



CONCORDIA COLLEGE

ALABAMA

Academic Catalog
2012—2013

CONCORDIA COLLEGE

Selma, Alabama

Academic Catalog 2012-2013

Concordia College
1712 Broad Street
Selma, Alabama 36701
(334) 874-5700

LICENSURE

Concordia College is licensed and approved by the State Department of Education under Title 16-46-1 through 10, Code of Alabama, Act No. 80-272.

ACCREDITATION

Concordia College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award the Associate of Arts degree and the Bachelor of Science degree.

CHANGES

The contents of this Catalog represent the most current information available at the time of publication. However, during the period of time covered by this Catalog, the College reserves the right to make necessary changes with respect to this information without prior notice. Students can be provided with information on changes by contacting the Office of the Vice President for Academic Affairs.

STATEMENT OF EQUAL OPPORTUNITY

Concordia College operates in compliance with all requirements imposed by or pursuant to Title VI of the Civil Rights Act of 1964 and the regulations issued there under to the end that no person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity sponsored by this institution. For further information, contact the Vice President for Academic Affairs.

Concordia College complies with the provisions of the Family Educational and Privacy Act of 1974 (HEW Rules and Regulations, Title 45, Section A, Part 99 of Section 438 of Federal Law 93-380, Buckley Amendment).

Concordia College is committed to providing equal educational opportunities for individuals with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

Requests for reasonable accommodations should be directed to the 504 Coordinator 334-874-5700.

TABLE OF CONTENTS

	Page
GENERAL INFORMATION	
A History of Concordia College	4
Presidents of Concordia College	5
The Concordia University System	5
Our Mission & Vision	6
Institutional Goals	6
Campus Map	8
Location, Buildings, & Facilities	9
FINANCIAL INFORMATION	
Tuition & Fees	12
Methods & Payments	13
Refunds	13
Student Financial Aid Program	13
Scholarships	14
Grants & Employment Opportunities	16
Satisfactory Academic Progress (SAP)	19
SAP Minimum Standards	19
Satisfactory Course Completion	20
Transfers & Change of Majors	20
Financial Aid Termination	21
Appeal Process	21
SAP Probation	22
Reinstatement of Financial Aid	22
SAP & Conduct for Veterans Benefits	22
Statement of Registration Compliance	23
ADMISSION REGULATIONS	
Admission Procedures	24
Admission Requirements	24
Readmission Procedures	26
Readmission after Academic Suspension	27
Readmission after Disciplinary Suspension	27
Athletic Suspension	28
Registration	28
ACADEMIC INFORMATION & REGULATIONS	
Student Records	29
Classification of Students	30
Class Attendance Policy	30
Grading Policies & Procedures	31
Major	32

	Page
An Area of Concentration or Emphasis	32
Satisfactory Academic Progress & Performance	32
Satisfactory Academic Progress & Performance Schedule	33
Academic Warning, Probation, & Suspension	33
Academic Bankruptcy or “Forgiveness” Policy	33
Class Size	34
Withdrawal from a Course	34
Withdrawal from the Institution	35
Administrative Withdrawal	35
Final Examinations	36
Evaluation of Credits	36
Academic Honors	36
Academic Records	36
Degrees Offered	37
General Education Requirements	37
Application for Graduation	38
Graduation Requirements	38
Associate of Arts Degrees	40
Bachelor of Science in Business Administration Degree	42
Bachelor of Science in Education Degrees	47
 COURSE DESCRIPTIONS	 53
 FACULTY & STAFF LISTINGS	 80

GENERAL INFORMATION

A History of Concordia College

Concordia College has grown much from its humble beginnings in 1922 as Alabama Luther College. Today, Concordia boasts a student body representing a diversity of geographic, ethnic, and socioeconomic backgrounds, as well as the distinctive status as the nation's only Lutheran Historically Black College or University (HBCU).

Concordia's beginning has its root in the desire of a woman named Rosa Young to provide good Christian education to the rural African Americans of central Alabama. Through her tireless efforts, her school in Wilcox County which began with seven students had grown to 215 in just three terms. In 1914, however, the Mexican boll weevil devastated the cotton industry and economy in the area, and many of the parents were then unable to continue sending their children to Young's school. In desperation to find financial help, Rosa Young wrote to the famed founder of the Tuskegee Institute, Booker T. Washington. About their correspondence, Rosa Young said, "In this letter he told me he was unable to help me in the least; but he would advise me to write to the Board of Colored Missions of the Lutheran Church. He said they were doing more for the colored race than any other denomination he knew of. He liked them because of the religious training which they were giving the colored people." By the end of 1915, Young had followed Washington's advice and written to the Lutheran Synodical Conference of North America for help.

The Lutheran Church—Missouri Synod, a member of the Lutheran Synodical Conference, responded favorably to Young's letter and sent the Rev. Nils J. Bakke to assess the situation and report back. Reverend Bakke arrived on December 17, 1915 and on December 21, he returned to St. Louis, MO with his report. Bakke's report was a plea for assistance in establishing a mission to the area. In January 1916, Bakke returned to Alabama, and by Easter 1916, had performed a total of 61 baptisms and 70 confirmations in Rosebud, including that of Rosa Young herself. Within just a few years there were almost 30 new congregations, and plans were begun for a school. A conference held in Midway, near Miller's Ferry in 1919 adopted a resolution petitioning the Synodical Conference for funds to begin a school for the purpose of training church workers. On November 13, 1922, in a rented cottage at 521 First Avenue, the first classes of Rosa Young's new school were held in Selma. As the student body continued to grow, the need for space became more pressing. On September 20, 1925, the first buildings on the present campus were dedicated to the glory of God. The next year, four women made up the school's first graduating class.

Under God's watchful eye, Alabama Luther College survived the Great Depression, but it had lost its college and been renamed Alabama Lutheran Academy. It was not long though before the necessity of bringing a college education to African Americans was again realized, and a program of modernization was initiated which resulted in the formation of Alabama Lutheran Academy and College. On July 1, 1981, the name of the Alabama Lutheran Academy and College was officially changed to Concordia College. Two years later, Concordia received

accreditation as an associate-degree granting institution by the Southern Association of Colleges and Schools (SACS). In 1994, SACS granted Concordia accreditation as a baccalaureate-degree granting institution. Concordia continued to grow as a four-year institution, and in 2010 acquired the property of the United Methodist Children’s Home, and expanded the size of the campus from 22 acres to 57, as well as adding additional housing and historic buildings.

In her valedictorian speech during her graduation from Payne University in 1909, Rosa Young stressed the obligation of service when she wrote, “‘He that is greatest among you shall be your servant,’ is the language of the Great Teacher. To serve is regarded as a divine privilege as well as a duty by every right-minded man.” Today, Concordia continues in those words as it seeks to prepare students through Christ-centered education for lives of responsible service to the church, community, and the world.

Presidents of Concordia College

Rev. Robert O. L. Lynn	1922-1932
Rev. Edward A. Westcott, Sr.	1934-1945
Rev. Dr. Walter Ellwanger	1945-1963
Prof. Varnes J. Stringer	1964-1966 (Acting President)
Rev. Dr. Paul Elbrecht	1966-1970
Rev. Dr. Peter R. Hunt	1970-1971 (Acting President)
Dr. Willis L. Wright	1971-1980
Rev. Dr. Julius Jenkins	1980-2007
Rev. Dr. McNair Ramsey	2007-2010 (Interim President)
Rev. Dr. Tilahun M. Menedo	2010-present

The Concordia University System

Concordia College is one of ten colleges and universities of the Concordia University System (CUS) of the Lutheran Church—Missouri Synod. The colleges and universities of CUS are dedicated to the Gospel of Jesus Christ and to preparing students for lives of meaning and service. They provide a Christ-centered environment for students to develop in value-based communities of learning.

- Concordia University, Ann Arbor, Michigan
- Concordia University, Austin, Texas
- Concordia College, Bronxville, New York
- Concordia University, Chicago, Illinois
- Concordia University, Irvine, California
- Concordia University, Mequon, Wisconsin
- Concordia University, Portland, Oregon
- Concordia University, Saint Paul, Minnesota
- Concordia College, Selma, Alabama
- Concordia University, Seward, Nebraska

Our Mission & Vision

Concordia College prepares students through a Christ-centered education for lives of responsible service in the church, the community and the world.

Concordia College will be a diverse, global institution of excellence, and a leader in developing intellectual, spiritual and moral leaders of Christ-centered justice.

Concordia is committed to the premise that a Christian education is essential for the total development of the potential of each individual and that instruction must begin at the student's level of skills and ability. Therefore, the Christian faith is reflected in its academic programs and services, both developmental and regular college level, as well as in its student life services and activities.

All disciplines in the traditional liberal arts curriculum provide the conceptual framework necessary for analysis and problem solving in society while the fine arts enlighten and enrich the human spirit. Our academic programs are supported by the latest technology and learning resources. Concordia's faculty is sensitive and responsive to the academic needs of each student and the college is committed to educating students for responsible and effective service to God and fellowman.

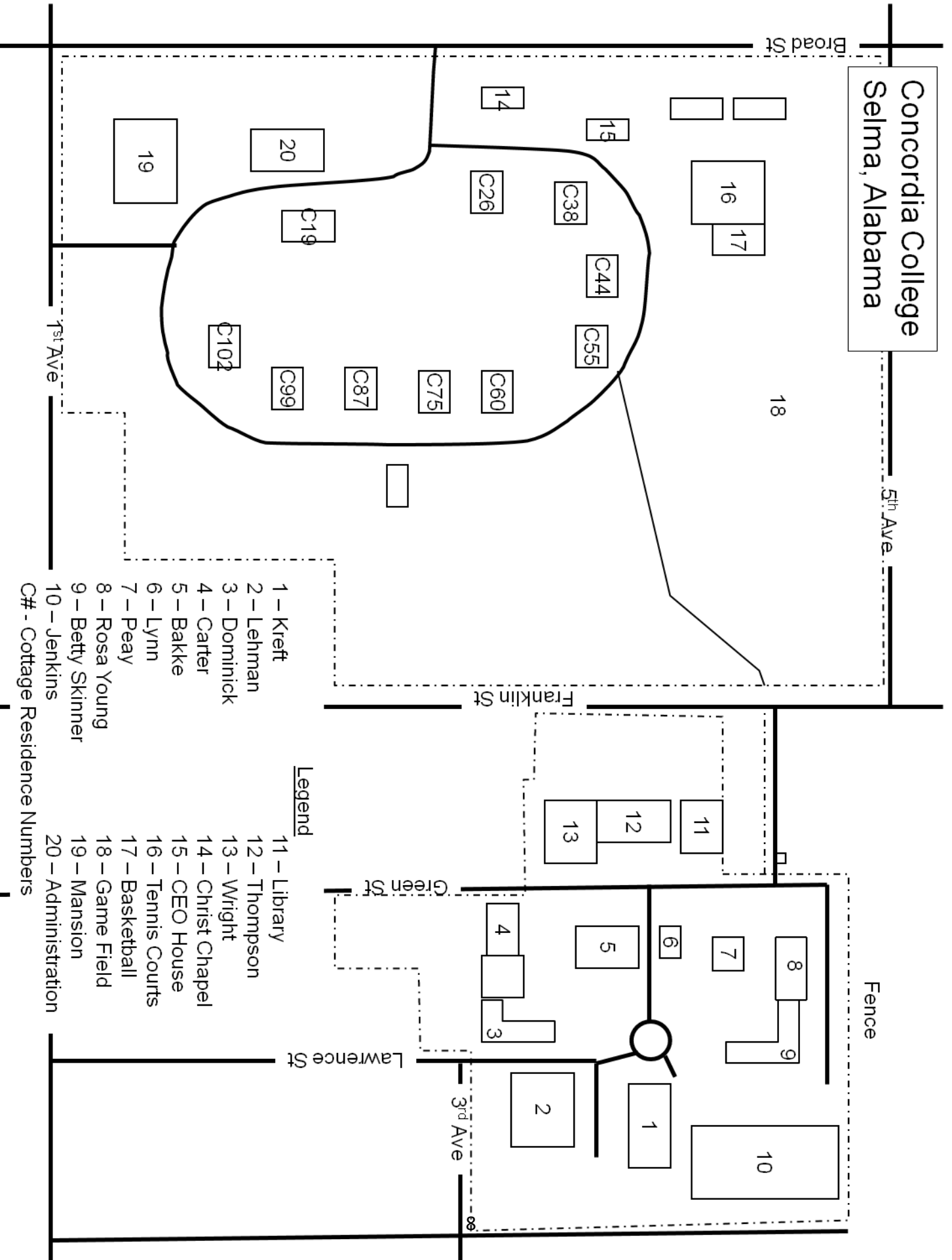
Concordia fosters a community in which the Christian values of group living are emphasized. The college provides special activities and programs that promote the development of social concern and sensitivity toward the dignity and worth of each individual. These activities and programs help students acquire attitudes and skills essential for self-understanding, leadership, and cooperation with others. Our Christian campus atmosphere is also supported by such activities as chapel worship, Bible study, dormitory devotions, intercollegiate and intramural athletics, and participation in various organizations and clubs.

Institutional Goals

1. To provide an environment which helps students grow in Christian faith;
2. To evaluate, develop, and improve the administrative structure and operating procedures and tools of the college;
3. To provide an environment which fosters creativity, inquiry and critical thinking;
4. To provide effective learning experiences for students with differing needs, abilities, interests, goals, and ages so that they may receive both a general education as well as specific, in-depth knowledge in a chosen area of study;

5. To provide an opportunity for total student development through a program of student support services designed to complement the academic program by creating and maintaining a spiritual, cultural and social environment conducive to student life;
6. To continue to improve the quality of education by providing instructional and learning resources, support and facilities that strengthen academic programs and promote an environment conducive to the development of competence in personnel and pride in the institution
7. To provide both associate and baccalaureate programs which prepare students for further study or the job market;
8. To provide programs, activities and services (credit and non-credit courses) designed to meet the needs of constituent communities;
9. To continue to advance the institution through improved public relations, increased enrollment, and increased support from alumni, corporations, foundations, government and friends; and
10. To maintain a system of planning, budgeting, and evaluation designed to improve the efficiency and effectiveness in the utilization of available resources

Concordia College Selma, Alabama



Fence

Broad St

5th Ave

18

1st Ave

Franklin St

Green St

Lawrence St

3rd Ave

Legend

- 1 – Kreft
- 2 – Lehman
- 3 – Dominick
- 4 – Carter
- 5 – Bakke
- 6 – Lynn
- 7 – Peay
- 8 – Rosa Young
- 9 – Betty Skinner
- 10 – Jenkins
- C# - Cottage Residence Numbers
- 11 – Library
- 12 – Thompson
- 13 – Wright
- 14 – Christ Chapel
- 15 – CEO House
- 16 – Tennis Courts
- 17 – Basketball
- 18 – Game Field
- 19 – Mansion
- 20 – Administration

14

15

16

17

20

19

C19

C26

C38

C44

C55

C102

C99

C87

C75

C60

12

11

13

8

7

4

5

6

9

3

1

2

10

89

Location

Concordia College is located on a 57-acre site in the northeastern section of Selma, approximately four blocks from Highway 80. Selma, the county seat of Dallas County, is about 50 miles west of Montgomery, and has a population of approximately 20,000.

Buildings and Facilities

The campus of Concordia College was expanded across Franklin Street with the acquisition of The United Methodist Children's Home property in 2010. Since that purchase, Concordia has experienced exponential growth while undertaking massive renovation and building projects in an effort to better connect the two campuses. The following buildings are those which are currently open and available for use by students, staff, and faculty. The numbers in parentheses correspond to the numbers associated with the campus map on the previous page:

Administration Building, built 1955 (20)

- Office of Admissions
- Office of Development
- Office of Financial Aid
- Office of the President

Nils J. Bakke Hall, dedicated 1925 (5)

- Campus Chapel
- Classrooms
- STAARS program.

Christ Chapel, built 1955, dedicated 2011 (14)

- Main Campus Chapel
- Pastoral Counseling Rooms

Walter H. Ellwanger & Peter R. Hunt Learning Resource Center, dedicated 1980 (11)

- Library
- Audio-Visual Equipment checkout
- Children's Literature Room
- Concordia Archives & Museum
- Individual Study Rooms
- Periodicals Archive Room
- Reading Facilities
- Study Carrels

Julius and Mary Jenkins Center, dedicated 2001 (10)

- Office of Athletics
- Gymnasium
- Jogging Track
- Swimming Pool
- Recreational & Fitness Facilities

Karl Kreft Center, dedicated 1994 (1)

- Bookstore
- Division of Business & Computer Information Faculty Offices
- Office of the Campus Chaplain
- Classrooms
- Dining Facility
- Office of Student Activities

Paul D. Lehman Hall, dedicated 1971 (2)

- Gymnasium
- Offices & Storage for Band
- Offices & Storage for Choir

Calvin P. Thompson Hall, dedicated 1975 (12)

- Office of Academic Affairs
- Classrooms
- Office of Finance & Business Affairs
- Division of General Education Faculty Offices
- Registrar
- Science Laboratories
- Office of Student Services

Willis L. Wright Complex, dedicated 1990 (13)

- Auditorium
- Classrooms
- Office of Information Technology
- Computer Laboratories
- Science Laboratories
- Division of Teacher Education and Psychology Faculty Offices

Dormitories

- Marmaduke N. Carter* (4)
- Albert Dominick (3)
- Robert O.L. Lynn (6)
- Betty Skinner (9)
- Rosa J. Young (8)
- Cottages: 19, 26, 38, 44, 55, 60, 75, 87, 99, 102

*Carter Hall is also the location for the Main Security Office

Buildings under renovation include:

Charles Peay Hall, dedicated 1960 (7)

- Student Center

Former UMCH Mansion (white Greek Revival Building), built 1908 (19)

The future plans for this building include:

- Bookstore
- Coffee shop
- Conference Rooms
- Child Development Center
- Civil Rights Institute & Museum

FINANCIAL INFORMATION

Tuition and Fees

**2011-2012
(per semester)**

Mandatory Charges

	On-Campus (w/o Private Bath)	On-Campus (w/ Private Bath)	West Campus (Cottages)	Off Campus-Commuter
Tuition (1)	\$3,960	\$3,960	\$3,960	\$3,960
Room	\$865	\$1,030	\$1,140	--
Board	\$1,210	\$1,210	\$1,210	--
Technology & Activity (2)	\$85	\$85	\$85	\$85
Room Guarantee/Damage Dep (3)	<u>\$250</u>	<u>\$250</u>	<u>\$250</u>	<u>--</u>
Total Funds Needed	\$6,370	\$6,535	\$6,645	\$4,045

(1) Full-Time (Part-Time Tuition is charged at \$330 per credit hour)

(2) The Technology & Activity Fee is to assist the College in providing adequate technology resources in common labs and academic buildings for the purpose of assisting in the educational process. This fee does not provide financial resources for the distribution of technology throughout dormitory and private facilities.

(3) The Room Guarantee/Damage Deposit is a one-time deposit that is paid when the student first enrolls at CCS and requests a dorm room. The deposit is held to guarantee a dorm room for the student upon arrival and is maintained to guarantee a room each semester the student re-enrolls. The deposit is returned upon the student's graduation, transfer away from campus residency status or CCS, or otherwise non re-entry at CCS at which time it is refunded, less any damages that may have been caused by the student to the dormitory facility.

Non-Mandatory Charges

Application Fee	
U.S. Citizen	\$10
International Student	\$25
Audit Fee	\$110 per course
Graduation Fee	
Associate	\$100
Baccalaureate	\$125
ID Card Replacement	\$25
Key Replacement	\$25
Late Registration Fee	\$50
Professional Semester Fee	\$150
Transcript Fee (Regular)	\$10
Transcript Fee (Express)	\$30
Vehicle Registration	\$50

Methods of Payment

Arrangements for all semester fees are to be made at the time of registration. Fees that are not covered in the financial aid package may be paid in monthly installments upon prior approval by the Business Manager. For additional information, contact the Business Office, Concordia College, 1712 Broad Street, Selma, Alabama 36701 or (334) 874-5700.

Written notification of district aid, scholarships, or other aid will be accepted in lieu of payment by cash. One-half of such aid will be credited to the student's account each semester. International students are expected to pay all fees in United States currency prior to enrollment.

Refunds

The refund policy which follows applies to students who pay their charges in cash and who officially withdraw from the institution.

Room	This expense is not refundable after registration.
Board	Board will be refunded on a pro-rated basis in units of one week. Any fraction of a week will be treated as a whole week.
Special Fees	These fees are not refundable.
Tuition	If withdrawal occurs within one week after the official registration date (the date designated for registration), 75% of tuition will be refunded. If withdrawal occurs during the second week after the registration date, 50% of tuition will be refunded. If withdrawal occurs during the third week after the registration date, 25% of tuition will be refunded. Students who withdraw after the third week are not eligible for a tuition refund.

Federal regulations require that students receiving federal financial aid (Title IV Programs—PELL Grant, etc.) who withdraw must return the portion of unused funds to the Title IV Program.

Withdrawal from Concordia College invalidates any scholarship or financial aid monies applied to the student's account. It is the student's responsibility to make payment for all financial obligations not covered by any previous financial aid commitments.

Student Financial Aid Program

Concordia College is aware of the financial burden facing many prospective college students and their parents. Students desiring to attend college, however, should not let the possibility of financial problems alter their plans and desires. Instead, they should seek advice from Concordia's Financial Aid Administrator, who, in many instances, may be able to help arrange an acceptable financial package.

Application forms for financial aid awarded through the college should be requested from the Admissions Office of Concordia College. All undergraduate students needing financial aid are eligible to apply and are expected to apply for assistance under the PELL Grant. Application forms for this grant are available online at www.fafsa.ed.gov.

Financial assistance for students at Concordia is available in three types. One is based upon achievement, both academic and extra-curricular, and is administered in the form of scholarships. One is based upon the student's financial need and is administered in the form of grants and employment opportunities. The other is the Stafford student loan. Students may apply for assistance from all types. Financial aid questions may be directed to finaid@ccal.edu.

Scholarships

All Concordia College scholarships are designed to encourage excellence in performance. Scholarship recipients are selected on the basis of superior performance in academic work, active participation in extra-curricular activities, service to the community, and positive contributions to all areas of college life. The following is a partial list of scholarships available at Concordia. For more information on scholarships, please contact the Financial Aid Office.

Presidential Scholarship. This scholarship is awarded to students with the highest academic achievement. Students receiving this scholarship must have a GPA of 3.9 on a 4.0 scale or be the high school Valedictorian and have an ACT score of 26, SAT score of 1800. Demonstrated community service and participation in extra curricular activities is required. The scholarship is only available to graduating high school seniors and is renewable annually as long as the recipient maintains a GPA of 3.5. The Presidential Scholarship is an extremely competitive scholarship and only a limited number are awarded each academic year. The scholarship covers tuition, books, room and board. Persons interested in this scholarship should contact the Presidents Office at Concordia College. Scholarship questions may be directed to academics@ccal.edu.

Application Requirements Include:

Official Transcript

Official ACT or SAT Report

Extra Curricular Activities

Essay: "Where do you see yourself 10 years from now and how do you plan to get there?"

One Reference from a teacher or principal

Approval of President

Honors Scholarships. Concordia College's Honors Scholarship awards are made to students who have demonstrated high academic achievement. Students must have a GPA of 3.5 and above on

a 4.0 scale and an ACT score of 22 or SAT score of 1560. Students applying for this scholarship should demonstrate high academic achievement, extra curricular activity, and community service. Awards range up to \$4000 per year or \$2000 per semester. This scholarship is available to graduating high school seniors as well as current students. The scholarship is renewable annually and a GPA of 3.25 must be maintained. Persons interested in this scholarship should contact the Vice President for Academic Affairs at Concordia College. Scholarship questions may be directed to academics@ccal.edu.

Application Requirements Include:

Official Transcript

Official ACT or SAT Report

Extra Curricular Activities

Essay: "Where do you see yourself 10 years from now and how do you plan to get there?"

One Reference from a teacher or principal

Academic Scholarships. These awards are made to new students who have demonstrated high academic achievement during their high school years and to currently enrolled students who meet the requirements. High school seniors must have a cumulative average of 3.25 or higher on a 4.0 point scale and an ACT score of 18 or SAT score of 1320. Currently enrolled students must have a GPA of 3.25 or higher on a 4.0 point scale. Stipends range from \$1000 to \$1500 per academic year and may be renewed during subsequent years if at least a 3.0 GPA is maintained. Persons interested in this scholarship should contact the Vice President for Academic Affairs at Concordia College. Scholarship questions may be directed to academics@ccal.edu.

Application Requirements Include:

Official Transcript

Official ACT or SAT Report

Extra Curricular Activities

Essay: "Where do you see yourself 10 years from now and how do you plan to get there?"

Leadership Scholarship. High school seniors applying for this scholarship must have a GPA of 2.5 and an ACT score of 18 or SAT score of 1320. Currently enrolled students must have a GPA of 2.5. This award can be up to \$2000/year or up to \$1000/semester toward the payment of college fees, including tuition, room and board, and books. The student must maintain a cumulative GPA of 2.5. The scholarship is awarded annually. Persons interested in this scholarship should contact the Vice President for Academic Affairs at Concordia College. Scholarship questions may be directed to academics@ccal.edu

Application Requirements Include:

Extra Curricular Activities

Official ACT or SAT Report

A handwritten essay consisting of 250 words describing educational goals, career objectives and leadership activities.

In addition to the above criteria **all** students receiving scholarships are expected to adhere to the following:

- Student agrees to participate in service and community projects (Community Service)
- Student agrees to participate in weekly chapel services (Spiritual Life)
- Student agrees to participate in at least one Concordia organizations such as: SGA, Spiritual Life, student committees, or any organization related to their major (Leadership)

All scholarships in academics, except for Presidential Scholarship, are awarded through academic scholarship committee and approved by the VP for Academic Affairs. The Presidential Scholarship is awarded through the President's office. Students may pick up a scholarship application in the Academic Affairs Office or download an application form from the website: www.ccal.edu.

Honors Ambassadors: Students that desire to become an ambassador must have a GPA of 3.5 and a recommendation from a dean or division chair and one faculty member. Ambassadors must adhere to all guidelines for scholarship recipients. In addition, students serving as ambassadors must be available to serve at college functions as needed, including commencement and opening convocation. Selected students will be required to purchase the authorized Ambassador uniform and wear it all official college functions.

Note: Students must complete the FAFSA to receive any scholarship. The value of a scholarship includes Federal Pell Grant Award (if applicable) and the college's award. Unless otherwise noted, scholarships cover everything except books.

Grants and Employment Opportunities

Alabama Student Assistance Program. This is a state/federal aid program established in 1975 and designed to provide financial assistance to residents of the State of Alabama for undergraduate post-secondary education within the State of Alabama. It is the responsibility of the Alabama Commission on Higher Education to establish policies and procedures for the implementation of the Alabama Student Assistance Program. The program is administered in accordance with the policies and procedures established by the Commission.

To be eligible for Alabama Student Assistance Funds, the student must:

- 1) be a citizen of the United States or intend to become a permanent resident;
- 2) have resided in the State of Alabama for at least twelve consecutive months prior to the beginning of the term for which financial assistance is requested,

and is in the State of Alabama for other than a temporary purpose;

- 3) be enrolled in an undergraduate course of study and must not have previously received a bachelor's degree from any institution;
- 4) be enrolled on at least a half-time basis in an eligible program at an eligible post-secondary educational institution in the State of Alabama;
- 5) not be enrolled in a course of study leading to a degree in theology, religion, or other field of preparation for a religious profession;
- 6) not owe a refund on a grant previously received under the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, or Alabama Student Assistance Program; and not be in default on a loan made, issued, or guaranteed under the Federal Stafford Loan Program for attendance at the institution enrolled; and
- 7) have established a substantial financial need for an Alabama Student Assistance Program grant, by means of a financial statement utilizing a need analysis system approved by the U.S. Secretary of Education. Award priorities will be given to completed need analysis reports in accordance with dates established by the eligible institutions.

This award is not transferable from one educational institution to another. Each award is made on the basis of the family contribution figures provided on the students' financial statements utilizing an approved federal need analysis system. This financial statement should be submitted as soon as possible after January 1 of each year.

Alabama Student Grant Program. This program is a state student assistance program established August 4, 1978, by the legislature of the State of Alabama and designed to provide financial assistance to residents of Alabama for undergraduate non-sectarian, secular education at independent, non-profit, post-secondary institutions of higher learning located with the State of Alabama.

To be eligible for an Alabama State Grant Program Award the student must:

- 1) have obtained a certificate of graduation from a secondary school or the recognized equivalence of such graduation or who is beyond the age of compulsory school attendance and has the ability to benefit from the education or training being offered;
- 2) be classified as an undergraduate student;
- 3) be a citizen of the United States or in the process of becoming a citizen of the

United States;

- 4) be an Alabama resident;
- 5) be enrolled as a full-time or part-time student in an eligible program in an approved institution; and
- 6) not be enrolled and not intend to enroll in a course of study leading to an undergraduate degree in theology, divinity, or to the field of preparation for a religious vocation.

Application forms can be obtained from the Financial Aid Office at Concordia College. Deadline for applying is September 15 for Fall Semester and February 15 for Spring Semester. Awards depend upon funds available and the total number of eligible students enrolled at eligible institutions.

Work-Study Program. This program provides part-time jobs through which students enrolled at Concordia may earn a portion of their educational expenses. The institution determines eligibility, rate of earning, and work areas.

To qualify for work-study, a student must be enrolled in at least six (6) semester hours of course work, must be making satisfactory progress, and must have established a financial need by means of a FAFSA (Free Application for Federal Student Aid) from the U.S. Department of Education.

Federal Pell Grants. Federal Pell Grants are awarded by the federal government to undergraduate students for educational purposes. These grants, which do not have to be repaid, may vary in the amount awarded from year to year. To apply, the student and parent(s) must complete the Free Application for Federal Student Aid (FAFSA) and return it to the address given on the form. This application is also available on line at www.studentaid.gov. The student will receive a report indicating his eligibility for the grant. This eligibility report should be submitted to the Financial Aid Administrator at Concordia College. Students must be enrolled in at least six (6) semester hours of classes to be eligible for a Federal Pell Grant.

Federal Supplemental Educational Opportunity Grant (SEOG). This grant is a federal aid program designed to provide financial assistance to students attending post high school educational institutions. Eligibility requirements are 1) American citizenship, 2) at least a half-time student and 3) satisfactory academic progress. No grant may be awarded for a full academic year that is less than \$100 or more than \$4000.

Church-Worker Financial Assistance. Students who plan to enter full-time work in the Lutheran Church-Missouri Synod may be eligible for a financial-aid package that will cover most of their cost of attending Concordia College, Selma. This package will include applicable grants, scholarships and other forms of aid. It will pay tuition, regular room and board fees, building

fee, activity and application fees. Recipients of this aid will pay for books, I.D. card, mailbox, room key, and parking decal.

To be eligible for this assistance, students must meet the following requirements:

- 1) be an active member of a LCMS congregation;
- 2) be committed to becoming a full-time worker in the LCMS;
- 3) be enrolled in the Lutheran Teacher Diploma Program;
- 4) be enrolled in twelve or more semester hours for the entire semester;
- 5) maintain at least a 2.00 cumulative average;
- 6) complete all applicable applications for grants and scholarships;
- 7) pass all preparatory courses attempted; and
- 8) attend chapel on a regular basis, at least twice weekly.

Recipients who do not become full-time church workers or enroll in a LCMS seminary within two years of leaving Concordia College, Selma, will have to repay the college the amount of financial assistance which they would not have received if they had not been enrolled as a prospective full-time church worker. Also, failure to meet each of the requirements listed above will result in the loss of this financial-aid package.

Satisfactory Academic Progress (SAP)

Federal regulations require that students maintain satisfactory academic progress (SAP) in their course of study to continue receiving Federal Title IV financial aid. Federal Title IV financial aid includes the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), Federal Work Study (FWS), W. D. Ford Stafford Loan (Subsidized and Unsubsidized), and the Federal PLUS Loan. At the end of each financial aid year (end of spring semester), a review will be made to ensure compliance with the SAP standards.

Satisfactory Academic Progress (SAP) Minimum Standards

SAP includes two standards: qualitative (GPA) and successful completion of attempted credit hours (PACE), and the maximum time frame to complete the course of study. Students requesting consideration for Federal financial aid must demonstrate a positive forward movement toward their degree. Students must meet the standards as listed below:

Hrs. Attempted	Minimum Cumulative Grade Point Average	Minimum % Hrs. Earned
1-31	1.90	60
32-63	2.10	65
64-95	2.50	70
96+	2.50	75

Students must successfully meet the cumulative GPA and pass the minimum percentage of attempted credit hours (PACE) for their academic standing during the preceding fall and spring semesters. This includes courses in which students remained enrolled past the last day for registration. Please note that satisfactory academic progress standards do not pertain to Alabama State Grants.

PACE is calculated as follows: $\text{credit hours earned} \div \text{PACE \%} = \text{PACE}$

For example, if you are a freshman and take 15 semester credit hours and earn 9 credits (3 of 5 courses) that would be a PACE of 60%. You would meet the requirement. However, if you take 15 credits and only earn 6 credits (2 of 5 courses), that would be a PACE of 40%. You would **not** meet the requirement.

In addition, Federal financial aid will be provided for up to 196 credit hours for education majors and up to 193 credit hours for business majors (150% of the major pursued—**Maximum Time Frame**), including institutionally accepted transfer credits from other schools attended.

Satisfactory Course Completion

The following grades are considered to demonstrate satisfactory course completion: A, B, C, D with exceptions (See Academic Catalog for the exceptions), and P (Passing). Drops, withdrawals, incompletes, repeated and non-credit coursework will be counted towards the attempted credit hours (PACE) SAP standards.

The following grades will be counted towards the attempted credit hours (PACE), but do not demonstrate satisfactory course completion: F, FA (Failure due to Attendance), FR (failure of remedial courses), I (Incomplete), WP (Withdrawn Passing), and WF (Withdrawn Failing).

Transfers and Change of Majors

Students who transfer to Concordia or change their major while at Concordia are required to stay within the maximum time frame of 150% of the major pursued that is required by federal regulations. Transfer credits do not count in the calculation of the GPA, but they are included in the calculation of both attempted and earned hours. If a student changes major, the hours from the previous major that count towards the student's new degree requirements are included in the calculation of attempted and earned hours as well.

Financial Aid Termination

Students will be reviewed for satisfactory academic progress (SAP) at the end of each financial aid year (end of spring semester). After the review, students not meeting the minimum SAP standards required of all Concordia students will lose their financial aid eligibility.

Appeal Process

Students who fail to achieve the minimum required SAP standards at the end of the spring semester of each financial aid year will no longer be eligible for financial aid. A student may however submit a SAP Appeal to the Financial Aid Administrator for review.

The SAP Appeal must consist of

- Financial Aid SAP Appeal Form
- A hand-written or typed statement, signed and dated, from the student explaining in detail the reason for not meeting SAP standards and what steps are being taken to meet those standards in the future.
- Documentation of extenuating circumstance(s).
- An Academic Plan developed with the academic advisor.

SAP Appeals will be reviewed by the Financial Aid Appeals Committee and upon a decision the student will be notified of approval or denial in writing.

The following extenuating circumstances are reason(s) for appealing:

- Death of an Immediate Family Member.
- Serious Illness or Injury.
- Emergency.
- Non-Voluntary Military Activation.
- Other Special Circumstances.

Students who appeal for maximum time frame will be reviewed on a case by case basis to determine if they will complete their degree pursued within a specific time frame. If appeal is approved for Maximum time frame, students will be allotted a specified number of attempted credits to complete their pursued degree and any credits attempted for coursework not included in their pursued degree would reduce the number of approved credits. In addition, any course for which students withdraw or fail will reduce the number of approved credits. Once the number of approved attempted credits is reached, the students will no longer be eligible for financial aid.

Students may be placed on SAP Probation when Concordia determines that the students should be able to make satisfactory academic progress during the probation semester and meet the school's satisfactory academic progress standards at the end of that probation semester, or an

academic plan is developed for the students that, if followed, will ensure that the students are able to meet the school's satisfactory academic progress standards by a specific point in time.

SAP Probation

Students who appeal for reconsideration to receive financial aid and are approved will be placed on SAP probation. A SAP probation letter and a copy of the satisfactory academic progress (SAP) Policy, with the minimum SAP standards, will be mailed to the student. Although at the time students are placed on SAP probation they are not meeting the SAP standards, they will continue to receive financial aid.

Students placed on SAP probation are reviewed at the end of each semester to ensure that they

1. have met the SAP standards; OR
2. are adhering to the Academic Plan.

If at the end of the SAP probation semester the student is meeting the minimum SAP standards, OR is adhering to the Academic Plan approved by the _____ office, financial aid eligibility will continue for the following semester.

If at the end of the SAP probation semester the student is not meeting the minimum SAP standards, OR is not adhering to the Academic Plan approved by the _____ office, financial aid eligibility will be terminated.

Students on a SAP probation that do not successfully complete the first semester of their probation by either meeting the SAP standards or not adhering to their academic plan due to an extenuating circumstance during the SAP probation semester, may submit a second appeal for review by the SAP Faculty Appeals Committee for reconsideration of financial aid eligibility.

Reinstatement of Financial Aid

All students must meet the minimum SAP standards at the end of each financial aid year (end of spring semester) in order to continue receiving financial aid or to have financial aid reinstated (for those placed on SAP probation). Failure to reestablish eligibility at the end of a SAP probation semester, or adhere to the academic plan created for student, will result in termination of federal financial aid eligibility. Once a student meets the minimum SAP standards, financial aid will be reinstated. Awards cannot be paid retroactively for the term(s) during which eligibility was lost.

SAP and Conduct for Veterans Benefits

The following policies pertain to Concordia College students who receive veterans benefits:

1. For full-time classification, a student must enroll for a minimum of twelve(12) semester hours during a regular semester. Students enrolled in summer school, inter-term, or half semester must enroll for a minimum of one(1) semester hour of credit per week for any one week during the term.
2. The last day of attendance will be determined by the date the student officially attritions.
3. Satisfactory progress will be measured by use of the grade point average. In determining a student's grade point average the following will be included:
 - a. Grades of all courses attempted whether completed or not.
 - b. A zero grade will be added for all incomplete courses until the incompletes are removed.
 - c. A zero grade will be added for all withdrawals whether passing or not, if the withdrawal occurs after normal drop and add periods.
 - d. No bankruptcy policies will be permitted.
4. The Veterans Administration is notified via the United States mail whenever a student does not progress satisfactorily, whenever conduct falls below the minimum requirements, or when interruption, termination, dismissal or change occurs.
5. Cases involving extenuating circumstances such as lengthy illnesses, death in the family, or injury are handled individually by the Registrar. When questions arise relative to benefits, the Registrar checks with the local Veterans Administration Office.

Statement of Registration Compliance

An amendment to the Military Selective Service Act provides that any male student who must register with Selective Service and fails to do so is ineligible for student financial assistance provided under Title IV of the Higher Education Act. The amendment mandates that beginning with the 1983-84 award year, any male student who fails to register is ineligible for the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal College Work-Study, Federal Stafford Loan, Federal Perkins Loan, and State Student Incentive Grant Programs. Please see the Financial Aid Administrator for more information.

ADMISSION REGULATIONS

Admission Procedures for First Time Freshmen

Concordia welcomes applications from eligible students who desire to pursue an education with Christ at the center. Admission is open, without discrimination as to race, color, creed, sex, national or ethnic origin, or handicap.

Application materials may be obtained online at www.ccal.edu (admissions) or by writing to the Director of Admissions, Concordia College, 1712 Broad Street, Selma, Alabama 36701. Prospective students are urged to apply as soon as possible. Admission questions may be directed to admissions@ccal.edu

For admission, the applicant must follow the procedures listed below:

- 1) send a completed application form and appropriate fee to the Director of Admissions;
- 2) request that a high school transcript be mailed directly from high school to the Office of the Director of Admissions;
- 3) return Concordia's health form completed by a physician; (residential and international students only)
- 4) have American College Test (ACT), Scholastic Aptitude Test (SAT), or COMPASS scores forwarded to the Admissions Office.
- 5) Recommendation form completed by high school teacher or counselor

All admission materials should be in the office of the Director of Admissions before a student registers.

Admission Requirements

First-time College Students. Students who have never attended college before must have a GPA of 2.0 and present a score on the American College Test (ACT) of 18 or the Scholastic Aptitude Test (SAT) of 860 to be considered for admission to Concordia College.

All students with an ACT below 18 or an SAT below 860 will be required to take the COMPASS Test. Students that are required to take the COMPASS Test must submit a passing score before being considered for admission. Students taking the COMPASS Test must be aware that results may indicate that they be placed in preparatory courses. In the event that students are placed in preparatory courses, they will be admitted on a conditional basis and must satisfactorily complete the courses by the end of the first academic year at Concordia College. In the event that a student is required to take the COMPASS Test, an admissions counselor will provide the

location of the nearest test site or students may elect to test at the college (CCA).

Students presenting evidence of having a General Education Diploma (GED) may also be admitted to Concordia College. However, admission procedures for these students will be the same as for students that do not have ACT score of 18 or a SAT score of 860 as stated above.

Transfer Students. Applicants who have attended another college or university will be considered transfer students. Transfer students must have a cumulative GPA of 2.0 to be considered for admission. These students are required to furnish an official transcript of all work attempted at all institutions before being considered for admission. Transfer credit is recorded on the student's permanent academic record, but only work at Concordia College is included in the cumulative grade point average. Credit by examination at Concordia is available only through AP (Advanced Placement) or CLEP (College Level Examination Program). Concordia's standards for granting credit for these tests are available from the registrar's office.

Students on suspension from another institution will not be considered for admission to Concordia College until the suspension period is over. Students who have been expelled from another institution for disciplinary reasons will not be accepted for admission.

Special Students. Persons wishing to pursue certain courses without reference to a degree may apply for admission as special students. They may take a maximum of 15 hours as special students. Also, high school seniors may take up to three (3) hours each semester. Before permission is given to enter a degree program, the applicants must meet all requirements for admission as a regular degree student. Special students must apply for admission at the beginning of each semester.

International Students. International students must meet all admission requirements that regular students meet as soon as possible prior to the date of planned registration. These students also need Affidavit of Support including bank statement, proof of insurance and World Education Services(WES) Credential Evaluation Report. Tuition, fees, room and board must be paid in advance. Applicants must also be able to read, write and speak English.

Transient Students. Students currently enrolled in another institution of higher education who desire to take courses at Concordia College to be transferred to that institution will be eligible to register upon presentation of an application for admission and a letter of transiency signed by the Vice President for Academic Affairs and/or designated school official. Such students are not required to file transcripts of their previously earned credits at other postsecondary institutions. Students may not be classified as transient for more than one semester, and must fulfill all requirements of regular transfer students if they return for the next consecutive semester.

Credit by Examination. Credits awarded by other institutions for Advanced Placement (AP) and the College Level Examination Program (CLEP) must be re-evaluated to determine if credit will be awarded at Concordia College. Students wishing to submit such credits should ask the

Educational Testing Service to send an official AP or CLEP transcript directly to the Registrar, Concordia College, 1712 Broad Street, Selma, AL 36701. Students may be awarded up to 20 semester hours through Advanced Placement and the College Level Examination Program.

Readmission Procedures

Former students who have not been in attendance at Concordia during the immediately previous semester must update their application files. If students have attended other institutions during this time, official transcripts of all work earned or attempted at these institutions must be on file in the Office of the Director of Admissions and the Registrar's Office at Concordia.

Readmission After Academic Suspension

Students on academic suspension will not be considered for admission until the suspension period is over. To be considered, the students should forward a letter of application to the Office of the Director of Admissions.

If the cumulative GPA is less than that required by Concordia for Satisfactory Academic Performance, the cumulative GPA may be adjusted by excluding from computation of the cumulative GPA a maximum of nine semester hours or twelve quarter hours of courses with the lowest grades.

If, after excluding these hours, the student meets Concordia's definition of Satisfactory Academic Performance, readmission may be granted or, if a new student, admitted for the first time. However, the excluded courses required for graduation or their equivalents must be repeated at Concordia.

The College limits the number of times that a student may be suspended from the institution because of academic reasons. A student may be suspended and return on academic probation only once. Students who are suspended a second time for academic reasons may enroll as students at Concordia only when their cumulative GPA earned elsewhere is at least a 2.00 in 24 or more transferable hours. None of these hours may be earned during the first semester of suspension from Concordia College.

Readmission After Disciplinary Suspension

To be readmitted, the student must have a cumulative GPA that meets Concordia's definition of Satisfactory Academic Performance. The steps for readmission are:

1. Submit an application for admission.

2. Write a letter to the Vice President of Student Services stating how change has occurred since suspension and explain why readmission should be granted.
3. Meet with at least one member of the Admissions Committee and the Vice President of Student Services to discuss behavior expectations for readmission.
4. Sign a statement indicating that all rules and regulations of the college will be followed and that a positive attitude will be displayed following readmission.
5. The above steps must take place at least 3 weeks prior to the semester in which the student seeks readmission.

A student who is suspended a second time because of a disciplinary infraction is expelled from the College.

Athletic Suspension

Student athletes placed on Academic Warning must participate in the Academic Improvement Program administered by STAARS. Any student athlete who fails to take part in the Program for the entire semester of Warning will be suspended from participating in any athletic activity.

Any student athlete placed on Disciplinary or Academic Probation is suspended from the athletic activity until the end of the probationary period.

Any student athlete enrolled in any two of the three Preparatory classes (Reading, English, Math) is ineligible to participate in athletic activities until courses requirements are completed for at least one of the courses.

Registration

Registration of students is conducted on the days scheduled in the school calendar. Registration is not complete until satisfactory financial arrangements have been made with the Business Office and the program of study has been approved by the Registrar.

The following points are to be considered in registration:

1. A normal load for A full-time load for students is 12 semester credit hours, but on average, students take between 15 to 18 semester credit hours. The approval of the Vice President for Academic Affairs is required for a student to enroll in more than 18 semester credit hours. Prospective graduates may take a maximum of 20 hours during the semester of expected graduation with the approval of the Vice President for Academic Affairs.
2. One semester hour is normally equivalent to one period of class recitation or lecture

each week of the semester. At least two hours of study time should be reserved for each hour of class time.

3. All changes in registration must have the written approval of the student's advisor and the Registrar.
4. A late registration fee of \$50.00 is charged to a student who fails to register during the official registration period of each semester.
5. A student may elect to repeat any course(s). The previous grade in a repeated course continues to be included on the transcript but is not included in determining the cumulative grade point average. Federal funds may not be used to repeat a course in which a grade of "D" or higher was earned.
6. A failed course must be repeated successfully if it is required for graduation.

ACADEMIC INFORMATION AND REGULATIONS

Student Records

Concordia's policy relating to the confidentiality of student records is consistent with the regulations of Public Law 93-380, the Family Educational Rights and Privacy Act of 1974 (FERPA), also known as the Buckley Amendment. Under the provisions of this law, all students and former students of Concordia College have the right to inspect their official educational records in the Office of the Registrar. This right of inspection does not apply to any information submitted to the Office of the Registrar as confidential prior to January 1, 1975, nor to access by students to financial records of parents. Parents or guardians of a student may not see records nor receive any grades unless the student specifically designates that records and/or grades may be made available to the parents or guardians. Grades are mailed to the address indicated by the student on the registration form.

Information classified as Directory Information may be released by the College unless a student specifically informs the Registrar in writing that written consent is necessary before even this information may be released. Directory Information includes the following:

1. Name, address, telephone listing;
2. Date and place of birth;
3. Major and minor fields of study;
4. Participation in officially recognized athletics and other activities, including weight and height of members of athletic teams;
5. Dates of attendance;
6. Degrees and awards received; and
7. The most recent previous educational institution attended.

Other information from a student's record will be released only to Concordia College officials, including instructors, who have legitimate educational interests, unless the student has given written consent for the release of specific information to others.

Students who have questions regarding their official records should address them to the Registrar.

Classification of Students

Persons other than special students are classified according to the total number of semester hours earned as indicated below:

Freshmen	Those who have completed fewer than 32 semester hours of credit.
Sophomores	Those who have completed 32 through 63 semester hours of credit.
Juniors	Those who have completed 64 through 95 semester hours of credit.
Seniors	Those who have completed 96 or more semester hours of credit.

Class Attendance Policy

Students are expected to attend all classes. Absences will count from the first day of class. The maximum number of absences that a student in the day program may have without penalty will equal the number of periods that the class is scheduled to meet during a week. Class grades will be lowered by one letter grade for every two absences above the number of absences allowed. The maximum number of absences that a student in the evening program may have without penalty will be two meetings. Each additional absence will lower the course grade by one letter.

An absence due to student participation in an approved institutionally sponsored activity will not be considered a class absence. However, the student will be responsible for making up all class assignments missed. All authorized excuses for institutionally sponsored activities will be dispatched from the office of the Vice President for Academic Affairs at least one week in advance when possible.

Other excused absences will be determined by the instructor. Each instructor will announce during the first class meeting the penalty for missed quizzes, examinations and late or missed assignments. It is the student's responsibility to know each instructor's policy.

Grading Policies and Practices

Final grades of all students are recorded and preserved. Letter grades are assigned according to the following system for all courses for which students register.

Grade/Notation	Scale	Quality Points
A – Excellent	100-90	4
B – Good	89-80	3
C – Average	79-70	2
D – Poor but Passing	69-60	1
F – Failure	59-Below	0
FA – Failure for Excessive Absences		0
W – Withdrawn		0
WP – Withdrawn Passing		0
WF – Withdrawn Failing		0
I – Incomplete		0
AUD – Audit		0
P – Pass		0
N – No Grade Submitted		0

Satisfactory grades at Concordia are A, B, C, and D. (The grade of D may not be satisfactory for some courses. Colleges and universities to which a student may transfer determine their own transfer policies.)

A grade of W, WP, or WF is recorded when a student officially withdraws from a course. A grade of W is assigned by the Registrar when a student withdraws up to two weeks after midterm. After that period, a grade of WP or WF is assigned by the instructor. A grade of WF is computed into the grade point average as an F.

A grade of I is a temporary notation which the instructor may assign when a student has not completed all course requirements. Such a notation is the sole prerogative of the instructor and is normally used only if the student's circumstances are extenuating and there is reasonable expectation that the course requirements can be satisfactorily completed by the end of the fourth week of the following semester. At the end of the fourth week of the following semester, the instructor will assign a grade of A, B, C, D, or F based on the work completed in the course. After the fourth week of the next semester, if a grade has not been submitted, the I reverts to an F. An extension of time may be granted by the Vice President for Academic Affairs. Education students cannot receive an I for failure to complete field experience.

AUD is a notation assigned to students who audit courses. The privilege of an auditor is limited to attending classes and listening. The auditor assumes no obligation to do any work in the course, is not expected to take any tests or examinations, nor receives grades for the course. Persons may be permitted to audit courses under the following conditions: 1) obtain consent of the Registrar and the instructor; 2) audit only courses for which there are adequate classroom

facilities; 3) in the case of full-time students, obtain consent of the advisor; and 4) pay the regular audit fee. All permissions and registration for auditing courses must be filed in the Registrar's office.

A grade of P is recorded when students successfully complete preparatory courses. A "Pass" grade is not included in determining grade point average nor credit hours earned toward graduation. However, preparatory hours are included in hours earned for financial aid eligibility.

N (No grade submitted) is a temporary notation made by the Registrar if no grade is assigned the student by the course instructor. This notation is used only when the Registrar is unable to obtain a grade from the instructor prior to the issuing of grade reports. However, it remains the instructor's responsibility to assign a permanent grade. Should the instructor fail to complete this responsibility by the end of the following term, the Registrar enters the permanent notation of W (Withdrawn).

Major

A major is the field of study in which students focus to accomplish educational goals. It is also the combination of courses which have been designated as minimal to provide a knowledge base in a particular field of study.

An Area of Concentration or Emphasis

An area of concentration or emphasis is one in which a student must earn at least a minimal number of hours for at least a minimal degree of specialization. The minimal number of hours required for a concentration at Concordia is eighteen (18) semester hours in a specific area.

Satisfactory Academic Progress and Performance

Students who do not have at least a 1.00 cumulative GPA after having attempted 24 or more semester hours will not be able to continue as students at Concordia-Selma. If they enroll elsewhere and earn at least a 2.00 cumulative average in no fewer than 24 transferable hours, their application to re-enroll at Concordia will be considered. However, none of these hours may be earned during the first semester of suspension from Concordia.

Students who have to take both Preparatory English and Preparatory Reading must test out of at least one by the time it is taken the second time. Otherwise, the student will not be eligible to return to Concordia. All preparatory courses must be completed by the time the student has attempted 24 transferable hours.

Students who have to take Preparatory English or who score within five points above the cutoff score for Preparatory English must take English Grammar.

Satisfactory Academic Progress and Performance Schedule

A student who does not meet the following Satisfactory Academic Progress and Performance requirement is subject to academic and/or financial probation and/or suspension.

Transferable Hrs. Attempted	Minimum Cumulative Grade Point Average	Minimum % Hrs. Earned
1-31	1.90	60
32-68	2.00	65
69-95	2.50	70
96+	2.50	75

NOTE 1: Hours attempted include all hours in which a student was enrolled for at least one week.

NOTE 2: A 2.00 cumulative average is required for graduation from the associate program. However, baccalaureate programs may require 2.5 or above to be admitted into the program and to graduate.

Academic Warning, Probation, and Suspension

Students are assigned a faculty advisor with whom they should frequently discuss academic progress or problems. Students whose midterm academic average indicates that their good standing may be in jeopardy are advised of the danger of not meeting the satisfactory performance standards. If the grades at the end of the semester do not meet the minimum requirements for the number of hours completed, students are placed on **academic warning** for the next semester and required to take part in the academic improvement program conducted by STAARS. Students are placed on **academic probation** at the end of any term following a semester of warning if the required GPA has not been earned. They will also be required to attend academic improvement program conducted by STAARS. Failure of a student on academic sanction to take part in the academic improvement program may result in dismissal from the college.

If the required cumulative GPA and the required hours have not been earned by the end of the probationary semester, students will be placed on **suspension** and will not be permitted to enroll the following semester. Students normally remain eligible for financial aid during their probationary semester(s). (*Students will follow guidelines for re-admission as outlined in this catalog*)

Academic Bankruptcy or “Forgiveness” Policy

A student may petition the Academic Review Committee through the Vice President for Academic Affairs to declare academic bankruptcy. Academic bankruptcy involves a student’s request to retroactively withdraw from one academic term of work because of extreme

personal, emotional, or financial circumstances so that it became impossible for the student to perform academically. The bankruptcy policy is subject to the following guidelines:

1. Academic bankruptcy may be declared for only one semester.
2. Two semesters must have passed since the semester the student requests to declare bankruptcy. The student must have maintained a 2.5 grade point average on a 4.0 scale and earns at least 18 semester credit hours during the previous two semesters.
3. The student must be currently enrolled at Concordia College.
4. All courses taken during the semester in question will be included in the bankruptcy action. This includes all courses successfully completed by the student during that period.
5. The student's academic record will be shown on the Final transcript but grade point averages will indicate that no credit is to be given for that period. The bankruptcy action will be indicated on the transcript.

Class Size

Concordia reserves the right to withdraw from its schedule any course for which fewer than eight students have enrolled. However, some courses which are necessary to complete requirements for students' intended majors may be offered with fewer than eight students if approved by the Vice President for Academic Affairs.

Withdrawal from a Course

Students are not considered officially withdrawn from a single course or their entire registration until they have completed an Add/Drop Form and submitted it to the Registrar's office, or have written a letter to that office requesting that they be withdrawn. Failure to attend class does not constitute a formal drop or withdrawal either academically or financially. The date the Add/Drop Form or the letter is received in the Registrar's office is regarded as the official date of withdrawal.

A student may withdraw without penalty from a course up to two weeks after midterm. The grade of "W" will be recorded when the student withdraws officially during that period. A student who withdraws from a course after that period while passing the course will be assigned a grade of "WP" (Withdraw Passing) by the instructor. The instructor must sign the Add/Drop Form and indicate the grade of "WP." A grade of "W" or "WP" does not enter into the calculation of the grade point average.

A student who withdraws from a course after the second week following midterm while failing a course is assigned a grade of "WF" (Withdraw Failing) by the instructor. The instructor must

sign the Add/Drop Form indicating the grade of "WF." A grade of "WF" is computed into the grade point average as an "F."

Withdrawal from the Institution

A student may withdraw from Concordia at any time. No notation of courses attempted will be made on the permanent record of a student who withdraws before the last day for late registration. A notation, for each course, of withdraw passing or withdraw failing will be made on the permanent record of a student who withdraws after the last day to withdraw from a course with a "W." A grade of "WP" will not be computed into the student's grade point average. A grade of "WF" will be computed into the student's grade point average as an "F."

To withdraw officially the student must get the Withdrawal Form from the Registrar's office and obtain signatures from the Vice President for Academic Affairs, the Vice President of Student Services, the Librarian, the school counselor, the Business Manager and academic advisor. I.D. cards must be returned to the Business office. The date of withdrawal is noted on the student's permanent record.

Administrative Withdrawals

The college reserves the right to require at any time the withdrawal of any student whose conduct or academic standing it regards as undesirable, either for the student's sake or for the college's.

Grades of "W," "WP," and "WF" are recorded for administrative withdrawals. The grade of "W" is not computed in a student's grade point average and, therefore, involves no academic penalty. The administration has the authority to withdraw a student from the college and to revoke the student's registration for the following reasons:

- (1) Violation of college registration regulations. If a student registers in violation of the eligibility rules, the registration is declared invalid.
- (2) Failure to comply with attendance policy. If a student acquires enough consecutive absences to fail a class, the student may be withdrawn.
- (3) Failure to pay tuition and fees by due date. For failure to pay tuition and fees, only "W" is assigned.
- (4) Disciplinary suspension or dismissal before the week of final examinations. For disciplinary suspension or dismissal, only "WP" or "WF" grades are assigned. Disciplinary suspensions or dismissals are initiated by the Vice President of Student Affairs or designee. Written notification is sent to the Registrar, who withdraws the student's registration and notifies other administrative offices and faculty members as necessary.

- (5) Other reasons deemed appropriate by the Administrative Council. In other instances of administrative withdrawal, the date of the withdrawal and the reasons for the withdrawal are used to determine the grade to be recorded and the amount of tuition and fees to be assessed or canceled.

For administrative withdrawals during the first five weeks of a semester or two weeks in a summer session, the grade of "W" is recorded for all grades on a student's transcript. No other grades, such as incompletes, are assigned. After this period, the date of the administrative withdrawal and the reason for the withdrawal are considered. If faculty members have reason to inquire about a specific case of Administrative Withdrawal, they should consult the Registrar or the Vice President for Academic Affairs. In certain instances, the student's right to confidentiality may not permit full disclosure of the circumstances.

Final Examinations

Final examinations, scheduled by the Registrar, are held in all subjects at the close of each semester. Attendance for the final examination is required.

Evaluation of Credits

Credit is normally granted for any course successfully completed in an accredited or affiliated college which parallels a course in the student's educational program at Concordia. Certain exceptions are found in the bachelor degree programs. For further information, contact the Director of the program.

A tentative evaluation of courses presented on an official transcript(s) for advanced standing from institutions of higher education not accredited by any of the recognized agencies is made at the time of admission to Concordia.

Academic Honors

Students who complete their degree requirements with an overall cumulative grade point average between 3.50 and 3.69 will receive their degrees designated cum laude; those with grade point averages between 3.70 and 3.89 will receive their degrees designated magna cum laude; and those with grade point averages of 3.90 or above will receive degrees designated summa cum laude.

Academic Records

All academic records (transcripts, etc.) and related materials are kept in the Registrar's office. Students have the right to inspect them and to have any inaccurate or misleading information corrected. The Vice President for Academic Affairs is responsible for seeing that any justifiable corrections are made.

Upon written request to the Registrar's office signed by the student, a transcript will be sent to other institutions or organizations. The first such transcript is free; each additional request must be accompanied by a fee of \$10.00.

Degrees Offered

Concordia College offers the Associate of Arts Degree (A.A.) and the Bachelor of Science Degree (B.S.). In the A.A. Degree Program the college is committed to a program of courses that will serve two groups of students: 1) those planning to further their education at a four-year college or university, and 2) those planning to terminate formal study after two years. The B.S. Program is designed for students who wish to pursue immediate employment and/or graduate studies.

A carefully prepared and executed plan for academic counseling and advising is available to assist students in selecting courses consistent with their special interests, needs, abilities, and goals.

General Education Requirements

General Education at Concordia serves as the foundation for professional study and is interdepartmental in nature. General Education assists the student in:

- 1) communicating effectively in writing and through oral expression;
- 2) demonstrating technological literacy in basic computer applications;
- 3) applying quantitative reasoning to solve problems and participate in scientific inquiry;
- 4) demonstrating an understanding of fine and creative arts;
- 5) demonstrating critical and logical thinking skills;
- 6) demonstrating an understanding and appreciation of Judeo-Christian values and philosophies;
- 7) demonstrating an understanding and appreciation for cultural diversity; and
- 8) demonstrating an understanding and appreciation of the principles of mental and physical health as they apply to the individual and the community.

All programs contain the core curriculum for general education. This curriculum includes:

ENG 111	English Composition I	3 hrs.
ENG 112	English Composition II	3 hrs.
ENG 205	General Speech	3 hrs.
OTC 101	Orientation to College	1 hr.
IDS 100	Interdisciplinary Skills Development	1 hr.
HPR 111	Personal Physical Fitness	1 hr.
HPR 222	Personal Community Health	2 hrs.
PSY 110	General Psychology	3 hrs.
REL 110	Old Testament	3 hrs.
REL 120	New Testament	3 hrs.

REL 300	Lutheran Doctrine I	3 hrs.
	Mathematics	6 hrs.
	Western World or U.S. History	3 hrs.
	Music or Art Appreciation	3 hrs.
	A computer course	3 hrs.
	A science course	4 hrs.
	An economics course	3 hrs.
TOTAL		48hrs

Application for Graduation

Candidates for graduation are expected to file their application one semester prior to the term of graduation. An application will be provided and accepted by the Registrar's Office. Students who fail to complete requirements by the time stated on the application will be required to file a new one. The graduation fee is payable to the Business Office at the time the application is filed but not later than one month prior to the graduation date.

Graduation Requirements

All students pursuing an **Associate of Arts Degree** must meet the following graduation requirements:

1. Must have a cumulative grade point average of 2.00 or higher in all college work earned;
2. Must have earned a minimum of 68 semester hours, which must include all requirements for the degree, but not include any preparatory hours;
3. Must have earned at Concordia-Selma at least 16 of the last 24 semester hours required for graduation;
4. Must have earned satisfactory scores on Concordia's Proficiency Exam; and
5. Must have satisfied all financial obligations to the college.

All students pursuing the **Bachelor of Science in Business Administration Degree** must meet the following graduation requirements:

1. Must have earned a minimum of 130 semester hours, which must include all requirements for the degree, but not include any preparatory courses;
2. Must have earned a minimum grade point average of 2.5 in each of the following components: general education, business professional core, and major courses;

3. Must have a grade of no less than "C" in all major course components;
4. Must have earned at Concordia-Selma at least 36 of the last 40 semester hours required for graduation;
5. Must have earned satisfactory scores on Concordia's Proficiency Examination and the Comprehensive Examination in Business;
6. Must have satisfied all financial obligations to the college.

All students pursuing the **Bachelor of Science in Education Degree** must meet the following graduation requirements:

1. Earn a grade point average of 2.5 or higher in each of the following areas: general education, teaching field and professional studies;
2. Earn a grade of "C" or better in all required education courses;
3. Successfully complete 137 semester hours, including all requirements for the degree;
4. Earn at least 36 of the last 40 semester hours required for graduation in residence;
5. Must have earned satisfactory scores on Concordia's Proficiency Examination and all Praxis examinations;
6. Successfully complete an internship earning a minimum grade of "B"; and
7. Must have satisfied all financial obligations to the college.

Associate of Arts Degree

The Associate of Arts Degree Program includes requirements from each of the curricular divisions of the college. These requirements provide a nucleus around which students can build an educational experience that will enhance their ability to make reasoned choices and decisions. At the associate level, a student may pursue one of two concentrations: General Studies or Childhood Development.

Associate of Arts Degree with a Concentration in General Studies Degree Requirements

RELIGION: 9 SEM HRS		HRS	MATHEMATICS: 6 SEM HRS		HRS
	REL 110 Old Testament	3		MTH 112 Intern. Algebra	3
	REL 120 New Testament	3		MTH 221 College Algebra	3
	REL 300 Lutheran Doctrine	3		MTH 222 Pre-Calculus	4
				MTH 223 Calculus & Analytic Geometry I	3
ENGLISH & THE ARTS: 15 SEM HRS		HRS		MTH 225 Statistics	3
SELECT 12 HRS from the following:					
	ENG 111 English Comp I (REQUIRED)	3	NATURAL SCIENCES: 8 SEM HRS		HRS
	ENG 112 English Comp II (REQUIRED)	3		SCI 100 Survey of General Science	4
	ENG 205 General Speech (REQUIRED)	3		CHE 100 Survey of Chemistry	4
	MUS 125 Music Appreciation	3		CHE 223 Chemistry I	4
	ART 112 Art Appreciation	3		CHE 224 Chemistry II	4
SELECT 3 HRS from the following:					
	ENG 224 African-American Lit	3		BIO 100 Biology I	4
	ENG 231 American Literature I	3		BIO 112 Biology II	4
	ENG 232 American Literature II	3		BIO 114 Introduction to Field Biology	4
	ENG 211 World Literature I	3	HEALTH AND PHYSICAL EDUCATION: 3 HRS		HRS
	ENG 212 World Literature II	3		HPR 111 Physical Fitness	1
				HPR 222 Personal & Comm Health	2
HISTORY & SOCIAL SCIENCES: 12 HRS		HRS	ELECTIVES*: 10 HRS		
SELECT 6 HRS from the following:					
3 of the 6 HRS must be a U.S. or Western World History					
	HIS 111 Early Western World	3	Any course can be counted as an elective so long as any prerequisites have been met. Please see your Advisor with any questions.		
	HIS 112 Modern Western World	3			
	HIS 221 U.S. History to 1865	3			
	HIS 222 U.S. History since 1865	3			
	HIS 240 African American History	3			
	GEO 230 World Geography	3			
	POL 223 American Government	3			
SELECT 6 HRS from the following:					
	PSY 110 General Psych (REQUIRED)	3			
	BUS 201 Principles of Econ I	3			
	BUS 202 Principles of Econ II	3			
COMPUTER INFORMATION: 3 SEM HRS		HRS	TOTAL REQUIREMENTS: 68 SEMESTER HOURS		
	CIS 112 Micro Software App (REQUIRED)	3	Revised 1/2011		effective Fall 2011
ORIENTATION: 1 SEM HR		HRS			
	OTC 100 Orient to College (REQUIRED)	1			
INTERDISCIPLINARY STUDIES: 1 SEM HR		HRS			
	IDS 100 Interdisciplinary Skills (REQ)	1			

**Associate of Arts Degree with a Concentration in Childhood Development
Degree Requirements**

RELIGION: 9 SEM HRS		HRS	MATHEMATICS: 6 SEM HRS		HRS
	REL 110 Old Testament	3		MTH 112 Intern. Algebra	3
	REL 120 New Testament	3		MTH 221 College Algebra	3
	REL 300 Lutheran Doctrine	3		MTH 222 Pre-Calculus	4
ENGLISH & THE ARTS: 12 SEM HRS		HRS		MTH 223 Calculus & Analytic Geometry I	3
SELECT 12 HRS from the following:				MTH 225 Statistics	3
	ENG 111 English Comp I (REQUIRED)	3	NATURAL SCIENCES: 4 SEM HRS		HRS
	ENG 112 English Comp II (REQUIRED)	3		SCI 100 Survey of General Science	4
	ENG 205 General Speech (REQUIRED)	3		CHE 100 Survey of Chemistry	4
	MUS 125 Music Appreciation	3		CHE 223 Chemistry I	4
	ART 112 Art Appreciation	3		CHE 224 Chemistry II	4
HISTORY & SOCIAL SCIENCES: 9 HRS		HRS		BIO 100 Biology I	4
SELECT 3 HRS from the following:				BIO 112 Biology II	4
	HIS 111 Early Western World	3		BIO 114 Introduction to Field Biology	4
	HIS 112 Modern Western World	3	HEALTH AND PHYSICAL EDUCATION: 3 HRS		HRS
	HIS 221 U.S. History to 1865	3		HPR 111 Physical Fitness	1
	HIS 222 U.S. History since 1865	3		HPR 222 Personal & Comm Health	2
	GEO 230 World Geography	3	EDUCATION: 24 HRS		
SELECT 6 HRS from the following:				ECE 200 Orientation to ECE	3
	PSY 110 General Psych (REQUIRED)	3		ECE 225 Math Concepts & Methods in ECE	3
	BUS 201 Principles of Econ I	3		ECE 210 Creative Activities in ECE	3
	BUS 202 Principles of Econ II	3		ECE 325 Emergent Literacy	3
COMPUTER INFORMATION: 3 SEM HRS		HRS		EDU 201 Parenting: Hm, Sch, Com Rel	3
	CIS 112 Micro Sftware App (REQUIRED)	3		EDU 210 Organization of Instr. in ECE	3
ORIENTATION: 1 SEM HR		HRS		EDU 300 Intructional Technology	3
	OTC 100 Orient to College (REQUIRED)	1		PSY 200 Child Growth & Development	3
INTERDISCIPLINARY STUDIES: 1 SEM HR		HRS	TOTAL REQUIREMENTS: 73 SEMESTER HOURS		
	IDS 100 Interdisciplinary Skills (REQ)	1	Revised 1/2011	effective Fall 2011	

Bachelor of Science in Business Administration Degree Program Management Emphasis

The Discipline

The academic program in Business Administration and Computer Information provides a broad intellectual outlook and analytical skills for students in addition to the academically rigorous course work in the areas of administration and decision-making needed for a career in management or in preparation for graduate study. Course work is designed to provide an understanding of the variety of approaches to the complexity of managerial decision-making in the contextual framework of a global society.

The Division of Business and Computer Information supports the College's mission. Accordingly, the curriculum provides a balanced rigorous foundation in the core areas of accounting, management, marketing, and management information systems in a learning environment that is conducive for success which is provided by the College.

The faculty holds high expectations for the students and themselves with the goal of developing skills in analyzing, developing and implementing solutions to a wide variety of problems in public and private organizations. The division promotes active learning by encouraging students to manage complex, interdisciplinary problems, management of resources, and take responsibility for implementing effective solutions. Expected student involvement includes research problems, group case analysis, internships and consultation with organization throughout the region. Students are encouraged to vigorously involve themselves in professional service, contributions to society, and the lifelong pursuit of knowledge through scholarship and research.

In an environment of mutual trust and support, concerned faculty help students learn the elements of managing resources to achieve a purpose while emphasizing the skills of writing, presentation, and speaking; technological proficiency; and critical thinking in a global context. The students' relationship with faculty is facilitated by small class size. The faculty works closely with students to instill the values of intellectual integrity and objectivity; tolerance and respect for individuality and diversity; the intrinsic rewards of ethical behavior and social responsiveness; and appropriate competitive vigor balanced with the value of effective collaboration with others.

Goals and Objectives

The Division of Business and Computer Information provides students the opportunity to go forward in the broadest range of professional directions and build sound and rewarding careers that are valued by society. The Division of Business and Computer Information objectives are to empower students to become lifelong learners who will have rewarding careers and satisfying lives. To accomplish this, we offer a quality education in different areas of business

administration. Our students receive the close personal attention of the faculty; they use state-of-the-art computer technologies that will enhance their future specialization studies in business. The Business Administration curriculum offers student concentrated business training for active participation in the business field as managers, accountants, financiers, or supervisors in public and private industry. The program is designed to:

- 1) increase the student's knowledge of business operation;
- 2) develop the student's ability to use the scientific approach to the solutions of problems;
- 3) provide work-related opportunities for student in the business environment;
- 4) develop an appreciation for the significant functions of business in our modern society and in relational and international economics; and
- 5) serve as foundation for professional graduate study leading to the degree of Master of Business Administration (M.B.A.) or the terminal degree.

Admission to the Program

Students are admitted as intended business majors until after the completion of all admission requirements for the Division of Business and Computer Information Systems. Sophomore or transfer students seeking admission must have completed at least 45 semester hours of coursework with at least a "C" (2.00) grade point average. Transfer students must have completed at least twenty four (24) of their hours at Concordia College. The following are the admission requirements.

- 1) pass all proficiency examinations (math, English, and reading);
- 2) successfully complete the following courses:
 - English Composition I and II
 - General Speech
 - College Algebra
 - A natural science course
- 3) pass the following business courses with at least a "C" or better in each course:
 - Introduction to Business
 - Principles of Economics I

The Division of Business and Computer Information Systems will accept courses in business from two and four-year colleges accredited by their regional accreditation body. These courses may be applied to the core requirements or the professional option requirements where applicable, provided they are (a) similar in nature to the course at Concordia College and (b) a

grade of “C” or better was received in the course.

The Division of Business and Computer Information Systems will not accept a “D” grade in the professional option. The Bachelor of Science degree in Business Administration will be awarded after completion of 131 semester hours of credit in the following disciplines and completion of the core exam seminar.

Waivers, substitutions, and other modification of this policy will be considered by the division chairperson.

Course Requirements:

General Education Courses – 62 semester hours

RELIGION: 9 sem. Hours

REL 110, Hist. & Lit. of Old Testament	3 hrs.
REL 120, Hist. & Lit. of New Testament	3 hrs.
REL 300 Lutheran Doctrine	3 hrs

HUMANITIES: 15 sem. hours

ENG 111, English Composition I	3 hrs.
ENG 112, English Composition II	3 hrs.
ENG 211 or ENG 212 World Literature Elective	3 hrs.
ENG 205 General Speech	3 hrs.
MUS 125 Music Appreciation, or ART 200 Art Appreciation	3 hrs.

COMPUTER INFORMATION: 3 sem. hours

CIS 122, Micro Computer Applications	3 hrs.
--------------------------------------	--------

SOCIAL SCIENCES: 9 sem. hrs.

HIS111 Early West. World or HIS112, Modern West. World	3 hrs.
HIS 221 US Hist to 1865 or HIS 222, US Hist. Since 1865	3 hrs.
PSY 110, General Psychology	3 hrs.

HEALTH AND PHYSICAL EDUCATION: 3 sem. hrs.

HPR 111, Personal Physical Fitness	1 hr.
HPR 222, Personal & Community Health	2 hrs.

ORIENTATION: 2 sem. hrs.

OTC 101, Orientation to College	1 hr.
IDS 100, Interdisciplinary Skills	1 hr

MATHEMATICS: 13 sem. hrs. (any 3 of the following courses appropriate to the level of mathematical proficiency)

MTH 112, Intermediate Algebra	3 hrs.
MTH 221, College Algebra	3 hrs.
MTH 222, Pre-Calculus	4 hrs.
MTH 223, Calculus and Analytic Geometry I	3 hrs.
MTH 225, Statistics	3 hrs.

NATURAL SCIENCES: 8 sem. hrs.

SCI 100 Survey of General Science	4 hrs.
Plus one of the following:	
BIO 100, General Biology	4 hrs.
BIO 112 Biology II	4 hrs.
CHE 223, General Chemistry I	4 hrs.

Business Core Curriculum Courses

Students are expected to complete a core curriculum in business administration. The core curriculum covers the following standards:

- 1) Business Functions and Operations
- 2) Economic/Social/Legal Environment
- 3) Quantitative Methods and Information Systems
- 4) Organization Theory and Interpersonal Behavior
- 5) Administrative Process and Policy

Students must complete these courses with a minimum grade of "C", thereby demonstrating the potential to master advanced courses in the program.

Lower Level Core Business Courses: 15 sem. hours

BUS 131, Introduction to Business	3 hrs.
BUS 201, Principles of Economics I	3 hrs.
BUS 202, Principles of Economics II	3 hrs.
BUS 213, Principles of Accounting I	3 hrs.
BUS 214, Principles of Accounting II	3 hrs.

Upper Level Core Business Courses: 33 sem. hours

BUS 301, Principles of Finance	3 hrs.
BUS 302, Principles of Marketing	3 hrs.
BUS 310, Principles of Management	3 hrs.
BUS 320, Business Communications	3 hrs.
BUS 338, The Legal Environment of Business	3 hrs.

BUS 436, Human Resources Management 3 hrs.
BUS 442, Quantitative Methods 3 hrs.
BUS 490, Business Policy 3 hrs.
BUS 492, Organization Behavior 3 hrs.
BUS 496, Professional Development 3 hrs.
BUS 499, Comprehensive Examination Seminar 0 hrs.
CIS 401, Management Information Systems 3 hrs.

Electives

Students must complete twenty-one (21) hours in the Electives of the program. Students must earn a minimum of "C" in each course in this component.

Select Any Seven Courses: 21semester hours

BUS 313, Intro to Public Relations 3 hrs.
BUS 360, International Trade 3 hrs.
BUS 365 Managerial Economics
BUS 401 Production Management
BUS 405 Small Business
BUS 435, Office Management 3 hrs.
BUS 445, Office Internship 3 hrs.
BUS 461, Labor Management 3 hrs.
BUS 487 Sales Management 3 hrs.
BUS 494 Management Science
CIS 335, Business Database Management 3 hrs.

Bachelor of Science in Education Degree Program

The primary goal of the teacher education program is providing for the development of professional understanding of the processes and purposes of education, and the disposition and competencies that are essential to successful teaching. The following outcomes outline the knowledge, skills, and dispositions preservice teachers develop through course work, directed observation experiences, and student teaching in local schools. Program objectives are cross-referenced with the Alabama Quality Teaching Standards and are aligned with the Mission and Vision of Concordia College Selma.

A successful Concordia College graduate:

1. Is an effective communicator
2. Facilitates learning for all students
3. Maintains current professional knowledge and abilities
4. Develops creative and nurturing learning environments
5. Maintains a professional disposition
6. Participates in ongoing professional development
7. Assesses student learning effectively

Concordia College offers two majors in the Bachelor of Science in Education Program: Elementary Education prepares teachers for Kindergarten through 6th grade and Early Childhood Education prepares teachers for Pre-school through 3rd grade.

Requirements for the Bachelor of Science degree include a total of 137 semester credit hours:

General Education	71
Professional Studies	21
Teaching Field	33
Internship	<u>12</u>
	137

Prospective teachers who pursue certification in Pre-school through 3rd grade will follow the early childhood education curriculum. Early childhood teaching field courses include:

ECE 300 Introduction to Early Childhood Education

ECE 310 Instructional Strategies for the Young Child

Prospective teachers who pursue certification in Kindergarten through grade 6 will follow the elementary education curriculum. Elementary Education teaching field courses include:

ELE 300 Elementary School Curriculum

ELE 310 Teaching Social Studies in Elementary School

For those who wish to be teachers in the elementary or pre-schools of The Lutheran Church—Missouri Synod, additional requirements for the Lutheran Teacher Diploma are required:

REL 300 Lutheran Doctrine I

REL 301 Lutheran Doctrine II

EDU 400 Teaching Religion/Office Ministry

Graduates of Concordia's teacher education program are expected to demonstrate content area knowledge in their field of specialization, an understanding of students' developmental and cognitive abilities, and the ability to utilize appropriate methods and materials in the classroom. All teacher education candidates are required to pass Concordia's Proficiency Examination and the Basic Skills (Praxis I) portion of the Alabama Prospective Teachers Testing Program before being accepted into the program. Prospective teachers must pass Praxis II to apply for internship.

Issuance of an Alabama teaching certificate is the legal responsibility of the Alabama State Department of Education. Institutions cannot issue a professional certificate. Persons who are unable to demonstrate both knowledge and ability as described above will not be recommended for a teaching certificate even though their academic records show all the necessary courses. To qualify for a certificate, a candidate must complete the approved course of study and all testing requirements. When a candidate successfully completes the approved course of study, the institution recommends to the State Department of Education that the appropriate certificate be issued.

Admission Requirements for Teacher Certification Program

To enter a teacher certification program, candidates must successfully complete all admissions requirements, including the completion of a formal application for admission to a teacher education program. Formal admission is required before any candidate is permitted to register for professional internship. Formal admission is granted on the basis of the candidate's qualifications according to policies established by the State Board of Education and Concordia College. These policies are subject to change; therefore, candidates should contact the Office of Teacher Education to determine the exact admission requirements at a given time.

Application for admission to a teacher education program must be filed with the Office of Teacher Education at least one semester prior to the semester of desired admission.

Requirements for admission include the following:

- Pass the Basic Skills (Praxis I) portion of the APTTP
- Earn a cumulative GPA of 2.5 or higher.
- Earn a minimum of 2.0 on all English, Math, Science, and Technology courses
- Receive satisfactory recommendations from department chairperson, advisor, and faculty members.

- Satisfactorily complete an interview to determine personal qualities and potential for teaching.
- Submit a writing sample
- Submit health/immunization, speech and hearing forms
- Receive clearance form ABI/FBI background check.
- Pay all relevant fees and purchase a Teacher Education Handbook
- May complete a maximum of 5 Professional studies courses as indicated on the State Department Approved Program checklist.

Note: As stipulated by the State Department of Education, candidates will not be allowed to enroll in certain Teaching Field or Professional Studies courses without having been admitted to the Teacher Education Program. For additional information, see the Certification Officer or the Division Chairperson of Education.

The following semester hours are required of all candidates:

General Education Courses - 71 semester hrs.

ORIENTATION: 2 sem. hours

OTC 101, Orientation to College	1 hr.
IDS 100 Interdisciplinary Skills	1 hr

RELIGION: 9 sem. Hours

REL 110, Hist. & Lit. of Old Testament	3 hrs.
REL 120, Hist. & Lit. of New Testament	3 hrs.
REL 300 Lutheran Doctrine	3 hrs

HUMANITIES: 18 sem. hours

ENG 111, English Composition I	3 hrs.
ENG 112, English Composition II	3 hrs.
ENG 211 or ENG 212 World Literature Elective	3 hrs.
ENG 205 General Speech	3 hrs.
IDS 300, Contemporary Issues or Literature Elective	3 hrs.
MUS 125 Music Appreciation, ENG200 Drama, or ART200	3 hrs.

SOCIAL SCIENCES: 12 sem. hrs.

HIS111 Early West. World or HIS112, Modern West. World	3 hrs.
HIS 221 US Hist to 1865 or HIS 222, US Hist. Since 1865	3 hrs.
PSY 110, General Psychology	3 hrs.
BUS 201/202 Principles of Economics I or II or GEO230 World Geography	3 hrs

COMPUTER INFORMATION: 3 sem. hours

CIS 122, Micro Computer Applications	3 hrs.
--------------------------------------	--------

HEALTH AND PHYSICAL EDUCATION: 3 sem. Hours

HPR 111, Personal Physical Fitness	1 hr.
HPR 222, Personal & Community Health	2 hrs.

MATHEMATICS: 12 sem. hrs.

MTH 110 Elementary Algebra	3 hrs.
MTH 112, Intermediate Algebra	3 hrs.
MTH 221, College Algebra (required)	3 hrs.
MTH 222, Pre-Calculus	4 hrs.
MTH 223, Calculus and Analytic Geometry I	3 hrs.
MTH 224, Calculus and Analytic Geometry II	3 hrs.
MTH 225, Applied Statistics	3 hrs.
MTH 300, Mathematics for Teachers (required)	3 hrs.

NATURAL SCIENCES: 12 sem. hrs.

BIO 100, General Biology (required)	4 hrs.
BIO 112 Biology II (required)	4 hrs.
BIO 200 General Zoology	4 hrs.
BIO 210, General Botany	4 hrs.
CHE 222, Survey of Chemistry	4 hrs.
CHE 223, General Chemistry I	4 hrs.
CHE 224, General Chemistry II	4 hrs.
PHY 200, College Physics I	4 hrs.
PHY 210, College Physics II	4 hrs.

Teaching Field and Professional Studies

Concordia's required courses include field experiences in the Teaching Field and Professional Studies to prepare competent elementary and early childhood teachers.

Early Childhood Major. The Early Childhood Major prepares candidates with knowledge and ability to provide students from birth through grade 3 with a continuum of experiences designed to help them achieve their potential by learning about themselves, their world, and others through participation in expressive and creative activities, verbal and physical interaction with materials and natural phenomena in developmentally appropriate ways that meet physical, social, emotional, and intellectual needs of children

Elementary Major. The Elementary Major prepares candidates to understand the developmental nature and diversified learning styles of students. Upon completion of the program, they have the knowledge, abilities, and commitment to provide a balanced instructional program in the elementary school which emphasizes knowledge, disposition, and skills. Concordia's Elementary graduates are able to assist students, within the limits of ability and stage of development, to achieve their maximum potential.

Teaching Field (33 semester hours):

EDU 305, Children's Literature	3 hrs.
EDU 310 Reading Skills Development	3 hrs.
EDU 320, Teaching Health and Physical Education	3 hrs.
EDU 330, Teaching Math	3 hrs.
EDU 340, Teaching Science	3 hrs.
EDU 350, Teaching Reading	3 hrs.
EDU 360, Teaching Fine Arts	3 hrs.
EDU 380, Teaching Language Arts	3 hrs.
EDU 480, Diagnosis & Remediation of Reading Difficulties	3 hrs.

Early Childhood Majors:

ECE 300, Introduction to Early Childhood	3 hrs.
ECE 310, Instructional Strategies for the Young Child	3 hrs.

Elementary Education Majors:

ELE 300, Elementary School curriculum	3 hrs.
ELE 310, Teaching Social Studies in the Elem. School	3 hrs.

Professional Studies. The total number of semester hours in this component is 21 covering the following areas of professional studies:

EDU 220, Educational Foundations	3 hrs.
PSY 200, Child Growth and Development	3 hrs.
EDU 300, Intro to Instructional Technology	3 hrs.
PSY 300, Educational Psychology	3 hrs.
EDU 410, Classroom Organization and Management	3 hrs.
EDU450, Measurement & Evaluation in Tchng.& Lrng.	3 hrs.
EDU 490, Inclusion and the Exceptional Learner	3 hrs.

INTERNSHIP: 12 sem. hrs.

EDU 495 Internship in education	12 hrs.
---------------------------------	---------

All Teaching Field and Professional Studies Courses, above, require field experience.

Total Semester Hour Requirements for the Bachelor's Degree with a major in either Early Childhood or Elementary Education: 137 sem. hrs.

Lutheran Teacher Diploma Requirements

The Lutheran Teacher Diploma is available only to candidates who are members in good standing in a congregation of The Lutheran Church-Missouri Synod. Other candidates who are interested may complete these requirements but will not be eligible for membership in the Synod on the roster, Commissioned Ministers - Teachers.

REQUIREMENTS: 15 sem. hrs.

*REL 110, History and Literature of the Old Testament	3 hrs.
*REL 120, History and Literature of the New Testament	3 hrs.
*REL 300, Lutheran Doctrine I	3 hrs.
REL 301, Lutheran Doctrine II	3 hrs.
EDU 400, Teaching Religion/Office of Ministry	3 hrs.

*Courses required in General Education

EDU 400, Teaching Religion/Office of Ministry requires 12 hours of field experience.

Total Semester Hour Requirements for the Bachelor's Degree and the Lutheran Teacher Diploma: 143 sem. hrs.

COURSE DESCRIPTIONS

Art

ART 112 Art Appreciation

3 hrs.

Study of the aesthetic and historical aspects of the visual arts through experimentation and various media.

Biology

BIO 111 General Biology I

4 hrs.

The general principles of biology: biological and chemical properties of cells and their role in functioning of living things. Survey of various life forms: bacteria, algae, fungi, flowering and non-flowering plants and major animal phyla. The origin, classification and morphology of living things. Three hours lecture, two hours laboratory per week.

BIO 112 General Biology II

4 hrs.

Explores fundamental characteristics of living matter from the molecular level to the ecological community with emphasis on general biological principles. Introduces the diversity of living organisms, their structure, function and evolution. Three hours lecture, two hours laboratory per week.

BIO 114 Introduction to Field Biology

4 hrs.

Introduces students to techniques of ecological study. Includes methods of collection, preservation, observation, and identification of specimens and their role in the environment. Three hours lecture, two hours laboratory per week.

BIO 130 Drugs and Personal Health

3 hrs.

Introduction to structure, function, disease, heredity. Pharmacological, physiological, behavioral phenomena associated with drug use. Lab required.

BIO 200 General Zoology

4 hrs.

A survey of major animal phyla with emphasis on taxonomy, anatomy, physiology, and environmental relationships. Three hours lecture, two hours laboratory per week.

Prerequisite: BIO 100

BIO 210 General Botany

4 hrs.

A survey of major plant phyla with emphasis on taxonomy, structure, chemistry, reproduction and environmental relationships. Three hours lecture, two hours laboratory per week.

Prerequisite: BIO 100

BIO 220 Introduction to Microbiology 4 hrs.
An introductory course with emphasis on pathogens and disease processes. Attention given to such fields as nursing, environmental protection, agriculture, food technology and public health as they apply to microbiology.
Prerequisite: BIO 200 or BIO 210

BIO 223 Anatomy & Physiology I 4 hrs.
An introductory course in anatomy and physiology. Emphasis given to cells, tissues, and translocation of materials. A survey of integumentary, skeletal, muscular and nervous systems. Three hours lecture, two hours laboratory per week.
Prerequisite: BIO 100

BIO 224 Anatomy & Physiology II 4 hrs.
A continuation of BI 223 with emphasis given to the circulatory, respiratory, digestive, endocrine, urinary and reproductive systems. Three hours lecture, two hours laboratory per week.
Prerequisite: BIO 223

Business

BUS 131 Introduction to Business 3 hrs.
A survey course in business with emphasis on the free enterprise system, business organization, marketing, finance, accounting, and management principles. Required foundation for advanced study.

BUS 201 Principles of Economics I 3 hrs.
An introduction to macro-economics. Studies of national income accounts and measurement, income determination, banking systems, and monetary and fiscal policies.

BUS 202 Principles of Economics II 3 hrs.
An introduction to micro-economics. Studies of demand and supply, elasticity, market price determination, market structures, and the theory of maximum profit.

BUS 213 Principles of Accounting I 3 hrs.
This course embraces the study of the fundamental principles of accounting as they apply to modern business practices, including theory of debit and credit. Special emphasis is given to the preparation of balance sheets, profit and loss statements, subsidiary ledgers, special journals and other accounting procedures. The students are exposed to the use of the computer in accounting applications.

BUS 214 Principles of Accounting II 3 hrs.

This course is a continuation of BUS 213. In addition to a study of financial accounting, this course also places emphasis upon managerial accounting, with coverage of corporations, statement analysis introductory cost accounting, and the use of information for planning, control, and decision making.

Prerequisite: BUS 213

BUS 216 Introduction to Sports Management 3 hrs.

Offers a student a look at the diverse, expanding field of sport and recreation. Designed to provide a comprehensive look at the basic organizational structures found in the sport industry. Students will examine applications of managerial concepts and processes and the ways in which organizations interact with each other and with the government.

BUS 300 Office Management 3 hrs.

An advanced management course in which emphasis is placed upon development and application of the basic knowledge and abilities needed for management of an office and supervision of its staff.

Prerequisite: BUS 301

BUS 301 Principles of Finance 3 hrs.

This course is a survey of the whole field of finance. The problems associated with sources, the uses of financing, and the tools of financial analysis are also included.

Prerequisites: BUS 213 & BUS 214

BUS 302 Principles of Marketing 3 hrs.

Examination of decisions affecting the marketing of goods and services in customer, industrial, and international markets. Emphasis on the role of marketing in a managerial context. Areas include: marketing research, identification of marketing opportunities and marketing mix strategies.

Prerequisite: BUS 131

BUS 310 Principles of Management 3 hrs.

Study of the contemporary manager with emphasis upon the behavioral and administrative processes fundamental to the successful operation of various types of enterprises, situational approaches to management are explored, with the manager viewed as a decision maker interacting with the firm's economic, technological, social, political and ethical background.

Prerequisite: BUS 131

BUS 311 Intermediate Accounting I 3 hrs.

The content and design of this course includes intensive study of accounting theories underlying basic financial statements, with emphasis on asset accounts and their relationships to income, expense, and equity accounts.

Prerequisites: BUS 213 & BUS 214

BUS 312 Intermediate Accounting II 3 hrs.

A continuation of BUS 311.

BUS 313 Introduction to Public Relations 3 hrs.

An introductory course which teaches students to relate business activities to promote the good of the organization via radio, TV, newsprint; students explore writing press releases, developing promotional literature, etc.

Prerequisites: ENG 111 & ENG 112

BUS 314 Planning & Executing Corporate & Sports Events 3 hrs.

An in-depth look at the practices, procedures and operations of major event and facility management, including planning, funding, and managing these events. The main focus of these principles will be on sporting events and facilities, but can be applied to many different areas, including corporate and social events.

Prerequisite: BUS 201

BUS 320 Business Communications 3 hrs.

In this course, students gain an understanding of the purposes and processes of communication in business and how to create communication tools that meet the needs of business audiences. Students will have the opportunities to evaluate and improve their oral communication through a number of exercises including videotaping.

Prerequisites: ENG 111 & ENG 112

BUS 336 Business & Economics of Sports 3 hrs.

Students examine the economic relationships surrounding professional and intercollegiate sport in the United States. Students develop a business plan for a professional sport franchise and manage the franchise through a number of economic environments, including salary caps, revenue sharing insurance contracts, expansion and stadium/arena financing. They obtain a greater understanding of the market forces that shape professional leagues, the factors that determine player compensation and the relationship between economic forces and competitive balance in professional sports.

BUS 338 The Legal Environment of Business 3 hrs.

A study of the legal system and environment of business with emphasis on legal principles relating to contracts and commercial law. Topics covered include the nature, elements, formation, operations, interpretation, discharge and remedies of contract, sales, commercial paper, secured transactions, surety.

Prerequisite: BUS 131

BUS 333 Sports Marketing**3 hrs.**

An in-depth look at the marketing practices, procedures, and operations of professional, college and recreational sport organizations and enterprises. Students refine their marketing skills by examining the ways in which sport marketing organizations exercise promotions, marketing research, sponsorships and fund raising in the sport industry.

Prerequisite: BUS 302

BUS 339 Sports Communication**3 hrs.**

Examine the relationship that exist between the media and sport organizations in America including the role newspapers, magazines, radio, television and the internet have assumed as commercial enterprises in reporting on sports. It also examines development, organization, objectives, and performance of medias as well as the technology they use.

BUS 360 International Trade**3 hrs.**

A study of the principles of international trade patterns, theories of absolute and comparative advantage, classical and modern trade theory, tariffs, quotas, non tariff barriers, and preferential trading arrangements. Topics covered include: marketing terminology, documents, financial procedures, credits, collections, and communication.

Prerequisites: BUS 201 & BUS 202

BUS 361 Advertising**3 hrs.**

Examinations of the firm's personal marketing communications functions, mass communications, theories, and concepts. A study of advertising and its relationship to the marketing program of the firm.

Prerequisite: BUS 302

BUS 362 E-Commerce**3 hrs.**

This course is an introduction and basic overview of e-commerce, including building and maintaining the electronic store front and business interface, electronic shopping, electronic distribution, order processing, payment, and customer relationship maintenance.

BUS 364 International Business**3 hrs.**

This course examines the organizational, administrative, marketing, and financial aspects of business based operations and the economic factors influencing international business.

BUS 365 Managerial Economics**3 hrs.**

The course applies the analytical tools of economics and finance to the study of decision making by consumers and business firms. A primary focus of the course is to develop in a thorough and systematic manner those concepts, tools and principles that are necessary to understand, analyze, and predict the economic efficiency of both the consumption and the production sectors of an economy.

Prerequisites: BUS 201 & BUS 202

BUS 416 Investment Analysis 3 hrs.
Analysis of the investment process dichotomized into security analysis and portfolio management, background information on financial assets, securities market, and risk-return concepts. Analysis of valuation theory and techniques, modern portfolio theory and performance.

Prerequisites: BUS 201, 202, 213, & 214

BUS 432 Cost Accounting 3 hrs.
Basic theory and procedure involving job order, standard cost and accounting systems, and fundamentals of cost analysis. *Prerequisites:* BUS 213 & BUS 214

BUS 436 Human Resource Management 3 hrs.
The study of human resources management, including strategic human resource planning, job analysis, human resource information systems, training, career development, and international human resource information systems training, career development, and international human resource management. Other topics include fair employment practices, anti-discrimination law, unfair labor practices, and compensation and benefit legislation.

BUS 438 International Economic Policy 3 hrs.
This course reflects the fact that domestic policy in an open economy must take account of constraints and opportunities derived from the interdependencies in the world economy.
Prerequisites: BUS 201 & BUS 202

BUS 440 Money and Banking 3 hrs.
A study of money, financial markets, and the financial structure, with emphasis on commercial banks and the Federal Reserve System. Relationships between economic activity and the money supply are introduced. The allocation of credit and the determination of interest rates are also covered.
Prerequisites: BUS 201 & BUS 202

BUS 442 Quantitative Methods 3 hrs.
An advanced course in problem-solving for managerial and operational decisions. The following concepts will be explored in great depth: Linear programming, simulation, waiting line formulation, and networks. Computer applications software will be used.
Prerequisite: BUS 325

BUS 445 Office Internship 3 hrs.
An internship program that permits students to obtain experiential opportunities in their field of study. Students are placed by the instructor in government and private industry during the fall and spring semesters. Students are required to obtain 200 hours through documented acceptable work experience. Summer placement is possible.
Prerequisite: Senior standing

- BUS 445 Technical Writing 3 hrs.**
Instruction in composing and organizing manuscripts stressing general principles of technical writing. Emphasis is also placed on formatting technical documents such as research and business proposals, reports, and software documentation.
Prerequisite: BUS 320
- BUS 461 Labor Management 3 hrs.**
This course focuses on the management factors that determine wages, working conditions, and the structure of employment and unemployment. The course analyzes the determination and implication of manpower and industrial relation policies of business firms, the development and role of labor unions and collective bargaining, and related public policy issues.
- BUS 487 Sales Management 3 hrs.**
The study of principles and practices in planning, organizing and controlling a sales force. Topics discussed include selection, training, compensating, supervising, and stimulating sales people; analysis of sales potentials and costs; forecasting, market potential in relation to the buyers.
Prerequisite: BUS 310
- BUS 490 Business Policy 3 hrs.**
Students play the role of top management in formulating business policy using cases drawn from situations in business and industry. It is intended to give students an opportunity to integrate knowledge acquired in functional areas of business.
Prerequisite: Senior standing or consent of instructor
- BUS 492 Organizational Behavior 3 hrs.**
This course is designed to examine the concepts and theories from the behavioral science, which explains human behavior within organizations. The focus of this course is on human behavior in an organizational context. It will provide the student with an understanding of the concepts of organizational functioning and human behavior with an emphasis on the application of these concepts to managerial problems.
- BUS 494 Management Science 3 hrs.**
This course is a basic introduction to important models and solution techniques in Management Science. The basic theme is that of optimization. The emphasis is on deterministic models, focusing primarily on linear programming and dynamic programming. The development of modeling skills is an important part of the course.
- BUS 496 Professional Development 3 hrs.**
This course is designed to provide supplemental experiences to better prepare students for the transition from college to the highly competitive business world. Special emphasis will be placed on establishing career goals, developing mentor-mentee relationships determining strengths and weakness and making field trips to businesses.

BUS 499 Comprehensive Examination Seminar 0 hrs.

Subject matter covers the full spectrum of business administration and its allied areas. Specifically, the course explores a set of learning objectives as set forth in the 39 hour common professional core. The core exam will be administered as part of this course.

Prerequisite: Senior standing

Chemistry

CHE 222 Survey of Chemistry 4 hrs.

An overview of the theories and concepts of inorganic chemistry covering atoms, elements, compounds, equations and elementary quantitative relationships. Selected topics in organic and biochemistry. Three hours lecture, two hours laboratory per week.

CHE 223 General Chemistry I 4 hrs.

Survey of the general principles of inorganic chemistry. Emphasis on vocabulary, definitions and problem solving. Three hours lecture, two hours laboratory per week.

Prerequisite: MTH 221 or equivalent

CHE 224 General Chemistry II 4 hrs.

Continuation of CHE 223 with emphasis on the structure and states of matter, periodic table, classification, solutions, completing and balancing equations and gas laws. Three hours lecture, two hours laboratory per week.

Prerequisite: CHE 223

Computer Information Systems

CIS 122 Microcomputer Software Applications 3 hrs.

An entry level course which prepares students to use microcomputers to implement software packages such as word processing, database management, and electronic spreadsheets.

Prerequisite: Ability to type

CIS 221 Programming I 3 hrs.

Fundamental concepts and terminology of data processing including computer organization, flowcharting, and solution of problems using a computer language.

Prerequisite: Ability to type

CIS 222 Programming II 3 hrs.

An introduction to computer programming using C Programming language; emphasis on flowcharting techniques, structured programming and problem solving. Integral non-scheduled laboratory.

Prerequisite: CIS 221

CIS 225 Introduction to Database Management 3 hrs.
Fundamental concepts and terminology of database management. Teaches students how to create a database; guide planning, designing, and building a working database.
Prerequisite: CIS 122 or 221

CIS 322 Internet and Business Applications 3 hrs.
Students will learn to access the most up-to-date information for research papers, get inside track on jobs and internship programs, locate and download news, quotes, software, graphics and participate in global discussions.
Prerequisites: CIS 221 & 222

CIS 335 Business Database Management 3 hrs.
Database management systems organize and retrieve information, allowing the user to access the desired information easily and efficiently. Topics include introductory concepts, relational, hierarchical, and network data model, data normalization, relational algebra and structure query language (SQL).
Prerequisites: CIS 221,222, & 322

CIS 401 Management Information Systems 3 hrs.
This course deals with the basic principles of systems theory, computer and management information system design, and quality assurance. Case studies and projects are used in presenting theory and application.
Prerequisite: CIS 222

Criminal Justice

CRJ 100 Introduction to Criminal Justice 3 hrs.
This course will emphasize a complete understanding of the entire criminal justice process from law enforcement to the administration of justice through corrections. The course will also discuss the history and philosophy of the systems and introduce various career opportunities.

CRJ 210 Introduction to Corrections 3 hrs.
Investigation and analysis of the history, current practices, and various aspects of the corrections system. Gives attention to the future direction of corrections.

Early Childhood Education

ECE 200 Orientation to Early Childhood Education 3 hrs.

The emergent processes of early childhood development as they apply to learning and teaching in early childhood education programs are presented in this course. An emphasis on theoretical perspectives specifically related to early childhood development, developmentally appropriate delivery models and practices, and historical movements that guide teaching and learning in early childhood education settings will be explored.

ECE 205 Math Concepts and Methods in Early Childhood 3 hrs.

This course covers the basic math skills taught in early childhood education programs. Preservice educators will study and practice the basic methods, techniques and materials used in teaching early childhood math.

ECE 210 Creative Activities in Early Childhood 3 hrs.

Develops prospective teachers' skills to involve students in discovering and demonstrating creative talents through intellectual, social, emotional, and physical stimulation. All areas of the early childhood curriculum are explored through the development and implementation of creative teaching and learning materials and activities.

ECE 300 Introduction to Early Childhood Education 3 hrs.

This course examines the fundamental philosophies of early childhood education from historical perspective. This course emphasizes quality early childhood programs and its significance in educating children birth through eight years of age. This course allows students to reflect upon their role as potential teachers and advocates for children while identifying how learning experiences are integrated in early childhood education. Field experience is required.
Prerequisite: Admission to Teacher Education Program

ECE 310 Instructional Strategies for the Young Child 3 hrs.

Creative teaching and learning materials are used to extend undergraduate students' knowledge of reading and writing processes and to explore all areas of early childhood curriculum. The course provides prospective teachers with a wide range of information about the individual learner that can be used to guide instruction. Field experience required.
Prerequisites: Admission to the Teacher Education Program, ECE 300

ECE 325 Emergent Literacy 3 hrs.

This course explores early literacy learning from birth through third grade. Topics for consideration will include but are not limited to: literacy definitions, concepts of literacy, foundations of literacy growth and needs, brain-based learning, family literacy, and prevention of reading difficulties. Students will analyze literacy stages and plan appropriate materials and activities to apply content knowledge. Field experience required.
Prerequisite: ECE 300

Education

EDU 101 Orientation to Teaching

3 hrs.

An introduction to the roles and responsibilities of the teacher, characteristics of today's schools and curricula, and selected issues facing today's teachers.

EDU 105 Praxis II Prep

3 hrs.

This 16 week course is designed for prospective teachers who are preparing to take the Praxis II Exam that is necessary for internship and state licensure. Course materials will cover mathematics, social studies, science, and language arts in 3 week increments. An additional 4 weeks of this course will cover concepts on the Teaching Reading Praxis.

EDU 200 History & Philosophy of Education

3 hrs.

Traces the development of American education from the beginnings of educational thought to the present time emphasizing the philosophical, social, political, and economic movements that have influenced its direction. Field experiences required.

EDU 201 Parenting: Home, School, & Community Relations 3 hrs.

A critical examination of the parent-child relationship from conception through adulthood. Contemporary trends and issues impacting the parent child relationship, including techniques for fostering the optimal development of children. This course also explores home-school relations, parental involvement in schools, parent-teachers conferences, home visits, parent programs, and resources for parents and teachers.

Prerequisite: PSY 200

EDU 210 Organization of Instruction in ECE

3 hrs.

This course introduces methods of establishing order and organizing an early childhood classroom for instruction. Methods of facilitating positive student behavior and achievement are explored. Emphasis will also include skills that will assist teachers in developing a positive home-school and community connection.

EDU 220 Educational Foundations

3 hrs.

This course examines the roles and responsibilities of teachers within the historical and philosophical foundations of education in our socially and culturally diverse country. Views of influential educators are introduced and principles and ideas underlying educational policies are examined. Students are challenged to build a philosophy of education by identifying the ideologies behind educational systems, curricula and goals. Fundamental historical, philosophical, legal, political and social context of education will be examined. Policies that shape a teacher's day-to-day instructional existence will be critically examined. Field experiences required.

EDU 300 Introduction to Instructional Technology

3 hrs.

This course is designed to emphasize traditional, current, and emerging instructional technology in the classroom. Candidates will learn various techniques for designing

instructional materials, applying and integrating technology into instruction, and using software applications to promote effective teaching and learning. Field experiences required.

Prerequisites: EDU 220 & PSY 200

EDU 305 Children’s Literature 3 hrs.

This course is designed to familiarize prospective teachers with a variety of books for children. Discussions include the history of children’s literature, principles of selecting suitable books for children; development of skills necessary to guide students toward comprehensive, creative, and insightful utilization of books in the classroom setting. Field experiences required.

Prerequisite: Admission to Teacher Education Program

EDU 310 Reading Skills Development 3 hrs.

A thorough study of the content to be taught when teaching reading including: knowledge, skills, and processes of the five components of reading (i.e., phonemic awareness, phonics, vocabulary comprehension, and fluency). Field experiences required

Prerequisite: Admission to Teacher Education Program

EDU 315 Educational Psychology 3 hrs.

Explores theories of learning, motivation, classroom management, planning, teaching, and student evaluation in relationship to developmental stages. Includes theories of Constructivism, Critical Inquiry and Social Cognitive views of learning. Field experiences required.

Prerequisites: PSY 110 & PSY 200

EDU 320 Teaching Health & Physical Education 3 hrs.

Designed to provide the prospective teacher with the skills and concepts needed to organize, teach, conduct, and evaluate health and physical education curriculum. Field experiences are required.

Prerequisite: Admission to Teacher Education Program

EDU 330 Teaching Mathematics 3 hrs.

The study of methods and materials of teaching mathematics. Emphasizes scope, sequence, and development of mathematical understanding in students. Discovery learning, computational skills, and problem solving are stressed. Field experiences required.

Co-requisite: MTH 300

Prerequisites: Admission to Teacher Education Program, 6 hrs. of Mathematics

EDU 340 Teaching Science 3 hrs.

Discusses foundations of science education, science curriculum development and evaluation, inquiry and didactic techniques, and integration with other subjects. Stresses individualization of instruction relating to cognitive and affective development. Lecture/laboratory experiences. Field experiences required.

Prerequisites: Admission to Teacher Education Program & 12 hrs. of Natural Science

EDU 350 Teaching Reading 3 hrs.

This course provides prospective teachers with the knowledge of best-practices in reading instruction, curriculum, and the materials needed to teach reading to children from varying backgrounds in the elementary/early childhood classroom setting. This course is intended to develop the following: an understanding of the reading process as one of the integrated language arts; competencies in reading, knowledge of different approaches and materials used in teaching reading; knowledge of objectives in the Alabama Course of Study and the Alabama Reading Initiative; and the discovery of the beginning of a personal literacy framework for teaching reading. Field experiences required.

Prerequisites: Admission to Teacher Education Program & EDU 310

EDU 360 Teaching Fine Arts 3 hrs.

This course is designed to provide early childhood and elementary school teacher candidates with the pedagogical skills in the fine arts and assist the prospective teachers of early childhood or elementary school children in the acquisition of skills necessary to provide learning experiences in the arts. Concepts and content include instructional strategies in music, music literacy, instrumental music, vocal music, theatre, and the visual arts. Field experience required.

Prerequisite: Admission to Teacher Education Program

EDU 380 Teaching Language Arts 3 hrs.

Provides knowledge and practical application for the understanding and implementation of writing, listening, and speaking. Procedures and activities that stimulate creativity, problem solving, critical thinking and decision making. Field experiences required.

Prerequisites: Admission to Teacher Education Program & ELE 300 or ECE 300

EDU 400 Teaching Religion / Office of Ministry 3 hrs.

The teaching ministry of the Lutheran Church—Missouri Synod; concepts, content, methods, materials, and skills of teaching religion and conducting evaluations in the Lutheran school. Required of those wishing to earn the Lutheran Teacher Diploma. Field experiences required.

Prerequisites: Admission to Teacher Education Program, REL300, & REL 301

EDU 410 Classroom Management, Home-School Connections 3 hrs.

This course is designed to provide skill development in facilitating student learning, establishing order and organizing the classroom for instruction. Methods of facilitating positive student behavior and achievement are explored. Emphasis will also include skills that will assist teachers in developing a positive home-school and community connection. Field experiences are required.

Prerequisites: Admission to Teacher Education Program & either ECE 300 or ELE 300

EDU 450 Measurement & Evaluation in Teaching & Learning 3 hrs.

Introductory course in evaluation for prospective early childhood and elementary school teachers. Includes informal methods of pupil observation, assessment and evaluation, standardized testing and interpretation, and teacher self-evaluation for instructional improvement. Field experiences required.

Prerequisites: Admission to Teacher Education Program & 9 semester hrs. of Mathematics

EDU 480 Diagnosis & Treatment of Reading Difficulties 3 hrs.

This course provides an overview of the reading process and explores the causes of reading difficulties. It focuses specifically on instruments of measurement, instructional materials, and techniques for the identification, diagnosis, placement, and remediation of reading difficulties.

Prerequisites: EDU 310 & EDU 350

EDU 490 Inclusion & the Exceptional Learner 3 hrs.

Designed to familiarize the student with psychological, medical, and sociological aspects of children with varying abilities to enable the regular classroom teacher to integrate exceptional learners into the regular classroom. Includes a variety of multicultural concepts. Field experiences required.

Prerequisite: Admission to Teacher Education Program

EDU 495 Internship in Education 12 hrs.

A full-semester, full-time practicum experience in an early childhood setting under the guidance of a classroom teacher and college supervisor. Candidates integrate knowledge of content, learning theory, school effectiveness research; and apply skills initially developed in previous professional preparation: observation, unit and lesson planning, utilization of educational resources, teaching and evaluation strategies, classroom management, self-evaluation. Early Childhood Internship must include a pre-school and kindergarten placement unless substantial field experiences were completed at one level.

Prerequisite: Successful completion of all course and assessment requirements

Elementary Education

ELE 300 Elementary School Curriculum 3 hrs.

Identifies the essential elements, scope and sequence, objectives, skills, and trends of the elementary school curriculum; processes in evaluating curriculum resources and texts. Includes legislation which impacts curriculum. Field experience required.

Prerequisite: Admission to Teacher Education Program

ELE 310 Teaching Social Studies in the Elementary School 3 hrs.

This course is designed to help candidates identify and utilize modern methods of teaching social studies to elementary school children. Includes the development of social studies programs, design and implementation of units, selection of materials and resources, and implementation through the teaching process. Field experience required.

Prerequisite: Admission to Teacher Education Program

English

ENG 098 Preparatory English

3 hrs.

Required as prerequisite to ENG 111 for entering freshmen who score below required minimum on the basic skills placement examination and the essay. Designed to develop proficiency in usage, mechanics, spelling and grammar and to introduce the writing process. Institutional credit only.

ENG 101 Grammar

3 hrs.

Required for students who score below or five points above the placement score for English Composition I. Designed to assist students who lack adequate proficiency in basic grammatical concepts.

ENG 111 English Composition I

3 hrs.

A study of the basic rhetorical principles of expository writing through analysis of model essays and the composition of essays.

(Students who score 3 or higher on the Advanced English Placement Test will receive credit for EH 111.)

Prerequisite: Satisfactory score on placement tests or a passing grade in ENG 098 and/or ENG 101

ENG 112 English Composition II

3 hrs.

A continuation of EH 111. It includes the analysis of literature and the research paper. (Students who score 5 or higher on the Advanced English Placement Test will receive credit for EH 111 and 112.)

Prerequisite: ENG 111

ENG 200 Introduction to Dramatic Arts

3 hrs.

Introduction to Dramatic Arts is an entertaining, informative look into the art and profession of theatre. This hands-on course integrates intellectual stimulation with creative expression through lectures, class participation, and the chance to attend performances of live theatre. Students will study plays (both classical and contemporary), theatre history, and production – learning how a play evolves from page to stage. Students will also have the opportunity to collaborate on a creative project.

ENG 205 General Speech

3 hrs.

This course presents the fundamentals of voice and diction implemented through the various types of speech: public speaking, group discussion, oral interpretation, debate, and informed speech.

Prerequisite: ENG 111

ENG 211 World Literature I 3 hrs.
Survey of the literature of the ancient world, the Greeks and Hebrews, the Middle Ages and Renaissance.

Prerequisite: ENG 112

ENG 212 World Literature I 3 hrs.

A survey of later literature from the Reformation through the twentieth century.

Prerequisite: ENG 112

ENG 213 American Literature I 3 hrs.

English 213 looks at short selections of American Literature from pre-colonial eras (before European colonization in the 1600s) to our contemporary 1920s era; include multiple genres (fiction, nonfiction, poetry, drama); and be race- and gender-inclusive. Some attention will also be paid to the historical/cultural contexts of the literary periods.

Prerequisite: ENG 112

ENG 214 American Literature II 3 hrs.

English 214 examines the background and development of the American novella and novel from 20th century to the present. Covering representative novels by such writers as Hawthorne, Stowe, Melville, Twain, James, Dreiser, Cather, Faulkner, Ellison, Mailer, Bellow, and Morrison, the course reflects the diversity and range of American fiction and addresses the social and intellectual backgrounds of the writers and issues of race, class, and gender.

Prerequisite: ENG 112

ENG 221 Grammar of Written English 3 hrs.

Study of the grammar of standard written English from parts of speech to complex sentence patterns. Designed to improve students' ability to write in standard English and to prepare students to teach grammar.

ENG 224 African American Writers 3 hrs.

Study of African-American literature and its authors; genres include the novel, poetry and drama.

Prerequisite: ENG 112

Foreign Languages

FLS 100 Spanish I 3 hrs.

This beginning level course is designed to give students the opportunity and ability to speak Spanish in the present tense, combining instruction in pronunciation with practice in conversations.

FLS 102 Spanish II 3 hrs.

The aim of the course is to increase the level of skills acquired in Level I. Speech patterns are taught by use of supplementary materials, dialogues, and conversations. Intermediate grammar constructions are introduced. The development of the language is presented within the context of the contemporary Spanish speaking world and its cultures.

Geography

GEO 230 World Geography 3 hrs.

A regional study of world geography covering North and South America, Africa, Europe, and Asia and focusing on differences and similarities in culture, economics, and political systems.

History

HIS 111 Early Western World 3 hrs.

A survey of the civilization of the western world to approximately 1500. Emphasis on the achievements of ancient and medieval civilizations.

HIS 112 Modern Western World 3 hrs.

A survey of the civilization of the western world from the Renaissance to the present. Special emphasis on major political, philosophical, cultural, and economic trends in the modern world.

HIS 221 U.S. History to 1865 3 hrs.

Survey course from colonial times to 1865. Emphasis on Europe and its relationship to exploration, settlement, and development of the American colonies. Emphasis given to the political, social, economic, and cultural developments of the American people

HIS 222 U.S. History since 1865 3 hrs.

Survey course from 1865 to the present. Attention given to the political, economic, sociological, geographical, cultural, and intellectual forces which have influenced the American people.

HIS 240 African-American History 3 hrs.

A study of essential facts and interpretations of African-Americans from a consideration of historic African civilizations to their status in American life today.

HIS 310 Ancient Near East 3 hrs.

A history of the ancient Near East, with special emphasis on lands which figure prominently in biblical accounts. Surveys of ancient Sumerian, Babylonian, Egyptian, Assyrian, Hittite, Hebrew, and Persian civilizations.

HIS 311 Ancient Greece & the Hellenistic World 3 hrs.
A history of the origins of ancient Greece through the conquest of Macedonia and the dominance of Hellenistic culture.

HIS 312 Ancient Rome 3 hrs.
A history of the origins of ancient Rome through the rise and fall of the Roman Republic and then the Roman Empire in the West.

HIS 320 Early Christianity 3 hrs.
A history of the emergence and expansion of Christianity in the Roman world from the time of Christ through to its triumph under Theodosius I in the fourth century.

Health, Physical Education, & Recreation

HPR 111 Personal Physical Fitness I 1 hr.
Activities for the development and maintenance of lifelong physical fitness. Fundamental skills of throwing, hitting, fielding, and base running in softball. Basic volleyball skills of setting, service, spiking, blocking and passing.

HPR 112 Personal Physical Fitness II 1 hr.
A continuation of activities for the development and maintenance of lifelong physical fitness. Fundamental skills of shooting, passing and dribbling in basketball. Offensive and defensive patterns and strategies.

HPR 113 Aerobics 1 hr.
This course is designed to develop cardio-respiratory fitness, increase energy, mental clarity, and health through the use of various modes of exercise as a part of one's lifestyle. It will incorporate high, light, and low impact movements.

HPR 121 Basketball 1 hr.
Skills in passing, dribbling, and shooting. Practice and basic instruction in the fundamentals of basketball.

HPR 123 Fundamentals of Tennis 1 hr.
A course designed to develop students' skills in the fundamentals of tennis. Major components include: rules of the game, grip, forehand, backhand and strategies.

HPR 221 First Aid 2 hrs.
A course designed to prepare students to care for victims in emergency situations. Major components include CPR, respiratory emergencies, wounds, poisoning, head injuries, limb injuries, water accidents, drugs, burns, and fractures.

HPR 222 Personal & Community Health 2 hrs.

A survey of vital health issues facing our society today. Major topics discussed are personal health problems, community and consumer health, human sexuality, physical and mental health, mental illness, harmful drugs, nutrition, diseases, family living and health care.

HPR 223 Introduction to Physical Education 2 hrs.

Origin, nature, and philosophy of physical education. Topics include the role of physical education in American education, the historical development of sports in American culture, professional opportunities in physical education, and physical movement as the keystone of physical education.

HPR 224 Volleyball 1 hr.

Skills in serving, spiking, blocking and passing. Practice and basic instruction in the fundamentals of volleyball.

HPR 225 Recreational Games 1 hr.

Instruction in leisure activities, emphasis on activities which prepare people of all ages for participating, directing, and supervising games and selected sports.

HPR 226 Softball 1 hr.

Practice and basic fundamental instruction in softball. Skills in throwing, catching, pitching, and batting.

Interdisciplinary Studies

IDS 009 Institutional Enrichment 1-6 hrs.

Students will be allowed to earn from one to six hours per semester, a maximum of 12 hours during their enrollment at Concordia, by attending the Enrichment lab and working on approved, supervised, self-improvement projects in English and/or mathematics. 1-6 Institutional credit hours, nontransferable.

IDS 100 Interdisciplinary Skills 1 hr.

This course is designed to help students formulate basic skills that will assist them in their college studies and personal life. The three main topics include basic computer skills, an introduction to personal financial concepts, and information literacy and research concepts. Upon completion, students will be able to utilize computers efficiently, handle personal finances, and receive an introduction to research resources and skills.

IDS 300 Contemporary Issues 3 hrs.

An interdisciplinary course which provides the opportunity for students to become sensitive to critical issues facing society, especially as these relate to the student's particular area of study. This course encourages students to think critically about a broad array of contemporary issues and their effect on the larger society. This course may be repeated for credit.

Mathematics

MTH 010 Preparatory Arithmetic

3 hrs.

Designed to strengthen and develop basic arithmetic skills with emphasis on percent, ratio, measurement (customary and metric), and arithmetic operations on whole numbers, fractions, and decimals. Institutional credit only.

MTH 011 Preparatory Algebra

3 hrs.

Designed to strengthen and develop basic arithmetic skills needed to perform successfully in any higher mathematics course. Instruction is individualized and prescribed to meet the needs of individual students. Institutional credit only.

MTH 110 Mathematical Concepts

3 hrs.

This course is designed for students who are seeking an Associate of Arts Degree with Emphasis in Childhood Development. It is designed to cover topics in the area of basic mathematics: addition, subtraction, multiplication and division of real numbers using mathematical manipulatives whenever applicable; understanding of decimals, ratio, proportion and percentages, and geometric shapes. This course cannot be used as a substitute for any required mathematics course.

MTH 112 Intermediate Algebra

3 hrs.

Solutions of linear systems; exponents and their properties; polynomials; factoring; trinomials, difference of two squares and solving quadratic equations; rational expressions; related word problems.

Prerequisite: MTH 012 or acceptable Math Placement Scores

MTH 120 Survey of Math

3 hrs.

This course is an overview of all the areas of mathematics: arithmetic, geometry, and algebra. It is intended for students who seek to bridge the gap that may exist in the understanding of mathematics. It is recommended to any student who has already fulfilled the 6 hrs. mathematics requirement for graduation. This course cannot be used as a substitute for any required mathematics course.

MTH 221 College Algebra

3 hrs.

Polynomials; rational expressions; rational exponents; radicals, equations and inequalities in one variable; relations and functions; systems of equalities and inequalities; matrices and determinants.

Prerequisite: MTH 112 or acceptable Math Placement Scores

MTH 222 Pre-Calculus

4 hrs.

Polynomials and rational functions; exponential and logarithmic functions; circular functions; trigonometric functions; identities and conditional equations; conic sections.

Prerequisite: MTH 221

MTH 225 Statistics 3 hrs.

This course introduces the fundamental ideas of statistics. Objectives of the course are to develop a critical appreciation of statistical thinking and an awareness of the various tools of the statistician. Students should be prepared to think and write about complicated and sometimes subtle issues.

Prerequisite: 9 hrs. of mathematics

MTH 230 Calculus & Analytic Geometry I 3 hrs.

Limits and continuity; derivative and differentiation; extreme function values and techniques of graphing.

Prerequisite: MTH 222

MTH 232 Calculus & Analytic Geometry II 3 hrs.

Definite integral and integration; applications of the definite integral; inverse functions, logarithmic functions and exponential functions; inverse trigonometric functions.

Prerequisite: MTH 230

MTH 300 Mathematics for Elementary Teachers 3 hrs.

Designed to provide the content background and mathematical insights necessary for preschool and elementary teachers. Discovery activities using manipulatives and calculators are emphasized.

Prerequisite: 6 hrs. of college level Mathematics

Military Science

MLS 101 Military Science & Leadership 101 2 hrs.

MLS 101 Introduces the student to the personal challenges and competencies that are critical for effective leadership. The student will learn how the personal development of life skills such as goal setting, time management, physical fitness, and stress management relate to leadership, officeship, and the Army profession. The focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student. Topics include principles of war, role of the army, army reserve, the national guard, branches of the army, navigation using map and compass, basic first aid, marksmanship, water survival, and rappelling.

Prerequisite: Approval from the Professor of Military Science.

MLS 102 Military Science & Leadership 102 2 hrs.

A continuation of MLS 101.

Prerequisite: Approval from the Professor of Military Science.

MLS 201 Military Science & Leadership 201 2 hrs.

A continuation of MLS 102.

Prerequisite: Approval from the Professor of Military Science.

MLS 202 Military Science & Leadership 202 2 hrs.

A continuation of MLS 201.

Prerequisite: Approval from the Professor of Military Science.

MLS 301 Military Science & Leadership 301 2 hrs.

A continuation of MLS 202.

Prerequisite: Approval from the Professor of Military Science.

MLS 302 Military Science & Leadership 302 2 hrs.

A continuation of MLS 301.

Prerequisite: Approval from the Professor of Military Science.

Music

MUS 121 Music Ensemble 1 hr.

Designed for either choral or instrumental music. Includes brass, woodwind, string and percussion instruments in the classical and religious idiom and development of sound vocal practices and participation in choir. Participation in Ensemble performances is required. (This course may be repeated for a total of eight hours of credit.)

MUS 122 Jazz Band 1 hr.

Designed for either vocal or instrumental music includes brass, woodwind, string, and percussion instruments in the Jazz idiom and development of sound vocal practices. Participation in Jazz Band performances is required. (This course may be repeated for a total of eight hours of credit)

MUS 125 Music Appreciation 3 hrs.

Study of musical styles, periods and representative composers from the ninth century to the present in an effort to promote enjoyment and understanding.

MUS 126 Applied Lessons 3 hrs.

Correlated course in tone production, embouchure, breath control, phrasing, articulation and performance. Independent study.

Prerequisite: Permission of instructor

MUS 227 Music Theory I 3 hrs.

Study in the practical application of scales, terminology, intervals and styles of harmony. Independent study.

Prerequisite: Permission of instructor

MUS 228 Music Theory II 3 hrs.
Continuation of MUS 227. Application of scales, terminology, intervals and styles of harmony. Independent study.
Prerequisite: Permission of instructor

MUS 229 Arrangement 3 hrs.
Survey of techniques used in musical arrangements. Independent study.
Prerequisite: Permission of instructor

MUS 230 Marching Band 1 hr.
Designed for instrumental music includes brass, woodwind, and percussion instruments in the Marching Band idiom. Participation in Marching Band performances is required. (This course may be repeated for a total of eight hours of credit.)

Orientation to College

OTC 101 Orientation to College 1 hr.
Designed to increase students' success in college by assisting them in obtaining skills necessary to reach their educational goals. Topics include time management, test taking, communication skills, study techniques, and management of personal issues.

Philosophy

PHL 101 Introduction to Philosophy 3 hrs.
This course is designed to help students think about themselves, their values, their knowledge and belief systems, their lives, and their place in the world. Topics include the history of philosophy in the context of important contemporary issues and positions. Upon completion, candidates will be able to ground their personal philosophies in traditions of philosophical reasoning and critical thinking.

Physics

PHY 200 College Physics I 4 hrs.
Basic concepts of mechanics, heat, and sound taught through lectures, laboratory experiences and problems. Three hours lecture, two hours laboratory per week.
Prerequisite: MTH 221 or equivalent

PHY 210 College Physics II 4 hrs.
Continuation of PHY 200. Emphasis on electrostatics, magnetism, electronics and light. Three hours lecture, two hours laboratory per week.
Prerequisite: PHY 200

Political Science

POL 223 American Government 3 hrs.

A survey of American government's structure, functions, and processes on the national level, including civil rights and liberties, major branches of government, political parties, interest groups, elections, policies and policy-making.

Psychology

PSY 110 General Psychology 3 hrs.

An introduction to the scientific study of human behavior with emphasis on individual differences, perceptions, sensory functions, learning, emotions, motivation, thinking, personality, and investigative techniques used in psychology.

PSY 200 Child Growth and Development 3 hrs.

Studies the developmental stages of human beings from conception through adolescence focusing on biological processes, physical and perceptual development, learning, cognition and language development, social, spiritual and moral development and the development of personality. Field experiences required.

Prerequisite: PSY 110

PSY 201 Human Growth and Development 3 hrs.

Human growth and development offers students an overview of physiological, cognitive, emotional, social, and moral development from conception through old age, including one's attitude toward death and dying.

PSY 320 Abnormal Psychology 3 hrs.

This course will explore mental disorders of adults and children based on the present Diagnostic Statistical Manual (DSM) including theories and research as to causes, symptomatology and treatment. Identifies the role of personnel including applications to education, health care, and community focus in dealing with mental conflict and fostering mental health.

Reading

REA 097 Preparatory Reading 3 hrs.

This course is designed to develop student's strategic approach to college thinking and learning across disciplines by including focused activities to improve reading comprehension and vocabulary development. This course also introduces basic research and presentations using technology. Students will explore the roles of memory, cognition, intelligence, and critical thinking in relation to active learning. Institutional credit only.

Religion

REL 110 History & Literature of the Old Testament 3 hrs.

A survey of the Old Testament from creation to the beginning of the nation of the children of Israel and their return from exile. Particular attention given to God's redemptive work, Messianic prophecies, the Patriarchal Period and the authenticity and content of Old Testament books.

REL 110 History & Literature of the New Testament 3 hrs.

A survey of the New Testament with particular attention given to the life and teachings of Jesus Christ and the inception and growth of the Apostolic Church.

REL 300 Lutheran Doctrine I 3 hrs.

The study of Christian Doctrine as drawn from the Holy Bible and the Lutheran Confessions. Includes: Nature and Authority of Scripture, Nature of God, Creation, Nature of Humankind under Law and Grace, Person and work of Christ. Applications to the work, worship, and life of the Christian community.

Prerequisites: REL 110 & REL 120

REL 301 Lutheran Doctrine II 3 hrs.

Continuation of Christian Doctrine I. Topics include the Means of Grace (Word and Sacraments), person and work of the Holy Spirit, justification, the Christian life, predestination, the Church, and eschatology.

Prerequisite: REL 300

REL 305 Christian Ethics 3 hrs.

This course is designed to help students examine today's world ethical issues from a Christian perspective. Topics include controversial global contemporary topics, issues, and positions. Upon completion of this course, candidates will be able to redefine and ground their Christian, social, and moral thinking within the Christian realm.

REL 350 World Religions 3 hrs.

This course surveys the major world religions: Primal Religions, Judaism, Christianity, Islam, Hinduism, Buddhism, and African Traditional Religions. The course covers a brief history, theological structure, and their philosophical implications of those religions, yet the major emphasis is on current beliefs and their philosophical presuppositions that have impacted modern thinkers. Other topics of study may also be included, such as the nature of religion, tribal religions, and alternatives to religion.

Science

SCI 100 Survey of General Science 4 hrs.

A survey of the major branches of science including life science, earth science, astronomy and physical science. Includes content areas for elementary teachers. Three hours lecture, two hours laboratory per week.

Social Work

SWK 101 Introduction to Social Work 3 hrs.

This course is an introduction to the profession of social work and to understanding social welfare. Through examination of the historical and current US social welfare system, students will gain an understanding of the development and the mission of the profession of social work. Students will discover that social work is a helping profession that strives to make a difference by providing service to others and a “field action” by promoting social change. This course will introduce students to social work practice roles and methods, social service settings where social workers are employed, and to the variety of people with social challenges that they serve.

SWK 110 Social Welfare History & Programs 3 hrs.

This course further develops an understanding of contemporary social welfare policies and programs, including private, public, and combined programs. This course will also examine the various historical, political, economic, and societal influences on the development of social welfare policy and service delivery and/or the policy-making process. Provides a framework to analyze and evaluate social welfare policies and programs. Context for policy analysis includes human diversity, human rights, and social and economic justice. Policies related to child welfare, physical and mental health, assistance to the poor, social insurance, hunger, shelter, and civil rights based on gender, race and ethnicity, sexual orientation, disability, and immigration will be discussed. The importance of policy practice will be introduced and integrated through community interviews.

SWK 201 Human Behavior in the Social Environment 3 hrs.

This course provides the student with a comprehensive understanding of human development with specific attention to the impact of such factors as ethnicity/culture, gender, and social class. The course also examines the impact of important social systems on human behavior and development: families, organizations, and communities, using the Ecological Perspective and Social Systems Theory as organizing frameworks.

Sociology

SOC 221 Introduction to Sociology 3 hrs.

An organized and scientific look at man as a social being, his behavior in groups as well as his relationships to social institutions.

SOC 222 Social Problems 3 hrs.

Problems of modern society, including poverty, crime, family disorganization, mental illness, and addiction.

Special Education

SPE 301 Introduction to Special Education 3 hrs.

Introduction to programs and problems of children and youth who deviate from the average in physical, mental, emotional, and social characteristics. This course addresses the current policies and procedures, definitions, etiological factors, characteristics, identification procedures, and educational modifications for use with exceptional children and youth.

Prerequisite: EDU 101 Orientation to Teaching/EDU 220 Foundations of Education

FACULTY & STAFF LISTINGS

OFFICERS OF THE LUTHERAN CHURCH MISSOURI SYNOD

Rev. Matthew Harrison, President
Rev. Herbert C. Mueller, Jr., First Vice-President
Rev. Dr. John C. Wohlrabe, Jr., Second Vice-President
Rev. Dr. Paul L. Maier, Third Vice-President
Rev. Daniel Preus, Fourth Vice-President
Rev. Dr. Scott R. Murray, Fifth Vice-President
Rev. Dr. Raymond Hartwig, Secretary
Mr. Thomas W. Kuchta, Vice-President of Finance, Treasurer

BOARD OF REGENTS

Mr. Lloyd Probasco, Nebraska, Chairman
Dr. Lawrence Sohn, Wisconsin, Vice Chairman
Mrs. Bettye Brown, Alabama, Secretary
Dr. Reginia G. Benjamin, Virginia
Mr. Dennis P. Gorski, Illinois
Dr. James T. Jackson, Illinois
Mrs. Ellen R. Ziehr-Lange, California
Rev. James B. Marshall, Alabama
Mr. Roderick Olsen, Louisiana
Mrs. Patricia Penrose, California
Dr. Judy Preuss, Nebraska
Rev. Kurtis Schultz, President of Southern District of LCMS, Louisiana
Dr. Keith Wismar, Louisiana
Rev. Dr. Victor Belton, Georgia, Guest

ADMINISTRATIVE COUNCIL

President	Rev. Dr. Tilahun M. Menedo
Executive Vice President/COO	Dr. Fee Habtes
Interim Vice President, Business and Finance	Mr. Dexter Jackson
Vice President, Academic Affairs	Dr. Cheryl Washington
Vice President, Student Services	Dr. Eric Jackson
Vice President, Institutional Advancement	Mr. Howard Moore
Director of Communications and Public Relations	Ms. Desiree Taylor
Director of Title III	Mrs. Phyllis Richardson
Campus Chaplain	Rev. Lavaughn Wiggins

FULL-TIME FACULTY

- Karl Baughman**, Ph.D. Chair, Division of General Education
Assistant Professor, History
Ohio State University, Columbus, OH, B.A.; Concordia Seminary, St. Louis, MO, M.A.; Western Michigan University, Kalamazoo, MI, Ph.D. At Concordia since 2009.
- Jarah Botello**, M.L.A. Instructor, English
Howard Payne University, Brownwood, TX, B.S.; Auburn University, Montgomery, AL, M.L.A. At Concordia since 2008.
- Tonya Chestnut**, Ed.S. Assistant Professor, Education
Jacksonville State University, Jacksonville, AL, B.S.; Alabama State University, Montgomery, AL, M.S.; Auburn University, Montgomery, AL, Ed.S. At Concordia since 2009.
- Malvina Harrison**, M.B.A. Assistant Professor, Business
Jacksonville State University, Jacksonville, AL, B.S.; Auburn University, Montgomery, AL, M.B.A. At Concordia 2004-2006; 2007-2008; and since 2010.
- Betty Hubbard**, Ph.D. Chair, Division of Education & Psychology
Assistant Professor, Education
Kennesaw State University, Kennesaw, GA, B.S.; University of Georgia, Athens, GA, M.A., Ph.D. At Concordia since 2009.
- Glenn King, Jr.**, M.S. Assistant Professor, Business
Concordia College, Selma, AL, B.S.; Troy University, Montgomery, AL, M.S.; Walden University, Ph.D (in progress). At Concordia since 2009.
- Bobby McKenzie**, M.Ed. Associate Professor, Music
Alabama State University, Montgomery, AL, B.S., M.Ed.; Additional graduate studies at Auburn University, Montgomery, AL and Memphis State University, Memphis, TN. At Concordia since 1974.
- Tilahun Menedo**, Ph.D. President
Mekane Yesus Seminary, Addis Ababa, Ethiopia, Dip.Th.; Evangelical Theological College, Addis Ababa, Ethiopia, Th.B.; Ethiopian Graduate School of Theology, Addis Ababa, Ethiopia, Th.M.; Concordia Theological Seminary, Fort Wayne, IN, Ph.D. At Concordia since 2010.
- Doreen Moyo**, Ed.D., Ph.D. Assistant Dean, Academic Support Services
Professor, Education
Concordia University, Seward, NE, B.A., M.Ed.; University of Nebraska, Lincoln, NE, Ed.D.; Walden University, Ph.D. At Concordia 2002-2009 and since 2010.

Tawonga Moyo, M.B.A. Assistant Professor, Business
Concordia College, Selma, AL, B.S.; Walden University, M.B.A.; Walden University, Ph.D. (in progress). At Concordia since 2011.

Zibusiso Ncube, Ph.D. Associate Professor, Business
Concordia College, Selma, AL, A.A.; Cleveland Institute of Electronics, Cleveland, OH, Diploma in Electronic Technology; Concordia University, Mequon, WI, B.S. and M.B.A.; Capella University, Minneapolis, MN, Ph.D. At Concordia since 1998.

Moses Ngirailab, M.Ed. Associate Professor, Mathematics
Concordia Teachers College, Seward, NE, B.S., M.A.; Additional graduate studies at Alabama State University, Montgomery, AL. At Concordia since 1993.

Wenjing Li, Ph.D. Assistant Professor, Mathematics
South China University of Technology, Guangzhou, Guangdong, China, B.S.; University of South Alabama, Mobile, AL, M.S.; University of Georgia, Athens, GA, M.S., Ph.D. At Concordia since 2012.

Holly Owens, Ph.D. Assistant Professor, Biology
Stillman College, Tuscaloosa, AL, B.S.; Florida A&M University, Tallahassee, FL, M.S.; Florida A&M University, Tallahassee, FL, Ph.D. At Concordia since 2008.

Joe Owens, M.Ed. Associate Professor, History
Alabama State University, Montgomery, AL, B.S., M.Ed.; Additional graduate studies at Alabama State University and Auburn University, Montgomery, AL. At Concordia since 1974.

Timeka Ross, M.Ed. Assistant Professor, English
Alabama State University, Montgomery, AL, B.A.; Alabama State University, Montgomery, AL, M.Ed. At Concordia since 2008.

Wanda Salone, M.A. Chair, Division of Business & Computer Information
Assistant Professor, Business
Faulkner University, Montgomery, AL, B.S., M.A.; Capella University, Minneapolis, MN, Ph.D. (in progress). At Concordia since 2008.

Steve Shoals, M.S. Assistant Professor, Mathematics
Concordia College, Selma, AL, A.A.; Alabama State University, Montgomery, AL, B.S., M.S. At Concordia since 1999.

Victor Singingeagle, Ph.D. Assistant Professor, English
College of the Siskiyous, Weed, CA, A.A.; University of California, Santa Barbara, CA, B.A.; Eastern Washington University, Cheney, WA, M.F.A.; University of Oklahoma, Norman, OK, Ph.D.; University of South Dakota, Vermillion, SD, Ph.D. At Concordia since 2012.

Shannon Stewart, M.Ed. Assistant Librarian
Assistant Professor, Education
Auburn University, Auburn, AL, B.A., M.Ed.; Alabama State University, Montgomery, AL, M.Ed.
At Concordia since 2009.

Angela Sullivan, Ed.D. Assistant Professor, Psychology
Troy University, Troy, AL, B.S.; Troy University, Montgomery, AL, M.S.; Argosy University, Ed.D.
At Concordia since 2008.

Daniel Thies, Ph.D. Assistant Professor, Math/Physics
University of Alabama, Tuscaloosa, AL, B.S.; Indiana University, Bloomington, IN, M.S.;
Concordia Seminary, St. Louis, MO, M.Div.; Indiana University, Bloomington, IN, Ph.D. At
Concordia since 2011.

Cheryl Washington, Ed.D. Vice President for Academic Affairs
Assistant Professor, Education
University of Alabama, Birmingham, AL, B.S.W.; Auburn University, Montgomery, AL, M.Ed.;
Alabama State University, Montgomery, AL, Ed.D. At Concordia since 2008.

EMERITI FACULTY

Ralph E. Droege, Ed.D. Professor Emeritus, Psychology/Reading
Concordia College, River Forest, IL, B.S.; Texas Tech University, Lubbock, TX, M.ED.; University
of Alabama, Ed.S.; University of Alabama, Ed. D. At Concordia 1967-1996. Retired 1996.

Ronnie Rivers, Ph.D. Professor Emeritus, Biology
Concordia Teachers College, Seward, NE, B.S.; University of Nebraska, M.Ed., Ph.D. At Concordia
1989-. Retired

STAFF OFFICERS

Tharsteen Bridges, M.B.A. Director, Financial Aid
Miles College, Birmingham, AL, B.A.; Troy State University, Montgomery, AL, M.B.A. At
Concordia since 1975.

Geneva Brown, B.S. Certification Officer, Division of Education
Concordia College, Selma, AL, B.S. At Concordia since 2000.

Dorothy Collins, M.A. Academic Counselor
Wallace Community College, Selma, AL, A.A.S., A.S.; Selma University, Selma, AL, B.S.; Troy State
University, Montgomery, AL, M.A. At Concordia since 1996.

Aron Ezaz, M.P.Acc. Financial Controller
University of Mississippi, Oxford, MS, B.Acc.; Jackson State University, Jackson, MS, M.P.Acc. At Concordia since 2012.

Chinester Crum Grayson, M.S. Registrar
Alabama Southern University, Livingston, AL, A.A.; Concordia College, Selma, AL, B.S., Capella University, Minneapolis, MN. M.S. At Concordia since 1995.

Fee Habtes, D.P.A Executive Vice President / Chief Operating Officer
Concordia University, Seward, NE, B.S.; Sangamon State University, Springfield, IL, M.H.S.A.; University of Illinois, Springfield, IL, M.P.H., D.P.A. At Concordia since 2011.

Xavier Irby, B.S. Human Resources/Payroll
Alabama State University, Montgomery, AL, B.S.; Additional graduate studies at Troy University, Troy, AL; Payroll Specialist Certificate. At Concordia since 2010.

Dexter Jackson, B.S. Interim Vice President for Business and Finance
Auburn University, Auburn, AL, B.S.; Served as CFO for the Hotel at Auburn University. At Concordia since 2010.

Eric Jackson, Ph.D. Vice President for Student Services
Barber-Scotia College, Concord, NC, B.A.; The Ohio State University, Columbus, OH, M.A.; Capella University, Minneapolis, MN, Ph.D. Served as CFO for the Hotel at Auburn University. At Concordia since 2012.

Sadie Jarrett, Ed.S. Director, Counseling and Testing
Alabama State University, Montgomery, AL, B.S., M.Ed., Ed.S. At Concordia since 1976.

Cynthia Johnson Human Resources and Payroll Administrator
Served in U.S. Military obtaining the rank of Sergeant. At Concordia since 2010.

Minnie McMillan, M.Ed. Director, Alumni Affairs
Alabama Lutheran Academy and College, Selma, AL, A.A.; Concordia Teachers College, River Forest, IL, B.A.; Alabama State University, Montgomery, AL, M.Ed.; Additional graduate studies at Auburn University at Montgomery and Auburn, AL. At Concordia since 1978.

Ruthie Jackson-Orsborn, M.A. Director, Research & Planning
Tuskegee Institute, Tuskegee, AL, B.A.; Indiana University, Bloomington, IN, M.A.; Additional graduate studies at Indiana University, Bloomington, IN and University of Alabama, Tuscaloosa, AL. At Concordia since 1981.

Phyllis Richardson, M.Ed. Director, STARRS & Title III
Alabama State University, Montgomery, AL, B.S., M.Ed.; Additional graduate studies at Auburn University, Montgomery, AL and Auburn, AL. At Concordia since 1976.

Jonas Sainvil, B.S. Academic Counselor
Concordia College, Selma, AL, B.S. At Concordia 2007-08 and since 2011.

Michelle Thompson, M.B.A. Coordinator, Financial Aid Default Program
Draughons Jr. College, Paralegal Degree; South University, Montgomery, AL, B.S., M.B.A. At Concordia since 2011.

Courtney Washington, M.S. Bookstore Manager
University of Alabama, Tuscaloosa, AL, B.S.; Troy University, Montgomery, AL, M.S. At Concordia since 2008.

Scott Whiting, M.L.S. Director, Ellwanger-Hunt Learning Resource Center
Lane Community College, Eugene, OR, A.S.; University of Oregon, Eugene, OR, B.A.; University of Alabama, Tuscaloosa, AL, M.L.S. At Concordia since 2008.