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HOME

2020–2021 College Catalog

Concordia College New York

171 White Plains Road
Bronxville, New York 10708
914.337.9300
www.concordia-ny.edu (<http://www.concordia-ny.edu>)

PRESIDENT'S MESSAGE

Dear Students,

Every new academic year brings time of heightened emotions: excitement, anticipation, joy in reuniting and the promise of new beginnings.

We all know that this academic year will be layered with more. More guidelines, more rules, more worry, more distraction.

I like to try to think about the other 'mores' this unprecedented time has given us. More ways to serve. More ways to look at our former assumptions about life. More ways to show we care: by wearing our masks and keeping our distance, for instance.

This fall, my book *Meant for More* will be published. Meant for More is also this academic year's College theme. Together, the Concordia community will explore ways of engaging with the world that may help us discover our meaningfulness in it: the more for which we are meant.

The more I live, the more I realize how much I don't know. My charge to you this academic year is to find something you love learning about; get curious about it yourself. Don't rely on someone else, such as a teacher. As a famous saying goes, "Education is not the filling of a pail, but the lighting of a fire."

May God bless you,

President Nunes

MISSION, VALUES & INSTITUTIONAL STUDENT LEARNING OUTCOMES

Mission

Concordia College New York is a Christian higher education community of learning where mutual respect flourishes, responsibility is developed and reverence for God is cultivated so that students can pursue lives of passion, purpose, and service.

Values

Identity

We are anchored in a living Lutheran heritage as we strive to follow Jesus Christ. We express this tradition tangibly with an ethics-infused curriculum and a faith-informed community life.

Quality

As an academic community, we prioritize hospitality, civility and respectful dialogue across differences; as an academic institution, we are committed to intellectual rigor as well as co-curricular and pedagogical experiences that are personalized, enduring and actionable.

Diversity

We reach out with a globally-engaging, diverse worldview capitalizing on the international destination that is the classroom of Metropolitan New York City. Providing access to networks of vocational success, full human flourishing becomes a possibility for our students, their families, and the world.

Innovation

We embrace technological innovation as we benefit from its efficiencies. In our dynamic environment, we adapt our educational and business models in a manner.

Vocation

We reinforce the formation of identity, leadership, integrity, and collaboration so that every member of our community may realize their calling in every life they touch.

Institutional Student Learning Outcomes (ISLOs)

Faculty affirms the following over-arching outcomes expected of every Concordia graduate:

1. Communicate Effectively
2. Analyze and Apply Knowledge
3. Employ Ethical Decision Making

All Program Student Learning Outcomes (PSLOs) are mapped to these ISLOs

ACCREDITATION & CHARTER

Accreditation

Concordia College is accredited by:

The Mid-Atlantic Region Commission on Higher Education, doing business as the Middle States Commission on Higher Education (MSCHE). The Commission on Higher Education is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidacy status) activities for institutions of higher education.)

3624 Market Street, Suite 2 West, Philadelphia PA 19104, (215-662-5606

The Social Work program is accredited by:

Commission on Accreditation of the Council on Social Work Education (CSWE), a specialized accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation.

1701 Duke Street, Suite 200, Alexandria VA 22314-3457, (703)3-683-8080

The Teacher Education Program at Concordia College New York is accredited by:

The Council for the Accreditation of Education Preparation (CAEP) <http://caepnet.org>

1140 19th St NW, Suite 400, Washington, DC 20036 (202) 223-0077

This accreditation covers initial teacher preparation programs at Concordia College New York. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development.

The baccalaureate program in Nursing at Concordia College New York is accredited by:

Commission on Collegiate Nursing Education www.ccnaccreditation.org (<http://www.ccnaccreditation.org>)

The Business Program is accredited by:

International Accreditation Council for Business Education

11374 Strang Line Road

Lenexa, Kansas 66215 USA

Telephone: +1 913 631 3009

Fax: +1 913 631 9154

Radiologic Technologies is accredited by:

Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 North Wacker Drive #2850, Chicago, IL 60606-3182, (312) 704-5300

Charter

Concordia is a four-year, coeducational liberal arts college chartered by the Board of Regents of the University of the State of New York to offer associate, bachelor, and master's degrees. Concordia, founded in 1881 as Concordia Progymnasium, received its original charter from the State Regents in 1936. From 1918 to 1969, it was called Concordia Collegiate Institute; in 1969, the preparatory school was closed, and the present name of the College was authorized by a charter change. In 1972, the State Regents authorized the College to grant the baccalaureate degree. In 2011, the State Regents authorized the College to grant the master's degree.

ABOUT CONCORDIA COLLEGE

About Concordia College

Founded in 1881, Concordia is a college **Where Worlds Meet**. On its historic Bronxville campus and at off-site instructional locations, Concordia College celebrates diversity: of background, interests and life paths. At Concordia, students from all over the world and across the rich map of human experience engage with an ethics-infused, career-focused curriculum on their way to impacting the future through lives of passion, purpose and service. Concordia offers a variety of undergraduate, graduate, accelerated and pathway programs, including the innovative two-year Impact U program for students with intellectual disabilities. Concordia's nursing program is among the top five in New York State for first-time NCLEX pass rates. With selective honors admission, Concordia's Fellows have opportunities for deeper study and expression, and scholarships up to full tuition. Over 93% of Concordia students receive financial aid, and about a third are first-generation college students. Concordia Clipper teams compete in twelve NCAA Division II sports. Concordia Conservatory is a preeminent center for music education in Westchester and Fairfield counties, and Concordia students have access to its renowned faculty, unique programs and outstanding facilities through the Conservatory Department. Concordia's Hoch Chamber Music Series presents top artists from the worlds of Broadway, jazz, and classical music. The OSilas Gallery mounts three major art exhibitions each year. The Sluberski Film Series, Jacobson Lecture Series, Business Breakfast, Books & Coffee, Dialogues on the Quad and other events engage students and the community with intellectual and cultural experiences. In 2019, Concordia was named to Money Magazine's **Best Colleges for Your Money** list. The 2020 US News Best Colleges rankings named Concordia a **Top Performer on Social Mobility** for its success in graduating economically disadvantaged students.

ADMISSION

Admission to Concordia College is based upon a wide range of criteria designed to identify a student body with integrity, high academic standards, and serious educational and personal goals. True to the College's commitment to individualized education, each application receives a confidential and in-depth reading.

When making the admission decision, the Admission Committee considers many things, including the difficulty of an applicant's overall curriculum, performance in that curriculum, rank in class, quality of the high school, recommendations, test scores, personal statement, interview, recent grade trends, and general contributions to school, church, and community. Concordia College does not discriminate against applicants on any basis and is positively attentive to race, gender, age, and disability.

Undergraduate Admission

The College requires undergraduate applicants to possess either a high school diploma or G.E.D./T.A.S.C. and strongly recommends applicants have successfully taken a college preparatory curriculum that includes:

1. Four years of English
2. Three years of mathematics, including two years of algebra and one of geometry (Sequential One, Two, and Three in New York)
3. Four years of social studies
4. Two years of laboratory science
5. Two years of a foreign language

Provisional Admission

Applicants that do not meet the stated admission requirements may be asked to submit additional information to support their request for admission.

Admission Process for First-Year Students

Concordia offers students the opportunity to apply via regular decision or non-binding early action. In both decision processes, students must submit the following documents:

1. A completed application: The Common Application or Concordia online application (www.concordia-ny.edu/apply (<http://www.concordia-ny.edu/apply/>))
2. A \$60 domestic application fee or \$100 international student application fee (fee for Common Application only)
3. Official high school transcript(s) (directly from High School) or Official GED/TASC transcript.
4. Official SAT or ACT scores (Optional)
5. School Report form (The Common Application only)
6. Two letters of recommendation
7. Personal Essay

Admission Criteria for First-Year Nursing Candidates

1. Any traditional student who wishes to be admitted to the College for the Nursing program may be admitted to the College in accordance

with the Admission Process for in-coming First Year/Transfer students as Nursing Candidates.

2. All traditional students admitted to Concordia as Nursing Candidates must apply for admission to the Nursing Program and are accepted into the Nursing Program based on Nursing program criteria. Progression criteria into the Nursing Program is the same for any student who is a Nursing Candidate.

Admission Criteria for First-Year Radiologic Technologies Candidates

1. Any traditional student who wishes to be admitted to the College for the Radiologic Technologies program may be admitted to the College in accordance with the Admission Process for in-coming First Year students as Radiologic Technologies Candidate.
2. All traditional first-years students, are required to have and maintain an overall GPA of 3.0 or better on a 4.0 scale. Students are required to maintain a minimum final grade of B in all required program courses. Students are also required to maintain a final grade of C+ or better in required support courses. Prior to program transfer a demonstration of 50 volunteer hours in a health care facility must be demonstrated.
3. All students will be required to undergo an interview and complete a program specific application prior to direct program admission.

Admission Criteria for First-Year Social Work Candidates

Any traditional student who wishes to be admitted to the College for the Social Work program may be admitted to the College in accordance with the Admission Process for in-coming First Year students as a Social Work Candidate.

Admission to 5-Year Childhood Education/ M.S. Ed. Childhood/B.A. Childhood Education/M.S. Ed Childhood Education

Applicants seeking admission to the 5-year B.A./ M.S. Ed. Program in Education will be required to meet the College admission process requirements in addition to the criteria listed below:

1. A minimum high school GPA of a 3.0 on a 4.0 scale
2. A minimum composite SAT score of 1080 or a minimum ACT composite score of 21. Applicants accepted are directly admitted to the 5-year program and will be required to maintain a 2.9 GPA overall and a 3.2 GPA within their education courses
3. Students must take the GRE prior to the 5th year

Note: Students who do not meet the admission criteria for our 5-year program may be offered standard admission to our Education Program. All Concordia students who hold Junior status and have an existing overall GPA of 3.0 or higher and a recommended Program of Study GPA of 3.0 may apply through our Intra-Campus Transfer process.

Early Action

First Year students who are highly interested in Concordia may apply for admission via the Early Action Program. Under Early Action, students complete the First Year Application Process by November 15 and are notified of their admission decision beginning December 1. Any student not granted admission under the Concordia Early Action Program will automatically be reconsidered for the Regular Decision program

beginning January 15. Students accepted in the Early Action Program are required to submit their \$300 non-refundable deposit by May 1.

For initial admission as a recent High school senior (first-year student), three years of completed secondary or high school coursework is required.

Regular Decision

Decisions for students who have applied after November 15, but before January 15th will be sent with regular decision applicants. Admission decisions are sent to regular decision applicants beginning January 15. The Regular Decision application deadline is March 15. Applications and decisions offered after the March 15 deadline will continue until the class is filled.

When and how to Commit to Concordia

Accepted students who have been admitted and decide to attend Concordia should submit their non-refundable \$300 admission deposit or \$500 for international students by May 1. Students who deposit after May 1 will be subject to space limitations. Deposits can be made on our website at concordia-ny.edu/deposit.

Important Dates

Date	Event
October 1	FAFSA filing begins
November 15	Early Action application deadline
December 1	Early Action notification begins
January 15	Regular Decision notification begins
March 15	Regular Decision application deadline
April 1	FAFSA priority deadline
May 1	Tuition Deposit due

Wait-List

The College may assign some applicants to a wait-list. Students assigned to the wait-list may be admitted later in the year if space becomes available. Students who are assigned to the wait-list may contact the Office of Admission to see where their position on the list.

Early Admission

Early admission is an option open to a few high school Juniors who wish to begin at Concordia College a year early. To be a serious candidate, students must:

1. Be in the top 10% of their class, in a college preparatory curriculum
2. Have SAT or ACT scores well above average
3. Have completed all graduation requirements except Senior English
4. Have a high level of maturity

To apply for early admission, students must submit all forms listed for Admission Process. In addition:

1. The student and parents must each submit letter stating the reasons for requesting early admission
2. The high school principal or designated school official must file a letter certifying that the student will receive his or her high school diploma after successfully completing the first year at Concordia

Deferring Admission

Accepted students may defer their offer of admission for up to one term by notifying the Office of Admission of their intention in writing. Students who defer for 1 year must send a letter indicating their intent along with the \$300 or \$500(international) non-refundable enrollment deposit.

Readmission

Students who have withdrawn or have been dismissed from the College, for longer than one year, must apply for readmission. Candidates must complete an online application in order to request readmission from the Office of Admission. If the student has attended classes at another college or university in the interim, official transcripts must be sent from each institution attended. Students who are on a "Leave of Absence" should refer to the "Leave of Absence Policy".

International Student Admission

Concordia College has a long tradition of serving students from around the world. International students enjoy the College's quality education, proximity to New York City, and safety of the Bronxville campus. To be considered a degree-seeking student, an international applicant must submit the following by July 1st for Fall enrollment, and November 1st for Spring enrollment:

1. Complete application for admission by CommonApp or www.concordia-ny.edu/apply
2. A \$100 application fee (Common Application only)
3. Official Evaluation of all foreign records including subjects studied, grades/marks attained, and an explanation of the grading system along with official copies of academic records from all secondary schools and universities attended. External examination results and school-leaving certificates must be included. If the records are not in English, they should be submitted in the original language and be accompanied by a literal translation. All evaluations must be completed by a NACES accredited agency. The college recommends using agency's such as Spantran at spantran.com or World Education Services (WES) at wes.org.
4. Proof of English Proficiency TOEFL (IBT score 76), IELTS (score 6.0), or equivalent score on an acceptable language proficiency exam; intermediate-level or high-level certificate from an accredited language school; ACT English score of 24 or higher; SAT Critical Reading score of 500 or higher; or a waiver by demonstrating English proficiency based on one or more of the following requirements:
 - Applicants from countries where English is the official language, including students from the following countries: American Samoa, Anguilla, Antigua, Australia, Bahamas, Barbados, Belize, British Virgin Islands, Canada, Dominica, Grand Cayman, Grenada, Guyana, Ireland, Jamaica, New Zealand, Saint Kitts and Nevis, Saint Vincent and the Grenadines, Scotland, St. Lucia, Trinidad & Tobago, Turks and Caicos Islands, United Kingdom, U.S. Pacific Trust
 - Applicants from Norway with Level 4 or above in English
 - Applicants from Sweden with a grade of VG ("C" on the new scale) or above in English
 - Applicants who have graduated from an American high school in the U.S. or abroad
 - Applicants who have completed 12+ credits at an American college or university in the U.S. or abroad
 - Applicants who have taken an English course at an American college or university with a grade of a "C" or better

- Applicants who have completed a degree in a country where English is the primary language and this degree is from an institution where English is the primary medium of instruction
 - Applicants who have completed the International Baccalaureate (IB) English B Standard Level (SL) and received a score of a 4 or better, or have an 80% average in English B HL/SL at the time of application
 - Applicants who have taken the AP English Composition and Literature Exam and received a score of 3 or better
5. School Report Form (first-year students)
 6. A personal statement

Once admitted, new international students must complete additional steps before beginning studies at Concordia College.

- Submit The Supplemental Form; and Application for Form I-20. Before the USCIS Form I-20 can be issued by the College, the student must complete the I-20 application, which includes providing family financial circumstances dated within 6 months of start term explaining how the family will meet the College's educational costs, Sponsor support statement, and a copy of the first page of the students current Passport.
- Pay the non-refundable \$500 enrollment deposit to confirm your place, and put toward your 1st semester bill.

For initial admission as a current High school senior (first-year student), three years of completed secondary school or high school coursework is required.

International students may be required to take English as a Second Language courses. Students interested in the English as a Second Language program should see the instructions in that section.

Home-Schooled Applicants

Although Concordia uses the same criteria to evaluate all applicants, in addition to "traditional" application requirements, home-schooled applicants must submit the following with their application:

1. A transcript from the home-school correspondence program or an official Report of Academic Credentials from an accredited agency or an HSE or TASC
2. A letter of reference from a tutor, evaluator, or teacher who is not a family member
3. An interview with an admissions counselor is required

Admission with a Graduate Equivalency Degree (H.S.E.) or Test Assessing Secondary Completion (TASC)

Many states offer a high school equivalency test via the Test Assessing Secondary Completion (TASC™) or H.S.E. G.E.D.s. These exams are occasionally accepted in place of a regular high school diploma. Applicants must have a minimum score of 50/500 (GED/TASC) in each sub-category. Applicants with a G.E.D./T.A.S.C. must include a detailed personal essay discussing why they left school and why they wish to enroll at Concordia. A personal interview is also required.

Earned College Credit While in High School

Entering first-year students who have taken college courses during their Junior or Senior high school years or in the summer prior to entering

Concordia must report the work to the Office of Admission. At the student's request, the College Registrar will determine whether the work will receive Concordia credit.

Advanced Placement (AP)

Concordia College recognizes Advanced Placement test scores for course credit with scores of 3 and above. For each course presented and accepted, up to four semester hours of credit may be granted and applied to the student's program as appropriate, to a maximum of 30 credit hours.

International Baccalaureate (IB) Credit

Concordia College recognizes the International Baccalaureate (IB) and accepts individual course credit for higher level (HL) IB courses with test scores of 4, 5, 6, or 7. For each course presented and accepted, up to four semester hours of credit may be granted to use in the student's program as appropriate, to a maximum of 30 hours. No credit will be granted for standard level (SL) courses.

Part-Time / Non-Matriculated Admission

Simplified part-time applications for students are available for those registering for fewer than 12 credit hours per semester. Non-matriculating applicants are processed and assisted in course registration by the Registrar. Part-time students who wish to matriculate must apply to the College through the standard application process.

Undergraduate Transfer

1. Applicants must be eligible to return to their most recent college and have an overall GPA above 2.0.
2. The admission decision overall GPA will be calculated by the Office of Admission. Courses with grades of C- or below will not be accepted for transfer, but will be calculated into the GPA for admission decision purposes.
3. We will accept up to 90 credits in work presented for transfer from regionally accredited colleges or universities, subject to final evaluation by the College Registrar's Office.

Undergraduate Transfer Admission

Transfer students are required to submit the following documents for Fall by July 1 and for Spring semester by November 1: (Note: Due to limited campus housing options students are encouraged to apply as early as possible to see if campus housing is desired.)

1. Submit an application for admission through CommonApp or concordia-ny.edu/apply
2. A \$60 application fee (Only for the Common Application)
3. If fewer than 24 college credits have been earned, please see first year application process, and SAT or ACT scores may be required.
4. Official high school transcript or Official GED/TASC transcript must be provided unless the student has received an associate's or bachelor's degree
5. Submit all official transcripts from colleges, universities, and any other post-secondary institutions previously attended.
6. A personal essay
7. Letter of Recommendation (one)

Undergraduate Transfer Nursing Admission (for Nursing Candidates)

Applicants looking to enter our B.S. in Nursing program must apply as a Nursing Candidate and must not hold a bachelor's degree. In addition to the criteria and requirements for transfer students, potential applicants will need to meet the following criteria:

1. A minimum of a 3.0 GPA on a 4.0 scale
2. Successful completion of some of the following prerequisite courses with a minimum final grade of C+ and above:
 - Anatomy and Physiology, I (with Lab)
 - Anatomy and Physiology II (with Lab)
 - Microbiology (with Lab)
 - Heredity & Society (Genetics)
 - Elements of Inorganic, Organic & Biochemistry
 - General Psychology
 - Developmental Psychology I (birth through childhood)
 - Developmental Psychology II (adolescence through adulthood).
3. Successful achievement of at least the Proficiency Level on the Test of Essential Academic Skills (TEAS test) within 12 months prior to application to the Nursing Program.

Note: All students will be required to undergo an interview and complete a program specific application prior to direct Nursing program admission.

Undergraduate RN-BS Nursing Completion Program Admission

The RN-BS completion program is designed for registered nurses seeking a Baccalaureate degree in Nursing. Admission criteria for the RN-BS Completion program are:

1. Associate of Arts or Associate of Science degree in Nursing or, Diploma in Nursing (30 credits accepted for New York State license)
2. An active license to practice professional nursing
3. A minimum of a 2.5 College Transfer GPA on a 4.0 scale

Students may transfer up to 90 credits in fulfillment of the degree. 9 credits can be considered for VLE approval. 30 credits must be taken with Concordia College New York.

Pre-Requisite Courses

Students are strongly encouraged to successfully complete as many of the following Pre-Requisite Courses (earning final course grades of C+ and above) before applying for the ICT, but are not required for admission:

Code	Title	Hours
BIO 215	HEREDITY AND SOCIETY	3
BIO 272	HUMAN ANATOMY & PHYSIOLOGY II	3
CHM 171	INORGANIC/ORGANIC/BIOCHEMISTRY	3
BIO 373L	GENERAL MICROBIOLOGY LAB	1
BIO 373	GENERAL MICROBIOLOGY	3
BIO 272L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
BIO 271	HUMAN ANATOMY & PHYSIOLOGY I	3
BIO 271L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
PSY 181	GENERAL PSYCHOLOGY	3

PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3

Post-Baccalaureate Nursing

The College offers a second-degree program for students wishing to enter the nursing field and already have a bachelor's degree. The Bachelor of Science in Nursing is an accelerated, 15-month, day program. Completed admission requirements must be submitted no later than June 15th prior to Fall enrollment or November 15th for Spring enrollment.

Admission Requirements

1. Completed Online Application(Concordia-ny.edu/apply)
2. Résumé
3. Official transcripts from all schools attended
4. Completion of all the following (prerequisite) Courses with lab within the past 5 years with a minimum of a "C+" in each course: Chemistry (4 credits), Microbiology (4 credits), Anatomy and Physiology I & II (8 credits).
5. Completion of a college bachelor's degree program with a 3.0 cum GPA or higher
6. Successful achievement of at least the Proficiency Level on the Test of Essential Academic Skills (TEAS Test) within 12 months of the applicant's proposed admission to the Nursing Program. One retake per year is permitted.
7. Once the above items have been submitted, students will then conclude the process by interviewing with the Dean of Health Sciences & Nursing. The admission decision will be made after all steps are completed and requirements are met.
8. Once admitted an enrollment deposit is required to reserve your seat, space is limited.

Undergraduate Transfer Radiologic Technologies Admission (Radiologic Technologies Candidates)

1. Any traditional student who wishes to be admitted to the College for the Radiologic Technologies program may be admitted to the College in accordance with the Admission Process for in-coming Transfer students as Radiologic Technologies Candidate.
2. Successful completion of the following Concordia prerequisite courses with a minimum final grade of B and above:
 - Anatomy and Physiology, I (with Lab & taken within past 3 years)
 - Anatomy and Physiology II (with Lab & taken within past 3 years)
 - General Psychology
3. All transfer students, are required to have, and maintain, an overall GPA of 3.0 or better on a 4.0 scale. Students are required to maintain a minimum final grade of B in all required program courses. Students are also required to maintain a final grade of C+ or better in required support courses. Prior to program transfer a demonstration of 50 volunteer hours in a health care facility must be demonstrated.

Note: All students will be required to undergo an interview and complete a program specific application prior to direct Radiologic Technologies program admission.

Undergraduate Transfer Social Work Admission (Social Work Candidate)

1. Any traditional student who wishes to be admitted to the College for the Social Work program may be admitted to the College in accordance with the Admission Process for in-coming Transfer students as a Social Work Candidate.
2. Student must have a cumulative GPA of 2.5 on a 4.0 scale.
3. Prior to Junior year an interview with the Social Work Program Director is required to apply to direct entry into the Social work program along with completion of a program specific application.

Transfer Admission to 5-Year B.A./M.S. Ed. Program in Education 5-Year B.A. Childhood Education/M.S. Ed. Childhood Special Education

Applicants looking to enter our 5-year B.A./M.S.Ed. Program in Education must apply directly to the 5-year program. In addition to the criteria and requirements for transfer students, potential applicants will need to meet the following criteria for consideration:

1. A minimum of a 3.0 GPA on a 4.0 scale
2. If fewer than 28 college credits have been earned SAT or ACT score must be provided
3. An official high school transcript or GED/TASC must be provided unless the student has received an associate's or bachelor's degree
4. Students must take the GRE prior to the 5th year

Non-Matriculated Students:

Students may take up to 6 credits of graduate course work prior to formal acceptance into the program. After 6 credits, students will need to complete the application process for admittance into the master's program.

Intra-College Transfer (JCT) Application Process for Admission to 5-Year B.A. Childhood Education/M.S. Ed. Childhood Special Education

Current Concordia College students with Junior status who are not matriculated in the 5-year B.A./ M.S.Ed. Program, may apply for admission through our ICT process. Applicants may apply for ICT Admission through the Registrar's office. ICT Admission will be offered on a space-available basis. Admission decisions will be made by the Teacher Education Program.

Admission Requirements

1. Hold Junior status at Concordia College New York
2. A minimum overall GPA of a 3.2 and a recommended current Program of Study GPA of 3.2 is suggested for consideration, but does not guarantee admission, due to space availability
3. Upon admission, students must notify the Teacher Education Program within 15 days of the letter of admission to secure enrollment into the 5-year program
4. Students must take the GRE prior to the 5th year

Accelerated Degree Programs Adult Student Admission

The College welcomes adult students who wish to undertake academic course work or regular academic programs. As an alternative to the more traditional academic programs, students are especially directed to the accelerated degree programs in Behavioral Science, Business Administration, Health Care Administration, Health Studies, and Liberal Studies.

Admission Requirements

Admission requirements to the Accelerated Bachelor's Degree Program:

1. Complete our ADP online application at concordia-ny.edu/apply
2. It is recommended (not required) students have at least five (5) years of relevant work experience
3. Students must be at least 22 years of age
4. Students with fewer than 60 credits transferred must enroll in the College's Associate Degree Program. Upon completion of 60 credits, students will continue in the Bachelor's Degree Program. Students with more than 60 credits will directly enroll in the Bachelor Program.
5. Only grades of "C" or higher are accepted in transfer(C- grades and below are not accepted)
6. Students who have not earned at least an associate's degree must submit an official high school transcript (with regard to international secondary school, please refer to International Student admission requirements) or official High School Equivalency (HSE) diploma and test scores/Test Assessing Secondary Completion, TASC™ (formally General Educational Development, GED®)
7. Submit all official college transcripts, official Joint Service Transcripts(JST), and speak with your academic adviser about life experience credit. (with regard to international university, please refer to International Student admission requirements)

Admission Process

A potential candidate for Adult Education must complete the following to be admitted to Concordia College:

1. Schedule and attend a meeting with a member of the Office of Admission
2. Submit online application(Concordia-ny.edu/apply)
3. Submit high school transcript, High School Equivalency (HSE), diploma and test scores/ Test Assessing Secondary Completion, TASC™ (formerly General Educational Development, GED®, if applicable) and other transcripts from previous institutions for assessment (international high school please refer to international requirements)
4. Submit work résumé
5. Once admitted, remit a non-refundable enrollment deposit of \$100 to confirm your seat
6. Take placement tests (if applicable)

Admission to the Master of Science-Education Programs

Special Childhood Education 1-6 or Special Early Childhood Education Birth - Grade 2

For applicants who hold Initial New York State Teaching Certification, in order to be considered for admission, the candidate must submit:

1. A completed graduate online application(Concordia-ny.edu/apply)
2. Official college transcripts from all colleges attended.
 - The transcripts should reflect the completion of a major in a liberal arts or science discipline and a graduating GPA of at least a 3.0 on a 4.0 GPA scale. Student transcripts must include proof of meeting all NYSED Liberal Arts Requirements. Concordia requires a grade of "C" or better in the Liberal Arts General Core with at least a "B" or better in a Mathematics or Writing Course.
3. GRE Test Scores required and 150 average score(verbal and quantitative reasoning) is preferred. GRE may be waived if student holds a current New York State teacher's certification and holds a graduate degree
4. Two letters of recommendation
5. An essay (300-500 words in length) describing a personal philosophy of education
6. Statement of intent and rationale for pursuing the degree
7. A current résumé.

Once the above items have been submitted, academically qualified students will conclude the process with an interview with a faculty member of the Graduate Program and a passing score on a writing sample.

M.S.ED. in Special Childhood Education/Childhood Education, Grades 1 - 6 or Early Childhood Special Education/Early Childhood Education, Birth - Grade 2

In addition to criteria listed above, candidates for this programs must also take undergraduate or graduate courses in artistic expression, communication, written analysis and expression, information retrieval, concepts in history and social sciences, humanities, a language other than English, introduction to special education, and scientific and mathematical processes must be successfully completed according to NYSED requirements.

Admission to the M.S. Ed. in Teaching English to Speakers of Other Languages

1. A completed graduate online application (concordia-ny.edu/apply)
2. Official college transcripts from all colleges attended.
 - The transcripts should reflect a bachelor's degree with a graduating GPA of at least a 3.0 on a 4.0 scale from a regionally accredited institution. Transcripts must also reflect at least 12 credits in any language other than English.
3. GRE Test Scores required and 150 average score(verbal and quantitative reasoning) is preferred. GRE may be waived if student holds a current New York State teacher's certification and holds a graduate degree.
4. Two letters of recommendation
5. An essay (300-500 words in length) describing a personal philosophy of education
6. A current résumé
7. TOFEL Exam may be required

Admission to M.S. in Business Leadership

To be considered for admission, the candidate must submit:

1. A completed graduate online application(Concordia-ny.edu/apply)
2. Official college transcripts from all colleges attended
 - The transcripts should reflect the completion of an undergraduate degree discipline and a graduating GPA of at least a 3.0 on a 4.0 GPA scale
3. Two letters of recommendation
 1. An essay (300-500 words in length) describing at least one reason for choosing the program along with your professional goals
 2. A current résumé.
 3. GRE/GMAT/MAT and TOEFL exams may be required

Falsification of Admission Documents

Any student who enters the College using false information or by omitting required information is subject to penalty, including immediate dismissal without refund.

Special Categories of Admission

Fellows (Honors) Program

The Fellows Program builds on the achievement and intellectual curiosity of academically talented students. Successful completion of the program results in a Fellows diploma at graduation. The Program is described more fully in the Curriculum Supplements section. New students, as well as current first- and second-year students, may apply to the Fellows Committee for admission to the Program. If ranked, first-year students should rank in the top 10% of their high school class and show an SAT (Math and Verbal) score of 1270 or above, or an ACT score of 26 or above. Transfer students must present a college cumulative grade point average of 3.5 or above. Official transcripts from foreign institutions must be evaluated by current member agencies of NACES. Program details are available from the Fellows Director or the Office of Admission.

Concordia's First-Year Academic Student Success Program

This program provides a conditional admission to Concordia College New York for students who do not meet our standard admission criteria but do possess the potential for academic success. Students who partake in the First-Year Academic Student Success Program will be required to meet the following conditions:

1. Sign a learning contract and develop individualized achievement plan with the first-year academic Student Success Program advisor
2. Attend weekly meetings with the first-year academic Student Success Program advisor, faculty and student mentors
3. Participate in academic, cultural, and social seminars during the academic year
4. Maintain a minimum academic GPA of a 2.0 while earning 12 credits each semester for the first-year

Concordia Connection Program

Concordia Connection is a program for high school graduates with diagnosed learning disabilities who have demonstrated the potential to earn a college degree. The program is designed to build links between the student with particular learning needs and the College, the student's peers, and the student's future as an educated person. Enrollment in Concordia Connection is limited to 15 new students per year, providing ample time for students to become intimately acquainted with the people and support programs of the College. Directed by an experienced learning specialist, Concordia Connection assists students

in developing individualized learning strategies. The program's goal is to help students become confident, self-reliant college students who are able to harness their strengths and compensate for challenges in order to learn independently. Program details are available from the Admission Office.

Admission Criteria and Procedures

To be considered for Concordia Connection, the student must be:

1. a high school senior or graduate
2. diagnosed with a learning disability, or have an Individual Education Plan
3. prepared through appropriate high school courses to undertake college academics
4. strongly committed to a college education
5. To be considered for admission, a student must supply all the admission documents previously mentioned, plus:
 - a certified diagnosis of learning disability, which minimally includes a psycho-educational report. This report should include results from the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) or the Woodcock Johnson Test of Cognitive Ability-III taken within the past two years, and the most recent Individual Education Plan or 504 Plan
 - a recommendation from a learning specialist who has worked closely with the applicant
 - a guidance counselor's recommendation
 - an essay describing the nature of his/her learning disability, the effect on his/her learning patterns, and reasons for pursuing higher education
 - an interview to be done in person, or if that is not possible, by telephone
 - upon official acceptance, submit a \$6,600 fee (per year)
6. A recommendation from a learning specialist who has worked closely with the applicant
7. A guidance counselor's recommendation
8. An essay describing the nature of his/her learning disability, the effect on his/her learning patterns, and reasons for pursuing higher education
9. An interview to be done in person, or if that is not possible, by telephone
10. Once admitted to the program, an initial \$1000 deposit is due to reserve your place. Every consecutive year will require a \$300 Enrollment deposit.

Impact U

Impact U is a certificate program for students who have exited high school with diagnosed learning disabilities who have demonstrated the potential to live semi-independently and participate in the college lifestyle. The program is designed to build links between the student with the College, the student's peers, and the student's future as an educated person. Enrollment in Impact U is limited to 12 students over two years.

The program's goal is to help students become confident, self-reliant young adults who are able to harness their strengths and compensate for challenges in order to live as independent adults. Students take community classes, may live in residence halls, and can participate in on campus work sites in addition to involvement in student activities.

ADMISSION CRITERIA AND PROCEDURES

To be considered for Impact U, the student must be:

1. A high school graduate or have exited their HS programming
2. Diagnosed with a learning disability
3. Strongly committed to a college lifestyle
4. Pose no safety risk to themselves or others
5. To be considered for admission, a student must apply through our website at Concordia-ny.edu/apply and supply all admission process requirements previously mentioned, plus a certified diagnosis of learning disability, which minimally includes a psycho-educational report. This report should include results from the Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV) or the Woodcock Johnson

FINANCIAL AID

General Information for Traditional Undergraduate Program

Concordia has a balanced approach to the granting of financial aid, which includes scholarships, grants, employment, and educational loans. Financial aid is awarded primarily based on financial need demonstrated by the student and family, as well as the availability of funds. Some scholarships and grants give consideration for prior academic achievement, general leadership potential, and co-curricular involvement.

Financial aid applications are reviewed after a candidate is admitted to the College and in no way affects admission decisions. Students applying for financial assistance must complete the Free Application for Federal Student Aid (FAFSA) as soon after October 1st as possible. New York State residents should also file the Tuition Assistance Program (TAP) application. Priority consideration will be given to applicants who file for financial assistance prior to April 1. Incoming first-year and transfer students will be notified of their financial aid package as early as mid-December. Returning students will be notified at the end of the spring semester. Late applications will be considered on a first-come, first-served basis, as funds permit.

Although the college strives to maintain balanced financial aid packages year-to-year, most awards are not automatically renewable; students must reapply annually. To remain eligible, recipients must maintain satisfactory academic progress according to the standards of the College; these are described below. Awards are conditional on the student's full-time attendance at Concordia.

Financial aid awards (scholarship and/or grant) may be adjusted at the discretion of the Financial Aid Office if a change in family circumstance directly affects income or other resources. Additionally, an adjustment can be made if the combination of awards from other sources such as TAP, Pell, or other non-institutional scholarships exceeds by more than \$200 the estimate of the student's financial need. Students are thus required to notify the Financial Aid Office of any scholarships they may receive from outside sources.

If a student withdraws during a semester or falls below full-time status, all College administered scholarships and grants for that semester are forfeited and reductions in Federal and state aid are made in accordance with applicable regulations.

General Information for the Adult Education Program

Concordia College offers Adult Education Program students the opportunity to work with the Financial Aid Office to establish a financial plan. Financial plans should be in place by the first day of the student's first course.

Students are eligible to apply for Federal and State Financial Aid. Additionally, students may choose to establish a payment plan or submit tuition reimbursement from an employer.

The Financial Aid Office is here to guide students through these steps. Students applying for financial assistance complete the Free Application for Federal Student Aid (FAFSA) as soon as they have completed the Admission process. New York State residents should also complete the

NYS Tuition Assistance Program (TAP) application. Once the FAFSA results are received, students should set an appointment with the Financial Aid Office to review their award package and the details of the financial plan. Adult Education students may be eligible for a combination of Federal Direct Loans, Pell Grants, and New York State TAP to meet tuition costs. assistance

To remain eligible for Financial Aid, students must maintain satisfactory academic progress towards the standards of the College; these are described below. Students must maintain at least half-time attendance to be eligible for Federal Loans and New York State Grants. Institutional grants and scholarships are only available to full-time traditional students.

General Information for the Post Baccalaureate Nursing Program

Post-Baccalaureate Nursing Program students should work with the Financial Aid Office in establishing a financial plan. Nursing Program students are eligible to apply for Federal and State Financial Aid. Additionally, students may choose to use private student loans, establish a payment plan, or submit tuition reimbursement from an employer. The Financial Aid Office is here to guide students through these steps.

Students applying for Financial Aid must complete the Free Application for Federal Student Aid (FAFSA), as soon as they have completed the Admission process. New York State residents should also complete the NYS Tuition Assistance Program (TAP) application. Once the FAFSA results are received, students will be notified of their eligibility by the Financial Aid Office.

Post-Baccalaureate Nursing students may be eligible for a combination of Federal Direct Loans and New York State TAP to meet tuition costs. Federal Pell Grants and SEOG are not available, as they are awarded only to students who have not yet earned a bachelor's or professional degree.

To remain eligible for Financial Aid, students must maintain satisfactory academic progress towards the standards of the College; these are described below. Students must maintain at least half-time attendance to be eligible for Federal Loans and full-time attendance to be eligible for New York State Grants.

General Information for the Graduate Program

Graduate students are eligible to apply for Federal Financial Aid. Additionally, students may choose to use private student loans, establish a payment plan, or submit tuition reimbursement from an employer. The Financial Aid Office available to guide students through these steps.

Students applying for Financial Aid must complete the Free Application for Federal Student Aid (FAFSA), as soon as they have completed the Admission process. Once the FAFSA results are received, students will be notified of their eligibility by the Financial Aid Office. Graduate students may be eligible for a combination of Federal Direct Loans and private loans to meet tuition costs. Federal Pell Grants, SEOG and NYS TAP Grants are not available, as they are awarded only to students who have not yet earned a bachelor's or professional degree.

To remain eligible for Financial Aid, students must maintain satisfactory academic progress towards the standards of the College; these are described below. Students must maintain at least half-time attendance

to be eligible for Federal Loans and full-time attendance for institutional awards.

Request for Cost of Attendance Adjustment

Exceptions to the Standard Student Budget Allowance

As required by federal law, cost of attendance student budgets are used to determine financial aid eligibility and can only include the student's costs; spouse and/or children's expenses cannot be included.

The Financial Aid Department establishes a modest, yet adequate cost of living allowance to determine financial aid eligibility each school year. This allowance includes housing and utilities, food, transportation, personal and miscellaneous expenses. The off-campus allowance for married students assumes shared housing costs.

Students are encouraged to discuss their specific situations with a financial aid counselor before submitting a request. Budget exceptions are considered on a case-by-case basis and subject to approval. Expenses must be under the student's name and incurred during the current academic school year.

Below are examples of allowable costs:

- **Additional Housing Allowance**

Students who pay more for rent and utilities than the standard off-campus housing allowance, may request a budget increase, students should speak with a financial aid counselor before submitting a request. Please note, if approved, a budget increase for housing costs is valid for one year, student must reapply for the next academic year. The amount of an approved additional housing allowance will only be determined on a case-by-case basis.

- **Child Care (does not include private school tuition)**

Students may request financial aid to cover reasonable child care costs up to \$1,737/month per child, with a maximum of \$3,474/month for two or more children age 12 and younger during periods when the student is enrolled. It is expected that no child care expenses are needed for a student who has a spouse that is not working or in school.

- **Computer Purchases**

Students may receive loan funds to a maximum of \$2,000 during their enrollment, printers and software are included in this maximum.

- **Licensure Expenses**

Nursing and Radiology Technician students can apply for additional loan money to cover licensure exam cost for their first professional license or certification. Proof of payment is required.

Below are examples of unallowable costs:

- **Auto purchase or payments**
- **Moving expenses and security deposits**
- **Credit card or other consumer debt payments such as cellphone bills**
- **Luxury items such as high speed internet, food costs in excess of the standard allowance or other similar costs unless required for a specific education-related or medical reason.**

The Financial Aid Department will review the request and inform the student of the amount that is approved, student must then submit proof of payment/proof of purchase was made during the current award period in order to receive a budget adjustment.

Students should not rely on their requested funds until those funds are disbursed by the Business Office. Any expenditures or financial decisions made prior to disbursement are the student's responsibility and are at the student's own risk.

The form to request a budget increase is (*will be*) available on the digital quad.

Federal Income Verification

Federal verification is a process which requires institutions to verify the accuracy of the information provided on a student's FAFSA in an effort to ensure federal aid is distributed to those who are eligible. Approximately 30% of all financial aid applicants are selected for verification by the U.S. Department of Education.

Students can see if their FAFSA was selected for verification by reviewing their Student Aid Report (SAR) after filing the FAFSA. The financial aid department will notify the student via email if their FAFSA has been selected for verification along with a list of required documents. Once selected for verification, the financial aid award is **tentative**, pending the completion of the verification process.

Students must provide all required verification documentation as specified, within **three weeks** from the Financial Aid department's official date of notice. The review process may take up to six weeks to complete, due to the complexities of each verification case. Verifications are reviewed when all required documents are received, by date order.

If missing documentation is not received by the 7th week of the term, we will be unable to complete the review of eligibility for federal/state aid. Failure to comply with the verification requirements will result in the student's aid being cancelled and any future aid will not disburse to the student's account.

Pending FAFSA Verification

- Tuition bills may show pending aid, however, federal and state aid will not be credited to the student account until the verification process is completed.
- Pending verification reviews, **do not** extend payment deadlines. Payment arrangements must be set in place to cover the balance owed.
- Failure to comply within three weeks of the official notice date may result in the cancellation of **all** federal and/or state aid, the student will be responsible for the larger balance due to the college.

Federal Government Financial Aid Programs

Federal Pell Grants. The Higher Education Amendments of 1972 established this Federal Government program. Grants for 2020-21 range from \$650 to \$6,345 based on family need and are pro-rated for less than full-time enrollment as determined by the government after review of the Free Application for Federal Student Aid (FAFSA). The application is available online at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>).

Federal Supplemental Educational Opportunity Grants (SEOG). This Federal Government grant program is administered by the College. Grants can

range from \$200 to \$4,000 a year, depending upon need as calculated by the filing of a Free Application for Federal Student Aid (FAFSA) and federal funding provided. The allotment of funds to the College is small, so priority is given to students with highest demonstrated need and not guaranteed year-to-year.

Federal College Work Study Program. Concordia participates in this Federal Government self-help program. Students must file a Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Federal Direct Loan Program. This program offers low-interest loans to help defray the cost of education. There is a federally mandated origination fee which reduces the amount of loan that is paid to the college. For both dependent and independent students, the maximum subsidized loan is \$3,500 for the first year, \$4,500 for second year, and \$5,500 for third and fourth years and is based on financial need. For dependent students an additional \$2,000 unsubsidized loan is available at all grade levels; for independent students an additional \$6000 is available in the first and second years and an additional \$7000 in the third and fourth years. Unsubsidized loans can be used in place of subsidized loans in cases where need is not demonstrated. The aggregate limit a dependent student may borrow for their academic career is \$31,000. The Free Application for Federal Student Aid (FAFSA) must be filed to determine eligibility. Loan eligibility is limited to matriculated students who are enrolled at least half time in their program (minimum 6 credits for undergraduate study; 4.5 credits for graduate study). Eligible students must maintain satisfactory academic progress (see further in this section). There is a six-month grace period after graduation, withdrawal from the school, or the date at which the student drops below half-time status before repayment of either the subsidized or unsubsidized loan begins. However, interest accrues on the unsubsidized loan from the date of disbursement or last multiple disbursement. Contact the Financial Aid Office or your loan servicer for further details.

The annual maximum federal direct unsubsidized loan for a graduate student is \$20,500. The federal loan limit graduate students are entitled to receive is dependent on the financial budget assigned for their respective programs.

Federal Direct Parent Loan for Undergraduate Students (FPLUS). FPLUS loans are for parent borrowers and provide additional funds for education expenses. The maximum loan is the cost of attendance minus other financial aid. There is a mandatory federal origination fee that reduces the amount that is paid to the College. Parents begin repayment of PLUS principal and interest no later than 60 days after the loan is fully disbursed. Parent borrowers may request deferment of repayment until the student's graduation or until the end of the student's six-month grace period; however, interest accrues on the loan the entire period once fully disbursed. Contact the Financial Aid Office or your loan server for further details. Dependent students whose parents have been denied a PLUS loan may also borrow additional funds. First and second-year students may borrow up to \$4,000 and third and fourth-year students may borrow up to \$5,000 per year. Dependent students whose parents have received PLUS loan denials will have a combined aggregate limit of \$57,500.

Grad PLUS Loan. If eligible a graduate student enrolled at least half time in a program leading to a graduate degree can apply for a Direct PLUS Loan. The annual maximum award is cost of attendance minus other financial aid received less the federal government mandated origination fee.

The student must not have an adverse credit history and must meet the general eligibility requirements for federal student aid at <https://studentloans.gov/myDirectLoan/index.action> (<https://studentloans.gov/>)

[myDirectLoan/index.action/](https://studentloans.gov/myDirectLoan/index.action/)). The maximum GradPLUS amount which graduate students are entitled to receive is dependent on the financial budget assigned for their respective programs.

TEACH Grant. The TEACH Grant Program provides grants to students who are completing or plan to complete course work needed to begin a career in teaching in a high need field at a low-income school or educational service agency. **Please review the requirements for the TEACH Grant program at <https://teach-ats.ed.gov/ats/index.action> (<https://teach-ats.ed.gov/ats/index.action/>) as it has specific service obligations that must be met in order for the award to remain a grant.**

The annual maximum federal TEACH grant for a graduate student is \$4,000 (\$2,000 per semester less the federal government mandated 5.7% sequestration reduction). Amount is prorated based on less-than-full-time enrollment.

Veterans' Administration. Veterans or children of veterans who seek to make use of government aid in continuing their education may secure pertinent information and assistance from their local Veterans' Administration Office. The Registrar's Office or the VA Office will help such students whenever necessary. Certification forms should be submitted to the Veterans' Administration through the Registrar's Office every semester.

Yellow Ribbon Program. Concordia College is proud to be recognized by the state and federal government as a Yellow Ribbon Institution, prepared to assist those who have given so much to our country through their service in the armed forces of the United States. As a Yellow Ribbon School, Concordia strives to minimize obstacles facing veterans and ensure they are better able to achieve educational success and to help prepare them for a life beyond the military. Concordia supports the Post 9/11 G.I. Bill for service to this unique constituency of students. Veterans may be eligible for up to 100% in tuition assistance. Please contact the Financial Aid office on how to apply.

Please visit www.studentaid.gov (<http://www.studentaid.gov>) for additional information about federal aid programs for students.

State Government Financial Aid Programs

Tuition Assistance Program (TAP). This program is for New York State residents attending a college in New York State. In 2020-21 awards range from \$500 to \$5,165 per year. Eligibility is based on net taxable income below \$80,000 upon submission of a completed TAP application. Students can complete their online TAP application after pressing submit on their FAFSA application, by choosing "Start your state application. Click here if you want to apply for NEW York state-based financial aid." If they miss that link they may visit www.tapweb.org (<http://www.tapweb.org>) at a later date to complete it. The online application can be obtained by visiting www.hesc.ny.gov (<http://www.hesc.ny.gov>).

The Enhanced Tuition Awards Program (ETA) The program provides tuition awards to students who are New York State residents attending a private college in New York State. Eligibility for the award is based on residency, student family's federal adjusted gross income (as reported on the FAFSA), and appropriate academic progress. Due to a limited budget established for the program, not all qualifying students will necessarily receive an award; priority will be given by the State to continuing students first, then new students. If approved, recipients will receive \$6,000 through a combination of their TAP award, ETA award and a match from their private college [Concordia]. For more information, students should go to the State's website: www.hesc.ny.gov (<http://www.hesc.ny.gov>).

NYS Achievement and Investment Merit Scholarship (NY-AIMS) is a \$500 merit-based award for NYS high school graduates (since 2014-15) who have achieved academic excellence. Academic excellence means the student has met at least two of the following standards: a) graduated with a 3.3 GPA; b) graduated “with honors” on a NYS Regents diploma or scored 3 or higher on two or more advanced placement exams; and/or c) graduated in the top 15% of the high school class. It is limited to 5,000 awards statewide and requires a separate application from the TAP program as well as a copy of the financial aid award letter from the college the student will attend. Priority will be given to students based on levels of unmet need. The award is renewable for four years of undergraduate study.

NYS World Trade Center Memorial Scholarship. Guarantees access to a college education for the families and financial dependents of the victims who died or were severely and permanently disabled in the Sept. 11, 2001 terrorist attacks and the resulting rescue and recovery efforts.

Regents Award for Children of Deceased/Disabled Veterans. A special application must be filed with the New York State Higher Education Services Corporation in Albany. Documentary evidence to establish eligibility is required with the application. The award may be renewed annually for up to five years, depending on the normal length of the program of study.

State Awards to Native Americans. Application forms may be obtained from the Native American Education Unit, New York State Education Department, Albany, NY 12234. Provisions of the award are explained in the application.

Additional State programs may be available. Please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid.html#horizontalTab2> for additional information.

Concordia College Traditional Financial Aid Programs ¹

¹ Institutional grants and scholarships are available to students in the Traditional Undergraduate and on campus Graduate programs.

Fortress Grants. An institutional grant for students who are active members of a Lutheran congregation; up to \$15,000 will be awarded based on academics and need. Awards are adjusted annually based on cumulative grade point average (GPA). All students must maintain a minimum 3.0 cumulative GPA to remain eligible for the initial Fortress Grant amount; students who fall below a 3.0 cumulative GPA may be eligible for a lesser award.

ECAC Grant. Students whose congregations are active members of the Concordia East Coast Association of Congregations will receive an additional grant of \$1,000 each year.

Lutheran High School Grants. First-time students who are graduates of Lutheran high schools will receive a grant of \$1,000 per year. If the high school participates in the Concordia Choice Program, the student will receive \$2,000 per year. These grants cannot be combined and are limited to four academic years.

Concordia Regents and Alumni Scholarships. These scholarships are administered by the Director of Financial Aid in consultation with appropriate individuals designated to give the awards. This scholarship program is designed to give recognition for achievement in the following specific areas:

- **Academic Scholarships.** Awarded by the School Dean based on academic performance.
- **Athletic Scholarships.** Awarded by the Athletics Director and the coach of each sport based on athletic ability.
- **Choral Music Scholarships.** Awarded by the Director of Choral Activities on the basis of an audition.
- **Church Vocation Scholarships.** Awarded by Concordia to LCMS students planning to enter professional church vocations programs (Lutheran Teacher Diploma; pre-seminary minor). Students must file an annual Declaration of Intent.
- **Church Worker Dependent Grant.** Awarded by Concordia to students whose parent is an active, professional LCMS church worker, pastor, called teacher, etc.
- **Graduate Alumni Grants:**
 - Education Programs \$5,500, \$1,375 per term - 4 semesters
 - Business Leadership \$5,500, \$1,833 per term - 3 semesters
 - 5-year BS to MS Programs \$5,500, \$2,750 per term – 2 semesters

Other Concordia Grants and Scholarships. The College offers a variety of grants and scholarships from funds given to the College for these purposes and from endowment funds provided by individuals to aid students attending Concordia. These grants and scholarships from endowment funds and their restrictions, are listed here:

- **Abel Family Scholarship.** Established in support of students preparing for full-time careers within the Church.
- **Alumni Celebrate Students Scholarships.** Awarded to seniors with a GPA of 3.0 or higher who demonstrate campus leadership and involvement in academics, athletics, music, or church vocation.
- **Alive in Christ Scholarship.** Established in support of students preparing for full-time careers within the Church.
- **Baal (Louise & Robert) Scholarship.** Established as an award to a student who demonstrates a Christian approach to life.
- **Borgen Memorial Scholarship.** Established as an award to a Sophomore, Junior, or Senior student interested in a business career.
- **Bunzel-Koepchen Scholarship.** Established as an award to a Junior student who has exemplified Christian leadership or volunteerism.
- **Maxine Clark Memorial Scholarship.** Established in support of a female student preparing for a career in education.
- **Coiner-Moore Scholarship.** Established in support of Lutheran Church Workers.
- **The Disciple of Christ Award** is given to a male student preparing for church ministry; the **Ruth Award** is given to a junior or senior female student preparing for the teaching ministry in the Church. Both are designated by the appropriate academic school.
- **Dobberstein Scholarship.** Established to support students in the math or physical education program or intending a career as a teacher in math or physical education.
- **Ergang (Robert & Mildred Overbeck) Scholarship.** Established to provide scholarships for students interested in the study of history.
- **Daniel Fraser Scholarship.** Awarded to a first year or transfer social work student with an entering HS GPA of 3.0, or prior college GPA of 2.8.
- **FK Theology Award.** Support for Pre-Seminary students, including scholarships to attend Westfield House—the seminary of the Evangelical Lutheran Church of England—in Cambridge, England.
- **Forster (Lisa & Laura) Scholarship.** Established for students studying to be Lutheran school teachers.

- **Fulling (Edmund & Marguerite) Scholarship.** Established to provide scholarships for students interested in the study of biology.
 - **Gollenberg Family Scholarship.** Awarded to a Junior or Senior Business student that has demonstrated an entrepreneurial spirit
 - **Griessel Scholarship.** Established to award a student who has performed exemplary volunteer work in the prior year.
 - **Elizabeth C. Hand Memorial Scholarship.** Established for Teacher Education Program students.
 - **Astrid T. and Frederick J. Hanzalek Entrepreneur in Business Scholarship.** The recipient will be a Junior or Senior who demonstrates both an entrepreneurial spirit and a commitment to ethical business practices.
 - **Richard W. Heintze Scholarship.** Provides two scholarships, one to a student who exhibits depth of insight in literature appreciation, and the other to a student demonstrating achievement in historical scholarship.
 - **William Randolph Hearst Fellows Scholarship.** Established for students who are enrolled in the Concordia Fellows Program.
 - **Huneke (Frederick & Lillian) Scholarship.** Awarded to a business major who has demonstrated excellence in the area of marketing.
 - **Jenn's Nursing Scholarship.**
 - **LES Endowment Fund.** Established to support students who are active members of a Lutheran Church intending a career in church service
 - **Klemm Scholarship (David).** Established to support students in interdisciplinary studies or business with a 3.0 minimum GPA
 - **Klemm Scholarship (Helen)** Established in support of a deserving student.
 - **Kohler Scholarship.** Established to assist undergraduate students to broaden their global understanding through a scholarship to reduce the cost of study abroad.
 - **Kruger Scholarship.** Established to provide scholarships to pre-seminary students pursuing a career of service to the Lutheran Church.
 - **Kuechle (Rev. Eugene and Esther) Memorial Scholarship.** Established for the children of Lutheran church workers.
 - **Matzat Fund.** Established for ministerial students, preferably from St. Peter's Lutheran Church, Huntington Station, Long Island.
 - **Meier Scholarship.** Established to award a student who has exhibited excellence in mathematics and Christian commitment to service, along with the potential for leadership.
 - **Michael Scholarship.** Established to aid students intending a career in church service in the LCMS
 - **Oehlkers Family Scholarship.** Established for aid to a student who shows promise in chosen field of study.
 - **Pietruski Fellowship.** Established for students who are enrolled in the Concordia Fellows Program with a biology program of study.
 - **Pietruski Scholarship.** Established to make awards to students enrolled in professional church-vocation programs.
 - **Pratt Scholarship.** Awarded to students in the Lutheran teacher diploma or pre-seminary programs
 - **Prep Scholarship.** Established to provide scholarship support to a Sophomore, male student who exhibits excellence in both academic and athletic pursuits and demonstrates school spirit.
 - **Ross Family Scholarship.** Established to provide scholarships to aid church-service Graduate Teacher Education students.
 - **Reverend Clarence Roth Fund.** Established in partnership with Faith Lutheran (Easton, PA) and Grace Lutheran (Queens Village, NY) Churches to benefit members of these and other LCMS congregations to pursue careers in full-time church work.
 - **The George J & Dolly M Ruf Scholarship.** Awarded to pre-seminary students, with first priority to a student from the New Jersey District LCMS.
 - **Ruppar Scholarship.** Established to aid students intending a career in church service.
 - **Scheele Scholarship.** Established to aid students demonstrating financial need and desiring to enter church-service, teacher education, or social vocations.
 - **E. K. Scherer Fellowship.** Established for students who are enrolled in the Concordia Fellows Program with a program of study in international studies or business administration with an international management specialization.
 - **Rev. William Schiebel Scholarship.** Established to provide aid to students preparing for professional church careers; priority is given to minority students from urban centers of the East Coast, particularly those from the Washington D.C. metro area.
 - **Schultz Community Scholarship.** Established to provide aid to a student from the communities surrounding Concordia College who is preparing for a career in education.
 - **Schultz (Steven) Scholarship for Excellence in Music.** Awarded to an outstanding student in the field of music, or to a choir member selected by the Director of Music, preference given to Seniors.
 - **Urban Ed-Bayer Scholarship.** Provides scholarships to urban Lutheran educators seeking to pursue a Master's Degree in Childhood General and/or Special Education.
 - **Elinor Urstadt Scholarship.** Established to provide assistance to a first-year or transfer student who has demonstrated superior potential for academic success in college.
 - **Von Runnen Scholarship.** Established for students who are planning to enter church vocation programs.
 - **Welz Family Scholarship.** Established to support students from LCMS congregations in SELC or New Jersey Districts, with priority given to those who come from Redeemer Lutheran Church, Manchester, New Jersey.
 - **Wittrock (Rev. Theodore) Scholarship.** Awarded to a student pursuing a church service career.
- In addition to the preceding, the following is a list of other endowment funds available to athletes in recognition of their athletic abilities:
- **Kaminska Basketball Scholarship Fund.** Awarded to a student with high basketball ability and christian character
 - **Meyers (Al & Justine) Tennis Scholarship.** Awarded to a Varsity tennis player
 - **Ronald "Moose" Moltzan Scholarship.** Awarded to an athlete with demonstrated financial need, showing positive Christian spirit.
 - **Rockhill Scholarship Fund.**
 - **Jimmy Sayegh Scholarship.** Awarded to a Basketball student athlete majoring in biology
 - **Steven Schultz Baseball Scholarship Fund.** Awarded to a Baseball Pitcher. Priority given to a Freshman or Transfer.
- Other scholarship endowment funds are also available with no specific restrictions other than full-time matriculation status:
- **Becker-Ettlinger Scholarship**
 - **Beissler-Winnai Scholarship**

- *Fosbinder Scholarship*
- *Kavka Scholarship*
- *Koepchen Scholarship*
- *Langenbacher Scholarship*
- *Muller (August) Scholarship*
- *Overbeck (George & Katherine) Scholarship*
- *Overbeck/Koepchen Scholarship*
- *Overbeck/Ohlhauer Scholarship*
- *Pherson (John & Ann) Scholarship*
- *Pyne Scholarship*
- *RCS Fund Scholarship*
- *Scheele-Mueller Scholarship*
- *Steeger Scholarship*
- *Helen Wasch-Klemm Memorial Scholarship*

Other Sources of Financial Aid

District Aid. The districts of The Lutheran Church—Missouri Synod have funds available for students who are planning to be pastors, teachers, parish workers, or deaconesses in the Church. Most awards are based on need, although some awards are based on academic achievement. Students should consult their pastor or the chairman of their district scholarship committee for complete details, information, and application deadlines.

Local community groups often provide scholarships for hometown students. Consult your guidance office. Also consider your parents' employer, union, fraternal organization to find out if scholarships are offered.

Prizes

A number of special prizes are awarded annually to deserving students in recognition of their excellence in various academic and student life areas. More information concerning these prizes is available from the Academic Affairs Office.

Employment

On campus employment opportunities are available to students, with priority given to those who qualify for the Federal College Work Study Program. The Student Worker Application for Employment can be found on the Career Exploration page of the College's website. In addition, the Career Exploration Office maintains employment resources for students seeking on- and off-campus employment—including childcare, tutoring, retail, and professional positions. All employment opportunities for students can be accessed through Handshake, the College's online career management system that hosts our job and internship database. Access to Handshake is given to inquiring students after an initial meeting with a counselor in the Career Exploration Center.

Satisfactory Academic Progress

In response to Federal and New York State laws, Concordia has defined, for purposes of student financial aid, "measurable satisfactory academic progress" as a combination of minimum credits and a minimum grade point average (qualitative) to have been achieved by the end of each academic semester (quantitative). Academic progress will be evaluated each semester on the basis of the following criteria:

- Minimum cumulative grade point average (GPA)
- Successful completion of 67% of total cumulative hours attempted

- Successful completion of an academic degree/ program within a specified maximum time frame expressed as hours attempted, not to exceed 150%

The Federal government also requires Concordia College to monitor the academic progress of non-recipients. It is important to note that satisfactory academic progress during any term in which a student does not have financial aid will be a factor in determining eligibility for aid in subsequent terms. Progress will be monitored, and students will be notified if the minimum standards have not been met. For those students enrolled in baccalaureate degree programs, successful completion of 15-16 credits per semester is necessary to graduate in four years. For financial aid eligibility, however, the minimum requirements are as follows:

These standards are separate and slightly different than progress requirements for academic standing at the College.

Start of Semester	Minimum Credits Accrued	Minimum Grade Point Average
1	0	0.0
2	6	1.5
3	15	1.8
4	27	1.8
5	39	2.0
6	51	2.0
7	66	2.0
8	81	2.0
9	96	2.0
10	111	2.0

For those students enrolled in associate degree programs, the requirements are as follows:

Start of Semester	Minimum Credits Accrued	Minimum Grade Point Average
1	0	0.0
2	3	1.3
3	12	1.5
4	24	2.0
5	36	2.0
6	48	2.0

For those students enrolled in master's degree programs, satisfactory completion of 9 credit hours (or 4.5 credit hours if half-time) per semester and a 3.0 cumulative GPA is required to remain in good academic standing.

Included in the definition of attempted hours are:

- Credit hours for which students are enrolled AND/OR hours added during the "add/drop period" for the term
- Credit hours that include marks of: A-F, I, P, W, WP, and WF
- Credit hours transferred to Concordia College: A-C and P grades

Excluded from the definition of attempted hours are:

- Credit hours dropped on or before the end of the add/drop period
- Credit hours that include mark of AU

- Credits hours transferred to Concordia with mark of CR. These hours are counted toward the maximum time frame determination, however

Included in the definition of successful completion are:

- Credit hours for which there is a letter grade of A-D and P

Excluded from the definition of successful completion are:

- Credit hours for which there is no letter grade indicating success completion of coursework, including marks of I and IP
- Credit hours transferred to Concordia with marks W, WP, D, and F but these hours are counted toward the maximum time frame

Explanation of a Withdrawal “W” Grade in Satisfactory Academic Progress (SAP):

Withdrawal Occurs	Included for SAP
Before the 1st day of class	Hours not included
1st day through the end of Add/Drop	Credit hours for which the student is enrolled as of the date of withdrawal
After Add/Drop	Credit hours for which the student is enrolled as of the last day of Add/Drop

Repeated coursework—Financial Aid may be awarded only twice for courses repeated to improve a sub-standard grade of D, F, W, WP, or WF. Credit hours will count toward the 150% maximum time frame. A student can receive financial aid for failing grades. Students cannot receive financial aid in an attempt to better their grade that meets the program of study’s minimum requirement.

Incomplete grades—No financial aid awards will be made to students until incomplete grades are removed.

Transfer credits—Transfer credits must be included in the maximum time frame. Credits used in transfer determine the student’s class level and progress toward a degree even if the student did not receive financial aid at the previous institution.

Student academic progress for Federal and state aid is reviewed at the end of each semester by the Academic Review Committee, chaired by the Associate Vice President of Academic Affairs. If the Committee determines that the student is deficient in attempted hours and an unsatisfactory grade point average, the student has several options to correct the results.

- Students can apply for a Financial Aid Satisfactory Academic Progress one-time waiver and submit it, along with the required documentation, to the financial aid office. If granted, the student is expected to advance to the appropriate level of academic progress based on the SAP Chart.
- The student can enroll the following semester(s) at his/her own expense, until all deficiencies are made up. If planning to attend a summer session at another college/ university, the student must check with the Registrar to ensure the coursework will be transferable/accepted. No federal financial aid can be awarded while a student is on financial aid suspension.

Financial Aid Waiver

Notification is sent via Concordia email to student who becomes ineligible for financial aid funds due to unsatisfactory academic progress.

Federal regulations allow an automatic probation period for a single semester which allows the student to receive Federal financial aid for that term. Continued unsatisfactory academic progress negates eligibility for financial aid. A student may appeal the loss of aid if extenuating circumstances are felt to have caused the unsatisfactory academic progress.

To appeal for reinstatement of aid, the student must submit the SAP Waiver Request Form, supporting documentation, and a plan of action. The request should be received by the Financial Aid Office no later than 14 days after the student is notified of unsatisfactory academic progress.

Final responsibility for adherence to these guidelines rests with the student.

These two simple rules will help ensure that the student will not have an SAP problem.

1. Full-time undergraduate students should successfully complete at least 12 credit hours each semester with a grade of “C” or better.
2. To remain eligible for Federal aid, students must complete their undergraduate degree within 6 years, even if they did not receive Federal aid in prior periods of enrollment.

New York State Program Pursuit and Academic Standing

A matriculated student is considered to be in Good Academic Standing at the end of a term and for the subsequent term if the student meets both Academic Progress and Program Pursuit.

For New York State aid, Program Pursuit is defined in regulations as completing—getting a passing or failing grade in a percentage of the minimum full-time course load in each term an award is received. The percentage, as specified in regulations, begins at 50 percent of the minimum full-time course load in each term of the first year an award is received, to 75 percent in each term of the second year an award is received, to 100 percent in each term of the third year an award is received and thereafter.

Start of Semester	Minimum Credits Accrued	Minimum Grade Point Average
1	0	0.0
2	6	1.5
3	15	1.8
4	27	1.8
5	39	2.0
6	51	2.0
7	66	2.0
8	81	2.0
9	96	2.0
10	111	2.0

- 1 Students must successfully complete 6 credits in the terms prior to semester 2 and 3
- 2 Students must successfully complete 9 credits in the terms prior to semester 4 and 5
- 3 Students must successfully complete 12 credits in the terms prior to semester 6,7,8,9 and 10

Transfer Students

Transfer students will be placed on the chart based on the number of transfer credits accepted from the student's previous program of study. That assessment and information concerning the number of TAP awards the student had previously received will be used to place the student at the appropriate point on the Concordia College schedule of academic progress. Placement will be made either with the number of payments received or the number of credits earned—whichever is more beneficial to the student.

Financial Aid Checklist

To assure all reasonable steps to obtain financial aid from Concordia and outside sources have been taken, applicants are encouraged to follow these recommendations:

- Complete Concordia's application for admission and the admission process as early as possible.
- File the **Free Application for Federal Student Aid (FAFSA)** as soon after October 1st as possible. Priority deadline for all students: April 1. File online at www.fafsa.ed.gov (<http://www.fafsa.ed.gov>). **Concordia College Institutional Code: 002709.**
- New York State residents should link to Tuition Assistance Program (TAP) on the Web (accessed from FAFSA Confirmation page online), when filing their FAFSA online; this speeds the TAP Grant processing time. New York State Higher Education Services Corporation (HESC) will send a postcard or email providing completion instructions to those students who do not file online. **Concordia College Code: 2040.**
- If you are a member of The Lutheran Church- Missouri Synod and are preparing for a professional church vocation, file the District Aid application.
- Submit high school transcripts by August 1st.

After all forms are processed and the student has been admitted to the College, an Award Notification Packet is sent to the applicant. The applicant must either accept or decline the awards online after submitting the admission deposit.

Return of Title IV Funds (Federal Financial Aid)

A student has not "earned" all his/her Federal financial aid if he/she withdraws prior to completing 60 percent of the term. A Return of Title IV Funds calculation must be performed. The unearned portion (based on the percentage of the term remaining) of the aid is returned to the lender or aid program. For example, if a student completes only 20 percent of the term, then he or she has failed to earn 80 percent of the Federal financial aid that was disbursed, or could have been disbursed, prior to the withdrawal. If the return of the funds creates a balance due on the student's account, the student will be responsible to pay the balance on the account. Funds included in the Return of Title IV Funds process are: Unsubsidized Federal Loans, Subsidized Federal Loans, Federal PLUS Loans, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and other Federal Grants. In some cases, students may owe a portion of the funds.

In these cases, Concordia College will return the student's portion to avoid a Federal "overpayment". The student will then be responsible for the balance on the Concordia College account. Payment must be made prior to the end of the withdrawal semester. For further information, contact the Student Accounts Office.

New York State Funds

New York State does not have a regulation regarding pro-rating state awards and allows a student with a 100% tuition liability to use the TAP Grant to pay towards any balance due upon withdrawal. Concordia College will use the state award to offset any balance the student owes the school. However, the student will not be eligible for TAP the following semester.

Notifications and Authorizations for Financial Aid

Federal regulations indicate that schools have 30 days in which to notify students/parents that their loan(s) have been disbursed to the student's account. All notifications will be sent to the student's Concordia College e-mail address. It is the student's responsibility to notify a school within 14 days from disbursement if he/she wants the loan cancelled or reduced.

Federal Regulations require that the College have written authorization on file to use Federal student aid funds to:

- pay for allowable charges other than tuition, fees, and room and board, or hold a Federal student aid credit balance. Any credit balance created by Federal funds must be paid within 14 days after the balance occurred on the student account, assuming it occurred after the first day of classes.
- apply Federal student aid funds toward minor prior-year charges.

DESCRIPTION OF FEES

Traditional Undergraduate (Fall/Spring Semesters)

All traditional full-time students are charged a tuition fee of \$17,250 for each semester, \$34,500 for the year. A full-time student is defined as one taking 12 or more hours of credit in a given semester. This annual fee permits the student to take from 12 to 18 hours of credit each semester. Students exceeding 18 hours a semester will be charged an additional overload fee of \$610 per semester hour.

Adult Education

All students admitted to the Adult Education program are charged a tuition fee of \$495 per credit for each course taken within the program, and any additional fees, if applicable.

Post-Baccalaureate Nursing (Fall/Spring/Summer Semesters)

All students admitted to the Post-Baccalaureate Nursing program are charged a tuition fee of \$14,875 per semester for all classes taken within the program and any additional fees, if applicable.

Nursing Program Fee \$950

All students are charged this fee each semester covering nursing equipment and testing services (NCLEX-RN).

Nursing Technology Fee \$1,100

All student are charged this fee one time at the beginning of their program to cover the cost of a college issued laptop and appropriate testing software.

Undergraduate Part-Time/Non-Matriculating Student Tuition (Fall/Spring)

Students taking fewer than 12 credit hours pay \$990 per credit. Reduced rates are available to high school students and senior citizens age 65 and older. Tuition for auditing courses is \$500 per credit.

Traditional Undergraduate Summer Courses

Matriculated students taking courses over the summer pay \$295 per credit hour. Non-matriculated students taking courses over the summer pay \$425 per credit hour.

Sara Schenirer Partnership Cohorts (Fall/Spring/Summer)

All full-time undergraduate students are charged a tuition fee of \$6,000 per term. Students may take 12-18 credits per term. Students who exceed 18 credits will be charged a \$265 per credit overload fee.

Graduate Programs

All students registered in on-campus Graduate Degree courses are charged a tuition fee of \$895 per credit for each course taken within the program, and any additional fees if applicable.

Students admitted to on-campus Graduate Programs are charged a one-time Graduate Program fee which covers workshops, testing materials, Electronic Portfolio, and CEC dues

Students in the Business Leadership Program are charged \$695
Students in the Education Program are charged \$725

Graduate Students who are part Sara Schenirer Partnership Cohorts are charged a tuition fee of \$425 per credit hour

Graduate Students who are part of CITE Partnership Cohorts are charged a tuition fee of \$475 per credit hour

Graduate Students who are part of West Side Montessori School Partnership Cohorts are charged a tuition fee of \$575 per credit hour

Impact U Fee

Impact U students are charged an inclusive fee of \$71,400 for the year. A full-time student is defined as one taking 12 or more hours of classes in a given semester. This annual fee permits the student to take from 12 to 18 hours each semester. The total fee is inclusive of course fees, single occupancy dorm lease, meal plan, in addition to staff support, Connection fee, transportation (to events/activities), and Comprehensive fees.

Comprehensive Fee

The fee supports the cost of various non-academic services provided by the College to support students and enhance the student experience. Examples include counseling and wellness center, vocational planning and career services, student activities, fitness center, campus technology and Wi-Fi networks, and campus safety and security. The Comprehensive Fee for commuters also includes the parking fee. The Comprehensive Fees for academic year 2020 – 2021 are as follows:

- Traditional Undergraduate Resident, \$750 per semester/\$1,500 per year (parking not included)
- Traditional Undergraduate Commuter, \$475 per semester/\$950 per year (includes parking)
- Adult Education one-time fee of \$290 at the start of the program (includes parking)

• Part-Time/Non-Matriculated \$160 per semester (includes parking)

Independent Course Fee

Undergraduate courses offered as Independent Scholarship or Independent Study are assessed the fee of \$300 per credit in addition to tuition charges.

Graduate courses offered as Independent Scholarship or Independent Study are assessed the fee of \$350 per credit in addition to tuition charges.

Concordia Connection (Fall/Spring)

Students admitted and enrolled in the Concordia Connection program are charged an additional fee of \$3,300 per term for services provided by the Concordia Connection office.

Dining Hall Fee

Meal Plan options for students are listed below

- Resident Student Plan A - \$2,892/semester (all first year students are required to utilize plan A)
- Resident Student Plan B - \$2,577/semester
- Commuter Student Plan C - \$598/semester(required for all traditional commuter students)

Information on the meal plan is provided by the Student Experience Office.

Residence Hall Fee (Fall/Spring)

Double room occupancy is \$4,100 per semester/\$8,200 per year. The surcharge for a single room is \$2,750 per semester.

Single rooms are assigned based on availability by the Student Experience Office. Priority is given to those with a documented medical need.

Health Insurance Premium Fee \$2,262

All students in the traditional program, including Nursing and Radiologic Technologies, are mandated to carry health insurance that will be accepted by medical providers in the State of New York. All students required to carry health insurance will be charged for the annual college-offered health insurance. Students who demonstrate equivalent coverage can have waive the school offered medical insurance. Failure to waive by the deadline will cause the charge to remain, the student to be enrolled, and a refund of the charged premium to be forfeited.

International Students: It is a mandatory institutional policy that International Students purchase the college-offered health insurance and their accounts will be billed accordingly.

Enrollment Deposit

A non-refundable deposit may be required of new students admitted to the College and is applied in full toward payment of charges upon registration. Details are provided in each student's admit packet. This deposit also serves to reserve a residence hall room for students intending to live on campus. Deposit amounts are posted within the letter of admission.

Residence Hall Damage Deposit \$350

A \$350 security deposit is required to cover student-initiated damages and includes a key deposit. This deposit is credited at the end of the spring term (or upon withdrawal) after a review of the room by Residence Life. Fees will be assessed for any damages found and deducted from the deposit if necessary.

Identification Key Card and Key Replacement Fees

An initial student ID key card is issued free of charge. Replacement cost for an ID card is \$15. Key replacement is \$50. A \$100 fine will be charged for keys not returned.

Transcript Fee \$13

Official transcripts are sent only to authorized recipients and are not issued to students.

Orientation Fee

All entering full-time traditional students pay a one-time Orientation Fee which covers expenses associated with new student orientation programs. Students entering in the Fall pay \$250 for the three-day program, and students entering in January are charged \$150 for a half-day program.

Graduation Fee \$225

All students who apply to graduate are subject to the graduation fee, which includes expenses related to degree audits and conferral in addition to Commencement expenses. No exception is made for students who chose not to participate in Commencement Exercises.

Late Payment Fee \$100

This is charged to all students (new or returning) who fail to complete financial clearance by the stated due date.

Validated Learning Experience

A fee of \$200 is assessed for each College-administered Validated Learning Experience evaluation attempted, whether by examination or documentation, plus \$495 per credit hour awarded.

STUDENT RESPONSIBILITIES

Student Responsibility

A student's registration signifies an agreement with the College to pay all costs associated with attendance in class and participation as outlined in this Catalog. The student is responsible for knowing the basic costs, course fees, special fees, due dates, and deadlines published in this Catalog and as communicated by various offices (Student Accounts, Financial Aid, College Services, Student Experience, and Registrar).

Consequences

A student's financial obligation to the College must be satisfied to validate course registrations prior to attending class, receiving grades, obtaining transcripts, or participating in Commencement. Failure to satisfy financial obligations will result in cancelled course registration, withheld grades and transcripts, and loss of eligibility to participate in Commencement. Furthermore, if it becomes necessary for the College to place a student's account with a collection agency, the student will be responsible for all costs associated with collection and litigation.

Tuition and Fee Payment

Invoices are updated via Banner self-service with a corresponding email notification to the student's Concordia email address. These notifications inform the student that the invoice is ready for viewing and provide a direct link to the student's Banner Self-Service account. Students can log-in to Banner Self-Service at any time to view their student account information. The balance of all fees due is payable typically 30 days prior the start of each semester. Full payment or a Monthly Payment Plan agreement is required before or by the due date stated on the invoice. Monthly payment plans will require an up front deposit to be valid. A \$55 enrollment fee is assessed per semester when enrolling in a Monthly Payment Plan. Students can make payments or sign up for a Monthly Payment Plan online by logging in to their Banner Self-Service account. Payments received after the due date will be subject to a Late Payment Fee. Terms of the payment plan must be completed by the end of the academic term.

Financial Aid

It is the student's responsibility to take the necessary steps to finance the cost of education. While the invoice will reflect financial aid and loan payments that have been processed, the student must manage the application process so timely payments to the college for the net amount due if possible. Students are solely responsible for applying for and accepting their financial aid; otherwise, the account balance will not reflect such Financial Aid reductions. A student's account is not credited with financial aid or loan payments until such funds are actually received. Students are strongly encouraged to utilize the resources of the Office of Financial Aid. Financial Aid staff will make every effort to guide students and families through the process.

Refunds

All refunds are based on the official date of withdrawal as determined by the Associate Dean of Enrollment Services and Academic Operations and maintained by the Registrar (see clearance procedure, below). A full refund of all fees, excluding the new student enrollment deposit which is non-refundable, will be made if a student withdraws prior to the start of classes. If a student withdraws after the start of classes, one-tenth of the tuition and food service fee (or actual food purchased, whichever

is greater) is forfeited for each week or part of week attended. Students registered for partial-semester courses will have their refund calculated on a pro-rated basis depending on the length of the course and the number of weeks attended. Resident students forfeit 25% of the room charge for each week the room is occupied. A student will be liable for any other charges incurred while at the College. If a student withdraws during a semester, all College administered financial aid for that semester is forfeited and reductions in Federal and State aid will be made in accordance with applicable regulations.

Summer course registrations may be adjusted until the end of posted add/drop period (the first Friday after the start of the course). If a student drops a course prior to the start they will be refunded 100%. If a student withdraws from a course after the start they will be responsible for 25% of tuition per week. Students are fully responsible for the cost of the course after the end of week 4.

Title IV Refund Policy

According to the Higher Education policy regarding return of Title IV funds, Concordia College is required to return any credit balance to the student or parents (if PLUS) no later than 14 calendar days after the balance occurs. Students and parents may voluntarily authorize the College to hold a credit balance, but only within the school year. Students and parents cannot authorize the use of Title IV funds to pay for more than \$200 of prior year charges. All refunds are addressed to the student and mailed to the current home address on file at the College.

Withdrawal from the College Clearance Policy

Students who wish to withdraw from the College must officially notify the Associate Dean of Enrollment Services and Academic Operations, in person or via Concordia email, who will guide the student through the withdrawal process. Students who are withdrawing from the College must complete an Institutional Withdrawal Form.

A student's failure to attend classes or a verbal announcement of the intent to withdraw does not constitute official notification. Students who fail to officially notify the Associate Dean of Enrollment Services and Academic Operations of their intent to withdraw are held responsible for all tuition and fees owed to the College.

Withdrawing from a class after the Add/Drop period may result in a student's status changing from full-time to part-time, if the student has fewer than 12 active credits. It is the student's responsibility to meet with the Financial Aid Department to discuss the impact of the withdrawal on financial aid. The College reserves the right to withdraw a student for non-disciplinary reasons when it is in the best interest of the student due to personal or health-related conditions that cannot be resolved immediately, or due to a threat to self or others. The student may register again upon satisfaction of such terms as the College determines are appropriate to the situation.

Leave of Absence Policy

A leave of absence is a temporary interruption in a student's program of study and the College for personal reasons or unforeseen circumstances and must be reported on or before the last day of add/ drop for any semester to be considered a leave of absence. Students who wish to take one semester or one year off from Concordia College, with the intention of returning, must officially notify the Associate Dean of Enrollment Services and Academic Operations who will guide the student through the process. If the student fails to notify the Associate Dean of Enrollment

Services and Academic Operations, his/her bill will not be adjusted. **Note:** If the student fails to return from a leave of absence without notifying the College by the approved return date, the student will be considered withdrawn. Pursuant to Federal guidelines, students taking a leave of absence of fewer than 180 calendar days will be considered to remain in an in-school status for Title IV loan repayment purposes.

Students who simply absent themselves from class without completing the process will have unauthorized withdrawal grade(s) posted and billed accordingly. Students who are on an approved Leave of Absence may participate in registration and their email account will remain active during this period. Students on leave may not live on campus during the term(s) of their leave. In addition, a student may not participate in or hold a leadership position in a College organization during their leave of absence.

Returning from to the College

Students who have been absent from the College for more than one year must apply for re-admission. Candidates should request an application for re-admission from the Office of Admission. It is recommended that students file by July 1st for the intent to return for the fall semester, and by November 1st for students who intend to return for the spring semester to ensure all administrative requirements are met in a timely fashion. If the application is accepted, the student will be subject to academic requirements in effect at the time of their original admission unless the program of study has been substantively revised. If the students' program of study is no longer offered they must work with an advisor to discuss alternative program options. If the student has attended classes at another college or university in the interim, official transcripts must be sent from each institution attended. If returning from approved leave, transcripts must be sent to the Registrar's Office; otherwise, transcripts must be sent to the Office of Admission as part of the reapplication process.

STUDENT EXPERIENCE

Mission

Student Experience facilitates students' intellectual, emotional, spiritual, vocational and physical development by promoting leadership and providing services and programs that support and nurture each student.

The Student Experience Staff aims to:

- Provide students with the opportunity to experience and develop life and leadership skills that complement and support their academic studies and prepare them to contribute to their communities.
- Identify, support, and advocate students' interests and needs.
- Provide and model creative leadership through programming, training, and problem-solving.
- Provide opportunities and increase involvement in spiritual development and intercultural programs and activities.
- Provide students with opportunities where they can practice skills, explore values, and consider solutions to community and global issues.

Student Development

All who work in Student Experience are responsible for providing developmental opportunities and programs designed to enhance the student's total educational experience. Areas included are first-year and new student orientation, first-year advising and mentoring, and the peer tutoring program.

First-Year and New Student Orientation

The aim of first-year and new student orientation is to help students in their initial adjustments to college life. The program begins with a one-day orientation program in June or July and continues for three days just prior to the beginning of classes in the fall. Parents are encouraged to attend the special programs planned for them in June or July and on the first day of fall orientation.

New student orientation features presentations, social activities and discussions. New students meet faculty, advisors, staff members, administrators, and fellow students. An essential part of a student's acclimation to college life, the College requires all new students to participate. A modified new student orientation program is conducted for students entering in the spring semester.

Mentors, Advisors, and Academic Consultants

Students are assigned an advisor to serve as their academic consultant and/or mentor during their first year at Concordia. Students then choose a program of study and are advised by an academic consultant in that program. The primary purpose of the academic advising program is to assist students in the development of meaningful educational plans that are compatible with their life goals.

The Center for Student Success (CSS) is a resource-rich environment led by a team of professionals who provide developmental programs and individualized support to enhance the holistic success of every student. The Center for Student Success includes success specialists, peer tutors, mentors, and the writing center. The support services of the CSS are free of charge.

The Student Success Program

Designed to parallel Concordia College's mission to engage and nurture a diverse student body, a holistic approach effectuated in the student success program will prepare students for their college experience by raising academic and personal standards of excellence. This program challenges students to examine their purposeful goals in higher education while developing the foundational skills necessary to succeed. Developing and practicing academic skills along with attention to building a greater knowledge base are emphasized to engage students' higher order skills in critical thinking, synthesis, analysis, and problem-solving. This program is open to all students who need supplemental support to succeed in college.

The goals of the program are to help students:

1. Improve learning with attention to its process with guided practice and support
2. Build reading, writing, and mathematics comprehension level and scope
3. Set and prioritize long and short-term tasks and goals
4. Build on knowledge developed in the Core sequence to actualize individualized achievement plans germane to self-assessment of task mastery and goal realization
5. Incorporate academic skill techniques to facilitate better note-taking, examination strategy, time and stress management
6. Navigate the standards and requirements of Satisfactory Academic Progress

Peer Tutoring Program

The Peer Tutoring Program connects upper-level student tutors who have been recommended by faculty with students in need of individualized or small group tutoring for a course. Students seeking tutors make a formal request for this service through the Center for Student Success. There is no charge for this service.

John Bahr Writing Center

To support the goals and objectives of the Writing Across the Curriculum Program (see The Concordia Experience section), The Writing Center, located on the third floor of the George House, offers supplemental instruction in writing to students in all disciplines. The writing specialists who form the Center's staff work with students in various aspects of writing (ranging from organization, development, and research methods to mechanical and proofreading skills). Students who exhibit poor writing skills receive individualized instruction and extensive practice in the fundamentals of writing. Other students benefit from working with a writing specialist on a particular assignment during the writing process.

Career Exploration

The Career Exploration Center offers a comprehensive array of programs and services that support students and alumni in identifying, clarifying, and achieving their career goals. Through strategic engagement with internal and external partners, we provide access to services and experiences that develop competent and competitive professionals who will make a big impact in local and global communities. The center works with students throughout their entire academic career in the following areas:

- Resume & Cover Letter Writing
- Mock Interviews & Internships
- Personal Branding/ LinkedIn Profile
- Self Assessment & Career Planning
- Graduate School Planning
- Personalized Career Readiness Workshops
- Employment Opportunities etc

Handshake is Concordia College's job search and recruiting platform that provides students with unique solutions to their career development needs, including:

- Connect with employers and organizations all over the country for job & internship opportunities
- Schedule individual career advising appointments
- Find information about upcoming Career & Professional Development career fairs, events, and programming, etc.

Students benefit from the personalized attention that is given to them as they plan for an internship, prepare their resume, and cover letter or search for a full-time job.

The College's many contacts continue to expand opportunities for students with corporations such as ABC, NBC, MTV, PepsiCo, The New York Botanical Garden, IBM, Carnegie Hall, the United Nations, the International Olympic Committee, Westchester County Medical Center, Ernst and Young, Merrill Lynch, Office of the Governor of New Jersey, Our Savior Lutheran School, The Westchester County Department of Mental Health and many more. Services of the Career Exploration's Center continue to be available to Concordia alumni.

Health Services

Concordia College NY is committed to the health and wellness of the entire student population. The College provides these services in the Student Health Services Center located on the top floor of Schoenfeld Campus Center, above the Brickyard Café. The Health Center offers preventive, episodic and acute physical and mental health services to students. The Center is staffed by The Director who is a Registered Nurse, and several Nurse Practitioners/Advanced Practice Nurses who are licensed to perform physicals and prescribe medication. The Health Center Coordinator is there to assist students with health insurance related inquiries, help obtain health clearance, schedule appointments, etc. Questions regarding a specific concern or other health information should be directed to the Student Health Services Office at ext. 2243. The nursing staff is available to assess the mental and physical health needs of any student requesting assistance and to make referrals to the appropriate resources. If you are having a mental health crisis outside of traditional office hours, the Residence Directors (RD's) and Resident Assistants (RA's) are trained to handle emergencies and are able to help. You can also contact the Security Office at x2300. If you or someone you know is in danger of inflicting self-harm or hurting someone else, call 911 or go to the closest emergency room for immediate assistance.

Health Forms

No student may register or attend classes until these health requirements are met.

All students born after January 1, 1957, are required by New York State law to demonstrate proof of immunity against measles, mumps, and rubella (MMR). Proof of immunity is defined as two (2) doses of MMR or two (2) doses of measles and one (1) each of rubella and mumps.

In addition, a completed health form, a physical exam (dated within a year of admission), immunization record, and meningitis disclosure statement is mandatory and must be submitted prior to the arrival of all new students. This is a one-time requirement for all students, except the following students who are required to have physicals every year:

- Students accepted into the Accelerated Nursing Program
- Students accepted into the Radiological Technologies Program
- Student Athletes

All students living in campus housing must show proof of having received at least one (1) dose of meningococcal meningitis vaccine.

Health Insurance

All students in the undergraduate, including Nursing and Radiologic Technologies, are mandated to carry health insurance that will be accepted by medical providers in the State of New York. Students without health insurance, those who carry out-of-state Medicaid and all International students are required to purchase a policy through the College for a specific premium established each year. Verification of health insurance is required annually of all students.

Please note: **All** students required to carry health insurance will be charged for the annual college-offered health insurance. Domestic students who carry their own policies that are accepted in the State of NY must waive the college-offered health insurance by following the online instructions included with the enrollment packet. The charge will then be removed. Failure to waive by the deadline will cause the charge to remain, the student to be enrolled, and a refund of the charged premium to be forfeited.

International Students: It is a mandatory institutional policy that International Students purchase the college-offered health insurance and their accounts will be billed accordingly.

No exceptions will be made. Students must still enroll online for the plan. Being charged does not mean the student is enrolled. Instructions to enroll will be contained in the enrollment packet.

Office Visits

Appointments are preferred, but walk-ins will be accommodated. Appointments may be made by phone, in person or by e-mail. Problems requiring immediate attention will be given priority. Health Services maintains relationships with local medical specialists and will consult and make referrals when necessary.

When the Health Center is closed, students experiencing non-urgent medical issues can be seen in several urgent care centers that are conveniently located within a walk-able distance to the college. For emergency needs, NY Presbyterian Lawrence Hospital Center is located approximately one mile from campus.

Student Athlete Health Information

In order to practice or participate in intercollegiate sports, a student-athlete must have an annual physical exam, document mandatory immunizations (first year students only) and submit verification of health insurance. It is a mandatory institutional policy for all international athletes and those with out-of-state Medicaid to purchase the college-offered health insurance. **No exceptions will be made.** Health Packets must be sent to the Student Health Center directly and not to the individual coaches.

Spiritual Life

Concordia New York has the great privilege of serving a unique community. Located in an area which is home to the greatest cultural diversity in the world, as well as host to the entire gamut of religious experience and expression, Concordia remains a Lutheran Christian college. Concordia recognizes that growth in the Christian life is a total commitment to the person of Jesus Christ. It is toward this realization that the College's worship, spiritual formation, and service programs are oriented. Concordia continues to be an academic institution fostering Christian living and encouraging the members of its community to commit their lives to the service of God and humankind in the vocations to which they are called. Some of the most precious times outside the worship settings are the one-on-one conversations between students and faculty/staff as they share their faith and hear of the "faith journey" of others. It is the College's belief that God has placed all of us here according to God's purpose. We hope and pray that this Journey of Promise will be one by which all may be awed by a gracious and loving God who deeply loves all creation.

Morning Reflection

Morning Reflection is one of the ways we manifest our faith-informed community life. At 10:30 each weekday morning, the community pauses instruction and work. We gather in the campus chapel for conversation, inspiration, and respiration: a precious twenty minutes to clear the mind to receive something new. Broad themes, solicited from students, frame the week with Wednesdays reserved for the celebration of Holy Communion. Reflections are expected to relate to the week's theme and align with the College's mission and values, but from there are open to interpretation. Any student, faculty, staff, or guest may lead, and reflections run the gamut from biblical to deeply personal, musical to philosophical, prayerful to poetic, reserved to roof-raising. Transcendent or simply tranquil, Morning Reflection is authentic to our Christian identity, and a treasured tradition here.

Student Activities

The purpose of the student activities program is to complement the academic program of studies and enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, intellectual, religious, recreational, and governance programs.

At Concordia, clubs and organizations are formed by students with common interests and objectives. The Student Government Association is the governing body of all clubs and organizations on campus. There are many clubs and organizations on campus falling into the following categories:

- Student Government
- Communications
- Culture/Fine Arts

- Greek Organizations
- Religious Clubs
- Social/Recreational
- Academic

For a full listing of all active student organizations on campus, please refer to the Concordia College webpage.

Athletics

Intercollegiate Athletics

Concordia College New York is a long-time competitor in NCAA Division II, as a proud member of the Central Atlantic Collegiate Conference (CACC). Concordia sponsors 12 varsity intercollegiate teams: Women's and Men's Cross Country, Women's and Men's Tennis, Women's and Men's Soccer, Women's and Men's Basketball, Women's Volleyball, Softball, Baseball, and Men's Golf.

The Meyer Athletic Center's 700-seat gymnasium is home to the Concordia College Women's and Men's basketball teams and Women's volleyball team. It also houses the Department of Athletics offices, as well as the Athletic Training Room, locker rooms for both men and women, and Fitness Center. The Meyer Tennis Center is the home of the Women's and Men's tennis teams. The Meyer Tennis Center features 3 indoor courts, 3 outdoor courts, and 2 outdoor clay courts. Also, in the complex, is the Clipper Baseball Field, Clipper Softball Field, and Clipper Soccer Field.

Prospective Student-Athletes, as well as current, full-time, degree-seeking students who are interested in joining an athletic team should contact the appropriate coach. For more information about Concordia Athletics, as well as the eligibility standards and required documentation and process, please visit www.ConcordiaClippers.com (<http://www.ConcordiaClippers.com>).

Student Government Association

All full-time students are members of the Student Government Association, Student Government Association Executive Board, Student Senate; which consists of executive, legislative, and judicial branches. The Association serves as a liaison between the student body and the administration and faculty. Students serve on various committees contributing to the governance and continuing development of Concordia College.

Social Events

The Student Activities Committee, the residence staff, and various clubs and organizations plan, organize, and promote social and entertainment events. The goal is to develop individual self-awareness, interpersonal effectiveness, and responsible citizenship.

International Student Services

Concordia has built an opportunity for all students to broaden their view of the world by providing an international dimension through both the curriculum and composition of the student body. The College actively promotes international cultural and educational interchange.

The International Student Services Office (ISS) is located in Sieker Hall, in the Student Experience area, and can assist with questions regarding U.S. Citizenship and Immigration Service (USCIS), Department of Homeland Security (DHS) or the Student and Exchange Visitor Program (SEVIS). International Students seeking information about working in the United

States should be sure to communicate with the ISS office before accepting any offer of employment. All international students in need of advisement or with any questions regarding compliance with F-1 visa regulations should contact the Director of International Student Operations, who is also Concordia's Principal Designated School Official(PDSO).

The International Club supports and celebrates diversity on campus through student activities such as dinners, dances, fashion shows, and service and outreach programs.

Information Technology Services

IT Services offer many services to students, all students have access to email via Office 365 which includes one drive for storage and free office applications. Students will also have access to Banner Self Service and Blackboard Learn. Internet access is available throughout campus. Students must have a valid username and password to log on to the secure network. Student computers are available in the information commons in the library and in a teaching lab in the Krenz Academic Center. Personal help on the use of these services is provided by experienced computer lab assistants during regular Library hours. Technical advice may also be obtained from the IT Services office, located in the Krenz Academic Center, during normal working hours.

Campus Life

The Campus Life Office at Concordia College strives to help shape a living-learning community that supports residents' academic, personal, and spiritual growth. Campus Life seeks to challenge students to explore new ideas, new ways of thinking, and the ways in which they can serve others. Through these efforts, Campus Life hopes to develop resilient and capable individuals who can adapt successfully to the college environment and to the communities where they work and live.

Campus Life Staff

Residence Directors (RDs) and Resident Assistants (RAs) in each hall are responsible for providing and maintaining a living/ learning environment that enhances the mission and philosophy of the Campus Life Program. RDs are professional, live-in staff members responsible for the overall condition of the residence halls. RAs are students, selected on the basis of character and responsibility, who advise a section or floor within the residence hall. RAs are responsible for peer mentoring, programming, conflict resolution, crisis response, policy enforcement, and attending to the day-to-day details of residence hall life. Overall, RAs work with the RDs to create an academically successful, safe and healthy residential community.

Security

Concordia maintains a formal security system coordinated by the Director of Campus Safety. The office is open during business hours and an operator is on duty 24 hours a day. At night, the campus is patrolled by security guards. The College offers an escort service upon request for its students, faculty, staff, and visitors

Food Services

All full-time resident and commuting students are required to be on a meal plan. Students should consider this when accepting off-campus employment. Special dietary requirements can be satisfied through consultation with the Manager of Food Services.

Residence Hall Closures/Vacation Schedule

Please refer to the Student Experience Guide.

Student Experience Guide

The *Student Experience Guide* contains need-to-know information, policies, procedures, descriptions of services available, disciplinary guide, and phone directories. The *Student Experience Guide* is available in electronic format on the Digital Quad and is distributed to students electronically each year. **All students are responsible for knowing its contents.**

School Closings

Although rare, the College may close or delay opening due to weather emergencies. In such cases, information will be sent to Concordia College email accounts, posted on the College's website, social media platforms, and on the College's main number, (914) 337-9300.

THE CONCORDIA EXPERIENCE

The Concordia Experience immerses students in a rich liberal arts education grounded in the Christian faith and Luther's vision of education as vocation. At the heart of this learning experience is the transformative search for what is good, beautiful, and true. Through an array of cross-disciplinary and integrated courses, students engage in an exploration of the human experience. They study various approaches in multiple disciplines and engage in free inquiry, critical and creative thinking, complex reasoning, and effective communications. This cluster of essential skills empowers students to meet the challenges of their entire curriculum as they transform into cultivated, ethical, and productive citizens of the world.

The Concordia Experience builds on the premise that learning is dynamic and interactive. The goals of *The Concordia Experience* are as follows:

- engaging students with the Christian faith and its implications for contemporary life
- helping students discover and/or affirm their vocation
- enabling students to appreciate the breadth of the liberal arts and developing depth in chosen disciplines
- nurturing appreciation for diverse and interdisciplinary perspectives
- equipping students with skills and knowledge that promote independent and lifelong learning
- challenging students to put theory into practice
- inspiring students to explore new avenues for learning
- providing opportunities for students as they work with advisors and mentors to develop an Individualized Graduation Plan and make *The Concordia Experience* their own

The mission and purpose of Concordia College-New York is realized through *The Concordia Experience*—a holistic academic endeavor in which students develop an Individualized Graduation Plan comprised of the following components:

1. The Concordia Core (p. 31)
2. Experiential Learning (p. 31)
3. Majors and Minors (p. 32)
4. Exploration and Enrichment Sequence (p. 32)
5. Capstone Experience (p. 32)

I. The Concordia Core

Code	Title	Hours
The Foundational Core		
FYE 100	FIRST YEAR EXPERIENCE	2
ENG 110	COMPOSITION AND RHETORIC	3
ENG 110L	WRITING LAB	1
ENG 120	ARGUMENT AND RHETORIC	3
ENG 121	INFORMATION LITERACY	1
MAT 100	INTERMEDIATE ALGEBRA (Students may be exempt from course upon successful score on math placement exam.)	3
THE 101	CHRISTIAN FAITH AND ETHOS	3
Historical Perspective		
Select one of the following		3
HIS 100	GLOBAL HISTORY	

HIS 215	AMERICAN HISTORY I	
HIS 216	AMERICAN HISTORY II	
POL 271	AMERICAN GOVERNMENT	
Human Experience		
Select one of the following:		3
PHI 101	INTRODUCTION TO PHILOSOPHY	
PSY 181	GENERAL PSYCHOLOGY	
SOC 151	ELEMENTS OF SOCIOLOGY	
Creative Expression		
Select one of the following:		3
HUM 100	AESTHETICS: LIVING W/THE ARTS	
MUS 215	FUNDAMENTALS OF MUSIC	
NMC 232	INTRODUCTION TO NEW MEDIA	
Quantitative Analysis		
Select one of the following:		3
MAT 121	INTRO PROBABILITY & STATISTICS	
MAT 120	Course MAT 120 Not Found	
MAT 201	PRECALCULUS	
MAT 210	CALCULUS I	
Literature and Rhetoric		
Select one from the designated ENG 2XX courses		3
Scientific Inquiry		
Select one of the following:		3
SCI 100	SCIENCE IN CONTEXT	
BIO 207	BIOLOGY I	
BIO 215	HEREDITY AND SOCIETY	
BIO 255	FOODS AND NUTRITION	
BIO 271	HUMAN ANATOMY & PHYSIOLOGY I	
BIO 285	HUMAN SEXUALITY	
Theological Understanding		3
Select one from the designated THE 2XX or 3XX courses		
World Cultures		
Select one of the following:		3
ART 222	WORLD ART	
ENG 241	WORLD LITERATURE	
May not be used if already selected for Literature and Rhetoric		
MUS 209	WORLD MUSIC	
THE 252	WORLD RELIGIONS	
May not be used if already selected for Theological Understanding		
NMC 234	Course NMC 234 Not Found	
Total Hours		40

Please reference Degree Works for specific requirements associated with the Concordia Core.

II. Experiential Learning (EXL)

Experiential Learning engages students in opportunities to extend learning activities beyond the traditional classroom. At Concordia, Experiential Learning (EXL) is a supervised learning model designed to integrate formal learning and personal experience through a cycle of knowledge/preparation, activity/experience, and reflection/review. Methods for EXL may include independent learning, problem-solving, project work, activity participation, field work, community placement, prior learning, leadership opportunities and/or training, creative performances,

service learning, and personal development. Students will earn no fewer than 6 credits in EXL as part of their 122-credit graduation requirement. Refer to your program advisor for EXL requirements within your degree.

All transfer students are required to earn no fewer than 3 EXL credits. Credits may be earned in one-, two-, or three-credit opportunities which vary from semester to semester. No more than half of these credits may be earned in on-campus opportunities. EXL opportunities may include internships, field work, study abroad, service learning, city-as-text, study trips, and independent research. Descriptions of specific EXL opportunities for credit offered in a given semester are provided in the syllabus. Students may freely elect to fulfill the EXL requirement by engaging in opportunities not directly connected to their program, and they are encouraged to make choices that are fully integrated with their Individualized Graduation Plan.

III. Degree Programs

Concordia's Degree Programs represent the dimension of depth in a student's academic focus. Specific requirements for each degree are found on subsequent pages of this section of the Catalog. Enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. The following degree programs are registered by the New York State Education Department:

Master Degree Programs

HEGIS/Classification of Instructional Program Code

- Master of Science in Business Leadership (0506.00/52.0213) M.S.
- Master of Arts in Digital Media (1099.00) M.A.
- Master of Science in Digital Marketing (0509) M.S.
- Master of Science in Education Early Childhood Special Education (0808.00/13.1015) M.S.Ed.
- Master of Science in Education Teaching English to Speakers of Other Languages (1508.00/13.1401) M.S.Ed.
- Master of Science in General/Special Childhood Education (0808.00/13.1001) M.S.Ed.
- Master of Science in Ed Leadership/ School Building & School District Leadership (0827.00/13.0401) M.S.
- Master of Science in Leadership (0599.00/52.0213) M.S.

Post-Baccalaureate Programs

- Nursing (1203.00/51.3801) B.S.

Bachelor Degree Programs

- Behavioral Science (4901.00/45.0101) B.A.
- Biology (0401.00/26.0101) B.A.
- Business Administration (0506.00/52.0201) B.S.
- Childhood Education (0802.00/13.1202) B.A.
- Criminal Justice (2209.00/43.0103) B.A.
- Educational Services(0801.00/13.0101) B.A.
- Early Childhood Education (0823.00/13.1210) B.A.
- Health Care Administration (1202.00/510701) B.S.
- Health Studies (1201.00/51.0000) B.S.
- Interdisciplinary Studies (4901.00/24.0101) B.A.
- Judeo-Christian Heritage (1510.00/38.0201) B.A.
- Mathematics (1701.00/27.01010) B.A.
- Middle Childhood Generalist Education (0804.00/13.1203) B.A.
- Nursing (1203.00/51.1699) B.S.

- Psychology (2001.00) B.A.
- Radiologic Technologies/Science (1225.00/51.0911) B.S.
- RN Completion Program (1203.10/51.1699) B.S.
- Social Sciences (2201.00/45.0101) B.A.
- Social Work (2104.00/44.0701) B.S.

Associate Degree Programs

- (HEGIS/Classification of Instructional Programs Code)
- Business Administration (5004.00/52.0201) A.A.S.
- Liberal Arts (5649.00/24.0101) A.A.

Teacher Certification Programs

- Concordia College is authorized to recommend the awarding of New York State initial certification to students who complete one of the following programs:
- Early Childhood Education (Birth-Grade 2) (0823.00/13.1210)
- Childhood Education (Grades 1-6) (0802.00/13.1202)
- Middle Childhood Education Generalist (Grades 5-9) (0804.00/13.1203)

IV. Exploration and Enrichment Sequence

The Exploration and Enrichment Sequence is comprised of those credits, normally about 40, that remain after satisfying the requirements of the Concordia Core and your Academic Major. The purpose of the Exploration and Enrichment Sequence is to encourage:

1. enrichment through support courses and electives for the program of study
2. realization of personal goals
3. exploration of personal interests
4. exploration of post-graduation objectives
5. development of a sense of vocation and social responsibility

The Exploration and Enrichment Sequence consists of academic requirements that enhance the Individualized Graduation Program. Includes the possibility of a double program of study and/or involvement in the Fellows Program of the College, as well as other experience-related items such as field work, volunteer activities, athletic involvement, activity involvement, summer employment, summer study, study abroad, portfolio development, and internships.

V. Capstone Course/Experience

The Capstone course/experience is required of all Concordia students and typically takes place in the final semester within their specific program/major. For undergraduate students, it involves a project that integrates knowledge and skills from the courses in the major, the Exploration and Enrichment Sequence, and The Concordia Core. This project will demonstrate that Concordia graduates have achieved the goals of *The Concordia Experience* as outlined in this Catalog. For the Capstone Course/Experience in your Program/Major, see the Degree Programs section.

Rubrics for the Concordia Undergraduate Capstone Course/Experience

1. The capstone course/experience usually takes place in the Senior Year and may be a one- or two semester course/experience.
2. The minimum credit for a capstone course/experience is 3 credits and the maximum is 6.

- The capstone course/experience will feature a **written proposal**, which demonstrates breadth and depth (Core and Major goals), that must be formally endorsed by the academic program faculty.
- The WAC course must be a pre- or co-requisite to the Capstone course/experience.
- The project/experience must be connected to a course (it might be a course in itself or might be an extra-credit project arising from a 300- or 400-level course).
- The capstone course/experience must include a measurable product –Paper/Project/Portfolio/Performance—which demonstrates the Writing Process and meets Concordia’s Writing Standard.
- Part of the project, when appropriate, will include a public presentation.
- The capstone course/experience, wherever possible, will have an external evaluation.
- Each School will have the flexibility of adjusting their specific needs to the aforementioned.

Writing Across the Curriculum

A distinctive mark of an educated person is the ability to think critically. That ability is significantly developed and demonstrated by writing (planning, generating sentences, and revising). To promote students’ development as effective thinkers and writers, the faculty adopted a “Standard of Writing” and established Writing Across the Curriculum.

Standards of Writing for Concordia Students

The criteria for evaluating written communication include: subject matter, use of rhetorical modes, organization and development, mechanics, and style or expression.

- The subject matter of an effective written communication is relevant and accurate. At its best, the handling of subject matter will both demonstrate what the writer has learned and be instructive.
- Rhetorical modes: Effective written communication reflects the ability to illustrate, compare, and contrast, analyze, define, and argue.
- An effective written communication is well organized and well developed. The purpose is clearly indicated. The thesis is clearly stated and amply supported by facts, examples, and illustrations. The writer uses paragraphing appropriate to logical division and organization of ideas. Sentences are constructed to communicate correctly the logical relations of the ideas in the sentences.
- Effective communication is relatively errorless in mechanics. The mechanics of writing include correct usage of standard English grammar, spelling, punctuation, syntax, and the accepted usage for numbers, abbreviations, italics, and general format.
- The style or expression of an effective written communication is engaging and contains fluent transitions, tight and fresh phrasing, varied sentence structure, and a tone that enhances the purpose.

By the end of their third year, the student should be competent in items 1 through 4. The student should be developing a more refined sense of style (item 5) during their third and fourth years. The above applies to any form of written communication (essays, exams, reports, business communications, research writing).

Effective written communication of research contains additional characteristics. The writing:

- reflects the ability to choose and evaluate source materials;
- shows appropriate use (as to choice and length) of direct quotation when citing sources. The writing manifests appropriate and accurate use of the paraphrase and the summary;
- demonstrates a synthesis of original ideas based on an understanding of sources; and
- uses each discipline’s adopted format for documentation.

Code	Title	Hours
Designated Writing Process Courses (WAC)		
ART 350	Course ART 350 Not Found	
BIO 330	TOPICS IN BIO & CHEM	3
BUS 336	ORGANIZATIONAL BEHAVIOR	3
EDU 329	READING/LANGUAGE ARTS ELEM II	3
HIS 216	AMERICAN HISTORY II	3
MAT 302	Course MAT 302 Not Found	
MAT 311	Course MAT 311 Not Found	
NUR 341	CONTEMPORARY ISSUES/NURSING	2
SOC 330	TOPICS IN SOCIOLOGY	3
SWK 322	SOCIAL WORK PRACTICE I	4
ENG 381	CRITICS, CRITERIA & CRITICISM	3
NMC 341	REAL WORLD: BUSINESS/NEW MEDIA	3
PSY 351	COGNITIVE PSYCHOLOGY	3
RAD 281	LAW AND ETHICS	3
HEA 281	LEGALÐICAL ASPECTS HLTH CAR	3
THE 332	ISSUES IN THE NEW TESTAMENT	3
CRJ 330	POLICING DIVERSE COMMUNITIES	3

- ENG 110 COMPOSITION AND RHETORIC, ENG 120 ARGUMENT AND RHETORIC, and at least one course in a student’s program are each identified as a **Designated Writing Process Course**. These courses are designed to:

- Introduce the concept of writing as a tool for critical thinking through informal or expressive writing assignments;
- Teach the process of transforming writing for self to writing for others through prewriting, writing, and rewriting;
- Stress the value of collaborative learning and writing through peer review sessions; and
- Provide advice and practice in the principles of Concordia’s Standard of Writing through formal or transactional writing assignments.

Information Knowledge Across the Curriculum

Concordia College’s approach to information literacy parallels the philosophical underpinning of the College’s Writing Across the Curriculum. Specifically, the College supports an approach that integrates writing and, in this case, the access and use of information throughout the curriculum. This model intentionally builds on knowledge and skills students develop as they progress through *The Concordia Experience-Liberal Arts Core*.

Information Knowledge Across the Curriculum Model has a multi-level approach:

- Information Literacy—the ability to use the library to find basic information (first-year through ENG 121 INFORMATION LITERACY)
- Information Competency—the ability to evaluate and use information (second/third years through discipline-specific course)

3. Information Fluency—the ability to synthesize and integrate information from a variety of sources (fourth year through the capstone)

Code	Title	Hours
Designated Information Competency Courses		
BIO 414	BIO: HISTORY/PROCESS/METHODS	3-4
BUS 336	ORGANIZATIONAL BEHAVIOR	3
ENG 213	INTRODUCTION TO POETRY	3
EDU 272	Course EDU 272 Not Found	
HEA 234	HEALTH CARE MANAGEMENT	3
HIS 314	THE CIVIL RIGHTS MOVEMENT	3
or SOC 314	THE CIVIL RIGHTS MOVEMENT	
MAT 246	Course MAT 246 Not Found	
MUS 301	Course MUS 301 Not Found	3
NUR 431	RESEARCH/THEORY/EVIDENCE-NURS	3
SWK 311	SOCIAL WELFARE/SOCIAL INSTITUT	3
NMC 331	Course NMC 331 Not Found	
THE 332	ISSUES IN THE NEW TESTAMENT	3

ACADEMIC PROTOCOLS

Policies Regarding Withdrawal from a Course

1. During the add/drop period as stated in the Academic Calendar, students may add or drop courses subject to availability through Banner Self-Service. However, during the second week, a student must use an add/drop form and obtain advisor and instructor approval if adding a course.
2. During the stated withdrawal period, students who withdraw from a course will be assigned a grade of W. This grade does not carry academic credit and does not impact a student's GPA. However, it can impact Satisfactory Academic Progress and will appear on a student's academic transcript.
3. During the stated WP/WF withdrawal period, students who withdraw from a course will receive a grade of WP or WF, as assigned by the professor. This grade does not carry academic credit but impacts a student's GPA and a student's Satisfactory Academic Progress.
4. After the stated WP/WF withdrawal deadline, all withdrawals will result in a grade of F.
5. All unauthorized withdrawals from a course will result in a grade of WF. Failure to attend a class or follow the formal procedures does not constitute a withdrawal from a course and will result in an administrative "F" ("WF" grade).

Incomplete Grades

On occasion, an emergency or other extenuating circumstance may prevent students from completing assigned work. Under such circumstances, an "I" may be assigned at the discretion of the instructor. The instructor and student will complete the "Incomplete Form" that outlines for the student the work that must be completed with a due date no later than 3 weeks after the end of the course. When the work is completed, the instructor will submit the Change of Grade Form changing the "I" to the appropriate grade. If the "I" has not been satisfied by the due date on the Incomplete Form the student will be assigned the default grade designated by the instructor.

Undergraduate Requirements for Graduation

Concordia College confers undergraduate degrees on students who have completed an approved program of study with a minimum grade point average (GPA) of 2.0 on a 4-point scale. The various academic programs may have additional grade requirements. Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his/her educational program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this Catalog and as amended from time to time.

A minimum of 30 semester hours of credit *and* at least one-third of the credits required in a program of study must be completed at Concordia. A student must make a formal application for graduation online prior to stated deadlines.

The specific requirements for each program and degree are available in Degree Works. Bachelor degree programs require a minimum of 122 semester hours of credit. Associate degree programs require

62-66 semester hours of credit. Concordia confers degrees in August, December and May.

Undergraduate Commencement Participation

Concordia has two Commencement Ceremonies yearly, at the conclusion of the traditional fall and spring semesters. Students are eligible to participate in the first graduation ceremony following successful completion of all academic graduation requirements. (It is assumed for graduation purposes that the student will successfully complete the courses in which he or she is currently registered.) A student's financial obligations to the College must be satisfied to participate in Commencement.

Graduation with Honors - Bachelor Programs

Concordia recognizes overall academic achievement by graduating students summa cum laude (if the GPA is 3.9 or higher), magna cum laude (if the GPA is 3.7 or above), and cum laude (if the GPA is 3.5 or above). The applicable designation appears on the graduating student's diploma.

Undergraduate Placement Testing

Mathematics: Placement of incoming students, including transfer students, is done by the College Math Department and is based off a review of academic history and college placement exams. If there is not sufficient information to make a determination, students may be required to take the Math Placement Exam (MPE) to determine the appropriate course that maps to their proficiency level.

Concordia College's Transfer Credit Policy

The Office of the Registrar grants transfer credits to students who have completed courses at accredited institutions and have provided their official transcripts for evaluation. The Office of the Registrar evaluates and accepts only credits that are applicable to the student's program of study and reflect a final grade of "C" or above. Courses transferred into the College's English (ENG) sequence must reflect a final grade of "B-" or above. Accepted credits are applied to the student's record, reflected on their academic planner, but not calculated into their Concordia College GPA. The transfer credit planner will also be shared with the student's advisor to assist with schedule creation and developing a graduation plan.

Acceptable transfer credit options vary and include, but are not limited to, the following: Traditional college credits, CLEP (College Level Examination Program) Exam, AP (Advanced Placement) scores, VLE (Validated Learning Experiences), IB (International Baccalaureates), CAPE (Caribbean Advanced Proficiency Exam), A-Levels and Military credits.

Concordia College will accept a maximum of 90 credits in transfer with no more than 30 taken through placement examinations. In order to complete a degree program, students must complete at least one-third of their program of study's required credits at Concordia. Students should refer to their specific program's transfer credit requirement policy.

Exception: Students who have been dismissed from the college may transfer in credits from an outside institution to receive credit *and* the GPA value in an effort to help regain good standing as quickly as possible. Students reinstated after a spring semester academic dismissal may transfer in eligible course credits and course grades through the

first summer and semester subsequent to their dismissal, which would be fall semester. Students reinstated after a fall semester dismissal may transfer in eligible course credits and course grades through the semester subsequent to their dismissal, which would be spring semester, and the summer directly following.

Undergraduate Exams for Credit and Validated Learning Experiences

Validated Learning Experience

Concordia will grant credit to those matriculated students who can demonstrate learning that would appropriately fit into a degree program. Credit will be awarded for courses officially offered by Concordia. Such credit should be sought early enough in the student's academic career so the student can plan a course of action that leads toward satisfactory progress in obtaining a degree.

Academic credit can be validated in one of three ways: a CLEP examination offered by the College Board, an examination given by a Concordia professor, or documentation prepared by the student as evidence of mastery of course objectives. Such documentation may include written papers, recordings, videos, letters of recommendation, employment evaluations, job descriptions, original research, a live performance, or corporate or military training (Portfolio).

Students may also apply for credit of documentable college-level learning gained through military training and experience. The program advisor or Registrar can provide further information.

Applicants seeking course credit by examination or documentation will be referred to the director of the program involved and will be assisted in making arrangements with the appropriate faculty member(s).

Students may petition a maximum of 18 credits in their program, in their core, or in their electives through the Portfolio process. The maximum award for Validated Learning Experience is 30 credit hours.

Undergraduate Grading System

Achievement in courses is indicated by letter grades, each of which carries with it the quality point award indicated:

Letter Grade	Description	GPA
A	Excellent/Outstanding	4.0 quality points for each credit
A-	Extremely Good	3.67 quality points for each credit
B+	Very Good	3.33 quality points for each credit
B	Good	3.0 quality points for each credit
B-	Almost Good	2.67 quality points for each credit
C+	Above Average	2.33 quality points for each credit
C	Average/Satisfactory	2.0 quality points for each credit
C-	Almost Satisfactory	1.67 quality points for each credit
D+	Significantly Below Average/Poor	1.33 quality points for each credit

D	Barely Passing/Very Poor	1.0 quality points for each credit
F	Fail	0.0 quality points for each credit
P	Pass	Credit toward graduation, but not counted in computing the grade point average
CR	Credit Awarded	Credit toward graduation, but not counted in computing the grade point average
I	Incomplete	A grade given when a student, with the consent of the instructor, postpones the submission of certain required work or when a student misses part of his or her work because of circumstances beyond his or her control. To qualify for the assignment of the incomplete grade, the student must initiate and submit a schedule for course completion to the instructor by the last class meeting of the course. If this request for extension procedures is not followed, the instructor shall assign a grade on the basis of the work completed by the last day of the semester.
AU	Audit	No credit and no quality points
W	Withdraw (before mid-semester)	No credit and no quality points
WP	Withdraw Pass (after mid-semester with a grade of D or better).	No credit and no quality points
WF	Withdraw Fail (after mid-semester).	Same academic penalty as F

Unless so noted, courses may not be repeated for additional credit. Courses may be repeated after the initial attempt to gain additional mastery of the subject matter or to raise the course grade. When a course is repeated, only the highest grade and associated quality points are calculated into the student cumulative grade point average.

Undergraduate Dean's List Honors

Dean's List recognition is granted to a full-time student, registered for 12 or more gradeable credits (i.e., A-F grading), whose grade point average for the semester equals or exceeds 3.500. Note: Students granted

the option of an "I" grade are not eligible for Dean's List honors in that semester.

Undergraduate Class Standing

The class standing of a matriculated student is calculated based on the number of degree credits accrued as follows:

Standing	Credits
Freshman	0.00-26.99 credits
Sophomore	27.00-58.99 credits
Junior	59.00-90.99 credits
Senior	91.00 or more credits

Undergraduate Satisfactory Academic Progress

Concordia has defined "measurable satisfactory academic progress" as a combination of minimum credits and a minimum grade point average to have been achieved by the start of each semester. For those students enrolled in baccalaureate degree programs, the requirements are as follows:

At the start of semester	Minimum credits accrued	Minimum Grade Point Average
1	0	0.0
2	6	1.7
3	18	1.8
4	33	1.9
5	48	2.0
6	63	2.0
7	78	2.0
8	93	2.0
9	108	2.0
10	120	2.0

For those students enrolled in associate degree programs, the requirements are as follows:

At the start of semester	Minimum credits accrued	Minimum Grade Point Average
1	0	0.0
2	12	1.5
3	26	1.7
4	44	1.9
5	62	2.0

Student academic progress is reviewed at the end of each semester by the Academic Review Committee, chaired by the Chief Academic Officer, to determine whether students may be retained in their academic programs at Concordia. In cases where the Committee determines that satisfactory academic progress has not been maintained, the student may be placed on academic warning, academic probation until the next review, or the student may receive an academic dismissal. Upon the first dismissal only, a student may appeal for reinstatement to the Academic Dean who, on behalf of the Committee and after meeting with the student, may grant reinstatement. Students reinstated are expected to use the next semester to reach the retention standard in effect at the time of

dismissal. Please see the transfer credit policy for additional information regarding options for academically dismissed students.

Requirements for Master's Program Graduation

Concordia College confers degrees on students who have completed an approved program of study with a minimum grade point average (GPA) of 3.0 on a 4-point scale. Each student is expected to be familiar with the academic regulations of the College and the particular requirements for his or her educational program. The student has the sole responsibility for complying with regulations for meeting degree requirements as set forth in this Catalog and as amended from time to time. Concordia may accept a maximum of 6 graduate transfer credits with a grade of B or above required (see below). All other credits must be taken at Concordia. A student must make a formal application for graduation online prior to stated deadlines. Concordia confers degrees in August, December, and May.

Master's Program Graduation Participation

Concordia has two Commencement Ceremonies yearly, at the conclusion of the traditional fall and spring semesters. Students are eligible to participate in the first graduation ceremony following successful completion of all academic graduation requirements. (It is assumed for graduation purposes that the student will successfully complete the courses in which he or she is currently registered.) A student's financial obligations to the College must be satisfied to participate in Commencement.

Master's Program Graduation with Honors

Concordia recognizes overall academic achievement by graduating students *summa cum laude* (if the GPA is 3.9 or higher), *magna cum laude* (if the GPA is 3.7 or above), and *cum laude* (if the GPA is 3.5 or above). The applicable designation appears on the graduating student's diploma.

Master's Program Grading System

Achievement in courses is indicated by letter grades, each of which carries with it the quality point award indicated:

Letter Grade	Description
A	4.0 quality points for each semester hour of credit
A-	3.7 quality points for each semester hour of credit
B+	3.3 quality points for each semester hour of credit
B	3.0 quality points for each semester hour of credit
B-	2.7 quality points for each semester hour of credit
C	2.0 quality points for each semester hour of credit
P	Pass. Credit toward graduation, but not counted in computing the grade point average

F	No credit and no quality points, but the credits attempted are counted in computing the grade point average	A- 91-94%	(3.7) an earned grade that demonstrates the student has above average knowledge, attitudes and skills as stated in the objectives for the course and is close to mastery. Work is well above average demonstrating research, reflection, and communication skills eligible for professional presentation.
I	Incomplete. A grade given when a student, with the consent of the instructor, postpones the submission of certain required work or when a student misses part of his or her work because of circumstances beyond his or her control. To qualify for the assignment of the incomplete grade, the student must initiate and submit a schedule for course completion to the instructor by the last class meeting of the course. If this request for extension procedure is not completion to the instructor by the last class meeting of the course. If this request for extension procedure is not followed, the instructor shall assign a grade on the basis of the work completed by the last day of the semester.	B+ 87-90%	(3.3) an earned grade that demonstrates the student has proficient knowledge, attitudes and skills as stated in the course. Student work is above average, demonstrating research, reflection, and communication skills eligible for professional presentation.
AU	Audit. No credit and no quality points	B 81-86%	(3.0) an earned grade that indicates acceptable knowledge, attitudes, and skills as stated in the objectives for the course yet not superior but is satisfactory. The student demonstrates acceptable work in research, reflection, and communication skills
W	Withdraw (before mid-semester). No credit and no quality points.	B- 76-80%	(2.7) an earned grade that indicates that the student has not yet made satisfactory progress in mastering the knowledge, attitudes, and skills as stated in the objectives for the course. Work demonstrating research, reflection, and communication skills has not met the average expectation for a Master's student. Education Program students receiving a B- in a course will need to repeat the course at their own expense.
WP	Withdraw Pass (after mid semester with a grade of C or better). No credit and no quality points.	C 73-76%	(2.0) an earned grade that indicates that the student has not yet made satisfactory progress in mastering the knowledge, attitudes, and skills as stated in the objectives for the course. Work demonstrating research, reflection, and communication skills has not met the average expectation for a Master's student. Education Program students receiving a C in a course will need to repeat the course at their own expense.
WF	Withdraw Fail (after mid-semester). Same academic penalty as F.		

Unless so noted, courses may not be repeated for additional credit. Courses may be repeated after the initial attempt to gain additional mastery of the subject matter or to raise the course grade. When a course is repeated, only the highest grade and associated quality points are calculated into the student's cumulative grade point.

Master's Grading Policy

A student's grade point average (GPA) on the transcript reflects all grades earned at Concordia College.

Letter Grade	Description
A 95-100%	(4.0) an earned grade that indicates masters of the knowledge, attitudes, and skills as stated in the objectives for the course. Work is exemplary and demonstrates research, reflection, and communication skills eligible for professional publication and/or presentation

F Below 72%

(0) an earned grade that indicates that the student's progress in mastering the knowledge, attitudes, and skills as stated in the objectives for the course is unsatisfactory and that the student does not have the necessary background for advanced courses based on performance in the present course. A grade of F includes incomplete work and/or products lacking evidence of research, reflection, and/or communication skills.

I Indicates that the student's work in the course is incomplete.

Master's Program Dean's List Honors

Dean's List recognition is granted to a full-time student, registered for 9 or more gradeable credits (i.e., A-F grading), whose grade point average for the semester equals or exceeds 3.500. Note: Students granted the option of an "I" grade are not eligible for Dean's List honors in that semester.

Master's Program Transfer Credit

A maximum of six(6) transfer credits may be accepted in satisfaction of Concordia's requirements, after the student has successfully earned 12 credits in Concordia's graduate program. Only credits earned at a grade level of at least "B" within the past five years at an accredited graduate program will be accepted. For program specific requirements please consult with the Academic Dean.

Master's Program Satisfactory Academic Progress

Academic review for students in programs at the Masters level will be conducted at the conclusion of each academic term. The Department Chair, and members of faculty and staff will review students in their Department. At the end of each academic term any student with a cumulative GPA at or below 3.0 will be placed on academic probation. If the GPA remains below 3.0 for two subsequent terms, students are subject to academic dismissal. Additionally, students failing two master's level courses within their program will subject to dismissal.

UNDERGRADUATE PROGRAMS

- Behavioral Science, B.A. - Accelerated Degree Program (p. 40)
- Biology, B.A. (p. 40)
- Business Administration, A.A.S. (p. 41)
- Business Administration, B.S. (p. 42)
- Business Administration, B.S. - Accelerated Degree Programs (p. 43)
- Criminal Justice, B.A. (p. 43)
- Educational Services, B.A. (p. 44)
- English, B.A. (p. 45)
- General/Special Childhood Education BA/MS in Education (5-Year) (p. 46)
- Health Care Administration, B.S. - Accelerated Degree Program (p. 48)
- Health Studies, B.S. (p. 49)
- Health Studies, B.S. - Accelerated Degree Program (p. 50)
- Interdisciplinary Studies B.A. (p. 51)
- Liberal Arts & Liberal Arts with Concentration A.A. (p. 54)
- Liberal Studies, A.A. - Accelerated Degree Program (p. 55)
- Mathematics, B.A. (p. 55)
- Nursing, B.S. (p. 56)
- Psychology, B.A. (p. 57)
- Radiologic Technologies, B.S. (p. 58)
- Social Sciences, B.A. (p. 59)
- Social Work, B.S. (p. 60)
- Teacher Education, B.A. (p. 61)
- Theology, B.A. (p. 63)

Behavioral Science, B.A. - Accelerated Degree Program

Mission Statement:

The Behavioral Science program provides adult students (22+ years of age with a recommended five years of work experience) with a broad understanding of psychology (the study of the individual) and sociology (the study of an individual's interaction with groups).

Learning Outcomes

Concordia graduates will be able to:

1. Demonstrate an understanding of the human behaviors within the social environment we live
2. Analyze ethical standards to communicate professional judgments
3. Apply the use of accepted methods of research and scientific inquiry

Degree Requirements

Subject	Credits
Accelerated Degree Core	39
Required Program Courses	51
Elective Courses	32
Total Credit Hours	122

Code	Title	Hours
Accelerated Degree Core		
Communication		
COM 234	PUBLIC SPEAKING	3
ENG 101	FRESHMAN COMPOSITION(ADP)	3
ENG 102	INTRO TO LITERATURE(ADP)	3
Human Thought and Behavior		
PHI 101	INTRODUCTION TO PHILOSOPHY	3
PSY 181	GENERAL PSYCHOLOGY	3
SOC 151	ELEMENTS OF SOCIOLOGY	3
Mathematical & Scientific Reasoning		
MAT 121	INTRO PROBABILITY & STATISTICS	3
SCI 100	SCIENCE IN CONTEXT	3
or BIO 153	ISSUES IN HUMAN ECOLOGY	
Theological Foundation		
Select two of the following:		6
THE 111	NARRATIVE OF SACRED SCRIPTURE	
THE 234	THE CHRISTIAN FAITH	
THE 252	WORLD RELIGIONS	
World Cultures		
ENG 241	WORLD LITERATURE	3
or THE 252	WORLD RELIGIONS	
HIS 202	WESTERN CIVILIZATION II	3
or POL 271	AMERICAN GOVERNMENT	
HUM 100	AESTHETICS: LIVING W/THE ARTS	3
Required Program Courses		
BIO/SOC 215	HEREDITY AND SOCIETY	3
ENG 341	ADVANCED WRITING	3
PHI 311	Course PHI 311 Not Found	
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	3
PSY 382	SOCIAL PSYCHOLOGY	3
PSY 385	ABNORMAL PSYCHOLOGY	3
PSY 481	COUNSELING PSYCHOLOGY	3
PSY 483	THEORIES OF PERSONALITY	3
SOC 241	VIOLENCE IN THE FAMILY	3
SOC 252	RACE AND ETHNICITY	3
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	3
SOC 420	METHODS OF SOCIAL RESEARCH	3
SOC 455	SOCIAL THEORY	3
SWK 336	ORGANIZATIONAL BEHAVIOR	3
Capstone		
SOC 452	SENIOR SEMINAR: SOCIOLOGY	3
Total Hours		87

Biology, B.A.

Description

The Biology Program provides a flexible program of academic work in the natural sciences. As a student completes his or her study of biology and other sciences, the student will develop skills to interpret scientific data, to make use of inductive scientific methods and to integrate

understandings with those arrived at from other disciplines. The student's program is determined by the student's strengths and interests in the areas of biological theory and research, health related and medicine, environmental issues, and teaching science.

Mission Statement

The educational mission of the biology program is to offer the community a high quality and diverse mechanistic approach to biology and the associated sciences. We are committed to supporting students with ambitions to attend medical/dental school and other professional preparatory programs such as physician's assistant or physical therapist programs. In addition, the department is committed to supporting those students looking to continue their education within the field of biology at the master's level and beyond.

Learning Outcomes

Graduates of this program will have the ability to:

1. Apply the Process of Science
2. Use Quantitative Reasoning
3. Use Modeling And Simulation
4. Tap into the Interdisciplinary Nature Of Science
5. Communicate and Collaborate With Other Disciplines
6. Understand the Relationship Between Science and Society

Degree Requirements

Subject	Credits
Concordia Core Courses (p. 31) ¹	37-40
Required Program Courses	36
Exploration and Enrichment Sequence ²	49
Total Credit Hours	122-125

¹ Must include BIO 207 BIOLOGY I and MAT 121 INTRO PROBABILITY & STATISTICS or MAT 201 PRECALCULUS

² Must include 6 credits of Experiential Learning.

- A grade of C or better in all required courses.
- A student may choose to do a senior biology research project.
- Selection of a senior research topic and a biology faculty mentor should be done by the end of the Junior year. Information on procedures for the project may be obtained from biology faculty and is included in the capstone course.

Code	Title	Hours
Required Courses		
BIO 208	BIOLOGY II	3
BIO 208L	BIOLOGY II LAB	1
BIO 330	TOPICS IN BIO & CHEM (WAC)	3
CHM 201	Course CHM 201 Not Found	
CHM 201L	Course CHM 201L Not Found	
CHM 202	GENERAL INORGANIC CHEMISTRY II	3
CHM 202L	GENERAL INORGANIC CHEM LAB	1
Select three of the following:		9

BIO 215	HEREDITY AND SOCIETY	
BIO 255	FOODS AND NUTRITION	
BIO 271	HUMAN ANATOMY & PHYSIOLOGY I	
BIO 272	HUMAN ANATOMY & PHYSIOLOGY II	
BIO 285	HUMAN SEXUALITY	
Select three of the following:		9
BIO 302	THE CELL	
BIO 330	TOPICS IN BIO & CHEM	
BIO 373	GENERAL MICROBIOLOGY	
BIO 381	Course BIO 381 Not Found	
BIO 405	Course BIO 405 Not Found	
Capstone		
BIO 414	BIO: HISTORY/PROCESS/METHODS	3
Total Hours		32

Recommended Support Courses

Code	Title	Hours
CHM 301	Course CHM 301 Not Found	
CHM 302	ORGANIC CHEMISTRY II	3
MAT 201	PRECALCULUS	3
MAT 210	CALCULUS I	4
PHY 211	Course PHY 211 Not Found	
PHY 212	Course PHY 212 Not Found	

Business Administration, A.A.S.

Description

The Business Administration Program focuses on the functional areas of business—including management, marketing, economics, finance, accounting, law, and statistics. This broad scope provides a base upon which the graduate can seek employment or specialize through graduate training. Additionally, a specialization in accounting or global management are options within the Program.

Mission Statement

It is the mission of the Business Program to provide students with a broad and relevant range of business skills, global understanding, and the ethical foundation to succeed in life and career. Concordia graduates will be well prepared to continue their studies in graduate programs or to secure meaningful entry-level positions in the business world.

Learning Outcomes

- Use foundational analytical, critical thinking and communication skills developed in *the Concordia Core*
- Demonstrate creative problem-solving;
- Demonstrate the self-discipline necessary to learn beyond the classroom.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Required Business Studies Courses	26

Exploration and Enrichment 2
Courses (only if MAT 100 is not
needed in the core)

Total Credit Hours 65-68

¹ Must include MAT 121 INTRO PROBABILITY & STATISTICS or
MAT 201 PRECALCULUS or MAT 210 CALCULUS I

Code	Title	Hours
Required Courses		
ACC 223	FINANCIAL ACCOUNTING	4
ACC 224	MANAGERIAL ACCOUNTING	4
BUS 281	BUSINESS LAW I	3
ECO 264	MACROECONOMICS	3
BUS 231	BUSINESS COMMUNICATIONS	3
BUS 242	PRINCIPLES OF MARKETING	3
ECO 263	MICROECONOMICS	3
BUS 234	PRINCIPLES OF MANAGEMENT	3
Total Hours		26

Business Administration, B.S.

Description

The Business Administration Program focuses on the functional areas of business—including management, marketing, economics, finance, accounting, law, and statistics. This broad scope provides a base upon which the graduate can seek employment or specialize through graduate training. Additionally, a specialization in accounting or global management are options within the Program.

Mission Statement

It is the mission of the Business Program to provide students with a broad and relevant range of business skills, global understanding, and the ethical foundation to succeed in life and career. Concordia graduates will be well prepared to continue their studies in graduate programs or to secure meaningful entry-level positions in the business world.

Learning Outcomes

1. Students will be able to communicate effectively
2. Students will explain the major concepts in the functional areas of accounting, economics, finance, management, and marketing.
3. Students will be able to demonstrate critical thinking skills in problem solving across the disciplines.
4. Students will apply knowledge of business concepts and functions in an integrated manner
5. Students will apply the ethical responsibilities in business decision making.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Required Program Courses	65
General Electives ²	20
Total Credit Hours	122-125

¹ Must include MAT 121 INTRO PROBABILITY & STATISTICS, MAT 201 PRECALCULUS or MAT 210 CALCULUS I, and SOC 151 ELEMENTS OF SOCIOLOGY.

² Must include 6 credits of Modern Foreign Language. This requirement may be waived by the Chair of the Business Program if the student demonstrates fluency in a second language.

- **A minimum grade of C is required in all courses** applied to the program (and in all given business course prerequisites). A candidate who earns less than a C in a required business course will be required to repeat the course.
- Students wishing to transfer accounting credits will be tested for appropriate placement.
- Students must earn a minimum of 60 hours of Liberal Arts and Science credits.

Code	Title	Hours
Required Courses		
ACC 223	FINANCIAL ACCOUNTING	4
ACC 224	MANAGERIAL ACCOUNTING	4
BUS 231	BUSINESS COMMUNICATIONS	3
BUS 234	PRINCIPLES OF MANAGEMENT	3
BUS 235	MANAGEMENT INFORMATION SYSTEMS (2)	3
BUS 242	PRINCIPLES OF MARKETING	3
BUS 251	BUSINESS STATISTICS	3
BUS 281	BUSINESS LAW I	3
BUS 335	HUMAN RESOURCE MANAGEMENT (1,2)	3
BUS 336	ORGANIZATIONAL BEHAVIOR	3
BUS 352	PRINCIPLES OF FINANCE	3
BUS 366	MONEY AND BANKING	3
BUS 371	INTERNATIONAL BUSINESS	3
BUS 437	BUSINESS ETHICS	3
ECO 263	MICROECONOMICS	3
ECO 264	MACROECONOMICS	3
ECO/BUS 361	MANAGERIAL ECONOMICS (1,2)	3
Senior Capstone		
BUS 491	STRATEGIC MANAGEMENT (2)	3
or BUS 492	INTERNATL STRATEGIC MANAGEMENT	
Electives		
Business Elective (1,2)		3
Business Elective (1,2)		3
Business Elective (1,2)		3
Total Hours		65

Accounting Specialization

Replaces required Program Courses Marked "1"

Code	Title	Hours
ACC 321	INTERMEDIATE ACCOUNTING I	3
ACC 322	INTERMEDIATE ACCOUNTING II	3
ACC 324	FEDERAL TAXATION	3
ACC 323	COST ACCOUNTING	3
BUS 353	FINANCIAL ANALYSIS & PLANNING	3

Global Management Specialization

Replaces Required Program Courses Marked "2"

Code	Title	Hours
BUS 332	CROSS-CULTURAL COMMUNICATIONS	3
BUS 347	Course BUS 347 Not Found	
BUS 467	Course BUS 467 Not Found	
International Studies Cluster		
INS 300+ Elective		3
INS 300+ Elective		3
Modern Language Cluster: (In Addition to 6 credits required for degree)		
Modern Language Elective		3
Modern Language Elective		3

Business Administration, B.S. - Accelerated Degree Programs

Description

The Bachelor of Arts in Business Administration is offered in an accelerated format. The Business Administration Program provides adult students (22+ years of age with a recommended five years of work experience) with a broad understanding of the business community, strongly emphasizing the management of people in today's business environment.

Mission Statement

It is the mission of the Business Program to provide students with a broad and relevant range of business skills, global understanding, and the ethical foundation to succeed in life and career. Concordia graduates will be well prepared to continue their studies in graduate programs or to secure meaningful entry-level positions in the business world.

Learning Outcomes

1. Students will be able to communicate effectively.
2. Students will explain the major concepts in the functional areas of accounting, economics, finance, management, and marketing.
3. Students will be able to demonstrate critical thinking skills in problem-solving across the disciplines.
4. Students will apply knowledge of business concepts and functions in an integrated manner.
5. Students will apply ethical responsibilities in business decision making.

Degree Requirements

Subject	Credits
Accelerated Degree Core	39
Program Requirement Courses	56
Elective Courses	27
Total Credit Hours	122

Code	Title	Hours
Accelerated Degree Core		
Communication		
COM 234	PUBLIC SPEAKING	3

ENG 101	FRESHMAN COMPOSITION(ADP)	3
ENG 102	INTRO TO LITERATURE(ADP)	3
Human Thought and Behavior		
PHI 101	INTRODUCTION TO PHILOSOPHY	3
PSY 181	GENERAL PSYCHOLOGY	3
SOC 151	ELEMENTS OF SOCIOLOGY	3
Mathematical & Scientific Reasoning		
MAT 121	INTRO PROBABILITY & STATISTICS	3
SCI 100	SCIENCE IN CONTEXT	3
	or BIO 153 ISSUES IN HUMAN ECOLOGY	
Theological Foundation		
Select two of the following:		6
THE 111	NARRATIVE OF SACRED SCRIPTURE	
THE 234	THE CHRISTIAN FAITH	
THE 252	WORLD RELIGIONS (if not used in World Cultures)	
World Cultures		
ENG 241	WORLD LITERATURE	3
	or THE 252 WORLD RELIGIONS	
HIS 202	WESTERN CIVILIZATION II	3
	or POL 271 AMERICAN GOVERNMENT	
HUM 100	AESTHETICS: LIVING W/THE ARTS	3
Major Requirements		
ACC 223	FINANCIAL ACCOUNTING	4
ACC 224	MANAGERIAL ACCOUNTING	4
BUS 234	PRINCIPLES OF MANAGEMENT	3
BUS 242	PRINCIPLES OF MARKETING	3
BUS 251	BUSINESS STATISTICS	3
BUS 281	BUSINESS LAW I	3
BUS 321	E-COMMERCE	3
BUS 331	ADVANCED BUSINESS COMMUNICATNS	3
BUS 335	HUMAN RESOURCE MANAGEMENT	3
BUS 336	ORGANIZATIONAL BEHAVIOR	3
BUS 352	PRINCIPLES OF FINANCE	3
BUS 361	MANAGERIAL ECONOMICS	3
BUS 366	MONEY AND BANKING	3
BUS 371	INTERNATIONAL BUSINESS	3
BUS 437	BUSINESS ETHICS	3
ECO 263	MICROECONOMICS	3
ECO 264	MACROECONOMICS	3
Capstone		
BUS 491	STRATEGIC MANAGEMENT	3
Total Hours		95

Criminal Justice, B.A.

Description

The Criminal Justice Major provides comprehensive preparation for rewarding careers in policing, corrections, probation/parole, private security, and legal occupations. Students receive a strong foundation in theory and practice through specialized criminal justice coursework, training in research methods and data analysis, and internship opportunities. The interdisciplinary curriculum, which includes courses in sociology, social work, and political science, is designed to give students

the broad knowledge base, and critical-thinking and problem-solving skills that are essential for employment in a wide variety of criminal justice occupations, and for successful post-baccalaureate studies.

Mission Statement

The mission of the Criminal Justice Concentration is to give students the opportunity to study the structure, operations, and challenges of the U.S. criminal justice system within a liberal arts framework. Students will develop an understanding of the sources of crime and societal responses to it, a sensitivity to diversity, and an awareness of the social and personal responsibilities connected with criminal justice careers.

Learning Outcomes

Graduates of this program will be able to:

1. Articulate and apply the major theories of criminal behavior
2. Discuss the history, structure, and current operations of the criminal justice system (law enforcement, courts, corrections) in the U.S.
3. Evaluate the practices and policies of the U.S. criminal justice system
4. Demonstrate critical thinking, analytical, and research skills applicable to the field of criminal justice
5. Analyze the principles, techniques, and issues involved in law enforcement, the courts, and corrections, in relation to the diverse communities they serve;
6. Demonstrate professional and ethical behavior in the workplace

Degree Requirements

Code	Title	Hours
Concordia Core Curriculum (p. 31) ¹		37-40
Required Program Courses ²		39
Exploration and Enrichment Sequence		46
Total Hours		122-125

¹ Must include MAT 121 INTRO PROBABILITY & STATISTICS, SOC 151 ELEMENTS OF SOCIOLOGY, and THE 252 WORLD RELIGIONS.

² Including CRJ 490 INTERNSHIP IN CRIMINAL JUSTICE which satisfies 6 credits of Experiential Learning.

- Students complete a 6-credit internship/seminar course (internship = minimum 180 hours)
- In the Capstone, students will demonstrate the knowledge and skills acquired throughout their college experience by the completion of a major research project in the area of criminal justice. The Capstone course also requires a formal presentation.
- Students must earn a C in all required program courses and maintain an overall 2.0 GPA.

Code	Title	Hours
Criminal Justice Core		
CRJ 201	INTRO TO CRIMINAL JUSTICE	3
CRJ 220	CRIMINOLOGY	3
CRJ 330	POLICING DIVERSE COMMUNITIES (take three times) ¹	9
CRJ 490	INTERNSHIP IN CRIMINAL JUSTICE	6
SOC 252	RACE AND ETHNICITY	3
SOC/SWK 420	METHODS OF SOCIAL RESEARCH	3
CRJ 450	CRIMINAL JUSTICE CAPSTONE	3

Social Science Core

Select three of the following with one 300+ level required:		9
HIS/SOC 314	THE CIVIL RIGHTS MOVEMENT	
CRJ 331	Course CRJ 331 Not Found	
SOC/SWK 241	VIOLENCE IN THE FAMILY	
POL 282	Course POL 282 Not Found	
SOC/SWK 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	
SOC 385	Course SOC 385 Not Found	
SWK 336	ORGANIZATIONAL BEHAVIOR	
SWK 395	CHILDREN, COURTS & CARE	
Total Hours		39

¹ Three Topics courses are required at 3 credits each. Each semester, the Topics course will focus on a different branch of the Criminal Justice system: Police, Courts, and Corrections; students are required to take courses in all three areas. At least one of the Topics courses selected must be a designated Writing Across the Curriculum (WAC).

Recommended Support Courses

Code	Title	Hours
Modern Foreign Language		6
CRJ/SWK 331	Course CRJ 331 Not Found	3
HIS/SOC 314	THE CIVIL RIGHTS MOVEMENT	3
POL 271	AMERICAN GOVERNMENT	3
POL 282	Course POL 282 Not Found	3
PSY 181	GENERAL PSYCHOLOGY	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
PSY/SOC 382	SOCIAL PSYCHOLOGY	3
PSY 385	ABNORMAL PSYCHOLOGY	3
SOC/SWK 241	VIOLENCE IN THE FAMILY	3
SOC/SWK 255	SOCIAL PROBLEMS: POVERTY/DISCR	3
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	3
SOC 330	TOPICS IN SOCIOLOGY	3
SOC 385	Course SOC 385 Not Found	3
SWK 336	ORGANIZATIONAL BEHAVIOR	3
SWK 395	CHILDREN, COURTS & CARE	3

Educational Services, B.A.

Mission Statement

The Teacher Education Program of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which candidates are prepared for lives of service by means of a program that is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders.

Learning Outcomes

1. Candidates will demonstrate a strong understanding of how to support the pedagogical process.

- Candidates will possess a broad knowledge base in multiple content areas
- Candidates will exemplify professionalism in their daily work.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Required Courses	45-46
Exploration and Enrichment Courses ²	40
Total Credit Hours	122-126

¹ Must include PSY 181 GENERAL PSYCHOLOGY, SOC 151 ELEMENTS OF SOCIOLOGY, MAT 121 INTRO PROBABILITY & STATISTICS, SCI 100 SCIENCE IN CONTEXT, HIS 215 AMERICAN HISTORY I or HIS 216 AMERICAN HISTORY II, and GEO 101 WORLD GEOGRAPHY

² Must include 6 credits of Experiential Learning.

- A minimum grade of C is required of all courses applied to the Program of Study. A candidate who earns less than a C will be required to repeat the course.

Code	Title	Hours
Required Courses		
Select one of the following:		3
BUS 336	ORGANIZATIONAL BEHAVIOR	
SOC 382	SOCIAL PSYCHOLOGY	
SWK 311	SOCIAL WELFARE/SOCIAL INSTITUT	
COM 234 or BUS 231	PUBLIC SPEAKING BUSINESS COMMUNICATIONS	3
EDU 120	PRINCIPLES OF EDUCATION (Experiential Learning)	3
EDU 16X	Pre-Professional Practicum Experience (Experiential Learning)	1
EDU 251 or EDU 272	CURRICULUM AND ASSESSMENT Course EDU 272 Not Found	3
EDU 271	EDUCATIONAL PSYCHOLOGY	3
PSY 281 or PSY 291	DEVELOPMENTAL PSYCHOLOGY I DEVELOPMENTAL PSYCHOLOGY II	3
SOC 241 or SWK 281	VIOLENCE IN THE FAMILY WORKING WITH SPECIAL POPULATNS	3
SOC 252 or SOC 255	RACE AND ETHNICITY SOCIAL PROBLEMS: POVERTY/DISCR	3
Required Support Courses		
SOC 151	ELEMENTS OF SOCIOLOGY	3
Foreign Language (1 semester study in a language other than English, may include sign language)		3
Capstone		
EDU 490	Course EDU 490 Not Found	
Total Hours		31

Interest Areas

Church Services Interest Area

Code	Title	Hours
EDU 327	REL ED/ROLE OF CHRIST TEACHER	3
PSY 481	COUNSELING PSYCHOLOGY	3
Select one of the following not already taken in the core:		3
SOC 241	VIOLENCE IN THE FAMILY	
SWK 281	WORKING WITH SPECIAL POPULATNS	
Total Hours		9

Community Educational Services Interest Area

Code	Title	Hours
EDU 243	HOME/SCHL/CHURCH/COM RELATIONS	2
PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	3
Select one of the following not already taken in the core:		3
SOC 241	VIOLENCE IN THE FAMILY	
SWK 281	WORKING WITH SPECIAL POPULATNS	
Total Hours		8

Public Sector Services Interest Area

Code	Title	Hours
POL 271	AMERICAN GOVERNMENT	3
Select one of the following not already taken in the core:		3
SOC 241	VIOLENCE IN THE FAMILY	
SWK 281	WORKING WITH SPECIAL POPULATNS	
Select one of the following not already taken in the core:		3
SOC 252	RACE AND ETHNICITY	
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	
Total Hours		9

English, B.A

Mission Statement

To ensure that Concordia students become good communicators and critical thinkers who are able to synthesize information and make informed, ethical decisions.

TESOL Option

Students who wish to simultaneously pursue their TESOL certification in addition to earning a B.A. in English should contact their Academic Advisor for more information on this five-year option.

Learning Outcomes

- Demonstrate critical thinking in their research and rhetoric;** From the first core courses, students in the English Major are challenged to produce work that requires moral and ethical reasoning. They are expected to analyze, debate, synthesize, and sometimes dramatize texts that foster a global perspective and encourage them to examine the world and themselves.
- Demonstrate creative self-expression and self-awareness;** English Majors learn how to use their talents in the "real world" through experiential learning courses, internships, and creative self-reflection in the classroom.

- Demonstrate effective multi-modal communication skills;** English Majors write, speak, and create in every course, and their progress is evident in their "Concordia English Experience" portfolios. Through advanced writing courses, students demonstrate their skills in college publications, internships, and independent studies; and
- Demonstrate both Breadth and Depth in Literary Knowledge.** English Majors experience literature in breadth in survey courses, and in critical depth through specialized topic courses at the 3- and 400 level. English Majors do not study literature in a vacuum; rather, they make strong connections between literature (of any era) and contemporary life.

Degree Requirements

Subject	Credits
Concordia Core Requirements (https://nextcatalog.concordia-ny.edu/concordia-experience/)	37-40
Required Program Courses	39
Exploration and Enrichment ¹	46
Total Credit Hours	122-125

¹ Must include 6 credits of Experiential Learning.

- A grade of C or better in all required program courses.

Code	Title	Hours
Required Courses		
ENG 211	INTRODUCTION TO FICTION	3
ENG 212	INTRODUCTION TO DRAMA	3
ENG 213	INTRODUCTION TO POETRY	3
Select Three of the Following		9
ENG 201	Course ENG 201 Not Found	
ENG 202	BRITISH LITERATURE II	3
ENG 203	Course ENG 203 Not Found	
ENG 222	American Literature II: The New World Romantics to Dawning Realism	3
ENG 223	Course ENG 223 Not Found	
ENG 241	WORLD LITERATURE	3
ENG 330	Course ENG 330 Not Found	
Select one of the following four		3
ENG 301	Course ENG 301 Not Found	
ENG 302	Course ENG 302 Not Found	
ENG 303	Course ENG 303 Not Found	
ENG 305	Course ENG 305 Not Found	
ENG 360	Course ENG 360 Not Found	
ENG 381	CRITICS, CRITERIA & CRITICISM	3
ENG 450	ENGLISH CAPSTONE	3
Total Hours		36

General/Special Childhood Education BA/MS in Education (5-Year)

Certification Options

- Special Childhood Education, M.S.Ed.
- General/Special Childhood Education, M.S.Ed. (grades 1-6)

Description

Special Education is a profession in which qualified teachers are in demand and highly-valued. Concordia College offers a Master's program with two options. The 5-year program leads to recommendation for NYS certification in two areas: General Education grades 1 through 6 and Special Education grades 1 through 6.

Mission Statement

The Teacher Education Program of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program that is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders.

Learning Outcomes

- Teacher Candidates will plan, instruct, and assess lessons.
- Teacher Candidates will possess a broad knowledge base in multiple content areas.
- Teacher candidates will exemplify professionalism in their daily work.

Early Childhood Special Education – 5 Year Program

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	39
Undergraduate Major Requirements	72
Interdisciplinary Specialization/ Concentrations	15
Graduate Degree Requirements	31
Total Credit Hours	157

¹ Must include PSY 181 GENERAL PSYCHOLOGY, MAT 121 INTRO PROBABILITY & STATISTICS, HIS 215 AMERICAN HISTORY I or HIS 216 AMERICAN HISTORY II, and GEO 101 WORLD GEOGRAPHY.

- A grade of C or better in all undergraduate required courses and B- or better in all undergraduate pedagogical courses and graduate courses is required.

Code	Title	Hours
Required Courses		
EDU 120	PRINCIPLES OF EDUCATION	3
EDU 243	HOME/SCHL/CHURCH/COM RELATIONS	2
SLA 101 or SPA 101	BEGINNING AMERICAN SIGN LANG 1 SPANISH I	3
MAT 231	MATHEMATICAL EXPLORATIONS I	3

EDU 16X	Pre-Professional Practicum Experience I (Experiential Learning)	1
EDU 271	EDUCATIONAL PSYCHOLOGY	3
EDU 272	Course EDU 272 Not Found	3
MAT 232	MATHEMATICAL EXPLORATIONS II	3
HIS 216	AMERICAN HISTORY II	3
EDU 251	CURRICULUM AND ASSESSMENT	3
EDU 324	INTEGRATION MUSIC/MOVEMENT/ART	3
EDU 325	METHOD/MATERIAL:SOCIAL STUDIES	3
EDU 328	READING/LANGUAGE ARTS ELEM I	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
EDU 329	READING/LANGUAGE ARTS ELEM II	3
EDU 322	METHODS&MATERIALS: SCIENCE	3
Science Elective ¹		3
EDU 332	ELEMENTARY MATH METHODS	3
EDU 451	CLASSROOM MANAGEMENT	3
EDU/PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	3
SOC 241	VIOLENCE IN THE FAMILY	3
EDU 452	STUDENT TEACHING SEMINAR	2
EDU 481	STUDENT TEACHING (Experiential Learning)	10
Behavioral Science Concentration		
Select five of the following:		15
SOC 151	ELEMENTS OF SOCIOLOGY	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
SOC/PSY/ SWK 200 ELECTIVE	Course SOC/PSY/SWK 200 ELECTIVE Not Found	3
SOC/PSY/ SWK 300 ELECTIV	Course SOC/PSY/SWK 300 ELECTIVE Not Found	3
SOC/PSY/ SWK 300 ELECTIVE	Course SOC/PSY/SWK 300 ELECTIVE Not Found	3
Graduate Level Courses		
EDU 502	HIST&FOUNDATN EARLY CHILD EDU	3
EDU 521	OBSRV/ASSESS YNG CHILD W/DISAB	3
EDU 529	LITERACY INSTRUCTION	3
EDU 530	LITERACY INSTR/YNG CHILD:MULTI	3
EDU 541	CLASSROOM MNGMT FOR SPEC EDU	2
EDU 552	DIFFRNTAT INSTR:ADAPT CUR/MATL	2
EDU 553	INTEGRATE ASSISTIVE TECH/CLSRM	2
EDU 555	INCLUSIVE PRACTICES, FAMILY PARTNERSHIPS AND DIFFERENTIATION IN EARLY CHILDHOOD EDUCATION	3
EDU 557	TEACH STU DS W/AUTISM/DISABILTY	3
EDU 600	RESEARCH SEMINAR	3
EDU 682	STUDENT TEACHING SEMINAR	3
Total Hours		132

¹ BIO 215 HEREDITY AND SOCIETY recommended

Childhood Special Education – 5 Year Program

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	39
Undergraduate Major Requirements	72

Interdisciplinary Specialization/ Concentrations	15-18
Graduate Degree Requirements	32
Total Credit Hours	158-161

¹ Must include PSY 181 GENERAL PSYCHOLOGY, MAT 121 INTRO PROBABILITY & STATISTICS, HIS 215 AMERICAN HISTORY I or HIS 216 AMERICAN HISTORY II, and GEO 101 WORLD GEOGRAPHY.

A grade of C or better in all undergraduate required courses and B- or better in all undergraduate pedagogical courses and graduate courses is required.

Code	Title	Hours
Required Courses		
EDU 120	PRINCIPLES OF EDUCATION	3
EDU 243	HOME/SCHL/CHURCH/COM RELATIONS	2
SLA 101	BEGINNING AMERICAN SIGN LANG 1	3
or SPA 101	SPANISH I	
MAT 231	MATHEMATICAL EXPLORATIONS I	3
EDU 16X	Pre-Professional Practicum Experience I (Experiential Learning)	1
EDU 271	EDUCATIONAL PSYCHOLOGY	3
EDU 272	Course EDU 272 Not Found	3
MAT 232	MATHEMATICAL EXPLORATIONS II	3
HIS 216	AMERICAN HISTORY II	3
EDU 251	CURRICULUM AND ASSESSMENT	3
EDU 324	INTEGRATION MUSIC/MOVEMENT/ART	3
EDU 325	METHOD/MATERIAL:SOCIAL STUDIES	3
EDU 328	READING/LANGUAGE ARTS ELEM I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
EDU 329	READING/LANGUAGE ARTS ELEM II	3
EDU 322	METHODS&MATERIALS: SCIENCE	3
Science Elective ¹		3
EDU 332	ELEMENTARY MATH METHODS	3
EDU 451	CLASSROOM MANAGEMENT	3
EDU/PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	3
SOC 241	VIOLENCE IN THE FAMILY	3
EDU 452	STUDENT TEACHING SEMINAR	2
EDU 481	STUDENT TEACHING (Experiential Learning)	10
Graduate Level Courses		
EDU 528	LANGUAGE, CULTURE & LITERACY	3
EDU 529	LITERACY INSTRUCTION	3
EDU 530	LITERACY INSTR/YNG CHILD:MULTI	3
EDU 531	MATH FOR STUDENT W/SPEC NEEDS	3
EDU 541	CLASSROOM MNGMT FOR SPEC EDU	2
EDU 551	SPECIAL EDUCATION ASSESSMENT	3
EDU 552	DIFFRNTAT INSTR:ADAPT CUR/MATL	2
EDU 553	INTEGRATE ASSISTIVE TECH/CLSRM	2
EDU 554	INCLUSION/COLLAB:COMMUNITY/FAM	2
EDU 557	TEACH STU DS W/AUTISM/DISABILTY	3
EDU 600	RESEARCH SEMINAR	3
EDU 682	STUDENT TEACHING SEMINAR	3
Total Hours		104

¹ BIO 215 HEREDITY AND SOCIETY recommended

Specializations

Behavioral Science Specialization

Code	Title	Hours
SOC 151	ELEMENTS OF SOCIOLOGY	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
SOC/PSY/ SWK 200 ELECTIVE	Course SOC/PSY/SWK 200 ELECTIVE Not Found	3
SOC/PSY/ SWK 300 ELECTIV	Course SOC/PSY/SWK 300 ELECTIVE Not Found	3
SOC/PSY/ SWK 300 ELECTIVE	Course SOC/PSY/SWK 300 ELECTIVE Not Found	3
Total Hours		15

Biology Specialization

Code	Title	Hours
BIO 207	BIOLOGY I	3
BIO 207L	BIOLOGY I LAB	1
BIO 208	BIOLOGY II	3
BIO 208L	BIOLOGY II LAB	1
BIO 200 ELECTIVE	Course BIO 200 ELECTIVE Not Found	3
BIO 200 OR 300 E	Course BIO 200 OR 300 ELECTIVE Not Found	3
BIO 300 ELECTIVE	Course BIO 300 ELECTIVE Not Found	3
Total Hours		17

English Specialization

Code	Title	Hours
ENG 211	INTRODUCTION TO FICTION	3
ENG 212	INTRODUCTION TO DRAMA	3
ENG 213	INTRODUCTION TO POETRY	3
ENG 200 LEVEL E	Course ENG 200 LEVEL ELECTIVE Not Found	3
ENG 200 LEVEL E	Course ENG 200 LEVEL ELECTIVE Not Found	3
Total Hours		15

Language Specialization

- Students must take 6 credits in at least one of the below Languages.

Code	Title	Hours
GER 100 OR 200 E	Course GER 100 OR 200 ELECTIVE Not Found	3
GRK 200 OR 300	Course GRK 200 OR 300 ELECTIVE Not Found	3
HEBREW 300 E	Course HEBREW 300 ELECTIVE Not Found	3
ITL 100 OR 200 E	Course ITL 100 OR 200 ELECTIVE Not Found	3
SLA 100 OR 200 E	Course SLA 100 OR 200 ELECTIVE Not Found	3
SPA 100/200/30	Course SPA 100/200/300 ELECTIVE Not Found	3

Mathematics Specialization

Code	Title	Hours
MAT 210	CALCULUS I	4
MAT 220	CALCULUS II	4
MAT 200 OR 300 E	Course MAT 200 OR 300 ELECTIVE Not Found	3
MAT 300 ELECTIV	Course MAT 300 ELECTIVE Not Found	3
MAT 300 ELECTIVE	Course MAT 300 ELECTIVE Not Found	3
Total Hours		17

Music Specialization

Code	Title	Hours
MUS 209	WORLD MUSIC	3
MUS 215	FUNDAMENTALS OF MUSIC	3
MUS 216	Course MUS 216 Not Found	4
MUS 200 OR 300 E	Course MUS 200 OR 300 ELECTIVE Not Found	3
MUS 200 OR 300 E	Course MUS 200 OR 300 ELECTIVE Not Found	3
Total Hours		16

Theology Specialization

Code	Title	Hours
THE 252	WORLD RELIGIONS	3
THE 331	ISSUES IN THE OLD TESTAMENT	3
THE 332	ISSUES IN THE NEW TESTAMENT	3
THE/ PHI 300 ELECTIVE	Course THE/PHI 300 ELECTIVE Not Found Students pursuing Christian Teacher Certificate or Lutheran Teacher Diploma must take EDU 327	3
THE/ PHI 300 ELECTIVE	Course THE/PHI 300 ELECTIVE Not Found Students pursuing Lutheran Teacher Diploma must take THE 334	3
Total Hours		15

Social Studies Specialization

Code	Title	Hours
HIS 100	GLOBAL HISTORY	3
POL 271	AMERICAN GOVERNMENT	3
HIS/ POL 300 ELECTIVE	Course HIS/POL 300 ELECTIVE Not Found	3
HIS/ POL 300 ELECTIVE	Course HIS/POL 300 ELECTIVE Not Found	3
HIS/ POL 300 ELECTIVE	Course HIS/POL 300 ELECTIVE Not Found	3
Total Hours		15

Health Care Administration, B.S. - Accelerated Degree Program

Description

The Bachelor of Science in Health Care Administration is offered in an accelerated format. The Health Care Administration Program is designed for students who intend to pursue careers in health care administration fields. Health Care Administration will not impinge on the practice of licensed professional careers.

Mission Statement

The Health Care Administration Program is designed for students who intend to pursue careers in health care administration fields. Health Care Administration will not impinge on the practice of licensed professional careers.

Learning Outcomes

Concordia graduates will be able to:

1. Demonstrate an understanding of healthcare financial management
2. Understand how to apply state and federal healthcare policies
3. Recognize best practices in health care delivery, finance, and systems

4. Analyze the origin, uses, and the maintenance of the various resources that are vital to the success of a healthcare administration

HEA 441	SENIOR CAPSTONE:HEALTH STUDIES	3
Total Hours		98

Degree Requirements

Subject	Credits
Accelerated Degree Core	39
Required Program Courses	59
Elective Courses	24
Total Credit Hours	122

Code	Title	Hours
Accelerated Degree Core		
Communication		
COM 234	PUBLIC SPEAKING	3
ENG 101	FRESHMAN COMPOSITION(ADP)	3
ENG 102	INTRO TO LITERATURE(ADP)	3
Human Thought and Behavior		
PHI 101	INTRODUCTION TO PHILOSOPHY	3
PSY 181	GENERAL PSYCHOLOGY	3
SOC 151	ELEMENTS OF SOCIOLOGY	3
Mathematical & Scientific Reasoning		
MAT 121	INTRO PROBABILITY & STATISTICS	3
CHM 171	INORGANIC/ORGANIC/BIOCHEMISTRY	3
Theological Foundation		
Select two of the following:		6
THE 111	NARRATIVE OF SACRED SCRIPTURE	
THE 234	THE CHRISTIAN FAITH	
THE 252	WORLD RELIGIONS (if not used in World Cultures)	
World Cultures		
ENG 241	WORLD LITERATURE	3
or THE 252	WORLD RELIGIONS	
HIS 202	WESTERN CIVILIZATION II	3
or POL 271	AMERICAN GOVERNMENT	
HUM 100	AESTHETICS: LIVING W/THE ARTS	3
Required Program Courses		
ACC 223	FINANCIAL ACCOUNTING	4
ACC 224	MANAGERIAL ACCOUNTING	4
BUS 234	PRINCIPLES OF MANAGEMENT	3
BUS 242	PRINCIPLES OF MARKETING	3
BUS 281	BUSINESS LAW I	3
BUS 331	ADVANCED BUSINESS COMMUNICATNS	3
BUS 335	HUMAN RESOURCE MANAGEMENT	3
BUS 336	ORGANIZATIONAL BEHAVIOR	3
HEA 234	HEALTH CARE MANAGEMENT	3
HEA 355	HEALTH CARE FINANCING	3
HEA 361	FIELD WORK IN HEALTH STUDIES	6
PHI 211	BIOETHICS	3
SOC 252	RACE AND ETHNICITY	3
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	3
SWK 395	CHILDREN, COURTS & CARE	3
ECO 263	MICROECONOMICS	3
ECO 264	MACROECONOMICS	3

Health Studies, B.S.

Description

The Health Studies Major is designed for students who are interested in exploring health-related fields. The program's interdisciplinary approach provides a strong base of learning across a group of disciplines (Biology, Psychology, Social Work, and Sociology) directly related to health care services. The curriculum prepares students for a work in an administrative health care position in hospitals, health departments, health agencies, and the general health care industry.

Mission Statement

Students will explore health related fields outside nursing and social work. The program's interdisciplinary approach provides a strong base of learning across a group of disciplines (biology, psychology, social work, and sociology) that are directly related to health care services. The program provides a foundation for pursuing various career paths or graduate school opportunities.

Learning Outcomes

Graduates with the Health Studies Major will be able to:

1. Demonstrate bold leadership in the development and implementation of health care models.
2. Recognize best practices in health care delivery, finance, and systems.
3. Apply strategies that represent ethical and cultural sensitivity in the health care industry.

Degree Requirements

Subject	Credits
Concordia Core Courses (p. 31) ^{1 2}	37-40
Required Program Courses	51
Exploration and Enrichment Sequence ³	34
Total Credit Hours	122-125

¹ Must include SOC 151 ELEMENTS OF SOCIOLOGY

² Must include MAT 121 INTRO PROBABILITY & STATISTICS

³ Must include 6 credits of Experiential Learning.

A grade of C or better is required in all Required Program Courses

Code	Title	Hours
Required Courses		
HEA/RAD 100	MEDICAL TERMINOLOGY	3
PSY 181	GENERAL PSYCHOLOGY	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
HEA 234	HEALTH CARE MANAGEMENT	3
HEA 281	LEGALÐICAL ASPECTS HLTH CAR	3
HEA 361	FIELD WORK IN HEALTH STUDIES	3
HEA 362	FIELD WORK IN HEALTH STUDY II	3

HEA 383	Course HEA 383 Not Found	3
Select three of the following:		9
BIO/SOC 215	HEREDITY AND SOCIETY	
BIO 255	FOODS AND NUTRITION	
SOC/SWK 241	VIOLENCE IN THE FAMILY	
SOC/SWK 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 252	RACE AND ETHNICITY	
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	
SWK 281	WORKING WITH SPECIAL POPULATNS	
Select two of the following:		6-8
ACC 223	FINANCIAL ACCOUNTING	
ACC 224	MANAGERIAL ACCOUNTING	
BUS 231	BUSINESS COMMUNICATIONS	
BUS 235	MANAGEMENT INFORMATION SYSTEMS	
Capstone Experience		
HEA 441	SENIOR CAPSTONE:HEALTH STUDIES	3
PSY 385	ABNORMAL PSYCHOLOGY	3
Select three of the following:		9
BUS 300+ Electives		
HEA 300+ Electives		
PSY 300+ Electives		
SOC 300+ Electives		
SWK 300+ Electives		
Total Hours		57-59

Health Studies, B.S. - Accelerated Degree Program

Description

The Bachelor of Science in Health Studies is offered in an accelerated format. The Health Studies program is designed for adult students (22+ years of age with a recommended five years of work experience) who are interested in pursuing a career in health-related fields. Students will explore health related fields outside nursing and social work. The program's interdisciplinary approach provides a strong base of learning across a group of disciplines (biology, psychology, social work, and sociology) that are directly related to health care services. The program provides a foundation for pursuing various career paths or graduate school opportunities.

Mission Statement:

The Health Studies program is designed for adult students (22+ years of age with a recommended five years of work experience) who are interested in pursuing a career in health-related fields. Students will explore health related fields outside nursing and social work. The program's interdisciplinary approach provides a strong base of learning across a group of disciplines (biology, psychology, social work, and sociology) that are directly related to health care services. The program provides a foundation for pursuing various career paths or graduate school opportunities.

Learning Outcomes

Concordia graduates will be able to:

1. Demonstrate bold leadership in the development and implementation of health care models.
2. Recognize best practices in health care delivery, finance, and systems.
3. Apply strategies that represent ethical and cultural sensitivity in the health care industry.

Degree Requirements

Subject	Credits
Accelerated Degree Core	39
Required Program Courses	77
Elective Courses	6
Total Credit Hours	122

Code	Title	Hours
Accelerated Degree Core		
Communication		
COM 234	PUBLIC SPEAKING	3
ENG 101	FRESHMAN COMPOSITION(ADP)	3
ENG 102	INTRO TO LITERATURE(ADP)	3
Human Thought and Behavior		
PHI 101	INTRODUCTION TO PHILOSOPHY	3
PSY 181	GENERAL PSYCHOLOGY	3
SOC 151	ELEMENTS OF SOCIOLOGY	3
Mathematical & Scientific Reasoning		
MAT 121	INTRO PROBABILITY & STATISTICS	3
CHM 171	INORGANIC/ORGANIC/BIOCHEMISTRY	3
Theological Foundation		
Select two of the following:		6
THE 111	NARRATIVE OF SACRED SCRIPTURE	
THE 234	THE CHRISTIAN FAITH	
THE 252	WORLD RELIGIONS (if not used in World Cultures)	
World Cultures		
ENG 241	WORLD LITERATURE	3
or THE 252	WORLD RELIGIONS	
HIS 202	WESTERN CIVILIZATION II	3
or POL 271	AMERICAN GOVERNMENT	
HUM 100	AESTHETICS: LIVING W/THE ARTS	3
Required Program Courses		
ENG 341	ADVANCED WRITING	3
HEA 234	HEALTH CARE MANAGEMENT	3
HEA 361	FIELD WORK IN HEALTH STUDIES	6
NUR 331	PREVENTION/HEALTH PROMO/RISK R	2
PHI 211	BIOETHICS	3
PHI 311	Course PHI 311 Not Found	3
PSY 382	SOCIAL PSYCHOLOGY	3
PSY 385	ABNORMAL PSYCHOLOGY	3
PSY 481	COUNSELING PSYCHOLOGY	3
PSY 483	THEORIES OF PERSONALITY	3
SOC 241	VIOLENCE IN THE FAMILY	3
SOC 252	RACE AND ETHNICITY	3
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	3
SOC 455	SOCIAL THEORY	3

SWK 281	WORKING WITH SPECIAL POPULATNS	3
SWK 336	ORGANIZATIONAL BEHAVIOR	3
SWK 395	CHILDREN, COURTS & CARE	3
BIO 255	FOODS AND NUTRITION	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
BIO 271	HUMAN ANATOMY & PHYSIOLOGY I	3
BIO 271L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
BIO 272	HUMAN ANATOMY & PHYSIOLOGY II	3
BIO 272L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
BIO 373	GENERAL MICROBIOLOGY	3
BIO 373L	GENERAL MICROBIOLOGY LAB	1
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
HEA 441	SENIOR CAPSTONE:HEALTH STUDIES	3
Total Hours		116

Interdisciplinary Studies B.A.

Description

The Interdisciplinary Studies Program provides students with an opportunity to create a major unique to the student's academic interests and goals. Students choose two or three academic concentrations within the framework of an individualized and coherent plan, and build on the scope of the disciplines explored in The Concordia Core. Students in the Interdisciplinary Studies major develop depth of knowledge in two or three concentrations along with support courses, electives, and experiences, which enhance their individualized graduation plan. Students complete a capstone experience in one of their chosen concentrations (capstones must be completed in one of the concentrations based in the School of Humanities) which involves research and/or experiences leading to demonstration of the cohesion and mastery in their program.

Mission Statement

It is the mission of this Program to provide a broad-based liberal arts education with flexibility and creativity preparing graduates to achieve personal and academic objectives.

Learning Outcomes

- To connect various fields of learning in the liberal arts;
- To demonstrate the self-discipline necessary to learn beyond the classroom;
- To demonstrate an understanding of the world from a liberal arts perspective;
- To use foundational analytical, critical thinking and communication skills developed in the Concordia Core;
- To demonstrate creative problem-solving.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31)	37-40
Primary Concentration ¹	21
Secondary Concentration ²	21

Exploration & Enrichment Sequence ³	43
Total Credit Hours	122-125

- Must be from the list of Concentrations below.
- Can be from any School offering Concentrations
- Must include 6 credits of a Foreign Language and 6 credits of Experiential Learning

- Students are required to complete a Capstone Course in the discipline of their Primary Concentration.

Criminal Justice Concentration

The mission of the Criminal Justice Concentration is to give students the opportunity to study the structure, operations, and challenges of the U.S. criminal justice system within a liberal arts framework. Students will develop an understanding of the sources of crime and societal responses to it, a sensitivity to diversity, and an awareness of the social and personal responsibilities connected with criminal justice careers.

Learning Objectives

- to articulate and apply the major theories of criminal behavior;
- to describe the history, structure, and current operations of the criminal justice system in the United States;
- to demonstrate an understanding of the principles, techniques, and issues involved in law enforcement, the courts, and corrections, especially in relation to the increasingly diverse communities they serve;
- to demonstrate critical thinking and analysis from a criminal justice perspective; and
- to evaluate the practices and policies of the U.S. criminal justice system

Requirements

- Two Topics courses are required at three credits each. Each semester, the Topics course will focus on a different branch of the Criminal Justice system: Police, Courts, and Corrections; students concentrating in Criminal Justice are required to take courses in at least two areas.
- While not a requirement, students are encouraged to take PSY 181 GENERAL PSYCHOLOGY as a support course.

Code	Title	Hours
Required Courses		
CRJ 201	INTRO TO CRIMINAL JUSTICE	3
CRJ 220	CRIMINOLOGY	3
CRJ 330	POLICING DIVERSE COMMUNITIES	3
CRJ 330	POLICING DIVERSE COMMUNITIES	3
Select two 200+ level courses:		6
CRJ 330	POLICING DIVERSE COMMUNITIES	
SOC/SWK 241	VIOLENCE IN THE FAMILY	
SOC 420	METHODS OF SOCIAL RESEARCH or SWK 420 SOCIAL SCIENCE RESEARCH	
SOC 252	RACE AND ETHNICITY	
SOC/SWK 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	
SOC 330	TOPICS IN SOCIOLOGY	
SOC 385	Course SOC 385 Not Found	

Capstone

CRJ 4XX Senior Seminar in Criminal Justice	3
Total Hours	21

¹ SOC 420 METHODS OF SOCIAL RESEARCH is a prerequisite for Senior Seminar in Criminal Justice. However, if students have a secondary concentration in PSY/SOC this course will not count towards the three required at the 200+ level.

English Concentration

The English Concentration is designed to enable the Interdisciplinary Studies student to appreciate literature and its relationship to disciplines across the curriculum, recognizing the need for the literary arts to work in harmony with other arts and sciences. Students will also develop skills in critical thinking, effective communications, and information literacy—skills highly valued in many professions.

Learning Objectives

The English faculty assumes responsibility for advisement of the English Program with the view that students who successfully complete this program shall:

- demonstrate both depth and breadth of literary knowledge;
- gather, assess, analyze, and evaluate source material and then craft their own cogent, persuasive argument;
- demonstrate effective oral, written, electronic, verbal and non-verbal communication skills; and
- appreciate the unique Liberal Studies experience in English and a second area of study.

Code	Title	Hours
Required Courses		
Select one Genre course:		3
ENG 211	INTRODUCTION TO FICTION	
ENG 212	INTRODUCTION TO DRAMA	
ENG 213	INTRODUCTION TO POETRY	
Survey Courses		
Select two of the following:		6
ENG 2XX American Literature I, II, or III		
ENG 2XX British Literature I, II, or III		
ENG 241	WORLD LITERATURE (if not taken as part of the core)	
Literary Topics Courses		
ENG 330	Course ENG 330 Not Found	3
Literary Figures Courses		
ENG 360	Course ENG 360 Not Found	3
Writing Courses		
Select one of the following:		3
ENG 341	ADVANCED WRITING	
ENG 342	Course ENG 342 Not Found	
ENG 345	Course ENG 345 Not Found	
ENG 346	Course ENG 346 Not Found	
Capstone		
ENG 450	ENGLISH CAPSTONE	3
Total Hours		21

History Concentration

The mission of the History Concentration is to study past human experiences to gain knowledge of both ourselves and others. The study of history enriches one's abilities to think critically on a variety of different topics. But more importantly, it can help to enable one to imagine and empathize with people in a variety of different situations.

Learning Objectives

- to develop a general sense of the chronology of Western and world history;
- to understand the dynamics of history, its causes and consequences;
- to analyze the sources of history, noting their strengths and limitations;
- to interpret historical events, employing and evaluating historiography;
- to express one's historical perspectives in both oral discussion and in writing; and,
- to gain a better understanding of one's place and purpose in history.

Code	Title	Hours
Required Courses		
HIS 381	Course HIS 381 Not Found	3
Select two of the following:		6
HIS 201	Course HIS 201 Not Found	
HIS 202	WESTERN CIVILIZATION II	
HIS 215	AMERICAN HISTORY I	
HIS 216	AMERICAN HISTORY II	
Select any three 300+ History Courses		9
Capstone		
HIS 441	Course HIS 441 Not Found	3
Total Hours		21

Mathematics Concentration

The mission of the Mathematics Concentration is to enable our students to achieve the mathematical goals consonant with their aptitude and motivation. We do not want mathematics to serve as a barrier for their professional pursuits. There are several dimensions of mathematical education we focus upon, including graduate school preparation for future teachers of mathematics, applied mathematicians in business or government settings, as well as supporting the mathematics course needs of other disciplines.

Learning Objectives

- to recognize and apply principles of applied mathematics, Statistics, Calculus, and mathematical computer programming to build a foundation for solving real-world problems;
- to explain information presented in mathematical forms (e.g. equations, graphs, diagrams, tables) orally and in writing;
- to apply quantitative information to develop a consulting level solution to real-world problems;

Requirements

All students pursuing the Mathematics Concentration must:

- receive a grade of C or better in MAT 100 INTERMEDIATE ALGEBRA;
- take MAT 121 INTRO PROBABILITY & STATISTICS to satisfy their Quantitative Analysis requirement for the Concordia Core;

Code	Title	Hours
Required Courses		
MAT 210	CALCULUS I	4
MAT 220	CALCULUS II	4
MAT 310	Course MAT 310 Not Found	4
MAT 311	Course MAT 311 Not Found	3
MAT 321	Course MAT 321 Not Found	3
Capstone		
MAT 442	Course MAT 442 Not Found	3
Total Hours		21

Recommended Support Courses

Code	Title	Hours
MAT 201	PRECALCULUS	3
MAT 246	Course MAT 246 Not Found	3
MAT 322	Course MAT 322 Not Found	3
MAT 350	Course MAT 350 Not Found	3

Music Concentration

The mission of the Music Concentration is to encourage self-discovery and self-expression through the study of the elements, history, and practice of music. Students will develop knowledge, understanding, and skills which can lead to a lifetime of vocational, avocational, or further educational pursuits.

Learning Objectives

- Students will demonstrate a theoretical and historical understanding of Western music;
- Students will understand and be able to demonstrate the written and aural aspects of melody, harmony, and rhythm;
- Students will perform and identify music from multiple styles, eras, and cultures in a historically-informed manner;
- Students will perform music as a soloist and as a member of a music ensemble; and
- Students will learn to appreciate the connection of body, mind and spirit with knowledge, truth and beauty.

Code	Title	Hours
Music Theory Courses		
MUS 215	FUNDAMENTALS OF MUSIC	3
MUS 216	Course MUS 216 Not Found	4
History & Literature of Music Courses		
MUS 301	Course MUS 301 Not Found	3
MUS 302	Course MUS 302 Not Found	3
Applied Music Courses		
MUS 240	Course MUS 240 Not Found	2
MUS 3XX	Music Electives	3
Capstone		
Select one of the following:		3
MUS 441	Course MUS 441 Not Found	
MUS 442	Course MUS 442 Not Found	
MUS 443	Course MUS 443 Not Found	
Total Hours		21

New Media Concentration

The mission of the New Media Concentration at Concordia College is to ground the study of digital technologies and their new modes of communication within a liberal arts education, with emphasis on ethical and social awareness. Its curriculum integrates digital production with theory, critical studies, and writing, and seeks to prepare students for the constantly changing new media arena.

Learning Objectives

- to be exposed to and appraise aesthetic, social, ethical, and technical issues in New Media;
- to experience connections with professional resources and contacts in the media field;
- to gain a larger understanding of media from a global perspective;
- to seek to experience connections with professional resources and contacts in the media field;
- to develop proficiency in digital media.

Code	Title	Hours
Required Courses		
NMC 231	Course NMC 231 Not Found	3
NMC 232	INTRODUCTION TO NEW MEDIA	3
NMC 233	DOCUMENTARY PRODUCTION	3
300+ Level Courses		
Select three of the following:		9
NMC 331	Course NMC 331 Not Found	
NMC 332	WEB DESIGN AND MARKETING	
NMC/BUS 341	REAL WORLD: BUSINESS/NEW MEDIA	
NMC 431	ADVANCED PROJECTS: NEW MEDIA	
Capstone		
NMC 491	CAPSTONE IN NEW MEDIA	3-6
Total Hours		21-24

Psychology Concentration

The mission of the Psychology Concentration is to help students understand and explain the varieties of human behavior and how to enhance healthy human functioning.

Learning Objectives

- To articulate the cognitive, biological, developmental, behavioral, and emotional psychological processes in humans and other species;
- To articulate the disciplinary history of psychology;
- To explain behavior from different theoretical perspectives;
- To apply the scientific method and other methods of critical thinking to psychology;
- To demonstrate the correct choice of and use of the methods of psychology; and
- To demonstrate the ability to promote psychological well-being in self and others.

Code	Title	Hours
Required Courses		
PSY 251	COGNITIVE PSYCHOLOGY	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
	or PSY 291	DEVELOPMENTAL PSYCHOLOGY II
PSY 330	TOPICS IN PSYCHOLOGY	3
PSY 385	ABNORMAL PSYCHOLOGY	3

PSY 450	RESEARCH METHODS IN PSYCHOLOGY	4
Select one of the following:		3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I (if not taken earlier)	
or PSY 291	DEVELOPMENTAL PSYCHOLOGY II	
PSY 271	EDUCATIONAL PSYCHOLOGY	
PSY 382	SOCIAL PSYCHOLOGY	
PSY 481	COUNSELING PSYCHOLOGY	
PSY 483	THEORIES OF PERSONALITY	
Capstone		
PSY 452	SENIOR SEMINAR: PSYCHOLOGY	3
Total Hours		22

Sociology Concentration

The mission of the Sociology Concentration is to study society, something familiar to us all and yet often taken for granted. Students will learn the tools of sociology—the basic concepts, theories, and methods, and how to apply them to the analysis of a variety of topics. Students will use the “sociological imagination” toward a greater understanding of the relationship between our everyday lives and the social world, becoming more informed and critical members of the social world in which we live.

Learning Objectives

- To theorize about society from different sociological paradigms;
- To identify patterns of social change, noting the reason for change;
- To demonstrate an understanding of the disciplinary history of sociology;
- To demonstrate critical thinking and analysis from a social perspective;
- To employ a “sociological imagination” in exploring contemporary topics; and
- To use methods of inquiry for sociological research.

Code	Title	Hours
Required Courses		
SOC 330	TOPICS IN SOCIOLOGY	3
SOC 420	METHODS OF SOCIAL RESEARCH	3
SOC 455	SOCIAL THEORY	3
Select three of the following:		9
SOC 252	RACE AND ETHNICITY	
SOC 254	Course SOC 254 Not Found	
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	
SOC 314	THE CIVIL RIGHTS MOVEMENT	
SOC 365	Course SOC 365 Not Found	
SOC 382	SOCIAL PSYCHOLOGY	
SOC 385	Course SOC 385 Not Found	
Capstone		
SOC 452	SENIOR SEMINAR: SOCIOLOGY	3
Total Hours		21

Theology Concentration

The mission of the Theology Concentration is to engage students in an investigation of Christianity, other major religious and philosophical

worldviews, and their relevance for understanding and participating in today's world.

LEARNING OBJECTIVES

- to express an understanding of the literature, history, messages, interpretive methods, modern issues, and applications of the Old and New Testament;
- to articulate Christian theology and apply it to other academic disciplines and areas of life;
- to demonstrate a knowledge of the major people, events, documents, institutions, and interpretive and doctrinal issues that have arisen in the history of the Christian church;
- to exhibit an understanding of the origins, development, functions, and theological relevancies of Christian liturgy and hymnody;
- to outline the worldviews of other major religions and philosophies and identify the ways in which they have and continue to influence our world;
- to investigate religion in a variety of academic disciplines such as art, history, literature, philosophy, and sociology;
- to grow in his/her faith and ethical values and gain an appreciation of God's vocation for his/her life.
- to pursue graduate studies in the area of religion, particularly at a seminary.

Code	Title	Hours
Required Courses		
THE 331	ISSUES IN THE OLD TESTAMENT	3
THE 332	ISSUES IN THE NEW TESTAMENT	3
THE 333	ISSUES IN MODERN THEOLOGY	3
Select three of the following:		9
THE 305	Course THE 305 Not Found	
THE 325	Course THE 325 Not Found	
THE 323	Course THE 323 Not Found	
THE 334	LUTHERAN THEOLOGY	
THE 351	Course THE 351 Not Found	
THE 354	Course THE 354 Not Found	
GRK 311	Course GRK 311 Not Found	
GRK 312	Course GRK 312 Not Found	
HEB 305	BIBLICAL HEBREW I	
HEB 306	BIBLICAL HEBREW II	
Capstone		
THE 401	Course THE 401 Not Found	3
Total Hours		21

Liberal Arts & Liberal Arts with Concentration A.A.

Mission

The mission of the Associate in Arts Program is to provide a relevant and practical liberal arts education, preparing students for the workforce or transition into a bachelor's degree program. Students will develop knowledge and practical skills as they explore a broad range of foundational liberal arts courses along with a designated liberal arts concentration or a cluster of electives.

Learning Outcomes

1. To connect various fields of learning in the liberal arts;
2. To demonstrate the self-discipline necessary to learn beyond the classroom;
3. To demonstrate an understanding of the world from a liberal arts perspective;
4. To use foundational analytical, critical thinking and communication skills developed in the Concordia Core;
5. To demonstrate creative problem-solving.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31)	37-40
Select one of the following:	25
Electives	
One Concentration from the Interdisciplinary Studies Major and Additional Electives	
Total Credit Hours	62-65

Liberal Studies, A.A. - Accelerated Degree Program

Mission Statement

You'll attain the skills and flexibility essential in a world where critical thinking, communication skills, and a broad understanding of history, politics, and religion are vital for future education and career opportunities. 65 semester credit program.

Learning Outcomes

Concordia graduates will be able to:

1. Connect various fields of learning in the liberal arts;
2. Demonstrate an understanding of the world from a liberal arts perspective;
3. Connect various fields of learning in the liberal arts;
4. Use foundational analytical, critical thinking and communication skills developed in *the Concordia Experience*;
5. Demonstrate creative problem-solving;
6. Demonstrate the self-discipline necessary to learn beyond the classroom.

Degree Requirements

Code	Title	Hours
Communication		
COM 234	PUBLIC SPEAKING	3
ENG 101	FRESHMAN COMPOSITION(ADP)	3
ENG 102	INTRO TO LITERATURE(ADP)	3
Human Thought and Behavior		
ECO 263	MICROECONOMICS	3
ECO 264	MACROECONOMICS	3
PHI 101	INTRODUCTION TO PHILOSOPHY	3
POL 271	AMERICAN GOVERNMENT	3
PSY 181	GENERAL PSYCHOLOGY	3

PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
SOC 151	ELEMENTS OF SOCIOLOGY	3
SOC 252	RACE AND ETHNICITY	3

Mathematical & Scientific Reasoning

MAT 121	INTRO PROBABILITY & STATISTICS	3
SCI 100	SCIENCE IN CONTEXT	3
	or BIO 125 Course BIO 125 Not Found	
BIO 153	ISSUES IN HUMAN ECOLOGY	3

Theological Foundation

THE 111	NARRATIVE OF SACRED SCRIPTURE	3
THE 234	THE CHRISTIAN FAITH	3
THE 252	WORLD RELIGIONS	3

World Cultures

ENG 241	WORLD LITERATURE	3
HIS 202	WESTERN CIVILIZATION II	3
HUM 100	AESTHETICS: LIVING W/THE ARTS	3

Electives		2
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Total Hours		65
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Mathematics, B.A.

Mission Statement

To enable our students to achieve the mathematical goals consonant with their aptitude and motivation. We do not want mathematics to serve as a barrier for their professional pursuits. There are several dimensions of mathematical education we focus upon, including graduate school preparation for future teachers of mathematics, applied mathematicians in business or government settings, as well as supporting the mathematics course needs of other disciplines.

Learning Outcomes

1. Demonstrate knowledge of differential equations and their relation to dynamical systems.
2. Employ complex reasoning to prove algebraic structures and their relation to functional analysis.
3. Utilize data analysis techniques and interpret statistical findings.
4. Integrate numerical, graphical, and analytical methods to model real world situations.
5. Compose coherent mathematical reports and proofs.

Degree Requirements

Subject	Credits
Concordia Core Courses (p. 31)	37-40
Required Program Courses	40
Exploration and Enrichment Sequence ¹	45
Total Credit Hours	122-125

¹ Must include 6 credits of Experiential Learning.

A minimum grade of C is required in all courses applied to the program. A candidate who earns less than a C in a required course will be required to repeat the course.

Code	Title	Hours
Required Program Courses		
MAT 210	CALCULUS I (Required Program Courses)	4
MAT 220	CALCULUS II	4
MAT 251	DISCRETE MATHEMATICS	3
MAT 310	Course MAT 310 Not Found	4
MAT 311	Course MAT 311 Not Found	3
MAT 321	Course MAT 321 Not Found	3
MAT 322	Course MAT 322 Not Found	3
MAT 335	DIFFERENTIAL EQUATIONS	3
MAT 341	THEORY OF NUMBERS	3
MAT 348	ABSTRACT ALGEBRA	3
MAT 350	Course MAT 350 Not Found	3
MAT 360	Course MAT 360 Not Found	3
MAT 441	Course MAT 441 Not Found	3
MAT 442	Course MAT 442 Not Found	3

Nursing, B.S.

Description

The Nursing degree at Concordia College prepares individuals for careers as Professional Nurses. Concordia College offers two programs in nursing, a traditional undergraduate program and an accelerated post-Baccalaureate program for individuals who hold a Baccalaureate degree in another discipline, and a post-licensure RN-BS Completion program. The Nursing Program is fully accredited by the University of the New York State Education Department (NYSED). The baccalaureate degree in nursing program at Concordia College-New York is accredited by the

Commission on Collegiate Nursing Education
One Dupont Circle, NW, Suite 530
Washington, DC 20036
202-887-6791

The Nursing Program builds upon the liberal arts and sciences and prepares graduates for their professional nursing practice. The pre-licensure nursing programs prepare graduates to sit for the National Certification and Licensing Examination for Registered Nurses (NCLEX-RN).

Mission Statement

The mission of the Concordia College Nursing Program is to provide quality baccalaureate education in nursing in a values-oriented, faith based atmosphere to prepare individuals to enter into practice as professional nurses and for registered nurses to their practices as baccalaureate prepared professionals. The goals of the Nursing Program are to prepare nurses to integrate knowledge from a variety of disciplines and sources to deliver authentically compassionate care, develop spiritual and cultural competence in nursing care delivery, engage in bold nursing and health care leadership, advocate for health promotion and disease prevention and embrace the value of learning for life.

Learning Outcomes

Graduates of the Concordia College Nursing Program will be able to:

1. Integrate concepts from the liberal arts, physical and social sciences with nursing theory, and practice to provide safe, competent, quality care.

2. Demonstrate appropriate leadership behaviors in nursing that promote health, quality & safety and foster change.
3. Analyze evidence from a variety of sources for legitimacy and pertinence to nursing care.
4. Implement evidenced-based nursing interventions.
5. Manage information from a variety of sources, including technology, effectively when implementing.
6. Analyze health care and public policy that affects professional nursing.
7. Deliver competent and compassionate nursing care within an interdisciplinary health care team.
8. Demonstrate effective oral, written, electronic and non-verbal communication with patients and members of the interdisciplinary team in the delivery of nursing care.
9. Facilitate health promotion, disease prevention and risk reduction.
10. Demonstrate core professional nursing values of altruism, autonomy, respect for human dignity, integrity and social justice in the delivery of nursing care.
11. Practice in accordance with ethical and legal principles which embrace the sanctity of human dignity.
12. Provide culturally and spiritually competent care to diverse patient populations.
13. Design clinical interventions utilizing critical thinking.
14. Engage in lifelong learning and continuous professional development

Degree Requirements

Subject	Credits
Concordia Core Courses (p. 31) ¹	37-40
Required Program Courses	71
Exploration and Enrichment Sequence	14
Total Credit Hours	122-125

¹ Must include PSY 181 GENERAL PSYCHOLOGY and BIO 215 HEREDITY AND SOCIETY or BIO 255 FOODS AND NUTRITION

Once a candidate is admitted to the Program, he or she is expected to maintain an overall grade point average of 3.0. A minimum grade of C+ is required in all nursing courses. Students who earn less than a C+ will be required to repeat the course. Withdrawal from two nursing courses will be considered as one course failure. Students will be permitted to repeat only one course in the program. Students who fail to maintain the required GPA and/or attain at least a C+ in all nursing courses must select another program of study.

Traditional Program

Code	Title	Hours
Required Courses		
CHM 171	INORGANIC/ORGANIC/BIOCHEMISTRY	3
BIO 271	HUMAN ANATOMY & PHYSIOLOGY I	3
BIO 271L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
BIO 272	HUMAN ANATOMY & PHYSIOLOGY II	3
BIO 272L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
BIO 373	GENERAL MICROBIOLOGY	3
BIO 373L	GENERAL MICROBIOLOGY LAB	1
NUR 311	CLINICAL MGT OF PATIENTS	4

NUR 312	HEALTH ASSESSMENT	3
NUR 314	ACUTE CARE OF ADULT PATIENT I	4
NUR 315	ACUTE CARE OF ADULT PATIENT II	4
NUR 316	NURSING CARE OF OLDER ADULT	4
NUR 321	PATHOPHARMACOLOGY I	3
NUR 322	PATHOPHARMACOLOGY II	3
NUR 341	CONTEMPORARY ISSUES/NURSING	2
NUR 415	PSYCH MENTAL HLTH & CMNTY NURS	6
NUR 416	CARE OF AGGREGATE POPS: FAMILY	8
NUR 431	RESEARCH/THEORY/EVIDENCE-NURS	3
NUR 451	NURSING LEADERSHIP	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
Capstone		
NUR 452	TRANSITION/PROFSNL NURS ROLE	3
Total Hours		71

Accelerated Post-Baccalaureate Nursing

Code	Title	Hours
Required Courses		
NUR 311	CLINICAL MGT OF PATIENTS	4
NUR 312	HEALTH ASSESSMENT	3
NUR 314	ACUTE CARE OF ADULT PATIENT I	4
NUR 315	ACUTE CARE OF ADULT PATIENT II	4
NUR 316	NURSING CARE OF OLDER ADULT	4
NUR 321	PATHOPHARMACOLOGY I	3
NUR 322	PATHOPHARMACOLOGY II	3
NUR 331	PREVENTION/HEALTH PROMO/RISK R	2
NUR 341	CONTEMPORARY ISSUES/NURSING	2
NUR 342	SPIRITUAL/CULTURAL COMPETENCE	3
NUR 415	PSYCH MENTAL HLTH & CMNTY NURS	6
NUR 416	CARE OF AGGREGATE POPS: FAMILY	8
NUR 431	RESEARCH/THEORY/EVIDENCE-NURS	3
NUR 451	NURSING LEADERSHIP	3
Capstone		
NUR 452	TRANSITION/PROFSNL NURS ROLE	3
Total Hours		55

Psychology, B.A.

Mission Statement

Students will benefit by graduating with an in depth perspective of the various disciplines of Psychology including choosing an emphasis in Counseling, Health or Behavioral Psychology.

Learning Outcomes

1. History - Compare the historical and modern psychological schools of thought.
2. Knowledge – Differentiate the cognitive, biological, developmental, behavioral, and/or emotional psychological process in humans or other species.
3. Communication – Demonstrate effective written and oral communication skills.

4. Critical Thinking – Apply the scientific method and other methods of critical thinking to psychology.
5. Ethics – Evaluate how ethics shapes the discipline and practice of psychology.
6. Self-reflection – Practice self-reflection to promote psychological wellbeing in self and others.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-39
Required Program Courses	37-40
Exploration & Enrichment Sequence ²	48
Total Credit Hours	122-127

¹ Must include MAT 121 INTRO PROBABILITY & STATISTICS and PSY 181 GENERAL PSYCHOLOGY

² Must include 6 credits of Experiential Learning

Students select a Psychology Emphasis: Counseling, Behavior, or Health (18 or 19 hours)

Students must earn a C in all required program courses and maintain an overall 2.0 GPA.

Code	Title	Hours
Required Courses		
SOC 151	ELEMENTS OF SOCIOLOGY	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
PSY 320	CASE STUDIES	3
PSY 330	TOPICS IN PSYCHOLOGY	3
PSY 385	ABNORMAL PSYCHOLOGY	3
PSY 450	RESEARCH METHODS IN PSYCHOLOGY	4
PSY 452	SENIOR SEMINAR: PSYCHOLOGY	3
PSY 483	THEORIES OF PERSONALITY	3
Total Hours		28

Tracks

Counseling Psychology

Code	Title	Hours
PSY 271	EDUCATIONAL PSYCHOLOGY	3
PSY 382	SOCIAL PSYCHOLOGY	3
PSY 481	COUNSELING PSYCHOLOGY	3
Total Hours		9

Behavioral Psychology

Code	Title	Hours
SOC 200 Elective		3
PSY 292	ANIMAL BEHAVIOR	3
PSY 361	Course PSY 361 Not Found	3
Total Hours		9

Health Psychology

Code	Title	Hours
BIO 255	FOODS AND NUTRITION	3
PSY 361	Course PSY 361 Not Found	3
BIO 200 OR NUR 200+ OR NUR 200+ ELECTIVE	Not Found	3
Total Hours		9

Recommended Support Courses

Code	Title	Hours
BIO 215	HEREDITY AND SOCIETY	3
SOC 241	VIOLENCE IN THE FAMILY	3
SOC 252	RACE AND ETHNICITY	3
PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	3
PSY 330	TOPICS IN PSYCHOLOGY	3
SOC 385	Course SOC 385 Not Found	3

Radiologic Technologies, B.S.**Description**

Radiologic Technologies is the art and science of utilizing radiation to produce diagnostic images of the tissues, bones, organs, and vessels of the body to assist physicians in the diagnosis and treatment of disease. Images may be recorded on film or viewed digitally on a video monitor. The radiographer is an essential member of the health care team and is responsible for producing quality diagnostic images through accurate positioning, radiation protection, and quality patient care. The Program consists of a selective curriculum designed to educate and train students in the art and science of diagnostic radiologic technology.

Mission Statement

The Mission of the Radiologic Technologies Program is to offer to the community a quality educational program whose purpose is to train competent Radiographers who will steadfastly practice radiation safety and quality patient care. We are committed to instruction in an atmosphere of professionalism, support and shared ministry.

Learning Outcomes

1. The students will demonstrate critical thinking competence in radiologic technology
2. The students will devise problem solving skills for use in the field of radiologic technologies
3. The students will develop professional and ethical behavior as a radiologic technologist in service to the community.
4. The students will employ effective communication in the surrounding community and in the health care field.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Required Program Courses	73
Exploration and Enrichment Sequence ²	12
Total Credit Hours	122-125

¹ Must include BIO 271 HUMAN ANATOMY & PHYSIOLOGY I, MAT 121 INTRO PROBABILITY & STATISTICS, and PSY 181 GENERAL PSYCHOLOGY

² Must include 6 credits of Experiential Learning.

Students, whether traditional First-Year or transfer, are required to have and maintain an overall GPA of 3.0 or better on a 4.0 scale. Students are required to maintain a minimum final grade of B- in all required program courses. Students are also required to maintain a final grade of C+ or better in required support courses. Prior to enrollment or completing a program transfer, a demonstration of 50 hours of volunteer hours in a health care facility must be demonstrated. Prior to acceptance into the program either as a new student or an internal program transfer an interview will be required. Credit for Anatomy and Physiology I and II will only be considered if the course has been successfully completed within the past three (3) years. If Anatomy and Physiology I and II were completed prior to (3) three years, a competency exam will be given to which the student must pass with a score of 80 on a 100 point scale. Failure to pass that competency exam will result in the student needing to repeat the course(s).

The Bachelor of Science degree program in Radiologic Technologies prepares students to sit for the American Registry of Radiologic Technologists national certification exam. Progress for all students will be reviewed each semester for retention. Students who fail to maintain the minimum GPA and required grades will be placed on academic probation and will be referred to the Student Success program. Being placed on academic probation does not ensure timely completion of the program nor does it ensure your continuation in the clinical portion of the program. Any violations of the Concordia Code of Conduct or legal violations will place you on academic probation and removal from clinical portions of the program.

Code	Title	Hours
Required Courses		
BIO 272	HUMAN ANATOMY & PHYSIOLOGY II	3
BIO 272L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
RAD 100	MEDICAL TERMINOLOGY	3
RAD 101	INTRODUCTION TO PATIENT CARE	3
RAD 102	PATIENT CARE II	3
RAD 201	CONCEPTS RADIOGRAPHIC EXPOSURE	3
RAD 126	PRINCIPLES RADIATION PROTECTN	3
RAD 213	PRINCPL CT/CROSS-SECT ANATOMY	2
RAD 214	RADIOGRAPHIC QUALITY ASSURANCE	2
RAD 215	SPECIAL RADIOGRAPHIC PROCEDURS	2
RAD 251	CLINICAL EDUCATION	3
RAD 281	LAW AND ETHICS	3
RAD 301	RADIOGRAPHIC PROCEDURES 1 (& Lab)	4
RAD 302	RADIOGRAPHIC PROCEDURES 2 (& Lab)	4
RAD 310	RADIOGRAPHIC PATHOPHYSIOLOGY	3
RAD 320	DIGITAL RADIOGRAPHY & PACS	3
RAD 330	RADIATION BIOLOGY	3
RAD 340	RADIOGRAPHIC PHYSICS	3
RAD 352	CLINICAL EDUCATION 2	3
RAD 353	CLINICAL EDUCATION 3	3
RAD 401	FIELD WORK RAD TECHNOLOGY 1 (Experiential Learning)	3

RAD 402	FIELD WORK RAD TECHNOLOGY 2 (Experiential Learning)	3
RAD 411	CASE STUDIES 1	2
RAD 412	CASE STUDIES 2	2
RAD 430	FILM CRITIQUE/CAREER PREP	3
RAD 441	SENIOR CAPSTONE IN RADIOLOGY	3
Total Hours		73

Social Sciences, B.A.

Description

Concordia's Social Sciences Program aims to develop a student's capacity to explore, explain, and interpret the human experience. Through the disciplines of psychology and sociology, the student will come to better understand and appreciate individuals, society, and the social forces that impact people.

Mission Statement

The mission of the Social Sciences Program is to provide an in-depth perspective of human behavior. Students will benefit by understanding the processes that occur within an individual as well as the social forces impacting the individual and groups.

Learning Outcomes

- Students will be able to explain patterns of social change from a social science perspective.
- Students will be able to apply basic methodological principles in the social sciences
- Students will be able to use social science research techniques and technologies to examine research problems and form evidence-based conclusions.
- Students will be able to communicate social science research findings effectively.
- Students will be able to demonstrate collaborative skills in working with diverse populations.
- Students will be able to evaluate how ethics are applied in their field of study

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Concentration Required Program Courses	30
Exploration & Enrichment Sequence ²	55
Total Credit Hours	122-125

¹ Must include SOC 151 ELEMENTS OF SOCIOLOGY, PSY 181 GENERAL PSYCHOLOGY, and MAT 121 INTRO PROBABILITY & STATISTICS. Criminal Justice concentrations must also take THE 252 WORLD RELIGIONS.

² Must include six credits in Experiential Learning. For the Criminal Justice Concentration, CRJ 490 INTERNSHIP IN CRIMINAL JUSTICE partially fulfills this requirement.

- Students select a Psychology Concentration, Sociology Concentration, or Criminal Justice Concentration (18 hours).

- In addition to their primary concentration, students choose courses in a secondary Social Science area (9 hours).
- Students must earn a C in all required program courses and maintain an overall 2.0 GPA.

Criminal Justice Concentration

Code	Title	Hours
Required Courses		
CRJ 201	INTRO TO CRIMINAL JUSTICE	3
CRJ 220	CRIMINOLOGY	3
CRJ 330	POLICING DIVERSE COMMUNITIES (take three times) ³	9
CRJ 490	INTERNSHIP IN CRIMINAL JUSTICE	3
Social Science Electives		
Select three 200+ level (at least one must be 300+ level course)		9
SOC/SWK 241	VIOLENCE IN THE FAMILY	
SOC 252	RACE AND ETHNICITY	
SOC/SWK 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	
SOC 330	TOPICS IN SOCIOLOGY	
SOC 385	Course SOC 385 Not Found	
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	
PSY 385	ABNORMAL PSYCHOLOGY	
Capstone		
CRJ 450	CRIMINAL JUSTICE CAPSTONE	3
Total Hours		30

³ Three Topics courses are required at 3 credits each. Each semester, the Topics course will focus on a different branch of the Criminal Justice system: Police, Courts, and Corrections; students are required to take courses in all three areas. At least one of the Topics courses selected must be a designated Writing Across the Curriculum (WAC) course.

Psychology Concentration

Code	Title	Hours
Required Courses		
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
or PSY 291	DEVELOPMENTAL PSYCHOLOGY II	
PSY 330	TOPICS IN PSYCHOLOGY	3
PSY 351	COGNITIVE PSYCHOLOGY	3
PSY 385	ABNORMAL PSYCHOLOGY	3
Psychology Electives		
Select two of the following:		6
PSY 281	DEVELOPMENTAL PSYCHOLOGY I (whichever is not selected previously)	
or PSY 291	DEVELOPMENTAL PSYCHOLOGY II	
PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	
PSY 330	TOPICS IN PSYCHOLOGY	
PSY 271	EDUCATIONAL PSYCHOLOGY	
PSY 361	Course PSY 361 Not Found	
PSY 481	COUNSELING PSYCHOLOGY	

Sociology Electives

Select three 200+ level courses (at least one must be 300+ level course): 9

SOC 252	RACE AND ETHNICITY	
SOC 254	Course SOC 254 Not Found	
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	
SOC 314	THE CIVIL RIGHTS MOVEMENT	
SOC 330	TOPICS IN SOCIOLOGY	
SOC 365	Course SOC 365 Not Found	
SOC 385	Course SOC 385 Not Found	
SOC 455	SOCIAL THEORY	
Capstone		
PSY 452	SENIOR SEMINAR: PSYCHOLOGY	3
Total Hours		30

Sociology Concentration

Code	Title	Hours
Required Courses		
SOC 257	SOCIAL CLASS/CHANGING SOCIETY	3
SOC 385	Course SOC 385 Not Found	3
SOC 330	TOPICS IN SOCIOLOGY	3
SOC 455	SOCIAL THEORY	3
Psychology Electives		
Select three 200+ level courses (at least one must be 300+ level course):		9
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	
PSY 291	DEVELOPMENTAL PSYCHOLOGY II (whichever is not selected previously)	
PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	
PSY 330	TOPICS IN PSYCHOLOGY	
PSY 351	COGNITIVE PSYCHOLOGY	
PSY 271	EDUCATIONAL PSYCHOLOGY	
PSY 361	Course PSY 361 Not Found	
PSY 385	ABNORMAL PSYCHOLOGY	
PSY 481	COUNSELING PSYCHOLOGY	
Sociology Electives		
Select two 200+ level courses:		6
SOC 252	RACE AND ETHNICITY	
SOC 254	Course SOC 254 Not Found	
SOC 255	SOCIAL PROBLEMS: POVERTY/DISCR	
SOC 314	THE CIVIL RIGHTS MOVEMENT	
SOC 365	Course SOC 365 Not Found	
Capstone		
SOC 452	SENIOR SEMINAR: SOCIOLOGY	3
Total Hours		30

Social Work, B.S.

Description

Concordia College offers a B.S. degree in social work. The Social Work Program is fully accredited by the Council on Social Work Education as a baccalaureate social work education program. It provides candidates with an opportunity to prepare for generalist social work practice and create eligibility to apply for graduate school as an advanced standing

student, with the potential to receive a master's from that school in one year.

Mission Statement

The Social Work Program at Concordia College-New York is dedicated to educating students for competent and effective generalist social work practice. The program creates a learning environment that offers faith-based, value-oriented learning to promote social justice, self-assessment, service to the community, self-determination, and respect for diversity.

Learning Outcomes

Learning Objectives (Council on Social Work Education, CSWE Educational Policy and Accreditation Standards, EPAS 2015): Graduates of the program will be able to:

1. Demonstrate Ethical and Professional Behavior (Dimensions: Values, Skills and Cognitive & Affective Processes).
2. Engage Diversity and Difference in Practice (Dimensions: Knowledge, Values, Skills and Cognitive and Affective Processes)
3. Advance Human Rights and Social, Economic, and Environmental Justice (Dimensions: Knowledge, Values and Skills)
4. Engage in Practice-informed Research and Research-informed Practice (Dimensions: Knowledge, Skills and Cognitive & Affective Processes)
5. Engage in Policy Practice (Dimensions: Knowledge, Values and Cognitive & Affective Processes)
6. Engage with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge, Values and Skills)
7. Assess Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge, Values, Skills and Cognitive & Affective Processes)
8. Intervene with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge, Values, Skills and Cognitive & Affective Processes)
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (Dimensions: Knowledge, Skills and Cognitive & Affective Processes)

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Required Program Courses	52
Exploration and Enrichment Sequence ²	33
Total Credit Hours	122-125

¹ Must include PSY 181 GENERAL PSYCHOLOGY, SOC 151 ELEMENTS OF SOCIOLOGY, MAT 121 INTRO PROBABILITY & STATISTICS, BIO 215 HEREDITY AND SOCIETY or BIO 255 FOODS AND NUTRITION or BIO 285 HUMAN SEXUALITY, POL 271 AMERICAN GOVERNMENT or POL 282 Course POL 282 Not Found, and SOC 252 RACE AND ETHNICITY

² Must include 6 credits of Experiential Learning.

The Social Work curriculum is organized to build upon the liberal arts perspective of the College, beginning with The Concordia Core, and support the educational policy of Educational Policy and Accreditation Standards 2003 of the Council on Social Work Education's major content

areas (Social Work Values and Ethics; Diversity; Populations-at-Risk and Social and Economic Justice; Human Behavior and the Social Environment; Social Welfare Policy and Services; Practice; Research; and Field Education).

During the Freshman and Sophomore years, students complete required courses in the related disciplines of human biology, psychology, sociology, economics, race and ethnicity, american government, and computer science.

Social Work candidates take introductory social work courses in the first semester of their Junior year after formal application is made to the Social Work Program. Formal application must be made prior to beginning the Junior year. The core courses of the program incorporate site visits to social welfare agencies and other experiential learning opportunities.

Specific academic study of social work begins in the second semester of the Junior year when students also begin field work under the supervision of a credentialed social work practitioner.

All students complete a total of 500 hours of field work, 100 hours in the Junior year and 200 hours in each semester of the Senior year. All students are required to complete the New York State Identification and Reporting of Child Abuse and Neglect training course prior to their Senior year.

Candidates must earn a grade of C or better in all professional foundation core courses. The B.S. degree in Social Work is limited to students who complete the program in its entirety as described. The transcripts of graduates specify the social work program and qualify graduates to use the B.S.W. designation in agency practice and/or when applying for admission to a graduate social work program. Although the primary objective of the program is to prepare graduates for generalist entry-level social work professional practice, alumni are eligible to apply for advanced standing in graduate schools of social work that offer these programs and, if accepted, may earn the M.S.W. degree in one year.

- Must earn a grade of C or better in all Professional Foundation Core Courses.

Code	Title	Hours
Required Courses		
SWK 255	SOCIAL PROBLEMS: POVERTY/DISCR	3
PSY 382	SOCIAL PSYCHOLOGY	3
SWK 248	COMPOSING CASE NOTES	1
SWK 301	FOUNDATIONS OF SOCIAL WORK	3
SWK 302	HUMAN BEHAVIOR/SOCIAL ENVIRNMT	3
SWK 303	HUMAN BEHAVR/SOCIAL ENVIRNMT 2	3
SWK 311	SOCIAL WELFARE/SOCIAL INSTITUT	3
SWK 322	SOCIAL WORK PRACTICE I	4
SWK 413	SOCIAL WELFARE POLICY	3
SWK 420	SOCIAL SCIENCE RESEARCH	3
SWK 423	SOCIAL WORK PRACTICE II	4
SWK 424	SOCIAL WORK PRACTICE III	4
SWK 461	SEMINAR IN SOCIAL WORK I	6
SWK 462	SEMINAR IN SOCIAL WORK II	6
Capstone		

SWK 491	SENIOR INTEGRATING SEMINAR	3
Total Hours		52

Teacher Education, B.A.

Mission Statement

The Teacher Education Program of Concordia College, New York, cultivates a Christ-centered, value-oriented environment in which teacher education candidates are prepared for lives of service by means of a program that is firmly grounded in the liberal arts, pedagogical training, and field experience. Candidates are equipped with the knowledge, skills, and values necessary to make them life-long scholars, competent problem-solvers, and servant leaders.

Learning Outcomes

1. Teacher Candidates will plan, instruct, and assess lessons.
2. Teacher Candidates will possess a broad knowledge base in multiple content areas.
3. Teacher Candidates will exemplify professionalism in their daily work.

Degree Requirements

Subject	Credits
Concordia Core Curriculum (p. 31) ¹	37-40
Concentration	15-18
Required Courses	72
Language	3
Total Credit Hours	127-133

- ¹ Must include PSY 181 GENERAL PSYCHOLOGY, MAT 121 INTRO PROBABILITY & STATISTICS, HIS 215 AMERICAN HISTORY I, and GEO 101 WORLD GEOGRAPHY.

To be eligible for student teaching, candidates must:

- maintain the 3.0 grade point average;
- A minimum grade of B- in the following:

Code	Title	Hours
EDU 322	METHODS&MATERIALS: SCIENCE	3
EDU 324	INTEGRATION MUSIC/MOVEMENT/ART	3
EDU 325	METHOD/MATERIAL:SOCIAL STUDIES	3
EDU 328	READING/LANGUAGE ARTS ELEM I	3
EDU 329	READING/LANGUAGE ARTS ELEM II	3
EDU 332	ELEMENTARY MATH METHODS	3

- successfully complete 100 hours of field work;
- successfully complete all courses in the pre-professional and professional sequences; and
- display dispositions as described in TEP Handbook.
- **Students must earn a B- or better in ALL Education and a C or better in ALL Liberal Arts and Sciences required courses.**

Code	Title	Hours
Required Courses		
EDU 120	PRINCIPLES OF EDUCATION	3
EDU 243	HOME/SCHL/CHURCH/COM RELATIONS	2
MAT 231	MATHEMATICAL EXPLORATIONS I	3

EDU 16X	Pre-Professional Practicum Experience I (Experiential Learning)	1
EDU 271	EDUCATIONAL PSYCHOLOGY	3
EDU 272	Course EDU 272 Not Found	3
MAT 232	MATHEMATICAL EXPLORATIONS II	3
HIS 216	AMERICAN HISTORY II	3
EDU 251	CURRICULUM AND ASSESSMENT	3
EDU 324	INTEGRATION MUSIC/MOVEMENT/ART	3
EDU 325	METHOD/MATERIAL:SOCIAL STUDIES	3
EDU 328	READING/LANGUAGE ARTS ELEM I	3
PSY 281	DEVELOPMENTAL PSYCHOLOGY I	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
EDU 322	METHODS&MATERIALS: SCIENCE	3
EDU 329	READING/LANGUAGE ARTS ELEM II	3
EDU 332	ELEMENTARY MATH METHODS	3
Science Elective ¹		3
EDU 451	CLASSROOM MANAGEMENT	3
EDU/PSY 294	PSY EXCEPTIONL CHILD/ADOLESCNT	3
SOC 241	VIOLENCE IN THE FAMILY	3
EDU 452	STUDENT TEACHING SEMINAR	2
Capstone		
EDU 481	STUDENT TEACHING	10
Total Hours		72

¹ BIO 215 HEREDITY AND SOCIETY recommended

Specializations

Behavioral Science Specialization

Code	Title	Hours
SOC 151	ELEMENTS OF SOCIOLOGY	3
PSY 291	DEVELOPMENTAL PSYCHOLOGY II	3
SOC/PSY/ SWK 200 ELECTIVE	Course SOC/PSY/SWK 200 ELECTIVE Not Found	3
SOC/PSY/ SWK 300 ELECTIV	Course SOC/PSY/SWK 300 ELECTIVE Not Found	3
SOC/PSY/ SWK 300 ELECTIVE	Course SOC/PSY/SWK 300 ELECTIVE Not Found	3
Total Hours		15

Biology Specialization

Code	Title	Hours
BIO 207	BIOLOGY I	3
BIO 207L	BIOLOGY I LAB	1
BIO 208	BIOLOGY II	3
BIO 208L	BIOLOGY II LAB	1
BIO 200 ELECTIVE	Course BIO 200 ELECTIVE Not Found	3
BIO 200 OR 300 E	Course BIO 200 OR 300 ELECTIVE Not Found	3
BIO 200 OR 300 E	Course BIO 200 OR 300 ELECTIVE Not Found	3
Total Hours		17

English Specialization

Code	Title	Hours
ENG 211	INTRODUCTION TO FICTION	3
ENG 212	INTRODUCTION TO DRAMA	3
ENG 213	INTRODUCTION TO POETRY	3
ENG 200 LEVEL E	Course ENG 200 LEVEL ELECTIVE Not Found	3
ENG 200 LEVEL E	Course ENG 200 LEVEL ELECTIVE Not Found	3
Total Hours		15

Language Specialization

- Students must take 6 credits in at least one of the below Languages

Code	Title	Hours
GER 100 OR 200 E	Course GER 100 OR 200 ELECTIVE Not Found	3
GRK 200 OR 300 E	Course GRK 200 OR 300 ELECTIVE Not Found	3
HEBREW 300 ELE	Course HEBREW 300 ELECTIVE Not Found	3
ITL 100 OR 200 E	Course ITL 100 OR 200 ELECTIVE Not Found	3
SLA 100 OR 200 E	Course SLA 100 OR 200 ELECTIVE Not Found	3
SPA 100/200/300	Course SPA 100/200/300 ELECTIVE Not Found	3

Mathematics Specialization

Code	Title	Hours
MAT 210	CALCULUS I	4
MAT 220	CALCULUS II	4
MAT 200 OR 300 E	Course MAT 200 OR 300 ELECTIVE Not Found	3
MAT 300 ELECTIV	Course MAT 300 ELECTIVE Not Found	3
MAT 300 ELECTIV	Course MAT 300 ELECTIVE Not Found	3
Total Hours		17

Music Specialization

Code	Title	Hours
MUS 209	WORLD MUSIC	3
MUS 215	FUNDAMENTALS OF MUSIC	3
MUS 216	Course MUS 216 Not Found	4
MUS 200 OR 300 E	Course MUS 200 OR 300 ELECTIVE Not Found	3
MUS 200 OR 300 E	Course MUS 200 OR 300 ELECTIVE Not Found	3
Total Hours		16

Theology Specialization

Code	Title	Hours
THE 252	WORLD RELIGIONS	3
THE 331	ISSUES IN THE OLD TESTAMENT	3
THE 332	ISSUES IN THE NEW TESTAMENT	3
THE/ PHI 300 ELECTIVE	Course THE/PHI 300 ELECTIVE Not Found pursuing Christian Teacher Certificate or Lutheran Teacher Diploma must take EDU 327	3
THE/ PHI 300 ELECTIVE	Course THE/PHI 300 ELECTIVE Not Found pursuing Lutheran Teacher Diploma must take THE 334	3
Total Hours		15

Social Studies Specialization

Code	Title	Hours
HIS 100	GLOBAL HISTORY	3
POL 271	AMERICAN GOVERNMENT	3

HIS/ POL 300 ELECTIVE	Course HIS/POL 300 ELECTIVE Not Found	3
HIS/ POL 300 ELECTIVE	Course HIS/POL 300 ELECTIVE Not Found	3
HIS/ POL 300 ELECTIVE	Course HIS/POL 300 ELECTIVE Not Found	3
Total Hours		15

Lutheran Teacher's Diploma(LTD)

The Lutheran Teacher's Diploma (LTD) is awarded to candidates who complete certain required religion and education courses and who meet the academic requirements for a New York State teaching certificate.

A candidate who receives the Lutheran Teacher's Diploma may request placement in the preschool, elementary, or secondary schools of The Lutheran Church–Missouri Synod. Students must follow the Theology Specialization requirements.

Christian Teachers Certificate(CTC)

Students seeking a career in the larger Christian Education field are eligible to follow the Christian Teacher Certificate pathway. Students must follow the Theology Specialization requirements.

Concordia's program for teacher education is accredited by the Council for the Accreditation of Education Preparation (CAEP) <http://caepnet.org> and achieved national recognition from the Association for Childhood Education International (ACEI) and the National Association for the Education of Young Children (NAEYC).

New York State Teaching Certificate

Students who qualify for teaching certification in New York State and are recommended for certification through the College, must apply independently for certification online and must pay the applicable fee to the State for the certificate. Fees, policies, and charges are subject to annual review and change. Also, unexpected increases in costs may necessitate an increase in fees during the school year.

Theology, B.A.

Description

Concordia's Theology major offers a comprehensive liberal arts education for those with a special interest in historical and contemporary Christianity, theology and ethics. Biblical and modern languages, history, sociology, topics in Christianity and the world religions join a range of business classes to prepare students for success in church work and leadership roles and/or further theological study.

Mission Statement

Mission Statement: the mission of the Theology Major is to prepare students for ministry today by studying the Bible, a Biblical language, Christian theology, worship, the ecumenical history of the church, as well as by constructively engaging world religions and philosophy, and applying Scripture and Christian theology in ministry so that students are spiritually enriched and equipped for service in the church throughout the world.

Learning Outcomes

Graduates from this program will be able to:

1. Understand the history, literature, theology, and hermeneutics of the Christian Scriptures.
2. Learn a Biblical language in order to read the Bible in Greek or Hebrew.
3. Study the content and contours of Christian theology.
4. Demonstrate knowledge of the central people, events, writings, institutions, and issues that have arisen in the Christian church.
5. Apply Scripture and Christian theology to ministry today.
6. Gain an appreciation of the ecumenical ethos of global Christianity.
7. Explore the formularies and expressions of Christian worship.
8. Compare the worldviews of other religions and philosophies, especially the Abrahamic religions, with Christianity.
9. Grow in her/his faith.
10. Pursue ministry in future service to the church throughout the world.

Subject	Credits
Concordia Core Requirement (p. 31) ¹	37-40
Required Program Courses	36
Exploration and Enrichment ²	49
Total Credit Hours	122-125

¹ Students must take THE 201 to satisfy their Theological Understanding requirement.

² Must include one internship (THE 490), Service Learning, and one internship (THE 490), Ministry Practicum, to satisfy the 6 credit Experiential Learning requirement.

- A minimum grade of C or better is required in all Required Program Courses.

Code	Title	Hours
Required Courses		
THE 331	ISSUES IN THE OLD TESTAMENT	3
THE 332	ISSUES IN THE NEW TESTAMENT	3
THE 401	Course THE 401 Not Found	3
Select two of the following		6
THE 305	Course THE 305 Not Found	
THE 311	Course THE 311 Not Found	
THE 325	Course THE 325 Not Found	
THE 351	Course THE 351 Not Found	
Select two of the following		6
THE 247	FOUNDATION FOR MINISTRY TODAY	
THE 306	Course THE 306 Not Found	
EDU 327	REL ED/ROLE OF CHRIST TEACHER	
Select three of the following		9
PHI 301	Course PHI 301 Not Found	
THE 230	CHRISTIAN ETHICS	
THE 323	Course THE 323 Not Found	
THE 333	ISSUES IN MODERN THEOLOGY	
THE 334	LUTHERAN THEOLOGY	
Students must take six credits in the same language from the following		6
GRK 202	Course GRK 202 Not Found	
GRK 203	Course GRK 203 Not Found	

HEB 305 BIBLICAL HEBREW I

HEB 306 BIBLICAL HEBREW II

Total Hours 36

GRADUATE PROGRAMS

- Business Leadership, M.S. (p. 65)
- Digital Marketing, M.S. (p. 65)
- Digital Media, MA (p. 66)
- Education, M.S. (p. 66)
- Leadership M.S. (p. 67)
- Teaching English to Speakers of Other Languages (TESOL), M.S. (p. 68)

Business Leadership, M.S.

Description

The Master of Science in Business Leadership Program prepares students with the skills needed to lead people for positions in profit and not-for-profit enterprises, international organizations, and government agencies. The proposed program will prepare ethical leaders who may follow careers in the private and public sectors. These business professionals will benefit from the Christ-centered, value-oriented culture of Concordia, and the program's focus on ethics, social responsibility, public leadership, and the appreciation of multicultural issues and challenges.

Mission Statement

The M.S. in Business Leadership Program is based on the quality and values of Concordia, which emphasizes a value-oriented education for service to the church and the community. The proposed program's mission will be to produce graduates with the business knowledge, experience, and leadership skills to engage in effective problem-solving and ethical decision-making, to grow in their chosen careers, and participate actively in the community around them.

Learning Outcomes

1. Analyze concepts relating to the study of Business Leadership
2. Recognize and apply techniques of collaboration and communication within an organization
3. Integrate leadership styles and techniques to appraise current business issues
4. Demonstrate critical thinking and ethical decision making in the applications of Business

Degree Requirements

Code	Title	Hours
Required Courses		
BUS 531	EFFECTIVE DECISION MKNG & COMM	3
BUS 532	GLOBAL CULTURE & BUS PRACTICES	3
BUS 534	LEADRSHP ENTREPRN/INNOV BUS OR	3
BUS 535	NON-PROFIT&PUBLIC LEADRSHP/MGT	3
BUS 536	RISK MGT DIMENSIONS OF LEADRSH	3
BUS 537	ETHICS & CORPORT SOCIAL POLICY	3
BUS 552	MANAGERIAL FINANCE	3
BUS 571	INTERNATIONAL LEADERSHIP	3
BUS 692	EXECUTIVE LDRSHP/STRATEGIC MGT	3

BUS 520 & BUS 521 & BUS 522	RESEARCH SEMINARS I and RESEARCH SEMINARS II and RESEARCH SEMINARS III	3
BUS 691	CAPSTONE SEMINAR	3
Total Hours		33

A minimum GPA of 3.0 is required for Graduation. A minimum grade of B is required in all courses.

Digital Marketing, M.S.

Description

The Master of Science in Digital Marketing at Concordia will prepare students for careers in the expanding digital arena of the marketing world. Upon completion of this 30 credit program, graduates will be well versed in current advanced digital marketing concepts and be prepared to adapt these concepts as new technology and digital media develop. An additional focus of the program will be on applying these digital marketing concepts across all digital channels into real world environments. Combining universal marketing concepts with the latest in digital technology platforms, graduates from this program will be prepared for careers that span small non-profits, private consulting firms and major corporations in addition to integrated and digital agencies.

Mission Statement

The Mission of the Master of Science in Digital Marketing is to produce graduates who are ethically minded digital marketing professionals equipped for careers in this ever evolving field. Our students will learn to apply marketing research using the latest technology and digital platforms while developing the mindset of lifelong learners who are prepared to adapt as the industry does.

Learning Outcomes

1. To apply digital marketing concepts across digital channels that drive business outcomes
2. To adapt digital marketing concepts to new and evolving technologies
3. To develop digital marketing expertise for application in a broad base of industries including small nonprofits, private consulting firms, and major corporations
4. To fulfill academic requirements to sit for Online Marketing Certified Associate (OMCA) certification and Online Marketing Certified Professional (OMCP) certification

Degree Requirements

Code	Title	Hours
Required Courses		
DMM 542	Course DMM 542 Not Found	3
DMM 535	Course DMM 535 Not Found	3
DMM 543	Course DMM 543 Not Found	3
DMM 544	SOCIAL MEDIA	3
DMM 545	Course DMM 545 Not Found	3
DMM 547	Course DMM 547 Not Found	3
DMM 546	Course DMM 546 Not Found	3
DMM 548	Course DMM 548 Not Found	3
DMM 537	Course DMM 537 Not Found	3

DMM 641	Course DMM 641 Not Found	3
Total Hours		30

Digital Media, MA

Description

The Master of Arts in Digital Media Program at Concordia College-New York is a 30-credit curriculum in the study of digital technologies and communication with an emphasis on ethical and social awareness. The program integrates digital media production with critical analysis and writing, preparing students for the ever-changing world of media.

Mission Statement

The mission of the Master of Arts in Digital Media is to graduate students who are grounded in the study of digital technologies and their new modes of communication, with a unique emphasis on ethical and social awareness. The curriculum integrates digital new media production with theory, critical studies, and writing, and seeks to prepare graduates for the constantly changing new media arena.

Learning Outcomes

1. To be exposed to and apprised of aesthetic, social, ethical, and technical issues in digital media;
2. To gain a broader understanding of media from a global perspective;
3. To develop technical and aesthetic proficiencies in digital media;
4. To create new models of socially and ethically-minded media;
5. To seek to experience connections with professional resources in the field.

Degree Requirements

Code	Title	Hours
NMC 531	Course NMC 531 Not Found	3
NMC 532	Course NMC 532 Not Found	3
NMC 533	Course NMC 533 Not Found	3
NMC 534	Course NMC 534 Not Found	3
NMC 541	Course NMC 541 Not Found	3
NMC 542	Course NMC 542 Not Found	3
NMC 544	Course NMC 544 Not Found	3
NMC 543	Course NMC 543 Not Found	3
NMC 621	Course NMC 621 Not Found	3
NMC 622	Course NMC 622 Not Found	3
Total Hours		30

Education, M.S.

Mission Statement

Mission: Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills through extensive research throughout their professional lifetime. Teachers who are competent problem-solvers will be prepared to meet the daily challenges of the classroom, school, and community. Teachers who are servant leaders will be able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process and advocates for appropriate educational and community services.

Learning Outcomes

1. Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills throughout their professional lifetime. Students enrolled in the Program will, at the completion of their coursework, be knowledgeable in the areas of theories of learning; curriculum; social, historical, and philosophical foundations of general and special education; formal and informal assessment techniques; needs of a diverse body of learners; and instructional resources.
2. Teachers who are competent problem-solvers are prepared to meet the daily challenges of the general and special education and inclusion classroom, the school, and the community. They will demonstrate respect for diversity in educational settings—especially diversity in learning styles, gender, race, ethnicity, religion, economic status, and abilities.
3. Teachers who are servant leaders are able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process to work toward shared aspirations. They will exhibit collaboration during fieldwork and student teaching.

Early Childhood Special Education Major Certification Options

- General/Early Childhood Special Education M.S.Ed. (Birth – 2)
- Early Childhood Special Education M.S.Ed. (Birth – 2)

The purpose of the Early Childhood Special Education program is to prepare teachers to educate diverse groups of young children across a variety of program settings including home, center-based programs, inclusive preschools and public school classes and programs. This program has two options. Certified teachers may enter the 34-37 credit program leading to a recommendation for the NYS certification in Early Childhood Special Education, Birth – Grade 2. The second program option is designed for persons with a Bachelor Degree in an area other than education and requires 46 credits. This program leads to a recommendation for NYS certification in General/Special Education, Birth - Grade 2. All students entering either program option must also demonstrate completion or complete all NYS required credits in the liberal arts and content core.

Code	Title	Hours
Required Courses		
EDU 502	HIST&FOUNDATN EARLY CHILD EDU	3
EDU 521	OBSRV/ASSESS YNG CHILD W/DISAB	3
EDU 524	ARTS, PLAY AND THE YOUNG CHILD	3
EDU 529	LITERACY INSTRUCTION	3
EDU 530	LITERACY INSTR/YNG CHILD:MULTI	3
EDU 531	MATH FOR STUDENT W/SPEC NEEDS	3
EDU 541	CLASSROOM MNGMT FOR SPEC EDU	2
EDU 553	INTEGRATE ASSISTIVE TECH/CLSRM	2
EDU 555	INCLUSIVE PRACTICES, FAMILY PARTNERSHIPS AND DIFFERENTIATION IN EARLY CHILDHOOD EDUCATION	3
EDU 557	TEACH STUDS W/AUTISM/DISABILTY	3
EDU 600	RESEARCH SEMINAR	3
Students with Teacher Certification		
EDU 525	METHODS: TEACH SCI/SOC STUDIES ¹	3

EDU 682	STUDENT TEACHING SEMINAR	3
Students without Teacher Certification		
Select the following to earn certification in Early Childhood Education		
EDU 510	DEVL&CHARACTRSTCS SPEC ED STD	3
EDU 525	METHODS: TEACH SCI/SOC STUDIES	3
EDU 528	LANGUAGE, CULTURE & LITERACY	3
EDU 684	STU-TEACHING/GEN-SPEC BIRTH-2 ²	6
Total Hours		52

¹ Course can be waived if an equivalent course has been articulated from undergraduate studies

² EDU 684 can be waived if student demonstrates sufficient previous teaching experience. Determination to be made by the Education Department. If waived, students must take EDU 682

Childhood Special Education Major Certification Options

- Special Childhood Education, M.S.Ed. or General/Special Childhood Education, M.S.Ed. (Grades 1-6)

Special Education is a profession where qualified teachers are in demand and highly-valued. Concordia College offers a Master's program with several options. Certified teachers may enter a 35-credit program leading to a recommendation for NYS certification in Special Education grades 1 through 6. The second program is a 44-credit program open to persons with a Bachelor's degree in an area other than education. This program leads to recommendation for NYS certification in two areas: General education grades 1 through 6 and Special Education grades 1 through 6. Students entering the 44-credit program must also demonstrate completion or complete all NYS required credits in the liberal arts.

Code	Title	Hours
Required Courses		
EDU 501	INTRODUCTION SPECIAL EDUCATION	3
EDU 510	DEVL&CHARACTRSTCS SPEC ED STD	3
EDU 528	LANGUAGE, CULTURE & LITERACY	3
EDU 529	LITERACY INSTRUCTION	3
EDU 531	MATH FOR STUDENT W/SPEC NEEDS	3
EDU 541	CLASSROOM MNGMT FOR SPEC EDU	2
EDU 551	SPECIAL EDUCATION ASSESSMENT	3
EDU 552	DIFFRNTAT INSTR:ADAPT CUR/MATL	2
EDU 553	INTEGRATE ASSISTIVE TECH/CLSRM	2
EDU 554	INCLUSION/COLLAB:COMMUNITY/FAM	2
EDU 557	TEACH STUWS W/AUTISM/DISABILTY	3
EDU 600	RESEARCH SEMINAR	3
EDU 682	STUDENT TEACHING SEMINAR	3
Additional required courses for students without teacher certification		
EDU 520	FOUNDATIONS OF EDUCATION	3
EDU 525	METHODS: TEACH SCI/SOC STUDIES ¹	3
EDU 683	STU-TEACHING/GEN-SPEC GRADE1-6 ²	6
Total Hours		47

¹ Course can be waived if an equivalent course has been articulated from undergraduate studies

² EDU 683 can be waived if student demonstrates sufficient previous teaching experience. Determination to be made by the Education Department. If waived, students must take EDU 682

Leadership M.S. Mission Statement

The purpose of the M.S. in Leadership is to prepare students for leadership roles in a variety of different disciplines which require informed and professional management. Many industries such as independent non-profits, the arts, education, and religious organizations currently lack leaders with the background necessary to lead effectively and ensure sustainability. This program is meant to fill that gap. Instead of focusing on a single discipline's leadership, the core of this program allows students to learn the fundamentals key for all leaders in a multi-discipline setting. In addition, towards the end of the program, students will have the ability to choose areas of focus by grouping electives into specific topics such as non-profit, digital marketing, theology, and education which they will have the opportunity to examine more in depth. Ultimately, the goal of this program is to graduate leaders rooted in leadership theory and exposed to the nuances of their area of focus who are capable of leading sustainable organizations.

Learning Outcomes

1. Students enrolled in the M.S. in Leadership program will demonstrate the ability to problem solve effectively by employing best practices from within their area of interest.
2. Students will gain experience in strategic thinking and be able to develop strategic plans and organizational development plans
3. Students will be able to identify their personal leadership strengths and can describe how they can be best applied in a professional setting

Degree Requirements

Code	Title	Hours
Required Courses		
BUS 531	EFFECTIVE DECISION MKNG & COMM	3
BUS 536	RISK MGT DIMENSIONS OF LEADRSH	3
BUS 537	ETHICS & CORPORT SOCIAL POLICY	3
BUS 552	MANAGERIAL FINANCE	3
BUS 571	INTERNATIONAL LEADERSHIP	3
MSL 535	Course MSL 535 Not Found	3
MSL 545	Course MSL 545 Not Found	3
MSL 548	Course MSL 548 Not Found	3
MSL 691	Course MSL 691 Not Found	3
Graduate Elective I		3
Graduate Elective II		3
Graduate Elective III		3
Total Hours		36

Teaching English to Speakers of Other Languages (TESOL), M.S.

Description

Concordia College-New York's Master's in Teaching English to Speakers of Other Languages (TESOL) prepares students for teaching English as a New Language (ENL) to culturally and linguistically diverse students across all grades. Through their courses and student teaching, students develop an understanding of the processes and principles of first and additional language learning among children and adolescents, and teaching strategies for students with differing levels of language proficiency and at different stages of cognitive development. The program stresses a balance between theory and method to prepare students to understand and meet the distinct needs of diverse populations of learners. Courses focus on linguistics and language as a system, the theories and research on learning a first and additional language, literacy development at different levels of proficiency and development, and current evidenced-based models of and practices in delivering ENL pedagogy across content areas. Through the knowledge, skills, and cultural awareness teachers develop in the program, they are enabled to address competently the needs of learners for whom English is a new language.

The program is positioned to add a valuable dimension to Concordia College's graduate programs in Education. Current options attract graduate students interested in pursuing a career in early childhood/ childhood general education or special education, with many planning on teaching in New York state or New York City. This 30-33 credit program prepares students for initial or professional licensure in TESOL from Kindergarten through Grade 12. The program provides for on-ground, hybrid and online formats.

Mission Statement

Mission: Teachers who are life-long scholars will use their graduate education as a foundation for acquiring new knowledge and skills through extensive research throughout their professional lifetime. Teachers who are competent problem-solvers will be prepared to meet the daily challenges of the classroom, school, and community. Teachers who are servant leaders will be able to mobilize children, colleagues, parents/guardians, and others in the community as participants in the learning process and advocates for appropriate educational and community services.

Learning Outcomes

1. Utilize standards-based practices and strategies for planning and managing curriculum and lessons in constructive learning environments for linguistically and culturally diverse students.
2. Implement effective evidence-based teaching strategies and activities that support learning ENL and literacy development, and foster subject-area knowledge.
3. Evaluate, adapt, and develop appropriate and relevant materials for a range of English language proficiency levels and at varied stages of cognitive development across the grade levels.

Degree Requirements

Code	Title	Hours
Required Courses		
EDU 504	LINGUISTICS FOR EDUCATORS	3

EDU 506	GEN & BILINGUAL ED DIVERSE POP	3
EDU 507	2ND LANG ACQ: THEORY&RESEARCH	3
EDU 515	PEDAGOGICAL GRAMMAR OF ENGLISH	3
EDU 517	TEACHING ACROSS CONTENT AREAS	3
EDU 518	LANGUAGE EVAL AND ASSESSMENT	3
EDU 519	METHODS:TEACHING ENL	3
EDU 528	LANGUAGE, CULTURE & LITERACY	3
EDU 600	RESEARCH SEMINAR	3
ONE OF THE FOLLOWING ¹		
EDU 685	STUDENT TEACHING SEMINAR TESOL	3
EDU 686	STUDENT TEACHING SEMINAR TESOL	6

¹ EDU 685 can be taken by students who demonstrate sufficient previous teaching experience. Determination will be made by the Education Department. All other students will take EDU 686

CURRICULUM SUPPLEMENTS

Center for Leadership and Service

The Center for Leadership and Service reinforces the formation of identity, calling, leadership, integrity and mutuality to form pastors and Christian leaders for ministries of Word and witness, so that the whole people of God experience the grace of the Gospel.

Center for Leadership and Service students complete two consecutive Concordia College programs. The first is a **BA in Theology**: a comprehensive, four-year liberal arts education in historical and contemporary Christianity, theology and ethics, where biblical and modern languages, history, sociology, topics in Christianity and the world religions join a range of business classes. The second is a one-year **MS in Business Leadership**: practical leadership preparation with an emphasis on ethical principles.

Outside the classroom, these future church leaders receive one-on-one mentoring from pastors and other Christian faith leaders, and further their call to ministry through an individualized vocation plan. Pastoral leadership skills are developed and demonstrated through two semesters of contextual education and a year-long internship in one of a variety of ministry settings.

Pre-Medical, Pre-Physical Therapy

Dr. Molinda Kearns is the advisor for students interested in careers in the health-related sciences. Advisement on courses to take and admission requirements for graduate-level programs is available. Students wishing to focus on Health and Medicine or Ecology areas may select from either or both areas in meeting their BIO electives program.

Code	Title	Hours
Health and Medicine Related Areas		
BIO 215	HEREDITY AND SOCIETY	3
BIO 255	FOODS AND NUTRITION	3
BIO 285	HUMAN SEXUALITY	3
BIO 271	HUMAN ANATOMY & PHYSIOLOGY I	3
BIO 271L	HUMAN ANATOMY & PHYSIOLOGY LAB	1
BIO 302	THE CELL	3
BIO 381	Course BIO 381 Not Found	3
BIO 373	GENERAL MICROBIOLOGY	3
BIO 373L	GENERAL MICROBIOLOGY LAB	1
BIO 405	Course BIO 405 Not Found	3
BIO 408	Course BIO 408 Not Found	3

Pre-Seminary

The Theology faculty sponsors a four-year Pre-Seminary program for those students who wish to take their Bachelor of Arts degree at Concordia. Seminary training for The Lutheran Church-Missouri Synod is offered at Concordia Seminary, St. Louis, MO and at Concordia Theological Seminary, Fort Wayne, IN. The Theology faculty also sponsors a four-year pre-deaconess program for students who wish to pursue deaconate studies and service in the church. Students of other Christian denominations are also welcome to participate in Concordia's Pre-Seminary program. Students taking this program should complete all requirements for the Biblical Languages or Theology Areas of Study

in the Liberal Studies Program. Students should consult the Catalog for requirements in these areas.

Pre-seminary students may qualify to participate in overseas programs including study at Westfield House, Cambridge University, UK, or other exchange programs sponsored by the College. The Theology faculty encourages other participation to prepare students for graduate training. These include, but are not restricted to:

- involvement as lector, communion assistant, or other leadership roles in daily chapel services at Concordia;
- special events, e.g. retreats, held for students in the program; and
- visits to Synodical seminaries, which may coincide with theological symposia or other appropriate events.

Lutheran Teacher Colloquy

Teachers in Lutheran schools who are members of The Lutheran Church-Missouri Synod congregations may prepare themselves for entrance into the teaching ministry of LCMS by taking courses in the Lutheran Teacher Colloquy Program. Colloquy candidates must complete a program of online courses through the Concordia University Education Network (CUEnet). Program requires the completion of a written and oral examination at the end of the candidate's studies. Anyone desiring information about the colloquy program should contact the director of colloquy studies at Concordia or CUEnet at <http://www.cuenet.edu>.

Fellows

Concordia Fellows are talented students and leaders. Approximately seven students are admitted to the Fellows Program each year. Fellows are eligible for scholarships and are channeled into a special group and individualized program upon matriculation. While taking a minimum of 18 credits per semester, Concordia Fellows participate in at least four one-credit Honors Seminars during their college career and must use their talents for the benefit of others in a three-credit Service Learning Project. Fellows are allowed to take up to 21 credit hours per semester without an overload fee.

Fellows also participate in a broader Fellows community led by the Fellows Director. There are special activities on- and off-campus throughout the year, including a Fellows Colloquy with guest speakers, field trips, and social events. In their Senior year, Fellows contribute to *PTHEude*, the Fellows academic journal. Fellows diplomas will be awarded at Commencement to those students with a grade point average of 3.5 or higher, who have completed the Fellows Curriculum. Incoming first-year, as well as matriculated first-year and Sophomores, may apply to the Fellows Director for admission to the program. Each student must maintain a cumulative and semester grade point average of at least 3.5 to continue in the program. Details of the program are available from the Program Director.

COURSES OF INSTRUCTION

application for internship and be registered for the internship course before they begin the actual work related to the experience.

Course Offerings

Not all courses are offered each year; the Registrar's Office maintains a schedule of course offerings for each academic year. All course offerings are contingent on budgetary allocations, faculty resources, and enrollment figures, and unless otherwise indicated, are offered in accordance with student demand. Required courses are offered every year. Most courses are offered on a two-year cycle. Some courses listed are offered on varying schedules and are not necessarily offered each semester or each year. The College reserves the right to withdraw any course for which there is insufficient enrollment or because a qualified instructor is not available. Unless so noted, courses may not be taken on a Pass/Fail basis. Special course fees are listed alongside the course descriptions if applicable.

Course Numbering

Courses numbered at the 100 or 200 level are traditionally introductory courses either in the Core or Program of Study. In addition, this level course is typical for electives with minimum prerequisite requirements open to all students.

Courses at the 300 level are intermediate-level programmatic courses typically requiring prerequisites.

Courses at the 400 level are upper-level courses usually taken towards the end of the program of study. These courses are usually reserved for students in the program.

Courses at the 500 and 600 level are courses taught at the Graduate level and are primarily for students in a Master's program. Undergraduate students may be permitted to take 500/600 level courses with approval from the Program Chair.

Independent Scholarship – A student may take a regularly offered course listed in the catalog, during a semester when the course is *not* being offered by the College. The approved course is considered part of the student's normal load and carries an additional per credit fee.

Independent Study – Students who desire to undertake study in an area not corresponding to a course regularly offered by the College may propose an independent study under the sponsorship of a faculty member. Independent studies have uniform course numbers (190 for lower-division studies, 390 for upper-division studies) and may carry 1-3 credits. A detailed explanation of work must be included with the application listing 45 hours of work for each proposed credit. The approved course is considered part of the student's normal load and carries an additional per credit fee.

Internships – Internships are voluntary, normally done at the Junior or Senior level, and offer students opportunities for vocational development. Internships are considered a vital component of a students' Experiential Learning engagement. The internship credit is normally considered part of the student's academic program, but *not* a substitute for a specific required course within the program. Internships are given common course number, 490, under the various academic disciplines. They are considered electives of up to 3 credit hours and one semester in length. 45 hours of work is required to earn each credit. No more than 6 credits are permitted in an academic program. Grades are issued by the faculty mentor on a pass/fail basis. Applications for student internships may be obtained from Vocational Planning. Students must complete the

COURSE DESCRIPTIONS

A

- Accounting (ACC) (p. 71)
- Art (ART) (p. 72)

B

- Biology (BIO) (p. 72)
- Business Administration (BUS) (p. 73)

C

- Chemistry (CHM) (p. 76)
- Communication (COM) (p. 77)
- Criminal Justice (CRJ) (p. 77)

D

- Digital Marketing (DMM) (p. 77)

E

- Economics (ECO) (p. 77)
- Education (EDU) (p. 78)
- English (ENG) (p. 84)
- Experiential Learning (EXL) (p. 85)

F

- First Year Experience(FYE) (p. 86)

G

- Geography (GEO) (p. 86)

H

- Health Studies (HEA) (p. 86)
- Hebrew (HEB) (p. 86)
- History (HIS) (p. 87)
- Honors/Fellows (HON) (p. 87)
- Humanities (HUM) (p. 87)

I

- International Studies (INS) (p. 87)
- Italian (ITL) (p. 87)

M

- Mathematics (MAT) (p. 88)
- Music (MUS) (p. 88)
- Music Conservatory (MCV) (p. 89)

N

- New Media Communication (NMC) (p. 92)
- Nursing (NUR) (p. 93)

P

- Philosophy (PHI) (p. 95)
- Physical Education (PED) (p. 95)
- Political Science (POL) (p. 95)
- Psychology (PSY) (p. 95)

R

- Radiologic Technology (RAD) (p. 97)

S

- Science (SCI) (p. 99)
- Sign Language (SLA) (p. 99)
- Social Sciences (SSC) (p. 99)
- Social Work (SWK) (p. 99)
- Sociology (SOC) (p. 101)
- Spanish (SPA) (p. 102)

T

- Theology (THE) (p. 102)

Accounting (ACC)

ACC 223: FINANCIAL ACCOUNTING (4)

With emphasis on both theory and practice, the complete accounting cycle is studied including the worksheet, financial statements, various types of journals, end-of-year adjustments and closing the books. Practical application problems for the entire service-trading accounting cycle are done manually. Required course for all executive assistant and business administration students; others may take the course as an elective. Course includes a lab.

Course Level: Undergraduate

Prerequisite(s): MAT 100 or Mathematics Placement with a score of 100

ACC 224: MANAGERIAL ACCOUNTING (4)

Managerial Accounting via the continuation of accounting fundamentals. Emphasis on analysis with provision for practical application. Areas of study include budget and statement analysis, corporate capital stock, corporate earnings and dividends, bonds and other long-term liabilities, and temporary and long-term investments. Course includes a lab.

Course Level: Undergraduate

Prerequisite(s): ACC 223 or (ACC 101 and Accounting Proficiency Eval with a score of 223)

ACC 242: COMPUTER ACCT: QUICKBOOKS (1)

This course, designed for the student with prior knowledge and studies in the field of accounting, will afford the student the opportunity for a hands-on experience with computerized accounting systems and techniques.

Course Level: Undergraduate

Prerequisite(s): ACC 223 and ACC 224 (may be taken concurrently)

Course equivalency: CIS 242

Course Fee: \$100.00

ACC 321: INTERMEDIATE ACCOUNTING I (3)

The conceptual framework underlying financial accounting and reporting is analyzed and related to financial statements. Topics studied at the principles level, such as the components of assets, are reexamined in greater detail. Complex accounting problems and discussions are made pertinent and realistic by addressing current accounting issues.

Course Level: Undergraduate

Prerequisite(s): (ACC 223 and ACC 224) or ACC 225

ACC 322: INTERMEDIATE ACCOUNTING II (3)

An in-depth continuation of accounting principles' coverage of liabilities and stockholders' equity. The Statement of Cash Flows and the complexity of reporting earnings per share are examined. Additional topics include accounting for pensions, leases, and correction of errors.

Course Level: Undergraduate

Prerequisite(s): ACC 321

ACC 323: COST ACCOUNTING (3)

An in-depth study of cost accounting in both theory and application. Topics included are costs of materials, labor and factory overhead, and job order costs compared to process cost systems. Analysis of practical application problems with provisions for decision-making will be emphasized.

Course Level: Undergraduate

Prerequisite(s): ACC 224

ACC 324: FEDERAL TAXATION (3)

A study of the Federal tax statutes, and individual and corporate taxation. The Internal Revenue Code and regulations will be utilized throughout the course. Particular attention will be paid to tax filing requirements and tax planning.

Course Level: Undergraduate

Prerequisite(s): ACC 224

ACC 391: TOPICS IN ACCOUNTING (3)

This course is your introduction to corporate taxation. This course will build on the foundation you began building when you studied income taxes. Like all areas of tax law, corporate taxation is riddled with nuance, minutia and complexities. Together we will navigate the labyrinth of dividends, distributions, redemptions and liquidations. On the corporate side, we will work through section 351 and corporate changes, and if there is time, the ever present, and very important, procedure. Recent changes to the tax code have made corporations an attractive form of organization once more. The knowledge you gain in this course will serve you well in any business or finance profession, even one that is not specifically tax-related.

Course Level: Undergraduate

ACC 421: AUDITING (3)

This course is designed for business students who are interested in the field of public accounting and how the function of auditing affects businesses. Generally accepted auditing standards explain the nature and scope of auditing while the auditor report conveys the purpose of a financial statement audit. Other auditing services, such as compilations and reviews, are also examined in this course. The Code of Professional Conduct demonstrates the ethical responsibilities of the profession.

Course Level: Undergraduate

Prerequisite(s): ACC 322

Art (ART)

ART 103: FORM,COLOR,SPACE IN TWO DIMENS (3)

An introduction to the basic principles of seeing and familiarization with materials and techniques in painting and drawing. Various media, ranging from charcoal and pastels to water-base and oil-base paints, are introduced through studio experience.

Course Level: Undergraduate

Course Fee: \$225.00

ART 222: WORLD ART (3)

A survey of architecture, painting, and sculpture from prehistoric times to the present. Students are required to identify the salient features of specified works of art, trace motifs, and understand the underlying historical influences of selected periods of art history.

Course Level: Undergraduate

Biology (BIO)

BIO 153: ISSUES IN HUMAN ECOLOGY (3)

The human's biological relationships to other human beings, to living things, and to the physical world; adjustments possible for personal and social well-being; problems created by human control and misuse of the environment. Among the topics treated are abortion, drugs and their effects, environmental pollution, genetic tampering, human longevity, and population control. May not be used to fulfill biology program requirement.

Course Level: Undergraduate

Course equivalency: SOC 153

BIO 207: BIOLOGY I (3)

A study of life as exhibited by plants; basic chemistry; cell biology; methods of classification; the Scientific Method; structure and physiology of plants; genetics; ecology; representative plant groups and their human significance.

Course Level: Undergraduate

Course Fee: \$50.00

BIO 207L: BIOLOGY I LAB (1)

A study of life as exhibited by plants; basic chemistry; cell biology; methods of classification; the Scientific Method; structure and physiology of plants; genetics; ecology; representative plant groups and their human significance.

Course Level: Undergraduate

Course Fee: \$75.00

BIO 208: BIOLOGY II (3)

A study of life as exhibited by animals; structure and physiology; life cycles; classifications; ecology; representative animal groups and their human significance. The study includes both inter-vertebrates and vertebrates and affords an introduction to the broad generalizations of biological science.

Course Level: Undergraduate

Course Fee: \$50.00

BIO 208L: BIOLOGY II LAB (1)

A study of life as exhibited by animals; structure and physiology; life cycles; classifications; ecology; representative animal groups and their human significance. The study includes both inter-vertebrates and vertebrates and affords an introduction to the broad generalizations of biological science.

Course Level: Undergraduate

Course Fee: \$50.00

BIO 215: HEREDITY AND SOCIETY (3)

This course explores health and societal implications surrounding genetics and genomics topics. Topics will include current areas of interest including stem cell research, the Human Genome Project, genetic testing, genealogical tracing, bioethics, bioinformatics, genetics of infectious disease, and DNA barcoding, to name a few.

Course Level: Undergraduate

Cross-listing(s): SOC 215

BIO 255: FOODS AND NUTRITION (3)

Basic food types and composition of major food substances. Methods of processing and preserving foods. General nutritional requirements of humans. Effects of processing on the nutritional value of foods. Effects of dieting, overeating, and starvation on the general health of humans.

Course Level: Undergraduate

Course equivalency: BIO 155

BIO 271: HUMAN ANATOMY & PHYSIOLOGY I (3)

A detailed study of human anatomy and physiology. First course of a two-semester sequence. Covers cells and tissues, skeletal system, muscular system, nervous system, and endocrine system. Special emphases for those considering health care professions.

Course Level: Undergraduate

Course Fee: \$75.00

BIO 271L: HUMAN ANATOMY & PHYSIOLOGY LAB (1)

A detailed study of human anatomy and physiology. First course of a two-semester sequence. Covers cells and tissues, skeletal system, muscular system, nervous system, and endocrine system. Special emphases for those considering health care professions.

Course Level: Undergraduate

Course Fee: \$75.00

BIO 272: HUMAN ANATOMY & PHYSIOLOGY II (3)

A continuation of Human Anatomy and Physiology I. A detailed study with laboratory of human anatomy and physiology. Covers blood and body fluids, heart and circulation, respiratory system, digestive system, reproductive system, and urinary system. Special emphases for those considering health care professions.

Course Level: Undergraduate

Prerequisite(s): BIO 271

Course Fee: \$75.00

BIO 272L: HUMAN ANATOMY & PHYSIOLOGY LAB (1)

A continuation of Human Anatomy and Physiology I. A detailed study with laboratory of human anatomy and physiology. Covers blood and body fluids, heart and circulation, respiratory system, digestive system, reproductive system, and urinary system. Special emphases for those considering health care professions.

Course Level: Undergraduate

Course Fee: \$75.00

BIO 285: HUMAN SEXUALITY (3)

The human as a sexual being: basic reproductive anatomy and physiology, psychology, sexual response cycles, and sexual behavior of the male and female; psychological and physiological aspects of deviations from the heterosexual pattern. Infertility, sterility, and birth control as well as broader aspects of life such as pornography, sex and the church, law and society will be covered.

Course Level: Undergraduate

Cross-listing(s): SSC 285

Prerequisite(s): PSY 181 or PSY 199

Course Fee: \$20.00

BIO 302: THE CELL (3)

A study of the major components found in cells as related to particular functions performed by cells. Topics include the ultra-structure of prokaryotic cells, eukaryotic cells, viruses, the biochemistry of the cell, and molecular genetics.

Course Level: Undergraduate

Prerequisite(s): BIO 207 and BIO 208

Course Fee: \$50.00

BIO 330: TOPICS IN BIO & CHEM (3)

This will be an in-depth exploration of major topics in biology and chemistry, determined by the instructor. Topics will rotate and reflect contemporary biological and chemical phenomena such as: Viruses, ESKAPE: Superbugs, Green Chemistry, Natural Products, Genetic Engineering, Pharmaceuticals. This will be a required WAC (Writing Across the Curriculum) course for Biology students. A designated Writing Across the Curriculum and information competency course.

Course Level: Undergraduate

Satisfies requirement for Information Competency; Writing Across the Curriculum

Prerequisite(s): (COM 110 or (COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101))) and BIO 207 and BIO 208 and CHM 201 and CHM 202

BIO 373: GENERAL MICROBIOLOGY (3)

A study of the morphology and physiology of microorganisms: bacteria, mycoplasmas, rickettsia, chlamydia, viruses, viroids, prions, fungi, algae, and protozoa. The control of microbial growth by chemicals, physical conditions, and chemotherapeutic agents is considered. The role of microorganisms in health and disease is also addressed.

Course Level: Undergraduate

Prerequisite(s): BIO 207 and BIO 208 or BIO 271

Course equivalency: BIO 273

Course Fee: \$65.00

BIO 373L: GENERAL MICROBIOLOGY LAB (1)

A study of the morphology and physiology of microorganisms: bacteria, mycoplasmas, rickettsia, chlamydia, viruses, viroids, prions, fungi, algae, and protozoa. The control of microbial growth by chemicals, physical conditions, and chemotherapeutic agents is considered. The role of microorganisms in health and disease is also addressed.

Course Level: Undergraduate

Course Fee: \$75.00

BIO 414: BIO: HISTORY/PROCESS/METHODS (3-4)

A brief history of the development of the biological sciences, emphasis on the major paradigms and their nature which have given various areas of biological thought their character, treatments of underlying philosophical aspects, and an evaluation of current biological activity in the light of contemporary methods and approaches. A capstone course.

Course Level: Undergraduate

Satisfies requirement for Information Competency; Information Fluency; Writing Across the Curriculum

Prerequisite(s): BIO 207 and BIO 208 and (COM 101 or (ENG 102 or ENG 110 and English Proficiency Evaluation with a score of 101))

Course equivalency: BIO 314

Business Administration (BUS)

BUS 231: BUSINESS COMMUNICATIONS (3)

An introduction to the communication competence needed to enter and progress in a business career, including correct style for written business communications, a practical approach to the mastery of speaking techniques, and reading and listening skills for receiving communications.

Course Level: Undergraduate

Prerequisite(s): ENG 101 or COM 100 or ENG 110

BUS 234: PRINCIPLES OF MANAGEMENT (3)

An introduction to the basic concepts relating to management practices including planning, organization, direction, and control.

Course Level: Undergraduate

Prerequisite(s): ENG 101 or ENG 110 or COM 100

BUS 235: MANAGEMENT INFORMATION SYSTEMS (3)

An overview of basic concepts in computing proficiency and solving business problems. Various roles of information systems in the business world, information systems technology, and information systems development issues will be discussed in this course. The software used will give students a hands-on experience with computerized systems and techniques.

Course Level: Undergraduate

Prerequisite(s): BUS 234 (may be taken concurrently)

Course Fee: \$50.00

BUS 242: PRINCIPLES OF MARKETING (3)

The study of marketing principles emphasizing the application of marketing theory to contemporary business situations, including the role of marketing, sales promotion, channels of distribution, consumer behavior, media, advertising, market intelligence, and market research.

Course Level: Undergraduate

Prerequisite(s): ENG 101 or ENG 110 or COM 100

BUS 251: BUSINESS STATISTICS (3)

The application of descriptive statistics, estimation, testing hypothesis, regression analysis, index numbers, and nonparametric techniques to business problems.

Course Level: Undergraduate

Prerequisite(s): MAT 121 or MAT 201 or MAT 210

Course Fee: \$20.00

BUS 281: BUSINESS LAW I (3)

A capsule study of the origin and development of contract law up to the present. A study of contracts including their nature, essential components, formation, and performance; breach and enforcement of contracts; and the rights and obligations of the parties involved. An introduction to the law of sales under the Uniform Commercial Code, bailments, and decedents' estates.

Course Level: Undergraduate

Prerequisite(s): ENG 101 or ENG 100 or ENG 110 or COM 100

BUS 321: E-COMMERCE (3)

This course will explore the management of technology and computer science and develop an electronic commerce system from the conceptual idea phase to implementing the infrastructure. Students will examine how electronic commerce began and developed in the form of Electronic Data Interchange (EDI) allowing companies to exchange data on private networks.

Course Level: Undergraduate

Course Fee: \$50.00

BUS 323: CORP VAL, MERGERS & ACQUISITIONS (3)

This course involves advanced study in Finance. Topics include investment banking valuation techniques, the merger and acquisition environment, regulatory and governance impacts, takeover and defense tactics, leveraged buyouts and international transactions.

Course Level: Undergraduate

Prerequisite(s): BUS 352

BUS 331: ADVANCED BUSINESS COMMUNICATIONS (3)

This course extends beyond communication skills; it seeks to enable students to recognize, analyze, and master forms of implicit and explicit communication existent within organizational hierarchies and the culture of business itself. Emphasis is placed upon communication theory, critical analysis, case analysis, and the language system of persuasion.

Course Level: Undergraduate

Prerequisite(s): BUS 231 and (ENG 101 or COM 100)

BUS 332: CROSS-CULTURAL COMMUNICATIONS (3)

Provides an intellectual and experiential forum for developing the interpersonal/intellectual communication and interaction skills necessary for today's global managers. Examines the theory and practice of negotiation and the behavior of individuals, organizations, and groups in international contexts.

Course Level: Undergraduate

Prerequisite(s): BUS 231

Course equivalency: INS 332

BUS 335: HUMAN RESOURCE MANAGEMENT (3)

An introduction to the theory and practice of human resource management, including employment procedures, communications planning, training and development, and services administration.

Course Level: Undergraduate

Prerequisite(s): BUS 234

BUS 336: ORGANIZATIONAL BEHAVIOR (3)

An introduction to the fundamental psychological and sociological principles and their application to individuals, groups, and organizational settings. The course focuses on managerial applications and encompasses both micro- and macro-perspectives. The course analyzes theories of motivation, job design, rewards, leadership, conflict, organizational structure, and change management.

Course Level: Undergraduate

Satisfies requirement for Information Competency; Writing Across the Curriculum

Cross-listing(s): SWK 336

Prerequisite(s): (SOC 151 or SOC 110 or SWK 110) and BUS 234 and (COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101))

BUS 341: REAL WORLD: BUSINESS/NEW MEDIA (3)

Survey of the wide spectrum of the global new media industry, from television and radio to the internet, cell phones, and newly-emerging forms. Through screenings and readings, work will be analyzed and contexts explored. Guest speakers will include industry professionals.

Course Level: Undergraduate

Cross-listing(s): NMC 341

Prerequisite(s): COM 100 or (ENG 101 and English Proficiency Evaluation with a score of 100)

Course Fee: \$150.00

BUS 352: PRINCIPLES OF FINANCE (3)

Financial theory and business enterprise organization and operation. Topics include financial planning and control, working capital considerations, capital budgeting, sources and uses of funds, valuation of enterprise, and the financial environment.

Course Level: Undergraduate

Prerequisite(s): ACC 223 and (BUS 366 or ECO 366) and ECO 264 and (MAT 121 or MAT 201 or MAT 210 or MAT 299)

Course Fee: \$100.00

BUS 353: FINANCIAL ANALYSIS & PLANNING (3)

Analysis of current and future financial positions that serve as a foundation for decision-making by creditors, managers, and owners. Topics include investment analysis, valuation of the firm, and operations and production management. Students participate in an investment simulation. Offered every other year.

Course Level: Undergraduate

Prerequisite(s): MAT 121 and BUS 251 and BUS 352

Course Fee: \$

BUS 361: MANAGERIAL ECONOMICS (3)

The course presents an application of economic principles to practical resource allocation decisions that are made by enterprise managers in the private and public sectors of the economy. The course includes an in-depth study of the development of production cost and pricing, market structures, regulations, forecasting, and inventory management.

Course Level: Undergraduate

Cross-listing(s): ECO 361

Prerequisite(s): ECO 263 and ECO 264 and BUS 234

BUS 366: MONEY AND BANKING (3)

Definition, functions, and creation of money in the U.S. banking system. Topics include financial markets and financial institutions, particularly commercial banks and thrifts; recent deregulation and globalization of financial markets; the Federal Reserve System and its role in supervision of banks and implementation of monetary policy.

Course Level: Undergraduate

Cross-listing(s): ECO 366

Prerequisite(s): ECO 263 and ECO 264

BUS 371: INTERNATIONAL BUSINESS (3)

Students will study and gain understanding of the different cultures participating in the business world. Emphasis will be on comparison of management styles, marketing, finance, and economic analysis of issues and problems in world trade.

Course Level: Undergraduate

Prerequisite(s): BUS 234 and BUS 242

Course equivalency: INS 371

BUS 391: STUDIES IN BUS: TBA (1-3)

Analysis of a topic, issue, trend, or problem relative to current business activities. A topic might include total quality management, risk management, operation and production, sales management, real estate, toxic waste management, or health care. SPRING 2021 TOPIC: Investment Analysis/Portfolio Management An introduction to investments in stocks and bonds, securities exchanges, formation of a publicly traded corporation, along with managing an investment portfolio. Topics include: general introduction to the markets for securities and investments; analysis of specific classes of securities; investment-risk analysis, and portfolio management.

Course Level: Undergraduate

Prerequisite(s): ACC 223 and ECO 264

BUS 437: BUSINESS ETHICS (3)

A study of current business practices and problems and their interaction with society. Emphasis on the social, economic, political, and legal responsibilities of business, especially those induced by social and technological change.

Course Level: Undergraduate

Prerequisite(s): BUS 234 and ECO 263

Course equivalency: BUS 337

BUS 490: INTERNSHIP BUS (0.5-6)

This course will place business students in a business environment to obtain enriching real world experience as an extension of the Business Program classroom work and course content. Internships under the Business Program are generally completed off-campus in a professional organization. To receive the three hours of credit the student is required to work 135 hours and submit a written report and other designated assignments detailing the experience.

Course Level: Graduate

Satisfies requirement for Experiential Learning

Prerequisite(s): BUS 231 and BUS 234 and ACC 223

BUS 491: STRATEGIC MANAGEMENT (3)

An integrating course analyzing the business organization in its environment with emphasis on formulation of policies and strategies and the application of these through the use of studies in all functional areas of business. A capstone course.

Course Level: Undergraduate

Satisfies requirement for Information Fluency

Prerequisite(s): BUS 352 (may be taken concurrently) and BUS 336 (may be taken concurrently)

BUS 492: INTERNATL STRATEGIC MANAGEMENT (3)

Capstone course to synthesize all course material within the International Management Specialization.

Course Level: Undergraduate

Satisfies requirement for Information Fluency

Course equivalency: INS 492

Course Fee: \$150.00

BUS 520: RESEARCH SEMINARS I (1)

The objective of this course is to learn how to write a research paper in the field of business leadership. Students will reflect on the nature of information itself, how to determine what information is required to solve a specific problem, how to obtain that information efficiently from a variety of print and digital sources, how to judge the value of various sources, and how to ethically use that information.

Course Level: Graduate

BUS 521: RESEARCH SEMINARS II (1)

The course considers the role that information and research play in professional environments. The course looks at the critical role information literacy, informational literate managers, and the information industry all play in decision-making, organizational effectiveness as well as professional leadership. Primary focus is on use, interpretations and application of data from information sources that contribute to information literate business leaders making better decisions.

Course Level: Graduate

BUS 522: RESEARCH SEMINARS III (1)

The objective of this course is to learn how to write a research paper in the field of leadership. The course explores the process of research: starting from the selection of a topic and ending with the writing of a conclusion. In this course, students will learn how to craft a research statement, construct a theoretical model, test the model empirically, and interpret your results.

Course Level: Graduate

BUS 531: EFFECTIVE DECISION MKNG & COMM (3)

This course enables students to understand the theories and processes by which people construct and interpret messages that influence attitudes and events. Individual and group interactions will explore the decision-making process within organizations. Students will reflect about the purpose and effects of decisions made in business, and examine the proper way to communicate these decisions.

Course Level: Graduate

BUS 532: GLOBAL CULTURE & BUS PRACTICES (3)

This course focuses on effective business communication and practices in an international or global environment. Emphasis will be placed on culturally sensitive communication, negotiation, relationship-building and decision-making for managers of multinational corporations. Group projects, role play and written assignments provide opportunity to apply concepts to practical business situations.

Course Level: Graduate

BUS 534: LEADRSHP ENTREPRN/INNOV BUS OR (3)

This course examines theoretical concepts and practical planning within innovative business organizations. The course focuses on the importance of an effective performance management plan by setting a strategic goal, developing mission driven plans, reviewing organizational structure, and managing relationships in a dynamic environment.

Course Level: Graduate

BUS 535: NON-PROFIT&PUBLIC LEADRSHP/MGT (3)

This course examines key aspects of leadership and management in the non-profit and public sectors as they are applied in practice. The course integrates theory and research results with practical skills. The course is intended to provide the student with a working understanding of the non-profit and public sectors and to offer the students insight to the best management and leadership processes in those sectors. The understanding that students gain will prepare them to go to the public and non-profit sectors and enter into management positions immediately.

Course Level: Graduate

BUS 536: RISK MGT DIMENSIONS OF LEADRSHP (3)

In this course students will be exposed to the important and growing field of Risk Management. The course focuses on the advanced principles, tools, and practices of risk management, including risk identification, risk analysis, and risk remediation.

Course Level: Graduate

BUS 537: ETHICS & CORPORT SOCIAL POLICY (3)

This course involves advanced study of business ethical practices and corporate social responsibility with a focus on the role of leadership (e.g., Board of Directors, C-Suite, senior management). Emphasis will be placed on the economic, political, and legal impact of these factors on business--especially in areas influenced by current social and technological change in the marketplace.

Course Level: Graduate

BUS 552: MANAGERIAL FINANCE (3)

This course will focus on financial practices within a corporation, as well as the key tools/processes used to make financial decisions by chief financial officers and senior management. Topics include valuations, financial analysis, cost of capital, investment decisions, and financial environment.

Course Level: Graduate

BUS 571: INTERNATIONAL LEADERSHIP (3)

This course focuses on concepts and practices of international businesses. The course will examine trade, foreign direct investment and joint ventures. This course will examine a variety of business practices that use collaboration with cross-cultural teams. Emphasis will be placed on culturally sensitive team-building in business within international operations.

Course Level: Graduate

BUS 691: CAPSTONE SEMINAR (3)

This is a comprehensive course that reinforces key concepts in Organizational Leadership. Students are given an opportunity to apply theory and practice through discussion, analysis, and practice. The capstone project is designed to provide students with an opportunity to demonstrate that they can synthesize and apply key learning in the field of business leadership.

Course Level: Graduate

BUS 692: EXECUTIVE LDRSHP/STRATEGIC MGT (3)

This course will focus on the concepts and practices of effective leadership and strategic management in a corporation/organization, focusing on the development and execution of effective strategy. This course will leverage business case study analysis, and draw upon student's experience/knowledge in the respective business disciplines/skills.

Course Level: Graduate

Chemistry (CHM)

CHM 171: INORGANIC/ORGANIC/BIOCHEMISTRY (3)

An introduction to inorganic, organic, and biological chemistry. The basic concepts of inorganic and organic chemistry are applied to the chemistry of living organisms, in particular the human body. Topics selected are appropriate for students outside the program, especially those interested in the field of education and health sciences.

Course Level: Undergraduate

Prerequisite(s): MAT 100

CHM 202: GENERAL INORGANIC CHEMISTRY II (3)

This course continues the study of the composition, structure and properties of matter and the reactions it undergoes. Topics Include: gases, liquids and solids; solutions, chemical thermodynamics; chemical kinetics; chemical equilibrium; acids and bases; solubility and the solubility product principle; and, electrochemistry. The laboratory portion of the course is devoted to experiments illustrating these concepts with special emphasis on the technique of semi-micro qualitative analysis.

Course Level: Undergraduate

Prerequisite(s): CHM 105 or CHM 201

Course equivalency: CHM 106

Course Fee: \$75.00

CHM 202L: GENERAL INORGANIC CHEM LAB (1)

This course continues the study of the composition, structure, and properties of matter and the reactions it undergoes. Topics include: gases, liquids, and solids; solutions, chemical thermodynamics; chemical kinetics; chemical equilibrium; acids and bases; solubility and the solubility product principle; and, electrochemistry. The laboratory portion of the course is devoted to experiments illustrating these concepts with special emphasis on the technique of semi-micro qualitative analysis.

Course Level: Undergraduate

Course Fee: \$75.00

CHM 302: ORGANIC CHEMISTRY II (3)

This course continues the study of the main classes of organic compounds. The structure, nomenclature, physical properties, preparation, reactions and reaction mechanisms involved in each of the following classes of organic compounds will be considered: aromatics (benzene and its derivatives), aldehydes and ketones, carboxylic acids and their derivatives, and amines.

Course Level: Undergraduate

Prerequisite(s): CHM 301 or CHM 207

Course equivalency: CHM 208

Course Fee: \$75.00

CHM 302L: ORGANIC CHEMISTRY II LAB (1)

This course continues the study of the main classes of organic compounds. The structure, nomenclature, physical properties, preparation, reactions, and reaction mechanisms involved in each of the following classes of organic compounds will be considered: aromatics (benzene and its derivatives), aldehydes and ketones, carboxylic acids and their derivatives, and amines. The laboratory portion of the course involves the analysis and synthesis of these various classes of organic compounds.

Course Level: Undergraduate

Course Fee: \$75.00

Communication (COM)

COM 234: PUBLIC SPEAKING (3)

An introduction to public address, including the development and improvement of basic techniques in verbal and non-verbal control, audience analysis, text preparation, extemporaneous delivery, use of audio-visual materials, and parliamentary procedure. In-class exercises, assignments in various types of public address, self- and group-evaluation, and private sessions with the instructor when needed.

Course Level: Undergraduate

Prerequisite(s): COM 100

Computer Information Systems (CIS)

Criminal Justice (CRJ)

CRJ 201: INTRO TO CRIMINAL JUSTICE (3)

This course introduces students to the American criminal justice system. It provides an overview of the nature and impact of crime, and the major components of the criminal justice system: police, courts, and corrections. The course will examine the history, functions, and policies of these public institutions, in the context of sociocultural, economic, and political change. Attention will be given to contemporary issues such as police and judicial discretion, due process, responses to terrorism, ethical considerations in the criminal justice system, community policing, and institutional versus community-based corrections.

Course Level: Undergraduate

CRJ 220: CRIMINOLOGY (3)

Crime is a major concern in the everyday life, media, and politics of American society. This course is an introduction to the scientific study of crime. It examines definitions of criminal behavior, the types and extent of crime in the United States, and the major theoretical explanations of crime. Societal responses to crime and approaches to crime prevention are also discussed, and their relationship to criminological theories is explored.

Course Level: Undergraduate

CRJ 330: POLICING DIVERSE COMMUNITIES (3)

"Policing in Diverse Communities" will focus on the development and current operations of law enforcement in the socially and culturally diverse communities of the United States. It provides an overview of police organization, occupational culture, methods, and challenges. Throughout, attention is given to race, ethnicity, culture, gender, and class as factors that shape the interactions between police officers and community members; encounters between the police and the mentally ill, and the physically and developmentally disabled are also examined. As a designated writing process course, "Topics in Criminal Justice: Policing in Diverse Communities" uses formal and informal writing assignments to encourage students to think clearly and critically about the role of law enforcement in our society.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): ENG 120 and CRJ 201

CRJ 450: CRIMINAL JUSTICE CAPSTONE (3)

Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. CRJ 4XX is a capstone course, open only to Criminal Justice majors who have Senior standing. It is normally taken in the Spring semester of Senior year.

Course Level: Undergraduate

Prerequisite(s): CRJ 201 and CRJ 220 and CRJ 330 and SOC 252 and CRJ 490 and (SWK 420 or SOC 420)

CRJ 490: INTERNSHIP IN CRIMINAL JUSTICE (3-6)

This course provides students with the opportunity to engage in experiential learning in a criminal justice setting. Students will gain marketable skills, greater understanding of the connection between theory and practice, the ability to make better-informed career choices, and the opportunity to build relationships with criminal justice professionals. The course consists of required internship hours and weekly class meetings. Internship placement hours must total a minimum of 90 (for 3-credits) and 180 (for 6 credits) hours upon completion of the course.

Course Level: Undergraduate

Prerequisite(s): CRJ 201 and CRJ 220 and CRJ 330 and SOC 252 and (SWK 420 or SOC 420)

Digital Marketing (DMM)

DMM 544: SOCIAL MEDIA (3)

This course provides a comprehensive examination of social media marketing from basic planning opportunities to evaluation strategies. Course participants develop the skills to construct a well-developed social media marketing campaign. Blogging, video and YouTube, Facebook, Twitter, social news networks, viral marketing, and LinkedIn are examined. Activities and projects support learning outcomes.

Course Level: Graduate

Economics (ECO)

ECO 263: MICROECONOMICS (3)

A study of the economic behavior of individual decision-making units such as consumers, resource owners, business firms in a free-market economy. Topics include the determination of demand and supply, production and cost, and market structures.

Course Level: Undergraduate

Prerequisite(s): MAT 100 or SAT Mathematics Score with a score of 550 or Mathematics Placement with a score of 100

ECO 264: MACROECONOMICS (3)

Introductory course covering national income accounting; Keynesian aggregate demand and multiplier analysis; the quantity theory of money; effects of monetary and fiscal policy on employment, inflation, and long-term growth.

Course Level: Undergraduate

Prerequisite(s): MAT 100 or SAT Mathematics Score with a score of 550 or Mathematics Placement with a score of 100

ECO 361: MANAGERIAL ECONOMICS (3)

The course presents an application of economic principles to practical resource allocation decisions that are made by enterprise managers in the private and public sectors of the economy. The course includes an in-depth study of the development of production cost and pricing, market structures, regulations, forecasting, and inventory management.

Course Level: Undergraduate

Cross-listing(s): BUS 361

Prerequisite(s): ECO 263 and ECO 264 and BUS 234

ECO 366: MONEY AND BANKING (3)

Definition, functions, and creation of money in the U.S. banking system. Topics include financial markets and financial institutions, particularly commercial banks and thrifts; recent deregulation and globalization of financial markets; the Federal Reserve System and its role in supervision of banks and implementation of monetary policy.

Course Level: Undergraduate

Cross-listing(s): BUS 366

Prerequisite(s): ECO 263 and ECO 264

Education (EDU)

EDU 120: PRINCIPLES OF EDUCATION (3)

The objective of this course is to introduce the student to the foundations of education and the teaching profession. Topics will include the nature of schools today, school evaluation, school funding, school law, the politics of education, historical landmarks in education and educational research. 10 hours of fieldwork are required.

Course Level: Undergraduate

EDU 140: LEARNING STRATEGIES (1)

Designed to identify the student's strengths and weaknesses related to learning. Emphasis on: developing effective organizational skills, identifying one's own unique learning style, and learning compensatory techniques to assure optimal academic mastery. Offered for Concordia Connection program students only. May be repeated for credit.

Course Level: Undergraduate

Course Fee: \$3300.00

EDU 162: PRE-PROF PRACTICUM: EARLY CHLD (1)

The student will gain insights into the operation of a specific learning environment through field experience under the direction of a classroom teacher in either: a pre-school, kindergarten, or grades 1-2 setting; an elementary (grades 1-6) classroom; or a middle school (grades 5-9) classroom. Motivation, communication, classroom management, and instructional planning will be observed and documented. Students will meet together as a class during a scheduled day and time weekly. All essays and fieldwork must be completed prior to the end of the semester.

Course Level: Undergraduate

Course Fee: \$

EDU 164: PRE-PROF PRACTICUM: CHILDHOOD (1)

The student will gain insights into the operation of a specific learning environment through field experience under the direction of a classroom teacher in either: a pre-school, kindergarten, or grades 1-2 setting; an elementary (grades 1-6) classroom; or a middle school (grades 5-9) classroom. Motivation, communication, classroom management, and instructional planning will be observed and documented. Students will meet together as a class during a scheduled day and time weekly. All essays and fieldwork must be completed prior to the end of the semester. Pass/Fail grading. A 35-hour week at one school is a requirement of the class.

Course Level: Undergraduate

Course Fee: \$

EDU 166: PRE-PROF PRACTICUM:MIDDLE CHLD (1)

The student will gain insights into the operation of a specific learning environment through field experience under the direction of a classroom teacher in either: a pre-school, kindergarten, or grades 1-2 setting; an elementary (grades 1-6) classroom; or a middle school (grades 5-9) classroom. Motivation, communication, classroom management, and instructional planning will be observed and documented. Students will meet together as a class during a scheduled day and time weekly. All essays and fieldwork must be completed prior to the end of the semester. Pass/Fail grading. A 35-hour week at one school is a requirement of the class.

Course Level: Undergraduate

Course Fee: \$

EDU 243: HOME/SCHL/CHURCH/COM RELATIONS (2)

Exploration of the vital and necessary interrelationships among the four elements present in the overall education of children and adolescents: home, school, church, community. Consideration given to the effects of culture, heritage, and socioeconomic level on a student's readiness to learn.

Course Level: Undergraduate

Satisfies requirement for Information Competency

EDU 251: CURRICULUM AND ASSESSMENT (3)

The course objective is to provide an understanding of curriculum design as it relates to Common Core Learning Standards, student assessment, lesson planning, and differentiated instruction. The concept of standards-based instruction will be emphasized and the evaluation of student progress through national state and local assessment will be introduced. 10 hours of fieldwork required in high-needs setting.

Course Level: Undergraduate

Prerequisite(s): EDU 120

Course equivalency: EDU 351

EDU 271: EDUCATIONAL PSYCHOLOGY (3)

The application of basic principles of human development and behavior to the classroom situation. Topics include, educational objectives, the entering behavior of children, teaching strategies, models and techniques and assessment of behavior. Emphasis is given both theoretical backgrounds and to classroom applications.

Course Level: Undergraduate

Cross-listing(s): PSY 271

Course equivalency: EDU 371, PSY 371

EDU 281: WORKING WITH SPECIAL POPULATNS (3)

A focused study of special populations in social work practice, including, but not limited to, the following: drug and alcohol, immigrants, aging, HIV/AIDS, mental illness, and disabilities. Attention to the needs of these population groups, the formal and informal systems and resources available to address their needs, the current treatment strategies/interventions utilized to address the difficulties faced by these populations, as well as the current social policies that affect the application of services to them.

Course Level: Undergraduate

Cross-listing(s): SWK 281

Prerequisite(s): PSY 181 and SOC 151

Course equivalency: SOC 281

EDU 294: PSY EXCEPTIONL CHILD/ADOLESCNT (3)

Designed to offer an introduction into special education and the diverse needs of exceptional children from an educator's perspective. Definitions, characteristics, etiologies, and educational classification systems will be discussed with the main focus relating to criteria and statutes of Federal and State law under the current authorization of the Individuals with Disabilities Education Act (IDEA). This course will help educators understand and apply the psychological principles to identify and work with children with exceptionalities in the educational field. Significant trends and current issues will be examined. Students majoring in Education are required to complete 15 hours of fieldwork in a special education setting.

Course Level: Undergraduate

Cross-listing(s): PSY 294

EDU 322: METHODS&MATERIALS: SCIENCE (3)

This course examines the pedagogical methods for teaching early childhood, childhood, and middle childhood Science. Students will use their background in scientific concepts to construct engaging lessons for elementary students. Students will develop a thorough understanding of Next Generation Science Standards as the foundation of developmentally appropriate, and challenging classroom experiences. A strong emphasis will be placed on Inquiry teaching skills, Cooperative Learning, and Collaborative Learning. Students will examine the constructs of positive feedback and motivation. Universal Design for Learning will be used to implement differentiation in the science classroom. Differentiated experiences for learning disabled students and gifted students will be examined and implemented. Methods to teach and model scientific vocabulary will be facilitated for ELL students.

Course Level: Undergraduate

Course Fee: \$

EDU 324: INTEGRATION MUSIC/MOVEMENT/ART (3)

Consideration will be given to the basic core curriculum with an emphasis on objectives, organization, methods, materials, and lesson planning for the integration and evaluation of the specialty areas of movement, music, and art. The course will also focus on authentic music from a variety of cultures, appropriate for use in preschool, childhood and middle childhood classrooms. 5 hours of fieldwork required.

Course Level: Undergraduate

EDU 325: METHOD/MATERIAL:SOCIAL STUDIES (3)

Objectives, organization, methods, and materials for teaching science and social studies are presented for teaching early childhood through middle childhood. Attention is given to communication, assessment, and real-world applications. Separate modules for each subject area are incorporated. The Social Studies module includes study of the history, government, and geography of New York. NYS Common Core Learning Standards used in science and social studies content will be taught. 5 hours of fieldwork required.

Course Level: Undergraduate

Prerequisite(s): EDU 371 (may be taken concurrently) or PSY 371 (may be taken concurrently)

Course Fee: \$

EDU 327: REL ED/ROLE OF CHRIST TEACHER (3)

A study of the goals, objectives, content, methods, and materials in teaching the Christian faith. The responsibilities of a teacher in a Lutheran preschool to grade 9 are studied.

Course Level: Undergraduate

EDU 328: READING/LANGUAGE ARTS ELEM I (3)

Emphasis on the reading process and the reading-writing connection, from birth through grade 9. Topics include language development, emergent literacy, phonological awareness, phonics, and fluency. Focus will be given to effective instruction for learners of all abilities. Appropriate lesson planning, differentiated instruction, and teaching in a culturally diverse classroom will be emphasized. NYS Common Core Learning Standards for reading are studied. 10 hours of fieldwork required.

Course Level: Undergraduate

EDU 329: READING/LANGUAGE ARTS ELEM II (3)

Emphasis on the reading process and the reading-writing connection, from birth through grade 9. Topics include vocabulary, comprehension, the writing process, reading assessment, data driven instruction, appropriate lesson planning, differentiated instruction, reading and writing disabilities, and reading methods for English Language Learners. NYS Common Core Learning Standards for reading are studied. 10 hours of fieldwork required.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): EDU 328

EDU 332: ELEMENTARY MATH METHODS (3)

This course examines the pedagogical methods for teaching elementary mathematics. Students will use their mathematical foundations to construct engaging lessons for elementary students. A strong emphasis will be placed on serving diverse populations. Scenario-based problem-solving will provide classroom experience and practice teaching. Students will examine the constructs of positive feedback and motivation. Quality children's literature for mathematical skills will be explored. Students will create a teacher performance assessment that differentiates for struggling readers, English Language Learner (ELL) students, Gifted and Talented (G&T) students, and IEP students. Students will analyze student data and reflect on teaching and learning. They will plan for re-teaching based on this data. Students will study persistence, abstractly reasoning, the role of discourse and argument, modeling, precision, structure and repeated reasoning in mathematics for elementary students. This course carries a material fee. 3 credits

Course Level: Undergraduate

Course Fee: \$

EDU 400: FINANCIAL FREEDOM & PER DEV (2)

This course provides extensive instruction and practice in critical thinking, life management skills, presentation and basic personal financial investment strategies. Course activities focus on basic techniques in written and oral communication, social media, audience analysis in public events, public speaking, interviewing and self-and group-evaluation.

Course Level: Undergraduate

EDU 451: CLASSROOM MANAGEMENT (3)

An overview of the important principles of classroom management. Students will be encouraged to unify their own beliefs about discipline from studying the theories of others to develop a comprehensive approach to classroom management. This is done through presentations of different classroom management methods, small group discussion, and field observations. This course is taken in the semester prior to student teaching by all education students. 5 hours of fieldwork required.

Course Level: Undergraduate

Course Fee: \$50.00

EDU 452: STUDENT TEACHING SEMINAR (2)

Discussion and formal lecture about special topics of concern to teachers: multi-cultural awareness, professional ethics, teacher assessment process, legal issues, school violence prevention, and child safety and welfare. Also, résumé preparation and interview skills. Taken during the student teaching semester. Presentations will be led by faculty or outside speakers. A capstone course. Requirements include the preparation of an edTPA.

Course Level: Undergraduate

Course Fee: \$

EDU 481: STUDENT TEACHING (10)

Guided practice in the art of teaching and classroom management. Development and demonstration of competencies required for certification.

Course Level: Undergraduate

Satisfies requirement for Experiential Learning

Course Fee: \$700.00

EDU 501: INTRODUCTION SPECIAL EDUCATION (3)

This course is an overview of important principles in the education of students with special needs in inclusive and special classroom settings. It presents the historical, philosophical, and legal foundations of special education; introduces formal and informal assessment techniques; presents characteristics of students with special needs; and offers instructional resources to meet the needs of a diverse body of learners within the full range of disabilities and special health-care needs.

Exceptionalities studied include all areas identified by national and state mandates. The portfolio collection will be introduced. Ten hours of field experience observations in special education and inclusive settings are required (approximately five hours in grades 1-3 and five hours in grades 4-6).

Course Level: Graduate

Course Fee: \$

EDU 502: HIST&FOUNDATN EARLY CHILD EDU (3)

This course will be an introduction to the educational policies, programs, practices, and services specific to infants, toddlers, preschool, and early elementary children (Birth -Grade 2). The course also emphasizes the historical, social, and legal foundations of special education. Students will acquire an understanding of important theoretical and philosophical foundations upon which early childhood education and early childhood special education are based. Natural settings for early childhood development, cultural sensitivity, activity-based interventions, and individualized developmentally appropriate practices will be emphasized. Students will learn how programs differ in providing accessible learning environments, social play experiences, and language-based learning for all young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of early childhood. The characteristics of learners in special education will be covered. The course will discuss foundations of early education as well as future programs that lead to preparation for employment and independence for individuals with disabilities as adults. Practices for creating a safe and bias-free environment that furthers developmentally appropriate programs for young children will be shared. This course will present culturally relevant, evidence-based practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships.

Course Level: Graduate

EDU 504: LINGUISTICS FOR EDUCATORS (3)

This course provides an introduction to linguistics, the scientific study of the human language. Focus is on the major subfields with particular emphasis on how these relate to TESOL: morphology (word structure), phonetics (sounds of language), phonology (sound patterns), syntax (sentence structure), semantics (meaning), and sociolinguistics (language in society). Ten hours of field work are required.

Course Level: Graduate

EDU 506: GEN & BILINGUAL ED DIVERSE POP (3)

The course explores the historical and political practices of general, special, and bilingual education for the students with diverse background in the United States. Topics include present theories and practices of multicultural and bilingual education, the changing nature of schools and programs, and the use of technology in school. Special emphasis is placed on the role of race, ethnicity, gender, language, religion and socioeconomic status and their impact on educational access and equity. Ten hours of field work are required.

Course Level: Graduate

EDU 507: 2ND LANG ACQ: THEORY&RESEARCH (3)

The course provides an overview of theories and models of how second and additional languages are acquired and developed across varying age groups. Emphasis are on the current research on second language acquisition and bilingualism. The course also examines approaches and issues in teaching and learning second languages in classroom environments, focusing on linguistic, social, emotional, developmental, and aptitude factors contributing to variability in rates and outcomes of second language acquisition (SLA). Fifteen hours of fieldwork are required.

Course Level: Graduate

EDU 510: DEVL&CHARACTRSTCS SPEC ED STD (3)

Presenting developmental issues and processes involved with students with special needs. Discussions will include, but not be limited to, the impact of culture, heritage, socioeconomic level, personal health, nutrition, and personal environment. Factors in the school and community will also be discussed. Considerations of the emotional, neurological and physically based etiologies as they relate to exceptionality will be included.

Course Level: Graduate

Course equivalency: EDU 581

EDU 515: PEDAGOGICAL GRAMMAR OF ENGLISH (3)

The course focuses on the principles of American English grammar and provides theoretical basis for teaching English grammar in English as a Second or Foreign Language contexts. Students engage in learning activities and analyses designed to promote their own understanding of grammar and prepare grammar lessons for English language learners at different levels of language proficiency.

Course Level: Graduate

EDU 517: TEACHING ACROSS CONTENT AREAS (3)

This course prepares students for teaching English Language Learners across the curriculum. Students explore current TESOL principles, methods, and best practices for developing language proficiency and subject area knowledge. Students learn to develop and adapt content material in science, math, and social studies that meet the needs of English language learners at different levels of language proficiency, at different stages of cognitive development, and for those with special needs. Additional topics include co-teaching models, differentiated instruction and accommodations. The course includes technology in the classroom. Fifteen hours of fieldwork are required.

Course Level: Graduate

EDU 518: LANGUAGE EVAL AND ASSESSMENT (3)

This course is an examination of assessment measures and evaluation protocols, both formal and informal. Students will analyze standardized tests and alternate measures for validity, reliability, usefulness, and appropriateness for culturally and linguistically diverse learners. Practice in administering assessment measures and conducting evaluation protocols for English language learners, including those with special needs is also included. The course includes technology in the classroom. Fifteen hours of fieldwork are required.

Course Level: Graduate

EDU 519: METHODS:TEACHING ENL (3)

This course provides an historical overview of Second and Foreign language teaching theories, approaches, methods and techniques. Emphases are on the application of current TESOL principles and best practices to the development of standards-based lessons, units, curriculum and instructional materials that meet the needs of learners at different levels of language proficiency, at different stages of cognitive development, and for those with special needs. Additional topics include co-teaching models, differentiated instruction and accommodations. Assessment tools and assessment requirements by New York State are also examined. The course includes technology in the classroom. Fifteen hours of fieldwork are required..

Course Level: Graduate

EDU 520: FOUNDATIONS OF EDUCATION (3)

The objective of this course is to introduce the student to the basics of education and the teaching profession. Topics will include the nature of schools today, school accountability, school funding, school law, the politics of education, historical landmarks in education and educational research. 10 hours of fieldwork are a requirement for this course. These 10 hours will include experience in childhood school age settings.

Course Level: Graduate

EDU 521: OBSRV/ASSESS YNG CHILD W/DISAB (3)

This course will emphasize student understanding of the role of assessment and evaluation in early childhood settings through observing, recording, analyzing, and interpreting the behavior/characteristics and learning of young children. Practices will engage students in the highest level of learning in preparation of knowledge, skills, and continued growth in the area of assessment. Students will study and use a range of assessments including standardized tests, criterion-based tests, and arena/team assessments, as well as behavioral surveys. The effects of testing and use of standardized tests related to students who are diverse, multi-cultural, multi-lingual, high-risk, gifted/talented or have disabilities will be discussed in classroom groups. Students will learn to apply skills to effectively communicate and interview teachers and parents of young children, including English language learners and students with disabilities. Skills in creating a safe and bias-free testing environment that furthers the best testing practices will be shared. At the completion of the course, teacher candidates will present their written evaluation of a student, based on student observation, parent/teacher interviews, student assessment, and including recommendations for classroom strategies and modifications. This course will include best practices for team collaboration that encourages mutual respect and strengthening of school/family partnerships.

Course Level: Graduate

EDU 524: ARTS, PLAY AND THE YOUNG CHILD (3)

This course will emphasize culturally relevant evidence based approaches to early childhood education emphasizing play and the arts for diverse groups of learners, including English Language Learners. The objectives, organization, methods, and materials for the integration and evaluation of the specialty areas of play, music, movement, and art throughout the curriculum (including Mathematics and Literacy) will be emphasized. The course will also focus on authentic music from a variety of cultures, appropriate for use in a variety of early childhood settings including home, community-based programs, preschool and early elementary classrooms. Strategies for including young children with disabilities across settings and activities will be covered throughout the course. Students will learn games, game-songs, dances, and recreational/social songs and rhythms, as well as a variety of art projects encourage participation, social skill development and appropriate behavior. Alignment with NYS Common Core Standards will be reinforced throughout the course.

Course Level: Graduate

Prerequisite(s): EDU 502

EDU 525: METHODS: TEACH SCI/SOC STUDIES (3)

A methods course for future Science and Social Studies teachers at the Elementary level. Consideration will be given to the curriculum with emphasis on planning, organization, teaching methods, approaches, and assessments. General educational principles will be approached jointly, but each curriculum area will be addressed individually. Fieldwork required.

Course Level: Graduate

EDU 528: LANGUAGE, CULTURE & LITERACY (3)

This course will explore the stages of language acquisition and literacy development by native English speakers and students who are English language learners—and increase proficiency of educators to develop the listening, speaking, reading, and writing skills of all students. The NYS Educating All Students (EAS) exam will be discussed in this course. 15 hours of field experience working with ELL and at-risk learners in language acquisition and literacy development is required (approximately half the hours in grades 1-3 and the other half in grades 4-6). The fieldwork placement needs to be approved by the instructor.

Course Level: Graduate

EDU 529: LITERACY INSTRUCTION (3)

Principles, approaches, and strategies used in the diagnosis and remediation of reading disabilities for students in elementary and middle school will be studied. Emphasis will be on the application of remedial strategies and the development of individualized reading programs designed to match student needs. 15 hours of fieldwork is required (approximately half of the hours in grades 1-3 and the other half in grades 4-6).

Course Level: Graduate

EDU 530: LITERACY INSTR/YNG CHILD:MULTI (3)

This course provides background and strategies for early literacy instruction and includes approaches to working with young children at risk for speech and language-based learning disabilities. The course addresses early literacy components as described by the National Reading Panel. Early literacy intervention and response-to-intervention will be covered. Specifically in this course students will review dyslexia, and will learn interventions for development of phonological and phonemic awareness, explicit and systematic phonics instruction, concept of word and print awareness, remediation of miscues, and early spelling and writing instruction. Instructional considerations for English Language Learners will be covered. Multi-sensory approaches and programs such as Preventing Academic Failure, Orton-Gillingham, Recipe for Reading, use of Decodable texts and Phonics They Use/Words Their Way will be introduced. Alignment of early literacy instruction to the NYS Common Core Standards will be emphasized.

Course Level: Graduate

EDU 531: MATH FOR STUDENT W/SPEC NEEDS (3)

This course will address curriculum development, instructional planning, and multiple research validated instructional strategies for teaching students within the full range of mathematical abilities. It will increase skill in designing and offering differentiated instruction that provides methods of enrichment and remediation enhancing the learning of all students in mathematics. Technology and manipulative that augment the ability to plan and implement a developmentally appropriate curriculum in mathematics will be introduced. NYS Common Core Learning Standards for Mathematics will be addressed. 15 hours of fieldwork is required (approximately half of the hours in grades 1-3 and the other half in grades 4-6).

Course Level: Graduate

EDU 541: CLASSROOM MNGMT FOR SPEC EDU (2)

This course emphasizes the relationship of learning processes, motivation, communication, and classroom management in effective teaching. Practices will be founded to stimulate and sustain student interest, cooperation, and achievement enabling each student's highest level of learning in preparation for productive work, citizenship in a democracy, and continuing growth. The nature of students within the full range of disabilities and special health care needs, and the effect of those disabilities and needs on learning and behavior will be considered. Skills in applying understanding to create a safe and nurturing learning environment that furthers the health and learning of all students will be shared. At the completion of the course, teacher candidates will prepare their own classroom management plan that promotes the development of positive social interaction skills—fostering a sense of community, encouraging mutual respect, and strengthening school/family partnerships. The FBA and BIP processes will be emphasized. 10 field experience hours are required.

Course Level: Graduate

EDU 551: SPECIAL EDUCATION ASSESSMENT (3)

Provides opportunities to formally and informally assess, diagnose, and evaluate the needs of students within the full range of disabilities and special health care needs with an emphasis on identifying strengths. It will offer the means of analyzing one's own teaching practice—and skill in using information gathered through assessment and analysis to plan or modify instruction, and skill in using various resources to enhance teaching. Response To Intervention (RTI) will be taught. References to federal and state statutes and policies, including Response To Intervention, and the IEP development and implementation processes will be included.

Course Level: Graduate

EDU 552: DIFFRNTAT INSTR:ADAPT CUR/MATL (2)

Presenting a variety of curriculum models (including Universal Design for Learning), prototypes, research-validated methods of instruction, and educational principles that promote the development of differentiated curriculum and instruction, prepare students with disabilities and special needs to their highest levels of academic achievement and independence. Skills in identifying and supplementing student strengths will be reinforced. Lessons reinforcing New York State Common Core Learning standards will be developed.

Course Level: Graduate

EDU 553: INTEGRATE ASSISTIVE TECH/CLSRM (2)

This course will explore uses of technology, including instructional and assistive technology, in teaching and learning—and skill in selecting technology and teaching educators to use technology to acquire information, communicate, and enhance learning. It also concentrates on how assistive technology can be used in schools to create accessible classrooms that increase the teaching and learning of students with disabilities. Ten hours of field experience including a visit to a center dedicated to the use of instructional and assistive technology is required (approximately half of the hours in grades 1-3 and the other half in grades 4-6).

Course Level: Graduate

EDU 554: INCLUSION/COLLAB:COMMUNITY/FAM (2)

This course will focus on the whole child as he/she exists in within a network of family and service providers. It will examine the rights and responsibilities of general and special education teachers and other professional staff, students, parents, community members, school administrators, and others with regard to special education. The importance of productive collaborative relationships and interactions among the school, home, and community for enhancing student learning and supporting the educational vision will be emphasized. Communication skills fostering effective relationships and interactions to support student growth and learning, including skill in resolving conflicts, will be practiced. A required ten-hour field experience will be structured to establish and/or strengthen community resources for students with special needs and their families.

Course Level: Graduate

EDU 555: INCLUSIVE PRACTICES, FAMILY PARTNERSHIPS AND DIFFERENTIATION IN EARLY CHILDHOOD EDUCATION (3)

This course provides graduate students with an overview of the characteristics in young children with disabilities and how services under federal and state regulations/statutes are determined. Family systems, parent/family advocacy, and the influence of cultural perspectives on the education of young children with disabilities will be covered in this course. Best practice models for inclusive classroom (general education settings) learning will be presented in consideration of educating culturally diverse groups of young children and with an emphasis on differentiation in teaching. In this course, the following learning domains will be discussed: cognitive, communication, social/emotional, motor, and daily living and how these may be addressed in an inclusive environment. Models of Co-teaching will be covered in the course. Team models and planning for instruction will be discussed. Professional and ethical practices will be covered related to the legal, historical, and social foundations for early childhood special education. Fieldwork observations are required.

Course Level: Graduate

EDU 557: TEACH STUDS W/AUTISM/DISABILTY (3)

This course provides graduate students historical, social, and legal foundations and skills for working within a framework of collaborative partnerships for supporting children with autism or severe disabilities across varied classroom settings. The roles of family members and consideration of diversity and multicultural backgrounds in educating children with severe disabilities and autism will be covered. Students will learn characteristics of severe disabilities, autism, and special health care needs. This course will include a discussion of common core standards, methods of planning individualized instruction, instructional strategies that support students with Autism and Severe/Profound Disabilities that prepare these learners to their highest levels of academic achievement and independence. In addition, technology applications for these populations will be discussed and demonstrated. Students will be required to provide proof of current CPR certification as part of this course. 12 Field hours required.

Course Level: Graduate

Prerequisite(s): EDU 501 (may be taken concurrently) or EDU 502 (may be taken concurrently)

EDU 600: RESEARCH SEMINAR (3)

This capstone course will provide the means to update knowledge and skills in the field of childhood special education and to interpret research. Teacher candidates will conduct independent research in the form of a qualitative case study. They will be expected to identify an issue/problem prevalent in their own or another teachers' classroom. They will state the issue/problem in the form of a research question, search and synthesize the prevailing current literature relative to the question, prepare methodology for qualitative research, report the findings, and relate implications for practice while identifying future related research topics. They will submit their research proposals for approval to members of the college's IRB. A final presentation will be made to the department, college, and peers. They will also refine and submit their work for possible publication.

Course Level: Graduate

EDU 682: STUDENT TEACHING SEMINAR (3)

The course will directly link theory with practice in a concentrated fieldwork setting. The student teaching experience requires a minimum of 30 school days or 180 hours. Settings may include an inclusive classroom, a specialized setting such as a resource room, self-contained classroom, a specialized school or public school self-contained classroom focusing on a special need. Weekly seminars will be held for reflection, feedback, and planning. Lesson plans will reflect Common Core State Standards, academic language, and evidence-based culturally responsive instructional practices. In this course, students will be observed a minimum of five times. Students will prepare for the edTPA. For students not employed as a teacher, EDU 682 may be held in the context of the school year. For students currently employed in a school, EDU 682 may be a supervised practicum.

Course Level: Graduate

Course Fee: \$800.00

EDU 683: STU-TEACHING/GEN-SPEC GRADE1-6 (6)

The course will directly link theory with practice in a concentrated fieldwork setting. Two distinct yet related experiences with a minimum of 30 school days or 180 hours each will be provided: one in a general education classroom or inclusive classroom under the supervision of a general education teacher and one in a specialized school, public school self-contained classroom, inclusive classroom or resource room under the supervision of a special education teacher. Lesson plans will reflect Common Core State Standards, academic language, and evidence-based culturally responsive instructional practices. In this course, students will be observed a minimum of five times. Students will prepare for the edTPA. For students not employed as a teacher, EDU 683 may be held in the context of the school year. New York State Child Abuse and School Violence Seminars must be completed prior to or during this course. Weekly seminars will be held for reflection, feedback, and planning.

Course Level: Graduate

Course Fee: \$800.00

EDU 684: STU-TEACHING/GEN-SPEC BIRTH-2 (6)

The course will directly link theory with practice in a concentrated fieldwork setting. Two distinct yet related experiences with a minimum of 30 school days or 180 hours each will be provided: one in a general education or inclusive program under the supervision of a general education teacher and one in an early intervention program, specialized school, public school self-contained classroom, inclusive classroom or resource room under the supervision of a special education teacher. Lesson plans will reflect Common Core State Standards, academic language, and evidence-based culturally responsive instructional practices. In this course, students will be observed a minimum of five times. Students will prepare for the edTPA. For students not employed as a teacher, EDU 683 may be held in the context of the school year. New York State Child Abuse and School Violence Seminars must be completed prior to or during this course. Weekly seminars will be held for reflection, feedback, and planning.

Course Level: Graduate

Course Fee: \$800.00

EDU 685: STUDENT TEACHING SEMINAR TESOL (3)

This course will directly link theory with practice in a concentrated fieldwork setting. Student teaching experience totaling 20 days will be provided in two settings, 10 days at the Pre-K to 6 level and 10 days at the 7 to 12 level. A weekly seminar will accompany this course for feedback, reflection, and planning. Lesson plans will reflect NYS standards, language-through-content development, and evidence-based culturally responsive instructional practices. Students must be a certified classroom teacher or have a minimum of 40 full paid days of teaching experience to be eligible to register for this course.

Course Level: Graduate

EDU 686: STUDENT TEACHING SEMINAR TESOL (3)

This course will directly link theory with practice in a concentrated fieldwork setting. Student teaching experience totaling 40 days will be provided in two settings, 20 days at the Pre-K to 6 level and 20 days at the 7 to 12 level. A weekly seminar will accompany this course for feedback, reflection, and planning. Lesson plans will reflect NYS Standards, language-through-content development, and evidence-based culturally responsive instructional practices.

Course Level: Graduate

English (ENG)

ENG 100: INTRO TO COLLEGE WRITING (3)

This course will focus on basic writing and grammatical skills required to complete the A.A. in Liberal Studies program. The basic writing techniques studied and practiced are not only needed in English 101, as taken in the curriculum, but also in other courses in which writing is an essential part.

Course Level: Undergraduate

Course equivalency: COM 100

ENG 101: FRESHMAN COMPOSITION(ADP) (3)

A study of good writing in essay form, practice in writing the essay in its traditional basic forms, practice in techniques of library research, and study of manuscript style. Required of all students; not applicable for meeting the requirements of the English program. A designated writing process course and prerequisite to all designated writing process courses.

Course Level: Undergraduate

ENG 102: INTRO TO LITERATURE(ADP) (3)

A study of form and meaning in poetry, drama, and fiction. Practice in effective writing, using the experience of literature as the source of subject matter.

Course Level: Undergraduate

Prerequisite(s): ENG 101

ENG 110: COMPOSITION AND RHETORIC (3)

Study and practice in critical reading, organizing ideas, and expository modes of expression. Course activities focus on development and improvement of basic techniques in written communication, audience analysis, practice in writing the essay in its traditional forms, self- and group-evaluation. Develops critical thinking skills and serves as a foundation course for study across the curriculum. A designated process course

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Course equivalency: COM 100, ENG 101

ENG 110L: WRITING LAB (1)

Study and practice in critical reading, organizing ideas, and expository modes of expression. Course activities focus on development and improvement of basic techniques in written communication, audience analysis, practice in writing the essay in its traditional forms, self- and group-evaluation. Develops critical thinking skills and serves as a foundation course for study across the curriculum. .

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Course equivalency: COM 100L

ENG 120: ARGUMENT AND RHETORIC (3)

The study and practice of synthesizing ideas and the rhetorical principles of persuasion with continued emphasis on writing skills, oral presentation, literature appreciation, and technology. Course activities include practice in effective writing practice in research techniques, practice in methods of oral delivery, self- and group-evaluation. Further develops and builds on critical thinking skills and enhances study across the disciplines. A designated writing process course.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): ENG 110 and (ENG 110L) or (ENG 101)

Course equivalency: COM 101, ENG 102

ENG 121: INFORMATION LITERACY (1)

In this course, students will learn of what information consists, how to determine what information is required to solve a specific problem, how to obtain that information efficiently from a variety of print and digital resources, how to judge the value of various sources, and how to ethically use information.

Course Level: Undergraduate

Course equivalency: COM 110

ENG 202: BRITISH LITERATURE II (3)

Readings in British Poetry and prose. A designated writing process course.

Course Level: Undergraduate

Prerequisite(s): ENG 102 or COM 101

ENG 211: INTRODUCTION TO FICTION (3)

An introduction to the genre of fiction through a study of classic and contemporary world masterpieces. This course focuses on the elements of the novel, the novella, and the short story as well as the aesthetic and intellectual qualities of the individual texts. This is a designated writing process course.

Course Level: Undergraduate

Prerequisite(s): COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)

ENG 212: INTRODUCTION TO DRAMA (3)

An introduction to the genre of drama, specifically the elements and structure of theatre (character, plot, dialogue, setting) and theatrical practices (theatre architecture, audience) via in-depth study, workshop performance, and experience of selected plays, ranging from the ancient to the contemporary worlds. A designated writing process course

Course Level: Undergraduate

Prerequisite(s): COM 100 or (ENG 101 and English Proficiency Evaluation with a score of 100)

ENG 213: INTRODUCTION TO POETRY (3)

An introduction to the genre and writers of poetry; specifically, a study of the elements and structure of formal, blank, and free verse via workshop performance, analysis, explication of selected poems and readings, and discussion about important writers of poetry ranging from the ancient to the contemporary. This is a designated writing process course and information competency course.

Course Level: Undergraduate

Satisfies requirement for Information Competency

Prerequisite(s): COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101) and ENG 110 (may be taken concurrently)

ENG 221: American Literature I (3)

Through a survey of literary documents, this course explores the multicultural origins of America and the establishment of an American identity. Texts included range from the earliest literatures of discovery and exploration, through the prose and poetry of the Revolution, and on to the initial efforts to articulate a distinctively American literature and culture. A designated writing process course.

Course Level: Undergraduate

Prerequisite(s): COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)

ENG 222: American Literature II: The New World Romantics to Dawning Realism (3)

A sampling of the legacy of the 19th century, such as Transcendentalists—Emerson, Thoreau, Whitman; Originals—Hawthorne, Poe, Melville, Dickinson; Satirists—Twain, Douglass; Realists—Howells, James, Crane, Norris; encompassing art, craft, philosophy, and influence on contemporaries and the present. A designated writing process course

Course Level: Undergraduate

Prerequisite(s): COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)

Course equivalency: ENG 214

ENG 241: WORLD LITERATURE (3)

An exploration of some of the most influential works of literature, excluding British and American literature; readings in a variety of genres and literary movements.

Course Level: Undergraduate

Satisfies requirement for World Cultures Requirement

Prerequisite(s): ENG 102 or COM 101

Course equivalency: INS 241

Course Fee: \$10.00

ENG 260: TOPICS: (3)

These courses engage students in exploration of the breadth and variety of literary works related to a particular topic or theme. Readings include a variety of literary works as well as historical, popular and cultural texts. Course activities include investigation of literary history, literary movements, and genres representative of the selected topic or theme, as well as appreciation for an interdisciplinary approach to experiencing the literary arts. Representative courses in this category include, but are not limited to Literature and the Adolescent Experience; Women in Literature; African-American Literature and Culture; and Film and Narrative.

Course Level: Undergraduate

Prerequisite(s): COM 101 or ENG 120

ENG 341: ADVANCED WRITING (3)

Effective writing for professions and business: characteristics of good writing, audience analysis, the writing situation, start-up strategies, achieving clarity, revising. Emphases: research, proposals, nontechnical reports, abstracts, papers for oral presentation.

Course Level: Undergraduate

Prerequisite(s): ENG 101 or (COM 100 and COM 101)

ENG 381: CRITICS, CRITERIA & CRITICISM (3)

Literary and textual theory and criteria for judgment and appreciation proposed in writings of major critics from Aristotle to the present. Practice in applying critical theories to selected examples from at least two of the major literary genres. A capstone course for the English Area of Study.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): COM 200 and ((ENG 201 or ENG 202 or ENG 203 or ENG 214 or ENG 215 or ENG 241 or ENG 299 or ENG 330) or (ENG 202 or ENG 201 or ENG 214 or ENG 215 or ENG 241 or ENG 299 or ENG 330))

ENG 450: ENGLISH CAPSTONE (3)

Course Level: Undergraduate

Experiential Learning (EXL)

EXL 330: EXPERIENTIAL LEARNING (3)

Supervised engagement in an activity or series of activities which is designed to integrate formal learning and personal experience through a cycle of knowledge/preparation, activity/experience, and reflection/review. Activities may include independent research, problem-solving, project work, fieldwork, community placement, social justice, focused travel, service learning, and leadership training. Themes may include leadership, personal development, societal improvement, and/or community development. Descriptions for specific EXL opportunities for credit offered in a given semester are provided in each EXL syllabus. Representative opportunities in Experiential Learning include, but are not limited to: Musical Production, Broadway & Beyond, Home of the Homeless, Museum Immersion, Introduction to Play Directing, The Art of Debate, New York Writers, Images of Gotham on Screen, Central Park Perks, Melting Pot of the World, and Law and Order.

Course Level: Undergraduate

Satisfies requirement for Experiential Learning

Prerequisite(s): CAR 100 or COM 100 or ENG 101 or ENG 110

Course Fee: \$150.00

First Year Experience

FYE 100: FIRST YEAR EXPERIENCE (2)

The First Year Experience connects students to the Concordia community; it fosters student engagement and integration. In this course, students will be encouraged to develop a curiosity for life-long learning, personal self-knowledge grounded in humility and transferable skills to apply throughout their college career and beyond. This course emphasizes effective living and the importance of vocation in the contemporary world.

Course Level: Undergraduate

Course equivalency: FYS 100

Course Fee: \$100.00

Geography (GEO)

GEO 101: WORLD GEOGRAPHY (3)

A survey of geography with an emphasis on human geography. While the course provides an overview of physical geography (climate, landforms, natural resources, etc.) the course concentrates on the variety of human interactions (political, economic, cultural, etc.) with geographic conditions. The course also emphasizes geographic literacy, the ability to read and interpret maps.

Course Level: Undergraduate

Greek (GRK)

Health Studies (HEA)

HEA 100: MEDICAL TERMINOLOGY (3)

This course is designed to give an introduction to the elements of medical terminology. This includes terminology prefixes, suffixes, word roots, parts of speech, and singular and plural forms. The student will learn to interpret abbreviations, symbols, and terms associated with various body systems and pharmaceuticals. The student will also learn how to interpret radiographic orders from physicians and diagnostic report interpretation.

Course Level: Undergraduate

Course equivalency: RAD 100

HEA 234: HEALTH CARE MANAGEMENT (3)

This course will provide students with an overview of the issues, practices and responsibilities involved in health care management and administration. Students will review the evolution of health care and health care systems in the United States. Concepts of management and leadership in health care administration will be investigated.

Course Level: Undergraduate

HEA 281: LEGALÐICAL ASPECTS HLTH CAR (3)

An introduction to the ethics of patient care. The course discusses topics such as death and dying, legal ethics, patient hazards, risk management, and professional ethics.

Course Level: Undergraduate

Cross-listing(s): RAD 281

HEA 355: HEALTH CARE FINANCING (3)

Explores concepts critical to the financial management of health care delivery organizations in the United States. Students will explore fundamentals of financial accounting systems, evaluate health care systems' financial status, assess financial statements, understand cash management, analyze credit status, capital structure and budgeting, funds management, and financial control systems.

Course Level: Undergraduate

Course equivalency: BUS 355

HEA 361: FIELD WORK IN HEALTH STUDIES (3,6)

Focuses on the integration and application of theory, self-awareness, research, and critical thinking skills in a mentored field experience. Students will have the opportunity to synthesize the roles and functions of the professional in health-related fields of practice. Professional faculty mentors will guide the student through this 12-week immersion experience.

Course Level: Undergraduate

Prerequisite(s): HEA 234

Course Fee: \$250.00

HEA 362: FIELD WORK IN HEALTH STUDY II (3)

Focuses on the integration and application of theory, self-awareness, research, and critical thinking skills in a mentored field experience. Students will have the opportunity to synthesize the roles and functions of the professional in health-related fields of practice. Professional faculty mentors will guide the student through this 12-week immersion experience.

Course Level: Undergraduate

Prerequisite(s): HEA 361

Course Fee: \$250.00

HEA 381: LEGALÐICAL ASPECTS HLTH CAR (3)

This course will focus on how the planning and delivery of health care is strongly affected by legal and ethical issues of professional roles and care delivery in various settings. Legal and ethical principles will be applied to various health care scenarios and case studies to illustrate their effect on health care practice and delivery.

Course Level: Undergraduate

Prerequisite(s): SOC 151

HEA 441: SENIOR CAPSTONE:HEALTH STUDIES (3)

Focuses on the development of professional management and leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to health systems. Students will explore the influence of culture, gender, age, and other variables on management and leadership styles as well as the student themselves. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team and program management.

Course Level: Undergraduate

Prerequisite(s): HEA 361

Hebrew (HEB)

HEB 305: BIBLICAL HEBREW I (3)

An introduction to Hebrew morphology, syntax, and vocabulary. Reading of simple Old Testament prose.

Course Level: Undergraduate

HEB 306: BIBLICAL HEBREW II (3)

The completion of basic Hebrew grammar followed by an introduction to the Hebrew Bible, including the critical apparatus of the Biblia Hebraica Stuttgartensia. Reading select narrative and poetic Hebrew texts of the Old Testament to build translation skills and acquire new vocabulary.

Course Level: Undergraduate

Prerequisite(s): HEB 305

History (HIS)

HIS 100: GLOBAL HISTORY (3)

This course examines the emergence of world civilizations from ancient times to the present. The course integrates the disciplines of history and the social sciences to examine various aspects of civilization, including the geography, politics, culture, economics, and technology of major world civilizations. Themes of human cooperation, competition, and conflict are explored throughout the course.

Course Level: Undergraduate

Course equivalency: SSC 100

HIS 202: WESTERN CIVILIZATION II (3)

A survey of Western history during the modern era, beginning with the sixteenth century. Emphasis on social, political, economic and religious factors which affected the development of Western society. Consideration of the role of the West in contemporary world affairs.

Course Level: Undergraduate

Course equivalency: HIS 102

HIS 215: AMERICAN HISTORY I (3)

A study of the making and breaking of the United States. Topics include: the Age of Exploration, the colonies and the Revolution, the Constitution and the Early Republic, the War of 1812, the Monroe Doctrine, Jacksonian America, the beginnings of sectionalism, the controversy over slavery, the Civil War and Reconstruction.

Course Level: Undergraduate

HIS 216: AMERICAN HISTORY II (3)

A study of the expansion of American society and government since the Civil War and Reconstruction. Topics include: the Gilded Age, the Progressive Era, World War I, the Roaring Twenties, the Great Depression, World War II, the Cold War, the Civil Rights Movement, the Women's Movement, the Vietnam War, Watergate, and Reaganism..

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

HIS 314: THE CIVIL RIGHTS MOVEMENT (3)

An in-depth look at one of the most dramatic and influential social movements in American history. The course begins with a brief overview of American race relations and ends with a discussion of contemporary racial issues. However, the bulk of the course concentrates on racial developments from the 1940s to the 1970s.

Course Level: Undergraduate

Course equivalency: SOC 314

HIS 342: SOVIET RUSSIA (3)

This course is a study in modern Russian and Soviet history. The course begins with a look at the late tsarist period, from the emancipation of the serfs to the Revolution of 1917. The Soviet Era, from 1917-1991, is the primary focus of the course. The course concludes with an examination of the opportunities and challenges faced by post-Soviet society.

Course Level: Undergraduate

Prerequisite(s): HIS 102 or HIS 202

Course equivalency: INS 342

HIS 351: RELIGION IN AMERICA (3)

An exploration of American religious history from the colonial era through the present, with an examination of how religion has interacted with American politics, culture, and society. While the course will give attention to America's historic Protestant majority, attention will also be given to America's tremendous religious diversity.

Course Level: Undergraduate

Cross-listing(s): THE 351

Course equivalency: REL 351

Honors/Fellows (HON)

HON 260: FELLOWS SEMINAR: (0.5-6)

Part of the Fellows Program, these courses focus on a different theme each semester and are interdisciplinary in nature. Recent topics: Healing in the 21st Century, Notable Speeches, The Meaning of Meaning, Literature into Film, From Blank Page to Stage, Neioitunah (Indian Issues), Language and Linguistics.

Course Level: Undergraduate

Humanities (HUM)

HUM 100: AESTHETICS: LIVING W/THE ARTS (3)

Explores the relevance of the arts to life, through disciplines such as painting, sculpture, architecture, music, literature, dance, film, and theater. Through an aesthetic method, students develop an understanding of the fundamental artistic principles and appreciation of how the arts engage the senses, embrace a personal vision, and enhance communication. Emphasizes perspectives of both the artist and audience especially by utilizing the resources of New York City.

Course Level: Undergraduate

International Studies (INS)

INS 342: SOVIET RUSSIA (3)

This course is a study in modern Russian and Soviet history. The course begins with a look at the late tsarist period, from the emancipation of the serfs to the Revolution of 1917. The Soviet Era, from 1917-1991, is the primary focus of the course. The course concludes with an examination of the opportunities and challenges faced by post-Soviet society.

Course Level: Undergraduate

Prerequisite(s): HIS 102 or HIS 202

Course equivalency: HIS 342

Italian (ITL)

ITL 101: INTRODUCTION TO ITALIAN (3)

An introductory course for students with little or no knowledge of the standard, contemporary Italian language. Vocabulary and grammar are presented in pragmatic, everyday situations designed to provide the student with a functional communicative proficiency and an understanding of Italian culture.

Course Level: Undergraduate

ITL 102: INTRODUCTION TO ITALIAN II (3)

An elaboration of the vocabulary and skills developed in the previous course. The student will expand his/her repertoire of practical communicative settings while gaining wider exposure to more sophisticated verbal stimuli. Fundamental, pragmatic writing skills are developed and authentic reading samples are introduced.

Course Level: Undergraduate

Mathematics (MAT)

MAT 100: INTERMEDIATE ALGEBRA (3)

Intended to satisfy an intermediate algebra requirement for those students who have not satisfied this requirement with their high school program. Topics include fundamental operations and their use with algebraic quantities, properties of the real numbers, functions, solutions of algebraic equations, Cartesian coordinate system, exponents, and radicals. This course may not be used as a mathematics elective.

Course Level: Undergraduate

Prerequisite(s): Mathematics Placement with a score of 091 or MAT T091

MAT 121: INTRO PROBABILITY & STATISTICS (3)

Nature and purpose of statistics and its foundations in probability theory, introduction to basic methods and models used in statistics, and discussion of the application and misapplication of statistics in various fields.

Course Level: Undergraduate

Prerequisite(s): MAT 100 or Mathematics Placement with a score of 100

Course Fee: \$20.00

MAT 201: PRECALCULUS (3)

An exploration of precalculus topics. Included are theory of equations; conic sections; polar coordinates; vectors; sequences; and periodic, exponential, and logarithmic functions.

Course Level: Undergraduate

Prerequisite(s): MAT 100 or Mathematics Placement with a score of 100

MAT 210: CALCULUS I (4)

Limits and continuity, derivatives and techniques of differentiating algebraic functions, application of the derivative, integration and techniques of integrating algebraic functions, curve tracing, Rolle's Theorem, and Theorem of the Mean.

Course Level: Undergraduate

Prerequisite(s): MAT 201

MAT 220: CALCULUS II (4)

Differentiation of trigonometric and exponential functions, techniques of integration, application of integration, indeterminate forms, improper integrals, and polar coordinates.

Course Level: Undergraduate

Prerequisite(s): MAT 210

MAT 231: MATHEMATICAL EXPLORATIONS I (3)

A study of real number systems which incorporates basic mathematical operations, problem-solving, mathematical vocabulary, algebraic procedures and reasoning. Attention is given to connecting mathematics to other areas of learning and to the real world.

Course Level: Undergraduate

Prerequisite(s): MAT T091 or Mathematics Placement with a score of 091

Course equivalency: MAT 131

MAT 232: MATHEMATICAL EXPLORATIONS II (3)

Studies in data analysis, probability, geometry, reasoning, mathematical vocabulary and measurement. Attention is given to problem-solving in real world settings.

Course Level: Undergraduate

Prerequisite(s): MAT 131 or MAT 231

Course equivalency: MAT 132

MAT 251: DISCRETE MATHEMATICS (3)

A study of the mathematics of information, including logic, algorithms, counting techniques, graphs, and Boolean algebra.

Course Level: Undergraduate

Prerequisite(s): MAT 201

Course equivalency: MAT 231

MAT 335: DIFFERENTIAL EQUATIONS (3)

This course gives an introduction to topics that involve both ordinary differential equations and partial differential equations. Emphasis will be on zero-order and higher linear differential equations, systems of differential equations, numerical methods and analysis, boundary values, and LaPlace transforms.

Course Level: Undergraduate

Prerequisite(s): MAT 210 and MAT 220

MAT 341: THEORY OF NUMBERS (3)

Introduces and analyzes properties of integers and prime numbers, divisibility, the Euclidian algorithm, the Fundamental Theorem of Arithmetic, congruencies, continued fractions, theorems of Fermat and Euler, quadratic residues, and Diophantine equations.

Course Level: Undergraduate

Prerequisite(s): MAT 210 and MAT 231

MAT 348: ABSTRACT ALGEBRA (3)

This course is designed to give an introduction to group theory, ring theory, and field theory. This course will cover properties of real numbers, integers, and binary operations, and operations on sets, groups, rings, and fields.

Course Level: Undergraduate

Prerequisite(s): MAT 210 and MAT 251

Music (MUS)

MUS 040G: APPLIED MUSIC-GUITAR (0.5)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$250.00

MUS 040O: APPLIED MUSIC-ORGAN (0.5)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$250.00

MUS 040P: APPLIED MUSIC-PIANO (0.5)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$250.00

MUS 040V: APPLIED MUSIC-VOICE (0.5)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$250.00

MUS 040Z: APPLIED MUSIC-OTHER (0.5)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Five and one-half hours of lessons plus repertoire study; three hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$250.00

MUS 140A: CONCORDIA COMMUNITY CHOIR (1)

The Tour Choir is an auditioned, mixed voice, choral ensemble which meets in the spring semester only. The purpose of the Tour Choir is to sing in chapels, churches, schools and other institutions both on tour and in the local community throughout the semester. The Tour Choir embarks on domestic tours annually, and occasionally international tours.

Course Level: Undergraduate

Satisfies requirement for Experiential Learning

Course Fee: \$

MUS 140E: CONCORDIA CHAMBER ENSEMBLE (1)

Encompasses a variety of instrumental groups, including String Quartet, Woodwind Quintet, Brass Choir, Percussion Ensemble, Flute Choir.

Performances as workshops or as parts of recitals. Open to all students.

Rehearsals: 1 or 2 hours per week.

Course Level: Undergraduate

MUS 209: WORLD MUSIC (3)

An introduction to the major musical idioms of the Western and Non-Western cultures, from Middle Ages to present. Emphasis is on the cultural aspects, musical instruments, and representative forms and styles of music.

Course Level: Undergraduate

Prerequisite(s): HUM 100 or HUM 199 or ART 199

MUS 214: EVOLUTION JAZZ&ROCK/AMERICA (3)

An exploration of the evolution of jazz from its origins through the swing, bebop and post-bop eras and the development of rock music from blues and country roots beginning in the early 1950's and progressing through the British Invasion and the rise of rock as pop culture.

Course Level: Undergraduate

MUS 215: FUNDAMENTALS OF MUSIC (3)

This course introduces basic principles of music theory including scales, keys, and tonal harmony; ear-training and sight singing; and basic keyboard skills.

Course Level: Undergraduate

MUS 240G: APPLIED MUSIC-GUITAR (1)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Eleven hours of lessons per semester plus repertoire study; six hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$500.00

MUS 240O: APPLIED MUSIC-ORGAN (1)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Eleven hours of lessons per semester plus repertoire study; six hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$500.00

MUS 240P: APPLIED MUSIC-PIANO (1)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Eleven hours of lessons per semester plus repertoire study; six hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$500.00

MUS 240Q: APPLIED MUSIC-COMPOSITION (1)

Course Level: Undergraduate

Course Fee: \$600.00

MUS 240V: APPLIED MUSIC-VOICE (1)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Eleven hours of lessons per semester plus repertoire study; six hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$500.00

MUS 240Z: APPLIED MUSIC-OTHER (1)

Private instruction is offered in piano, voice, organ, brass, woodwinds, strings, percussion instruments, and composition. Open to all students; previous experience on the instrument is not required. Admission subject to the approval of the Music Department Chair. Eleven hours of lessons per semester plus repertoire study; six hours of practice per week minimum.

Course Level: Undergraduate

Course Fee: \$500.00

Music Conservatory (MCV)

Music Conservatory Courses can be taken by any student enrolled at the College. These courses are not offered for credit and all fees associated will be assessed separately from standard tuition. All Conservatory lessons are scheduled independently through the Conservatory registrar.

MCV C30: CELLO - 30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV C45: CELLO - 45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV C60: CELLO - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV D30: Percussion - 30 min lessons (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV D45: Percussion - 45 min lessons (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV D60: Percussion - 60 min lessons (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV DRA: BROADWAY BOUND-60 MIN (0)

Course Level: Undeclared

MCV DRA1: Broadway Discoveries (0)

Course Level: Undeclared

Course Fee: \$430.00

MCV DRA2: Middle School Workshop (0)

Course Level: Undeclared

Course Fee: \$665.00

MCV DRA3: Broadway Express (0)

Course Level: Undeclared

Course Fee: \$780.00

MCV DRA4: Middle School Workshop I (0)

Course Level: Undeclared

Course Fee: \$990.00

MCV DRA5: Middle School Workshop II (0)

Course Level: Undeclared

Course Fee: \$990.00

MCV DRAD: MIDDLE SCHOOL WORKSHOP-90 MIN (0)

Course Level: Undeclared

MCV E45: Ensembles - 45 min (0)

Course Level: Undeclared

Course Fee: \$300.00

MCV E60: Ensembles - 60 min (0)

Course Level: Undeclared

Corequisite(s): MCV 12277

Course Fee: \$400.00

MCV E75: 75 MINUTE CLASSES (0)

Course Level: Undeclared

MCV E90: 90 MINUTE CLASSES (0)

Course Level: Undeclared

MCV ENSMB: Ensembles (0)

Course Level: Undeclared

Course Fee: \$450.00

MCV F30: FLUTE - 30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV F45: FLUTE - 45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV F60: FLUTE - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2095.00

MCV G30: Guitar 1 (0)

Course Level: Undeclared

Course Fee: \$445.00

MCV G45: Group Guitar for Beginners (0)

Course Level: Undeclared

Course Fee: \$345.00

MCV G60: GUITAR - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV I30: VIOLIN - 30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV I45: VIOLIN - 45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV I60: VIOLIN - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV J30: VIOLA - 30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV J45: Viola - 45 min private lesson (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV J60: VIOLA - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV K30: CLARINET-30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV K45: CLARINET-45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV K60: CLARINET-60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV KC45: Keyboard Crew - 45 min (0)

Course Level: Undeclared

Course Fee: \$610.00

MCV KM1: KINDERMUSIK - YOUNG CHILD (0)

Course Level: Undeclared

MCV KM12: Kindermusik Young Child 1 & 2 (0)

Course Level: Undeclared

Course Fee: \$395.00

MCV KM34: Kindermusik Young Child 3 & 4 (0)

Course Level: Undeclared

Course Fee: \$395.00

MCV KMA: Music & Art (0)

Course Level: Undeclared

Course Fee: \$375.00

MCV KMB: KINDERMUSIK - OUR TIME (0)

Course Level: Undeclared

MCV KMG: KINDERMUSIK - GROWING (0)

Course Level: Undeclared

MCV KMI: Kindermusik Imagine This (0)

Course Level: Undeclared

Course Fee: \$600.00

MCV KMO: Kindermusik Our Time (0)

Course Level: Undeclared

Course Fee: \$275.00

MCV KMR: KINDERMUSIK REGISTRATION FEE (0)

Course Level: Undeclared

MCV KMV: Kindermusik Village (0)

Course Level: Undeclared

Course Fee: \$275.00

MCV MM60: Musical Moments - 60 min (0)

Course Level: Undeclared

Course Fee: \$780.00

MCV O30: ORGAN-30 MINUTE PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV O45: ORGAN-45 MINUTE PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV O60: ORGAN-60 MINUTE PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV P30: PIANO - 30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV P45: PIANO - 45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV P60: PIANO - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV PA: GROUP PIANO/ADULTS 60 MIN (0)

Course Level: Undeclared

MCV PA60: Adult Piano Class - 60 min (0)

Course Level: Undeclared

Course Fee: \$780.00

MCV PJZ: JAZZ PIANO CLASS-45 MINUTES (0)

Course Level: Undeclared

MCV R30: RECORDER LESSONS - 30 MINUTES (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV R45: RECORDER LESSONS - 45 MINUTES (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV R60: RECORDER LESSONS - 60 MINUTES (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV RC: RECORDER CLASS-45 MINUTES (0)

Course Level: Undeclared

MCV REC: Recording (0)

Course Level: Undeclared

MCV REG: Registration Fee (0)

Course Level: Undeclared

Course Fee: \$50.00

MCV REGE: Early Childhood Registratn Fee (0)

Course Level: Undeclared

Course Fee: \$35.00

MCV RG: REGISTRATION FEE (0)

Course Level: Undeclared

MCV S30: SAXOPHONE-30 MIN PRI LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV S45: SAXOPHONE-45 MIN PRI LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV S60: SAXOPHONE-60 MIN PRI LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV SK60: Senior Keyboard - 60 min (0)

Course Level: Undeclared

Course Fee: \$780.00

MCV SUM: Musical Adventures/Mini Camp (0)

Course Level: Undeclared

Course Fee: \$380.00

MCV T30: TRUMPET-30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV T45: TRUMPET-45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV T60: TRUMPET-60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV TCHE: BROADWAY BOUND-60 MIN/HALF YR (0)

Course Level: Undeclared

MCV TKM1: KINDERMUSIK VILLAGE-HALF YR (0)

Course Level: Undeclared

MCV TKM2: KINDERMUSIK OUR TIME/HALF YR (0)

Course Level: Undeclared

MCV TKM3: KINDERMUSIK GROWING/HALF YR (0)

Course Level: Undeclared

MCV TKM4: KINDERMUSIK YNG CHILD/HALF YR (0)

Course Level: Undeclared

MCV V30: VOICE - 30 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1095.00

MCV V45: VOICE - 45 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$1760.00

MCV V60: VOICE - 60 MIN PRIVATE LESSON (0)

Course Level: Undeclared

Course Fee: \$2090.00

MCV VY: VOICE CLASS/YOUNG SINGERS 60 M (0)

Course Level: Undeclared

MCV X11: Discount: Early Childhood Mus (0)

Course Level: Undeclared

Course Fee: \$-19.00

MCV X12: Discount: 60 min Ensembles (0)

Course Level: Undeclared

MCV X13: Discount: Kindermusik (0)

Course Level: Undeclared

MCV X14: Discount: Broadway Discv/Bound (0)

Course Level: Undeclared

Course Fee: \$-22.00

MCV X15: Discount: Kindermusik (0)

Course Level: Undeclared

MCV X16: Discount: Kindermusik 1-2-3-4 (0)

Course Level: Undeclared

Course Fee: \$-37.00

MCV X17: Discount: Music & Art (0)**Course Level:** Undeclared**MCV X18: Discount: Broadway/Journey (0)****Course Level:** Undeclared**Course Fee:** \$-22.00**MCV X19: Discount: Mid-Schl Wkshp (0)****Course Level:** Undeclared**MCV X20: Discount: Musical Theater (0)****Course Level:** Undeclared**Course Fee:** \$-22.00**MCV X30: Discount: 30 min lessons (0)****Course Level:** Undeclared**MCV X45: Discount: 45 min lessons (0)****Course Level:** Undeclared**MCV X60: Discount: 60 min lessons (0)****Course Level:** Undeclared**MCV Y30: THEORY-30 MIN PRIVATE LESSON (0)****Course Level:** Undeclared**Course Fee:** \$1095.00**MCV Y45: THEORY-45 MIN PRIVATE LESSON (0)****Course Level:** Undeclared**Course Fee:** \$1760.00**MCV Y60: THEORY-60 MIN PRIVATE LESSON (0)****Course Level:** Undeclared**Course Fee:** \$2090.00**MCV YA60: Theory for Adults - 60 min (0)****Course Level:** Undeclared**Course Fee:** \$780.00**MCV YC: MUSIC THEORY CLASS-45 MINUTES (0)****Course Level:** Undeclared**Course Fee:** \$80.00**MCV 20: 20 Min Single Prvt Coaching (0)****Course Level:** Undeclared**Course Fee:** \$645.00**MCV 30: 30 Min Private Lessons- (0)****Course Level:** Undeclared**Course Fee:** \$970.00**MCV 45: 45 Min Private Lessons- (0)****Course Level:** Undeclared**Course Fee:** \$1455.00**MCV 60: 60 Min Private Lessons- (0)****Course Level:** Undeclared**Course Fee:** \$1940.00

New Media Communication (NMC)

NMC 214: INTRO TO DIGITAL PHOTOGRAPHY (3)

This course is an introduction to digital photography. Students will learn basic camera techniques and how to convert their images to digital ones. This course will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for entry into the photographic workplace and/or for artistic expression.

Course Level: Undergraduate**Prerequisite(s):** HUM 100 or MUS 199 or ART 199 or HUM 199**Course Fee:** \$150.00**NMC 232: INTRODUCTION TO NEW MEDIA (3)**

Explores the computer as a production tool and art form. Students learn digital design concepts and create short projects in new media, including digital photography, DVD, and the web. Students gain basic competency in key digital applications and become familiar with the culture of emerging media. New media works are demonstrated, screened, and discussed.

Course Level: Undergraduate**Prerequisite(s):** COM 100 or (ENG 101 and English Proficiency Evaluation with a score of 100)**Course Fee:** \$150.00**NMC 233: DOCUMENTARY PRODUCTION (3)**

Students produce short documentary movies, guided through the phases of research, pre-production, production, and post-production. Students work individually or in groups. They learn to develop their own concept, research a subject, interview subjects, and create a visual and conceptual coherence. Skills in location scouting, lighting, shooting digital video, recording sound, and editing are taught. The course also presents an historical survey of the documentary film, addressing critical, theoretical, and ethical concerns in the production of the non-fiction film.

Course Level: Undergraduate**Prerequisite(s):** COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)**Course Fee:** \$150.00**NMC 240: GRAPHIC DESIGN I (3)**

This course introduces the student to history, theories, and business of graphic design and advertising. Students will learn what graphic designers do and why, and develop a basic understanding of graphic expression, creative design, copyright issues, within a historical analysis

Course Level: Undergraduate**NMC 241: DESIGN TOOLS AND TECHNIQUES (3)**

This course is organized to introduce the student to the basic concepts and tools of contemporary graphic design through hands-on projects focused on design problem-solving. This course has a strong emphasis on basic design elements such as visual hierarchy, typography, design elements, and layout. The student will gain basic insight into the use of Adobe InDesign, Illustrator and Photoshop as essential design tools, as well as strategies for integrating these digital tools in the creation of innovative design projects.

Course Level: Undergraduate**NMC 314: ADVANCED DIGITAL PHOTOGRAPHY (3)****Course Level:** Undergraduate**Prerequisite(s):** NMC 214**Course Fee:** \$150.00**NMC 332: WEB DESIGN AND MARKETING (3)**

Each student will plan and produce an interactive media project. Building on digital design concepts learned in Introduction to New Media, the student will receive basic instruction in concepts of interactive design. The course will survey the potential of interactive media including animation, websites, and digital video disc, and explore the potential of interactive media as a creative expressive tool.

Course Level: Undergraduate**Prerequisite(s):** NMC 231 and NMC 232**Course Fee:** \$150.00

NMC 341: REAL WORLD: BUSINESS/NEW MEDIA (3)

Survey of the wide spectrum of the global new media industry, from television and radio to the internet, cell phones, and newly-emerging forms. Through screenings and readings, work will be analyzed and contexts explored. Guest speakers will include industry professionals.

Course Level: Undergraduate

Cross-listing(s): BUS 341

Prerequisite(s): COM 100 or (ENG 101 and English Proficiency Evaluation with a score of 100)

Course Fee: \$150.00

NMC 342: BRANDING AND MARKETING (3)

Students will use digital media to develop branding strategies and creative marketing campaigns. Students will study case histories examining the application of consistent brand messaging across new and traditional marketing channels. The class will work both individually and in teams to create detailed plans for a rollout of new brands across media and audiences.

Course Level: Undergraduate

Prerequisite(s): (COM 101 or ENG 120) and NMC 232

NMC 390: IND STUDY: NMC (0.5-6)

Course Level: Undergraduate

Course Fee: \$140.00

NMC 431: ADVANCED PROJECTS: NEW MEDIA (1-4)

This course allows students to pursue independent projects. Students will meet with the instructor to design and create projects that advance their skills in any area of New Media production. The class will meet to view and discuss important new media work and critical writings, as well present works-in progress.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): NMC 231 and NMC 232

Course Fee: \$150.00

NMC 491: CAPSTONE IN NEW MEDIA (3-6)

Student-initiated project in an area covered by the New Media area of study, including digital video production, multimedia production, or critical studies.

Course Level: Undergraduate

Prerequisite(s): NMC 231 and NMC 232 and NMC 233

Course Fee: \$150.00

Nursing (NUR)

NUR 311: CLINICAL MGT OF PATIENTS (4)

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive management of patients. Students will learn critical thinking skills, clinical skills, to develop a plan of care through the nursing process, i.e. collection of health assessment data, identifying nursing diagnoses, developing patient-centered goals, prioritizing nursing interventions, and evaluating the process. The emphasis of this course is on the development of skills essential in clinical management of patients experiencing acute and chronic illness. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical skills and synthesizing the components of the nursing plan of care, and clinical experience in appropriate clinical agencies.

Course Level: Undergraduate

Course Fee: \$

NUR 312: HEALTH ASSESSMENT (3)

This course provides students with the theoretical knowledge and clinical skill necessary for comprehensive and systematic collection of subjective and objective patient data. Students will learn to develop a database through collection of a health history and performance of a physical assessment. The emphasis of this course is on the differentiation between normal and abnormal findings. This course includes a laboratory experience which will provide the students with the opportunity to refine clinical assessment skills and synthesize the components of the health history and physical assessment findings.

Course Level: Undergraduate

NUR 314: ACUTE CARE OF ADULT PATIENT I (4)

This course is the first in a two-course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for adults with actual or potential alterations in fluid balance, and neurologic, respiratory, and cardiac systems will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both outpatient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community.

Course Level: Undergraduate

Course Fee: \$

NUR 315: ACUTE CARE OF ADULT PATIENT II (4)

This course is the second in a two-course series which focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for adults with actual or potential alterations in endocrine, gastrointestinal, renal, orthopedic, and immune system will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of adults within the context of their families and community.

Course Level: Undergraduate

Prerequisite(s): NUR 311 and NUR 312 and NUR 314 and NUR 321 and NUR 322 (may be taken concurrently)

Corequisite(s): NUR 322

Course Fee: \$

NUR 316: NURSING CARE OF OLDER ADULT (4)

This course focuses on the development of theoretical knowledge and clinical skills involved in nursing care of the older adult patient. Concepts which address prevention, health promotion, disease management, and therapeutic interventions for older adults will be addressed. Health issues and disease processes commonly experienced by individuals and their families in the older adult years will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of older adults within the context of their families and community.

Course Level: Undergraduate

Prerequisite(s): NUR 311 and NUR 312 and NUR 314 and NUR 315 and NUR 321 and NUR 322 (may be taken concurrently)

Corequisite(s): NUR 322

Course Fee: \$

NUR 321: PATHOPHARMACOLOGY I (3)

This course explores concepts in pathophysiology and pharmacology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. Common pharmacologic interventions and their implications for patients are explored. The interrelationships between clinical pathophysiology, basic physiology, genetics and pharmacology are emphasized.

Course Level: Undergraduate

Corequisite(s): NUR 322

NUR 322: PATHOPHARMACOLOGY II (3)

This course explores concepts in pathophysiology and pharmacology and their use in implementation of the nursing process. Common pathophysiologic processes are discussed in conjunction with recent research. Common pharmacologic interventions and their implications for patients are explored. The interrelationships between clinical pathophysiology, basic physiology, genetics and pharmacology are emphasized.

Course Level: Undergraduate

NUR 331: PREVENTION/HEALTH PROMO/RISK R (2)

Focuses on national goals for the promotion of health, the prevention of disease, and the maintenance of health. Issues of chronicity and management of chronic illness within a context of health will be explored. National initiatives such as Healthy People 2020, the Institute of Medicine's quality initiatives, and health/illness projections for the 21st century will be examined for their implications on the health of individuals and the nation. Students will explore their own values and beliefs about health and illness.

Course Level: Undergraduate

NUR 341: CONTEMPORARY ISSUES/NURSING (2)

Designed to introduce the student to the professional nursing role through the critical examination of current trends and issues influencing nursing care delivery. Legal, ethical, local, and global health care issues will be discussed and analyzed. Current issues affecting the health care of Americans and implications for professional nursing will be evaluated.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

NUR 342: SPIRITUAL/CULTURAL COMPETENCE (3)

This course provides students with evidence-based theoretical knowledge and supportive, student-facilitated shared personal learning opportunities to explore communication dynamics in a trans-cultural context. Such opportunities include group discussions, field trips, individual and/or group artistic reflections on spiritual and cultural themes designed to enhance each one's spiritual and cultural competence as he/she employs verbal and non-verbal communication to provide nursing care addressing the unique spiritual and cultural needs of individual clients, families, and communities.

Course Level: Undergraduate

NUR 390: INDEPENDENT STUDY: NUR (1-3)

Course Level: Undergraduate

Prerequisite(s): NUR 311

Course Fee: \$140.00

NUR 415: PSYCH MENTAL HLTH & CMNTY NURS (6)

This course focuses on the holistic needs of aggregate populations within the health care system and community with an emphasis on assisting individuals, families, and communities with the restoration, maintenance, and promotion of health and well-being, inclusive of acute and chronic physical and psychiatric challenges. Physical and psychological alterations which affect individuals, families, and vulnerable populations in the community across the health continuum including end-of-life concerns are discussed. Clinical practice experiences are provided in both out-patient and acute care settings.

Course Level: Undergraduate

Course equivalency: NUR 413, NUR 414

NUR 416: CARE OF AGGREGATE POPS: FAMILY (8)

Focuses on the development of theoretical knowledge and clinical skills involved in managing the health care of women, children, and their families in acute care and community environments. Concepts which address prevention, health promotion, disease management and therapeutic interventions for women, children, and families will be addressed. Health issues and disease processes commonly experienced by these populations will be explored. Clinical practice experiences are provided in both out-patient and acute care settings and will focus on knowledge and skills necessary for competent and compassionate care of women, children, and their families within the context of their communities.

Course Level: Undergraduate

NUR 431: RESEARCH/THEORY/EVIDENCE-NURS (3)

The theoretical and research foundations of nursing care will be studied. Research methodologies and theories from nursing and other disciplines will be used to demonstrate the basis for nursing care and the creation of nursing knowledge. Students will be introduced to the process of scientific inquiry in nursing and nursing theory development. Current nursing research will be discussed in relation to key theories explaining phenomena relevant to nursing practice. Published research studies with regard to implications for clinical practice will be critically analyzed.

Course Level: Undergraduate

Prerequisite(s): NUR 313 and NUR 331 and NUR 341

NUR 451: NURSING LEADERSHIP (3)

Focuses on the development of professional nursing leadership skills. Theories of leadership, management, change, and delegation will be reviewed and applied to nursing and health systems. Students will explore the influence of culture, gender, age, and other variables on leadership styles. Emphasis will be placed on concepts of collaboration, the interdisciplinary nature of the health care team, and case management.

Course Level: Undergraduate

Prerequisite(s): NUR 314 and NUR 315 and NUR 321 and NUR 322 and NUR 331 and NUR 341 and NUR 342 and NUR 452 (may be taken concurrently)

NUR 452: TRANSITION/PROFSNL NURS ROLE (3)

This capstone clinical course focuses on the integration and application of theory, research, evidence, critical thinking, and psychomotor skills in a mentored practicum. Students will have the opportunity to synthesize the roles and functions of the professional registered nurse. Professional registered nurse preceptors and faculty mentors guide the student through this four-week intensive clinical immersion experience.

Course Level: Undergraduate

Prerequisite(s): NUR 451 (may be taken concurrently)

Philosophy (PHI)

PHI 101: INTRODUCTION TO PHILOSOPHY (3)

A study of humanity's enduring questions, examined in historical context, concerning what is genuinely real, true, and of value, with special attention to the language and methods of philosophical inquiry.

Course Level: Undergraduate

PHI 201: ETHICS (3)

A philosophical approach to the problems of ethics, including a study of several classical ethical theories, an examination of key problems in ethics and of the meaning of central ethical terms, and a concerted effort to apply philosophical ethical principles to contemporary moral issues.

Course Level: Undergraduate

Prerequisite(s): PHI 101

PHI 211: BIOETHICS (3)

Explores contemporary ethical issues in health care especially, but not exclusively, as these arise in the field of nursing; develops linkages between those issues and philosophical theories of decision-making in ethics; and addresses the role of individual beliefs, attitudes, and values in responding to and resolving bioethical issues.

Course Level: Undergraduate

Prerequisite(s): PHI 101

Physical Education (PED)

PED 103: FITNESS AND WELLNESS (2)

Designed to acquaint the student with the basic knowledge, understandings, and values of physical education as it relates to fitness, physiology, and a healthy lifestyle. The course gives students an opportunity to create an exercise program suited to their needs or research a health-related topic.

Course Level: Undergraduate

Course Fee: \$

PED 281: HEALTH SCIENCES/COACHING (3)

Training in American Red Cross First Aid as well as care and prevention of athletic injuries, scientific basis of movement, human growth and development, training and conditioning of athletes. Required for New York State coaching certification.

Course Level: Undergraduate

PED 283: SPORT IN SOCIETY (2)

An opportunity for students to gain an understanding and knowledge of sport in society. Discussion on how sport developed, its social and cultural relationships between structure, variety, and extent of sports activity and other institutional sectors in society, i.e., family, economy, and government. Recommended, but not required, for New York State coaching certification.

Course Level: Undergraduate

Under Construction

Political Science (POL)

POL 271: AMERICAN GOVERNMENT (3)

A study of the theories of government basic to an understanding of the American Constitution. A detailed study of Federal, state, and local governments and of the duties, privileges, and problems of citizenship.

Course Level: Undergraduate

Course equivalency: GOV 271

Psychology (PSY)

PSY 181: GENERAL PSYCHOLOGY (3)

An introductory survey of the major theories, methods, and findings of modern psychology. Topics include the nature of science and its applications, health psychology, sensation and perception, motivation and emotion human development, and psychological disorders and treatments.

Course Level: Undergraduate

PSY 251: COGNITIVE PSYCHOLOGY (3)

Cognitive psychology is a specialty within psychology that investigates the internal mental processes of thought such as visual processing, learning, memory, problem-solving, and language. This course provides an introductory survey of these human cognitive abilities.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)

Course equivalency: PSY 351

PSY 271: EDUCATIONAL PSYCHOLOGY (3)

The application of basic principles of human development and behavior to the classroom situation. Topics include, educational objectives, the entering behavior of children, teaching strategies, models and techniques and assessment of behavior. Emphasis is given both theoretical backgrounds and to classroom applications. A designated writing across the curriculum course.

Course Level: Undergraduate

Prerequisite(s): PSY 181

Course equivalency: EDU 271

PSY 281: DEVELOPMENTAL PSYCHOLOGY I (3)

A study of child development from the prenatal period to pubescence. Behavior in the context of the family and society in general as well as in the formal classroom setting. Guided study of individual children with observation, recording, and interpretation of behavior. This course cannot be taken for credit if credit has already been earned for PSY 271.

Course Level: Undergraduate

Prerequisite(s): PSY 181

PSY 291: DEVELOPMENTAL PSYCHOLOGY II (3)

A study of human development from puberty through adulthood. Consideration of problems and adjustment patterns in the contexts of family, peer group, school, work, and society. Guided study of the various developmental theories and their implications in adolescent and adult life. This course cannot be taken for credit if credit has already been earned for PSY 271.

Course Level: Undergraduate

Prerequisite(s): PSY 281 or PSY 271

PSY 292: ANIMAL BEHAVIOR (3)

Animal Behavior is a cross-disciplinary specialty within psychology and biology that is concerned with the scientific study of the behavior of non-human animals, including both the proximate and ultimate causation of behavior. This course provides an introductory survey of the various aspects of animal behavior, including the history of animal behavior, animal communication, foraging behavior, anti-predator behavior, sexual behavior, aggression, play, habitat selection, cultural transmission and animal personality. This course also explores aspects of animal welfare and conservation, integrating the animal behavior and conservation biology in order to better serve animals' needs in light of human interactions with them.

Course Level: Undergraduate

Prerequisite(s): PSY 181

PSY 294: PSY EXCEPTIONAL CHILD/ADOLESCENT (3)

Designed to offer an introduction into special education and the diverse needs of exceptional children from an educator's perspective. Definitions, characteristics, etiologies, and educational classification systems will be discussed with the main focus relating to criteria and statutes of Federal and State law under the current authorization of the Individuals with Disabilities Education Act (IDEA). This course will help educators understand and apply the psychological principles to identify and work with children with exceptionalities in the educational field. Significant trends and current issues will be examined. Students majoring in Education are required to complete 15 hours of fieldwork in a special education setting..

Course Level: Undergraduate

Cross-listing(s): EDU 29

Course equivalency: EDU 294

PSY 311: PHILOSOPHY OF SOCIAL SCIENCES (3)

Course explores dominant philosophical approaches to understanding the social sciences, the relation of the social and natural sciences (with particular emphasis on sociobiology), and ethical issues in the practice of social sciences research.

Course Level: Undergraduate

Prerequisite(s): PSY 181 or SOC 151

Course equivalency: PHI 311, SOC 311

PSY 320: CASE STUDIES (3)

This course will involve the identification and exploration of famous case studies in psychology. A case study involves an in depth study of an individual in the context of history, individual experience, psychological theory and human development. The case studies will be viewed through the theoretical lens of Social Psychology Theory and the societal impact on the individual. This course will serve as the Writing Across the Curriculum (WAC) course for Psychology. This is a designated writing process course where students will work on improving their writing skills by collaboratively writing a term paper with the help of both peers and professor.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): PSY 181 and ENG 110

PSY 330: TOPICS IN PSYCHOLOGY (3)

An in-depth exploration of one or more major topics in psychology, determined by the instructor. Topics will rotate and reflect contemporary psychological phenomena such as: Psychotherapeutic Techniques, Criminology, Art Therapy, Animal Behavior, Case Studies, and Gender Differences. As the topic may vary, this course may be taken repeatedly for credit.

Course Level: Undergraduate

Prerequisite(s): (COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)) and PSY 181

PSY 351: COGNITIVE PSYCHOLOGY (3)

Cognitive psychology is a specialty within psychology that investigates the internal mental processes of thought such as visual processing, learning, memory, problem solving, and language. This course provides an introductory survey of these human cognitive abilities. This course is a designated writing process course. Throughout the semester, students will work on improving their writing skills by collaboratively writing a research paper with the help of both peers and professor.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): (COM 101 or ENG 102) or ENG 120 and PSY 181 or PSY 251

Course equivalency: PSY 251, SOC 251

Course Fee: \$5.00

PSY 382: SOCIAL PSYCHOLOGY (3)

This course will review theory and research in social psychology and apply its major principles to situations encountered in everyday life. Students will investigate the manner in which the behavior, feelings, or thoughts of one individual are influenced or determined by the behavior and/or characteristics of others. Lectures, discussions, and in-class exercises will be offered to extend the concepts presented in the readings, as well as draw parallels to current interpersonal and societal issues.

Course Level: Undergraduate

Cross-listing(s): PSY 382

Prerequisite(s): PSY 181 or SOC 151

Course equivalency: SOC 382

PSY 385: ABNORMAL PSYCHOLOGY (3)

Mental disorders in children, adolescents, and adults; theories and research as to causes; principles, methods, and resources available for therapy.

Course Level: Undergraduate

Prerequisite(s): PSY 181

PSY 450: RESEARCH METHODS IN PSYCHOLOGY (4)

This course exposes students to the processes and techniques of scientific psychological research. Topics include the conceptualization of a research question or problem, the role of theory in research, development of a research design, measurement of variables, data collection, and data analysis. Students will design and carry out projects using various methodologies, which might include questionnaires, interviews, observations, and content analysis.

Course Level: Undergraduate

Prerequisite(s): PSY 181 and MAT 121

Course equivalency: SOC 420

Course Fee: \$

PSY 452: SENIOR SEMINAR: PSYCHOLOGY (3)

Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. A capstone course.

Course Level: Undergraduate

Cross-listing(s): SOC 452

Prerequisite(s): SOC 420 or SWK 420 or PSY 420

PSY 481: COUNSELING PSYCHOLOGY (3)

An introduction to the theories and techniques utilized by contemporary counselors. The course includes considerations of the philosophical assumptions, historical forerunners, and cultural context of counseling. Critical comparisons between classical conceptions of spiritual fulfillment and modern notions of psychological freedom will be an integral part of the course.

Course Level: Undergraduate

PSY 483: THEORIES OF PERSONALITY (3)

A study of the varieties of personality theories and theorists, from humanistic and existential to psychodynamic, social, biological, and environmental approaches to personality.

Course Level: Undergraduate

Prerequisite(s): PSY 181

Radiologic Technology (RAD)

RAD 100: MEDICAL TERMINOLOGY (3)

This course is designed to give an introduction to the elements of medical terminology. This includes terminology prefixes, suffixes, word roots, parts of speech, and singular and plural forms. The student will learn to interpret abbreviations, symbols, and terms associated with various body systems and pharmaceuticals. The student will also learn how to interpret radiographic orders from physicians and diagnostic report interpretation.

Course Level: Undergraduate

Course equivalency: HEA 100

RAD 101: INTRODUCTION TO PATIENT CARE (3)

The first portion of the course is designed to provide a basic overview of the history of Radiologic Technology, introduction to commonly used radiologic equipment (tube, table, fluoro tower), concepts of x-ray production, fundamental radiation biology, and essential radiation protection principals. The course then continues to look at Radiologic Technology as a profession, including; professional organizations, critical thinking skills, and problem solving strategies. Various concepts in patient care are introduced, including; relevant legal issues, ethical practices in radiography, learning effective communication skills, patient needs and safety, using proper body mechanics, the importance of infection control procedures using standard precautions, and surgical aseptic principals. By the end of the semester, the student will have demonstrated competence in (1) transferring patients from a stretcher and a wheelchair, (2) measuring and assessing vital signs, and (3) using sterile and aseptic technique.

Course Level: Undergraduate

RAD 102: PATIENT CARE II (3)

This course will continue to teach principles and practice of excellent patient care. Topics such as assessing vital signs, understanding medical emergencies and the radiographer's response, trauma and mobile considerations in radiography, caring for patients with different needs and medical requirements, basic pharmacology, radiographic contrast agents, and administration routes are covered this semester.

Course Level: Undergraduate

RAD 126: PRINCIPLES RADIATION PROTECTN (3)

This course enables the student to identify ionizing radiation and the need for protective measures and maximum safety in radiography. Instruction includes properties and production of x-rays radiation units of measurements, interaction or radiation with matter, maximum permissible dose, principles of safety, radiation detection instrumentation, protective barriers, ionizing radiation and the public, and Federal and State Regulations.

Course Level: Undergraduate

RAD 201: CONCEPTS RADIOGRAPHIC EXPOSURE (3)

Through this course, the student will be introduced to the concepts of radiographic exposure. Upon completion of this course, the student will have an understanding of how to manipulate radiographic technique, be familiarized with the concepts of exposure and apply these concepts in the work setting, understand how x-rays are made, together with biological effects of x-rays in the human body.

Course Level: Undergraduate

RAD 213: PRINCPL CT/CROSS-SECT ANATOMY (2)

This course illustrates the development and progression of Computed Tomography. The emphasis of the various applications of CT in the medical realm is discussed. Progressive curriculum of CT components and procedures are reviewed. Patient safety in regard to contrast injection is presented.

Course Level: Undergraduate

RAD 214: RADIOGRAPHIC QUALITY ASSURANCE (2)

The purpose of this course is to give the student an introductory level of quality assurance testing, including general area of equipment, functional tests: causes, correction, and prevention of electrical breakdown, processing control and troubleshooting.

Course Level: Undergraduate

RAD 215: SPECIAL RADIOGRAPHIC PROCEDURS (2)

This course will introduce the student radiographer to special radiographic imaging procedures, equipment, and the various types of contrast agents used. It will include a history of the origin of the studies and a discussion of their medico-legal implications. Special procedure imaging studies include angiography, arthrography, hysterosalpingography, skeletal, skull, systems, myelography, and sialography. These courses are designed to prepare students to accurately position patients for diagnostic Radiologic procedures as well as be able to prepare all necessary equipment and contrast media for examination procedures. The topics included in this course are: Selective and Non-Selective Arteriography, Venography, Arthrography, Lymphangiography, Sialography, and Myelography.

Course Level: Undergraduate

RAD 251: CLINICAL EDUCATION (3)

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System.

Course Level: Undergraduate

Course Fee: \$560.00

RAD 281: LAW AND ETHICS (3)

An introduction to the ethics of patient care. The course discusses topics such as death and dying, legal ethics, patient hazards, risk management, and professional ethics.

Course Level: Undergraduate

Cross-listing(s): HEA 281

RAD 301: RADIOGRAPHIC PROCEDURES 1 (4)

This course is designed to prepare students to accurately position patients for diagnostic Radiologic procedures. This is a two-part course. Part one focuses on an Introduction to Positioning, Chest, Abdomen, Upper Extremities, Shoulder Girdle, Lower Extremities, Pelvic Girdle, Bony Thorax and the Vertebral Column.

Course Level: Undergraduate

RAD 302: RADIOGRAPHIC PROCEDURES 2 (4)

This course is designed to prepare students to accurately position patients for diagnostic Radiologic procedures as well as be able to prepare all necessary equipment and contrast media for examination procedures. Focus will be on the Skull, Facial Bones, Trauma, Fluoroscopic, and Tomographic Procedures. Special Procedures include Selective and Non-Selective Arteriography, Venography, Arthrography, Lymphangiography, Sialography and Myelography).

Course Level: Undergraduate

RAD 310: RADIOGRAPHIC PATHOPHYSIOLOGY (3)

This course is designed to present the students with working knowledge of various disease processes, differentiation between bacterial and viral organisms, presentation of principles used in identification of circulatory disorders, degenerative disease, neoplastic and conditions of illness involving the different body systems.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

RAD 320: DIGITAL RADIOGRAPHY & PACS (3)

This course provides a basic understanding of digital radiography and Picture Archiving & Communication Systems. We will examine the components, principals and operation of digital imaging and archiving systems. This will include image acquisition and processing in CR and DR. Image display, archiving and retrieval in Picture Archiving Communications Systems (PACS) will be learned in theory and made applicable in clinical site. Similarities and differences between CR, DR and film/screen systems will be discussed, taking into consideration exposure factors, image evaluation and the principles of quality assurance in digital radiography. Through this course, students will be introduced to the history, fundamentals, operation, and computer applications in diagnostic radiology.

Course Level: Undergraduate

RAD 330: RADIATION BIOLOGY (3)

This course presents the effects of ionizing radiation in the human body including genetic and somatic manifestations. The principles of radiation biology are presented through a consideration of the interaction of nuclear physics, biology, and radiology. The public's right to minimal radiation exposures stressed. Direct and indirect radiation theories are outlined.

Course Level: Undergraduate

RAD 340: RADIOGRAPHIC PHYSICS (3)

A compilation of information from both Radiation Physics and x-ray equipment will be incorporated in the discussion of the radiographic circuit. Focused sessions targeting individual components and the entire radiographic circuit are demonstrated. Discussions of various generators are achieved. This course adheres to guidelines by the AAPM Education Council and the Academic Council of the Association of University Radiologists.

Course Level: Undergraduate

RAD 352: CLINICAL EDUCATION 2 (3)

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System.

Course Level: Undergraduate

Course Fee: \$560.00

RAD 353: CLINICAL EDUCATION 3 (3)

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System.

Course Level: Undergraduate

Course Fee: \$560.00

RAD 360: ADVANCED PATIENT CARE&ASSESS (3)

This course will provide Radiologic Technologists advanced patient care assessment techniques for the clinical setting. The course incorporates patient assessment and management with procedural analysis, performance and evaluation. Topics will include: considerations in caring for a diverse patient population, venipuncture techniques, normal electrical conduction as well as common variations in the waveform on the EKG cardiac monitoring device, and wound identification & assessment.

Course Level: Undergraduate

RAD 370: PROFESSIONALISM IN IMAGING (3)

This course explores the impact of professionalism in health care policy and practice as it pertains to the Technologist. Content includes an analysis of current studies, political, environmental, and cultural issues, and the changing role of a Radiologic Technologist within the health care team. The impact of these issues on the Radiologic Technologist and the health care delivery system will be explored.

Course Level: Undergraduate

RAD 401: FIELD WORK RAD TECHNOLOGY 1 (3)

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System.

Course Level: Undergraduate

Course Fee: \$560.00

RAD 402: FIELD WORK RAD TECHNOLOGY 2 (3)

Students function as learning members within radiology departments at several clinical sites. Experience is provided in patient care and preparation, selection of exposure factors, patient positioning, and radiation protection. The Clinical practice sequence is designed to sequentially develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in the performance of Radiologic procedures. Close supervision is provided to develop the student's clinical skills. Evaluation of the student's skills and abilities are performed through the Clinical Competency Evaluation System.

Course Level: Undergraduate

Course Fee: \$560.00

RAD 411: CASE STUDIES 1 (2)

These courses review all concepts covered during the program. The students also learn test-taking skills, and take "Practice Registry" exams to prepare them for their registry.

Course Level: Undergraduate

Course Fee: \$100.00

RAD 412: CASE STUDIES 2 (2)

These courses review all concepts covered during the program. The students also learn test-taking skills, and take "Practice Registry" exams to prepare them for their registry.

Course Level: Undergraduate

RAD 420: RESEARCH IN HEALTHCARE (3)

This course is designed to aid in the development of inquiry and investigation skills. It reviews the role and scope of Radiologic Sciences as well as the interdisciplinary approach to patient care intended to meet the needs of a complex and changing health care system. Learning research skills and conducting research projects benefit the individual and the profession by adding to the professional body of knowledge.

Course Level: Undergraduate

RAD 430: FILM CRITIQUE/CAREER PREP (3)

This course is designed to enhance the ability of the Senior student to apply what they have learned in analyzing radiographic images. Included are the importance of minimum imaging standards, student-lead discussion of problem-solving techniques for image evaluation, and the various factors that can affect image quality. The first semester will focus on routine radiographs and routine radiographic examinations. In the second semester, each student must present at least three examinations from the following categories; these courses cover differentiation between diagnostically acceptable and unacceptable radiographs using patient clinical data, prevailing protective standards and technical factors encompassing radiographic quality. Differentiating anatomy in relationship to accuracy of patient positioning also is included. The student will present his or her evaluation in written and oral reports, thereby also acquiring confidence in public speaking.

Course Level: Undergraduate

RAD 441: SENIOR CAPSTONE IN RADIOLOGY (3)

This course is a senior thesis that is a culmination of the Radiologic Technologic program of study. The thesis will demonstrate the student's cogent analysis and command of interpretive and conceptual tasks required by program learning outcomes and course materials. The thesis will indicate the students' command of the field with convincing arguments and sophisticated use of conventions of the Radiology academic discipline.

Course Level: Undergraduate

Science (SCI)

SCI 100: SCIENCE IN CONTEXT (3)

This course presents scientific threads in selected scientific case studies. These threads include scientific activities, concepts, the nature of the scientific enterprise, and bioethical implications. Three case studies are examined in each offering of the course.

Course Level: Undergraduate

Sign Language (SLA)

SLA 101: BEGINNING AMERICAN SIGN LANG 1 (3)

Beginning-level instruction in American sign language used to communicate with hearing-impaired persons. Designed especially for teachers, but others are welcome. Field trips.

Course Level: Undergraduate

Social Sciences (SSC)

SSC 390: IND STUDY: SSC (0.5-6)

Course Level: Undergraduate

Course Fee: \$140.00

SSC 490: INTERNSHIP. (0.5-6)

Course Level: Undergraduate

Satisfies requirement for Experiential Learning

Social Work (SWK)

SWK 110: SOCIAL NEEDS/SOCIETAL RESPONSE (3)

Focuses on the development and role of social work and other human service professionals. Issues of human diversity such as substance abuse, family violence, homelessness, and mental illness are discussed from a foundation that emphasizes personal values, basic human needs, and professionalism. Not required of Social Work students.

Course Level: Undergraduate

SWK 241: VIOLENCE IN THE FAMILY (3)

Violence in the family creates major physical and mental health problems. Violence reaches all levels of society, and the impact is felt throughout the family system. Emphasis on the psychological, physical, emotional, and social implications; resources for intervention; methods of communication and roles in responding to family violence. Carries a fee for the Child Abuse Identification and Reporting Certification embedded in the course.

Course Level: Undergraduate

Cross-listing(s): SOC 241

Prerequisite(s): PSY 181 or SOC 151 or SOC 110 or SWK 110

SWK 248: COMPOSING CASE NOTES (1)

This course will provide an overview of correct documentation formats for case records and records for agency filing using a word processing program on a personal computer.

Course Level: Undergraduate

Course equivalency: CIS 248

SWK 255: SOCIAL PROBLEMS: POVERTY/DISCR (3)

This course will examine social problems facing humankind from an economic perspective. The analysis of diverse social problems will be informed by economic theories and sociological analyses. Theories related to the operation of the labor market will also be used in the analysis of the nature, consequences and causes of poverty and discrimination. Economics is connected to all social institutions no matter the societal structure; this includes education, health care, religion, politics, bureaucracies, and families.

Course Level: Undergraduate

Cross-listing(s): SOC 255

Prerequisite(s): SOC 151

SWK 281: WORKING WITH SPECIAL POPULATNS (3)

A focused study of special populations in social work practice, including, but not limited to, the following: drug and alcohol, immigrants, aging, HIV/AIDS, mental illness, and disabilities. Attention to the needs of these population groups, the formal and informal systems and resources available to address their needs, the current treatment strategies/interventions utilized to address the difficulties faced by these populations, as well as the current social policies that affect the application of services to them.

Course Level: Undergraduate

Prerequisite(s): PSY 181 and SOC 151

Course equivalency: EDU 281

SWK 301: FOUNDATIONS OF SOCIAL WORK (3)

Orients students to the nature of professional education and its importance for social work practice. Analyzes the structure and conceptualization for the profession's orientation to practice and education at the baccalaureate level. Studies social work values and their interaction with the knowledge foundations of the profession. Assessment and strengthening of beginning relationships and communication skills.

Course Level: Undergraduate

Course Fee: \$25.00

SWK 302: HUMAN BEHAVIOR/SOCIAL ENVIRNMT (3)

Provides a conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social, and cultural components of human behavior from birth through young adulthood. .

Course Level: Undergraduate

Prerequisite(s): PSY 181 and SOC 151 and (BIO 120 or SCI 100 or BIO 207 or BIO 215 or BIO 285)

SWK 303: HUMAN BEHAVR/SOCIAL ENVIRNMT 2 (3)

This course provides a conceptual foundation of the person-in-environment and systems theory framework for understanding the dynamic interaction of the biological, psychological, social, and cultural components of human behavior from young adulthood through old age.

Course Level: Undergraduate

Prerequisite(s): SWK 302

SWK 311: SOCIAL WELFARE/SOCIAL INSTITUT (3)

Introduction to the institution of social welfare and the profession of social work; how a society arranges for helping its members satisfy basic needs; historical development of conflicting social philosophies and modern social welfare programs; examination of values, knowledge base, and settings of social work practice.

Course Level: Undergraduate

Prerequisite(s): SOC 151 and PSY 181

SWK 322: SOCIAL WORK PRACTICE I (4)

Analyzes in depth the program's conceptualization of entry-level professional social work practice; begins the development of practice skills needed to assess and intervene in situations involving a range of systems; furthers the development of skills, including communication and professional relationships. Includes the application of skills through a required practicum.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): SWK 301 and (COM 101 or ENG 110 or (ENG 102 and English Proficiency Evaluation with a score of 101))

SWK 336: ORGANIZATIONAL BEHAVIOR (3)

An introduction to the fundamental psychological and sociological principles and their application to individuals, groups, and organizational settings. The course focuses on managerial applications and encompasses both micro- and macro-perspectives. The course analyzes theories of motivation, job design, rewards, leadership, conflict, organizational structure, and change management.

Course Level: Undergraduate

Cross-listing(s): BUS 336

Prerequisite(s): (COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101)) and (SOC 151 or SOC 110 or SWK 110)

SWK 395: CHILDREN, COURTS & CARE (3)

Focuses on the needs of the most vulnerable children and their families—the poor, racial and ethnic minorities, isolated/alienated groups, and those with handicapping conditions. Designed to help the student develop an understanding and appreciation of the issues, purposes, values, sanctions, goals, and procedures involved in the delivery of services to families and children. Traditional and contemporary approaches to service delivery, policy formulation, resource allocation, program development, and personnel strategies are examined.

Course Level: Undergraduate

SWK 413: SOCIAL WELFARE POLICY (3)

Presents an approach to integrate policy and entry-level social work practice. Defines and identifies policies of concern to the social work practitioner by utilizing elements drawn from the program's conception of practice. Analyzes policy making and policy formation processes in a range of resource systems used by the social work practitioner. Develops policy-related analytical and interactional skills for use in practice.

Course Level: Undergraduate

Prerequisite(s): SWK 322

SWK 420: SOCIAL SCIENCE RESEARCH (3)

Study of the scientific system of inquiry, introduction to various types of research designs and methods, application of social research methods within the context of prediction and control, class presentation and discussion within a humanistic frame of reference.

Course Level: Undergraduate

Cross-listing(s): SOC 420

Prerequisite(s): SOC 151

Course equivalency: PSY 420

Course Fee: \$10.00

SWK 423: SOCIAL WORK PRACTICE II (4)

Further develops practice skills needed to assess and intervene in situations involving the range of systems, begins the development of skills to evaluate one's own practice, examines the relation of skills to professional values and ethics.

Course Level: Undergraduate

Prerequisite(s): SWK 322

Corequisite(s): SWK 461

Course Fee: \$260.00

SWK 424: SOCIAL WORK PRACTICE III (4)

Refines and integrates practice skills needed to assess and intervene in situations involving the range of systems; further develops tools and skills essential to the evaluation of one's own practice and to the effectiveness of interventions.

Course Level: Undergraduate

Prerequisite(s): SWK 423

Corequisite(s): SWK 462, SWK 491

SWK 461: SEMINAR IN SOCIAL WORK I (6)

Supervised instruction to acquire skill in social work practices and to test in a field setting the principles and theories learned in the classroom. Students spend 14 hours per week in this experience.

Course Level: Undergraduate

Prerequisite(s): SWK 322

Corequisite(s): SWK 423

Course Fee: \$300.00

SWK 462: SEMINAR IN SOCIAL WORK II (6)

Continuation of Social Work 461, Seminar in Field Instruction I.

Course Level: Undergraduate

Prerequisite(s): SWK 461

Corequisite(s): SWK 424, SWK 491

Course Fee: \$180.00

SWK 491: SENIOR INTEGRATING SEMINAR (3)

Integration of concepts learned in previous course work and field experience. Synthesis of a knowledge-base for social work practice. Evaluation of personal values as they affect and are affected by current social work practices. A capstone course.

Course Level: Undergraduate

Prerequisite(s): SWK 423

Corequisite(s): SWK 424, SWK 462

Sociology (SOC)

SOC 151: ELEMENTS OF SOCIOLOGY (3)

This course introduces students to the "sociological imagination"—a way of viewing events, relationships, and social phenomena that forms the fabric of our lives and much of our history. Basic sociology entails an examination of the ways in which people are shaped and influenced by their society and vice-versa. Students will employ a sociological perspective in critically analyzing the world around them.

Course Level: Undergraduate

SOC 215: HEREDITY AND SOCIETY (3)

This course explores health and societal implications surrounding genetics and genomics topics. Topics will include current areas of interest including stem cell research, the Human Genome Project, genetic testing, genealogical tracing, bioethics, bioinformatics, genetics of infectious disease, and DNA barcoding, to name a few.

Course Level: Undergraduate

Cross-listing(s): BIO 215

SOC 241: VIOLENCE IN THE FAMILY (3)

Violence in the family creates major physical and mental health problems. Violence reaches all levels of society, and the impact is felt throughout the family system. Emphasis on the psychological, physical, emotional, and social implications; resources for intervention; methods of communication and roles in responding to family violence. Carries a fee for the Child Abuse Identification and Reporting Certification embedded in the course.

Course Level: Undergraduate

Cross-listing(s): SWK 241

Prerequisite(s): PSY 181 or SOC 151 or SWK 110 or SOC 110

Course Fee: \$25.00

SOC 252: RACE AND ETHNICITY (3)

A theoretical and historical analysis of minority groups with emphasis upon the nature of social interaction and change.

Course Level: Undergraduate

Prerequisite(s): SOC 151

SOC 255: SOCIAL PROBLEMS: POVERTY/DISCR (3)

This course will examine social problems facing humankind from an economic perspective. The analysis of diverse social problems will be informed by economic theories and sociological analyses. Theories related to the operation of the labor market will also be used in the analysis of the nature, consequences and causes of poverty and discrimination. Economics is connected to all social institutions no matter the societal structure; this includes education, health care, religion, politics, bureaucracies, and families.

Course Level: Undergraduate

Cross-listing(s): SWK 255

Prerequisite(s): SOC 151 or PSY 181 or SOC 153 or BIO 153 or SWK 110 or SOC 110

SOC 257: SOCIAL CLASS/CHANGING SOCIETY (3)

This course is an examination of the American class structure, focusing on social class differences in lifestyle and "life chances" (the opportunities that result from membership in a particular class). Topics may include the role of culture and social institutions in shaping Americans' perceptions of class; recent changes in the class structure; class correlates of health, educational attainment, and political participation; the interplay of social class with race and gender; and cross-national comparison of rates of social mobility.

Course Level: Undergraduate

Prerequisite(s): SOC 151

SOC 281: WORKING WITH SPECIAL POPULATNS (3)

A focused study of special populations in social work practice, including, but not limited to, the following: drug and alcohol, immigrants, aging, HIV/AIDS, mental illness, and disabilities. Attention to the needs of these population groups, the formal and informal systems and resources available to address their needs, the current treatment strategies/interventions utilized to address the difficulties faced by these populations, as well as the current social policies that affect the application of services to them.

Course Level: Undergraduate

Prerequisite(s): PSY 181 and SOC 151

Course equivalency: EDU 281

SOC 314: THE CIVIL RIGHTS MOVEMENT (3)

An in-depth look at one of the most dramatic and influential social movements in American history. The course begins with a brief overview of American race relations and ends with a discussion of contemporary racial issues. However, the bulk of the course concentrates on racial developments from the 1940s to the 1970s.

Course Level: Undergraduate

Course equivalency: HIS 314

SOC 330: TOPICS IN SOCIOLOGY (3)

An in-depth exploration of a major topic in sociology, determined by the instructor. Topics will rotate and reflect contemporary social phenomena such as: The Sociology of Food, Social Stratification in a Global World, and Technology and Society.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): COM 101 or ENG 102 or ENG 120 and SOC 151

SOC 382: SOCIAL PSYCHOLOGY (3)

This course will review theory and research in social psychology and apply its major principles to situations encountered in everyday life. Students will investigate the manner in which the behavior, feelings, or thoughts of one individual are influenced or determined by the behavior and/or characteristics of others. Lectures, discussions, and in-class exercises will be offered to extend the concepts presented in the readings, as well as draw parallels to current interpersonal and societal issues.

Course Level: Undergraduate

Cross-listing(s): PSY 382

Prerequisite(s): PSY 181 or SOC 151

SOC 420: METHODS OF SOCIAL RESEARCH (3)

This course exposes students to the processes and techniques of social scientific research. Topics include the conceptualization of a research question or problem, the role of theory in research, development of a research design, measurement of variables, data collection, and data analysis. Students will conduct projects using various methodologies, which might include questionnaires, interviews, observations, and content analysis.

Course Level: Undergraduate

Prerequisite(s): SOC 151

Course equivalency: PSY 420, SWK 420

Course Fee: \$10.00

SOC 452: SENIOR SEMINAR: SOCIOLOGY (3)

Students will accomplish a significant piece of independent scholarship and research. The course will emphasize the application of theory and methods as well as the further development of individualized graduation plans and portfolios. A capstone course.

Course Level: Undergraduate

Cross-listing(s): PSY 452

Prerequisite(s): SOC 420 or SWK 420

SOC 455: SOCIAL THEORY (3)

An in-depth investigation of social theory, its historical origins, and the various schools of thought that exist to explain a society. The class will explore classic theoretical perspectives, as well as some of the current perspectives within social theory. Each student will become familiar with key arguments of the various theorists and will be expected to discuss, distinguish, and apply these theories to contemporary times.

Course Level: Undergraduate

Spanish (SPA)

SPA 101: SPANISH I (3)

Development of skills required for comprehending, speaking, reading, and writing elementary Spanish; methods provide acquaintance with Spanish culture.

Course Level: Undergraduate

SPA 102: SPANISH II (3)

Development of skills required for comprehending, speaking, reading, and writing elementary Spanish; methods provide acquaintance with Spanish culture.

Course Level: Undergraduate

Prerequisite(s): SPA 101

Theology (THE)

THE 101: CHRISTIAN FAITH AND ETHOS (3)

An exploration of the central teachings of the Christian faith through Scripture, Christian history and thought, and the liberal arts, with a special emphasis on examining the person and work of Jesus Christ.

Course Level: Undergraduate

Prerequisite(s): FYS 100 or FYS 101 (may be taken concurrently)

Course equivalency: REL 100, REL 101

THE 111: NARRATIVE OF SACRED SCRIPTURE (3)

The narrative of the Old and New Testaments, with particular emphasis on the faith and life of the covenant people of the Old Testament, and the basic content of the canonical gospels, the book of Acts, and the epistles.

Course Level: Undergraduate

Course equivalency: REL 111

THE 201: GLOBAL CHRISTIANITY (3)

An exploration of the Christian faith and ethos in conversation with the liberal arts and professional studies as contextualized in the experiences of Christians from around the world.

Course Level: Undergraduate

Prerequisite(s): (REL 100 or REL 101 or THE 101) and (COM 100 or (ENG 101 and English Proficiency Evaluation with a score of 100))

Course equivalency: REL 200, REL 201

THE 230: CHRISTIAN ETHICS (3)

A theological approach to the challenge of Christian ethics and what it means to live a good life, including a study of classical ethical theories, an examination of central problems in Christian ethics, and a concerted effort to apply Christian ethical principles to contemporary moral issues.

Course Level: Undergraduate

Prerequisite(s): THE 101

THE 234: THE CHRISTIAN FAITH (3)

A systemized study of the chief teachings of the Christian faith as presented in the Holy Scriptures and confessed in the Lutheran church.

Course Level: Undergraduate

Course equivalency: REL 234

THE 247: FOUNDATION FOR MINISTRY TODAY (3)

A course designed to acquaint students with the many dimensions of the pastoral ministry.

Course Level: Undergraduate

THE 252: WORLD RELIGIONS (3)

A survey of the origin and central teachings of the major Eastern and Near-Eastern religions. Special emphasis given to their worldview and their unique literature and culture.

Course Level: Undergraduate

Course equivalency: REL 252

THE 260: CHRISTIAN MUSLIM RELATIONS (3)

A dialogical approach to Christian-Muslim relations past and present with special attention given to addressing classic and contemporary articulations of theological and philosophical agreements and disagreements

Course Level: Undergraduate

Prerequisite(s): THE 101

THE 331: ISSUES IN THE OLD TESTAMENT (3)

This course will examine the interpretive framework of the Old Testament in light of the New Testament. Students will also research the answers to contemporary issues that face our world today based in the Biblical text.

Course Level: Undergraduate

Prerequisite(s): (COM 101 or ENG 110 or (ENG 102 and English Proficiency Evaluation with a score of 101)) and REL 100

Course equivalency: REL 331

THE 332: ISSUES IN THE NEW TESTAMENT (3)

This course will examine the interpretive framework of the New Testament as it pertains to the development of Christianity in light of the Old Testament. Students will also research the answers to contemporary issues that face our world today based in the Biblical text.

Course Level: Undergraduate

Satisfies requirement for Writing Across the Curriculum

Prerequisite(s): THE 101

Course equivalency: REL 332

THE 333: ISSUES IN MODERN THEOLOGY (3)

An examination of the major theologians and philosophers who have shaped theology from the 17th century Enlightenment to present-day post-modernism. Particular attention will be paid to the issue of hermeneutics as it pertains to interpretation of the Scriptures and world view in modern theology. The course considers alternative theological movements and thought, especially emerging metacritical views.

Course Level: Undergraduate

Prerequisite(s): THE 201

Course equivalency: REL 333

THE 334: LUTHERAN THEOLOGY (3)

This course offers students a focused, in-depth study of selected portions of the Book of Concord as well as supplemental material from Lutheran theological teaching. It will promote scholarly research and writing skills.

Course Level: Undergraduate

Prerequisite(s): REL 300

Course equivalency: REL 334

REGENTS, ADMINISTRATION, & FACULTY

Control and Resources

The administrative affairs of the College are vested in a Board of Regents, which is recognized by the New York State Department of Education as the governing body. Four members shall be elected by the general conventions of The Lutheran Church-Missouri Synod. In addition, four members are elected by conventions of the Atlantic District of the Synod—the geographical jurisdiction in which the College is located—whose president serves as an ex officio member of the Board. Finally, no fewer than four and no more than eight laypersons are appointed as voting members by the Board of Regents itself.

Board of Regents 2019-20

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 Victor Bowman, Associate Director of Recruitment
 Nastacia Brown, Admission Recruiter
 Evelyn Cea, Admissions Office Manager
 Jennifer Corrado, Admission Recruiter

Diane Flores, Assistant Director of Admission
 Elijah McGruder, Admissions Recruiter
 Anthony Rooney, Associate Director of Admissions, Accelerated Degree Programs
 Ishmael Yemoh, Admissions Recruiter

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Craig Everett, Athletic Grounds Manager/Head Baseball Coach
 Kathy Laoutaris, Director of Athletics and Campus Life
 Carly Mertens, SAAC Advisor
 Doriene Pearson, Director of Compliance/Athletics
 William Salva, Faculty Athletics Representative
 Eli Sirota, Sports Information Director
 Brian Snow, Assistant Director of Athletics
 David Tirado, Director of Sports Medicine

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 Len Certa, Interim Controller & Budget Manager
 Jacqueline Donohue, Assistant Controller
 Rosalin Gutierrez, Manager of Student Accounts
 Denise Hopkins, Manager of Student Accounts
 Ryan Levy, Business Office Associate
 Analisa Meier, Accounts Receivable/Cashier
 Blanca Rivero-Medina, Senior Accountant
 Jason Serrano, Accounts Payable Manager

College Advancement

Lois Montorio, Vice President of Advancement
 Lauren Servidio, Assistant to Institutional Advancement, Gift Intake Coordinator
 Kathleen Suss, Vice President for Major Gifts and Executive Director of Concordia Conservatory
 Julie Taylor, Database Manager

Concordia Conservatory

Keith Kriendler, Music Program Director, Instructor of Music
 Melinda Magnani, Associate Director of Concordia Conservatory
 Karen Nisenon, Clinical Director, Arts for Healing
 Kathleen Suss, Vice President for Major Gifts and Executive Director of Concordia Conservatory
 Marie Louise Yacoub, Administrative Assistant

College Services

Joseph Castaldo, Senior Director of College Services and Campus Security
 Stephen Bonura, Director of Campus Safety
 Carol Deleso, Manager of Administrative Services

Health Services

Susan Crane, R.N., Director of Student Health Services
 Catherine Estatico, Student Health Services Coordinator
 Paige McIntyre, N.P., Nurse Practitioner

Human Resources

Iraida Peeck, Payroll Manager
 Michelle Timol, Human Resources Manager
 Theresa Vidal, Director of Human Resources

Information Technology

Joseph Bouvier, Senior Helpdesk Technician
 Joshua Espina, Junior Helpdesk Technician
 Jeffrey Getz, Database Administrator
 Gary Gollenberg, Chief Information Officer
 Shadrack Ngowi, Associate Director of IT Services – Core Hardware Systems
 Alison Bogart, Academic Software Specialist
 Gary Rivera, Systems Administrator

Legal Affairs

Arlene Torres, Esq., General Counsel
 Gary Vega, Manager of International Student Operations

Library Services

Travis Basso, Librarian/College Archivist/Information Literacy Instructor
 Marilyn Chin-Gosset, Librarian/Acquisitions/Information Literacy Instructor
 Nevine Haider, Librarian/Technical Services
 William Perrenod, Director of Library Services, Assistant Professor of Humanities

Marketing & Communications

Amie A. Hollmann, Associate Director of Creative Services
 Holly Magnani, Senior Director of Marketing and Communications
 Dawn Norris, Digital Designer
 Rebecca Portnoy, Associate Director of Communications
 Matthew Zefi, Photographer/Videographer

OSilas Gallery

Justine McEnerney, Manager of OSilas Gallery
 Lisa Rao, Art Program Director
 Elizabeth Vranka, Executive Director of the OSilas Gallery and Art Studio

President's Office

Rev. Dr. John Arthur Nunes, President
 Laura Brezovsky, Director of President's Office & Board Management
 Dr. Mark Wahlers, Chief Administrative Officer

Enrollment Services & Academic Operations

Christopher D'Ambrosio, Associate Dean of Academic and Enrollment Services
 Jenifer Jules, Registrar
 Robert Lena, Operations Manager for Enrollment Services
 Anjali Moncrieffe, Assistant Registrar
 Roderick Porter, Registrar Staff Assistant
 Tanya Noya, Director Financial Aid
 Nicole Mahoney, Assistant Director of Financial Aid
 Christopher Sandoval - Financial Aid Counselor
 Rachel Damiani, Interim Director of Advising/Director of Off-Campus and Online Academic Program Operations

Student Experience

John Dana, Associate Director of Campus Life, Judicial Officer
 Kathy Laoutaris, Director of Athletics and Campus Life

Sarah Nunes, Coordinator of Student Activities and Orientation

Student Success

Eleanor Evangelista, Senior Director of Student Academic Support
 Jason Francis, Associate Director of Student Success
 George Groth, Director of the Connections Program
 Johanna Perry, Director of Student Success, Assistant Professor of Humanities

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B

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C

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Licensed Clinical Social Worker

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EDD, St John Fisher College; MS, Mercy College; BA, CUNY/Herbert H
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EDD, St John Fisher College; MBA, Pace University At Pleasantvil; BA,
CUNY/Herbert H Lehman College
Information Systems Auditor, Risk Professional

S

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EDD, Temple University; MS, University Of Scranton; BS, University Of
Scranton
Civil Rights Training Level II, MS Self-Study Visit

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EDD, Lynchburg College; BA, University Of Houston-Main Cam;

Ralph Schultz, *Emeritus*

SMD, Union Theological Seminary; MM, Cleveland Institute Of Music; BS,
Concordia University Chicago

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BS, St Thomas Aquinas College; AAS, Bergen Community College;

Kathleen Suss, *Assistant Professor*

MM, Manhattan School Of Music; BA, Depauw University;

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MS, Mercy College; BS, Mercy College; AAS, Farmingdale State College

V

Stathene Varvisotis, *Assistant Professor*

MED, William Paterson University; ;

Nathalie Virgintino, *Associate Professor*

PHD, Saint Johns University; MA, CUNY Graduate Center;

W

Mark Wahlers, *Professor*

PHD, Univ Of Texas At Austin; MSED, Portland State University; BS,
Concordia University-NE

Z

Mirian Zavala, *Assistant Professor*

PHD, CUNY Graduate Center; MS, CUNY/Herbert H Lehman College;

Standing Committees

Academic Policies Committee–Undergraduate

Gary Dresser, Teacher Education Program Chair

- Registrar (non-voting)
- School Representatives
- Student Government Association representatives (non-voting)

Academic Policies Committee – Graduate

Eun Young Jung, Assoc. Professor of Education

- Registrar (non-voting)
- School Representatives

Assessment Committee

Whendi Cook Broderick, Psychology Dept.

- Program Representatives
- Adult Education Representative
- Student Life Representative
- Registrar's Office Representative
- Two Student Government Association representatives, (non-voting)
- Director of Institutional Effectiveness and Research

Faculty Matters

Chair, Joshua Hollmann

- Three faculty elected by the faculty-at-large

Student Experience

Thai Chan, Asst. Professor/Clinical Coordinator of Radiology

- Three faculty elected by the faculty-at-large
- Three Student Government Association Representatives

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