academic probation. Academic probation may require the student to work with the program director to develop an academic improvement plan.

Academic Suspension

Two consecutive or three nonconsecutive probation-level semesters (less than a 3.0 cumulative GPA) will result in suspension. In some programs, academic suspension may require a complete withdrawal from the program. Please see your individual program. In addition, students may be suspended from Concordia at any time if their academic performance in any given semester falls below a 1.0 GPA.

A student may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Graduate Programs Committee will review appeals and their decision is final.

After the suspension period has passed, a student is eligible to apply for readmission. The readmission decision will take into consideration the student’s history and actions or circumstances that would justify readmission. If readmitted, the student may be reinstated on a probationary and contractual basis and required to meet specific expectations.

Academic Dismissal

If the student fails to meet the expectations established upon readmission after suspension, the student will be dismissed from the college and is not eligible to be considered for rereadmission.

In addition to the criteria listed above, the college reserves the right to suspend or dismiss students who otherwise fail to meet college academic or conduct standards.

Concordia cumulative GPA is the GPA calculated from just the courses attempted at Concordia (not transfer grades).

Note: Students receiving financial aid should consult the Financial Aid Office for the Financial Aid Academic Progress Policy as different criteria apply.

Retention

While each program may elect to set additional retention requirements for continuation of study in their graduate programs, the following minimum standards evidencing acceptable progress shall apply to all graduate programs at Concordia College.

1. GPA. To continue as a student in a graduate program, the cumulative GPA must be at least 3.0 for all graduate courses taken in the program. If the student transfers graduate credit hours from another institution or program, the GPA for purposes of this guideline will be calculated for courses taken at Concordia only. Further, no courses in which a grade lower than a C (2.0), including C-, was awarded may be counted for graduate credit at Concordia. (See Repeating Courses, Page 173.) Students receiving two grades of C (2.0) or lower in their graduate program (including prerequisites carrying undergraduate course designations) earned after they have been admitted or admitted conditionally will have their progress in the program reviewed by the program director. The program director has the authority to remove the student from the program. See specific program guidelines for additional GPA requirements.

2. Work evaluations. In programs requiring clinical, studio or experience-based components, the attendant evaluations must be favorable and recommend continuation of the student in the program.

3. Final evaluation. At the conclusion of the capstone course or culminating experience, the program faculty shall prepare a final evaluation of each candidate for graduation. That evaluation shall be performed in accordance with the standards set by each program. The program director shall notify students whether or not they may advance to graduation.

4. Graduate program grades. Grades given in graduate courses are listed on Page 174. Only those credits that were completed with a grade of A, A-, B+, B, B-, C+, C, or S may be applied toward a graduate degree.

5. Appeals. The college maintains procedures available for applicants and students who disagree with decisions concerning admission to and/or retention in graduate programs of the college. These procedures are specified in the section below.

Appeal Procedures Related to Admission and Retention in a Graduate Program

Students have a right to appeal decisions that negatively affect their progress in their graduate program. Graduate students may appeal decisions pertaining to transferability of courses from other institutions or programs, grades awarded, and recommendations against continuation of study in the program.

A. Admission Decisions: In cases in which applicants disagree with admission decisions or believe that their applications warrant special consideration in light of program and/or college admission guidelines, the following appeal procedures may apply.
1. **Written appeal.** The applicant shall file a written appeal with the Graduate Programs Committee within 30 calendar days of the date of the letter notifying the applicant of the admission decision.

2. **Content of the appeal.** The appeal letter shall include a complete explanation of the basis of the appeal.

3. **Investigation.** The Graduate Programs Committee shall determine appropriate investigative measures and conduct an analysis to resolve the appeal within 30 calendar days of receiving the written appeal. The committee shall consider the record of the decision and appeal in its entirety, applying college and program graduate admission standards as its criteria. The decision of the committee may be appealed to the dean of the college as a final step in the appeals process if desired by the applicant. The decision of the dean is final and not subject to further appeal.

4. **Retained.** In the event that graduate students disagree with a decision made concerning their progress in the program once they have been admitted to the program, these appeal procedures may apply.

   1. **First level of appeal.** In order to be considered a valid appeal, the graduate student shall address the appeal first to the faculty member in case of a course grade or to the program director or department chair or program director for other issues. In order to be considered, the appeal shall be made within 30 calendar days of notification and in a form acceptable to the sponsoring department or program. In the event that the graduate program director or department chair is the faculty person responsible for the decision to which the student objects, the program will arrange for an appropriate person to hear the appeal at the first level. The program must advise the student in writing of the decision within seven working days of receiving the appeal.

   2. **Second level of appeal.** If the student does not agree with the decision made at the first level of appeal, the matter may be submitted to the Graduate Programs Committee for consideration. In order to be considered a valid appeal at the second level, the appeal must be in writing, filed with the Graduate Programs Committee within seven calendar days of the first level appeal decision, and include a complete description on which the appeal is based. The graduate student filing the appeal must notify the sponsoring program that the appeal is being pursued to the second level by providing a copy of the written appeal at the same time as it is filed with the Graduate Programs Committee. The sponsoring program may file a response to the appeal at this time.

   3. **Investigation.** The Graduate Programs Committee shall examine the entire record of the appeal, including the response by the sponsoring program, and conduct such investigation as it determines is warranted. The committee shall apply the college and program performance and retention standards in reaching its decision concerning the appeal. The chair of the committee shall notify the student and the program in writing of its decision within seven working days of receipt of the appeal. The decision of the Committee is final.

**FINANCIAL INFORMATION**

The cost of tuition and fees vary per program. Contact individual program director for information. Housing is considered primarily for undergraduate students; however, some graduate programs make arrangements for housing. Contact the program director for information.

Tuition, room, board and fees are listed for the entire year but are due at the beginning of each semester. Price increases during the academic year are not anticipated; however, the college reserves the right to make them should unforeseen circumstances make it necessary.

Besides covering tuition, room, board and student activity events in programs that charge a comprehensive fee, the comprehensive fee entitles you to free admission to most campus concerts, athletic contests, plays, lectures, and other campus events. Other fees may be charged by individual graduate programs. Consult the program director for additional information.

**Financial Arrangements**

**Advance payments:** A nonrefundable application fee must accompany the application for admission by new students, excluding students who are readmitted. See individual program for additional information.

**Prepayment:** Tuition and fees are due the beginning of each semester. When financial aid or other adjustments are expected, those adjustments may be deducted from the balance. Please do not delay payments while waiting for adjustments. Interest will be charged on unpaid balances that are outstanding 30 days or more. Students should not expect to be registered for the next semester if fees are not paid in full.

**Graduate Withdrawal Policy**

**Return of Title IV (Federal) Aid Policy:**

When a student ceases attendance in all classes during a given semester or summer school, a calculation of “earned” versus “unearned” federal aid must be determined. This federal policy assumes you earn your aid based on how much time has elapsed in the term. For instance, if there are 100 days in a term and you withdraw on day 20, you have earned 20 percent of your federal aid. All remaining federal student aid is unearned and must be returned. As a result, your earned federal student aid may not cover all unpaid institutional charges due to Concordia College at the time of withdrawal.

If you are taking courses in more than one block (i.e., Part of Term) and withdraw from all active courses, you will be considered withdrawn unless Concordia College obtains a written confirmation from you stating you will be attending a later block in the same semester/summer school at the time of the withdrawal request. This pertains even if you are currently enrolled in a later block course. Unless Concordia obtains written confirmation from you at the time of withdrawal, all future classes for the semester/summer school will be dropped (34 CFR 668.22).

The withdrawal date is the date you begin the withdrawal process. If you fail to withdraw officially, the withdrawal date will become the midpoint of the term unless the institution can document a later date. In certain circumstances, if an earlier date of last academic activity is determined this date may be used in the calculation of “earned” federal aid.

If you withdraw before completing 60 percent of the term, you “earn” federal funds in direct proportion to the length of time you were enrolled. The percentage of earned aid is determined by dividing the total number of calendar days enrolled by the total number of calendar days in the term. If you complete 60 percent of the term, you earn all federal financial aid for the term.

The responsibility to repay unearned aid is shared by the institution (Concordia) and the student. The institution’s share is the lesser of the unearned aid or unearned

**Background Checks**

Background checks may be required by some programs. See individual program for additional information.

**Records Information**

The official student file will be maintained by the individual program directors.
This program provides unsubsidized loans contained in the FAFSA. Aid received from any source that was not originally
considered in the aid package may affect the amount received. Students are required to notify the Financial Aid Office of all such aid received from any source.

How to Withdraw
To officially withdraw, you must contact the Office of Graduate Studies. It is our preference you complete the necessary paperwork indicating your intent to withdraw; however, if your circumstance prevents this, please contact your program director.

If you would like to rescind a withdrawal and regain financial aid eligibility for courses in progress of being withdrawn, you must submit a written request to the Office of Graduate Studies. The reinstatement of financial aid eligibility will be contingent upon you being granted a return to the same courses from which you originally withdrew (34 CFR 668.22).

Refunds for Reduced Load
If you find it necessary to drop a course during the semester, obtain a drop-add form from the Office of the Registrar. The completed form must be submitted by the deadlines on the academic calendar. The academic calendar can be found at www.ConcordiaCollege.edu/academiccalendar. Tuition refunds through the eighth week of the semester will be granted effective on the date the drop-add form is returned to the Office of the Registrar. Dropping below full-time status may have an impact on the financial aid received.

Any questions or problems related to refunds should be directed to the controller in the Business Office.

In order to receive any credit balance, complete settlement of your bill must be made. Loans are the primary source of financial aid to graduate students.

How to Apply for Financial Aid
To apply for all forms of federal financial aid you must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA can be completed any time after Oct. 1 for the following academic year, but students beginning a graduate program in the summer should also complete a FAFSA for the current academic year. For example, if you are beginning a program in summer 2018, you will need to complete a 2017-18 FAFSA. The FAFSA can be completed online at the following site: www.fafsa.gov

An Award Letter is sent to students once financial aid has been awarded. It is necessary to complete the FAFSA every year.

The financial aid package is awarded on the basis of financial information contained in the FAFSA. Aid received from any source that was not originally
Monitoring Progress

A student’s progress will be monitored at the end of fall and spring semesters and summer school. The overall cumulative grade point average (GPA), pace, and maximum time frame assessment will be based on the student’s entire academic record, including all transfer credits accepted. Admission to Concordia College, or maintaining good academic standing as defined by the graduate program, does not necessarily constitute maintaining satisfactory academic progress for financial aid purposes.

Maximum Time Frame

Graduate students must complete their program of study by attempting no more than 150 percent of the credits normally required for attainment of the degree. For example, if a degree program can normally be completed in 30 credit hours, a student’s financial aid eligibility will be suspended once the student has attempted 45 credit hours, whether the student has attained the degree or not.

The maximum time frame component will be based on the student’s entire graduate academic record, including all graduate transfer credits accepted. Attempted credits include all unsatisfactory grades of C-, D+, D, D-, I, IP, F, DR, DP, U, W, WD, NR and NG; along with satisfactory grades of A, A-, B+, B, B-, C+, C or S. Repeated courses are counted as attempted credits each time they are attempted.

Maximum time frame cannot be appealed. Once Concordia College is aware that you cannot complete your degree within 150 percent of the published length of the program, you become ineligible for financial aid.

Minimum Cumulative Grade Point Average

For purposes of financial aid, the cumulative grade point average (GPA) will be assessed on all Concordia and graduate transfer courses. The overall cumulative GPA must be at least 3.0 for all graduate coursework completed. Grades of “IP”, ”NG”, ”NR”, ”S”, ”U”, ”I”, ”W” and ”DR” do not affect the GPA calculation. Grade changes of an incomplete (“I”) grade will affect the GPA calculation once the final grade is submitted.

Pace of Progression

Pace of progression is measured by dividing the cumulative number of earned credit hours by the cumulative number of credit hours the student has attempted at the completion of each academic term. This includes any course for which the student has remained enrolled past the drop-add period. A graduate student’s pace must be equal to, or greater than, 67 percent.

Failure to Maintain Satisfactory Academic Progress

Students who do not meet the above standards of satisfactory academic progress at the end of each academic period will automatically be placed on financial aid warning for the following academic term. Students on financial aid warning may continue to receive financial aid for one payment period even though they are not meeting the minimum satisfactory academic progress standards. At the end of the warning period, a student’s satisfactory progress will be evaluated again. If it is determined that the student is meeting the minimum progress standards, the student will be considered to be in good standing and may receive financial aid in the upcoming term. If the student fails to meet the minimum satisfactory academic standards after the warning period, aid will be suspended for the upcoming term.

Students will be placed on SUSPENDED status if they:
• Fail to make financial aid satisfactory academic progress while on WARNING status; or
• Are dismissed from college.

Students whose financial aid have been suspended are not eligible to receive financial aid until they meet one of the following conditions:
• Continue to attend Concordia College at their own expense and return to full compliance with all parts of the Satisfactory Academic Progress policy
• Demonstrate special circumstances to justify appeal consideration.

Right to Appeal

A student whose financial aid has been suspended can submit a written appeal to the Financial Aid Office. An appeal form is included with the suspension notification and is also available in the Financial Aid Office.

The appeal form and supporting documentation must be submitted to the Associate Director of Financial Aid in the Welcome Center by the deadline indicated in the suspension notification. The appeal should clearly detail the mitigating circumstances that hindered the student’s academic performance and relevant documentation should accompany the appeal form. Acceptable reasons to appeal include but are not limited to: illness or injury of the student, illness or death of an immediate relative to the student, military service, divorce or separation of student/spouse, etc.

If the appeal is granted or approved, the student will be placed on financial aid probation and their aid eligibility will be reinstated for one term. If the student fails to meet the financial aid satisfactory academic progress standards at the end of the probation period, future aid is suspended until the student is in full compliance with all satisfactory academic progress standards or provides justification for another appeal consideration.

Action taken on a financial aid appeal is final and is transmitted to the student in writing. Appeals should be submitted by the deadline detailed in the suspension notification. Depending on the timeliness of the appeal, it is possible for a student to have an appeal denied and also not be entitled to a refund of charges if the student chooses to withdraw from classes. A student who enrolls and is attending classes, whose appeal is subsequently denied will be eligible for a refund of charges based solely on the schedule of refunds in the Business Office.

Cautionary Note

Because the status of federal and state student assistance programs is ever changing, we run the risk that published information may become outdated. Should this occur, we will publish all applicable changes using the numerous media available on this campus.

Glossary of Terms

FAFSA: Free Application for Federal Student Aid – financial statement that is used in applying for financial aid on an annual basis

Lender: your local bank, savings and loan, credit union, or other financial institution participating in a private loan program

Need: the difference between the cost of education and the family’s calculated ability to meet that cost

Package: the financial aid, determined by the Financial Aid Office, that you receive

Rolling Basis: an arrangement in which once you are accepted and apply for financial aid, you are notified immediately of the financial aid decision

Student Aid Report (SAR): the report the student receives from the U.S. Department of Education indicating financial information on file regarding the student; it is used in the corrections process

Verification: a requirement of the federal government to verify accuracy of the financial data in the aid application
OFFICE OF THE REGISTRAR

Registration Information

After students have been accepted to a graduate program at Concordia College, they will receive registration instructions from the Office of Graduate Studies. Graduate students will register for classes during the spring semester for summer and fall courses and register during the fall semester for the following spring’s courses. Students will be contacted by their academic advisor, who will assist them in completing the registration process.

Drop-Add Policies: For programs that allow students to drop a course, graduate students must follow college-designated policies for dropping and adding courses. Individual programs may allow students to register for some designated courses on a pass-fail basis. Students should consult the handbook for their particular program to determine if this option is available to them.

Registration changes require permission from the professor. A student who drops a course without documented permission receives a failing grade in that course.

For information about tuition refunds for a reduced course load, see Refunds for Reduced Load, Page 171.

Repeating Courses: Students enrolled in some graduate programs at Concordia College are allowed to repeat one graduate course. A course may be repeated if the student has earned a grade of C or below, or a U, and if space permits. All courses attempted remain on the student’s transcript; only the last grade is computed into the GPA and credit is only earned once. In the case of extenuating circumstances, a student may file an appeal to retake one additional course. The Graduate Programs Committee will receive the appeal and rule on it. Federal regulations prohibit Concordia College from awarding federal financial aid to a student for repeating a course unless the student failed the course.

Withdrawal from Program: If it is necessary to withdraw from the graduate program during the term, the student must obtain the application for withdrawal from the program director. The program director will submit the application to the Office of the Registrar. If endorsed, the withdrawal becomes effective on the date it is approved and is reflected on the academic record. Failure to file an application for withdrawal or filing an application late will result in additional charges being assessed. Withdrawal from the program may affect a student’s financial aid. See Withdrawals and Refunds, Page 14.

Students who stop attending classes and who do not withdraw in the prescribed manner cannot be granted honorable dismissal, will be charged as if they had been attending class, and will earn failing grades in their courses. Withdrawal from the program may impact a student’s financial aid. Please contact the Financial Aid Office for details.

The college reserves the right to withdraw students who discontinue class attendance.

The college also reserves the right to withdraw students on academic probation who are not attending classes and who obviously are not going to meet their probation status requirements. See program information for specific academic conduct policies.

If students engage in behavior that suggests a danger to self or others, or if students’ behavior demonstrates they are emotionally or psychologically incapable of functioning properly in the college setting, the college reserves the right to withdraw students involuntarily.

Military Withdrawal: The college will make every effort to accommodate the needs of students called to active military duty during an academic term. Students who receive orders to report for active U.S. military duty are instructed to contact the Office of Graduate Studies. Students in this situation must present their Military Orders to initiate accommodations regarding coursework in progress.

An approved plan regarding coursework must be established prior to students’ departure. Generally, there are three approaches that may be taken:
1. If orders are received late in the term, students may be able to complete coursework prior to leaving.
2. In some situations, it will be feasible for students to receive an Incomplete in a course or courses. If it is not feasible to receive an Incomplete, the students will be allowed to drop a course or courses with a full refund of tuition and fees associated with the dropped course(s). If students receive an Incomplete but are unable to complete the work due to a change in circumstances, the students may appeal to the Graduate Programs Committee for a retroactive course drop under the same terms outlined above.
3. In many situations, it will be necessary for students to withdraw from the college to fulfill military obligations. In this circumstance, students will be withdrawn from all courses with a 100-percent refund of tuition and fees and unused portion of room and board.

Concordia College is approved by the Minnesota State Approving Agency for Veteran’s Educational Benefits. To obtain benefits, the veteran must apply for a Certificate of Eligibility. Application forms may be obtained from the Veteran’s Administration Regional Office. This should be done as soon as possible after acceptance so that the Certificate of Eligibility may be obtained before veterans come to campus.

In granting credit to veterans who have pursued specialized training programs in the armed forces, the college follows the Guide to the Evaluation of Education Experiences in the Armed Services, prepared by the American Council of Education.

Academic Leave: Academic Leave is an option in some, but not all, graduate programs. When allowed, students in good standing may apply for an academic leave, allowing them to take leave from the college for up to two terms without having to apply for readmission. Leaves will only be considered in extreme cases where circumstances prohibit all meaningful progress toward the degree. During an academic leave, students will not have access to institutional resources such as the library, nor will their thesis advisors/project advisors or instructors be available for consultation. Should the student return at the scheduled time, the requirements for graduation will follow the catalog at the time of original admission and must be completed within the seven-year time limitation for degree completion. Applications will be reviewed by the director of the program and the Dean of Graduate Studies/designee.

Readmission: If the student has not been granted academic leave and stops attending Concordia for one or more academic terms and wants to return, the student must contact Office of Graduate Studies. Before an application for readmission will be considered, the student will be asked to address and resolve any pending issues (such as those related to academic, disciplinary, or financial status) with the college at the time the student stopped attending. Should the student decide to return, the requirements for graduation may follow the catalog at the time of return. All requirements for the program must be completed seven years after taking the first graduate course included in the Plan of Study. Once these issues are resolved, the Office of Graduate Studies will process the application for readmission and inform the student of the resulting decision. Readmission of all graduate students requires approval by the program director and the Dean of Graduate Studies/designee.

Continuing Registration: In those programs requiring continuing registration credits, students are responsible for enrolling in the Continuing Registration course each term. If a student has not been granted academic leave and stops attending Concordia for one or more academic terms and wants to return, the student must retroactively enroll in and pay for the missing terms of Continuing Registration credits.

Further information and registration assistance is available from the Office of the Registrar.
Glossary of Terms

The following definitions will help you interpret college regulations and understand academic requirements:

Credit Hour: A credit hour is a unit of measure that gives value to the level of instruction, academic rigor and time requirement for a course taken at an educational institution. See Page 19 for more information, including the federal definition of a credit hour.

Grades: Grades are indicated by letters; they are the traditional method of describing the quality of work in a course. See the chart below for how letter grades are interpreted in terms of quality and grade points.

Grade Points: Grade points are the numerical measure of the quality of work. Each grade received is assigned the value indicated on the chart below. The grade points earned in a single course are determined by multiplying the numerical equivalent of the letter grade by the number of credit hours for the course. Grades that do not affect the grade point average are indicated by an *.

Grades and Grade Points

<table>
<thead>
<tr>
<th>Grades</th>
<th>Interpretation</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>excellent</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>excellent</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>good</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>satisfactory</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>satisfactory</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>minimum passing</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>minimum passing</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>minimum passing</td>
<td>0.7</td>
</tr>
<tr>
<td>AU</td>
<td>audit</td>
<td>0*</td>
</tr>
<tr>
<td>IP</td>
<td>in progress</td>
<td>0*</td>
</tr>
<tr>
<td>NG</td>
<td>no grade</td>
<td>0*</td>
</tr>
<tr>
<td>NR</td>
<td>no report</td>
<td>0*</td>
</tr>
<tr>
<td>F</td>
<td>failure</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>passing grade (S-U course)</td>
<td>0*</td>
</tr>
<tr>
<td>U</td>
<td>failing grade (S-U course)</td>
<td>0*</td>
</tr>
<tr>
<td>I</td>
<td>incomplete</td>
<td>0*</td>
</tr>
<tr>
<td>W</td>
<td>withdrawn</td>
<td>0*</td>
</tr>
<tr>
<td>DR</td>
<td>dropped course</td>
<td>0*</td>
</tr>
<tr>
<td>X</td>
<td>unfinished thesis/professional project</td>
<td>0*</td>
</tr>
</tbody>
</table>

Grade Point Average: GPA is determined by dividing total number of grade points by the number of credit hours attempted. A GPA of 2.0 is the same as a C average, 3.0 as a B average, etc.

Incomplete Credits: A grade of “I” is a temporary indicator that credit may be earned upon satisfactory completion of all course requirements. The grade of “I” is justified only when the student is unable to complete course requirements because of circumstances beyond their control and when arrangements have been made with the professor before the end of the semester. It is the responsibility of the student to consult with the professor and request the grade of “I” and develop a plan to meet the instructor’s requirements. The instructor will indicate course requirements to be completed, date by which requirements will be completed and received by the instructor (no later than the eighth week of the following semester), and the course grade which will be recorded should the student fail to meet all conditions of the agreement.

If an “I” has been automatically converted to an F or another assigned default grade, the student may request to complete the necessary coursework. This may only be permitted at the instructor’s discretion and must be completed within one year, which is in accordance with the grade change policy. The student may not complete coursework after that time.

Selected summer graduate courses are designed to be completed shortly after the end of the term. The deadline for completion of these requirements will be established by the program director.

In Progress: A grade of “IP” is a temporary indicator that credit may be earned upon satisfactory completion of the coursework.

No Grade: A grade of “NG” can only be applied to courses where continuing registration is required.

Change of Grade: The mark of “I” (Incomplete) is the only grading option available that keeps a course open for additional student work beyond the completion of the course. A grade change cannot be made because required (or additional coursework) has been turned in after the end of the term. Once a grade other than “I” has been recorded on the student transcript, it becomes part of the institutional record and can be changed only to correct an error in the original grade computation or in cases where there has been a violation of academic integrity. A grade change can be made by the instructor of record for a course or be made with approval of the Chief Academic Officer, if the instructor of record is not available. A change of grade may not be made more than one year after the grade was officially recorded in the Registrar’s Office.

Withdrawn: Students who officially withdraw from the semester will receive a grade of “W” for the course.

Unfinished Thesis/Professional Project: Students who register but do not complete the thesis or professional project and do not withdraw will receive a grade of “X” for the course.

POLICIES AND REGULATIONS

Academic Advisors

The program director or their designee will serve as the academic advisor.

Course Registration

Current graduate students may register the first day of registration for any term. Students will complete registration online. ALT PIN numbers will be provided by the academic advisor.

Class schedules and descriptions of the registration procedures can be found online from the Office of the Registrar.

Registration must be completed and all tuition and fees must be paid to the Business Office before published deadlines.

Graduate Courses

Courses at the 600 and 700 levels are offered for graduate credit only. Courses offered at the 600 level may be open to graduate students or to undergraduate seniors who meet specific requirements.

In some instances, courses included in a graduate program may be cross-listed as both an undergraduate and graduate class. In those instances in which undergraduate and graduate students are taking the same course, it is the expectation of Concordia College that course requirements for graduate students will have added rigor that can be easily discerned through an examination of the course syllabus. While the nature of these expectations may vary from course to course, it is assumed that the following categories will usually be the focus for increased rigor. In all cases, additional expectations for graduate students should be clearly identified on the syllabus.

- Higher grading expectations
- Additional assignments, papers and/or projects and/or additional expectations including, but not limited to: more sophisticated topic choices, paper length, number of required sources, expectations for public presentation(s), etc.
- Increased scholarly reading and more sophisticated research/scholarship expectations
Minimum Cumulative Grade Point Average

The overall cumulative GPA must be at least 3.0 for all graduate coursework completed. Because a 3.0 cumulative GPA is required for graduation, this is the standard by which academic progress is determined. No courses with grades lower than a C may be counted for graduate credit. Students receiving two grades of C (2.0) or lower in the program, earned after they have been admitted or admitted conditionally, will have their progress in the program reviewed by the program director.

Academic Probation

A student not meeting the standards for acceptable academic progress at the end of a term is placed on academic probation. Academic probation may require the student to work with the program director to develop an academic improvement plan.

Academic Suspension and Academic Dismissal

Two consecutive or three non-consecutive probation-level semesters (less than a 3.0 cumulative GPA) will result in suspension. In some programs, academic suspension may require complete withdrawal from the program. Please see your individual program.

In addition, students may be suspended from Concordia at any time if their academic performance in any given semester falls below a 1.0 GPA. A student may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Graduate Programs Committee will review appeals and their decision is final.

If the student fails to meet the expectations established upon readmission after suspension, the student will be dismissed from the college and is not eligible to be considered for readmission. In addition to the criteria listed above, the college reserves the right to suspend or dismiss students who otherwise fail to meet college academic or conduct standards.

Repeating Courses

Students enrolled in some graduate programs at Concordia College are allowed to repeat one graduate course. See individual program for additional information. A course may be repeated if the student has earned a grade of C or below or a U and if space permits. An appeal to repeat one additional course may be made and granted by the Graduate Programs Committee.

Time Limitation

All requirements for the degree must be completed within seven years after taking the first graduate course included in the Plan of Study. If an academic leave is granted, the student is still required to complete all degree requirements within the seven-year time period. In exceptional cases when students need to petition for an extension in order to complete the degree, they should contact the Graduate Programs Committee to initiate an appeal process.

Degree and Graduation Requirements

Students graduate according to requirements published in the catalog at the time of their matriculation at Concordia. Students who are readmitted two years or more after their last enrollment must satisfy requirements published in the catalog in effect at the time of readmission. Graduate students are expected to read and adhere to the values and responsibilities of the academic integrity code as identified on Page 23.

Graduate students are expected to comply with the general academic policies of Concordia as stated on Page 39.

GENERAL DEGREE REQUIREMENTS

Number of Credits Required

Master’s Degree

A minimum of 30 credit hours of graduate level coursework is required. The graduate program shall indicate the type of culminating or capstone experience that shall be required as a condition of progressing to candidacy for the master’s degree. Examples may include a thesis, a professional project, a written or oral comprehensive exam, performance or exhibition, consulting engagement, successful completion of a capstone course, evaluation of a portfolio, or a combination of these, as determined by the program requirements.

Programs Requiring an Examining Committee

An advisor is selected to supervise the completion of the culminating experience. The advisor has background, expertise or interest in the topic and/or methodology that the student wishes to pursue. The advisor serves as the chair of the examining committee. The student is required to meet with the examining committee as soon as a draft of the capstone has been prepared to allow the committee to provide input on the project. All committee members, except for an expert from the field, must hold graduate faculty status.

The examining committee will have a minimum of three members. The members consist of:

1. The advisor is selected by the program director. The advisor-student relationship must be a mutually acceptable one. The advisor will act as chair of the student’s committee and will be in charge of the Plan of Study. The student and advisor will work with the program director to determine the remaining members of the committee.
2. A second member, who must be a full or associate member of the Concordia graduate faculty within the department or program or a related discipline.
3. A third member, who must be a full or associate member of the graduate faculty from a different discipline, different department or program, or a different institution.
4. A fourth member, who could be either a faculty member or a qualified off-campus expert in the field, may be selected.

Consult the requirements of an individual program for project options for examination and completion of the program.

Note: If a potential committee member does not have Concordia graduate faculty status, temporary status must be obtained.

Students will register for continuing registration courses during the semester in which the master’s project or thesis is initiated.

Research Involving Human Subjects

If the proposed research or project involves human subjects, the research plan or project will be reviewed by an approved university procedure to assure the protection and rights of those subjects and the procedure established for
obtaining informed consent. No research of this type will be initiated until the Institutional Review Board (IRB) has approved it. Forms are available in Moodle. Allow at least four weeks during the academic year for IRB approval.

**DEGREE COMPLETION PROCEDURES FOR PROGRAMS THAT REQUIRE A THESIS OR PROJECT PAPER**

Contact specific programs to request forms, review deadlines, and make form submissions.

**Proposed Plan of Study**

Students are assigned an academic advisor upon admission to a degree program. It is the student’s responsibility to meet with the advisor to discuss and/or develop their Plan of Study to meet degree requirements. If required to complete a Plan of Study, this should be recorded on the Plan of Study Form, along with the signatures of the advisor and department chair or program director. The Plan of Study will be placed in the student’s official file.

**Examining Committee, Topic Approval and Human Research**

The student determines a topic for the thesis/project in cooperation with their advisor. The advisor will assure that appropriate action by the Institutional Review Board has been taken. The student then submits the Examining Committee Approval Form to the department chair or program director and to the Division Chair for Graduate Studies, or their designee, who give their formal approval of the members of the examining committee and the topic.

Human Subjects Review: If human subjects are involved in the research, it is incumbent upon the student to submit appropriate forms to the Institutional Review Board and to have written approval before the research may be undertaken. The IRB Board will inform advisors as well as students of approval.

Human Subjects Review: If human subjects are involved in the research, it is incumbent upon the student to submit appropriate forms to the Institutional Review Board and to have written approval before the research may be undertaken. The IRB Board will inform advisors as well as students of approval.

**Scheduling of Oral Examination**

When students are prepared to take oral examinations following the completion of their thesis/project, they set the time, place and date in consultation with their examining committee. The oral exam shall take place by Nov. 15 or April 10 of the examining semester in which the student intends to complete the degree.

The request for the Oral Examination must be submitted at least two weeks in advance of the time of the examination and signed by each member of the committee. Also, two weeks in advance of the oral examination, students are responsible for submitting a copy of their final thesis or project.

**The Oral Examination**

The advisor will facilitate the oral examination. The examining committee is responsible for choosing one of four decisions regarding the oral examination:

1. Pass, no changes (there are no suggestions from the committee and the thesis/project may go to print as is)
2. Pass with changes overseen by the advisor (there are edits that are suggested by the committee, but they will be compiled by the advisor and overseen by the advisor)
3. Pass with changes overseen by the committee (there are edits that are suggested by the committee). These are compiled by the advisor to allow the student to make changes, but the committee as a whole will review the changes.
4. No pass.

Students who fail the final oral examination cannot receive a passing grade on their thesis/project and will not receive the degree. Students may appeal through the appropriate department or program and the Dean of Graduate Studies/designee to repeat the oral examination during a subsequent term.

At the conclusion of the oral examination, the committee members will sign the Oral Examination Form indicating which of the four options they chose. A copy of this form is placed in the student’s file. The program director is responsible for notifying the Registrar of the outcome of the oral examination.

**Final Form for Thesis or Project Paper**

Standards for the preparation of a research paper must conform to the manual of style required by the discipline in which the degree is taken. Students must work closely with their major advisors and examining committees in the preparation of the thesis/project.

The paper on which the thesis/project is printed must be at least 20 pound, 25 percent rag-content, white bond paper, printed on one side only. A minimum left-hand margin of 1 and one-half inches and a right, top and bottom margin of 1 inch are required (including appendices). Tables placed lengthwise on the paper should be placed so that the top of the table is at the left margin.

Neither the thesis nor the project paper should be bound in any permanent form prior to the oral examination. Upon final approval of the thesis/project, the examining committee will sign the signature page. Students should submit four unbound copies of the complete thesis/project to the Office of Graduate Studies. The library staff will bind the thesis/project. Consult individual program for further information.

**Graduation and Commencement**

The official date of graduation will be the next available college graduation date after successful completion of all requirements (including all coursework and submission of the capstone) regardless of your participation in the commencement ceremony. Students should notify the Office of the Registrar and the Office of Graduate Studies of intent to graduate the semester prior to the semester in which they plan to graduate.

The college holds a commencement ceremony each year following the completion of the spring semester. Graduate students will be invited to participate in the commencement ceremony directly following successful completion of their capstone projects.

Academic garb should be ordered from the Bookstore no less than eight weeks prior to commencement.

**Academic Integrity**

The Concordia community expects all of our members to act with integrity – to act with honesty, uprightness and sincerity. Every member of our academic
community is charged with the responsibility of encouraging and maintaining an environment of academic integrity. Faculty are especially important in this regard: they should be models of academic integrity and foster an understanding of its importance and principles. Faculty are responsible for providing students with a syllabus within three class sessions. This syllabus serves as a contract between faculty and students and specifies the expectations of academic integrity, identifies what constitutes as academic misconduct, delineates consequences for academic integrity violations, and states that violations will be reported. Faculty are responsible for adhering to the goals of the course, the assessments of student learning, and fair grading. Students are responsible both for their own integrity and for engendering a respect for its values in their peers, values that apply to all their academic activities.

Although the area of academic integrity is commonly considered to be the province of faculty and students, the responsibility for academic integrity reaches beyond these groups. Because many staff may interact with students as they complete their course assignments, our integrity expectations for staff mirror those for faculty. We recognize that faculty and staff may also violate integrity. In instances involving faculty, the individual detecting a violation should contact the department chair or program director, or in cases involving department chairs or program directors, the Dean of the College/designee or the Dean of Graduate Studies/designee. For cases in which staff violate academic integrity, the supervisor of the staff member should be contacted. All employees of the college are further bound by the contractual responsibilities and consequences specified in the Faculty or Staff Handbooks, which can be consulted for further details about handling academic integrity violations.

Academic Misconduct

Academic misconduct is defined as any activity that compromises the academic integrity of the college or undermines the educational process. Academic misconduct includes but is not limited to:

- cheating: using a resource other than one’s own work to answer questions;
- plagiarism: misrepresenting another’s ideas as one’s own or not giving credit to the creator of a work;
- falsification: submitting falsified or fabricated information;
- facilitating others’ violations: knowingly permitting or facilitating the dishonesty of others;
- impeding: placing barriers in the way of others’ academic pursuits.

For additional examples of these types of academic misconduct, please refer to Appendix A.

Determining Integrity Policy Violations

It may be difficult to determine intent, extent, or motive in cases of academic misconduct. Because of the potential seriousness of these cases, which can potentially result in suspension, it is important to consider the following:

- Has the individual received notification about the institution’s academic integrity policy and what constitutes academic misconduct through a course syllabus?
- Was there intent to deceive?
- Does the incident in question represent a pattern of misconduct?
- Was the incident sufficiently egregious to warrant penalty?

Whether or not the discrepancy is attributed to poor scholarship or a violation of academic integrity is an important distinction for faculty to determine. Examples of academic misconduct and poor scholarship are provided in Appendix A. The burden of proof rests with the person filing the violation to demonstrate that one or more students have engaged in academic misconduct. If an academic integrity violation is suspected, the person filing the violation must present evidence of this misconduct and report the violation. Undergraduate academic integrity violations are to be reported to the Office of Academic Affairs, and graduate academic violations are to be reported to the Office of Graduate Studies.

Penalties

Faculty must specify what constitutes academic misconduct in the course syllabus and bear the principal responsibility in prescribing penalties. Appropriate penalties for violations of academic integrity (whether academic misconduct or poor scholarship) are also to be included in the course syllabus. Faculty will be guided by a principle of justice; their response will be measured and appropriate, weighing the seriousness of the offense and the conditions that encouraged it. If a student violates academic integrity in an assignment for credit, the instructor has the option of assigning any grade for that assignment, including a failing grade (“F”) or “0” (no credit). Note that a violation of academic integrity might automatically result in failure of a course either because this consequence was specified in the course syllabus or because the “F” or “0” reduced a student’s class average below that required for a passing final grade or completion of the assignment is a condition of successfully completing the course. Students may not drop a course or change the grading of the course to pass/fail in order to avoid a penalty in the grade for the course.

Some violations of academic integrity may involve the mutilation and destruction of college or personal property. In such cases, restitution or remuneration may be required of the responsible party in addition to other penalties the college may elect to assess.

The Office of Academic Affairs and the Office of Graduate Studies are responsible for the oversight of academic integrity at Concordia, including tracking and adjudicating offenders. The Dean of the College/designee or Dean of Graduate Studies/designee, following an appropriate determination, may institute penalties such as restitution, probation, suspension, or expulsion. Academic integrity violations may combine with other substantive violations of other college policy (e.g., theft, assault, vandalism, etc.) to warrant suspension or expulsion from the college. The preceding examples assume that a student violated academic integrity and a member of the faculty or staff detected that violation.

Students may report violations of academic integrity either by their peers, staff, or faculty. For example, an individual may facilitate an integrity violation in a course while not being currently enrolled in the course. Additionally, a student may detect an integrity violation by a member of the college community. Those aware of this sort of violation should advise the supervising faculty member and/or consult the Dean of the College/designee or the Dean of Graduate Studies/designee.

Academic Responsibility Conduct Procedures

Every member of the Concordia College community is expected to adhere to the highest standards of academic integrity and honesty. While we expect violations of academic integrity to be infrequent, we acknowledge that violations may occur. The procedures that are described in this document are for processing academic integrity violations against students. (Procedures for investigation and adjudication of faculty members charged with academic integrity violations are found in the Faculty Handbook. Procedures for investigation and adjudication of staff members charged with academic integrity violations can be accessed at the Office of Human Resources.)

The college recognizes the need for a fundamentally fair conduct system that responds to allegations concerning violations of academic integrity. We presume, therefore, that a conduct system should minimally afford a student the right to receive a written notification of a violation, an opportunity to appeal the violation to objective decision makers, and the right to proportional sanctions.

Steps for filing a formal complaint

Faculty members have the authority and the responsibility to detect and investigate alleged violations of academic integrity in their courses. If, in the faculty member’s opinion, there is adequate information to confirm that a violation has occurred, the faculty member will respond in the following manner:

1. A Notice of Student Academic Integrity Violation form should be completed as soon as possible. A copy of the form should be emailed to the student. The
completed form should contain details about the violation, a description of the sanction(s) being imposed, and options for appeal.

2. The faculty member will then arrange to meet with the student within one week of completing the violation form. At this meeting the faculty member should review the violation, sanctions, and options for appeal. The faculty member will submit the Notice of Student Academic Integrity Violation form to the Office of Academic Affairs or the Office of Graduate Studies within three business days of meeting with the student.

3. If a faculty member is unable to schedule a meeting with the student within one week of completing the Notice of Student Academic Integrity Violation form, the electronic copy of the violation is the student’s official notice of the violation. The faculty member will submit the Notice of Student Academic Integrity Violation form to the Office of Academic Affairs or the Office of Graduate Studies within 10 business days of completing the form.

**Appeals**

In all cases, a student charged with a violation of the academic integrity policy has the right to appeal a determination that the student has violated the Academic Integrity Policy and/or has the right to appeal the imposed sanction(s).

- **Appeal of Complaint:** If a student wishes to appeal responsibility for a violation, the student must request a hearing of the Student Responsibility Board by submitting a request to the Office of Academic Affairs or the Office of Graduate Studies. In order to initiate the appeal process, the student must submit the grounds for the appeal in writing to the Office of Academic Affairs or the Office of Graduate Studies within 10 business days of receiving a Notice of Student Academic Integrity Violation. Under extenuating circumstances, this timeline may be slightly extended not to exceed more than 30 days. See section on hearing procedures, findings, and decisions below for more details about the appeal process.

- **Appeal of Imposed Sanction(s):** If a student wishes to appeal the imposed sanction(s), the student has the right to request that the Dean of the College/designee or the Dean of Graduate Studies/designee review the sanction(s). In order to initiate the appeal process, the student must submit the grounds for the appeal in writing to the Office of Academic Affairs or the Office of Graduate Studies within 10 business days of receiving a Notice of Student Academic Integrity Violation. Under extenuating circumstances, this timeline may be slightly extended not to exceed more than 30 days. See the section on findings and decisions below for more details about the appeal process.

**Student Responsibility Board**

The Student Responsibility Board will hear all appeals involving alleged violations of academic integrity. The Board’s sole duty is to determine responsibility for alleged violations; it will not determine sanctions nor hear appeals regarding sanctions. The Board will decide appeals with objectivity using the “more likely than not” standard of evidence.

The Student Responsibility Board, as defined in the Faculty Bylaws, is comprised of one faculty member, one staff member, and one student, all of whom will be trained on the Board’s responsibilities. Student and faculty membership will be determined by their respective governing bodies. Faculty members will serve three-year terms. The college president will appoint the staff member. Strong consideration should be given to reappointment of some members in order to maintain operational continuity of the Board. The Dean of the College/designee or Dean of Graduate Studies/designee may attend any session of the Student Responsibility Board at which testimony is presented but may not attend deliberations of the Board. The college president will appoint the Board chairperson.

**Rights of the individual issuing a complaint (Complainant)**

Clause 1. The right to a fair review of the complaint.
Clause 2. The right to present information, including supporting documentation and expert witnesses.
Clause 3. The right to be notified in writing or electronically of a scheduled hearing.
Clause 4. The right not to be found in violation of college policy unless information provided meets the standard of “more likely than not.”
Clause 5. The right to be notified in writing or electronically of a scheduled hearing no less than two business days in advance.
Clause 6. The right to be assisted by an advocate (a student or one other member of the college community) in preparing a response before the Board. Advocates are not allowed to address the Board unless granted permission by the chairperson.
Clause 7. The right to refuse to answer questions/participate in a hearing. The Board may draw reasonable inferences from refusal to answer or participate.
Clause 8. The right to contest the seating of any member of the Board for demonstrated bias or insufficient representation.

**Hearing procedures**

Clause 1. The Office of Academic Affairs or the Office of Graduate Studies will contact the Student Responsibility Board chairperson to schedule a hearing to take place within two weeks of receiving an appeal of complaint.
Clause 2. All parties have the right to request with good reason that a hearing be rescheduled. Such requests must be presented to the Office of Academic Affairs or the Office of Graduate Studies at least one business day in advance. The chairperson has sole authority to decide whether or not to grant the request.
Clause 3. Complainants and respondents must notify the Office of Academic Affairs or the Office of Graduate Studies at least two business days before a scheduled hearing to contest the seating of any member of the Board for demonstrated bias or insufficient representation. (For example, graduate students may contest the seating of the Board’s undergraduate student representative for insufficient representation and request a graduate student be seated on the Board.) If a board member is contested, the Board chairperson has authority to grant or deny the contest. If the chairperson is contested, the remaining members of the Board will decide whether or not to grant or deny the contest. Board decisions on disqualification are final. Alternates will be appointed to replace contested board members by the college president. See Special Provisions.
Clause 4. If the student requesting the hearing fails to appear at a properly scheduled hearing, the Board may proceed with the hearing.
Clause 5. Hearings are closed to the public.
Clause 6. Both the respondent and the complainant may call witnesses to provide relevant information. The Board may also call witnesses to provide relevant information.
Clause 7. Decision-making deliberations are to be conducted with only members of the Board present. Findings should be determined only on truthful statements and information presented at the hearing. Normally, previous violations of policy may not be considered when making a finding. However, an exception to this practice may be made in rare circumstances where the Dean of the College/designee or the Dean of Graduate Studies/designee determines it is warranted. Participants in the hearing are expected to present all information in a truthful and complete manner. Lying to the Board is a violation of college policy and would be subject to appropriate disciplinary action.
Clause 8. All records of the hearing proceedings should be maintained in the Office of Academic Affairs or the Office of Graduate Studies.

**Findings**

Following a hearing, the Board will make one of the following findings:
Clause 2. Respondent is not responsible. The finding where the information and testimony presented (using the standard of “more likely than not”) establishes that the violation was not proved.

Decision of appeal

Clause 1. The Board chairperson will notify the Dean of the College/designee or the Dean of Graduate Studies/designee about the outcome of an appeal of complaint within three business days of the hearing. The Office of Academic Affairs or the Office of Graduate Studies will notify the complainant and respondent about the outcome of the appeal within three days of receiving the outcome from the Board chairperson. All decisions about responsibility made by the Board are final.

Clause 2. The Office of Academic Affairs or the Office of Graduate Studies will notify the complainant and respondent about the outcome of an appeal of sanctions within 10 business days of receiving an appeal. All decisions about sanctions made by the Dean of the College/designee or the Dean of Graduate Studies/designee are final.

Special provisions

These procedures will be in effect year round. Consequently, interim appointments to the Student Responsibility Board may be made to accommodate these procedures at times other than the official academic year or during breaks.

Appendix A: Examples of Academic Misconduct Violations

The damage done to an academic community through dishonest acts is serious. Its seriousness requires a measured, yet forceful response. Because some may claim that they did not understand what constitutes academic dishonesty, this appendix specifies some of the ways in which academic integrity may be violated. While the following specifications should not be considered exhaustive, violations of integrity generally may involve one or more of the following violations.

Cheating

One cheats when one uses a resource other than one’s own scholarship to answer questions. Cheating can include situations in which individuals:

• Glance at the examination paper of another student during the examination period;
• Write information on paper, clothing, furniture, or person for use during an examination;
• Consult reference materials during an authorized break period during an examination;
• Use electronic devices with information for retrieval during an exam;
• Use one’s own work in different classes without permission;
• Obtain unauthorized copies of examinations previously used in a course.

Plagiarism

When one misrepresents another’s ideas as one’s own on an assignment or does not give credit to the creator of a work, one commits plagiarism. Examples of plagiarism include:

• Directly quoting from a work without using quotation marks;
• Using a source (directly in a quotation or paraphrasing from it) without crediting the creator in a citation;
• Submitting any part of another person’s work as one’s own;
• Not providing oral or written citations for information that is beyond common knowledge;
• Falsification.

Those who falsify reality do not pursue truth. Rather, they pervert it. Examples of falsification include:

• Listing a false or unconsulted reference in a research paper;
• Creation of false data for a class presentation, laboratory exercise, or class assignment;
• Submission of another person’s work as one’s own;
• Completion of an examination or assignment for another individual;
• Willful misrepresentation of one’s academic efforts (e.g., overstating one’s contributions to a group project).

Facilitating others’ violations

When we permit or facilitate the dishonesty of others, we too are guilty of an equally serious violation. Examples of facilitating include:

• Providing another with work to be submitted for credit;
• Laying out an examination book to give another ready access to responses;
• Giving assistance to an individual when such assistance is prohibited;
• Disclosing examination questions to students who have yet to take the same exam;
• Failing to report known violations of academic integrity.

Impeding

We must freely pursue truth without restraint. Barriers placed in the way of others’ pursuit of truth will not be tolerated. Impeding can include theft and destruction of the products of the scholarship of others. Examples of impeding include:

• The destruction or intentional misplacement of library materials or instructional specimens;
• The contamination of laboratory samples, reagents, and unknowns;
• The willful decalibration of measuring devices used by others;
• The willful introduction of a computer virus into a program or computer system;
• The disabling or destruction of computers, networks, and other instructional and scholarly works and tools;
• Providing misleading information to, or refusing to cooperate with, college officials investigating other integrity violations.

Poor scholarship

Occasionally what initially appears to be an act of academic misconduct may turn out to be a case of poor scholarship. Academic misconduct is characterized by intent to deceive, by gross verbatim use or limited alteration of another’s work accompanied by explicit or implicit claims that the work is the student’s own, and by a general disregard of institutional policies regarding academic honesty and misconduct. Poor scholarship consists of an inadequate understanding of scholarly conventions or an inability to implement those conventions properly in one’s work.

Some examples of poor scholarship may include insufficient citation of sources, inappropriate paraphrasing of sources, or accidental misuse of communal resources, such as in a laboratory. While these are serious offenses in the scholarly world, these instances of poor scholarship are often caused by a lack of understanding. In such circumstances instructors are advised to keep in mind that students at Concordia College are in a position of apprenticeship: they are learning the skills of scholarship under the tutelage of their instructors.

Acts of plagiarism that result from poor scholarship should be dealt with in a spirit of apprenticeship and treated as an opportunity for teaching rather than as an infraction that warrants filing of a complaint, particularly for first-year students. An appropriate penalty, therefore, is the same as for any other situation in which students fail to achieve the goals of a course such as a reduced grade for the assignment in question and further instruction to remedy the deficiencies demonstrated by the student. Rarely would poor scholarship be a reason to not report academic misconduct for a capstone project, such as a thesis, professional project, or dissertation, especially at the graduate level.

This section was last updated on: 2018-03-21
**PROGRAMS AND COURSE DESCRIPTIONS**

**Combined Dietetic Internship and Master of Science in Nutrition with an emphasis in Dietetics Leadership**

**Program Description**

This program is fully accredited by the Higher Learning Commission.

The mission of the combined Dietetic Internship and Master of Science in Nutrition with an emphasis in Dietetics Leadership at Concordia College is to prepare thoughtful and competent registered dietitians for advanced leadership roles in careers related to food, nutrition, and dietetics.

The combined Dietetic Internship (DI) and Master of Science (MS) in Nutrition with an emphasis in Dietetics Leadership instills an appreciation of the importance and necessity of leadership for entry-level professional practice in the dietetics profession. The program provides the graduate study and degree requirements established by the Commission on Dietetic Registration (CDR) and the Accreditation Council on Education in Nutrition and Dietetics (ACEND), and exceeds the minimum 1200 hours of supervised practice experience (dietetic internship) necessary to become a Registered Dietitian Nutritionist (RDN). A minimum of 38 semester credits are required for completion of the program. The combined DI/ MS is designed to be completed in four consecutive semesters (and one summer in between) as a full-time student.

The Applied Dietetic Practice courses make use of food service management, community, and clinical facilities throughout the Fargo-Moorhead area and surrounding communities. Applied Dietetic Practice I is completed in the summer between the two academic years. Applied Dietetic Practice II is completed in the final spring semester. All courses other than the Applied Dietetic Practice courses are offered on campus. Students complete their master's capstone project in the final spring semester.

The requirements for a **Master of Science in Nutrition** are listed below.

**Fall I**
- COM 614 – Organizational Communication, 4 credit hours
- FND 600 – Advanced Study of Macronutrients, 2 credit hours
- Graduate Statistics, 3-4 credit hours

**OR**
- FND 602 – Advanced Study of Micronutrients, 2 credit hours
- FND 603 – Health Behaviors Across the Lifespan, 2 credit hours
- BUSN 662 – Leadership: Theory and Application, 3 credit hours
- Graduate Statistics, 3-4 credit hours

**Spring I**
- FND 604 – Advanced Medical Nutrition Therapy, 4 credit hours
- FND 601 – Nutrition Counseling and Education, 2 credit hours
- COM 617 – Applied Research Methods in Communication, 4 credit hours

**Summer**
- FND 606 – Applied Dietetic Practice I, 4 credit hours

**Fall II**
- FND 602 – Advanced Study of Micronutrients, 2 credit hours
- FND 603 – Health Behaviors Across the Lifespan, 2 credit hours
- BUSN 662 – Leadership: Theory and Application, 3 credit hours

**OR**
- COM 614 – Organizational Communication, 4 credit hours
- FND 600 – Advanced Study of Macronutrients, 2 credit hours

**Spring II**
- FND 605 – Master’s Capstone Project, 4 credit hours
- FND 607 – Applied Dietetic Practice II, 4 credit hours

For information on the academic and program schedule, please visit www.ConcordiaCollege.edu/dieteticinternship.

**Program Goals and Objectives**

**Goal 1**: The program will prepare graduates to take the CDR credentialing exam to become registered dietitian nutritionists.
- At least 80 percent of program interns complete the dietetic internship program/degree requirements within 31.5 months (150 percent) of the program length.
- Of graduates who seek employment, 80 percent are employed in nutrition and dietetics or related fields within 12 months of graduation.
- Eighty percent of program graduates take the CDR credentialing exam for dietitian nutritionists within 12 months of program completion.
- The program's one-year pass rate (graduates who pass the registration exam within one year of first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80 percent.
- The program's first-time pass rate (graduates who pass the registration exam on the first attempt) on the CDR credentialing exam for dietitian nutritionists is at least 80 percent.

**Goal 2**: The program will prepare graduates for advancement into management or leadership positions in food, nutrition, dietetics or related fields.
- At least 80 percent of employers of program graduates indicate “agree” or “strongly agree” that graduates are prepared for entry-level practice.
- At least 80 percent of employers of program graduates indicate “agree” or “strongly agree” that graduates demonstrate effective leadership and management skills.

Program outcomes data are available upon request by contacting the program director at wagner@cord.edu.

**Accreditation Statement**

The combined DI/MS at Concordia College is currently granted accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), 120 South Riverside Plaza, Suite 2190, Chicago, IL 60606-6995, (800) 877-1600, ext. 5400 and the Higher Learning Commission. The combined DI/MS is designed to meet the supervised practice requirements for a dietetic internship and the academic requirements to obtain a graduate degree. Graduates of the combined DI/MS will be issued a verification statement, indicating they have completed the ACEND requirements and will be eligible to apply to take the CDR credentialing exam for dietitian nutritionists.

**Admission Criteria**

In addition to the Concordia College admission criteria for a graduate degree program, applicants for the combined Dietetic Internship and Master of Science in Nutrition must have:
1. Earned a grade of C or better in undergraduate courses in advanced nutrition, anatomy and physiology, and biochemistry.
2. Completed a medical nutrition therapy course within the last five years.
3. Completed a graduate or undergraduate course in statistics within the last five years.
4. Taken the GRE and scored a minimum of 145 on both the verbal and quantitative portions of the exam, or have received special permission from the Department of Nutrition, Dietetics and Exercise Science.

**Admission Procedures**

Applicants for the combined Dietetic Internship and Master of Science in Nutrition must have:
1. Submitted an application via the online Dietetic Internship Centralized Application System (DICAS)
2. Registered for computer matching via D&D Digital Matching
3. Submitted (or plan to submit) an original verification statement from the regionally accredited undergraduate institution granting the baccalaureate degree in nutrition and dietetics or closely related field
4. Submitted a nonrefundable $40 application fee payable to Concordia College Dietetic Internship. Application fee should be sent to Department of Nutrition, Dietetics and Exercise Science, Attn: DI/MS Director, Concordia College, 901 8th St. S., Moorhead, MN 56562

Admission Process
DICAS will be available in winter 2018 for the spring 2019 match. The online application must be completed for Concordia’s program by 11:59 p.m. Central Time on the deadline date designated by DICAS.

The fee to use DICAS is $45 for the first application submitted and $20 for each additional application.

Applicants must also register online for computer matching and select dietetic internship priority choices by 11:59 p.m. Central Time on the deadline date designated by D&D Digital Matching. There is a $55 computer matching fee.

Applicants must submit an application fee of $40 to Concordia College.

As part of the DICAS application, applicants must submit a personal statement specific to the Concordia College DI/MS. The personal statement should include a discussion of why they are selecting the Concordia College DI/MS, why they feel they are a good fit for the DI/MS, and future goals in relation to program experiences.

The Concordia College DI/MS maintains the option of conducting interviews of internship applicants; however, an interview is not required in order to be considered for admission to the program.

Students will be notified of their acceptance into the program by D&D Digital Matching on the Dietetic Internship appointment day in April as described on the D&D Digital website.

Students shall secure their spot in the Concordia College DI/MS by mailing a check for $500 via certified mail as a nonrefundable deposit to the program. The check should be made payable to Concordia College and can be mailed to Dr. Meredith Wagner, Department of Nutrition, Dietetics and Exercise Science, Concordia College, 901 8th St. S., Moorhead, MN 56562. Dr. Meredith Wagner can be reached via phone at (218) 299-3755.

Degree Requirements
Students seeking the Master of Science degree and verification statement from Concordia College indicating successful completion of the program must satisfy all general requirements set forth by Concordia College as well as the following requirements set forth by the Department of Nutrition, Dietetics and Exercise Science.

Successful completion of a minimum of 38 credits, consisting of 4 credits of COM 614, 4 credits of COM 617, 3 credits of BUSN 662, at least 3 credits of graduate-level statistics, 2 credits of FND 600, 2 credits of FND 601, 2 credits of FND 602, 2 credits of FND 603, 4 credits of FND 604, 8 credits of Applied Dietetics Practice (FND 606 and 607), and 4 credits of a master’s capstone project (FND 605). A maximum of 4 credit hours of a graduate-level statistics course may be transferred from another institution. Credits from upper-division nutrition and dietetics courses will not be accepted nor will exemptions be made for prior experience.

Successful completion of a minimum of 1200 hours of supervised practice experience (dietetic internship).

Successful completion of a master’s capstone project with oral presentation at a professional event.

All course requirements must be completed with at least a grade of C. An overall GPA in the graduate program must be a 3.0 or higher.

Tuition and Fees
For information on tuition, fees, financial aid, and loan deferments, please visit www.ConcordiaCollege.edu/dieteticinternship.

Dropping Courses
Due to limitations on the cohort size, students enrolled in the DI/MS are not allowed to drop a graduate course without accompanying withdrawal from the DI/MS.

Repeating Courses
Due to limitations on the cohort size, students enrolled in the DI/MS are not allowed to repeat graduate courses. If a student earns a grade of C- or lower in any course, the student will need to completely withdraw from the program.

Academic Leave
Due to limitations on the cohort size, students enrolled in the DI/MS are not eligible for academic leave.

Academic Suspension and Academic Dismissal
Due to limitations on the cohort size, students enrolled in the DI/MS who are placed on academic suspension will need to completely withdraw from the program.

Contact Information
Meredith G. Wagner, Ph.D., RD, LRD
Director, Combined Dietetic Internship and Master of Science in Nutrition with emphasis in Dietetics Leadership
Chair, Department of Nutrition, Dietetics and Exercise Science
Assistant Professor, Nutrition, Dietetics and Exercise Science
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3755 / email: wagner@cord.edu

Cynthia R. Carver, Ph.D.
Chair, Division of Professional Programs and Communication Studies
Professor, Communication Studies and Theatre Art
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3154 / email: carver@cord.edu

Eric Eliason, Ph.D.
Dean of the College and Vice President for Academic Affairs
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3001 / email: vpaa@cord.edu

Graduate Teaching Faculty
Meredith G. Wagner, Ph.D., RD, LRD, Nutrition, Dietetics and Exercise Science
Betty J. Larson, Ed.D., RD, FADA, Nutrition, Dietetics and Exercise Science
Michelle G. Strang, Ph.D., RD, Nutrition, Dietetics and Exercise Science
Kirsten Theye, Ph.D., Communication Studies and Theatre Art
Aileen L.S. Buslig, Ph.D., Communication Studies and Theatre Art
Shontarius D. Aikens, Ph.D., Offutt School of Business

Course Descriptions
BUSN 462/662 – Leadership: Theory and Application, 3 credit hours. This course is designed to provide a comprehensive view of the nature and practice of leadership. Among the topics explored are historical, philosophical and theoretical foundations; ethics and values; power and influence; conflict management; and effective leadership in formal organizations.

COM 414/614 – Organizational Communication, 4 credit hours. An examination of how communication enacts and affects organizational behavior. Topics include: organizational assimilation, organizational culture, motivation, power, decision making, leadership, learning styles, conflict management,
nonverbal communication, organizational ethics, diversity and change management. Emphasis is placed on the ability to apply organizational research and theory to organizational behavior. The course includes readings, experiential exercises, case study discussions, exams and papers.

COM 617 – Applied Research Methods in Communication, 4 credit hours. A course in scientific inquiry methods in communication, including the study of methods of research design, data collection and analysis. Topics include the ethical application of research methods in various contexts, and the development of applied research methods available to effectively collect and analyze communication data. Prerequisites: graduate level statistics or permission of instructor

FND 600 – Advanced Study of Macronutrients, 2 credit hours. This course will explore the advanced metabolism and functions of carbohydrates, proteins, and lipids in physiological processes. Prerequisite: biochemistry course

FND 601 – Nutrition Counseling and Education, 2 credit hours. This course will explore the advanced principles of nutrition counseling and education for the general population and for individuals with special health needs. Prerequisite: medical nutrition therapy course

FND 602 – Advanced Study of Micronutrients, 2 credit hours. This course will explore the advanced metabolism and functions of vitamins and minerals in physiological processes. Prerequisite: biochemistry course

FND 603 – Health Behaviors Across the Lifespan, 2 credit hours. This course will explore developmental stages and theories of health behaviors across the lifespan and among various cultures. Prerequisite: medical nutrition therapy course

FND 604 – Advanced Medical Nutrition Therapy, 4 credit hours. This course allows the student to utilize knowledge of nutrition, physiology, and other natural sciences in studying nutritional interventions for individuals with complex pathologic conditions. Emphasis will be placed on learning and using evidence-based recommendations for dietetics practice. Prerequisite: medical nutrition therapy course

FND 605 – Master’s Capstone, 4 credit hours. This course will serve as the capstone experience for the graduate program in dietetics leadership. Students will research, plan, develop, and possibly implement a capstone project that encompasses the knowledge and skills they have gained from the combined dietetic internship and graduate program.

*FND 606 – Applied Dietetic Practice I, 4 credit hours. This course will provide required dietetics-related supervised practice experience in food service management, clinical, and community facilities. This course is a cooperative program between Concordia College and area facilities. During the 16 weeks, students will intern in food service management, clinical and/or community rotations. These rotations will include working in inpatient hospitals and outpatient clinics, WIC clinics, college, elementary and high school food service, extension services, and public health facilities.

*FND 607 – Applied Dietetic Practice II, 4 credit hours. This course will provide required dietetics-related supervised practice experience in food service management, clinical, and community facilities. This course is a cooperative program between Concordia College and area facilities. During the 16 weeks, students will intern in food service management, clinical and/or community rotations. These rotations will include working in inpatient hospitals and outpatient clinics, WIC clinics, college, elementary and high school food service, extension services, and public health facilities.

*FND 606 and 607 are each graded with IP until completion of these courses.

Master of Education in World Language Instruction

Program Description

This program is fully accredited by the Higher Learning Commission.

The Master of Education in world language instruction is an innovative program building on the strengths of the Concordia College undergraduate teacher education program and the pre-collegiate language programs at Concordia Language Villages. The degree consists of 34 credit hours and is offered to cohort groups beginning each summer.

Most summer courses take place in Bemidji, Minn., and make use of the Concordia Language Villages that are located there. Students also take two courses on the Concordia campus during the first summer and academic year courses are offered online.

Students complete courses during two summers and one academic year with the final fall semester spent writing their master’s thesis and participating in an online seminar.

The requirements for a Master of Education in world language instruction are listed below.

Summer I
AMLA 600 – Second Language and Immersion Methodologies, 4 credit hours
AMLA 602 – Introduction to Quantitative and Qualitative Research, 4 credit hours
AMLA 604 – Motivating Students via Technology, 2 credit hours

Academic Year I
AMLA 610 – Technology for Effective Language Instruction, 4 credit hours
AMLA 612 – Accessing Cultural Products, Practices, and Perspectives via Technology, 4 credit hours

Summer II
AMLA 620 – Assessing Language Learners, 4 credit hours
AMLA 622 – Content-Based Language Learning, 4 credit hours
AMLA 624 – Immersive Teaching Experience, 2 credit hours

Academic Year II
AMLA 690 – Online Seminar, 2 credit hours
AMLA 698 – Continuing Registration, 1 credit hour (required in all subsequent terms for those students who do not complete the thesis/project during the fall term)
AMLA 699 – Thesis and Professional Project, 4 credit hours

Objectives

Upon completion of this program, graduates are expected to:

1. Understand and demonstrate current methodologies in second language instruction
   a. Understand and demonstrate immersion teaching principles in the second language classroom
   b. Understand and demonstrate appropriate curricular design and instruction practices in content-based learning in the second language classroom
   c. Understand and demonstrate best practices in assessment in the second language classroom including Integrated Performance Assessments

2. Understand principles of structuring research topics, gathering and using appropriate information, and employing valid statistical techniques in educational research designs
   a. Understand and demonstrate design procedures for qualitative and quantitative research in second language teaching and learning
   b. Critically interpret current research in second language teaching and learning

3. Apply current technology methods and innovations to second language teaching and learning
   a. Evaluate modern electronic resources and considers strategies and issues involved in incorporating them in the classroom
   b. Demonstrate how technology can be used to deliver and enhance instruction in the second language classroom
Admission Requirements

Admission to the graduate program in world language instruction consists of applying for graduate study at Concordia College. Application forms are available on the Office of Graduate Studies website (www.ConcordiaCollege.edu/gradapply). The forms may be submitted online or downloaded, completed and sent directly to the Office of Graduate Studies for processing.

1. Admission to a graduate program requires submission of the following materials:
   2. A letter of application indicating intent to enroll
   3. A completed Application for Admission to Graduate Studies form
   4. An essay of at least 500 words, typed and double-spaced, that represents your highest level of academic writing. Provide a description of your professional experiences and background that have contributed to your readiness for graduate education. Specify those experiences that prepared you for your desired master's degree. State your professional goals and indicate your potential to achieve this degree.
   5. Sealed or certified copies of official transcripts for all postsecondary academic work should be sent directly to Academic Affairs, Attn: Office of Graduate Studies.
   6. Three letters of recommendation from different individuals
   7. A nonrefundable $35 application fee payable to Concordia College. All application materials should be submitted online or sent to Academic Affairs, Attn: Office of Graduate Studies, Concordia College, 901 8th St. S., Moorhead, MN 56562.

Applicants accepted to the program must complete an intent to enroll form and submit a $300 deposit to hold a spot in the cohort. The $300 deposit can be applied toward the cost of tuition.

Admission Deadline for Summer Term Start

Applications for admission to the graduate program in world language instruction will be accepted on a rolling basis. Review of applications to the program will begin on March 1. Preference will be given to qualified candidates whose applications are received by March 1.

International students must apply for Feb. 1 for a summer term start, and the intent to enroll and deposit must be received by March 1.

Degree Requirements

Students may progress either through the cohort or may take an individual course if space is available. Full-time cohort students may complete the program in 18 months, but many students take 20-22 months.

A thesis or professional project and a comprehensive oral examination are required of all candidates for the degree.

All course requirements must be completed with at least a grade of C. An overall GPA in the graduate program must be a 3.0.

Tuition and Fees

For information on tuition and fees, please visit www.ConcordiaCollege.edu/graduate.

Contact Information

Cassandra L. Glynn, Ph.D.
Director, Master of Education in World Language Instruction
Assistant Professor, Education
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3857 / email: cglynn@cord.edu

Darrell W. Stolle, Ph.D.
Chair, Department of Education Professor, Education
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3629 / email: dstolle@cord.edu

Cynthia R. Carver, Ph.D.
Chair, Division of Professional Programs and Communication Studies
Professor, Communication Studies and Theatre Art
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3154 / email: carver@cord.edu

Eric Eliason, Ph.D.
Dean of the College and Vice President for Academic Affairs
Concordia College, 901 8th St. S., Moorhead, MN 56562
(218) 299-3001 / email: vpaa@cord.edu

Graduate Teaching Faculty

Kerisa Baedke, M.A., Concordia Language Villages
Aileen Buslig, Ph.D., Communication Studies and Theatre Art
Cassandra L. Glynn, Ph.D., Education
Stephen A. Grollman, Ph.D.
Mona M. Ibrahim, Ph.D., Psychology
Fanny R. Roncal Ramirez, Ph.D., World Languages and Cultures
Allison J. Spenader, Ph.D., Concordia Language Villages
Amy Tervola-Hultberg, Ph.D., Concordia Language Villages

Course Descriptions

AMLA 600 – Second Language and Immersion Methodologies, 4 credit hours. Students will examine past and present methods of teaching a second language, drawing on their own experiences to enhance the discussions and understandings. Models and principles for immersion instruction will be contrasted with second language instructional principles. Observation and analysis of a variety of methodologies in action at the Language Villages will help students define their personal instructional philosophy and methodology.

AMLA 602 – Introduction to Quantitative and Qualitative Research, 4 credit hours. Students will be introduced to the vocabulary, theory, primary principles, methods, and techniques of qualitative and quantitative methods of inquiry. Students will read and review a variety of research articles related to second language methodologies.

AMLA 604 – Motivating Students via Technology, 2 credit hours. Students will discuss how technology can be used in the second language classroom to motivate language learners. Through observations and discussions of how technology is used at the Language Villages, students will design a unit of instruction incorporating technology.

AMLA 610 – Technology for Effective Language Instruction, 4 credit hours. Based on current research and methodological approaches, students will explore the many available uses of technology in second language instruction. The course will also enable students to critically analyze and assess commercially produced materials for the language classroom. This course will be offered online.

AMLA 612 – Accessing Cultural Products, Practices, and Perspectives via Technology, 4 credit hours. Students will increase their Web navigating skills to access authentic materials and instructional resources on the Web. They will learn how to use Web-based instructional materials effectively to enhance understanding of cultural products, practices and perspectives. This course will be offered online.

AMLA 620 – Assessing Language Learners, 4 credit hours. Students will discuss the theoretical and practical foundations in learner-centered and performance-based assessments. The role of national and state standards (for example, World-Readiness Standards, WIDA Standards, Common Core, etc.) in assessing language learning will be presented, and ACTFL proficiency guidelines and English Language Proficiency Standards will be consulted.
AMLA 622 – Content-Based Language Learning, 4 credit hours. Students will examine the principles and characteristics of content-based instruction in the second language classroom. A continuum of program models ranging from content-driven to language-driven instruction will be discussed along with implications for curriculum and instruction. Students will design a content-based unit of instruction to demonstrate understanding of the methodology.

AMLA 624 – Immersive Teaching Experience, 2 credit hours. Students will be placed in an intensive experience in the Village of the language they teach/speak (ESL/EFL teachers will be placed in the English Language Villages), and they will actively participate in the planning and delivery of programs at the Language Villages in collaboration with staff members and native speakers. Students will also engage in reflective practice about their experiences working with Villagers and staff.

AMLA 690 – Online Seminar, 2 credit hours. Students will participate in an online seminar to work on their thesis or professional project with their faculty advisor and to share progress with others who are working on their thesis or professional project. Instruction will be provided in online units that will vary according to the students’ needs and the topics of the theses or professional projects.

All thesis proposals for the Master of Education in world language instruction, including those that fall under the exempt status category, must be sent to the Institutional Review Board for approval.

*AMLA 698 – Continuing Registration, 1 credit hour. Continuing enrollment in Graduate Programs. This option is used for registration after completion of all course requirements or when not otherwise actively enrolled. This course may not be used to meet any program or graduation requirement. Prerequisites: AMLA 690 and AMLA 699. NG.

**AMLA 699 – Thesis and Professional Project, 4 credit hours. The thesis or professional project will be a written work of publishable quality and will include documentation of literature review and evidence of extensive research to inform the work. S, U, X.

*AMLA 698 is graded with NG.

**AMLA 699 is graded with S (pass), U (fail) or X (unfinished thesis or project).
OFFICIALS AND FACULTY OF CONCORDIA COLLEGE

Concordia College Corporation

Officers 2018-19
Dr. Earl Lewis, Chair
Ms. Mary S. Ranum, Vice Chair
Dr. Julie A. Blehm, Secretary
Ms. Linda J. Brown, Treasurer

Board of Regents
Rev. Lowell G. Almen
Dr. Julie A. Blehm
Bishop Terry A. Brandt
Mr. Troy J. Butner
Ms. Jean E. Bye
Mr. Victor A. Everson
Ms. Karen L. Grandstrand
Dr. David M. Gring
Mr. Corey L. Haaland
Ms. Tammy Lee
Dr. Earl Lewis
Rev. Dr. Roland D. Martinson
Ms. Rosa M. Miller
Rev. Jennifer Nagel
Ms. Connie Nicholas
Mr. Ronald D. Offutt
Rev. Mary Pechauer
Ms. Mary S. Ranum
Mr. James E. Senske
Dr. Richard L. Torgerson
Mr. John E. Ydstie

Advisory Members
Mr. Theodore J. Horan, President, Concordia National Alumni Board
Rev. Dr. Mark N. Wilhelm, Director for Colleges and Universities, ELCA

Faculty and Administration


Amy J. Aasen (1996), Director of Communications and Marketing. B.A., Concordia College.

Eric J. Addington (2012), Associate Vice President for Enrollment and Financial Aid. B.A., Concordia College; M.S., St. Cloud State University.

Kirsten D. Addison (2004), Dean of Spanish Year-Round Programs, Dean of Portuguese Language Village and Dean of Spanish Language Village, Concordia Language Villages-Bemidji. B.A., University of Western Ontario; D.C., Northwestern Health Sciences University.

Ahmed Afzaal (2007), Associate Professor of Religion. B.S., Dow Medical College, Pakistan; M.S. and Ph.D., Drew University.

Stephanie L. Ahlfeldt (2004), Associate Dean of the College, and Professor of Communication Studies and Theatre Art. B.S. and Ph.D., North Dakota State University.

Ellen L. Aho (1990), Professor of Biology. B.A., Concordia College; Ph.D., University of North Carolina.

Shontarius D. Aikens (2016), Assistant Professor of Management, Offutt School of Business. B.M. and M.Ed., University of Arkansas; M.B.A., Walden University; Ph.D., Capella University.

Mallary Allen (2014), Assistant Professor of Sociology. B.A., University of Montana; M.A. and Ph.D., Southern Illinois University Carbondale.

Elijah Amelse (2018), Residence Hall Director.

Rebecca L. Amundsen (2004), Executive Director for Continuing Studies and Outreach. B.S. and M.S., North Dakota State University.

Najla G. Amundson (1999-2000, 2017), Assistant Professor of Communication Studies and Theatre Art. B.S., South Dakota State University; M.S., Northwestern University; Ph.D., North Dakota State University.

Cori A. Anderson (2016), Assistant Professor of Biology. B.S., Wheaton College; Ph.D., Dartmouth College.

Daniel V. Anderson (1993), Associate Professor of Healthcare Management, Offutt School of Business. Licensed Nursing Home Administrator, State of Minnesota. B.A., Concordia College; M.B.A., University of North Dakota; Ph.D., Walden University.

Douglas R. Anderson (1997), Professor of Mathematics. B.A., Augustana College; M.S. and Ph.D., University of Nebraska-Lincoln.

Per M. Anderson (1986), Associate Dean for Global Learning and Professor of Religion. B.A., St. Olaf College; M.Div., Harvard University; Ph.D., University of Chicago.

John Andrick (2017), Director of Center for Student Success. B.U.S., North Dakota State University; M.A., Lewis University.

Edward P. Antonio (2017), Chief Diversity Officer and Professor of Humanities. Dip.HE., B.A., National Academic Awards (London); B.D., Luther Rice Seminary; M.Litt., University of Aberdeen; Ph.D., University of Cambridge.

Gladys Antonio (2017), Assistant Professor of Economics, Offutt School of Business. M.S. and Ph.D., University of Denver.

Jennie B. Archer (2017), Assistant Librarian. B.S., Mayville State University; M.A., North Dakota State University; M.S., University of Illinois at Urbana-Champaign.

Althea A. ArchMiller (2017), Assistant Professor of Biology. B.A., Gustavus Adolphus College; Ph.D., Auburn University.

Matthew C. ArchMiller (2017), Assistant Professor of Physics. B.A., Gustavus Adolphus College; M.S. and Ph.D., University of Wisconsin-Madison.

W. Vincent Arnold (1991), Division Chair of Humanities and Professor of History. B.A., Mount Vernon Nazarene College; M.A. and Ph.D., Miami University, Ohio.

Elizabeth A. Arroyo (2008), Instructor of Spanish and Hispanic Studies. B.A., University of Seville, Spain; M.L.A., Minnesota State University Moorhead.

Jason M. Askvig (2012), Assistant Professor of Biology. B.S., M.S. and Ph.D., University of North Dakota.

Nathan D. Axvig (2013), Assistant Professor of Mathematics. B.S., University of North Dakota; M.S. and Ph.D., University of Nebraska-Lincoln.


Kevin W. Baggett (2014), Instruction and Outreach Librarian. B.A., University of Mississippi; M.L.I.S., Louisiana State University.

Angie M. Bainer (2007), Associate Director of Financial Aid. B.A., Concordia University.


Michael G. Bath (1996), Professor of Political Science. B.A., Benedictine College; M.A. and Ph.D., University of Kansas.

Matthew R. Beatty (2014), Director of International Admission. B.A., Luther College; Ed.D., University of Minnesota.

J. Elijah Bender (2017), Assistant Professor of History. B.A., Missouri State University; M.A., University of Hawaii at Manoa; Ph.D., University of California, Santa Barbara.

Rachel D. Bergeson (2006), Athletic Director. B.A., Concordia College; M.S., North Dakota State University.

Thelma S. Berquó (2011), Assistant Professor of Physics. P.B., Federal University of Espirito Santo, Brazil; M.Sc. and Ph.D., University of Sao Paulo, Brazil.

Daniel P. Biebighauser (2006), Associate Professor of Mathematics. B.A., Concordia College; M.S. and Ph.D., Vanderbilt University.

D. Bryan Bishop (1998), Associate Professor of Biology. B.A., University of Texas at Austin; M.S., Ohio University; Ph.D., Michigan State University.

Jean C. Bokinskie (1997), Professor of Nursing. B.A., Jamestown College; M.S. and Ph.D., University of North Dakota.

Theresa A. Borchert (1999), Associate Librarian. B.S., Valley City State University; M.L.S., Emporia State University.


Lindsey A. Brammell (2017), Assistant Professor of Art. B.F.A., California College of the Arts; M.A., San Francisco State University; M.F.A., University of North Dakota.

Anita M. Brandenburg (1994), Director of Cobber Kids. B.S., North Dakota State University.


Michelle E. Brislin (2017), Gift Planner for Advancement. B.A., University of North Dakota.

Linda J. Brown (1985), Treasurer and Vice President for Finance. B.S., Concordia College; B.S., Minnesota State University Moorhead.


Jacqueline A. Bussie (2011), Director of Forum on Faith and Life, and Professor of Religion. B.A., Davidson College; M.A., Yale University; Ph.D., University of Virginia.

Francisco L. Cabello-Cobo (2001), Professor of Spanish and Hispanic Studies. Licenciado, Universidad de Sevilla, Spain; M.A., Claremont Graduate School; Ph.D., University of California, Davis.

Jane Linde Capistran (2002), Assistant Professor of Music and Conductor of Symphonia. B.S., Bemidji State University; M.A., University of Iowa.

Gregory B. Carlson (2001), Associate Professor of Communication Studies and Theatre Art. B.A., Minnesota State University Moorhead; M.A. California State University, Dominguez Hills; Ph.D., North Dakota State University.

Karen A. Carlson (2008), Associate Director of Alumni Relations. B.A., Concordia College.

Stephanie M. Carlson (2017), Instructor of Music. B.M., Baldwin-Wallace College Conservatory of Music; M.M. and D.M.A., University of Georgia.


Angel F. Carrete Rodriguez (2017), Assistant Professor of Finance, Offutt School of Business. B.S., Instituto Tecnológico y de Estudios Superiores de Occidente A.C., Guadalajara, Mexico; M.B.A., University of West Florida.

Cynthia R. Carver (1976-79, 1989), Division Chair of Professional Programs and Communication Studies, and Professor of Communication Studies and Theatre Art. B.A., Concordia College; M.A., Bradley University; Ph.D., University of Minnesota.

Mark G.A. Causapin (2018), Assistant Professor of Mathematics. B.S., University of the Philippines; M.A., M.Phil. and Ph.D., Columbia University.

Jill M. Cella (1992), Sports Information Director for Communications and Marketing/Athletics, and Assistant Men’s Soccer Coach. B.A., St. John’s University.


Mark Chen (2015), Group Director, Concordia Language Villages. B.A., North Central College (Ill.); M.A., The Ohio State University.


Alan R. Christenson (2012), Gift Planner for Advancement. B.A., St. John’s University.

Jennifer L. Christofferson (2011), Instructor of Nutrition, Dietetics and Exercise Science. B.S., University of North Dakota; M.S., North Dakota State University.

Jonathan P. Clark (1994), Associate Professor of German. B.A., University of Washington; M.A. and Ph.D., University of California, Berkeley.


René Clausen (1986), Professor of Music and Conductor of The Concordia Choir. B.A., St. Olaf College; M.M. and D.M.A., University of Illinois.
Lois F. Cogdill (1993), Dean of Students. B.S., Minot State University; M.A., University of North Dakota.

George B. Connell (1986), Professor of Philosophy. B.A., Mercer University; M.A. and Ph.D., Vanderbilt University.

Virginia H. Connell (2009), Associate Librarian. B.A., Mercer University; M.A., North Carolina State University; M.L.S., University of Alabama, Tuscaloosa.

Christian O. Connelly (2018), Associate Director of Dining Services.

Susan J. Cordes-Green (1995), Associate Professor of Psychology. B.A., Concordia College; M.S. and Ph.D., North Dakota State University.

Lindsey J. Cossette (2015), Academic Counselor and Writing Center Coordinator, Center for Student Success.

Mark K. Covey (1979-1980; 1989), Professor of Psychology. B.A., Concordia College; M.S. and Ph.D., Washington State University.


David A. Creech (2013), Assistant Professor of Religion. B.A., University of California at Santa Barbara; M.Div., Fuller Theological Seminary; Ph.D., Loyola University.

Nicole D. Crouch (2014), Director of Dining Services. B.A., Concordia College; M.S., Eastern Illinois University, Charleston.

Michael P. Culloton (2012), Associate Professor of Music and Choral Conductor. B.M., Concordia College; M.M., University of Arizona; D.M.A., North Dakota State University.

Laurie K. Dahley (2003-05, 2005), Assistant Professor of Social Work. B.S., Minnesota State University Moorhead; M.S.W., Augsburg College; Ph.D., North Dakota State University.


Jennifer L. DeJong (2002), Associate Professor of Nursing. B.A., Concordia College; M.S. and F.N.P. certified, University of Minnesota; Ph.D., North Dakota State University.


Catherine L. Dickey (2011), Staff Accountant for Business Office. B.A., Michigan State University.

Nathaniel H. Dickey (2003), Associate Professor of Music and Conductor of Symphonic Band. B.A., Oberlin College; B.M., Oberlin Conservatory; M.M., Rice University; D.M.A., University of Minnesota.


Dawn E. Duncan (1994), Professor of English. B.A., Stephen F. Austin State University; M.Ed. and Ph.D., University of North Texas.

Dennis M. Duncan (2000), Director of Infrastructure Services, Information Technology Services.

Matthew J. Dymoke (2014), Assistant Director of Alumni Relations. B.A., Concordia College.


Éric Eliason (2013), Dean of the College and Vice President for Academic Affairs, and Professor of English. B.A., Augustaana College (Ill.); M.A. and Ph.D., University of Virginia, Charlottesville.

Nicholas R. Ellig (1982), Professor of Sociology and Social Work. B.A., University of Wisconsin-Green Bay; M.A., University of Wisconsin-Milwaukee; Ph.D., University of Iowa.

Scott D. Ellingson (1979), Director of Cooperative Education and Internships, Career Center. B.A., Concordia College; M.S., Minnesota State University Moorhead.

Susan P. Ellingson (1988), Professor of Education. B.A., Concordia College; M.A. and Ph.D., University of Minnesota.

Nicole M. Ellis (2017), Associate Director of Marketing. Concordia Language Villages. B.S., North Dakota State University; M.S., University of Massachusetts-Amherst.

Isaiah Escobar Henry (2018), Residence Hall Director.

David P. Eyler (1987), Professor of Music, and Director of the Percussion Ensemble and Marimba Choir. B.S., Frostburg State University; M.M., The Ohio State University; D.M.A., Louisiana State University.

Wayne R. Flack (2006), Director of Facilities. B.A., Minnesota State University Moorhead; M.B.A., North Dakota State University.

John A. Flaspohler (1999), Associate Professor of Biology. B.S., University of Michigan; Ph.D., University of Pittsburgh School of Medicine.

Kristen M. Ford (2010), Associate Professor of Education. B.A., Concordia College; M.S., University of Wisconsin; Ph.D., North Dakota State University.

Kenneth W. Foster (2007), Professor of Political Science. B.S., Cornell University; M.A. and Ph.D., University of California, Berkeley.

Mark W. Gealy (1990), Professor of Physics. B.A., Hastings College; M.S. and Ph.D., University of Denver.

Emily A. Gess (2008), Accountant, Treasurer’s Office. B.A., Concordia College; M.S., North Dakota State University.

Abhijit Ghosh (2013), Assistant Professor of Strategic Management, Offutt School of Business. B.E., L.D., College of Engineering, Gujarat University, India; M.B.A., University of Baroda, India; Ph.D., McGill University, Montreal, Canada.

Jason L. Giffey (2002), Assistant Director of Dining Services.

Richard A. Gilmore (1993), Professor of Philosophy. B.A., Middlebury College; M.A. and Ph.D., University of Chicago.

Cassandra L. Glynn (2012-13, 2014), Assistant Professor of Education and German, and Director of the Master of Education in World Language Instruction Program. B.A., Concordia College; M.A. and Ph.D., University of Minnesota.

Heidi A. Goldberg (1995), Professor of Art. B.A., Hamline University; M.F.A., University of Michigan.

Shelly K. Gompf (1996-97, 2002-03, 2015), Director of Healthcare Administration and Assistant Professor of Healthcare, Offutt School of Business. B.A., Concordia College, M.A., Ottawa University.

Martin E. Graefe (1983-87, 1995), Senior Group Director, Concordia Language Villages-Bemidji. B.S., University of North Dakota; M.B.A., University of Minnesota.

Sarah J. Greter (2017), Assistant Professor of Nutrition, Dietetics and Exercise Science. B.S., University of Wisconsin, Green Bay; M.S. and Ph.D., North Dakota State University.

Debra M. Grosz (1999), Director of Field Experiences, Education. A.S. and B.S., Minnesota State University Moorhead; M.S., Tri-College University; Ph.D., University of North Dakota.

Patricia K. Gulsvig (2000), Assistant Professor of Education. B.A., Concordia College; M.A., University of St. Thomas; Ph.D., University of North Dakota.

Peter J. Haberman (2012), Associate Professor of Music and Director of Bands. B.M., Concordia College; M.M., University of Montana-Missoula; D.M.A., University of Minnesota.

Trina Pisk Hall (2005), Director of Development. B.A., Concordia College; M.S., Minnesota State University Moorhead.

Peter D. Halverson (1983), Associate Professor of Music. B.M., Concordia College; M.M., University of Wisconsin.

Katherine L. Halvorson (2002), Associate Director of The Concordia Annual Fund. B.A., Concordia College.

Gregory R. Hamilton (2008), Associate Professor of Music. B.M., The Oberlin Conservatory; M.M., Northern Illinois University; D.M.A., The University of Kansas.

Roy Hammerling (1992), Professor of Religion. B.A., Pacific Lutheran University; M.Div., Wartburg Theological Seminary; M.A. and Ph.D., University of Notre Dame.

Karen E. Hanson (2015), Business Manager for Facilities Management. B.S., North Dakota State University; M.S., St. Cloud State University.

Sonja M. Harasim (2013), Assistant Professor of Music. B.Mus., Cleveland Institute of Music; M.M. and D.M.A., Rice University, Texas.

Douglas Harbin (2015), Assistant Professor of Music. B.M. and B.A., Taylor University; M.M., Ball State University; D.M.A., Arizona State University.

Teresa L. Harland (2008), Vice President for Advancement. B.A., Gustavus Adolphus College; M.A., Minnesota State University Mankato.

Debora J. Harris (2001), Associate Professor of Music. B.M., Bradley University; M.M., Florida State University.


Carisa A. Hendrickson (2010), Assistant Registrar. B.A., Bethel University; M.A., University of Northwestern.

Jay A. Hershberger (1992), Professor of Music. B.M., University of Tulsa; M.M., Wichita State University; D.M.A., Arizona State University.


Karin Hillstrom (1998-00, 2014), Assistant Professor of German and Spanish. B.A. and M.A., Universidad de Buenos Aires, Argentina.


Holly Hoeschen (2017), Assistant Director of Transfer Admission.


Christopher D. Howe (2008), Head Men’s Hockey Coach. B.A., St. John’s University.

Emily C. Huber (2018), Assistant Professor of Nutrition, Dietetics and Exercise Science. B.S., M.S. and Ph.D., South Dakota State University.

Monia M. Ibrahim (2000), Professor of Psychology. B.A., American University, Cairo; M.A. and Ph.D., Michigan State University.

Jane E. Indergaard (2002-15, 2015), Assistant Professor of Nursing. B.S. and M.S., University of North Dakota.

Holly A. Jantz (2006), Associate Professor of Music. B.M., University of Wisconsin-Stevens Point; M.M., University of Colorado; D.M.A., University of Kansas.

Kathy Jenson (2018), Director for Finance and Administrative Services, Concordia Language Villages.

Mark B. Jensen (1997), Professor of Chemistry. B.A., Northwestern College, Iowa; Ph.D., Iowa State University.

Adriana M. Johnson (2001-06, 2007), Assistant Professor of Spanish and Hispanic Studies. B.S., Anahuac University, Mexico; M.S., University of Navarra, Spain.

Brent A. Johnson (2012), Assistant Director of Student Engagement. B.A., Concordia College.

Eric P. Johnson (2005), Director of Alumni Relations. B.A., Concordia College; J.D., University of Minnesota Law School.


Albert Kagan (2010), Professor of Research in Management Information Systems, Offutt School of Business. Ph.D., Iowa State University.

Ahmed M. Kamel (2005), Professor of Computer Science and Associate Dean of Offutt School of Business. B.S. and M.S., Cairo University; M.B.A., North Dakota State University, Ph.D., Michigan State University.

Juihsien H. Kao (2010), Counseling Psychologist, Counseling Center and Disability Services. B.A., National Taiwan University; M.A., University of Maryland; Ph.D., University of Minnesota.


Amy E. Kelly (2000), Director of Media Relations and College Communications, Communications and Marketing. B.A., Concordia College.


Polly K. Kloster (2000), Associate Professor of Nursing. B.S., St. Olaf College; M.S., University of North Dakota; Ph.D., Oregon Health Sciences University.

David J. Klug (1990), Assistant Football Coach. B.A., Concordia College.

Peter G. Knudsvig (2007), Associate Professor of Music and Director of Jazz Ensemble II. B.M., Concordia College; M.M. and D.M.A., The Catholic University of America.

Karla K. Knutson (2008), Associate Professor of English. B.A., Concordia College; M.A. and Ph.D., University of Kansas.

Joan L. Kopperud (1989-1993, 1994), Professor of English. B.A., Concordia College; M.S., Minnesota State University Mankato; Ph.D., University of North Dakota.

Hilda P. Koster (2005), Associate Professor of Religion. B.A., M.A. and M.Div., The University of Groningen, Netherlands; Th.M., Princeton Theological Seminary; Ph.D., University of Chicago Divinity School.

Mark J. Krejci (1987), Professor of Psychology. B.S., University of North Dakota; M.A. and Ph.D., University of Notre Dame.

Donald A. Krogstad (2002), Professor of Chemistry. B.S., University of Wisconsin-Stevens Point; Ph.D., University of Minnesota.

Damian J. Lampl (2015), Assistant Professor of Computer Science, Offutt School of Business. B.S., Northern State University; M.S. and Ph.D., North Dakota State University.

Teri J. Langlie (2009), Assistant Professor of Education. B.A., Concordia College; M.S., Minnesota State University Moorhead; Ph.D., University of North Dakota.

Betty J. Larson (1974-78, 1983), Professor of Nutrition, Dietetics and Exercise Science. B.S., University of North Dakota; M.S., North Dakota State University; Ed.D., University of North Dakota; Dietetic Internship, St. Mary’s, Rochester, Minn.; Fellow of American Dietetic Association.


Susan J. Larson (1998), Division Chair of Sciences and Mathematics, and Professor of Psychology. B.A., University of Manitoba; Ph.D., McMaster University.


Susan Jung Lee (2008), Associate Professor of Art. B.A., University of California, Berkeley; M.A., Hongik University, Seoul, Korea; M.A., California State University, Long Beach; Ph.D., University of Michigan, Ann Arbor.


Philip C. Lemaster (2014), Assistant Professor of Psychology. B.A. and M.A., Marietta College; Ph.D., West Virginia University.


Sarah B. Lindemann (2013), Instructor of Accounting, Offutt School of Business. B.S. and M.Acc., North Dakota State University.

Matthew L. Lindholm (2001), Associate Professor of Sociology and Social Work. B.A., Carleton College; M.Div., Union Theological Seminary; Ph.D., City University of New York.


Kristi K. Loberg (2002), Associate Professor of Sociology and Social Work. B.A., Concordia College; M.S., University of Wisconsin; Ph.D., North Dakota State University.

Kent D. Loken (2007), Associate Administrator and Manager of Instrumental Ensembles. B.A., Concordia College; M.M.Ed., University of Minnesota.


Shan "Susanna" Lu (2013), Assistant Director of International Community. B.A., Beijing Normal University-Hong Kong Baptist University, United International College (UIC); M.S., Southern Illinois University Edwardsville.

Joshua D. Lysne (2015), Associate Vice President for Communications and Chief Marketing Officer. B.A., Concordia College.

Chad Lystad (2017), Academic Counselor and Peer Mentor Coordinator, Center for Student Success. B.A., University of North Dakota; M.S., North Dakota State University.

Jackie Maahs (2018), Sustainability Coordinator. B.S., University of Minnesota.

William F. MacDonald (2008), Director of Public Safety. B.A., Minnesota State University Moorhead.

Julie R. Mach (2002), Associate Professor of Chemistry. B.S., Mayville State University; M.S. and Ph.D., University of Kansas.


Steven L. Makela (2002), Assistant Professor of Music. B.A. and B.S., Bemidji State University; M.A., University of Minnesota; D.M.A., University of North Texas.

Luiz A. Manzioni Vieira (2008), Associate Professor of Physics. B.A., Federal University of Santa Maria, RS, Brazil; M.S. and Ph.D., Institute of Theoretical Physics, State University of São Paulo, Brazil.

Michelle D. Marko (2008), Associate Professor of Biology. B.S., University of Minnesota; M.S., Colorado State University; Ph.D., University of Minnesota.

Christopher J. Mason (2013), Interim Director, Offutt School of Business, and Associate Professor of Finance. B.A., Concordia College; M.B.A., Carlson School of Management, University of Minnesota.

Robert L. Mayo (2017), Assistant Professor of Economics, Offutt School of Business. B.A., University of Massachusetts, Amherst; M.A. and Ph.D., George Mason University.

Elizabeth “Elly” Carson McHan (2012), Minister of Word and Sacrament, Office of Ministry. B.Mus., University of Alberta, Canada; M.Div., Wartburg Theological Seminary, Iowa.

Emily Meyer (2017), Assistant Director of Residence Life. B.A., Ripon College; M.A., University of St. Thomas.

Jeffrey T. Meyer (2000), Division Chair of Fine Arts and Professor of Music. B.M., Wheaton College Conservatory of Music; M.A. and Ph.D., University of Minnesota.


Tao Ming (2008), Associate Professor of Chinese. B.A., Sichuan University of International Studies, Chongqing, Sichuan, P.R. China; M.A., Guangdong University of Foreign Studies, Guangzhou, P.R. China; M.A. and Ph.D., University of California, Los Angeles.

Anne T. Mocko (2012), Associate Professor of Religion. B.A., The College of William and Mary; M.A. and Ph.D., The University of Chicago.


Rebecca R. Moore (1994), Professor of Political Science. B.A., St. Olaf College; M.A. and Ph.D., University of Virginia.

Tracey A. Moorhead (1989), Senior Associate to the President. B.S. and M.S., North Dakota State University.

David L. Mork (1990), Associate Professor of Chemistry. B.A., St. Olaf College; Ph.D., University of Oklahoma.

Pamela S. Mork (1991), Associate Professor of Chemistry. B.S., Oral Roberts University; M.S., University of Oklahoma.

Christian E. Mortenson (2016), Assistant Professor of Art. B.F.A., University of South Dakota; M.A. and M.F.A., University of Iowa.


A. Jennifer Nash (2012), Associate Professor of Music. B.A., Dickinson College (Penn.); M.M. and Graduate Performance Diploma, John Hopkins University; D.M.A., University of Michigan.

Faith W. Ngunjiri (2013), Director of the Lorentzen Center for Faith and Work, and Associate Professor of Ethics and Leadership, Offutt School of Business. B.Ed., Kenyatta University; M.A., Nairobi Evangelical Graduate School of Theology; M.A. and Ed.D., Bowling Green State University, Ohio.

Gretchen M. Noah (2009), Donor Relations and Advancement Services Associate. B.A., Concordia College.

Ann M. Oanes (2007), Registration and Transportation Manager, Concordia Language Villages. B.A., Concordia College.

Jasi L. O’Connor (1996-2014, 2014), Director of Institutional Effectiveness. B.A., Concordia College; M.S., Minnesota State University Moorhead; Ph.D., University of North Dakota.


W. Scott Olsen (1987), Professor of English. B.A. and M.A., University of Missouri, Columbia; M.F.A., University of Massachusetts Amherst.

Mikel L. Olson (2006), Associate Professor of Psychology. B.S., Northwestern College; M.S. and Ph.D., Washington State University.

Roger T. Olson (2001), Director of Risk Management. B.A. and J.D., University of North Dakota.


Sean Payette (2017), Residence Hall Director. B.A., Concordia College.

Dwight J. Peterson (2016), Assistant Professor of Psychology. B.A. and M.A., University of Iowa; Ph.D., University of Nevada, Reno.

Russell M. Peterson (1996), Associate Professor of Music and Director of Jazz Ensemble I. B.M., Youngstown State University; M.M., Bowling Green State University.
John S. Pierce (1969), Senior Gift Planner for Advancement. B.S., North Dakota State University.


James A. Postema (1989), Professor of English. B.A., Calvin College; M.A. and Ph.D., University of Illinois.

Jan H. Pranger (2005), Associate Professor of Religion. M.A. and M.Div., The University of Groningen; Th.M., Princeton Theological Seminary; Ph.D., The University of Groningen.

Carol I. Pratt (1991), Associate Professor of Biology. B.A., Luther College; Ph.D., University of Wisconsin-Madison.

Laura K. Probst (2013), Director of the Carl B. Ylvisaker Library. B.A., Luther College; M.S., University of Illinois, Urbana; M.A., University of Minnesota.

Jessica A. Rahman (2003), Head Women’s Basketball Coach. B.A., Concordia College; M.Ed., North Dakota State University.

Andrea M. Ramstad (2017), Assistant Professor of Communication Studies and Theatre Art. B.A., Arizona State University West; M.A. and Ph.D., North Dakota State University.


Gay G. Lawson (2001), Professor of French. B.A., Wittenberg University; M.A., Miami University; Ph.D., The University of Iowa.

John C. Reber (2008), Associate Professor of Mathematics. B.S., Minnesota State University Moorhead; M.S. and Ph.D., North Dakota State University.

Vincent J. Reusch (2009), Associate Professor of English. B.S., Western Michigan University; M.A., Northern Michigan University; Ph.D., Western Michigan University.

Donald E. Rice (1988), Professor of Communication Studies and Theatre Art. B.A., Luther College; M.A. and Ph.D., University of Iowa.

Mary K. Rice (1988), Professor of Spanish and Hispanic Studies. B.A., Luther College; M.A. and Ph.D., University of Iowa.

Nathalie E. Rinehardt (2004), Director of Student Engagement. B.A., Concordia College; M.Ed., North Dakota State University.


Marvin L. Roeske (1995), Head Women’s Track and Field/Cross Country Coach. B.A., Jamestown College; M.A. North Dakota State University.

Heidi A. Rogers (2008-12, 2014), Assistant Director of Retention and Learning Services, Center for Student Success. M.S., Minnesota State University Moorhead.

Fanny Roncal Ramirez (2012), Associate Professor of Spanish and Hispanic Studies. B.A., Universidad Nacional de Trujillo, Perú; M.A., Universidad de Piura, Perú; M.A. and Ph.D., University of Iowa.

Sunet Rubalcava (2017), Admission Representative. B.A., University of California-Riverside; M.Ed., University of Utah.


Drew Rutherford (1996-97, 1998), Associate Professor of Chemistry. B.A., University of Minnesota Morris; M.S. and Ph.D., North Dakota State University.

Julie C. Rutherford (1998), Associate Professor of Biology. B.A., St. Olaf College; Ph.D., University of North Dakota.

Matthew S. Rutten (2016), Director of the Counseling Center and Disability Services. B.A., Metropolitan State University, St. Paul; M.A. and Psy.S., Minnesota State University Moorhead.

Jack E. Rydell (2006), Associate Professor of Nursing. B.A., Jamestown College; M.S., University of North Dakota; D.N.P., University of Minnesota.

Jorge E. Scarpin (2017), Assistant Professor of Accounting, Offutt School of Business. B.S., University of São Paulo, Brazil; M.B.A., Universidade Estadual de Londrina, Brazil; M.S., University of North Parana, Brazil; Ph.D., University of São Paulo, Brazil.

Stephen R. Schaefer (1989), Senior Associate Director of International Admission. B.A., Concordia College.

Steven P. Schlaht (2000), Assistant Director of Facilities Operations. B.S., North Dakota State University.

Benjamin F. Schneweis (2012), Head Men’s Soccer Coach. B.A., University of North Dakota; M.S., North Dakota State University.

Christine L. Schulze (1983), Executive Director for Concordia Language Villages. B.A., Concordia College; J.D., University of Minnesota.

J. Warren Schulze (2005), Director of Operations, Concordia Language Villages-Bemidji.

Darcie R. Sell (2009), Associate Professor of Psychology. B.A., Concordia College; M.A. and Ph.D., University of North Dakota.


Lisa M. Sethre-Hofstad (1996), Vice President for Student Development and Campus Life, and Professor of Psychology. B.A., Concordia College; M.S. and Ph.D., University of New Mexico.


Robert A. Smith (2009), Assistant Director of Facilities Operations. B.A., University of Wisconsin-Superior.

William J. Snyder Jr. (1996), Professor of English. B.A., Florida Atlantic University; M.A., Temple University; Ph.D., Florida State University.

Elka K. Solvang (1998), Professor of Religion. B.S., University of Hartford; M.A., Lutheran School of Theology; Ph.D., Princeton Theological Seminary.

Jennifer Speir-Hearn (2016), Group Director, Concordia Language Villages. B.A., Middlebury College (Vt.); M.A.T., University of North Carolina at Chapel Hill.

David A. Sprunger (1992), Professor of English. B.A., Bethel College, Kansas; M.A., University of Kansas; Ph.D., University of Illinois.


Fred B. Sternhagen (1982), Associate Professor of Communication Studies and Theatre Art. B.A., Concordia College; M.S., North Dakota State University; Ph.D., University of Minnesota.

Darrell W. Stolle (2013), Professor of Education. B.A., Concordia College; M.Ed., North Dakota State University; Ed.D., Northern Virginia University.

Krystle D. Strand (2006), Associate Professor of Biology. B.A., Concordia College; M.B.S., University of Colorado at Colorado Springs; Ph.D., The University of North Carolina at Chapel Hill.

Michelle G. Strang (2017), Assistant Professor of Nutrition, Dietetics and Exercise Science, and Director of Didactic Program in Dietetics. B.S., M.S. and Ph.D., North Dakota State University.

Odile J. Streed (2004), Director of International Business and Associate Professor of Marketing, Offutt School of Business. B.S., University of Bretagne Occidentale; M.B.A., University of Paris; M.S. and Ph.D., University of Rennes I.

Karl A. Stumbo (2015), Vice President for Enrollment and Marketing. B.A., Concordia College; M.Ed., Iowa State University; Ed.D., Seattle University.

Kevin F.E. Sütterlin (2016), Assistant Professor of Music and Director of The Concordia Orchestra. B.A.Mus., Hochschule Luzern School of Music, Switzerland; M.M. and D.M.A., University of Memphis Rudi E. Scheidt School of Music.

Jennifer L. Sweatman (2016), Assistant Professor of Biology. B.S. and M.S., Texas A&M University, Ph.D., Florida International University.

Kirsten E. Theye (2009), Associate Professor of Communication Studies and Theatre Art. B.A., Valparaiso University; M.A. and Ph.D., The University of Kansas.

Abigail Thill (2017), Residence Hall Director. B.A., Denison University.

Allison R. Thome (2016), Assistant Librarian. B.A., Lawrence University; M.L.S., University of Illinois.


Carola J. Thorson (2015), Executive Director of Admission and Scholarships. B.A., Concordia College; M.A., Augustana College.

Lucy H. Thrasher (1986), Associate Professor of Music. B.A., Concordia College; M.M., University of Colorado at Boulder.

Tally R. Tinjum (2012-2016, 2016), Assistant Professor of Nursing. B.A., Concordia College; M.S., Nebraska Methodist College; Ph.D., University of Nevada, Las Vegas.

William L. Todt (1990), Associate Professor of Biology. B.A., Berea College; Ph.D., University of Wisconsin-Madison.

Peggy L. Torrance (2007), Director of Human Resources. B.A., Central College; M.B.A., University of Mary.

Amanda L. Tracy (2017), Assistant Professor of Nursing. M.S.N., Aspen University.

Sara B. Triggs (2000), Professor of Education. B.S., Mayville State University; M.A., University of St. Thomas; B.A. and Ph.D., University of North Dakota.

Ronald G. Tweed, C.P.A. (1991), Assistant Professor of Accounting, Offutt School of Business. B.A., Concordia College; M.B.T., University of Minnesota.

Lisa A. Twomey (2004-07, 2008-15, 2016), Assistant Professor of Spanish. B.A., Marquette University; M.A., New York University; Ph.D., Universidad Complutense de Madrid.

Darlin J. Unness (1998), Professor of Chemistry. B.A., Concordia College; M.S. and Ph.D., Cornell University.

Michael R. Vandenberg (2016), Associate Director of Admission for the Offutt School of Business. B.A., University of Minnesota, Morris.

C. Tess Varner (2016), Assistant Professor of Philosophy. B.S., Oklahoma Christian University; M.L.A., Oklahoma City University; Ph.D., University of Georgia.


Heather Waddell (2009), Assistant Professor of Classical Studies. B.A., Concordia College; M.A. and Ph.D., The University of Iowa.

Meredith G. Wagner (2008-2013, 2013), Director of the Combined Dietetic Internship and Master of Science in Nutrition Program, and Associate Professor of Nutrition, Dietetics and Exercise Science. B.A., Concordia College; M.S., Kent State University; Ph.D., North Dakota State University.


Julia C. Walk (2016), Assistant Professor of Mathematics. B.A., Luther College; M.S. and Ph.D., University of Iowa.

Amy S. Watkin (2005), Associate Professor of English. B.A. and M.A., North Dakota State University; Ph.D., University of North Dakota.

Susan Fisher Wee (2010), Director of Conferences and Events. B.S., Minnesota State University Moorhead.

Brandon L. Wente (2012), Associate Director of Admission. B.A., Concordia College.

Sonja P. Wentling (2003), Professor of History. M.A., Southern Illinois University; Ph.D., Kent State University.

Joseph C. Whittaker (2011), Associate Professor of Biology. B.A., DePauw University; M.S., University of Minnesota, Duluth; Ph.D., Southern Illinois University Carbondale.


Kylie Windecker (2017), Residence Hall Director. B.A., Concordia College.

David T. Wintersteen (1998), Professor of Communication Studies and Theatre Art. B.A., Luther College; M.F.A., Minnesota State University Mankato; Ph.D., University of Oregon.

Barbara J. Witteman (1995), Professor of Education. B.S., Minot State University; M.E. and Ph.D., Miami University.

Leann K. Wolff (2016), Assistant Professor of Ethics, Offutt School of Business. M.A., University of St. Thomas.

Graeme R.A. Wyllie (2006), Assistant Professor of Chemistry. B.S., University of St. Andrews, Scotland; Postgraduate Diploma, The Robert Gordon University, Scotland; Ph.D., University of Notre Dame.

Leila Zakhirova (2013), Assistant Professor of Political Science. B.A., Bethany College; M.A., Kansas State University; Ph.D., Indiana University.

Laura E. Zeiher (2012), Director of Student Conduct and Deputy Title IX Coordinator. B.A. and M.S., Minnesota State University Moorhead.

Xueqi Zeng (1990), Associate Professor of Mathematics. B.S., Beijing Normal University; M.S. and Ph.D., University of Illinois; M.S. and Ph.D., University of North Dakota; M.B.A., University of North Dakota; M.S. and Ph.D., University of Illinois Carbondale.

Sonja P. Wentling (2010), Director of Conferences and Events. B.S., Minnesota State University Moorhead.
EMERITI FACULTY

Retired faculty are granted emeriti status based on years of service and other criteria determined by the President’s Cabinet.

AAGESON, Dr. James W., Religion
ALDERINK, Dr. Larry J., Religion
ANDERSON, Dr. Verlyn D., Library, History, Scandinavian Studies
BARTZ, Dr. Albert E., Psychology
BJERKNESS, Odell M., French, Language Sciences, May Seminars
BOLLENS, John, Business Education
BOGGS, David B., Art
BRUMMOND, Robert, Physics
BUCKLEY, Dr. Joan N., English
BURCHILL, Madelyn C., Music
BUTCHER, Charles, Norwegian
CARRUTH, Dr. Shawn, Religion
CERMAK, James F., Communication Studies and Theatre Art
CHILDS, Dr. David T., Music
CHRISTOPHERSON, James M., Head Coach-Football, Physical Education and Health
CLOSE, Dr. John E., Music
COHEN, Joanne, Music
COOMBER, Dr. James E., English
DAHL, Ingolf C., Social Work
DAHLBERG, Dr. Carol Ann, Education
DAHLBERG, Dr. Duane A., Physics
DINGA, Dr. Gustav P., Chemistry
DOVRE, Dr. Paul J., President of the College, Speech Communication and Theatre Art
DRAKE, Dr. Hiram M., History
EGGLITIS, Mirdza Z., German, Norwegian
ENGEKRETSEN, Dr. A. Rune, Scandinavian Studies/Norwegian
ENGELHARDT, Dr. Carroll L., History
EVERT, Harriet, Home Economics
FAGERSTROM, Dr. DuWain A., Business Education and Office Administration
FALK, Dr. Laurence L., Sociology
FORDE, Dr. James L., Mathematics and Computer Science
FOSS, Robert K., Accounting
FOSS, Dr. Nancy E., French
GLASRUD, Barbara, Art
GUY, Dr. Marilyn J., Education
HALQUIST, Dr. Mary W., Family and Nutrition Sciences
HALVORSON, Dr. Patricia A., Psychology
HAMMERSTROM, Janice E., Family and Nutrition Sciences
HANEY, Dr. James L., Religion
HANSON, Dr. J. Robert, Music
HARVEY, Dr. Gretchen G., History
HERMAN, Dr. Stewart W., Religion
HEUER, Dr. Charles V., Mathematics and Computer Science
HEUER, Dr. Gerald A., Mathematics and Computer Science
HIEBERT, Willard E., German
HIESTAND, Dr. Thomas, Offutt School of Business
HOFRENNING, Dr. James B., Religion
HOMANN, Dr. H. Robert, Chemistry
HOUGLUM, Bruce M., Music
HOVDE, Dr. Peter C., Political Science
HOVERSON, Sharon R., Library
HUSTFORD, Carol A., Library
ICE, Dr. Martha Long, Sociology
INGBERG, Dr. Alvild, English
IVERSON, Dr. Stanley A., Classical Studies
JACOBSON, Kenneth P., Education, History
JAMES, Linda S., Nutrition and Dietetics
JOHNSON, Dr. Ivan M., Biology
JOHNSON, Dr. Linda L., History
KEUP, Dr. Linda C., Offutt School of Business
KOHLER, Robert, Physical Education and Health
LARSON, Dr. George S., English
LARSON, Mary E., Library
LEGLER, Dr. James R., Offutt School of Business
LUTHER, Dr. Bryan A., Physics
MACKELLAR, Dr. William J., Chemistry
MCCAULEY, Dr. Barbara A., Classical Studies
MCMULLEN, Catherine O., English
MCRAE, Michelle T., ACCORD, English, Reading-Writing Center
MCRAE, Tony, French
MELÉNDEZ, Dr. Pedro S., Spanish and Hispanic Studies
MEYER, Dr. Lester V., Religion
MOEWES, Dr. David S., Business, Accounting and Economics
MUILENBURG, Dr. Gregg A., Philosophy
NELLERMOE, Dr. Ronald L., Biology
NELSON, Dr. Lois F., Nursing
NICK, Robert J., Physical Education and Health
NYGAARD, Peter A., Music
OLIVE, Dr. Barbara A., English
OSBORN, Howard H., Biology
O'SHAUGHNESSY, Dr. Susan M., Philosophy
PAULSON, Dr. Carlton, Biology
PAVEK, Dr. Bernice J., Head Coach-Women’s Tennis, Physical Education
PEDERSON de CASTAÑEDA, Dr. Vian M., Spanish and Hispanic Studies, Master of Education in World Language Instruction
PESOLA, Dr. Russell J., Music
PETERSON, Dr. Constance L., Nursing
PIPHO, Dr. Armin P., Physical Education and Health
PROM, Lynn H., Education
RAUSCHNABEL, June, Music
RICE, Allen E., Physical Education
RICHTER, Dr. Thomas L., Music
ROGERS, Dr. Elwin E., German, Norwegian
RUTTINGER, Dr. Barbara, Child and Family Studies
ROOD, Viera M. “Val,” Business Education and Office Administration
ROWELL, Gerald V., Mathematics
SANDGREN, Dr. David P., History
SAWYER, Dr. Lisa Lee, Music
SCHMOLL, Dr. Edward A., Classical Studies
SCOTT, Dr. Linda M., Nursing
VALDERRAMA de SILLERS, Dr. Leonor, Spanish and Hispanic Studies
SIMMONS, Rev. Dr. Ernest L. Jr., Religion
SIVERTSON, Duane E., Head Golf Coach, Health, Physical Education and Exercise Science
SKAA, Donna J., Spanish
SMART-MORSTAD, Dr. Karla J., Education
SMERUD, Dr. Warren D., Philosophy
STOEN, Dr. Linda L., Education
STRADLEY, Dr. Scot A., Offutt School of Business
STRAND, Elizabeth, Art
STROH, Dr. Luanna, Music
SWANSON, Linda, Library
THUREEN, Daniel J., Offutt School of Business
TKACHUK, Henry T., Communication Studies and Theatre Art
TOMHAVE, Dr. William K., Mathematics
ULNESS, Dr. James D., Psychology
VAN AMBURG, Dr. Gerald L., Biology
VITALIS, Luella M., Nursing
WOHLFEIL, Dr. Michael D., Education
WORTH, Dr. David M., Music
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International Student Organization</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Internships</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Intramural athletics</strong></td>
<td>31</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>120</td>
</tr>
<tr>
<td><strong>Jake Christiansen Stadium</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Japanese</strong></td>
<td>167</td>
</tr>
<tr>
<td><strong>Jazz Ensembles</strong></td>
<td>28</td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td>123</td>
</tr>
<tr>
<td><strong>Justice Journeys</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>K-12/Secondary Education (teaching)</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>KCCM radio station</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>King Intercultural Center</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Knutson Campus Center</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>KORD radio station</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Korn Krib</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Language Instruction (graduate)</strong></td>
<td>182</td>
</tr>
<tr>
<td><strong>Language Villages</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Languages, world</strong></td>
<td>167</td>
</tr>
<tr>
<td><strong>Late registration</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Latin</strong></td>
<td>65</td>
</tr>
<tr>
<td><strong>Latin American studies</strong></td>
<td>107</td>
</tr>
<tr>
<td><strong>Law preprofessional program</strong></td>
<td>148</td>
</tr>
<tr>
<td><strong>Leadership, service and civic engagement</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>Leave, academic</strong></td>
<td>21, 173</td>
</tr>
<tr>
<td><strong>Liberal Arts Core Curriculum</strong></td>
<td>24-25</td>
</tr>
<tr>
<td><strong>Library, Carl B. Ylvisaker</strong></td>
<td>35; map, back cover</td>
</tr>
<tr>
<td><strong>Library, Tri-College University</strong></td>
<td>30</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>91</td>
</tr>
<tr>
<td><strong>Literature/Communication Arts Education (teaching)</strong></td>
<td>80, 91</td>
</tr>
<tr>
<td><strong>Livedalen Hall</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Loans</strong></td>
<td>16, 171</td>
</tr>
<tr>
<td><strong>Location of the college</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Long-Term Care Administration</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Lorentzen Center for Faith and Work</strong></td>
<td>27</td>
</tr>
<tr>
<td><strong>Lorentzen Hall</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Maize, The</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Major, defined</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>Majors</strong></td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Management Information Systems</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Mandatory fees</strong></td>
<td>13-14</td>
</tr>
<tr>
<td><strong>Map of the campus</strong></td>
<td>back cover</td>
</tr>
<tr>
<td><strong>Marketing</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Marketing, Office of Communications and</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Martin Luther King Intercultural Center</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Master of Education in World Language Instruction</strong></td>
<td>182</td>
</tr>
<tr>
<td><strong>Master of Science in Nutrition</strong></td>
<td>180</td>
</tr>
<tr>
<td><strong>Mathematical Finance</strong></td>
<td>55</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>120</td>
</tr>
<tr>
<td><strong>Mathematics Education (teaching)</strong></td>
<td>80, 120</td>
</tr>
<tr>
<td><strong>Maximum time frame (graduate programs</strong></td>
<td>172</td>
</tr>
<tr>
<td><strong>May Seminars</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>MCAT (Medical College Admission Test)</strong></td>
<td>113</td>
</tr>
<tr>
<td><strong>Meal plans</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Media and entertainment</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Media Relations and Publications</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Media services</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Medical College Admission Test (MCAT)</strong></td>
<td>113</td>
</tr>
<tr>
<td><strong>Medical technology (Clinical Laboratory Science)</strong></td>
<td>67</td>
</tr>
<tr>
<td><strong>Medicine preprofessional preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Memorial Auditorium</strong></td>
<td>31; map, back cover</td>
</tr>
<tr>
<td><strong>Merit-based scholarships</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Middle School Education (teaching)</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Military withdrawal</strong></td>
<td>20, 173</td>
</tr>
<tr>
<td><strong>Minimum progress</strong></td>
<td>16, 22, 169, 171</td>
</tr>
<tr>
<td><strong>Ministry, Campus</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Minnesota Board of Examiners for Nursing Home Administration – accreditation</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>Minnesota Board of Teaching – accreditation</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Minnesota Society Board of Accountancy – accreditation</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Minnesota State Grant Program</strong></td>
<td>15</td>
</tr>
<tr>
<td><strong>Minor, defined</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Minors</strong></td>
<td>8-9</td>
</tr>
<tr>
<td><strong>Multimedia Journalism</strong></td>
<td>123</td>
</tr>
<tr>
<td><strong>Museum Studies</strong></td>
<td>115</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>12, 124</td>
</tr>
<tr>
<td><strong>Music building, Hvidsten Hall</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Music Composition</strong></td>
<td>124</td>
</tr>
<tr>
<td><strong>Music Education (teaching)</strong></td>
<td>80, 124</td>
</tr>
<tr>
<td><strong>Music ensembles</strong></td>
<td>28, 124</td>
</tr>
<tr>
<td><strong>Music organizations</strong></td>
<td>28</td>
</tr>
<tr>
<td><strong>Music private instruction</strong></td>
<td>129</td>
</tr>
<tr>
<td><strong>National Association of Long-Term Care Administrator Boards</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>National Association of Schools of Music – accreditation</strong></td>
<td>7</td>
</tr>
<tr>
<td><strong>National Collegiate Athletic Association (NCAA)</strong></td>
<td>31</td>
</tr>
<tr>
<td><strong>Neuroscience</strong></td>
<td>133</td>
</tr>
<tr>
<td><strong>New Voices (nonfiction writing publication)</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>New student orientation</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Normal progress</strong></td>
<td>22</td>
</tr>
<tr>
<td><strong>North Central Association Commission on Accreditation and School Improvement</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>North Central Association of Colleges and Schools</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Nursing, preprofessional program</strong></td>
<td>12</td>
</tr>
<tr>
<td><strong>Nursing</strong></td>
<td>135</td>
</tr>
<tr>
<td><strong>Nutrition and Dietetics, graduate program</strong></td>
<td>180</td>
</tr>
<tr>
<td><strong>Nutrition, Dietetics and Exercise Science</strong></td>
<td>137</td>
</tr>
<tr>
<td><strong>OAT (Optometric Admission Test)</strong></td>
<td>114</td>
</tr>
<tr>
<td><strong>Occupational Therapy preprofessional preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Off-campus living</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Office of Academic Affairs</strong></td>
<td>18</td>
</tr>
<tr>
<td><strong>Office of Communications and Marketing</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Office of the Registrar</strong></td>
<td>18, 173</td>
</tr>
<tr>
<td><strong>Office of Student Development and Campus Life</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Office of Student Engagement</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>Officials and faculty</strong></td>
<td>185-192</td>
</tr>
<tr>
<td><strong>Old Main</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Offutt School of Business</strong></td>
<td>50</td>
</tr>
<tr>
<td><strong>Olin Art and Communications Center</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Olson Skyway</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Olson Sports and Fitness Forum</strong></td>
<td>31; map, back cover</td>
</tr>
<tr>
<td><strong>Omicron Delta Kappa</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>On-Air, Concordia</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>On-campus housing</strong></td>
<td>34, 37, 42</td>
</tr>
<tr>
<td><strong>Optometry preprofessional preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Optometry Admission Test (OAT)</strong></td>
<td>114</td>
</tr>
<tr>
<td><strong>Oral examination (graduate programs)</strong></td>
<td>176</td>
</tr>
<tr>
<td><strong>Orchestras</strong></td>
<td>28</td>
</tr>
<tr>
<td><strong>Organizational Communication</strong></td>
<td>70</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>12, 13</td>
</tr>
<tr>
<td><strong>Outreach Teams</strong></td>
<td>33</td>
</tr>
<tr>
<td><strong>Parent Loan for Undergraduate Students</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>(PLUS), federal</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Park Region College</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Park Region Hall</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Parke Student Leadership Center</strong></td>
<td>39</td>
</tr>
<tr>
<td><strong>Part-time employment, student</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Part of Term (P.O.T.)</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Pass-fail registration option (S-U)</strong></td>
<td>21</td>
</tr>
<tr>
<td><strong>Pastor, campus</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Payment of tuition and fees</strong></td>
<td>13, 14, 181, 183</td>
</tr>
<tr>
<td><strong>PEAK</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Peer Mentoring Program</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Pell Grant Program, federal</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>Personal counseling</strong></td>
<td>36</td>
</tr>
<tr>
<td><strong>Perspectives courses</strong></td>
<td>25</td>
</tr>
<tr>
<td><strong>Pharmacy preprofessional preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>140</td>
</tr>
<tr>
<td><strong>Photography services</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Physical Plant (Mugaas Plant Operations Center)</strong></td>
<td>map, back cover</td>
</tr>
<tr>
<td><strong>Physical Therapy preprofessional preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Physician Assistant preprofessional preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td>142</td>
</tr>
<tr>
<td><strong>Physics Education (teaching)</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Piano (Music)</strong></td>
<td>124</td>
</tr>
<tr>
<td><strong>Placement of transfer and part-time students</strong></td>
<td>10, 20, 168</td>
</tr>
<tr>
<td><strong>Plagiarism</strong></td>
<td>24, 179</td>
</tr>
<tr>
<td><strong>Plan of Study</strong></td>
<td>176</td>
</tr>
<tr>
<td><strong>PLUS loan, undergraduate</strong></td>
<td>16</td>
</tr>
<tr>
<td><strong>PLUS loan, graduate</strong></td>
<td>171</td>
</tr>
<tr>
<td><strong>Policies</strong></td>
<td>39-42, 174</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>145</td>
</tr>
<tr>
<td><strong>Portal seminars</strong></td>
<td>26</td>
</tr>
<tr>
<td><strong>Post-Baccalaureate Accelerated Teacher License</strong></td>
<td>80</td>
</tr>
<tr>
<td><strong>Post Office</strong></td>
<td>38</td>
</tr>
<tr>
<td><strong>P.O.T. (Part of term)</strong></td>
<td>20</td>
</tr>
<tr>
<td><strong>Practicum experiences</strong></td>
<td>43</td>
</tr>
<tr>
<td><strong>Pre-Dentistry preparation</strong></td>
<td>112</td>
</tr>
<tr>
<td><strong>Pre-Law preparation</strong></td>
<td>148</td>
</tr>
<tr>
<td><strong>Pre-Medicine preparation</strong></td>
<td>112</td>
</tr>
</tbody>
</table>
STAY CONNECTED

facebook.com/concordiacollege
twitter.com/concordia_mn
instagram.com/concordia_mn
youtube.com/cobberweb
snapchat.com/concordia_mn
pinterest.com/concordia_mn

ConcordiaCollege.edu/social