# TABLE OF CONTENTS

- Home ........................................................................................................ 3
- President’s Message .................................................................................. 4
- Mission, Values & Institutional Student Learning Outcomes .................. 5
- Accreditation & Charter ............................................................................ 6
- About Concordia College ........................................................................ 7
- Admission ................................................................................................. 8
- Financial Aid ............................................................................................. 15
- Description of Fees .................................................................................. 22
- Student Responsibilities ........................................................................... 25
- Student Experience .................................................................................. 27
- Academic Schools ..................................................................................... 31
- The Concordia Experience ....................................................................... 32
- Academic Protocols .................................................................................. 36
- Undergraduate Programs ......................................................................... 41
  - Behavioral Science, B.A. - Accelerated Degree Program ..................... 41
  - Biology, B.A. .......................................................................................... 42
  - Business Administration, A.A.S. .......................................................... 42
  - Business Administration, B.S. ............................................................... 43
  - Business Administration, B.S. - Accelerated Degree Programs .......... 44
  - Criminal Justice, B.A. .......................................................................... 45
  - Educational Services, B.A. ................................................................... 46
- General/Special Childhood Education BA/MS in Education (5-Year) ... 46
  - Health Care Administration, B.S. - Accelerated Degree Program ....... 49
- Health Studies, B.S. .................................................................................. 49
- Health Studies, B.S. - Accelerated Degree Program ............................... 50
- Interdisciplinary Studies B.A. ................................................................. 51
- Liberal Arts & Liberal Arts with Concentration A.A. ............................... 55
- Liberal Studies, A.A. - Accelerated Degree Program ............................... 55
- Nursing, B.S. ........................................................................................... 56
- Psychology, B.A. ...................................................................................... 57
- Radiologic Technologies, B.S. ................................................................. 58
- Social Sciences, B.A. ............................................................................... 59
- Social Work, B.S. ...................................................................................... 60
- Teacher Education, B.A. ......................................................................... 61
- Graduate Programs .................................................................................. 64
  - Business Leadership, M.S. ................................................................... 64
  - Digital Marketing, M.S. ........................................................................ 64
  - Digital Media, MA ................................................................................ 65
  - Education, M.S. .................................................................................... 65
  - Leadership M.S. ..................................................................................... 66
  - Teaching English to Speakers of Other Languages (TESOL), M.S. .... 66
- Curriculum Supplements .......................................................................... 68
- Courses of Instruction ............................................................................. 69
- Course Descriptions ................................................................................ 70
  - Accounting (ACC) ................................................................................ 70
  - Art (ART) ............................................................................................... 71
  - Biology (BIO) ......................................................................................... 71
  - Business Administration (BUS) ............................................................ 72
  - Chemistry (CHM) ................................................................................ 75
  - Communication (COM) ........................................................................ 76
  - Computer Information Systems (CIS) .................................................... 76
  - Criminal Justice (CRJ) ......................................................................... 76
  - Digital Marketing (DMM) .................................................................... 77
  - Economics (ECO) ................................................................................ 77
  - Education (EDU) .................................................................................. 78
  - English (ENG) ...................................................................................... 83
  - Experiential Learning (EXL) ................................................................. 85
  - Geography (GEO) ................................................................................ 85
  - Greek (GRK) ......................................................................................... 85
  - Health Studies (HEA) .......................................................................... 85
  - Hebrew (HEB) ...................................................................................... 86
  - History (HIS) ....................................................................................... 86
  - Honors/Fellows (HON) ........................................................................ 86
  - Humanities (HUM) .............................................................................. 86
  - International Studies (INS) ................................................................. 87
  - Italian (ITL) ........................................................................................ 87
  - Leadership (MSL) ............................................................................... 87
  - Mathematics (MAT) .............................................................................. 87
  - Music (MUS) ....................................................................................... 88
  - Music Conservatory (MCV) ................................................................. 89
  - New Media Communication (NMC) ..................................................... 92
  - Nursing (NUR) ..................................................................................... 93
  - Philosophy (PHI) ................................................................................ 94
  - Physical Education (PED) .................................................................... 95
  - Physics (PHY) ..................................................................................... 95
  - Political Science (POL) ........................................................................ 95
  - Psychology (PSY) ................................................................................ 95
  - Radiologic Technology (RAD) ............................................................. 96
  - Science (SCI) ....................................................................................... 99
Sign Language (SLA) .............................................................. 99
Social Sciences (SSC) .......................................................... 99
Social Work (SWK) ............................................................... 99
Sociology (SOC) ................................................................. 100
Spanish (SPA) ................................................................. 101
Theology (THE) ............................................................... 102
Regents, Administration, & Faculty ......................................... 103
Index .................................................................................. 108
PRESIDENT’S MESSAGE

Dear Students,

I personally welcome each of you to Concordia College New York!

Whether you are a new or returning student, whether you are studying at our Bronxville campus or at one of our Concordia Near You locations, YOU belong here. Whatever path led you to Concordia YOU belong here. YOU are an integral thread in the rich and vibrant fabric that is Concordia. There is no doubt that Concordia will shape you, but we need each of you to help shape us as well. I invite you to be a part of YOUR Concordia experience.

Here at Concordia, we take our commitment to preparing students to pursue lives of passion, purpose, and service very seriously, and we have a long legacy of innovative changes that help us fulfill that commitment.

Engaging with YOU is one of the greatest gifts I have in this role. I look forward to getting to know you.

Best of Blessings in Jesus Christ,

Rev. John Arthur Nunes
President, Concordia College New York
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 identity with an ethics-infused curriculum and a faith-informed community life.

Quality
As an academic community, we embrace 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
Our community reflects diversity as we reach out with a globally engaging 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. In our dynamic environment, we adapt our educational and business models in a manner that is responsive to the needs of our students.

Vocation
We reinforce the formation of identity, leadership, integrity, and collaboration so that students, faculty, staff, and alumni may realize God’s 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
ACCRREDITATION & CHARTER

Accreditation

Concordia College is accredited by:

Commission on Higher Education of the Middle States Association of Colleges and Schools. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation.
3624 Market Street
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 Postsecondary Accreditation.
1600 Duke Street
Alexandria VA 22314
703-683-8080

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

The Council for the Accreditation of Education Preparation (CAEP) http://caepnet.org. 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 Nursing Program at Concordia College New York is accredited by:

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

The Business Program is accredited by:

International Assembly for Collegiate Business Education (IACBE)
11374 Strang Line Road
Lenexa, KS 66215
913-631-3009

Radiologic Technologies is accredited by:

Joint Review Committee on Education in Radiologic Technology (JRCERT)
20 N Upper Wacker Drive #2859
Chicago, IL 60606
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. The Hoch Chamber 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 artistic 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 or non-binding early action programs. In both programs, students must submit the following documents:

1. An 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 (fees only apply to the Common Application)
3. An official high school transcript or GED/TASC Score Report
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 Criteria for incoming first year/transfer students as Nursing Candidates.

   - 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/Transfer Radiologic Technologies

Students, whether traditional first-years or 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. All students will be required to undergo an interview prior to admission.

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. Either 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

Early Action

Students who are highly interested in Concordia may apply for admission via the Early Action Program. Under Early Action, students complete their application 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.

Regular Decision

In this program, students apply for admission by the March 15 application deadline. Applications and decisions offered after the March 15 deadline will be made on a space-available basis.

Concordia’s First-Year Academic Student Success 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:

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

Notification
Admission decisions are sent to regular decision candidates beginning January 15. Decisions for students who have applied before January 15 will be sent then and will continue until the class is filled.

When to Commit to Concordia
Accepted students who have decided to attend Concordia should submit their non-refundable $300 admission deposit ($500 for international students) by May 1. Students who deposit after May 1 will be subject to space limitations.

Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 1</td>
<td>FAFSA filing begins</td>
</tr>
<tr>
<td>November 15</td>
<td>Early Action application deadline</td>
</tr>
<tr>
<td>December 1</td>
<td>Early Action notification begins</td>
</tr>
<tr>
<td>January 15</td>
<td>Regular Decision notification begins</td>
</tr>
<tr>
<td>March 1</td>
<td>Regular Decision application deadline</td>
</tr>
<tr>
<td>April 1</td>
<td>FAFSA priority deadline</td>
</tr>
<tr>
<td>May 1</td>
<td>Tuition Deposit due</td>
</tr>
</tbody>
</table>

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 is, and the list history in previous years.

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 previously. In addition:

1. The student and parents must each a 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 year by notifying the Office of Admission of their intention in writing. Students who defer should send a letter indicating their intent along with the $300 non-refundable admission deposit.

Readmission
Students who have withdrawn or have been dismissed from the College, for longer than one year, must apply for readmission. Candidates should complete an online application 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:

1. An application for admission
2. A $100 application fee (Common Application only)
3. Official or certified copies of academic records from all secondary schools and universities attended. Records must include the subjects studied, grades/marks attained, and an explanation of the grading system. 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.
4. Proof of English Proficiency TOEFL (IBT score 74), IELTS (score 6.0), or equivalent score on an acceptable language proficiency exam; intermediate-level or high-level certificate from an accredited language school; SAT Critical Reading score of 500 or better; or granted 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 a 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
7. The Supplemental Form; and Application for Form I-20. Before the USCIS
8. Form I-20 can be issued by the College, the student must complete this application, which includes information about the family’s financial circumstances and how the family will meet the College’s educational costs
9. The Office of Admission reserves the right to request additional third-party document verification and certification

For initial admission as a first-year student, three years of completed secondary 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.

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. However, applicants with a H.S.E G.E.D./T.A.S.C. will receive close scrutiny to determine if they have the appropriate academic experience to succeed at Concordia. Applicants must have a minimum score of 60/500 (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.

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 Admission

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

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. Work presented for transfer must be from regionally accredited colleges and is subject to final evaluation by the College Registrar’s Office

Undergraduate Transfer Admission (for Non-Nursing Candidates)

Transfer students should 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. An application for admission
2. A $60 application fee (Only for the Common Application)
3. If fewer than 28 college credits have been earned, an official high school transcript and SAT or ACT scores must be provided
4. An official high school transcript or GED/TASC must be provided unless the student has received an associate’s or bachelor’s degree
5. Official transcripts from all 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. 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 Concordia prerequisite courses with a minimum final grade of C+ and above or a minimum final grade of B and above for prerequisite transfer courses including:
   - 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 (Test) within 9 months prior to application to the Nursing Program.
Admission Requirements
Later than March 15th prior to fall enrollment. The Bachelor of Science in Nursing is an accelerated, 15-month, day program. Completed applications must be submitted no later than March 15th.

The College offers a second-degree program for students wishing to enter the nursing field. The Bachelor of Science in Nursing is an accelerated, 15-month, day program. Completed applications must be submitted no later than March 15th. Nursing applicants must successfully complete all prerequisite courses for application to the Nursing Program.

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:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 215</td>
<td>HEREDITY AND SOCIETY</td>
<td>3</td>
</tr>
<tr>
<td>BIO 272</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>CHM 171</td>
<td>INORGANIC/ORGANIC/BIOCHEMISTRY</td>
<td>3</td>
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<tr>
<td>BIO 373L</td>
<td>GENERAL MICROBIOLOGY LAB</td>
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<td>BIO 373</td>
<td>GENERAL MICROBIOLOGY</td>
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<tr>
<td>BIO 272L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY LAB</td>
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<td>BIO 271</td>
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<td>BIO 271L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY LAB</td>
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<tr>
<td>PSY 181</td>
<td>GENERAL PSYCHOLOGY</td>
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<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
<td>3</td>
</tr>
</tbody>
</table>

Post-Baccalaureate Nursing
The College offers a second-degree program for students wishing to enter the nursing field. The Bachelor of Science in Nursing is an accelerated, 15-month, day program. Completed applications must be submitted no later than March 15th prior to fall 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 “B” 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.

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. It is recommended (not required) students have at least five (5) years of relevant work experience
2. Students must be at least 22 years of age
3. Students with fewer than 60 credits 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. Only grades of “C” or higher are accepted in transfer; and (C- grades and below are not accepted)
4. Students who have not earned at least an associate’s degree must submit an official high school transcript or High School Equivalency (HSE) diploma and test scores/Test Assessing Secondary Completion, TASC™ (formally General Educational Development, GED®)
5. Submit official college transcripts

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) and tuition deposit
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
4. Submit work résumé
5. 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.
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 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
2. 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
3. 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.

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.
   a. The transcripts should reflect a bachelor’s degree with a graduating GPA of at least 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

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

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.

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 criteria 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.

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.

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 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 criteria 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.

1. The transcripts should reflect a bachelor’s degree with a graduating GPA of at least 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.
2. 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
   a. 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
4. An essay (300-500 words in length) describing at least one reason for choosing the program along with your professional goals
5. A current résumé.
6. 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 should be evaluated by current member agencies of NACES, AICE, or AACRAO, or an approved international evaluation by admissions. Program details are available from the Fellows Director, Dr Kate Behr (kate.behr@concordia-ny.edu) or the Office of Admission.

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:

- a high school senior or graduate
- diagnosed with a learning disability, or have an Individual Education Plan
- prepared through appropriate high school courses to undertake college academics
- strongly committed to a college education
- To be considered for admission, a student must supply all the admission documents previously mentioned, plus:
  - 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)

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:

- a high school graduate or have exited their HS programming
- diagnosed with a learning disability
- strongly committed to a college lifestyle
- Pose no safety risk to themselves or others
- To be considered for admission, a student must apply through our website at Concordia-ny.edu/apply and supply all 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
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.

Federal Government Financial Aid Programs

Federal Pell Grants. The Higher Education Amendments of 1972 established this Federal Government program. Grants for 2018–19 range from $657 to $6,195 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 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 servicer 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/). 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 5.9% 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 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 2018-2019 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)** was established by the NYS Legislature in the spring of 2017 for the 2017-18 academic year and following. 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 Institutional grants and scholarships are not offered to students in cohort based programs and the Adult Education Program.

**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; a 2.0 GPA is required to maintain any 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. For more information on the Concordia Choice Program please contact the Financial Aid Office.

**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.
- **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-Koeppchen 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.
- **Coirner-Moore Scholarship.** Established for scholarships to church-service students.
- **Concordia Guild Awards.** Presented to a Sophomore, Junior, and Senior for high academic performance and service to Concordia College.
• **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.

• **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 (Anna) Scholarship.** Established for male students studying for the pastoral or teaching ministry of the Lutheran church.

• **Fulling (Edmund & Marguerite) Scholarship.** Established to award Junior or Senior student in the sciences or math.

• **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.

• **Astrand 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.

• **Howard Halter Scholarship.** Established for students who have a financial need and a commitment to excellence in humanities and/or church service.

• **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.

• **Huneke (Frederick & Lillian) Scholarship.** Awarded to a business major who has demonstrated excellence in the area of marketing.

• **William Randolph Hearst Fellows Scholarship.** Established for students who are enrolled in the Concordia Fellows Program with priority given to the editor of Prelude journal.

• **Klemm Scholarship (David).** Established to support students in need, pursuing a degree (in order of priority) in: a) interdisciplinary studies; b) business; or c) music.

• **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.

• **Oehlkers Family Scholarship.** Established for aid to a student with need, a minimum 3.0 GPA, and 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 needy students enrolled in professional church-vocation programs.

• **Prep Scholarship.** Established to provide scholarship support to a male student who exhibits excellence in both academic and athletic pursuits.

• **Ross Family Scholarship.** Established to provide scholarships to aid church-service 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 fulltime 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 college students 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.

• **Schultz Community Scholarship.** Established to provide aid to a first-time 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 Juniors.

• **Trusheim-Schultz (Steven) Scholarship.** Awarded to an outstanding student in the field of music, or to a choir member selected by the Director of Music; preference given to a Senior.

• **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 Urdstadt Scholarship.** Established to provide assistance to an entering 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.

• **Von Spreckelsen Scholarships.** The Disciple of Christ Award is given to a male student preparing for church ministry; the Ruth Award is given to a female student preparing for the teaching ministry in the Church. Both are designated by the appropriate academic school.

• **Wasch – Klemm Scholarship (Helen) **

• **Weidmann (Rev. Carl & Kathy) Scholarship.** Established for a male student intending a career of church service.

• **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

• Meyers (Al & Justine) Tennis Scholarship
• Olson Tennis Scholarship Fund
• Rockhill Scholarship Fund
• Steven Schultz Baseball Scholarship Fund

Other scholarship endowment funds are also available with no specific restrictions other than fulltime 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/Olhauer Scholarship
• Pherson (John & Ann) Scholarship
• Pyne Scholarship
• RCS Fund Scholarship
• Scheele-Mueller Scholarship
• Steege 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 Office of the Provost.

**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 Vocational Planning page of the College’s website. In addition, the Vocational Planning 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 CareerLink, the College’s online career management system that hosts our job and internship database. Access to CareerLink is given to inquiring students after an initial meeting with a counselor in the Career Development 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:

**INSERT TABLE**. Program:Baccalaureate Program

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

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

<table>
<thead>
<tr>
<th>Start of Semester</th>
<th>Minimum Credits Accrued</th>
<th>Minimum Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>1.3</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>1.5</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>1.3</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Withdrawal Occurs</th>
<th>Included for SAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the 1st day of class</td>
<td>Hours not included</td>
</tr>
<tr>
<td>1st day through the end of Add/ Drop</td>
<td>Credit hours for which the student is enrolled as of the date of withdrawal</td>
</tr>
<tr>
<td>After Add/Drop</td>
<td>Credit hours for which the student is enrolled as of the last day of Add/Drop</td>
</tr>
</tbody>
</table>

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 one-time for a Financial Aid Satisfactory Academic Progress 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 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.

Effective 2010–11 for non-remedial students receiving first NYS award payment in 2010–11 and thereafter. Remedial students and students enrolled in an approved certificate program will use the 2006 SAP charts.

**INSERT TABLE** Program: Baccalaureate Program Calendar: Semester 2010–2011 and thereafter (non-remedial students)

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:

- 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.
DESCRIPTION OF FEES

Traditional Undergraduate (Fall/Spring Semesters)
All traditional full-time students are charged a tuition fee of $16,575 for each semester, $33,150 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 $595 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 $14,500 per semester for all classes taken within the program and any additional fees, if applicable.

Nursing Program Fee $925
All students are charged this $925 fee each semester covering nursing equipment and testing services (NCLEX-RN).

Nursing Technology Fee $1,100
All students are charged this $1,100 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 $965 per credit. Reduced rates are available to high school students and senior citizens age 65 and older. Tuition for auditing courses is $480 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 $695 Graduate Program fee which covers workshops, testing materials, Electronic Portfolio, CEC dues, and a portion of the iPad expense.

Master's Degree courses taken as part of a fully online program are charged:

- $895 per credit for Business Leadership, Digital Media, and Digital Marketing
- $695 per credit for Childhood Education

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 $70,000 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 2019 – 2020 are as follows:

- Traditional Undergraduate Resident, $725 per semester/$1,450 per year (parking not included)
- Traditional Undergraduate Commuter, $462.50 per semester/$925 per year
- Adult Education one-time fee of $290 at the start of the program
- Part-Time/Non-Matriculated $140 per semester

*Post-Baccalaureate Nursing Students are not assessed an additional Comprehensive Fee. Parking is assessed in their Program Fee.

International Student Services Fee
Concordia College provides differentiated services for international students including:
• Dedicated orientations for international students
• Tailored academic advising
• Custom support in tutoring and in the Writing Center with tutors who speak foreign languages
• Tailored resume writing, vocational planning and career services including internships and assistance with OPT applications,
• Special events and activities including speakers, trips and campus events
• Special assistance with holiday and summer residential housing

Concordia’s International Student Services Fee for academic year 2019-2020 is $497.50 per semester/$995 per year. This fee is assessed in addition to the Comprehensive Fee.

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.

Parking Permit
Parking facilities on campus are limited. All persons who drive to campus must register their vehicle with the Security Office and obtain a permit to park on College property. The cost of a parking permit is $120 per semester for resident students. The parking fee for Commuter Students, Accelerated Nursing Students, Adult Education Students, and Graduate Students is included in the comprehensive fee. Junior and Senior Resident Students may only be approved to park on campus with specific permission from Campus Safety. First-Year and Sophomore Resident Students are not permitted to bring a car to campus. Adherence to motor vehicle regulations, as outlined in the Student Guide, is expected at all times. Vehicles parked without a valid permit will be ticketed and are subject to fines, loss of privilege, and/or removal at the owner’s expense. Students are not permitted to park on neighboring streets.

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 pay this $225 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 Fee - Financial Clearance $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 $490 per credit hour awarded.

Professional Seminar Fee (Student Teaching Fee)
All Education students are charged an $800 fee covering additional costs associated with student teaching.
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 their 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 addressed to the student and mailed to the home address on record before the start of each semester. Electronic notifications are sent on a monthly basis to the student’s Concordia College 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, or with the Business Office by phone or in-person. Payments received after the due date will be subject to a Late Payment Fee. All payments for a semester tuition are due prior to the end of 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 no portion of the semester is attended. 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. Summer course registrations may be adjusted until the end of posted add/drop period (the first Friday after the start of the course). No refund will be issued for these courses after the end of the add/drop period. 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.

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 Clearence 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 conduct the process with the student. 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 a Leave of Absence**

Students who have been absent from the College for more than one year, including those who did not request an official leave, 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 choose they work with an advisor to discuss 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 challenge 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, 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.

The program for new students includes presentations and discussions; meeting faculty, advisors, staff members, administrators, and fellow students; social activities. These areas are so important that 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 lead 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 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 them 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 for the student 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 of 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
Depending on their program, students may be required 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 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 walkable 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 Reflections
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 Director of Global Student Programs, Director of Incoming Students and Vocational Planning, Director of Student Engagement, Registrar, and Senior Director of Student Experience advise international students and are available in matters related to government regulations, Immigration
and Naturalization Service (INS), housing, employment, academic, athletic, and personal matters.

The International Student Services offices are located on the first floor of Sieker Hall. 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.

Residence Life
The Residence Life Office at Concordia College strives to help shape a living-learning community that supports residents’ academic, personal, and spiritual growth. Residence 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, Residence Life hopes to develop resilient, whole persons who can adapt successfully to the college environment and to the communities they will enter in the future.

Residence Life Staff
Residence Counselors (RCs) and Resident Assistants (RAs) in each building are responsible for providing and maintaining a living learning environment that enhances the mission and philosophy of the Residence Life Program. RCs are professional, live-in staff members responsible for the overall condition of the residence halls. RAs are students, selected on the basis of reliability and responsibility, who advise a section or floor of the residence hall. RAs are responsible for peer mentoring, programming, conflict resolution, crisis intervention, policy enforcement, and attending to the day-to-day details of residence hall life. Overall, RAs work with the RCs 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.
ACADEMIC SCHOOLS

Business
School of Business offers degrees in the following areas: a Master of Science in Business Leadership (M.S.), a Master of Science in Digital Marketing (M.S.), a Bachelor of Science in Business Administration (B.S.), a Bachelor of Arts in Mathematics (B.A) and a two-year Business Administration (A.A.S.). It also offers a broad range of courses in business, computer information systems, and economics in support of other programs. The School of Business is accredited by the International Assembly for Collegiate Business Education (IACBE).

Education
The School of Education offers programs in undergraduate and graduate teacher education. The NCATE- accredited Teacher Education Program offers a B.A. in Early Childhood, Childhood, and Middle Childhood-Generalist. It also offers a M.S. Ed. in Teaching English to Speakers of Other Languages, General/Special Childhood Education (grades 1-6) and Early Childhood Special Education M.S.Ed. (Birth – 2). Lutheran Teacher Diploma or Christian Teacher Certificate.

Health Sciences & Nursing
The School of Health Sciences offers majors in Biology, Health Studies, Nursing, Radiologic Technologies, Social Work. The Nursing major is offered in two ways: Traditional Undergraduate, Post-Baccalaureate. The Nursing Programs build upon the liberal arts and sciences. The Nursing Pre-Licensure Programs prepare graduates to sit for the National Certification and Licensing Examination for Registered Nurses (NCLEX-RN). The Nursing Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Studies Program offers a baccalaureate program that prepares students for health-related careers in pre-professional and leadership tracks. Radiologic Technologies offers a Baccalaureate Program (B.S.) pre-licensing program prepares graduates to sit for the American Registry Radiological Technologist (ARRT) certification and the New York State licensing exam. The Radiologic Technologies programs is accredited by the Joint Review Committee in Education in Radiologic Technologies (JRCERT). The Social Work Program is accredited by the Council on Social Work Education (CSWE) and offers a B.S. in Social Work with a one-year advanced standing nationally in M.S.W. programs.

Humanities
The School of Humanities offers undergraduate degrees in Criminal Justice, English, Interdisciplinary Studies, Jude-Christian Heritage, Psychology, and Social Sciences. The Interdisciplinary Studies major requires students to select two or three concentrations from among Business, Criminal Justice, English, History, Math, Music, New Media, Psychology, Theology, and Sociology. The Signature concentration is an individually-created concentration developed by the student, and their advisor. The individual concentrations of the Interdisciplinary Studies major can be taken as a minor and paired with a major from any Academic School. The School of Humanities also offers a graduate degree in Digital Media. The Concordia Core is housed in the School of Humanities.
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. 32)
2. Experiential Learning (p. 32)
3. Majors and Minors (p. 33)
4. Exploration and Enrichment Sequence (p. 33)
5. Capstone Experience (p. 33)

I. The Concordia Core

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
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<td>ENG 110</td>
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<td>WRITING LAB</td>
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<td>ENG 120</td>
<td>ARGUMENT AND RHETORIC</td>
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<td>ENG 121</td>
<td>INFORMATION LITERACY</td>
<td>1</td>
</tr>
<tr>
<td>MAT 100</td>
<td>INTERMEDIATE ALGEBRA (Students may be exempt from course upon successful score on math placement exam.)</td>
<td>3</td>
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<tr>
<td>THE 101</td>
<td>CHRISTIAN FAITH AND ETHOS</td>
<td>3</td>
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Historical Perspective

Select one of the following

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<tbody>
<tr>
<td>HIS 100</td>
<td>GLOBAL HISTORY</td>
</tr>
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</table>

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) 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 Leadership (0599.00/52.0213) M.S.

Post-Baccalaureate Programs
- HEGIS/Classification of Instructional Program Code
- Nursing (1203.00/51.3801) B.S.

Bachelor Degree Programs
- HEGIS/Classification of Instructional Program Code
- 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.a
- Middle Childhood Generalist Education (0804.00/13.1203) B.A.
- Nursing (1203.00/51.1699) B.S.
- Psychology (2001) 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 Program 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.

Collaborative Advanced Studies

In a partnership between Concordia College-New York and Valparaiso University (Valparaiso, IN), Concordia New Media undergraduates can gain early entry to Valparaiso's Graduate Program in Digital Media or Sports Media and take graduate classes in their fourth year at Concordia.

1. Master of Science in Digital Media
2. Master of Science in Sports Media
3. Master of International Commerce and Policy

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.
3. 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.
4. The WAC course must be a pre- or co-requisite to the Capstone course/experience.
5. 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).
6. The capstone course/experience must include a measurable product—Paper/Project/Portfolio/Performance—which demonstrates the Writing Process and meets Concordia’s Writing Standard.
7. Part of the project, when appropriate, will include a public presentation.
8. The capstone course/experience, wherever possible, will have an external evaluation.
9. 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.

1. 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.
2. Rhetorical modes: Effective written communication reflects the ability to illustrate, compare, and contrast, analyze, define, and argue.
3. 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.
4. 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.
5. 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:

1. reflects the ability to choose and evaluate source materials;
2. 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;
3. demonstrates a synthesis of original ideas based on an understanding of sources; and
4. uses each discipline’s adopted format for documentation.

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<tr>
<th>Code</th>
<th>Title</th>
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<td>TOPICS IN BIO &amp; CHEM</td>
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<td>BUS 336</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
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<td>READING/LANGUAGE ARTS ELEM II</td>
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<td>AMERICAN HISTORY II</td>
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<td>SOCIAL WORK PRACTICE I</td>
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<td>NMC 341</td>
<td>REAL WORLD: BUSINESS/New Media</td>
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<td>COGNITIVE PSYCHOLOGY</td>
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<td>RAD 281</td>
<td>LAW AND ETHICS</td>
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<td>LEGAL &amp; ETHICAL ASPECTS HLTH CAR</td>
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<td>THE 332</td>
<td>ISSUES IN THE NEW TESTAMENT</td>
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<tr>
<td>CRJ 330</td>
<td>POLICING DIVERSE COMMUNITIES</td>
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1. 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:

1. Introduce the concept of writing as a tool for critical thinking through informal or expressive writing assignments;
2. Teach the process of transforming writing for self to writing for others through prewriting, writing, and rewriting;
3. Stress the value of collaborative learning and writing through peer review sessions; and
4. 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:

1. Information Literacy—the ability to use the library to find basic information (first-year through ENG 121 INFORMATION LITERACY)
2. 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)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 414</td>
<td>BIO: HISTORY/PROCESS/METHODS</td>
<td>3-4</td>
</tr>
<tr>
<td>BUS 336</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>CLASSRM APPS/INSTR TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ENG 213</td>
<td>INTRODUCTION TO POETRY</td>
<td>3</td>
</tr>
<tr>
<td>HEA 234</td>
<td>HEALTH CARE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HIS 314</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>or SOC 314</td>
<td></td>
</tr>
<tr>
<td>MAT 246</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MUS 301</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>NUR 431</td>
<td>RESEARCH/THEORY/EVIDENCE-NURS</td>
<td>3</td>
</tr>
<tr>
<td>NMC 331</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SWK 311</td>
<td>SOCIAL WELFARE/SOCIAL INSTITUT</td>
<td>3</td>
</tr>
<tr>
<td>THE 332</td>
<td>ISSUES IN THE NEW TESTAMENT</td>
<td>3</td>
</tr>
</tbody>
</table>
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 affect Satisfactory Academic Progress.

3. During the stated WP/WF withdrawal period, students who withdraw from a course will receive a grade of WP or WF. 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 period, 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).

Incompletes

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 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 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.

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 December, May, and August.

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 an exam 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 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.
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, DVDs, letters of recommendation, employment evaluations, job descriptions, original research, a live performance, or corporate or military training.

The program advisor will assist in determining an appropriate course of action. As necessary, course syllabus information will be provided to facilitate understanding of the scope of the course requirements.

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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent/Outstanding</td>
<td>4.0 quality points for each credit</td>
</tr>
<tr>
<td>A-</td>
<td>Extremely Good</td>
<td>3.67 quality points for each credit</td>
</tr>
<tr>
<td>B+</td>
<td>Very Good</td>
<td>3.33 quality points for each credit</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0 quality points for each credit</td>
</tr>
<tr>
<td>B-</td>
<td>Almost Good</td>
<td>2.67 quality points for each credit</td>
</tr>
<tr>
<td>C+</td>
<td>Above Average</td>
<td>2.33 quality points for each credit</td>
</tr>
<tr>
<td>C</td>
<td>Average/Satisfactory</td>
<td>2.0 quality points for each credit</td>
</tr>
<tr>
<td>C-</td>
<td>Almost Satisfactory</td>
<td>1.67 quality points for each credit</td>
</tr>
<tr>
<td>D+</td>
<td>Significantly Below Average/Poor</td>
<td>1.33 quality points for each credit</td>
</tr>
<tr>
<td>D</td>
<td>Barely Passing/Very Poor</td>
<td>1.0 quality points for each credit</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0.0 quality points for each credit</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>Credit toward graduation, but not counted in computing the grade point average</td>
</tr>
<tr>
<td>CR</td>
<td>Credit Awarded</td>
<td>Credit toward graduation, but not counted in computing the grade point average</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>Credit toward graduation, but not counted in computing the grade point average</td>
</tr>
<tr>
<td>IP</td>
<td>In Process</td>
<td>No credit and no quality points</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>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.</td>
</tr>
<tr>
<td>AU</td>
<td>Audit</td>
<td>No credit and no quality points</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw (before mid-semester)</td>
<td>No credit and no quality points</td>
</tr>
<tr>
<td>WP</td>
<td>Withdraw Pass (after mid-semester with a grade of D or better)</td>
<td>No credit and no quality points</td>
</tr>
<tr>
<td>WF</td>
<td>Withdraw Fail (after mid-semester)</td>
<td>Same academic penalty as F</td>
</tr>
<tr>
<td>XT</td>
<td>Exempted via equivalent competency</td>
<td>No credit and no quality points</td>
</tr>
<tr>
<td>#</td>
<td>Remedial credit</td>
<td>Not applicable towards a degree</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Standing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0.00-26.99 credits</td>
</tr>
<tr>
<td>Sophomore</td>
<td>27.00-58.99 credits</td>
</tr>
<tr>
<td>Junior</td>
<td>59.00-90.99 credits</td>
</tr>
<tr>
<td>Senior</td>
<td>91.00 or more credits</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>At the start of semester</th>
<th>Minimum credits accrued</th>
<th>Minimum Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>1.7</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>1.8</td>
</tr>
<tr>
<td>4</td>
<td>33</td>
<td>1.9</td>
</tr>
<tr>
<td>5</td>
<td>48</td>
<td>2.0</td>
</tr>
<tr>
<td>6</td>
<td>63</td>
<td>2.0</td>
</tr>
<tr>
<td>7</td>
<td>78</td>
<td>2.0</td>
</tr>
<tr>
<td>8</td>
<td>93</td>
<td>2.0</td>
</tr>
<tr>
<td>9</td>
<td>108</td>
<td>2.0</td>
</tr>
<tr>
<td>10</td>
<td>120</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>At the start of semester</th>
<th>Minimum credits accrued</th>
<th>Minimum Grade Point Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>1.5</td>
</tr>
<tr>
<td>3</td>
<td>26</td>
<td>1.7</td>
</tr>
<tr>
<td>4</td>
<td>44</td>
<td>1.9</td>
</tr>
<tr>
<td>5</td>
<td>62</td>
<td>2.0</td>
</tr>
</tbody>
</table>

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 Department Chair 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.

**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 December, May, and August.

**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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 quality points for each semester hour of credit</td>
</tr>
<tr>
<td>A-</td>
<td>3.7 quality points for each semester hour of credit</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 quality points for each semester hour of credit</td>
</tr>
<tr>
<td>B</td>
<td>3.0 quality points for each semester hour of credit</td>
</tr>
<tr>
<td>B-</td>
<td>2.7 quality points for each semester hour of credit</td>
</tr>
<tr>
<td>C</td>
<td>2.0 quality points for each semester hour of credit</td>
</tr>
</tbody>
</table>
Pass. Credit toward graduation, but not counted in computing the grade point average

Up to 6 credits in Transfer are allowed following an evaluation and recommendation by Program Direction

No credit and no quality points, but the credits attempted are counted in computing the grade point average

In Process. No credit and no quality points

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.

Audit. No credit and no quality points

Withdraw (before mid-semester). No credit and no quality points.

Withdraw Pass (after mid semester with a grade of C or better). No credit and no quality points.

Withdraw Fail (after mid-semester). Same academic penalty as F.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 95-100%</td>
<td>(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</td>
</tr>
<tr>
<td>A- 91-94%</td>
<td>(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.</td>
</tr>
<tr>
<td>B+ 87-90%</td>
<td>(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.</td>
</tr>
<tr>
<td>B 81-86%</td>
<td>(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</td>
</tr>
<tr>
<td>B- 76-80%</td>
<td>(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.</td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C 73-76%</td>
<td>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.</td>
</tr>
<tr>
<td>F Below 72%</td>
<td>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.</td>
</tr>
<tr>
<td>I</td>
<td>Indicates that the student's work in the course is incomplete.</td>
</tr>
</tbody>
</table>

### 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 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 3.0 within the past five years at an accredited graduate program will be accepted. For program specific requirements please consult with the School 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

• /undergraduate-programs/mathematics/ (catalog.concordia-ny.edu/undergraduate-programs/mathematics/)
• Behavioral Science, B.A. - Accelerated Degree Program (p. 41)
• Biology, B.A. (p. 42)
• Business Administration, A.A.S. (p. 42)
• Business Administration, B.S. (p. 43)
• Business Administration, B.S. - Accelerated Degree Programs (p. 44)
• Criminal Justice, B.A. (p. 45)
• Educational Services, B.A. (p. 46)
• General/Special Childhood Education BA/MS in Education (5-Year) (p. 46)
• Health Care Administration, B.S. - Accelerated Degree Program (p. 49)
• Health Studies, B.S. (p. 49)
• Health Studies, B.S. - Accelerated Degree Program (p. 50)
• Interdisciplinary Studies B.A. (p. 51)
• Judeo-Christian Heritage, B.A. (catalog.concordia-ny.edu/undergraduate-programs/judeochristianheritage/)
• Liberal Arts & Liberal Arts with Concentration A.A. (p. 55)
• Liberal Studies, A.A. - Accelerated Degree Program (p. 55)
• Mathematics, B.A. (catalog.concordia-ny.edu/undergraduate-programs/mathematics-ba/)
• 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)

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Degree Core</td>
<td>39</td>
</tr>
<tr>
<td>Required Program Courses</td>
<td>51</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>32</td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td><strong>122</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 234</td>
<td>PUBLIC SPEAKING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>FRESHMAN COMPOSITION(ADP)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>INTRO TO LITERATURE(ADP)</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 181</td>
<td>GENERAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 151</td>
<td>ELEMENTS OF SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>INTRO PROBABILITY &amp; STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SCI 100</td>
<td>SCIENCE IN CONTEXT</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 153</td>
<td>ISSUES IN HUMAN ECOLOGY</td>
<td></td>
</tr>
<tr>
<td>THE 111</td>
<td>NARRATIVE OF SACRED SCRIPTURE</td>
<td>6</td>
</tr>
<tr>
<td>THE 234</td>
<td>THE CHRISTIAN FAITH</td>
<td></td>
</tr>
<tr>
<td>THE 252</td>
<td>WORLD RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>ENG 241</td>
<td>WORLD LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or THE 252</td>
<td>WORLD RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>HIS 202</td>
<td>WESTERN CIVILIZATION II</td>
<td>3</td>
</tr>
<tr>
<td>or POL 271</td>
<td>AMERICAN GOVERNMENT</td>
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<tr>
<td>HUM 100</td>
<td>AESTHETICS: LIVING W/ THE ARTS</td>
<td>3</td>
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<tr>
<td>BIO/SOC 215</td>
<td>HEREDITY AND SOCIETY</td>
<td>3</td>
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<tr>
<td>ENG 341</td>
<td>ADVANCED WRITING</td>
<td>3</td>
</tr>
<tr>
<td>PHI 311</td>
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<td>3</td>
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<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 294</td>
<td>PSY EXCEPTIONAL CHILD/ADOLESCNT</td>
<td>3</td>
</tr>
<tr>
<td>PSY 382</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 481</td>
<td>COUNSELING PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 483</td>
<td>THEORIES OF PERSONALITY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 241</td>
<td>VIOLENCE IN THE FAMILY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
<td>3</td>
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<tr>
<td>SOC 420</td>
<td>METHODS OF SOCIAL RESEARCH</td>
<td>3</td>
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<tr>
<td>SOC 455</td>
<td>SOCIAL THEORY</td>
<td>3</td>
</tr>
<tr>
<td>SWK 336</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
<td>3</td>
</tr>
</tbody>
</table>

Capstone
**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**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Courses (p. 32)</td>
<td>37-40</td>
</tr>
<tr>
<td>Required Program Courses</td>
<td>36</td>
</tr>
<tr>
<td>Exploration and Enrichment Sequence</td>
<td>49</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>122-125</td>
</tr>
</tbody>
</table>

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.
• Demonstrate creative problem-solving;
• Demonstrate the self-discipline necessary to learn beyond the classroom.

Degree Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)</td>
<td>37-40</td>
</tr>
<tr>
<td>Required Business Studies Courses</td>
<td>26</td>
</tr>
<tr>
<td>Exploration and Enrichment Courses (only if MAT 100 is not needed in the core)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credit Hours 65-68

1 Must include and MAT 121 INTRO PROBABILITY & STATISTICS or MAT 201 PRECALCULUS

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)</td>
<td>37-40</td>
</tr>
<tr>
<td>Required Program Courses</td>
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</tr>
<tr>
<td>Exploration and Enrichment Sequence</td>
<td>20</td>
</tr>
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</table>

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 Business Chair if a student's first language is not English, and the student demonstrates fluency in both English and a native language.
3 Must include 6 credits of Experiential Learning.

• 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.

Business Elective (1,2) 3

Electives

Business Elective (1,2) 3

Total Hours 65
Accounting Specialization
Replaces required Program Courses Marked ‘1’

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
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<td>ACC 321</td>
<td>INTERMEDIATE ACCOUNTING I</td>
<td>3</td>
</tr>
<tr>
<td>ACC 322</td>
<td>INTERMEDIATE ACCOUNTING II</td>
<td>3</td>
</tr>
<tr>
<td>ACC 323</td>
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<td>3</td>
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<tr>
<td>ACC 324</td>
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<td>3</td>
</tr>
<tr>
<td>BUS 353</td>
<td></td>
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</tbody>
</table>

Global Specialization
Replaces Required Program Courses Marked ‘2’

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>BUS 332</td>
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<tr>
<td>BUS 347</td>
<td>INTERNATIONAL MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>BUS 467</td>
<td>POL &amp; ECO SYSTEMS/DEV CNTRIES</td>
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International Studies Cluster
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
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<td>INS 300+ Elective</td>
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<tr>
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</table>

Modern Language Cluster: (In Addition to 6 credits required for degree)
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Modern Language Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Modern Language Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Accelerated Degree Core</td>
<td>39</td>
</tr>
<tr>
<td>Program Requirement Courses</td>
<td>56</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>27</td>
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<tr>
<td>Total Credit Hours</td>
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<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>COM 234</td>
<td>PUBLIC SPEAKING</td>
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</tr>
<tr>
<td>ENG 101</td>
<td>FRESHMAN COMPOSITION(ADP)</td>
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<tr>
<td>ENG 102</td>
<td>INTRO TO LITERATURE(ADP)</td>
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<tr>
<td>PHI 101</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
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<tr>
<td>PSY 181</td>
<td>GENERAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>SOC 151</td>
<td>ELEMENTS OF SOCIOLOGY</td>
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</tr>
<tr>
<td>MAT 121</td>
<td>INTRO PROBABILITY &amp; STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SCI 100</td>
<td>SCIENCE IN CONTEXT</td>
<td>3</td>
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<tr>
<td>or BIO 153</td>
<td>ISSUES IN HUMAN ECOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>THE 111</td>
<td>NARRATIVE OF SACRED SCRIPTURE</td>
<td>3</td>
</tr>
<tr>
<td>THE 234</td>
<td>THE CHRISTIAN FAITH</td>
<td>3</td>
</tr>
<tr>
<td>THE 252</td>
<td>WORLD RELIGIONS (if not used in World Cultures)</td>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENG 241</td>
<td>WORLD LITERATURE</td>
</tr>
<tr>
<td>or THE 252</td>
<td>WORLD RELIGIONS</td>
</tr>
<tr>
<td>HIS 202</td>
<td>WESTERN CIVILIZATION II</td>
</tr>
<tr>
<td>or POL 271</td>
<td>AMERICAN GOVERNMENT</td>
</tr>
<tr>
<td>HUM 100</td>
<td>AESTHETICS: LIVING W/ THE ARTS</td>
</tr>
<tr>
<td>ACC 223</td>
<td>FINANCIAL ACCOUNTING</td>
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<tr>
<td>ACC 224</td>
<td>MANAGERIAL ACCOUNTING</td>
</tr>
<tr>
<td>BUS 234</td>
<td>PRINCIPLES OF MANAGEMENT</td>
</tr>
<tr>
<td>BUS 242</td>
<td>PRINCIPLES OF MARKETING</td>
</tr>
<tr>
<td>BUS 251</td>
<td>BUSINESS STATISTICS</td>
</tr>
<tr>
<td>BUS 281</td>
<td>BUSINESS LAW I</td>
</tr>
<tr>
<td>BUS 321</td>
<td>E-COMMERCE</td>
</tr>
<tr>
<td>BUS 331</td>
<td>ADVANCED BUSINESS COMMUNICATNS</td>
</tr>
<tr>
<td>BUS 335</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
</tr>
<tr>
<td>BUS 336</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
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<tr>
<td>BUS 352</td>
<td>PRINCIPLES OF FINANCE</td>
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<tr>
<td>BUS 361</td>
<td>MANAGERIAL ECONOMICS</td>
</tr>
<tr>
<td>BUS 366</td>
<td>MONEY AND BANKING</td>
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<td>BUS 371</td>
<td>INTERNATIONAL BUSINESS</td>
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<td>BUS 437</td>
<td>BUSINESS ETHICS</td>
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<tr>
<td>ECO 263</td>
<td>MICROECONOMICS</td>
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<tr>
<td>ECO 264</td>
<td>MACROECONOMICS</td>
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</table>

Capstone
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS 491</td>
<td>STRATEGIC MANAGEMENT</td>
<td>3</td>
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</tbody>
</table>

Total Hours 95

• 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 201</td>
<td>INTRO TO CRIMINAL JUSTICE</td>
<td>3</td>
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<tr>
<td>CRJ 220</td>
<td>CRIMINOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>POLICING DIVERSE COMMUNITIES (take three times)</td>
<td>9</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>INTERNSHIP IN CRIMINAL JUSTICE</td>
<td>6</td>
</tr>
<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
<td>3</td>
</tr>
<tr>
<td>SOC/SWK 420</td>
<td>METHODS OF SOCIAL RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 450</td>
<td>CRIMINAL JUSTICE CAPSTONE</td>
<td>3</td>
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</tbody>
</table>

Social Science Core
Select three of the following with one 300+ level required: 9

CRJ/SWK 331
HIS/SOC 314
POL 282
SOC/SWK 241 VIOLENCE IN THE FAMILY
SOC/SWK 255 SOCIAL PROBLEMS: POVERTY/DISCR
SOC 257
SOC 385 DEVIANCE AND SOCIAL CONTROL
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
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<td>Modern Foreign Language</td>
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<tr>
<td>CRJ/SWK 331</td>
<td>3</td>
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<td>HIS/SOC 314</td>
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<td>POL 271 AMERICAN GOVERNMENT</td>
<td>3</td>
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<td>POL 282</td>
<td>3</td>
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</tr>
<tr>
<td>PSY 181 GENERAL PSYCHOLOGY</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 281 DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 291 DEVELOPMENTAL PSYCHOLOGY II</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY/SOC 382 SOCIAL PSYCHOLOGY</td>
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<tr>
<td>PSY 385 ABNORMAL PSYCHOLOGY</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC/SWK 241 VIOLENCE IN THE FAMILY</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC/SWK 255 SOCIAL PROBLEMS: POVERTY/DISCR</td>
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<td>SOC 257</td>
<td>3</td>
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</tr>
<tr>
<td>SOC 330 TOPICS IN SOCIOLOGY</td>
<td>3</td>
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</tr>
<tr>
<td>SOC 385 DEVIANCE AND SOCIAL CONTROL</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
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.
2. Candidates will possess a broad knowledge base in multiple content areas.
3. Candidates will exemplify professionalism in their daily work.

Degree Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)³</td>
<td>37-40</td>
</tr>
<tr>
<td>Required Courses</td>
<td>45-46</td>
</tr>
<tr>
<td>Exploration and Enrichment Courses²</td>
<td>40</td>
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</table>

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.

³ 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 |
-----|------------------------------------|-------|
SOC 241 | VIOLENCE IN THE FAMILY or SWK 281 | 3     |
SOC 252 | RACE AND ETHNICITY or SOC 255 | 3     |

Required Support Courses

SOC 151 ELEMENTS OF SOCIOLOGY 3
Foreign Language (1 semester study in a language other than English) 3

Capstone

EDU 490 (Experiential Learning) 6

Total Hours 37

Interest Areas

Church Services Interest Area

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 327</td>
<td>REL ED/ROLE OF CHRIST TEACHER</td>
<td>3</td>
</tr>
<tr>
<td>PSY 481</td>
<td>COUNSELING PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following not already taken in the core:

SOC 241 | VIOLENCE IN THE FAMILY
SWK 281 | WORKING WITH SPECIAL POPULATNS

Total Hours 9

Community Educational Services Interest Area

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
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<tr>
<td>PSY 294</td>
<td>PSY EXCEPTIONL CHILD/ADOLESCNT</td>
<td>3</td>
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Select one of the following not already taken in the core:

SOC 241 | VIOLENCE IN THE FAMILY
SWK 281 | WORKING WITH SPECIAL POPULATNS

Total Hours 8

Public Sector Services Interest Area

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<tr>
<td>POL 271</td>
<td>AMERICAN GOVERNMENT</td>
<td>3</td>
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</tbody>
</table>

Select one of the following not already taken in the core:

SOC 241 | VIOLENCE IN THE FAMILY
SWK 281 | WORKING WITH SPECIAL POPULATNS

Select one of the following not already taken in the core:

SOC 252 | RACE AND ETHNICITY
SOC 255 | SOCIAL PROBLEMS: POVERTY/DISCR

Total Hours 9

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
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.

Early Childhood Special Education – 5
Year Program

<table>
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<tr>
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<tr>
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<td>(p. 32)</td>
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<td>Undergraduate Major Requirements</td>
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1 Must include PSY 181 GENERAL PSYCHOLOGY, MAT 121 INTRO
PROBABILITY & STATISTICS, SCI 100 SCIENCE IN CONTEXT, HIS 216
AMERICAN HISTORY II 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.

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<thead>
<tr>
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<td>HOME/SCHL/CHURCH/COM RELATIONS</td>
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<td>SLA 101</td>
<td>BEGINNING AMERICAN SIGN LANG 1</td>
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<tr>
<td>SPA 101</td>
<td>SPANISH I</td>
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<tr>
<td>MAT 231</td>
<td>MATHEMATICAL EXPLORATIONS I</td>
<td>3</td>
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<td>EDU 16X</td>
<td>Pre-Professional Practicum Experience I</td>
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<tr>
<td>(Experiential Learning)</td>
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<td>EDU 272</td>
<td>CLASSRM APPS/INSTR TECHNOLOGY</td>
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<tr>
<td>MAT 232</td>
<td>MATHEMATICAL EXPLORATIONS II</td>
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<tr>
<td>HIS 216</td>
<td>AMERICAN HISTORY II</td>
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<tr>
<td>EDU 251</td>
<td>CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDU 324</td>
<td>INTEGRATION MUSIC/MOVEMENT/ART</td>
<td>3</td>
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<tr>
<td>EDU 325</td>
<td>METHOD/MATERIAL/SOCIAL STUDIES</td>
<td>3</td>
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<tr>
<td>EDU 328</td>
<td>READING/LANGUAGE ARTS ELEM I</td>
<td>3</td>
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<td>DEVELOPMENTAL PSYCHOLOGY I</td>
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<tr>
<td>EDU 32X</td>
<td>Methods and Materials for Teaching Science</td>
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<tr>
<td>EDU 329</td>
<td>READING/LANGUAGE ARTS ELEM II</td>
<td>3</td>
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<tr>
<td>EDU 331</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Science Elective 1</td>
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<tr>
<td>EDU 451</td>
<td>CLASSROOM MANAGEMENT</td>
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<td>EDU/PSY 294</td>
<td>PSY EXCEPTIONL CHILD/ADOLESCNT</td>
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<td>VIOLENCE IN THE FAMILY</td>
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<td>EDU 452</td>
<td>STUDENT TEACHING SEMINAR</td>
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<tr>
<td>EDU 481</td>
<td>STUDENT TEACHING (Experiential Learning)</td>
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Behavioral Science Concentration
Select five of the following: 15

PSY 351 | COGNITIVE PSYCHOLOGY
PSY 330 | TOPICS IN PSYCHOLOGY
PSY 361 | BIOLOGICAL PSYCHOLOGY
PSY 385 | ABNORMAL PSYCHOLOGY
PSY 420 |

SOC 254 |
SOC 382 | SOCIAL PSYCHOLOGY
SOC 385 | DEVIANCE AND SOCIAL CONTROL
SOC 455 | SOCIAL THEORY

Graduate Level Courses

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<td>EDU 521</td>
<td>OBSRV/ASSESS YNG CHILD W/DISAB</td>
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<td>EDU 529</td>
<td>LITERACY INSTRUCTION</td>
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<td>EDU 530</td>
<td>LITERACY INSTR/YNG CHILD:MULTI</td>
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<td>EDU 541</td>
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<td>2</td>
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<tr>
<td>EDU 552</td>
<td>DIFFRINTAT INSTR:ADAPT CUR/MATL</td>
<td>2</td>
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<tr>
<td>EDU 553</td>
<td>INTEGRATE ASSISTIVE TECH/CLSRM</td>
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<tr>
<td>EDU 555</td>
<td>INCLUSIVE PRACTICES, FAMILY PARTNERSHIPS</td>
<td>3</td>
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<tr>
<td></td>
<td>AND DIFFERENTIATION IN EARLY CHILDHOOD</td>
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<tr>
<td></td>
<td>EDUCATION</td>
<td></td>
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<tr>
<td>EDU 557</td>
<td>TEACH STUDS W/AUTISM/DISABILTY</td>
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<tr>
<td>EDU 600</td>
<td>RESEARCH SEMINAR</td>
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<td>EDU 682</td>
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1 BIO 215 HEREDITY AND SOCIETY recommended

Childhood Special Education – 5 Year Program

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<td>Interdisciplinary Specialization/Concentrations</td>
<td>15-18</td>
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<td>EDU 120</td>
<td>PRINCIPLES OF EDUCATION</td>
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<tr>
<td>EDU 243</td>
<td>HOME/SCH/CHURCH/COM RELATIONS</td>
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<td>BEGINNING AMERICAN SIGN LANG 1 or SPANISH 1</td>
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<td>EDU 272</td>
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<td></td>
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<td>CLASSROOM MANAGEMENT</td>
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**Graduate Level Courses**

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<td>LITERACY INSTR/YNG CHILD/MULTI</td>
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<tr>
<td>EDU 531</td>
<td>MATH FOR STUDENT W/SPEC NEEDS</td>
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<td>EDU 541</td>
<td>CLASSROOM MNGMT FOR SPEC EDU</td>
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<td>EDU 551</td>
<td>SPECIAL EDUCATION ASSESSMENT</td>
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<td>EDU 552</td>
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<td>INTEGRATE ASSISTIVE TECH/CLSRM</td>
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<td>EDU 554</td>
<td>INCLUSION/COLLAB/COMMUNITY/FAM</td>
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<tr>
<td>EDU 557</td>
<td>TEACH STUDS W/AUTISM/DISABILITY</td>
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<td>RESEARCH SEMINAR</td>
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**Total Hours** 104

1  BIO 215 HEREDITY AND SOCIETY recommended

### Specializations

#### Behavioral Science Specialization

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<tbody>
<tr>
<td>PSY 351</td>
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<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
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<td>PSY/SOC 382</td>
<td>SOCIAL PSYCHOLOGY</td>
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<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
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<tr>
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<th>Hours</th>
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<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
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<tr>
<td>SWK 302</td>
<td>HUMAN BEHAVIOR/SOCIAL ENVIRONMENT</td>
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**Total Hours** 18

#### Biology Specialization

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<td>BIO 208</td>
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<td>BIO 208L</td>
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<td>BIO 255</td>
<td>FOODS AND NUTRITION</td>
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<td>BIO 285</td>
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**Total Hours** 18

#### English Specialization

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<td>ENG 212</td>
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<td>ENG 213</td>
<td>INTRODUCTION TO POETRY</td>
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Select two of the following:

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<td>ENG 203</td>
<td>BRITISH LITERATURE III</td>
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<td>ENG 221</td>
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<td>ENG 223</td>
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Select two of the following:

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<td>ENG 341</td>
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**Total Hours** 15

#### Mathematics Specialization

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<td>MAT 310</td>
<td>CALCULUS III</td>
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<td>MAT 350</td>
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**Total Hours** 18

#### Music Specialization

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<td>MUS 215</td>
<td>FUNDAMENTALS OF MUSIC</td>
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<tr>
<td>MUS 240</td>
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</table>
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

Degree Requirements

<table>
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<th>Subject</th>
<th>Credits</th>
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<tbody>
<tr>
<td>THE 252</td>
<td>WORLD RELIGIONS</td>
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<td>THE 331</td>
<td>ISSUES IN THE OLD TESTAMENT</td>
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<td>THE 332</td>
<td>ISSUES IN THE NEW TESTAMENT</td>
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<td>THE 334</td>
<td>LUTHERAN THEOLOGY (LTD)</td>
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<tr>
<td>THE 234</td>
<td>THE CHRISTIAN FAITH (CTC)</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following:
- PHI 300+ Elective
- THE 300+ Elective

Total Hours 14

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 234</td>
<td>PUBLIC SPEAKING</td>
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<tr>
<td>ENG 101</td>
<td>FRESHMAN COMPOSITION(ADP)</td>
<td>3</td>
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<td>ENG 102</td>
<td>INTRO TO LITERATURE(ADP)</td>
<td>3</td>
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<tr>
<td>PHI 101</td>
<td>INTRODUCTION TO PHILOSOPHY</td>
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</tr>
<tr>
<td>PSY 181</td>
<td>GENERAL PSYCHOLOGY</td>
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</tr>
<tr>
<td>SOC 151</td>
<td>ELEMENTS OF SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematical & Scientific Reasoning
- MAT 121 - INTRO PROBABILITY & STATISTICS 3
- CHM 171 - INORGANIC/ORGANIC/BIOCHEMISTRY 3

Theological Foundation
Select two of the following:
- 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 3
- HIS 202 - WESTERN CIVILIZATION II 3
- or POL 271 - AMERICAN GOVERNMENT 3
- 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 COMMUNICATIONS 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
- HEA 441 - SENIOR CAPSTONE:HEALTH STUDIES 3

Total Hours 98
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**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Courses (p. 32)</td>
<td>37-40</td>
</tr>
<tr>
<td>Required Program Courses</td>
<td>51</td>
</tr>
<tr>
<td>Exploration and Enrichment Sequence</td>
<td>34</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>122-125</td>
</tr>
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</table>

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>HEA/RAD 100</td>
<td>MEDICAL TERMINOLOGY</td>
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</tr>
<tr>
<td>PSY 181</td>
<td>GENERAL PSYCHOLOGY</td>
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<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
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<tr>
<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
<td>3</td>
</tr>
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<td>HEA 234</td>
<td>HEALTH CARE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>HEA 281</td>
<td>LEGAL&amp;ETHICAL ASPECTS HLTH CAR</td>
<td>3</td>
</tr>
<tr>
<td>HEA 361</td>
<td>FIELD WORK IN HEALTH STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>HEA 362</td>
<td>FIELD WORK IN HEALTH STUDY II</td>
<td>3</td>
</tr>
<tr>
<td>HEA 383</td>
<td></td>
<td>3</td>
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</tbody>
</table>

Select three of the following:

- 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

SWK 281 WORKING WITH SPECIAL POPULATNS
Select two of the following:

- ACC 223 FINANCIAL ACCOUNTING
- ACC 224 MANAGERIAL ACCOUNTING
- BUS 231 BUSINESS COMMUNICATIONS
- BUS 235 MANAGEMENT INFORMATION SYSTEMS

**Capstone Experience**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>HEA 441</td>
<td>SENIOR CAPSTONE:HEALTH STUDIES</td>
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<tr>
<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
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</tbody>
</table>

Select three of the following:

- 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

<table>
<thead>
<tr>
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<tbody>
<tr>
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<td>PSY 181</td>
<td>GENERAL PSYCHOLOGY</td>
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<td>SOC 151</td>
<td>ELEMENTS OF SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>MAT 121</td>
<td>INTRO PROBABILITY &amp; STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>CHM 171</td>
<td>INORGANIC/ORGANIC/BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>THE 111</td>
<td>NARRATIVE OF SACRED SCRIPTURE</td>
<td>3</td>
</tr>
<tr>
<td>THE 234</td>
<td>THE CHRISTIAN FAITH</td>
<td>3</td>
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<tr>
<td>THE 252</td>
<td>WORLD RELIGIONS (if not used in World Cultures)</td>
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<tr>
<td>ENG 241</td>
<td>WORLD LITERATURE</td>
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<tr>
<td>HIS 202</td>
<td>WESTERN CIVILIZATION II</td>
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<td>HUM 100</td>
<td>AESTHETICS: LIVING W/THE ARTS</td>
<td>3</td>
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<tr>
<td>ENG 341</td>
<td>ADVANCED WRITING</td>
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<td>HEA 234</td>
<td>HEALTH CARE MANAGEMENT</td>
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<td>HEA 361</td>
<td>FIELD WORK IN HEALTH STUDIES</td>
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<td>PREVENTION/HEALTH PROMO/RISK R</td>
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<tr>
<td>PHI 211</td>
<td>BIOETHICS</td>
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<td>PHI 311</td>
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<td>PSY 382</td>
<td>SOCIAL PSYCHOLOGY</td>
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<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
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<td>PSY 481</td>
<td>COUNSELING PSYCHOLOGY</td>
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<td>PSY 483</td>
<td>THEORIES OF PERSONALITY</td>
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<td>SOC 241</td>
<td>VIOLENCE IN THE FAMILY</td>
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<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
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<tr>
<td>SOC 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
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<td>SOC 455</td>
<td>SOCIAL THEORY</td>
<td>3</td>
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<td>SWK 281</td>
<td>WORKING WITH SPECIAL POPULATNS</td>
<td>3</td>
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<td>SWK 336</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
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<tr>
<td>SWK 395</td>
<td>CHILDREN, COURTS &amp; CARE</td>
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<tr>
<td>BIO 255</td>
<td>FOODS AND NUTRITION</td>
<td>3</td>
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<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
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<td>BIO 271</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I</td>
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<tr>
<td>HAE 441</td>
<td>SENIOR CAPSTONE:HEALTH STUDIES</td>
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</tr>
</tbody>
</table>

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

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. 32) | 37-40
Primary Concentration | 21
Secondary Concentration | 21
Exploration & Enrichment Sequence | 43
Total Credit Hours | 122-125

1 Must be from the list of Concentrations below.
2 Can be from any School offering Concentrations
3 Must include 6 credits of a Foreign Language and 6 credits of Experiential Learning
• The student will work with an advisor to develop an academic program and submit a “Declaration of Intent” to the Registrar’s Office to be enrolled in the Interdisciplinary Studies Program. The “Declaration of Intent” will outline the two concentrations selected by the student to comprise the Interdisciplinary Studies Program and must be completed by the end of the Sophomore year.

• 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
• The following Concordia Core courses are required for the Criminal Justice Concentration:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 121</td>
<td>INTRO PROBABILITY &amp; STATISTICS</td>
<td>3</td>
</tr>
<tr>
<td>SOC 151</td>
<td>ELEMENTS OF SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>THE 252</td>
<td>WORLD RELIGIONS</td>
<td>3</td>
</tr>
</tbody>
</table>

• 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.

SOC 257
SOC 330  TOPICS IN SOCIOLOGY
SOC 385  DEVIANCE AND SOCIAL CONTROL

Capstone
CRJ 4XX Senior Seminar in Criminal Justice 3

Total Hours 21

1 PSY 420 /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.

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
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  TOPICS IN LITERARY ARTS 3

Literary Figures Courses
ENG 360  3

Writing Courses
Select one of the following: 3
ENG 341  ADVANCED WRITING
ENG 342
ENG 345
ENG 346  WRITING FOR THE WORLD WIDE WEB

Capstone
ENG 381

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.

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;

Recommended Support Courses

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.

Requirements
All students pursuing the Music Concentration must:
### 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.

<table>
<thead>
<tr>
<th>Code</th>
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<td></td>
<td><strong>Required Courses</strong></td>
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<tr>
<td>NMC 231</td>
<td>DIGITAL FILMMAKING</td>
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<td>NMC 232</td>
<td>INTRODUCTION TO NEW MEDIA</td>
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<tr>
<td>NMC 233</td>
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<tr>
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<td><strong>300+ Level Courses</strong></td>
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<tr>
<td>Select three of the following:</td>
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<tr>
<td>NMC 331</td>
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<tr>
<td>NMC 332</td>
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<tr>
<td>NMC/BUS 341</td>
<td>REAL WORLD: BUSINESS/NEW MEDIA</td>
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<td>NMC 431</td>
<td>ADVANCED PROJECTS: NEW MEDIA</td>
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<tr>
<td>NMC 491</td>
<td>CAPSTONE IN NEW MEDIA</td>
<td>3-6</td>
</tr>
</tbody>
</table>

**Total Hours** 21

### 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 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
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<td><strong>Required Courses</strong></td>
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<tr>
<td>SOC 330</td>
<td>TOPICS IN SOCIOLOGY</td>
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<td>SOC 420</td>
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<td>SOC 455</td>
<td>SOCIAL THEORY</td>
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<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
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<td>SOC 254</td>
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<tr>
<td>SOC 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
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<td>SOC 257</td>
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<td>SOC 314</td>
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<tr>
<td>SOC 382</td>
<td>SOCIAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOC 385</td>
<td>DEVIANCE AND SOCIAL CONTROL</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Capstone</strong></td>
<td></td>
</tr>
<tr>
<td>SOC 452</td>
<td>SENIOR SEMINAR: SOCIOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 331</td>
<td>ISSUES IN THE OLD TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THE 332</td>
<td>ISSUES IN THE NEW TESTAMENT</td>
<td>3</td>
</tr>
<tr>
<td>THE 333</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select three of the following:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>THE 305</td>
<td>LITURGY AND HYMNODY</td>
<td></td>
</tr>
<tr>
<td>THE 323</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 334</td>
<td>LUTHERAN THEOLOGY</td>
<td></td>
</tr>
<tr>
<td>THE 351</td>
<td>RELIGION IN AMERICA</td>
<td></td>
</tr>
<tr>
<td>THE 354</td>
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<td>GRK 311</td>
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<tr>
<td>GRK 312</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HEB 305</td>
<td>BIBLICAL HEBREW I</td>
<td></td>
</tr>
<tr>
<td>HEB 306</td>
<td>BIBLICAL HEBREW II</td>
<td></td>
</tr>
<tr>
<td>Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THE 401</td>
<td>SEMINAR: RELIGIOUS STUDIES</td>
<td>3</td>
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<tr>
<td>Total Hours</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)</td>
<td>37-40</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>25</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>One Concentration from the</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies Major and Additional Electives</td>
<td></td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>62-65</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 234</td>
<td>PUBLIC SPEAKING</td>
<td>3</td>
</tr>
<tr>
<td>ENG 101</td>
<td>FRESHMAN COMPOSITION(ADP)</td>
<td>3</td>
</tr>
<tr>
<td>ENG 102</td>
<td>INTRO TO LITERATURE(ADP)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 263</td>
<td>MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECO 264</td>
<td>MACROECONOMICS</td>
<td>3</td>
</tr>
</tbody>
</table>
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.
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.

Degree Requirements

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Courses (p. 32)</td>
<td>37-40</td>
</tr>
<tr>
<td>Required Program Courses</td>
<td>74</td>
</tr>
<tr>
<td>Exploration and Enrichment Sequence(^1)</td>
<td>11</td>
</tr>
</tbody>
</table>

Total Credit Hours: 122-125

\(^1\) Must include PSY 181 GENERAL PSYCHOLOGY and BIO 215 HEREDITY AND SOCIETY

\(^2\) Must include 6 credits of Experiential Learning.

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 171</td>
<td>INORGANIC/ORGANIC/BIOCHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>BIO 271</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIO 271L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY LAB</td>
<td>1</td>
</tr>
<tr>
<td>BIO 272</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 272L</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY LAB</td>
<td>1</td>
</tr>
<tr>
<td>BIO 373</td>
<td>GENERAL MICROBIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>BIO 373L</td>
<td>GENERAL MICROBIOLOGY LAB</td>
<td>1</td>
</tr>
<tr>
<td>NUR 221</td>
<td>CLINICAL MGT OF PATIENTS</td>
<td>4</td>
</tr>
<tr>
<td>NUR 222</td>
<td>HEALTH ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>NUR 311</td>
<td>ACUTE CARE OF ADULT PATIENT I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 312</td>
<td>ACUTE CARE OF ADULT PATIENT II</td>
<td>4</td>
</tr>
<tr>
<td>NUR 316</td>
<td>NURSING CARE OF OLDER ADULT</td>
<td>4</td>
</tr>
<tr>
<td>NUR 321</td>
<td>PATHOPHARMACOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 322</td>
<td>PATHOPHARMACOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 341</td>
<td>CONTEMPORARY ISSUES/NURSING</td>
<td>2</td>
</tr>
<tr>
<td>NUR 415</td>
<td>PSYCH MENTAL HLTH &amp; CMNTY NURS</td>
<td>6</td>
</tr>
<tr>
<td>NUR 416</td>
<td>CARE OF AGGREGATE POPS: FAMILY</td>
<td>8</td>
</tr>
<tr>
<td>NUR 431</td>
<td>RESEARCH/THEORY/EVIDENCE-NURS</td>
<td>3</td>
</tr>
<tr>
<td>NUR 451</td>
<td>NURSING LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
<td>3</td>
</tr>
</tbody>
</table>

### Accelerated Post-Baccalaureate Nursing

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 311</td>
<td>CLINICAL MGT OF PATIENTS</td>
<td>4</td>
</tr>
<tr>
<td>NUR 312</td>
<td>HEALTH ASSESSMENT</td>
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<tr>
<td>NUR 314</td>
<td>ACUTE CARE OF ADULT PATIENT I</td>
<td>4</td>
</tr>
<tr>
<td>NUR 315</td>
<td>ACUTE CARE OF ADULT PATIENT II</td>
<td>4</td>
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<tr>
<td>NUR 316</td>
<td>NURSING CARE OF OLDER ADULT</td>
<td>4</td>
</tr>
<tr>
<td>NUR 321</td>
<td>PATHOPHARMACOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 322</td>
<td>PATHOPHARMACOLOGY II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 331</td>
<td>PREVENTION/HEALTH PROMO/RISK R</td>
<td>2</td>
</tr>
<tr>
<td>NUR 341</td>
<td>CONTEMPORARY ISSUES/NURSING</td>
<td>2</td>
</tr>
<tr>
<td>NUR 342</td>
<td>SPIRITUAL/CULTURAL COMPETENCE</td>
<td>3</td>
</tr>
<tr>
<td>NUR 415</td>
<td>PSYCH MENTAL HLTH &amp; CMNTY NURS</td>
<td>6</td>
</tr>
<tr>
<td>NUR 416</td>
<td>CARE OF AGGREGATE POPS: FAMILY</td>
<td>8</td>
</tr>
<tr>
<td>NUR 431</td>
<td>RESEARCH/THEORY/EVIDENCE-NURS</td>
<td>3</td>
</tr>
<tr>
<td>NUR 451</td>
<td>NURSING LEADERSHIP</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)</td>
<td>37-39</td>
</tr>
<tr>
<td>Required Program Courses</td>
<td>39</td>
</tr>
<tr>
<td>Exploration &amp; Enrichment Sequence</td>
<td>46</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>122-124</td>
</tr>
</tbody>
</table>

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.

### Psychology Emphasis

**Counseling Psychology**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 330</td>
<td>TOPICS IN PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 271</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 382</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>
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. 32) | 37-39

**Required Program Courses** | **Sequence**
---|---
4. Must include BIO 271 HUMAN ANATOMY & PHYSIOLOGY I, MAT 121 INTRO PROBABILITY & STATISTICS, and PSY 181 GENERAL PSYCHOLOGY

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 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.

**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.
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

Degree Requirements

Subject | Credits
--- | ---
Concordia Core Curriculum (p. 32) | 37-39
Concentration Required Program Courses | 30
Exploration & Enrichment Sequence | 55

Total Credit Hours: 122-124

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 201</td>
<td>INTRO TO CRIMINAL JUSTICE</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 220</td>
<td>CRIMINOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>POLICING DIVERSE COMMUNITIES (take three times)</td>
<td>9</td>
</tr>
<tr>
<td>CRJ 490</td>
<td>INTERNSHIP IN CRIMINAL JUSTICE</td>
<td>3</td>
</tr>
</tbody>
</table>

Social Science Electives

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC/SWK 241</td>
<td>VIOLENCE IN THE FAMILY</td>
</tr>
<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
</tr>
<tr>
<td>SOC/SWK 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
</tr>
<tr>
<td>SOC 257</td>
<td></td>
</tr>
<tr>
<td>SOC 330</td>
<td>TOPICS IN SOCIOLOGY</td>
</tr>
<tr>
<td>SOC 385</td>
<td>DEVIANCE AND SOCIAL CONTROL</td>
</tr>
<tr>
<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
</tr>
<tr>
<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
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</tbody>
</table>

Capstone

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 450</td>
<td>CRIMINAL JUSTICE CAPSTONE</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
<td></td>
</tr>
<tr>
<td>PSY 330</td>
<td>TOPICS IN PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

**Psychology Electives**

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I (whichever is not selected previously)</td>
<td></td>
</tr>
<tr>
<td>or PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
<td></td>
</tr>
<tr>
<td>PSY 294</td>
<td>PSY EXCEPTIONL CHILD/ADOLESCNT</td>
<td></td>
</tr>
<tr>
<td>PSY 330</td>
<td>TOPICS IN PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 271</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSY 361</td>
<td>BIOLOGICAL PSYCHOLOGY</td>
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</tr>
<tr>
<td>PSY 481</td>
<td>COUNSELING PSYCHOLOGY</td>
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</table>

**Sociology Electives**

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 254</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
<td>3</td>
</tr>
<tr>
<td>SOC 257</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 314</td>
<td></td>
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</tr>
<tr>
<td>SOC 330</td>
<td>TOPICS IN SOCIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 365</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 385</td>
<td>DEVIANCE AND SOCIAL CONTROL</td>
<td>3</td>
</tr>
<tr>
<td>SOC 455</td>
<td>SOCIAL THEORY</td>
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</tbody>
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**Capstone**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>PSY 452</td>
<td>SENIOR SEMINAR: PSYCHOLOGY</td>
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**Total Hours**

30

### Sociology Concentration

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<tbody>
<tr>
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<td>3</td>
</tr>
<tr>
<td>SOC 385</td>
<td>DEVIANCE AND SOCIAL CONTROL</td>
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<td>SOC 330</td>
<td>TOPICS IN SOCIOLOGY</td>
<td>3</td>
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<tr>
<td>SOC 455</td>
<td>SOCIAL THEORY</td>
<td>3</td>
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</tbody>
</table>

**Psychology Electives**

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

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II (whichever is not selected previously)</td>
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</tr>
<tr>
<td>PSY 294</td>
<td>PSY EXCEPTIONL CHILD/ADOLESCNT</td>
<td></td>
</tr>
<tr>
<td>PSY 330</td>
<td>TOPICS IN PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PSY 351</td>
<td>COGNITIVE PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSY 271</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSY 361</td>
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<td></td>
</tr>
<tr>
<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
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**Sociology Electives**

Select two 200+ level courses:

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<tr>
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<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 254</td>
<td></td>
<td></td>
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<tr>
<td>SOC 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
<td>3</td>
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<tr>
<td>SOC 314</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 365</td>
<td></td>
<td></td>
</tr>
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</table>

**Capstone**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY/SOC 452</td>
<td>SENIOR SEMINAR: PSYCHOLOGY</td>
<td>3</td>
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</tbody>
</table>

**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:

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)¹</td>
<td>37-39</td>
</tr>
<tr>
<td>Required Program Courses</td>
<td>52</td>
</tr>
<tr>
<td>Exploration and Enrichment Sequence²</td>
<td>33</td>
</tr>
</tbody>
</table>

Total Credit Hours 122-124

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, 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWK 255</td>
<td>SOCIAL PROBLEMS: POVERTY/DISCR</td>
<td>3</td>
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<tr>
<td>PSY 382</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SWK/CIS 248</td>
<td>COMPOSING CASE NOTES</td>
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<tr>
<td>SWK 301</td>
<td>FOUNDATIONS OF SOCIAL WORK</td>
<td>3</td>
</tr>
<tr>
<td>SWK 302</td>
<td>HUMAN BEHAVIOR/SOCIAL ENVIRNMT</td>
<td>3</td>
</tr>
<tr>
<td>SWK 303</td>
<td>HUMAN BEHAVR/SOCIAL ENVIRNMT 2</td>
<td>3</td>
</tr>
<tr>
<td>SWK 311</td>
<td>SOCIAL WELFARE/SOCIAL INSTITUT</td>
<td>3</td>
</tr>
<tr>
<td>SWK 322</td>
<td>SOCIAL WORK PRACTICE I</td>
<td>4</td>
</tr>
<tr>
<td>SWK 413</td>
<td>SOCIAL WELFARE POLICY</td>
<td>3</td>
</tr>
<tr>
<td>SWK 420</td>
<td>SOCIAL SCIENCE RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>SWK 423</td>
<td>SOCIAL WORK PRACTICE II</td>
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<td>SWK 424</td>
<td>SOCIAL WORK PRACTICE III</td>
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<tr>
<td>SWK 461</td>
<td>SEMINAR IN SOCIAL WORK I</td>
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<tr>
<td>SWK 462</td>
<td>SEMINAR IN SOCIAL WORK II</td>
<td>6</td>
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<tr>
<td>Capstone</td>
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<tr>
<td>SWK 491</td>
<td>SENIOR INTEGRATING SEMINAR</td>
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</table>

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concordia Core Curriculum (p. 32)¹</td>
<td>40</td>
</tr>
<tr>
<td>Concentration</td>
<td>15-18</td>
</tr>
<tr>
<td>Required Courses</td>
<td>72</td>
</tr>
<tr>
<td>Language</td>
<td>3</td>
</tr>
<tr>
<td>Total Credit Hours</td>
<td>130-133</td>
</tr>
</tbody>
</table>

¹ Must include PSY 181 GENERAL PSYCHOLOGY, MAT 121 INTRO PROBABILITY & STATISTICS, SCI 100 SCIENCE IN CONTEXT, 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:
## Teacher Education, B.A.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 322</td>
<td>METHODS&amp;MATERIALS: SCIENCE</td>
<td>3</td>
</tr>
<tr>
<td>EDU 324</td>
<td>INTEGRATION MUSIC/MOVEMENT/ART</td>
<td>3</td>
</tr>
<tr>
<td>EDU 325</td>
<td>METHOD/MATERIAL: SOCIAL STUDIES</td>
<td>3</td>
</tr>
<tr>
<td>EDU 328</td>
<td>READING/LANGUAGE ARTS ELEM I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 329</td>
<td>READING/LANGUAGE ARTS ELEM II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 332</td>
<td>ELEMENTARY MATH METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

- 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.

## Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EDU 120</td>
<td>PRINCIPLES OF EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDU 243</td>
<td>HOME/SCHL/CHURCH/COM RELATIONS</td>
<td>2</td>
</tr>
<tr>
<td>MAT 231</td>
<td>MATHEMATICAL EXPLORATIONS I</td>
<td>3</td>
</tr>
<tr>
<td>EDU 16X</td>
<td>Pre-Professional Practicum Experience I</td>
<td>1</td>
</tr>
<tr>
<td>EDU 271</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>CLASSRM APPS/INSTR TECHNOLOGY</td>
<td>3</td>
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<tr>
<td>MAT 232</td>
<td>MATHEMATICAL EXPLORATIONS II</td>
<td>3</td>
</tr>
<tr>
<td>HIS 216</td>
<td>AMERICAN HISTORY II</td>
<td>3</td>
</tr>
<tr>
<td>EDU 251</td>
<td>CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDU 324</td>
<td>INTEGRATION MUSIC/MOVEMENT/ART</td>
<td>3</td>
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<tr>
<td>EDU 325</td>
<td>METHOD/MATERIAL: SOCIAL STUDIES</td>
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<tr>
<td>EDU 328</td>
<td>READING/LANGUAGE ARTS ELEM I</td>
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<tr>
<td>PSY 281</td>
<td>DEVELOPMENTAL PSYCHOLOGY I</td>
<td>3</td>
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<td>PSY 291</td>
<td>DEVELOPMENTAL PSYCHOLOGY II</td>
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<td>EDU 322</td>
<td>METHODS&amp;MATERIALS: SCIENCE</td>
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<td>EDU 329</td>
<td>READING/LANGUAGE ARTS ELEM II</td>
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**Science Elective** 3

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<tr>
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<tbody>
<tr>
<td>EDU 451</td>
<td>CLASSROOM MANAGEMENT</td>
<td>3</td>
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<tr>
<td>EDU/PSY 294</td>
<td>PSY EXCEPTIONAL CHILD/ADOLESCNT</td>
<td>3</td>
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<td>SOC 241</td>
<td>VIOLENCE IN THE FAMILY</td>
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<tr>
<td>EDU 452</td>
<td>STUDENT TEACHING SEMINAR</td>
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## Capstone

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>EDU 481</td>
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Total Hours 72

1 BIO 215 HEREDITY AND SOCIETY recommended

## Specializations

### Behavioral Science Specialization

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PSY 351</td>
<td>COGNITIVE PSYCHOLOGY</td>
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</tr>
<tr>
<td>PSY/SOC 382</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>3</td>
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<tr>
<td>PSY 385</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>SOC 252</td>
<td>RACE AND ETHNICITY</td>
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<table>
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<tr>
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<th>Title</th>
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<tbody>
<tr>
<td>SWK 302</td>
<td>HUMAN BEHAVIOR/SOCIAL ENVIRONMENT</td>
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Total Hours 15

### Biology Specialization

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<th>Hours</th>
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<tbody>
<tr>
<td>BIO 207</td>
<td>BIOLOGY I</td>
<td>3</td>
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<tr>
<td>BIO 207L</td>
<td>BIOLOGY I LAB</td>
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<tr>
<td>BIO 208</td>
<td>BIOLOGY II</td>
<td>3</td>
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<tr>
<td>BIO 208L</td>
<td>BIOLOGY II LAB</td>
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<tr>
<td>BIO 373</td>
<td>GENERAL MICROBIOLOGY</td>
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<tr>
<td>BIO 373L</td>
<td>GENERAL MICROBIOLOGY LAB</td>
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<tbody>
<tr>
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<tr>
<td>BIO 255</td>
<td>FOODS AND NUTRITION</td>
<td></td>
</tr>
<tr>
<td>BIO 285</td>
<td>HUMAN SEXUALITY</td>
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Total Hours 18

### English Specialization

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<tbody>
<tr>
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<tr>
<td>ENG 212</td>
<td>INTRODUCTION TO DRAMA</td>
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<tr>
<td>ENG 213</td>
<td>INTRODUCTION TO POETRY</td>
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Select two of the following:

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<th>Code</th>
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<tbody>
<tr>
<td>ENG 201</td>
<td>BRITISH LITERATURE I</td>
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</tr>
<tr>
<td>ENG 202</td>
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<td></td>
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<tr>
<td>ENG 203</td>
<td>BRITISH LITERATURE III</td>
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<tr>
<td>ENG 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 221</td>
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<tr>
<td>ENG 223</td>
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Select two of the following:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ENG 341</td>
<td>ADVANCED WRITING</td>
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<td>ENG 342</td>
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<tr>
<td>ENG 345</td>
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</tbody>
</table>

Total Hours 15

### Mathematics Specialization

<table>
<thead>
<tr>
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<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>MAT 210</td>
<td>CALCULUS I</td>
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<tr>
<td>MAT 220</td>
<td>CALCULUS II</td>
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</tr>
<tr>
<td>MAT 246</td>
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<tr>
<td>MAT 310</td>
<td>CALCULUS III</td>
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</tr>
<tr>
<td>MAT 350</td>
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Total Hours 18

### Music Specialization

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>MUS 209</td>
<td>WORLD MUSIC</td>
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<td>MUS 215</td>
<td>FUNDAMENTALS OF MUSIC</td>
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<tr>
<td>MUS 216</td>
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<td>4</td>
</tr>
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<td>MUS 240</td>
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<td>MUS 240</td>
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BIO 215 HEREDITY AND SOCIETY recommended
Theology Specialization

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>THE 252</td>
<td>WORLD RELIGIONS</td>
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<tr>
<td>THE 331</td>
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<tr>
<td>THE 332</td>
<td>ISSUES IN THE NEW TESTAMENT</td>
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<tr>
<td>THE 234</td>
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<tr>
<td>or THE 334</td>
<td>LUTHERAN THEOLOGY</td>
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Select one of the following: 3

- PHI 300+ Elective
- THE 300+ Elective

Total Hours 15

Social Studies Specialization

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<td>HIS 300+ Electives</td>
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<tr>
<td>POL 300+ Electives</td>
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Total Hours 15

Lutheran Teacher’s Diploma

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.

Required Courses

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<td>or THE 334</td>
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<td>THE or PHI 300+ Elective</td>
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<tr>
<td>EDU 327</td>
<td>REL ED/ROLE OF CHRIST TEACHER</td>
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Total Hours 24

Christian Teachers Certificate

Students seeking a career in the larger Christian Education field are eligible to follow the Christian Teacher Certificate pathway. Students seeking a Christian Teacher’s Certificate follow the same coursework as LTD students with one exception.

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.
GRADUATE PROGRAMS

• Business Leadership, M.S. (p. 64)
• Digital Marketing, M.S. (p. 64)
• Digital Media, MA (p. 65)
• Education, M.S. (p. 65)
• Leadership M.S. (p. 66)
• Teaching English to Speakers of Other Languages (TESOL), M.S. (p. 66)

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

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<thead>
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<th>Title</th>
<th>Hours</th>
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<td>NON-PROFIT&amp;PUBLIC LEADRSHP/MGT</td>
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<td>BUS 536</td>
<td>RISK MGT DIMENSIONS OF LEADRSH</td>
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<td>BUS 537</td>
<td>ETHICS &amp; CORPORT SOCIAL POLICY</td>
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<td>CAPSTONE SEMINAR</td>
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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

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<td>DMM 546</td>
<td>MOBILE MARKETING</td>
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<td>DMM 548</td>
<td>CONVERSION</td>
<td>3</td>
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</table>
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 apprized 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

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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 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.

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.
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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.
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

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<th>Title</th>
<th>Hours</th>
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<tbody>
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<td>BUS 536</td>
<td>RISK MGT DIMENSIONS OF LEADRSH</td>
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<td>BUS 537</td>
<td>ETHICS &amp; CORPORT SOCIAL POLICY</td>
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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-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**

<table>
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<td>EDU 506</td>
<td>GEN &amp; BILINGUAL ED DIVERSE POP</td>
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<tr>
<td>EDU 507</td>
<td>2ND LANG ACQ: THEORY&amp;RESEARCH</td>
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<tr>
<td>EDU 515</td>
<td>PEDAGOGICAL GRAMMAR OF ENGLISH</td>
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<tr>
<td>EDU 517</td>
<td>TEACHING ACROSS CONTENT AREAS</td>
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<td>LANGUAGE EVAL AND ASSESSMENT</td>
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<td>EDU 519</td>
<td>METHODS:TEACHING ENL</td>
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<td>EDU 528</td>
<td>LANGUAGE, CULTURE &amp; LITERACY</td>
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CURRICULUM SUPPLEMENTS

Center for Contextual Leadership

Concordia’s Center for Contextual Leadership (C4CL) is a suite of degree programs with a common emphasis: training leaders for vocation and ministry in the widest possible range of career choices. The program seeks students who want to make a positive impact and real difference in the world, increasing their personal marketability as they develop the confidence to lead through a rigorous and challenging interdisciplinary program. Graduates will be rooted in leadership theory, exposed to the nuances of their area of focus, and capable of leading sustainable organizations. C4CL offers a BA in Judeo-Christian Heritage, a BS in Business, a minor in Spanish, and an MS in Leadership.

Undergraduate students in the program can follow C4CL's 5-year bachelor's/master's curriculum; alternatively, students can be enrolled in any of Concordia's undergraduate majors, with the understanding that their bachelor-level study will be accelerated so that they will be able to complete both their bachelor's degree and Master of Leadership within five years.

College graduates can earn a stand-alone Master of Leadership through C4CL, which includes a three-course sequence in any of Concordia’s master's degree programs to tailor the degree to the student’s individual interests or career needs. All C4CL students benefit from classes and independent study with senior Concordia College leaders who have deep, real-world experience in business, non-profit and education sectors—an opportunity unique to our small school environment. Intensive internships will make students job market-ready in their chosen field.

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.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tr>
<td>BIO 215</td>
<td>HEREDITY AND SOCIETY</td>
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<td>BIO 255</td>
<td>FOODS AND NUTRITION</td>
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<td>BIO 285</td>
<td>HUMAN SEXUALITY</td>
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<td>BIO 271</td>
<td>HUMAN ANATOMY &amp; PHYSIOLOGY I</td>
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<td>BIO 271L</td>
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<td>BIO 381</td>
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<td>BIO 408</td>
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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 seminars, 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

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

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)
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)
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 II (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)
Course Level: Undergraduate
Course Fee: $75.00

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 191: BASIC CERAMICS (3)
An introduction to the basic principles of the medium of ceramics. It teaches the various techniques and methods and familiarizes with different stylistic approaches. Stressess the importance of the creative process for personal growth. Requires completion of finished art works.
Course Level: Undergraduate

ART 203: PAINTING (3)
This course further develops the skills and knowledge of students who have a basic understanding of the fundamental principles of visual arts and have been exposed to different materials and techniques in painting and drawing. The course concentrates on developing painting skills by using the human figure and the appropriate model objects through studio experience.
Course Level: Undergraduate
Prerequisite(s): ART 103
Course Fee: $100.00

ART 205: COLOR, THEORY AND APPLICATION (3)
Course Level: Undergraduate
Prerequisite(s): ART 103

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 125: HUMAN ANATOMY & PHYSIOLOGY (3)
An introductory course in human anatomy and physiology. Tissues, translocation of materials, muscle and nerve physiology, blood and circulatory system, respiration, digestion and metabolism, endocrine and renal secretion, the nervous system, and reproduction. May not be used to satisfy requirements of the biology program.
Course Level: Undergraduate
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)
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 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 314: BIOCHEMISTRY (3)
This course deals with the structures and reactions of the major classes of biomolecules found in the cell: carbohydrates, lipids, proteins and nucleic acids.
Course Level: Undergraduate
Cross-listing(s): CHM 381
Prerequisite(s): (BIO 207 and BIO 208 and CHM 201) or (BIO 120 and CHM 171)
Course equivalency: BIO 281, CHM 281
Course Fee: $50.00

BIO 314L: BIOCHEMISTRY LAB (1)
This laboratory section is a one semester course that can be taken concurrently with BIO 314. This course examines the importance of biomolecules in the cell, their interactions and their roles in the regulation of life. Students will gain hands-on experience of the physical behavior, interactions and reactions of carbohydrates, proteins, nucleic acids and lipids in isolation and with each other. This laboratory course seeks to develop the student's skills for critical analysis of experimentally derived results as well as scientific literature. A central aim of this course is to provide guidance in biochemical analysis, technical writing and engage students in the practice of basic laboratory skills and techniques used in a biochemistry laboratory.
Course Level: Undergraduate
Course Fee: $75.00

BIO 381: BIOLOGY/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 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 COMMUNICATNS (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 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 346: WRITING FOR THE WORLD WIDE WEB (3)
This course explores the rhetorical practices of writing and publishing for the World Wide Web. Students will participate in electronic discourse communities and create their own web pages. Emphasis will be on the conventions of Web design as well as elements of standard English usage and style.
Course Level: Undergraduate
Cross-listing(s): ENG 436
Prerequisite(s): ENG 120 or COM 102
Course equivalency: ENG 346

BUS 347: INTERNATIONAL MARKETING (3)
A study of the development and implementation of global marketing programs and strategies. Analysis of market entry strategies and the role of trade documentation and trade finance the multinational organization.
Course Level: Undergraduate
Cross-listing(s): INS 347
Prerequisite(s): BUS 242

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 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
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 2020 TOPIC:
Course Level: Undergraduate

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

BUS 467: POL & ECO SYSTEMS/DEV CNTRIES (3)
An overview of the process of economic development and social change in Third World and emerging countries. Analyzes the causes, effects, and responses to global problems related to population growth, pollution, food, and natural resources. Analysis of both the theoretical foundations and practical cases involved in the financial management of multinational corporations (MNC).
Course Level: Undergraduate
Cross-listing(s): INS 467
Prerequisite(s): ECO 263 and ECO 264

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: INTERNAITAL 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 system 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 LEADRSHIP/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 LEADRSH (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 & CORPOTAL 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 201: GENERAL INORGANIC CHEMISTRY I (3)
This course begins the study of the concepts and theories in modern chemistry. Topics include: matter and energy; measurement in chemistry; chemical formulas and composition stoichiometry; chemical equations and reaction stoichiometry; atomic structure; Quantum Mechanics; chemical bonding; and, bonding theories.
Course Level: Undergraduate
Course equivalency: CHM 105
Course Fee: $75.00

CHM 201L: GENERAL INORGANIC CHEM LAB (1)
Course Level: Undergraduate
Course Fee: $75.00

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 301: ORGANIC CHEMISTRY I (3)
This course begins the study of the main classes of organic compounds. Topics include: chemical bonding, orbitals, stereochemistry and spectroscopy. The structure, nomenclature, physical properties, preparation, reactions and reaction mechanisms involved in 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 basic organic techniques, the preparation, reactions and reaction mechanisms involved in the following classes of organic compounds will be considered: alkanes; alkenes; alkynes; alkyl halides; alcohols; and, ethers, epoxides and sulfides.
Course Level: Undergraduate
Prerequisite(s): CHM 201 or CHM 105 and (CHM 202 or CHM 106)
Course equivalency: CHM 207
Course Fee: $75.00

CHM 301L: ORGANIC CHEMISTRY I LAB (1)
This course begins the study of the main classes of organic compounds. Topics include: chemical bonding, orbitals, stereochemistry, and spectroscopy. The structure, nomenclature, physical properties, preparation, reactions, and reaction mechanisms involved in the following classes of organic compounds will be considered: alkanes; alkenes; alkynes; alkyl halides; alcohols; and ethers, epoxides, and sulfides. The laboratory portion of the course involves basic organic techniques, the preparation and purification of organic compounds, and fundamental techniques in organic 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 091: SOCIAL COMP& PRACTICAL LIVING (0)
This course affirms the choice students make to attend Concordia College-NY. It provides the opportunity to participate in an academic, vocational and social experience within the college setting for young adults who are interested in participating in this collegiate setting. It introduces issues faced by many beginning college students as they work toward independence and living and working in the adult world. Topics covered include Qualities of Good Character, Managing Stress, Making Friends in College, Social Situations, Diversity, and Differences Among People.
Course Level: Undergraduate

COM 234: PUBLIC SPEAKING (1-3)
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)

CIS 241A: BEGINNING WORDPROCESSING/WORD (1)
A course covering the fundamentals of using Word processing software. Topics include file management; formatting for reports, correspondence, and newsletters; and merged letters. Coursework is completed independently and submitted online. May not be taken for credit if credit has already been earned for CIS 181.
Course Level: Undergraduate

CIS 244A: BEGINNING SPREADSHEET/EXCEL (1)
A skills course covering spreadsheet fundamentals. The course includes instruction in creating, editing, and printing spreadsheets and graphs. Attention is given to improving presentation and appearance of both spreadsheets and graphs and the use of functions.
Course Level: Undergraduate

Criminal Justice (CRJ)

CRJ 201: CURS 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 546: MOBILE MARKETING (3)
Mobile marketing is a key discipline in Internet marketing. This course provides a comprehensive examination of mobile marketing, from text messages to full mobile applications. Course participants develop strategy and tactics, expanding their understanding of mobile marketing integration across media.
Course Level: Graduate

DMM 547: PAYPER CLICK (3)
This course addresses the key components of paid search advertising. Course participants gain insights into strategies for all phases of Pay Per Click (PPC) and paid search including real world implementation of launching and maintaining a PPC account. Course focus includes an introduction to keywords and match types, writing effective ad copy, conversion tracking, bidding, and reporting, campaign settings, and account organization.
Course Level: Graduate

DMM 548: CONVERSION (3)
Conversion practices empower businesses to create digital experiences that impact buying decisions, converting website visitors into customers. This course covers key elements of conversion. Course participants expand their understanding of conversion planning, conversion design structure, analysis and measurement.
Course Level: Graduate

DMM 641: CAPSTONE (3)
The capstone course provides an opportunity for course participants to identify and complete a project that aligns with their own digital marketing interests. Working closely with their instructor, course participants synthesize key learning outcomes from the program and apply their skills in the digital marketing field to address an authentic problem. An emphasis on measurement and reporting is included. Course participants draw on current research and examine current issues in digital marketing as they design and develop the project. Completed projects are showcased for analysis and critique.
Course Level: Graduate

Economics (ECO)

ECO 262: STUDIES IN ECONOMIC PROBLEMS (3)
An introductory study of economic problems covering demand and supply, market structures, and macroeconomic issues with case studies. Articles from current periodicals and recently published books constitute the study materials for the course.
Course Level: Undergraduate

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

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: $100.00

EDU 164: PRE-PROF PRACTICUM: CHILDHOOD (1)
Course Level: Undergraduate
Course Fee: $100.00

EDU 166: PRE-PROF PRACTICUM: MIDDLE CHLD (1)
Course Level: Undergraduate
Course Fee: $100.00

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 272: CLASSRM APPS/INSTR TECHNOLOGY (3)
Surveys, strategies, techniques, and methods for integrating technology in the P-9 environment to enhance teaching and learning in the classroom. Topics include interactive whiteboard and videoconferencing technology, visual learning, multimedia, online digital content, digital storytelling, Internet-based activities, and Web 2.0 applications.
Course Level: Undergraduate
Cross-listing(s): PSY 271
Course equivalency: EDU 372
Course Fee: $25.00

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. 5 hours of fieldwork in a special education setting are required.
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: $150.00

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, materials, 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: $150.00

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)
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 concepts 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: $30.00

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, resume 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: $
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: DEVLP&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 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 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 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: $700.00

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: $700.00

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

English (ENG)

ENG 100: INTRO TO COLLEGE WRITING (3)
Course Level: Undergraduate

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 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
Satisfies requirement for Writing Across the Curriculum
Prerequisite(s): ENG 102 or COM 101

ENG 201: BRITISH LITERATURE I (3)
Readings in British Poetry and prose. A designated writing process course
Course Level: Undergraduate
Prerequisite(s): ENG 102 or COM 101

ENG 203: BRITISH LITERATURE III (3)
Readings in British poetry and prose. A designated writing process course.
Course Level: Undergraduate
Prerequisite(s): ENG 102 or COM 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 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 330: TOPICS IN LITERARY ARTS (3)
Provides extensive, detailed study of a particular topic. Readings include a variety of literary works as well as historical, popular, and cultural texts that allow for an in-depth study of a focused theme, literary movement, or human experience. Course activities focus on comprehension of literary history and genres, 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; Origins of Drama, Modern Drama, Theology and Modern Literature, Satire, the Romantics, The Victorian Era, World Masterpieces in Translation, the 20th Century in Film and Literature, Studies in Irish Literature.
Course Level: Undergraduate
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 346: WRITING FOR THE WORLD WIDE WEB (3)
This course explores the rhetorical practices of writing and publishing for the World Wide Web. Students will participate in electronic discourse communities and create their own web pages. Emphasis will be on the conventions of Web design as well as elements of standard English usage and style.
Course Level: Undergraduate
Prerequisite(s): ENG 120 or COM 102
Course equivalency: BUS 346

ENG 450: ENGLISH CAPSTONE (3)
Course Level: Undergraduate

Experiential Learning (EXL)

EXL 091: ACADEMIC & STUDY SKILLS (0)
This course affirms the choice students make to attend Concordia College-NY. It provides the opportunity to participate in an academic, vocational and social experience within the college setting for young adults who are interested in participating in an academic vocational and social experience in a college setting. It introduces issues faced by many beginning college students as they work toward independence and living and working in the adult world. Topics covered include those skills necessary for successful participation in academic settings; they include study skills, note taking, communication with professors and advisors, specific academic skills, and technology used in academic settings.
Course Level: Undergraduate

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

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)

GRK 202: GREEK I (3)
An introductory course covering basic vocabulary, forms, and sentence structure and stressing the student’s ability to convey accurately the meaning of simple Greek prose in correct, idiomatic English.
Course Level: Undergraduate
Prerequisite(s): GRK 202

Health Studies (HEA)

HEA 100: MEDICAL TERMINOLOGY (3)
Course Level: Undergraduate

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: LEGAL & ETHICAL 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)
Course Level: Undergraduate
Prerequisite(s): HEA 361
Course Fee: $250.00

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)
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

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

HIS 362: LATIN AMERICAN HISTORY (3)
This course provides an overview of Latin American history as well as a concentrated look at some of the major countries in Latin America. The course includes a brief examination of the colonial period, but concentrates on Latin America in the modern period, from independence to present. While Latin America was guided by the idea of progress in the 19th century, revolution and counter-revolution became concerns in the 20th century. This course considers themes of progress and revolution in modern Latin American history.
Course Level: Undergraduate
Cross-listing(s): INS 362
Course equivalency: HIS 233, INS 233

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, Neioituonah (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 347: INTERNATIONAL MARKETING (3)
A study of the development and implementation of global marketing programs and strategies. Analysis of marketing miscues and their effect on the multinational organization.
Course Level: Undergraduate
Cross-listing(s): BUS 347
Prerequisite(s): BUS 242

INS 362: LATIN AMERICAN HISTORY (3)
This course provides an overview of Latin American history as well as a concentrated look at some of the major countries in Latin America. The course includes a brief examination of the colonial period, but concentrates on Latin America in the modern period, from independence to present. While Latin America was guided by the idea of progress in the 19th century, revolution and counter-revolution became concerns in the 20th century. This course considers themes of progress and revolution in modern Latin American history.
Course Level: Undergraduate
Cross-listing(s): HIS 362
Course equivalency: HIS 233, INS 233

INS 441: SEMINAR/INTERNATIONAL RELATIONS (3-4)
Explores contemporary global issues from humanistic and social-scientific perspectives. In consultation with the instructor, students will pursue a research project on a topic of particular interest to them. This capstone course will provide students with an opportunity to demonstrate the knowledge and skills acquired through coursework in the International Studies major.
Course Level: Undergraduate
Prerequisite(s): (HIS 313)

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

Leadership (MSL)

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 310: CALCULUS III (4)
Vectors in two- and three-dimensions, infinite series, partial differentiation, multiple integration, and introduction to differential equations.
Course Level: Undergraduate
Prerequisite(s): MAT 220

MAT 311: MATHEMATICAL THOUGHT/METHODS (3)
A brief history of the development of mathematics. Emphasis on the methods of problem-solving employed by mathematicians of various periods and on the application of mathematics to the sciences and the arts.
Course Level: Undergraduate
Satisfies requirement for Writing Across the Curriculum
Prerequisite(s): MAT 210 and (COM 101 or (ENG 102 and English Proficiency Evaluation with a score of 101))

MAT 321: PROBABILITY - CALCULUS BASED (3)
A calculus-based study of basic theorems in probability, random variables, distribution functions, expected values, binomial distribution, Poisson and normal distribution, and applications to mathematical modeling.
Course Level: Undergraduate
Prerequisite(s): MAT 220

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 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

MAT 360: TOPICS: (3)
A study of selected topics in mathematics and their applications in contemporary situations. Recent topics: Management Science, Data Analysis, Social Choice.
Course Level: Undergraduate
Prerequisite(s): MAT 341 or MAT 250

MAT 442: MATHEMATICAL MODELING (3)
A calculus, computer science, and statistics-based introduction to applications of mathematical modeling in the real world. A capstone course.
Course Level: Undergraduate
Prerequisite(s): MAT 246 and MAT 322

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 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: $300.00

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 (2)
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 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 240Y: AURAL SKILLS (1)
MUS 240, Applied Music is a semester of ten, 60 minute aural skills lessons. In the one-on-one study, the student develops and advances sight singing, ear training, and keyboard skills relating to the 20th century music.
Course Level: Undergraduate
Course Fee: $600.00

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
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<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Course Level</th>
<th>Corequisite(s)</th>
<th>Course Fee</th>
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<td>MCV DRA5</td>
<td>Middle School Workshop II (0)</td>
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<td>MCV DRAD</td>
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<td>75 MINUTE CLASSES (0)</td>
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<td>MCV G30</td>
<td>Guitar 1 (0)</td>
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<td>KINDERMUSIK - OUR TIME (0)</td>
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<td>MCV KMI</td>
<td>Kindermusik Imagine This (0)</td>
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<td>MCV KMO</td>
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<td>MCV KMV</td>
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<td>MCV MM60</td>
<td>Musical Moments - 60 min (0)</td>
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<tr>
<td>MCV O30</td>
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<td>MCV O60</td>
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<td>MCV P30</td>
<td>PIANO - 30 MIN PRIVATE LESSON (0)</td>
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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): COM 101 or ENG 120
Course Fee: $150.00

NMC 231: DIGITAL FILMMAKING (3)
Covers the basics of shooting and editing and explores digital video as a creative tool. Topics include production approaches, location shooting, studio production, lighting, sound, and editing. Students gain critical skills and theoretical knowledge through viewing and discussing key films and writings. Students make their own three to five minute movie on digital video.

Course Level: Undergraduate
Prerequisite(s): COM 100 or (ENG 101 and English Proficiency Evaluation with a score of 100)
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 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 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 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

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**NMC 481: PORTFOLIO IN NEW MEDIA (1)**
In this one-credit class, students prepare a portfolio highlighting their finest media work.

**Course Level:** Undergraduate

**Prerequisite(s):** NMC 431 (may be taken concurrently)

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**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

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**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:** $

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**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

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**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:** $

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**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:** $

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**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:** $

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**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 transcultural 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)
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

PHI 301: PHILOSOPHY OF RELIGION (3)
Course Level: Undergraduate
Prerequisite(s): REL 100 and 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

PED 280: PHI/PRINCPLS/ORG ATHLTC IN ED (3)
Examines the basic philosophy and principles of interscholastic athletics as part of physical education. State, local, and national policies and regulations related to athletics will be discussed. Other topics considered will be legal issues, the function and organization of leagues and athletic associations in New York State, personal standards for the coach as an educational leader, public relations, safety procedures, principles of school budgets, record keeping, purchasing, and facility usage. Required for New York State coaching certification.
Course Level: Undergraduate
Course Fee: $30.00

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 282: THEORY/TECHNIQUES OF COACHING (3)
Includes an introductory phase in which the basic concepts common to all sports will be discussed. Topics will include a history of interscholastic athletics in New York State, objectives, rules, regulations, and policies of athletics, as well as performance skills. Technical information and organization and management practices will also be among the topics covered. The special training and conditioning of athletes in specific sports, the fitting of equipment, specific safety precautions, and officiating methods will also be examined. Observation of coaches will be required as fieldwork. Required for New York State coaching certification.
Course Level: Undergraduate
Prerequisite(s): PED 280

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

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 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 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. 15 hours of fieldwork in a special education setting are required.
Course Level: Undergraduate
Cross-listing(s): 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 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 361: BIOLOGICAL PSYCHOLOGY (3)
This is an introduction to the biological approach to psychology. The course will begin with an introduction to the biological mechanisms affecting psychology such as neuron structure and function, neurotransmitter types and functions, genetics and epigenetics, and brain structure. Topics will rotate through the general areas of psychology: the biopsychology of psychiatric disorders, mood, personality types, and cognitive abilities. Perspectives will include the effects of neurotransmitters, brain structure, drugs, toxins, genetics and epigenetics, nutrition, fitness, and development through the lifespan.
Course Level: Undergraduate
Cross-listing(s): BIO 361
Prerequisite(s): PSY 181 or BIO 271

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

PSY 499: PSYCHOLOGY TRANSFER (0.5-4)
Course Level: Undergraduate

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 pharmacies. The student will also learn how to interpret radiographic orders from physicians and diagnostic report interpretation.
Course Level: Undergraduate
Cross-listing(s): 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 (2)
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 measurement, 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 PROCEDURES (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: $400.00

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 if 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

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: $250.00

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: $250.00

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

RAD 403: 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 discussions 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 is also 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 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 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
Cross-listing(s): EDU 281
Prerequisite(s): PSY 181 and SOC 151

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 BEHAV/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
Prerequisite(s): SWK 241
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 SOC 153 or BIO 153 or SOC 110

SOC 281: WORKING WITH SPECIAL POPULATNS (3)
Course Level: Undergraduate
Prerequisite(s): PSY 181 and SOC 151

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 385: DEVIANCE AND SOCIAL CONTROL (3)
This course is an introduction to the sociology of deviance and social control. The term “deviance” refers to any violation of social norms; what counts as deviance is socially, culturally, and historically variable. The course focuses on the social construction and control of deviance: how definitions of deviance emerge and change, the nature of social control and its application, and the role of social class and power in these processes. Topics may include street crime, elite deviance, intimate partner violence, and hate crime.
Course Level: Undergraduate
Prerequisite(s): 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 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)
Course Level: Undergraduate
Prerequisite(s): THE 101

THE 305: LITURGY AND HYMNODY (3)
This course will explore the development and components of the Divine Service and the daily offices of Western Christendom, as well as the background, style, and use of hymns in liturgical worship.
Course Level: Undergraduate
Prerequisite(s): REL 200 or REL 120
Course equivalency: REL 305

THE 306: CHRISTIAN WORSHIP (3)
Course Level: Undergraduate

THE 311: READINGS/HIST CHRISTIAN THOUGH (3)
Readings of selected seminal, formative Christian texts from the Patristic, Medieval, reformation and post-modern eras. Includes works by Augustine of Hippo, Athanasius, Thomas Aquinas, Martin Luther, Dietrich Bonhoeffer, and John Paul II.
Course Level: Undergraduate
Prerequisite(s): THE 101
Course equivalency: REL 311

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): (COM 100 and (COM 101 or ENG 101 or English Proficiency Evaluation with a score of 101))
Course equivalency: REL 332

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

THE 351: RELIGION IN AMERICA (3)
An historical analysis of Judaism, Roman Catholicism, Eastern Orthodoxy, and diverse forms of Protestantism in American culture. Indigenous communities and utopian enterprises will also be examined. Special attention is given to American Lutheranism.
Course Level: Undergraduate
Cross-listing(s): HIS 351
Course equivalency: REL 351

THE 401: SEMINAR: RELIGIOUS STUDIES (3)
This course offers students a focused, cumulative learning experience in the area of religion with an emphasis on developing scholarly research and writing skills. A capstone course.
Course Level: Undergraduate
Prerequisite(s): REL 333
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.

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Rev. Jon Ellingworth
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Rev. Derek Lecakes
Mrs. Jane Lottes
Mr. Ed Mahn
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Mr. Rich Robertson
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Dr. David Wolf
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Arlene Torres Esq., Vice President of Operations and General Counsel
Mark Wahlers, Chief Administrative Officer

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Victor Bowman, Associate Director of Recruitment
Nastacia Brown, Admission Recruiter
Avigail Brownstein, Coordinator of Israel Study Abroad Program
Evelyn Cea, Admissions Office Manager
Zanzia Davis-Terjesen, Interim Director of Enrollment
Viviana DeCohen, Director of Military and Veteran Affairs
Alexandra DeStefano, Associate Director of Recruitment
Diane Flores, Campus Events and Operations Coordinator
Jim Mazzone, Enrollment Partnership Associate
Anthony Rooney, Associate Director of Admissions, Accelerated Degree Programs
Ishmael Yemoh, Admissions Recruiter

Athletics
Craig Everett, Athletic Grounds Manager
Kathy Laoutaris, Director of Athletics and Campus Life
Carly Mertens, SAAC Advisor
Dorienne Pearson, Director of Compliance/Athletics
William Salva, Faculty Athletics Representative
Eli Sirota, Sports Information Director
Brian Snow, Assistant Director of Athletics
Lynson Willis, Director of Sports Medicine

Business Office
Len Certa, Budget and General Ledger Manager
Shakia Daniel, Business Office Associate
Jacqueline Donohue, Assistant Controller
Kathleen Dunleavy CPA, Controller
Theodore Francavilla, Vice President of Strategy and Institutional Effectiveness
Rosalin Gutierrez, Manager of Student Accounts
Denise Hopkins, Manager of Student Accounts
Ryan Levy, Staff Accountant
Preethi Parthasarathi, Business Office Associate

Business Partnerships
Greg Cassiere, Director of Growth Management
Rachel Damiani, Director, Online and Off-Campus Academic Operations
Shanley Rowe, Senior Director for Sara Schenirer Partnership, Assistant Director of Liberal Arts
Michael Schlabra, Executive Director of Global Initiatives, Associate Professor of Education

College Advancement
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Joyce Kennedy, Senior Director of Community Relations
Lois Montorio, Director of Advancement
Lauren Servidio, Assistant to Institutional Advancement, Gift Intake Coordinator
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Julie Taylor, Database Manager

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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
Stephen Bonura, Director of Campus Safety
Lucille Frabizzio, Assistant to the Director of College Services
Carmine Ruocco, Maintenance Electrician
Paul Schulz, Director of Facilities and Campus Services

Human Resources
Tijana Maletic, Payroll/HR Coordinator
Elijah McGruder, Human Resources Coordinator
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, Director of IT Services
Shadrack Ngowi, Associate Director of IT Services – Core Hardware Systems
Alison Poulakis, Academic Software Specialist
Gary Rivera, Systems Administrator

Legal Affairs
Joseph Castaldo, Director of Operations
Nereida Quiles, Director Institutional Research, Assessment and Compliance; Title IX Coordinator; Assistant Professor of Business
Arlene Torres, Esq., Vice President of Operations and General Counsel
Gary Vega, Manager of International Student Operations

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Dawn Norris, Digital Designer
Rebecca Portnoy, Associate Director of Communications
Matthew Zefi, Photographer/Videographer
Carol Deleso, Manager of Administrative Services

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Justine McEnerney, Manager of OSilas Gallery
Lisa Rao, Art Program Director
Elizabeth Vranka, Executive Director of the OSilas Gallery and Art Studio

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Dr. Sherry J. Fraser, Vice President of Mission, Provost Emerita
Rev. Dr. John Arthur Nunes, President

Student Enrollment & Financial Services
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Jenifer Jules, Associate Registrar
Robert Lena, Operations Manager for Enrollment Services
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Anjali Moncrieffe, Assistant Registrar
Tanya Noya, Director Financial Aid
Roderick Porter, Registrar Staff Assistant
Christopher Sandoval - Financial Aid Counselor

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Susan Crane, R.N., Director of Student Health Services
John Dana, Associate Director of Campus Life, Judicial Officer
Catherine Estatico, Student Health Services Coordinator
Eleanor Evangelista, Senior Director of Student Academic Support
Jason Francis, Associate Director of Student Success, First Advisor
George Groth, Director of the Connections Program
Kathy Laoutaris, Director of Athletics and Campus Life
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Sarah Nunes, Coordinator of Student Activities and Orientation
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Johanna Perry, Director of Student Success, Assistant Professor of Humanities
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Stathene Varvisotis, Assistant Professor  
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Nathalie Virgintino, Assistant Professor  
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Mark Wahlers, Professor  
PHD, Univ Of Texas At Austin; MSED, Portland State University; BS, Concordia University-NE

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 Hollman
• 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
# Index

## A
- About Concordia College ........................................... 7
- Academic Protocols .................................................. 36
- Academic Schools ....................................................... 31
- Accounting (ACC) ....................................................... 70
- Accreditation & Charter .............................................. 6
- Admission .................................................................. 8
- Art (ART) ................................................................ 71

## B
- Behavioral Science, B.A. - Accelerated Degree Program ........ 41
- Biology, B.A. ............................................................... 42
- Biology (BIO) ................................................................ 71
- Business Administration, A.A.S .................................... 42
- Business Administration, B.S ........................................ 43
- Business Administration, B.S. - Accelerated Degree Programs .... 44
- Business Administration (BUS) ......................................... 72
- Business Leadership, M.S. ............................................. 64

## C
- Chemistry (CHM) ............................................................ 75
- Communication (COM) .................................................. 76
- Computer Information Systems (CIS) ............................... 76
- Course Descriptions ...................................................... 70
- Courses of Instruction ................................................... 69
- Criminal Justice, B.A. ................................................... 45
- Criminal Justice (CRJ) .................................................... 76
- Curriculum Supplements .............................................. 68

## D
- Description of Fees ....................................................... 22
- Digital Marketing (DMM) ................................................ 77
- Digital Marketing, M.S. ................................................... 64
- Digital Media, MA ......................................................... 65

## E
- Economics (ECO) ........................................................... 77
- Education (EDU) ............................................................ 78
- Education, M.S. ............................................................. 65
- Educational Services, B.A. ............................................. 46
- English (ENG) ............................................................... 83
- Experiential Learning (EXL) ........................................... 85

## F
- Financial Aid .................................................................. 15

## G
- General/Special Childhood Education BA/MS in Education (5-Year) .... 46
- Geography (GEO) ......................................................... 85
- Graduate Programs ....................................................... 64
- Greek (GRK) ................................................................ 85

## H
- Health Care Administration, B.S. - Accelerated Degree Program ...... 49
- Health Studies, B.S. ....................................................... 49
- Health Studies, B.S. - Accelerated Degree Program ............... 50
- Health Studies (HEA) ....................................................... 85
- Hebrew (HEB) .............................................................. 86
- History (HIS) ............................................................... 86
- Home ........................................................................ 3
- Honors/Fellows (HON) .................................................... 86
- Humanities (HUM) ........................................................ 86

## I
- Interdisciplinary Studies B.A. .......................................... 51
- International Studies (INS) ............................................. 87
- Italian (ITL) ................................................................. 87

## L
- Leadership M.S. ............................................................ 66
- Leadership (MSL) ......................................................... 87
- Liberal Arts & Liberal Arts with Concentration A.A. ............... 55
- Liberal Studies, A.A. - Accelerated Degree Program .............. 55

## M
- Mathematics (MAT) ...................................................... 87
- Mission, Values & Institutional Student Learning Outcomes .......... 5
- Music Conservatory (MCV) ............................................ 89
- Music (MUS) ............................................................... 88

## N
- New Media Communication (NMC) ................................... 92
- Nursing, B.S. ............................................................... 56
- Nursing (NUR) ............................................................. 93

## P
- Philosophy (PHI) ........................................................... 94
- Physical Education (PED) ................................................. 95
- Physics (PHY) ............................................................. 95
- Political Science (POL) ................................................... 95
- President's Message ..................................................... 4
Psychology, B.A. ................................................................. 57
Psychology (PSY) .............................................................. 95

R
Radiologic Technologies, B.S. ........................................... 58
Radiologic Technology (RAD) ........................................... 96
Regents, Administration, & Faculty ................................... 103

S
Science (SCI) ........................................................................... 99
Sign Language (SLA) ............................................................ 99
Social Sciences, B.A. .......................................................... 59
Social Sciences (SSC) .......................................................... 99
Social Work, B.S. ............................................................... 60
Social Work (SWK) .............................................................. 99
Sociology (SOC) ................................................................. 100
Spanish (SPA) ................................................................... 101
Student Experience ............................................................ 27
Student Responsibilities ...................................................... 25

T
Teacher Education, B.A. ..................................................... 61
Teaching English to Speakers of Other Languages (TESOL), M.S. 66
The Concordia Experience .................................................. 32
Theology (THE) ................................................................. 102

U
Undergraduate Programs .................................................... 41