

ADVISOR'S GUIDE

(www.cord.edu/dept/registrar/advisor)

**2011-2012
CONCORDIA COLLEGE
MOORHEAD**

Office of the Registrar

Note: Subject to revision

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What is Academic Advising?

Please refer to the *Four-Year Plan for Advising at Concordia College: Advising Outcomes* (Section IV) that was passed by Faculty Senate at the April 10, 2007 meeting.

What is my role as an advisor?

- Review information with advisee -- this includes test scores and placement information, core requirements, major requirements, and available resources.
- Encourage advisees to be actively involved in the advising process -- do not choose classes for your advisee -- guide them while they make the decisions, but do not make decisions for them.
- Realistically appraise your advisees' choices -- are they overly optimistic about the course load they can handle while working and participating in co-curricular activities? Are they avoiding challenging courses to protect a GPA? Are they taking courses to satisfy someone else's goals?
- Responsible for rendering competent academic advisement to assigned advisees. Competent advisement includes assisting students to understand and fulfill the core curriculum requirements as well as readily sharing information beyond planning the class schedule to enable students to be proactive in their pursuit of their academic and career goals.

What can I do to improve my advising skills?

1. Listen constructively to hear all aspects of students' expressed problems.
2. Try to understand student concerns from the student point of view.
3. Learn college policy and practice in sufficient detail to provide students with accurate, usable information.
4. Refer students to other resources when referral seems in their best interest.
5. Set aside regularly scheduled time to meet the advising needs of your students.
6. View long-range planning as well as immediate problem solving as part of the advising process.
7. Share advising techniques, skills and concerns with colleagues who are also involved in advising.
8. Participate in advisor training workshops that might include but not be limited to a workshop before the faculty member begins to advise, a follow-up workshop after they have begun to advise, summer workshop opportunities on advisement topics, mentoring on advisement by members of the evaluation committee during the regular evaluation process, and on-line resources.

(Some materials adapted with permission of Huston-Tillotson College.)

What tools might help me advise?

The basics: A college catalog for the year in which the student entered Concordia College, a current campus directory, DegreeWorks and this guide.

The specifics: Faculty advisors will receive an advising folder for each of their advisees. Among the items in this folder will be copies of the admissions application and test scores as well as a copy of the high school transcript and/or college transcript(s) or a transfer credit evaluation sheet.

The Advising Structure at Concordia

Student advising at Concordia is a cooperative effort of the Office of the Registrar, the faculty and the Office of Student Affairs.

Registrar's Office - The Registrar's Office assigns advisors from faculty, provides access to student records to advisors, manages all advisor changes, manages the DegreeWorks system, and confirms the students' eligibility for graduation.

Faculty Advisors - Faculty who advise new freshmen and transfer students meet those students at registration in August. All students are advised during registration for spring semester in November; all

students are again advised during registration for the following fall in March of spring semester. Advisors meet formally and informally with students, as needed, throughout the year to discuss academic and career plans.

Student Affairs - Student Affairs provides academic support services to all students who request this help and information. In addition, this department serves special populations of students (special needs students, academic probation students, students with personal needs). In turn, Student Affairs communicates with the faculty advisor as appropriate, and the advisor is encouraged to refer students to this department for assistance.

The Liberal Arts Core Curriculum at Concordia

Becoming Responsibly Engaged in the World

As an essential part of the liberal arts approach to learning, every candidate for the Bachelor of Arts degree at Concordia is required to take a specific set of courses that comprise the Liberal Arts Curriculum. These courses are designed to provide a solid foundation in written and oral communication skills and to establish a broad background of knowledge through the study of a variety of disciplines. Core courses emphasize the development of analytical and critical thought processes and the ability to recognize and deal constructively with significant problems. Through the Core Curriculum, students develop an appreciation for other peoples and cultures and an ability to respond to change in creative, effective ways. The core curriculum's explicit goal is to prepare our students to be responsibly engaged in the world.

The Core Curriculum consists of 54 credits arranged in the following major groups.

FOUNDATION COURSES:	18 credits
EXPLORATION COURSES:	32 credits
CAPSTONE COURSE:	4 credits
PERSPECTIVES COURSES:	8 credits

FOUNDATION COURSES

- **Critical Inquiry Seminars: (4 credits)** These seminars are designed to introduce students to the world of scholarship through intensive, collaborative investigations of innovative topics. Excitement and challenge characterize these courses as students are invited to be co-inquirers into topics and problems that have impassioned their professors. All first year students take these seminars during their first semester at Concordia.
Critical Inquiry Seminars are designed to help students develop critical thinking skills and foster a life-long love of learning. These writing intensive courses emphasize the foundational and transferable skills of data collection, assumption analysis, thesis construction and argument development.
- **Inquiry Oral Communication: (4 credits)** In the Oral Communication courses, students will learn to produce and critique messages in public speaking and group settings. These courses will emphasize the oral applications of critical thinking strategies: research techniques, citation methods, information and persuasive message goals, and the roles and functions of group members and leaders.
- **Inquiry Written Communication: (4 credits)** With the Written Communication courses Concordia establishes its writing expectations by emphasizing generative and polished writing as modes of inquiry. These courses also develop transferable skills such as argument development, analysis and response, personal style and writing from sources. These courses are designed to reinforce the critical thinking and information literacy skills introduced in the Critical Inquiry Seminars. Student takes either IWC 100 or, if eligible, one of the specified advanced writing courses.

Students who enter Concordia with credit for a college composition class or with a score of 4 or 5 on the AP English Language Composition Test have two options to fulfill the Core IWC writing requirement.

Option 1 is to enroll in IWC 100 in either the fall or spring semester during the first year. This option is best for students who want to review basic principles of college writing, since the course is likely similar to their previous writing course. They may select any Inquiry Seminar, whether paired with IOC 100 or IWC 100 in the fall. In the spring, they will take the class not take in the fall, either IOC 100 or IWC 100.

Option 2 is to enroll in an advanced writing class preferably in the first year. The advanced writing courses may be taken either in the fall or spring semester, depending on when they are offered. **Students taking the advanced-writing option, however, should select an Inquiry Seminar that is paired with IOC 100 in the fall.** Qualifying advanced writing courses include: Business Writing (ENG 316), News Writing (ENG 317), Feature Writing (ENG 318), Technical Writing (ENG 324), Special Topics in Writing (ENG 380).

- **Religion I: (4 credits)** This course, normally taken during a first-year student's second semester or first semester of the second year, focuses on Christianity and religious diversity.
- **Wellness and Physical Education: (2 courses of 1 credit each)** These courses, normally taken in a student's first year are designed to teach health related fitness and activity involvement and to encourage a life-long pattern of physical fitness.

EXPLORATION COURSES

These courses constitute the heart of the Concordia Core Curriculum. They are designed to provide students with the breadth of knowledge and experience that characterize the well educated liberal arts student. They are also designed to assure that Concordia students are prepared to responsibly influence the affairs of the world. No one part of the core curriculum can accomplish these goals individually, but the whole of the Core can do so. Consequently, students are required to take seven courses in the following six areas of the Core: Two courses are required in the Natural Sciences and Mathematics, one in Natural Science and one in Mathematics. Two courses, from two different departments, are required in the Social Sciences and one in math, one advanced course in World languages. Two courses in the Arts and Humanities: one in the Arts and one in the Humanities. One advanced Religion course is required in the student's Junior or Senior year.

A wide variety of courses are available for students in their pursuit of these requirements.

PERSPECTIVES COURSES

Perspectives courses are designed to help students understand the global and increasingly interdependent character of the world. These courses are to be found in all parts of the Core curriculum. They will clearly show that no position is without a perspective and no policy is without an assumptive base. Students are required to take two courses with Perspectives designation: one with a U.S. Cultural Diversity designation and one with an International and Global designation.

CORE REQUIREMENTS

All students must complete these requirements. Students may not take any core requirements S-U (pass/fail).

FIRST-YEAR EXPERIENCE COURSES

Critical Inquiry Seminar (INQ 100)

Communication

- IOC 100
- IWC 100 or, if eligible, IWC 120

Holistic Health – PED 111, Wellness, is recommended for the first year

Health Activity – Students may choose any PED 112 activity to complete the requirement.

RELIGION I – This course will normally be taken during the second semester of the first year or the first semester of the second year.

EXPLORATION COURSES -- One of the Exploration courses must be taken at or above the 300-level, preferably in the junior or senior year.

Natural Science and Mathematics – Two courses: 1 Science and 1 Math

Natural science course numbers designated by an "N"

Mathematics course numbers designated by a "K"

Social Sciences – Two courses taken from two different departments

Social science course numbers followed by an "S"

Arts and Humanities – Two courses: 1 Arts and 1 Humanities

Arts course numbers designated by an "R"

Humanities course numbers designated by an "H"

World languages: One course

World language course numbers designated by a "W"

RELIGION II – One course: during the junior or senior year.

Religion course numbers designated by a "J"

CAPSTONE COURSES

One course: (students are expected to take it in their senior year)

Capstone course numbers designated by a "Z"

PERSPECTIVE COURSES

Two courses: 1 U. S. Cultural Diversity and 1 International and Global

U. S. Cultural Diversity course numbers followed by a "U"

International and Global Perspective course numbers followed by a "G"

(See the College Catalog for complete core descriptions.)

Alternative Methods of Completing Core and Exploration Requirements

A growing number of students enter college with prior credit. This is possible through cooperative programs like Minnesota's PSEO program, Advanced Placement tests, CLEP and International Baccalaureate programs.

It is important that courses completed by alternative methods are not repeated by students. If a student reports to have fulfilled a requirement by testing or previous post-secondary work but you can find no evidence of the work in the advisee's file, please contact the Registrar's Office.

PSEO Program Credit

Through the Post-Secondary Enrollment Options Program, Minnesota high school students are able to attend higher educational institutions. Once at Concordia, that credit is treated as a transfer credit. Students should request an official transcript from their higher educational institution and have it sent to the Registrar's Office. Their credit will be evaluated and added to their academic record.

ADVANCED CREDIT

Advanced Placement

Students may obtain advanced placement and credit in courses at Concordia with an appropriate score on the Advanced Placement Program Test of the College Entrance Examination Board (CEEB). **Credit must be recorded during the student's first year at Concordia.** A small transcript fee is charged. (Please see chart on page 7.)

CLEP Tests

Students wishing to receive credit by CLEP examination should contact the Registrar's Office for information. (Please see chart on page 8)

International Baccalaureate

The International Baccalaureate (IB) is a world-wide, two year high school curriculum and examination program. It is sponsored by a Swiss foundation (IBO) and administered through regional offices. The IB diploma affords the student an advanced placement status in specific departments. Higher level examinations with a minimum score of 4 will be accepted.

Advanced Placement 2011-2012

Dept	AP Exam	AP Score	Credit	Course Credit
Art	Art History	3	4.00	Art 155
	Studio Art: General Portfolio	3	4.00	Dept. Approval
	Studio Art: Drawing	3	4.00	Dept. Approval
Biology	General Biology	3	4.00	Biology 101
Chemistry	General Chemistry	3	4.00	Chemistry 111
		4	4.00	Chemistry 127
		5	8.00	Chemistry 127 & 128
Chinese	Chinese Language	3	4.00	Chinese 111
		4 & 5	8.00	Chinese 111 & 112
Computer Science	Computer Science A	3	4.00	Computer Science 125
	Computer Science AB	3	4.00	Computer Science Elective
Economics	Macroeconomics	3	4.00	Business Elective
	Microeconomics	3	4.00	Business Elective
		Both-3 on ea.	4.00	Business 201 & Econ Elective
English	English Language/Comp	4	4.00	IWC 101
	English Literature/Comp	4	4.00	English 150
Environmental Science	Environmental Science	3	4.00	Environmental Studies 101
French	French Language	3	4.00	French 111
	French Literature	3	4.00	French Elective
German	German Language	3	4.00	German 111
Geography	Human Geography	3	4.00	Geography Elective
Government/Political Science	Gov&Politics: Comparative	3	4.00	Political Science Elective
	Gov&Politics: Comparative	4	4.00	Political Science 256
	Gov&Politics: United States	3	4.00	Political Science 211
History	European History	4	4.00	History Elective
	US History	4	4.00	History Elective
	World History	4	4.00	History Elective
Latin	Latin: Vergil	3	4.00	Latin Elective
	Latin: Literature	3	4.00	Latin Elective
Mathematics	Calculus AB	4	4.00	Math 121
	Calculus BC	3	4.00	Math 121
	Calculus BC	4	8.00	Math 121&122
	Statistics	3	4.00	Math Elective
	Statistics	4	4.00	Math 205
Music	Music Theory	3		Dept. Approval
Physics	Physics B	3	4.00	Physics Elective
	Physics B	4	4.00	Physics 111
	Physics C: Mechanics	3	4.00	Physics 111
	Physics C: Mechanics	4	4.00	Physics 128
	Physics C: Electricity & Magnetism	3	4.00	Physics 111
Psychology	Psychology	3	4.00	Psychology Elective
	Psychology	4	4.00	Psychology 111
Spanish	Spanish Language	3	4.00	Spanish 111
	Spanish Language	4	4.00	Spanish 112
	Spanish Language	5		Dept. Approval
	Spanish Literature	3		Dept. Approval

NOTE TO ADVISORS:

If AP (Advanced Placement) credit is not found in a student's advising file, please register the student for the beginning level course. Please ask the student if he/she has requested the score(s) to be sent to Concordia College. If not, the student may call 1-888-CALL-4-AP. Scores are to be sent **DIRECTLY to the Registrar's Office. Concordia's ID number is 6113.**

CLEP Credit-Granting Recommendations

	Computer-Based Testing (CBT) and Paper-and-Pencil Testing	Credit	Course Credit
	ACE Recommended Score ①		
Business			
Financial Accounting	50	4.0	
Information Systems and Computer Application	50	4.0	
Introductory Business Law	50	4.0	
Principles of Management	50	4.0	
Principles of Marketing	50	4.0	
Composition and Literature			
American Literature	50	4.0	
Analyzing and Interpreting Literature	50	4.0	
English Composition with Essay	50	4.0	English Elective
English Composition without Essay	50	4.0	
English Literature	50	4.0	
Freshman College Composition	50	4.0	
Humanities	50	4.0	
Foreign Language			
French Language, Level 1	50	4.0	French 111
French Language, Level 2	62	4.0	French 112
German Language, Level 1	50	4.0	German 111
German Language, Level 2	63	4.0	German 112
Spanish Language, Level 1	50	4.0	Spanish 111
Spanish Language, Level 2	63	4.0	Spanish 112
Level 1-equivalent to the first two semesters (or 6 hours) of college-level foreign semester			
Level 2-equivalent to the first two semesters (or 12 hours) of college-level foreign semester			
History and Social Sciences			
American Government	50	4.0	
History of the United States I: Early Colonization to 1877	50	4.0	History 111
History of the United States II: 1865 to Present	50	4.0	History 112
Human Growth and Development	50	4.0	Psychology 206
Introduction to Educational Psychology	50	4.0	
Introductory Psychology	50	4.0	Psychology 111
Introductory Sociology	50	4.0	
Principles of Macroeconomics	50	4.0	
Principles of Microeconomics	50	4.0	Economics Elective
Social Sciences and History	50	4.0	
Western Civilization I: Ancient Near East to 1648	50	4.0	
Western Civilization II: 1648 to Present	50	4.0	
Science and Mathematics			
Biology	50	4.0	Biology 101
Calculus	50	4.0	
Chemistry	50	4.0	
College Algebra	50	4.0	
College Mathematics	50	4.0	
Precalculus	50	4.0	Math 110
Natural Sciences	50	4.0	

①The scores and credit hours that appear in this table are the credit-granting scores and semester hours recommended by the American Council on Education (ACE). The scores listed above are equivalent to a grade of C in the corresponding course. Founded in 1918, the American Council on Education (ACE) is the nation's unifying voice for higher education. ACE serves as a consensus leader on key higher education issues and seeks to influence public policy through advocacy, research and program initiatives.

EXAMINATION FOR PLACEMENT, MODERN LANGUAGES

All students who have previously studied French, German or Spanish, but have never taken one of these language classes at Concordia are **required** to take the placement exam in that language.

The placement exam is computerized and takes 15 to 20 minutes. Placement appears at the bottom of the printout where it states "This student placed at level ____."

The exam assists in determining placement only. If a student wishes to take a **proficiency exam**, developed and administered by each department individually, for the purpose of **testing** out of the language requirement, they may make an appointment with the department to do so.

The **placement scores** are as follows:

<u>SPANISH</u>		<u>GERMAN</u>	
<u>score</u>	<u>course</u>	<u>score</u>	<u>course</u>
0-246	111	0 - 275	111
247-334	112	276-375	112
335-383	211	376-450	211
384-438	212	451-516	212
439 and above	320 or 321	517 or above	311

<u>FRENCH</u>		<u>LATIN</u>
<u>score</u>	<u>course</u>	
0-220	111	Refer student to department for examination and placement.
221-300	112	
301-350	211	
351-400	212	
401 and above	311	

Students cannot be placed higher than French 311.

If a student's placement score is borderline, the advisor should consider the time elapsed since last language course, time spent abroad in a non-English speaking country, number of years of high school language and the grades earned in those courses. If possible, help the student schedule the language course so that a higher or lower level course is available at the same time.

PLEASE NOTE: It is advisable for students to complete the language requirement before the end of the sophomore year.

RETROACTIVE CREDIT

Students receive retroactive credit for one previous foreign language course provided they obtain a grade of C- or above in any foreign language course (112 or higher) in which they enroll as a result of the placement exam. If the course is an approved core course, students receive retroactive credit for core. If the course is not an approved core course, students receive one retroactive credit that counts toward graduation indicated by an "S" grade on their transcript.

Students are able to move from one class to another during the first week or so of classes if they find their placement was too high or too low and if there is space available.

MATHEMATICS

Students who wish to take a placement exam should be referred to the Mathematics Department.

TRANSFER CREDITS

Often students with transfer credit (earned while attending another college or university—including participation in PSEO Program) do not realize that an official transcript from each institution that they attended must be submitted in order for credit to be entered on their permanent transcript at Concordia. If an advisee has transfer credit, please ask the advisee if he/she has sent an official transcript to the Concordia Registrar's Office. **The student must send an *official* transcript from a regionally accredited college/university where he/she received academic credit. Please Note: The high school transcript will not be used.** Once the official transcript is received in the Registrar's Office, an evaluation of the coursework will be conducted and transfer credit will be awarded accordingly. Students should check with the Registrar's Office to determine the status of all transfer credit that has been submitted.

If transfer credit is not found in a student's advising file:

1. Consult with the student to assess the most likely outcome of the transfer course when making registration choices.
2. Please be clear with the student that if the official transcript indicated a different outcome to their course(s), they must contact their advisor or the Registrar's Office. An assessment can then be made to determine if a change in registration is needed or not.
3. Do not have the student register for a Concordia course that may be a duplicate of a transfer course. Contact the Registrar's Office staff for consultation.

PLEASE NOTE:

- Religion 100 credit is **not automatically** granted for students who have taken religion courses at another institution. If a student wishes to apply for transfer credit, that request is made to the Religion Department Major-Minor Committee and is best done within the first semester a student is on campus. The directions for requesting transfer credit are available in the Religion Department Office (Academy 213).

Non-Traditional Educational Opportunities

Tri-College Registration

Our Tri-College agreement with Minnesota State University Moorhead and North Dakota State University makes it possible for Concordia students to take courses at those schools that are not offered at Concordia. Students should be aware of the following guidelines:

1. All students taking Tri-College must be registered as full time students at Concordia.
2. Registration is limited to courses that are not offered at their home institution.
3. Registration in Tri-College courses is limited to one course per semester.
4. Tri-College courses are counted in the credit load at Concordia and the grades are counted in the GPA. Grades are reported on the Concordia transcript.

For Tri-College courses, students should check the class schedules for MSUM on-line at www.mnstate.edu and NDSU on-line at www.ndsu.edu/connect, complete and return a Tri-College registration form to the Concordia College Registrar's Office. If there are problems with the registration, the student will be contacted by a member of the Registrar's Office.

Cooperative Education and Internships

Cooperative Education at Concordia is defined as any career-related work experience formalized for academic credit, including internships, field experiences and other forms of practical work-based

learning. In addition to academic credit, Cooperative Education adds relevance to academic studies, heightens curriculum awareness, enhances professional networking, and sharpens career focus.

Guided by learning agreements designed in consultation with their faculty coordinators, students undertake tasks that allow application of classroom theory in real work settings as directed by their site supervisors. Professional vocabulary, job-specific methods, strategies, and techniques are learned. Transferable skills, including oral and written communication, teamwork, problem solving/decision making, self-management, and initiative are learned and practiced. Technical abilities such as software, hardware, or programming expertise and using specialized equipment may develop or become more refined.

All academic departments participate in Cooperative Education, and experiences relate to a student's major, minor or career goals. A maximum of 8 credits is allowed toward the 126 credits required for graduation. The amount of credit and learning agreement terms can be determined by consultation with a faculty advisor and a Career Center staff person. Positions may be local, within the US and in other countries; they may be full-time or part-time, paid or unpaid. Reflections Internship Program funding to cover tuition expenses may be available to students working in certain unpaid experiences. For details, see Kathleen Stompro in Academy 110 or Faculty Guide available at <http://www.cord.edu/Offices/Career/Coop/faculty.php>

Credo Honors Program

The Credo Program is Concordia's general (as opposed to departmental) honors program. Open by invitation to highly select first-year students, Credo offers an alternative way to fulfill four of the seven Core Exploration requirements for graduation, as well as offering a senior year independent research experience. Credo courses are distinctive in that 1) they typically are unique courses that explore the synthesis of two or more Core disciplines; these courses are not otherwise offered in the curriculum, 2) the high ability and motivation levels of the students contributes to an atmosphere of vigorous interchange among students and faculty, and 3) the courses are typically team-taught by two faculty members bringing distinctive disciplinary and methodological approaches to a single issue.

During the first semester of their freshman year, Credo students should take a Credo Critical Inquiry Seminar, Credo 100. The Credo Inquiry Seminars have a smaller enrollment than the standard Inquiry Seminars. These Credo Inquiry Seminars are the entranceway into the Credo Program. After their first semester, Credo students can take three more of their Core Exploration courses in the Credo Program. Credo students should take one Credo course from each of the three Core areas: Natural Sciences and Mathematics; Social Sciences; Humanities and Arts. During their junior or senior years Credo students complete a Credo Capstone project. The Credo Capstone is either an independent study project or a project completed through a departmental Honors Class that is judged to be honors quality by the responsible faculty supervisor. Students can leave the Credo program at any time. Should a student choose to leave the Credo Program prior to completing it, all courses taken will still satisfy Core Exploration requirements for graduation. Students should notify the Registrar's Office if they choose to leave the program so their record can be updated.

In addition to course work Credo students gather regularly for films, lectures, and social events. There is also an optional semester abroad available for Credo students.

Any invited student who wishes to learn more about Credo should contact Dr. Heidi Manning. If it appears that a student who should have been invited into Credo has not been invited, please contact Dr. Manning.

Honors Program -- Departmental

Departmental honors programs are offered to exceptional students who would benefit the most from an opportunity to further develop their talents in intensified study programs. These upper-division students pursue concentrated and accelerated studies in their area of interest.

Each departmental honors student follows the same pattern of courses required for a major in the field, but he/she must complete heavier assignments in each course. Additional requirements include a written senior thesis and written and oral examinations during the last part of the senior year. At times, portions of a student's attendance requirements MAY be waived so that additional time can be devoted to the student's studies. At graduation, the student is recognized as graduating "with honors," and this notation is placed on the transcript.

Departments that have honors programs are:

Biology	German	Psychology
Chemistry	History	Religion
Communication Studies	Mathematics	Social Work
Education	Philosophy	Spanish
English	Political Science	

For additional information concerning these programs, contact the department chair or a member of the department.

Referral Guide 2011-2012

Alcohol and Drug Issues	Counseling Center (3514) – Academy 106
Grief and Loss	Campus Pastors Office (4161) – Campus Center second Floor or Counseling Center (3514) – Academy 106
Health Issues	Health Center, Kathy Benson (3662) – Health Center
Personal Issues (emotional, psychological)	Counseling Center (3514) – Academy 106
Sexual Assault	Counseling Center (3514) – Academy 106 or Campus Rape and Abuse Advocate, Kathy Benson (3662) Health Center
Sexual Harassment	Academic Affairs Dean [if involving faculty] (3001) Student Affairs Dean [if involving students] (3455) Director of Human Resources [if involving staff] (3339)
Spiritual Issues	Campus Pastors Office (4161) – Campus Center second Floor or Counseling Center (3514) – Academy 106
Suicide	Counseling Center (3514) – Academy 106 or Campus Security (3123)

Academic Counseling (study skills,	Academic Enhancement and Writing Center (4551) Fjelstad Hall time management, test taking, etc.)	Lower Level
Career Counseling (career information, interest	Career Center (3020) – First Floor Academy assessment, resume preparation, job search, etc.)	
Disability/Special Services	Counseling Center, Monica Kersting (3514) – Academy 106	
Writing Skills	Academic Enhancement and Writing Center, Heidi Frie (4551) Fjelstad Hall Lower Level	
Tutoring	Academic Departments or Academic Enhancement and Writing Center (4551) Fjelstad Hall Lower Level	
Academic Standing (warning, probation, contract)	Student Affairs Office, Lois Cogdill (3455) – Lorentzsen Hall	
Appealing Academic Deadlines	Registrar’s Office (3250) – Lorentzsen Hall	
Dropping/Adding a Class	Registrar’s Office (3250) – Lorentzsen Hall	
Graduation Requirements	Registrar’s Office (3250) – Lorentzsen Hall	
Tri-College Information	Registrar’s Office (3250) – Lorentzsen Hall	
Withdrawing from School	Student Affairs Office (3455) – Lorentzsen Hall	

Co-curricular Information (student organizations,	Office of Student Leadership and Service, Nathalie Miller (4267) involvement opportunities, policies, etc.) Campus Center second Floor
Cooperative Education	Career Center, (3492) First Floor Academy
Graduate/Professional School Information	Career Center, (3020) – First Floor Academy
International Student Support	International Student Support Campus Center second Floor (4267) or Don Buegel (4712) – Welcome Center
Intercultural Student Support	Intercultural Affairs, Babette Cuadrado – Campus Center Second Floor (4267)
Lead Now	Student Leadership and Service, Jess Almlie or Chelle Lyons Hanson (3640) Campus Center second floor
Service Learning	Office of Student Leadership and Service, Chelle Lyons Hanson or Nathalie Miller (4267) – Campus Center second Floor
Disciplinary Issues	Student Affairs Office, (3872) – Lorentzsen Hall
Financial Aid/Scholarship	Financial Aid Office (3010) – Welcome Center
Residence Life Issues	Student Affairs Office, Jasi O’Connor (3872) – Lorentzsen Hall
Security Issues	Security Services, (3123) Mugaas Plant Operations Center

NOTE – After 5 p.m., on weekends and during breaks, call Security Services at 3123 to access assistance of an on-call counselor.

NOTE - If you are not sure how, if or where to proceed with a referral, contact the Student Affairs Office at 3455 for assistance.

ACADEMIC REGULATIONS

The following definitions, taken from the College Catalog, will help you interpret college regulations and academic requirements.

Normal Progress: Normal progress toward a degree is defined as earning a 2.0 gpa, on the average, per semester, and satisfactorily meeting the other fixed requirements of the college.

Academic Classification

Freshman	0-23.99 credits
Sophomore	24-55.99 credits
Junior	56-87.99 credits
Senior	88 credits and above

Academic Probation and Dismissal: A student not meeting the standards for acceptable academic progress as defined by the chart below is placed on academic probation or dismissal. Academic Probation requires the student to work with an academic counselor to develop an academic improvement plan. A student's co-curricular involvement and/or employment may be restricted during the period of probation.

Minimum academic progress

Semester hours completed	0-17	17.01-34	34.01-51	51.01-and beyond
Concordia Cumulative GPA	1.7	1.8	1.9	2.0
Completion Rate	50%	62.5%	68.75%	68.75%

Semester hours listed above includes all courses completed (including Concordia Courses, transfer and other credits).

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

Completion rate is the percentage of Concordia attempted hours successfully completed.

If a student on probation does not meet the standards for acceptable academic progress but attains a 2.0 term grade point average and completes the required percentage of courses for the term, the student may be given permission to remain on probation for an additional semester.

Failure to meet the minimum academic progress standards will result in academic and financial aid suspension. In addition, students may be suspended from Concordia at any time if their academic performance in any given semester falls below a 1.0 GPA. A student may appeal suspension status if they have mitigating circumstances beyond their control such as illness or injury, death of a relative, or other circumstances that result in undue hardship. The Student Academic Performance and Procedures Committee will review appeals and their decision is final. Contact the Office of Student Affairs for further information.

After the suspension period has passed, a student is eligible to apply for re-admission. The re-admission decision will take into consideration the student's history and actions or circumstances that would justify re-admissions; for example, successful completion of coursework at another institution.

If re-admitted, the student may be reinstated on a probationary and contractual basis and required to meet specific expectations.

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

Class Attendance

Please refer to the class attendance policy listed in the student handbook and the faculty handbook.

Grading System

The following grades and grade points are used in calculating grade point average.

<u>Grade</u>	<u>Grade Points</u>
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0
AU audit	0
I	Incomplete
IP	In Progress
NG	No Grade
S passing S-U course	0
U failing S-U course	0
W withdrawn, permission	0
DR dropped course	0
NR no grade reported	0

Pass-Fail Regulations

A student may take a maximum of **eight credits** on a pass-fail (S-U) basis. A student may take not more than **four credits** from any one department. EDUC 439, Music diction courses, and any student teaching which are graded only on an S-U basis are NOT included in the two courses. Courses cannot be taken pass/fail (S-U) to satisfy core requirements.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act enacted into law on January 1, 1975, is an extremely complex regulatory program designed to protect the privacy of students. The following outlines a few basic guidelines with which advisors should be familiar.

1. With a few exceptions, information contained in a student's record may not be released without the student's written consent. Exceptions include:
 - a. Use by college officials for official purposes
 - b. Use by officials at other universities for admission purposes
 - c. In a health or safety emergency
 - d. Release to the parents of a **dependent** student
 - e. Release of directory information
2. A student has the right to see all information contained in his/her records. Exceptions include:
 - a. References in the record to which a waiver of right of access has been given
 - b. References that were placed in the record prior to January 1, 1975
3. Directory information, which includes, but is not limited to: confirmation of enrollment or admittance; a student's name, home and campus address and phone numbers; verification of student's signature; e-mail address; parents' names and addresses; date and place of birth; major and minor fields of study; classification; full/part-time status; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; degrees, honors and awards received; photograph; and names and dates of attendance at other educational institutions may be released without a student's consent. The student has the right to object to the designation of the types of information listed above as "Directory Information" by giving a no-release notice to the College on or before published deadlines in August of each year.
4. A student has the right to a hearing to challenge the content of the record to insure that it is not inaccurate or misleading.
5. FERPA protects only students. An applicant for admission who never enrolls is not protected under this law.

FERPA is a FEDERAL LAW. Beyond directory information, no personal or academic information about a student should ever be given out without the student's **written** consent. That means that students and parents who call and request information over the telephone should be informed that Concordia does not give out such information over the phone given the difficulty in authenticity of the caller.

Student Disability Services: A Service of the Counseling Center

Section 504 of the Americans with Disabilities Act states that institutions of higher education may not discriminate on the basis of disability. This means that all students who are academically qualified must be admitted to all programs of the institution. Aspects of the law with which advisors should be familiar include:

1. It is discriminatory to counsel a student with a disability toward a more restrictive career than a non-disabled person unless such counsel is based on the fact that, even with accommodations, the student is not able to perform essential requirements of the career.
2. No student may be excluded from any course or course of study solely on the basis of disability.
3. Modification in degree or course requirements may be necessary to meet the needs of some students with disabilities and are decided on a case-by-case basis. Such accommodations need not be made if the institution can demonstrate that the changes requested would substantially alter essential elements of the course or program.
4. Some students with disabilities have early registration privileges. This allows Student Disability Services more time in which to work out a specific plan for meeting their needs. Students early registering will need to meet with you ahead of the usual advisement time. You will be notified when you have a student who has early registration privileges.
5. Students with disabilities must be given equal access to professors/advisors. If your office is not accessible, you should inform students of this fact and make special arrangements to meet elsewhere.

General Guidelines

Student Disability Services is located within the Counseling Center. Monica Kersting, Director of the Counseling Center, is the point person for students with disabilities. The Assistant Registrar and the Director of the Counseling Center coordinate registration, academic regulations and other concerns for students with disabilities. You may refer a student to Student Disability Services at any time. You may also contact Monica Kersting to consult about a student or for assistance with advising. Encourage students to maintain regular contact with Disability Services, as well as with you, as they plan their academic agenda.

Students are generally very comfortable talking about their specific disability and how it impacts their daily life including, but not limited to, academics. The more straightforward you are in asking about the disability, the more comfortable you will make the students feel. Ask about how the disability impacts their ability to fulfill class requirements and whether there are certain classes that should not be taken in conjunction with one another. Ask about their most positive classroom experience and what they thought contributed to such a positive experience. Such information may be helpful in professor selection. As you get to know the students you will feel more and more comfortable talking with them about their disability and its relationship to their academic plans and goals.

Sometimes advising considerations will differ. For example, a student with a learning disability may need to consider postponing a core course if his or her major requires that a course with a heavy reading load be taken next. Again, depending on individual needs, it might be advisable to schedule a variety of classes rather than taking all classes with a heavy reading load or all classes with a heavy writing load. Encourage a balance with regard to class schedule as well. Talk through options and potential consequences of options. Will taking fewer courses one semester delay graduation? Would a full course load jeopardize a GPA they are trying to maintain? Could postponed courses be taken during the summer? As with all students, the final decision is their own and your job is to assure that their decision is a well informed one.

Students with disabilities may require a different focus when planning schedules and setting out academic plans, but they do not need someone to do it for them.

Please direct all questions and concerns to Monica Kersting, Student Disability Services, Counseling Center (#3514).

STANDARDIZED TESTS - GRADUATE OR PROFESSIONAL SCHOOLS

Since graduate schools vary in their entrance requirements, students should check with the graduate schools to determine the appropriate test(s) they need to take. Applications to take most of these exams are due 30-45 days prior to the test date.

Tests offered in the region:

1. *Graduate Record Exam (GRE)*. Subject tests offered at Concordia. Applications and information are available in the Registrar's Office. General tests are offered on computer at Minnesota State University Moorhead.
2. *Law School Admissions Test (LSAT)*. Check with the Political Science Department for applications and information regarding test centers.
3. *Medical College Admissions Test (MCAT)*. Applications and information are available from the Biology Department.
4. *Dental Admissions Tests*. Applications and information are available from Dr. Gerald VanAmburg.
5. *Veterinary Aptitude Test*. Applications and information are available from the Biology Department.
6. *Minnesota Merit Examination*. Contact the Social Work Department for information.
7. *Millers Analogy*. Examination is offered at NDSU. Contact NDSU Counseling Center (231-7671) for more information.
8. *Graduate Management Admission Test (GMAT)*. Contact the Business and Economics Department or the Registrar's Office.
9. *Professional and Administrative Career Examination*. Contact the Career Center.
10. *Praxis I and II*. Individuals applying for licensure must take the tests and attain the Minnesota passing score in professional knowledge and in the content area in which they seek licensure.

SAMPLE SCHEDULES AND SUGGESTIONS

Students eligible for (and intending to take) Advanced College Writing (IWC 120) should choose a fall Inquiry Seminar tied to a section of IOC 100. See Foundation Courses: Inquiry Written Communication (p. 5) description for IWC 120.

In the following section majors are listed alphabetically along with a sample first year schedule and additional information that will assist you when advising.

NOTE: If students are given an Exploration or Elective choice in the following schedules, advisors should encourage any student who has not completed their language requirement to use those courses to fulfill that requirement.

ART Major—General Art History Track (see requirements in College Catalog)

Semester I		Semester II	
ART 155	4.0	ART 111, 112 or 156	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

--ART 155 is a survey of history of Western art from Origins to the Early Renaissance. ART 156 is a survey of history of Western art from Renaissance to the Modern Age. This major emphasizes the role of the visual arts in the cultural history of humankind.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

ART Major – General Art Studio Track

Semester I		Semester II	
ART 111, 112, 130 or 155	4.0	ART 111, 112, 130 or 155	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

ART EDUCATION

Semester I		Semester II	
ART 111, 112, 130 or 155	4.0	ART 111, 112, 130 or 156	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- Students planning to complete the Art Education major should complete PSYC 212 during the sophomore year, the same semester as ED 210, 221.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

BIOLOGY (see requirements in College Catalog)

Semester I		Semester II	
BIOL 121	4.0	BIOL 122N	4.0

CHEM 127 or 137	4.0	CHEM 128 or 138	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- It is best to take at least 1 Biology course each semester to avoid 2 Biology lab courses at one time.
- ALL Biology courses that apply to the major have a laboratory section requiring separate registration. Chemistry courses also have separate labs.
- BIOL 122 fulfills Exploration area N (Natural Science) and is designed for students intending to major in Biology. Biology 121 is the prerequisite for this course. BIOL 101 is for NON-majors and also fulfills Exploration area N. Students who complete BIOL 101 with a grade of A or B and want to continue as Biology majors do not need to take BIOL 121 and should register for BIOL 122 as their second course. Students in this situation should contact the Biology department chair.
- Biology majors and minors should notify the Registrar's Office of their major/minor. The department uses lists from the registrar for mailings about important events and information.
- If students are hesitant to begin with two lab courses, chemistry may be started in the second year. It is important for Biology majors to begin Biology in the fall, so that they will have completed the first-year courses (121-122) and are able to register for the sophomore courses (221 fall, 222 spring) in sequence.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

BUSINESS

First Year Planner for all Advisors

<i>Major:</i>		<i>Business or Accounting</i>	
<i>FRESHMAN</i>			
<i>Fall Semester</i>		<i>Spring Semester</i>	
<i>Course</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>
<i>INQ 100</i>	<i>4</i>	<i>IOC or IWC 100</i>	<i>4</i>
<i>IWC or IOC 100</i>	<i>4</i>	<i>REL 100</i>	<i>4</i>
<i>MATH 121 or 203 or CSC 104 **</i>	<i>4</i>	<i>MATH 121 or 203 or CSC 104 **</i>	<i>4</i>
<i>Exploration or ACCT 255 ***</i>	<i>4</i>	<i>Exploration or ACCT 255 or 256</i>	<i>4</i>
<i>PE</i>	<i>1</i>	<i>PE</i>	<i>1</i>
<i>Bus 220 Principles of Accounting & Finance****</i>	<i>4</i>	<i>Bus 220 Principles of Accounting & Finance****</i>	<i>4</i>
<i>Credits Completed Fall</i>	<i>17</i>	<i>Credits Completed Spring</i>	<i>17</i>

** Accounting majors or Business majors with an Economics or Finance concentration must take MATH 121

*** If ACCT 255 is selected, Exploration will need to be completed in a later semester

**** Bus 220 Principles of Accounting and Finance is the course for Business Minors.

CHEMISTRY (see requirements in College Catalog)

Semester I		Semester II	
CHEM 127 or 137	4.0	CHEM 128 or 138	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
MATH 121 or BIO 121	4.0	MATH 122 or BIO 122	4.0
INQ 100	4.0	REL 100	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Chemistry 127 is designed for the beginning college student. Chemistry 137 is for students who are well prepared in high school for college science and math. See catalog for complete details.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

CHURCH PROFESSIONS (see requirements and options to various majors and minors in College Catalog)

	Semester I		Semester II
CHPR 110	4.0	Capstone course	4.0
INTERNSHIP	4.0	(to be taken concurrent with or post-internship)	
(Typically taken during junior or senior year)			

Advisor Notes:

--Church Professions is not a major at Concordia but an emphasis open to students who want to explore a vocational interest in a lay church profession.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

CLASSICAL STUDIES (see requirements in College Catalog)

	Semester I		Semester II
LAT 111 or 223	4.0	LAT 112 or 224	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- It is with the Greeks and Romans that the whole concept of the Liberal Arts began. Their literature is the source of a great part of Western thought and is, therefore, basic to an understanding of our culture. The study of this period is especially important to those studying theology.

-- CL 399, Classical Background of Scientific Terminology, is the study of technical and scientific terms from Greek and Latin. Especially helpful in medical, biological and related fields, this course requires no previous knowledge of Greek or Latin.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

CLINICAL LABORATORY SCIENCE (formerly called MEDICAL TECHNOLOGY)

(see requirements in College Catalog)

	Semester I		Semester II
CHEM 127 or 137	4.0	CHEM 128 or 138	4.0
MATH 110 or 121	4.0	BIOL 121	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	CSC 125 or Expl.	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- Students in Clinical Laboratory Science complete three years of pre-professional curriculum at Concordia and 12 months of clinical training at an accredited school of medical technology. Students interested in this program should contact the Biology department.

--Please refer to page 35 of Advisor's Guide for model program.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

COMMUNICATION ARTS/LITERATURE TEACHING LICENSURE

Students seeking CA/LT licensure will either major in communication and minor in English or major in English and minor in communication.

COMMUNICATION ARTS/LITERATURE TEACHING LICENSURE FOR 5-12 WITH ENGLISH MAJOR COMMUNICATION MAJOR (see English section, Communication Arts section, and Education section requirements in College Catalog)

COMMUNICATION ARTS/LITERATURE EDUCATION—SPEECH COMMUNICATION; ENGLISH
(see requirements in College Catalog-Education Section)

Semester I		Semester II	
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	COM 205	4.0
Expl.	4.0	ENG 150 or 160	4.0
Expl.	4.0	Expl. or REL 100	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students in Communication Arts/Literature Teaching/Education may elect to major in Communications and minor in English or major in English and minor in Communications. Please refer to College Catalog for more information.
- Students pursuing the Communication Arts/Literature Licensure are strongly encouraged to get involved early in co-curricular activities related to this area of teaching such as theatre, forensics, and media activities or *The Concordian* or Concordia Yearbook staff.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

COMMUNICATION (see requirements in College Catalog)

Semester I		Semester II	
IOC IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	COM 202, 203 or 205	4.0
Expl. or Elective	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- There are several types of majors offered in Communication Studies. In a Communication major, students may pursue a general major in Communication Studies or may have a Communication major with a concentration in Mass Media, Organizational Communication or Public Relations.
- Students may also pursue a Communication Studies and Theatre Art major. This major is an individualized study major in which students develop a course of study that is planned with their advisor. The CSTA major requires the completion of a Major/Course Approval Form that should be completed in consultation with a faculty member in the CSTA Department and requires the signature of the Chair of the CSTA Department.
- COM 201S, Introduction to Communication Studies, which is required in both the Communication major and the CSTA major, is usually completed during the sophomore year.
- A Communication major/minor is well suited for a variety of career paths with employers today valuing communication constructs like decision-making, presentational abilities, interpersonal communication skills, and the ability to work as a team. A variety of other majors/minors pair well with a Communication major.
- Communication majors/minors should notify the Registrar's Office of their intent to major/minor since the department uses lists generated by the Registrar to notify students of important events and information.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

COMPUTER SCIENCE (see requirements in College Catalog)

Semester I		Semester II	
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
CSC 125	4.0	CSC 225	4.0
MATH 121	4.0	Expl. or Elective	4.0
INQ 100	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisors Notes:

- CSC 125 and CSC 104 do not require previous experience with computers, but knowledge of high school algebra is recommended.
- CSC 104 does not count toward a minor in Computer Science.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

ECONOMICS – Business Concentration (see requirements in College Catalog)

	Semester I		Semester II
ACCT 255	4.0	BUS 201	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
INQ 100	4.0	MATH 121	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- If a student is unable to get into BUS 201 during the second semester, then CSC 104 is recommended.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

ECONOMICS – Finance Concentration (see requirements in College Catalog)

	Semester I		Semester II
ACCT 255	4.0	BUS 201	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
Expl. or Elective	4.0	ACCT 256	4.0
INQ 100	4.0	Math 121 or 203	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- If a student is unable to get into BUS 201 during the second semester, then CSC 104 is recommended.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

EDUCATION (see requirements in College Catalog)

Elementary Education

FRESHMAN YEAR			
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
Exploration I: BIO 101	4.0	World Language	4.0
World Language	4.0	REL 100	4.0
INQ 100	4.0	Exploration III or History 111 or 112 or Specialty Area course	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

Please refer to the departmental section of the College Catalog for all requirements. Before enrolling in Education 210 and 221, students must attain a cumulative 2.75 G.P.A. Students in Education must maintain a cumulative G.P.A. of 2.75 in order to maintain eligibility in the Teacher Education program. A cumulative 2.75 G.P.A. is also required for graduation. Elementary education students are required to complete an elementary education major (for licensure in grades K-6) and one specialty area (math, science, communication arts/literature, or social studies in grades 5-8, the pre-primary specialty to teach children ages 3-K or a world language in grades K-8). The Praxis I is required of all Education students before their junior year (take while enrolled in Ed 210). Praxis II tests in the Principles of Learning and Teaching and content areas are required for licensure in Minnesota. Students usually take this in their senior year.

Secondary Education (see requirements in College Catalog) Students begin their secondary education program in their sophomore year. Before enrolling in Education 210 and 221, students must attain a cumulative 2.75 G.P.A. Students in Education must maintain a cumulative G.P.A. of 2.75 in order to maintain eligibility in the Teacher

Education program. A 2.75 major G.P.A. is also required for graduation. During the sophomore year, secondary education students should take ED 210, 221 and PSYC 212 concurrently. The Praxis I exam is taken during Ed 210. In the junior year secondary education students enroll in ED 350, 351 and their special methods course concurrently. In either semester of their senior year, secondary education students enroll in ED 420, 425, 439 and student teaching concurrently. Praxis II tests in the Principles of Learning and Teaching and content areas are required for licensure in Minnesota; students usually take this in their senior year.

Advisor Notes:

--Many Education special methods courses are offered only once a year (please check the College Catalog for more information). Many Education courses require clinical experiences in the schools during the school day; therefore, 8:00 a.m.-2:30 p.m. should be left available in students' schedules in order for them to participate in the clinical experiences. See Education section of the College Catalog and departmental sections of the College Catalog for the curriculum in the teacher education programs.

ENGLISH (see requirements in College Catalog)

A student who wishes to major in English will select one of three concentrations: Literature, Writing, or Communication Arts/Literature Teaching--English. It is not possible to double major in multiple English majors. Each emphasis has its own preferred schedule. The new major in Multimedia Journalism is not an English major; therefore it can be a double major with one of the English majors.

English is a versatile major that enriches any other field of study. Students planning to double major in English and another field should consult an advisor in the English Department in order to coordinate scheduling of classes.

Generally, 300-level courses are not recommended for freshmen. For exceptions, students should seek permission from the instructor.

The department chair and English faculty are always glad to meet with students who are interested in one of the English majors.

ENGLISH – LITERATURE (see requirements in College Catalog)

	Semester I		Semester II
IOC 100 or IWC 100	4.0	REL 100	4.0
INQ 100	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
ENG 220	4.0	ENG 230	4.0
World Language	4.0	World Language	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

--ENG 220 and ENG 230 are foundational courses for subsequent literature classes. They assume some experience with literature courses. A student without such experience may consider ENG 150 or ENG 160. ENG 150 or ENG 160 may be taken as an elective in the major.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

ENGLISH – WRITING (see requirements in College Catalog)

	Semester I		Semester II
IOC 100 or IWC 100	4.0	REL 100	4.0
INQ 100	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
ENG 150 or 160	4.0	ENG 227	4.0
World Language	4.0	World Language	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

COMMUNICATION ARTS/LITERATURE EDUCATION—ENGLISH; SPEECH COMMUNICATION

(see requirements in College Catalog—English and Education sections)

	Semester I		Semester II
IOC 100 or IWC 100	4.0	REL 100	4.0
INQ 100	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
World Language	4.0	ENG 230	4.0
ENG 220	4.0	World Language	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.
- Students in Communication Arts/Literature Teaching/Education may elect to major in English and minor in Communications or major in Communications and minor in English. Please refer to College Catalog for more information
- Students pursuing the communication Art/Literature Licensure area strongly encouraged to get involved early in co-curricular activities related to this area of teaching such as *The Concordian* staff or theatre, forensics, and media activities.

ENVIRONMENTAL STUDIES (see requirements in College Catalog)

	Semester I		Semester II
ENVR 103	4.0	REL 100	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	BIOL 122	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students should take CHEM127 or 137 fall of their sophomore year.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

EXERCISE SCIENCE (see requirements in College Catalog)

	Semester I		Semester II
BIOL 101 or 121	4.0	HLTH 143	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Lang. or Expl.	4.0	Lang. or Expl.	4.0
PED 111 or 112	1.0	PED 111 or 112	1.0

Advisor Notes:

- Students considering this major should be advised to consider graduate school.

FOOD, NUTRITION AND DIETETICS (see requirements in College Catalog)

	Semester I		Semester II
CHEM 111 or 127	4.0	CHEM 142	4.0
FND 112	4.0	PSYC 111	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- It is important to have these FND students begin Chemistry their first semester.

FRENCH (see requirements in College Catalog)

	Semester I		Semester II
FREN 111/112/211/212/311	4.0*	FREN 112/211/212/311/331	4.0*
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- *First year students may be placed in French up to French 311. Language level is determined by placement test score.

FRENCH EDUCATION (see requirements in College Catalog)

Same as French plus take Psychology 212, Ed 210, Ed 221 concurrently during sophomore year.

GERMAN (see requirements in College Catalog)

	Semester I		Semester II
GER 111/112/211/212/311	4.0	GER 112/211/212/311	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

GERMAN EDUCATION (see requirements in College Catalog)

Same as German plus take Psychology 212, Ed 210, Ed 221 concurrently during sophomore year.

GLOBAL STUDIES (see requirements in College Catalog)

	Semester I		Semester II
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
GS 117	4.0	GS 118	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

--Please note that the names for Global Studies 117 and 118 have been changed. GS 117 (formerly Global Studies I) is now "Systems, Policies and Institutions: An Introduction to Global Studies." GS 118 (formerly Global Studies II) is now "Culture, Identity, and Dialogue: An Introduction to Global Studies."

--Please note that the following course numbers have been changed: Political Science 341 (International Politics) is now Political Science

241; Political Science 356 (Comparative Politics) is now Political Science 256.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

HEALTH EDUCATION (both Teaching and Non-Teaching) (see requirements in College Catalog)

	Semester I		Semester II
BIOL 101 or Language	4.0	REL 100	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	Core (R, K, or H)	4.0
HLTH 143	2.0	Language	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- Take Psychology 212, Ed 210, Ed 221 concurrently during sophomore year.

- This major is intended for students who want to become licensed to teach in a 5-12 school setting.
- If the student is intending to double major in physical education and health, please follow the PE advising guide sheet!
- It is imperative that students take the courses with a PED or HLTH prefix in the recommended semester.
- If the student is unable to get into the recommended core course, we recommend taking an additional core course.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

HISTORY (see requirements in College Catalog)

Semester I		Semester II	
HIST 111, 112, 131, 132, 151, or 152	4.0	HIST (2 nd 100-level course)*	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

* in the U.S., Europe, or
World History sequence

Advisor Notes:

- All History courses, except 400-level seminars, are open to non-majors. 100-level History courses do not have to be taken in numerical sequence.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

HISTORY-POLITICAL SCIENCE (see requirements in College Catalog)

Semester I		Semester II	
HIST 111, 112, 131, 132, 151, 152 or PSC 211	4.0	HIST 111, 112, 131, 132, 151, 152 or PSC 211	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students eligible for (and intending to take) a special topics Advanced College Writing (IWC 120) should choose a fall Inquiry Seminar tied to a section of IOC 100.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

HUMANITIES (see requirements in College Catalog)

Semester I		Semester II	
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Introductory course	4.0
Expl. or Elective	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Humanities is an interdisciplinary program. Students must choose a "track" as listed in the catalog.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

INTERNATIONAL BUSINESS (see requirements in College Catalog)

Semester I		Semester II	
ACCT 155	4.0	ACCT 156	4.0

INQ 100	4.0	Expl. or Elect.	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
Expl. or Elect.	4.0	Expl. or Elect.	4.0
P ED 111	1.0	P ED 112	1.0

Advisor Notes:

- Dr. Thomas Hiestand is the contact person for International Business.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

MATHEMATICS (see requirements in College Catalog)

	Semester I		Semester II
MATH 121, 122, or 223	4.0	MATH 122, 223, or 210	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- All courses are open to non-majors with the appropriate prerequisites. Math 203 or Math 207 is especially helpful for students in the behavioral sciences since it deals with probability. The May Seminar courses, 250 and 300, investigate the influence of math in culture.
- For information regarding Management Information Systems, please see Mathematics and Computer Science section in Catalog.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.
- Students who have taken the AP Calculus Examination should consider the following recommendations:

Exam	Score	Recommended Course
AP AB Calc	3 or below	Math 121 Calculus I
AP AB Calc	4 or 5	Math 122 Calculus II
AP BC Calc	2 or below	Math 121 Calculus I
AP BC Calc	3	Math 122 Calculus II
AP BC Calc	4 or 5	Math 223 Calculus III

MATH EDUCATION (see requirements in College Catalog)

Advisor Notes:

- Same as Math plus take Psychology 212, Ed 210, Ed 221 concurrently during sophomore year.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

MUSIC (see requirements in College Catalog)

	Semester I		Semester II
MUS 111	2.0	MUS 112	2.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Mus 128	2.0
Lessons	2.0 or 3.0	Lessons	2.0 or 3.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- The Music department offers two B.A. options (teaching and non-teaching) as well as four B.M. options.
- Students beginning B.M. degrees normally take 3.0 in lessons.
- Students must remember that Music Ensemble credit (designated MUSE on student records) DOES NOT count toward graduation.

- There will be students who will want to, and who should, take an additional course in the first semester (such as a language or another requirement) to fill out their schedules.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

MUSIC EDUCATION (see requirements in College Catalog)

Advisor Notes:

- Contact Music Department Chair for course recommendations; take Psychology 212, Ed 210, Ed 221 concurrently during sophomore year.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

Sample Curriculum for Traditional Nursing Majors

Applications for admission are submitted April 15 of the freshman year. Consideration for admission is based on the required GPA of 3.0 or higher and progression through the required prerequisite and core liberal arts courses as listed below.

OPTION 1 (EXAMPLES)	
Freshman Year (Fall)	Freshman Year (Spring)
Inq 100 IOC 100 or IWC 100 Bio 121 Cell Biology or Bio 101 General Biology Language (Exploration) PE 111 or spring semester	IOC 100 or IWC 100 Chem 142 (Exploration) See Below Math K(Exploration) Language (Exploration) PE 111 or fall semester
OPTION 2 (EXAMPLES)	
Freshman Year (Fall)	Freshman Year (Spring)
Inq 100 IOC 100 or IWC 100 Psych 111 Introductory Psychology (Exploration) Rel 100 PE 111 or spring semester	IOC 100 or IWC 100 Bio 121 Cell Biology or Bio 101 General Biology Chem 142 Organic Chemistry (Exploration) Psych 206 - 4 credits of choice PE 111 or fall semester
BIOLOGY/CHEMISTRY (PRE-MED) WITH CONSIDERATION FOR NURSING OPTION	
Freshman Year (Fall)	Freshman Year (Spring)
Inq 100 IOC 100 or IWC 100 Bio 121 Cell Biology Chem 127 General Chemistry I PE 111 or spring semester	IOC 100 or IWC 100 Rel 100 Chem 128 General Chemistry II (Exploration) Math 121 Calculus I (Exploration) PE 111 or fall semester

Note:

- § The pre-requisite for Chem 142 is high school chemistry or Chem 111.
- § Bold-faced courses must be completed prior to the fall semester of the traditional junior year (the fall semester following Nursing 351) for the nursing major. The other liberal arts courses are to be completed during the years listed to fulfill the baccalaureate degree requirements.
- § Students who are considering either a Nursing, Biology, or Chemistry major are encouraged to take Chemistry 127 and 128 to fulfill the required pre-requisite courses for those majors. The Chemistry 127/128 courses are accepted for the Nursing major in lieu of Chemistry 142.
- § The Psych course requirement beyond Psych 111 may be completed as 2 - 2 credit courses or 1 - 4 credit course.

PHILOSOPHY (see requirements in College Catalog)

Semester I		Semester II	
PHIL 110 or 120	4.0	PHIL 110, 120 or 230	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Philosophy 210 Ancient Philosophy and 220 Modern Philosophy should be taken Sophomore year. These two courses are in the process of being renumbered 311 Ancient and 312 Modern.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PHYSICAL EDUCATION (see requirements in College Catalog)

Semester I		Semester II	
INQ 100	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	REL 100	4.0
World Language	4.0	Core (R, K, or H)	4.0
PED 200	2.0	World Language or Expl	4.0
HLTH 143	2.0	*PED 112	1.0
PED 111	1.0		

Advisor Notes:

- This major is intended for students who want to become licensed to teach in a K-12 school setting.
- It is imperative that students take the courses with a PED or HLTH prefix in the recommended semester
- If the student is unable to get into the recommended core course, we recommend taking an additional core course.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PHYSICS (see requirements in College Catalog)

Semester I		Semester II	
PHYS 128	4.0	PHYS 211	4.0
MATH 121	4.0	MATH 122	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- During freshman year, students **must** complete Math 121, 122 and Physics 128, 211.
- Physics for non-majors: Physics 111, 112, 215; Earth Science 104, 106, 107; Environmental Studies 101.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

POLITICAL SCIENCE (see requirements in College Catalog)

	Semester I		Semester II
PSC 211 or 111	4.0	Expl. or Elective	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
World Language	4.0	World Language	4.0
INQ 100	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- All courses are open to non-majors. Students can benefit from Political Science courses that teach them about the working of our political system.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-ENGINEERING (see requirements in College Catalog)

FRESHMAN YEAR	SOPHOMORE YEAR
IOC 100 & IWC 100	REL 100
INQ 100	PHYS 224, 225
MATH 121, 122	CHEM 127, 128
PHYS 128, 211	MATH 210, 223
PED 111	PED 112
EXPLORATION REQUIREMENT	EXPLORATION REQUIREMENT

Advisor Notes:

- During the freshman year, students must complete Math 121, 122 and Physics 128, 211.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PSYCHOLOGY (see requirements in College Catalog)

	Semester I		Semester II
PSYC 111	4.0	Natural Science credit	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Examples of recommended natural science courses include: BIOL 101, BIOL 121, NEU 109, CHEM 111.
- Psychology background is well-suited for a wide variety of majors and different careers.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

RELIGION (see requirements in College Catalog)

	Semester I		Semester II
INQ 100	4.0	REL 100*/Expl. or	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
World Language	4.0	World Language	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

*or can be taken first semester of sophomore year

Advisor Notes:

- Most majors require eight courses, but Religion requires nine. It is important that majors take courses from the four different areas within Religion (see catalog).
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

SCANDINAVIAN STUDIES w/TEACHING LICENSE IN NORWEGIAN K-12

Advisor Notes:

- Same as Scandinavian Studies plus take Psyc 212, Ed 210, Ed 221 concurrently during sophomore year.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

SCIENCE TEACHING/ EDUCATION (requirements on page 145 of the Catalog)

Semester I		Semester II	
BIOL 101 or 121	4.0	BIOL 122	4.0
PHYS 111 or 128	4.0	PHYS 112 or 211 or	4.0
CHEM 127 or 137		CHEM 128 or 138	
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students seeking to teach science are encouraged to complete the Core science courses for general science certification (5-8) and one of the three options for secondary (9-12) certification. Students must also complete the education requirements as found in the education section of the College Catalog. Included in the education requirement is the science methods course (ED 372) taught in the Biology Department. Students completing this program will be certified to teach any science in grades 5-8 and in area of special preparation 9-12. This degree will be called Biology, Chemistry or Physics Education Major depending on the track chosen.
- ALL students seeking licensure in science MUST complete the following Core science courses: BIOL 121 and 122; CHEM 127 and 128 or CHEM 137 and 138; PHYSICS 215, 216 or PHYSICS 111, 112 or PHYSICS 128, 211; EARTH SCIENCE 104, 302; and EDUCATION 372.
- Interested students should take PSYC 212, ED 210, ED 221 concurrently during sophomore year.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

SOCIAL STUDIES EDUCATION (see requirements in College Catalog-Education section.)

Semester I		Semester II	
SOC 111 or PSC 211	4.0	HIST 111 or 112	4.0
HIST 111 or 112	4.0	REL 100 OR LANG	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	SOC 111, PSC 211 OR	4.0
PED 111	1.0	LANG	
		PED 112	1.0

Advisor Notes:

- Licensure is for grades 5-12. Social Studies is not a major without the education component. History courses do not have to be taken in numerical sequence. Take Psyc 212, ED 210, ED 221 concurrently during sophomore year.

SOCIAL WORK (see requirements in College Catalog) (recommended sequence)

Freshman Year

First Semester

IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0
INQ 100	4.0
SOC 111	4.0
PED 111	1.0
WRLD LANG (Spanish Rec.)	4.0

Second Semester

IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0
BIOL 101	4.0
PED 112	1.0
REL 100	4.0
WRLD LANG (Spanish Rec.) or	4.0
PSYC 111 or may also consider	
SWK 283	

Sophomore Year

First Semester

SWK 283	4.0
PSYC 111	4.0
Exploration requirement	4.0
SW lib art elect. other minor/ major area of study, Church Prof., or WRLD LANG (Spanish Rec.)	4.0

Second Semester

SWK 310 (shaded are pre-reqs for SW 310)	4.0
Exploration requirement	4.0
SW lib art elect., general elect., or other minor/major area of study such as Church Prof., etc.	8.0

Junior Year

First Semester

*SWK 383	4.0
*SWK 385 Social Work w/Fam..	2.0
REL (Jr/Sr)	4.0
Exploration	4.0
Elect., SWK 386 or 2 nd Major or Minor	4.0

Second Semester

SWK 320	4.0
SOC 228 or for double majors Psyc and SWK Psyc 301 & 230	4.0
2 other electives, 2 nd Major or Minor	8.0
[This would be the sem. that you do off campus study. If so, you would have to take SWK 320 and SOC 228 spring sem. soph. yr. or sr. yr (if sr. yr, you will have a summer field practicum)]	

*taken concurrently

Senior Year

First Semester

SWK 384	4.0
SWK 350	4.0
2 Electives, 2 nd Major or Minor, Church Prof	8.0

Second Semester AND/OR SS of sr. yr.

SWK 490 (Practicum)	8.0
SWK 494 (Senior Seminar)	2.0
(If you have other coursework to finish up here an option is to complete Pract. and Sr. sem. in the Summer starting SS I early May and ending early Aug.)	

Advisor Notes:

-- Due to the nature of professional programs, pre-requisites, proper sequencing, and accreditation, ALL THOSE INTENDING TO MAJOR IN SOCIAL WORK SHOULD REQUEST A SOCIAL WORK ADVISOR THEIR FIRST SEMESTER. Please refer to *College Catalogue* for course pre-requisites. If this sequence is followed, all pre-requisites will automatically be met.

Note about Social Work liberal arts electives:

All Social Work students are required to take the **following four liberal arts courses**: Sociology 111, Biology 101, Psychology 111 and Sociology 228.

Social Work students are required to **choose two other liberal arts electives** which must be selected from different departments using the following list of courses that we believe support the Social Work major. It is most likely that these would be taken during the sophomore or junior year.

Economics 201(B) (Principles of Economics); Political Science 211(B) (U.S. Political System); Family & Nutritional Science 220(B) (Family Systems), 227 (Consumer Economics), 236 (Child Development); Philosophy 110(D) (Thinking About Values); Psychology 357 (Abnormal Psychology—strongly recommended for those considering micro social work practice); Sociology 231(B) (Marriage and Family Today), 317 (Gender, Self and Society), 322 (Criminal Deviance and Justice), 351 (Aging in Society); Religion Ethics courses – 344 (Christian Ethics in Human Community – also counts as higher religion course in junior or senior year), 348 (Environmental), 349 (Christian Ethics in the Material World)

Students interested in Social Work must complete the introductory course SWK 283 with a 2.7 or better and have a cumulative GPA of 2.5 to be accepted to the major.

SOCIOLOGY (see requirements in College Catalog)

	Semester I		Semester II
SOC 111	4.0	SOC Elective	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0

Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Non-majors may take courses without prerequisites provided they get the consent of the instructor.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

SPANISH (see requirements in College Catalog)

Semester I		Semester II	
SPAN 111/112/211...	4.0	SPAN 112/211/212...	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- The study of Spanish enhances employment opportunities since Spanish is our nation's second language.
- First year students must take the placement test to determine level. Spanish 111 - 321 are offered every semester to allow students an uninterrupted sequence.
- The Spanish major requires 8 courses beginning with Spanish 211. Placement in a more advanced course reduces the number of courses the student will need to take for the major. A student placing into 321 or 321 will only need to take six course credits to complete the major.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

SPANISH EDUCATION (see requirements in College Catalog)

Advisor Notes:

- Same as above plus take Psyc 212, Ed 210, Ed 221 concurrently during sophomore year. A study abroad semester is required for Spanish Education and should be built into the 4-year plans with input from the Spanish Department.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

COMMUNICATION STUDIES AND THEATRE ART (see requirements in College Catalog)

Semester I		Semester II	
INQ 100	4.0	REL 100	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students completing a CSTA major must submit a major/course approval form, signed by the chair of the CSTA department, to the Registrar's office. Because students develop their course of study with their CSTA advisor, this major should not to be confused with the Communication concentrations (General, Advertising, Mass Media, and Organizational).
- As with the Communication majors, CSTA majors should not expect to take COM 201 until into their sophomore year.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

THEATRE ART (see requirements in College Catalog)

Semester I		Semester II	
THR 122 or 124	4.0	THR 124 or 122	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0

Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students are strongly encouraged to take part in co-curricular activities.
- Students should meet visit with a member of the Theatre faculty.
- All courses are open to non-majors.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

WOMEN’S STUDIES (see requirements in College Catalog)

Semester I		Semester II	
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
PSYC 111	4.0	WST 201	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Women’s Studies is an interdisciplinary minor.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-PROFESSIONAL MAJORS

The following suggested schedules do not constitute majors at Concordia. Students interested in a pre-professional program should contact the school(s) where they would like to complete their degrees to determine admission requirements. The following schedules will get them started in the right direction, but it is up to the student to be aware of their future school’s admission requirements.

General Advisor Notes prepared by Dr. Ivan Johnson for Pre-Health Professions Programs (i.e., pre-medicine, pre-dentistry, pre-veterinary medicine, pre-optometry, pre-pharmacy, pre-chiropractic, pre-physician assistant, pre-physical therapy). [Note: Pre-Occupational Therapy is a bit different from the others previously noted, and students in Occupational Therapy definitely need to consult with member of the Health Professions Advisory Committee who will be specializing in Occupational Therapy.]

None of the above constitutes a major at Concordia and none of the above requires a specific major. But the pre-health profession student must major in something. With only a few exceptions, the professional schools require AT LEAST Biology 121/122, Chemistry 127/128 (or Chemistry 137/138) and Chemistry 341/342, Physics 111/112, and Math 121. Some schools are now requiring Chemistry 373 (biochemistry)—e.g., University of Minnesota Medical School, University of Minnesota Medical School—Duluth, and University of Minnesota School of Veterinary Medicine.

Students interested in pre-pharmacy should contact the pre-pharmacy advisor in the Chemistry Department. Students interested in other pre-health professions areas should contact advisors who are members of Concordia’s Health Professions Advisory Committee (HPAC).

It is crucial that students interested in pre-health professions areas make contact with advisors to work out a plan that would allow them to take standardized exams by the end of the third (junior) year, only if the student seeks to enter a professional program the fall after receiving the B.A. from Concordia.

Pre-health professions students should consult the websites of professional schools of their choice as soon as possible (even as first-year students) to be aware of professional school admissions requirements and to track possible changes in requirements that can occur at any time.

Pre-health professions students should register with Concordia's Health Professions Advisory Committee (HPAC) as soon as possible to receive updating e-mail messages and other on-line advisement information.

ART Major – PreProfessional Program (see requirements in College Catalog)

PreProfessional Concentrations in Art Studio, Art History, and Graphic Design are a minimum of 12.0 course credits.

For the **PreProfessional Major in Art History**, the department advises students to begin with the following sequence:

	Semester I		Semester II
ART 155	4.0	ART 111, 112 or 156	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

PreProfessional Major in STUDIO ART OR GRAPHIC DESIGN

	Semester I		Semester II
ART 111, 112, 130 or or 155	4.0	ART 111, 112, 130 or 156	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
INQ 100	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

CLINICAL LABORATORY SCIENCE

*Completion of the courses listed in the model program below will qualify a student to apply to one of the affiliated schools of clinical laboratory science:

FRESHMAN YEAR			
	Semester I		Semester II
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
CHEM 127	4.0	CHEM 128	4.0
MATH 110, 121 or CSC 104	4.0	BIOL 121	4.0
INQ 100	4.0	EXPLORATION REQUIREMENT	4.0
PED 111	1.0	PED 112	1.0
SOPHOMORE YEAR			
BIOL 407	4.0	BIOL 352	4.0
CHEM 341	4.0	CHEM 342	4.0
EXPLORATION REQUIREMENT	4.0	EXPLORATION REQUIREMENT	4.0
RELIGION 100	4.0	ELECTIVE	4.0

JUNIOR YEAR

CHEM 373**	4.0	BIOL 306	4.0
PHYS 111	4.0	EXPLORATION	4.0
RELIGION	4.0	REQUIREMENT	
EXPLORATION	4.0	PERSPECTIVE	4.0
REQUIREMENT		REQUIREMENT	
		ELECTIVE	4.0

SENIOR YEAR

CLINICAL TRAINING AT AN AFFILIATED HOSPITAL.

**Not required, but strongly recommended.

Other strongly recommended courses are Biology 415, Physics 112, and Chemistry 131 and 431.

Electives in hematology and pathogen microbiology are available through the Tri-College University.

Courses in management, statistics and small-group communication are recommended by hospital supervisors.

PRE-DENTISTRY, PRE-OPTOMETRY, PRE-PHYSICAL THERAPY

Semester I		Semester II	
BIOL 121	4.0	BIOL 122	4.0
CHEM 127 or 137	4.0	CHEM 128 or 138	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	MATH 121	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- It is important that all students intending to continue in a professional program be aware of their future schools requirements.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-MEDICINE, PRE-PHARMACY, PRE-VETERINARY MEDICINE

Semester I		Semester II	
CHEM 127 or 137	4.0	CHEM 128 or 138	4.0
BIOL 121	4.0	BIOL 122	4.0
INQ 100	4.0	MATH 121	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

-- Pre-Pharmacy students do not need a second semester of Biology. Students should contact the pre-pharmacy advisor in Chemistry for more information.

-- Students interested in veterinary school should contact the Biology Department for more information and advising.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-ENGINEERING

Semester I		Semester II	
MATH 121	4.0	MATH 122	4.0
PHYS 128 or 111	4.0	PHYS 211 or 112	4.0
INQ 100	4.0	Expl. or Elective	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	

(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- There are several different areas of engineering, but all engineering students need Math 121 and 122 as well as Physics. Pre-engineering students also need to take **at least** one semester of Chemistry (127).
- Students interested in Chemical engineering should replace PHYS 128-211 above with CHEM 137-138 or 127-128
- Students interested in engineering should contact Mark Gealy or another faculty member in the Physics Department.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-FORESTRY

	Semester I		Semester II
CHEM 127 or 137	4.0	CHEM 128 or 138	4.0
BIOL 121	4.0	BIOL 122	4.0
IOC IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	ECON 201	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Students interested in Pre-Forestry should contact Dr. Van Amburg in the Biology Department for more information.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-LAW

	Semester I		Semester II
IOC IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
INQ 100	4.0	REL 100	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
Expl. or Elective	4.0	Science or Elective	4.0
PED 111	1.0	PED 112	1.0

Advisor Notes:

- Many students think that a specific major is required to enter law school. This is not true.
- Students interested in attending law school should contact Max Richardson in the Political Science Department.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-OCCUPATIONAL THERAPY

	Semester I		Semester II
CHEM 127 or 137	4.0	BIOL 121	4.0
INQ 100	4.0	PSYC 111	4.0
ART 111 or 112	4.0	ART 112 or 111	4.0
IOC 100 or IWC 100		IOC 100 or IWC 100	
(or adv. writing, if elig.)	4.0	(or adv. writing, if elig.)	4.0
PED 111 or 112	1.0	PED 111 or 112	1.0

Advisor Notes:

- Due to the popularity of Art 111, students should be prepared to speak to the Art Department about admission to Art 111. Students in Pre-Occupational Therapy should be in an Art class each semester.
- As with the other pre-professional programs, students need to be aware of the professional school's admission requirements.

-- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

PRE-SEMINARY

	Semester I		Semester II
INQ 100	4.0	REL 100*/Expl or Elec	4.0
IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0	IOC 100 or IWC 100 (or adv. writing, if elig.)	4.0
Language	4.0	Language	4.0
Expl. or Elective	4.0	Expl. or Elective	4.0
PED 111	1.0	PED 112	1.0

*Or can be taken first semester of sophomore year

Advisor Notes:

- Students interested in pre-seminary should consult with the chair of the Religion Department.
- Seminaries often recommend Greek and/or Hebrew.
- Students eligible for (and intending to take) the advanced writing course option should choose a fall inquiry seminar tied to a section of IOC 100.

ADVISEMENT RESOURCES LIST

This advising resource was designed to provide students with an initial contact name in an area of interest. It is by no means a complete listing of all available contacts in a particular area.

<u>Area of Interest</u>	<u>Contact Person</u>	<u>Department</u>
ARTS & CREATIVE FIELDS		
Art History	Peter Schulz	Art
Art Studio	Heidi Goldberg	Art
Art Education	Ross Hilgers	Art
Co-Curricular Media	Don Rice	CSTA
Co-Curricular Theatre	Jim Cermak	CSTA
Creative Writing	Scott Olsen	English
Music Performance	David Worth, Peter Halverson	Music
Music Composition	Steve Makela	Music
Music History	Jeff Meyer	Music
Music Education	Robert Chabora	Music
Theatre	Jim Cermak	CSTA
BUSINESS		
Accounting	Ron Twedt, James Specht	Bus, Acct & Econ
Computer Science	Dan Thureen	Math & CSC
Economics	Tom Hiestand	Bus, Acct & Econ
Health Care, Long Term Care Admin.	Dan Anderson, Bruce Anderson	Bus, Acct & Econ
Human Resources	Jim Legler	Bus, Acct & Econ
International Business	Tom Hiestand	Bus, Acct & Econ
Management	Jim Legler	Bus, Acct & Econ
Management Grad Schools & MBA Prog.	Scot Stradley	Bus, Acct & Econ
Spanish – Business Grad Schools	Viann Pederson	Spanish
Sports Management	Larry Papenfuss	PE & Health
COMMUNICATIONS & WRITING		
Advertising/Public Relations	Cindy Carver	CSTA
Business and Technical Writing	no one specified	English
Co-Curricular Advertising/PR	Cindy Carver	CSTA
Co-Curricular Forensics	Fred Sternhagen	CSTA
Communication—General	Cindy Carver Cindy Larson-Casselton	CSTA
English—General	David Sprunger	English
English Literature	Jonathan Steinwand, Dawn Duncan	English
English Writing	Scott Olsen, Bill Snyder	English
Mass Media	Don Rice	CSTA
Organizational Communication	Hank Tkachuk, Cindy Carver	CSTA
Print Journalism	Cathy McMullen	English
Speech Communication—General	Cindy Carver	CSTA
HUMANITIES		
Art History	Peter Schultz	Art Department
History	Vince Arnold	History Department
Philosophy	George Connell	Philosophy

Religion	Roy Hammerling	Religion
LANGUAGE STUDIES		
Classical Studies		
Grad Programs	Barbara McCauley, Ed Schmoll	Classical Studies
German Studies	Jonathan Clark	German
Language Grad Schools– Literature	Mary Rice, Eduardo Gargurevich	Spanish
	Gay Rawson	French
	Jonathan Clark	German
Language Translation – Interpretation	Leonor Sillers	Spanish
	Jonathan Clark	German
	Gay Rawson	French
PHYSICAL EDUC. & HEALTH PROFESSIONS		
Athletic Training	Don Bruenjes	PE & Health
Coaching	All advisors in department	PE & Health
Food, Nutrition & Dietetics	Betty Larson	FND
Health Education & Promotion	Larry Papenfuss	PE & Health
Nursing	All advisors in department	Nursing
Physical Education		
Exercise Science	Brett Bruininks	PE & Health
Pre-Dentistry	Gerald Van Amburg	Biology
Pre-Medicine	All advisors in Chem & Bio depts.	Chemistry & Biology
SCIENCE RELATED STUDIES		
Pre-Med & Health Services–general	Ellen Aho	Biology
Pre-Pharmacy/Pharmaceutical Chemistry	Julie Mach	Chemistry
Pre-Veterinary Medicine	Gerald Van Amburg	Biology
Analytical Chemistry	Mark Jensen	Chemistry
Anatomy & Physiology Grad. Programs	William Todt	Biology
Biology	William Todt	Biology
Biochemistry/Biotechnology	David Mork	Chemistry
Chemistry	David Mork	Chemistry
Chemistry Graduate Programs	Darin Ulness	Chemistry
Computer Science	Daniel Thureen	Math & CSC
Dev. Biology & Health Services	William Todt	Biology
Ecology & Natural Resource Mgmt.	Gerald Van Amburg	Biology
Engineering	Mark Gealy	Physics
Entomology, Natural History & Health Sci.	Gerald Van Amburg	Biology
Environmental Chemistry	Chopper Krogstad	Chemistry
Forensic Chemistry	Pam Mork	Chemistry
Genetics & Biochemistry	Carol Pratt	Biology
Industrial Chemistry	Drew Rutherford	Chemistry
Math—Non-teaching	Douglas Anderson	Math & CSC
<u>Area of Interest</u>	<u>Contact Person</u>	<u>Department</u>
Medical Technology & Molecular Biology	Ellen Aho	Biology
Microbiology, Veterinary Sci. & Health Sci.	Gerald Van Amburg	Biology
Nat. History, Earth Sciences—Grad. Study	William Todt	Biology
Physical Chemistry/Chemical Physics	Darin Ulness	Chemistry
Physics	Bryan Luther, Mark Gealy	Physics
Plant Science, Agriculture	Gerald Van Amburg	Biology

SOCIAL SERVICE FIELDS

Chicago Urban Studies
 Church Professions
 Foreign Service
 Government Service
 Lutheran Volunteer Corps
 Parish Nursing
 Pre-Law

Social Work
 Peace Corps

Matthew Lindholm
 Director
 Rebecca Moore
 Rebecca Moore
 Roy Hammerling
 Jean Bokinskie
 Max Richardson,
 Vince Arnold
 Kristi Loberg
 David Sandgren

Sociology
 Church Professions
 Political Science
 Political Science
 Religion
 Nursing

 Political Sci., History
 Social Work
 History

TEACHING

Art Teaching

Business Teaching (5-12)
 Church Professions
 Communication Arts/Literature—
 English; Communication
 Education—Elementary
 Education—Secondary
 English Teaching
 French-Teaching
 German—Teaching
 Health—Teaching & Non-teaching
 Kindergarten Teaching
 Latin—Teaching
 Life Science Teaching
 Math Teaching
 Music—Teaching
 Physical Education—Teaching
 Physical Science—Teaching
 Physics Education
 Science—Teaching

Social Studies Teaching
 Spanish—Teaching
 Speech Secondary Teaching
 Student Teaching Abroad

Ross Hilgers
 Sue Ellingson
 Patty Gulsvig
 See Church Professions Office

Joan Kopperud
 All advisors in department
 Patty Gulsvig
 Joan Kopperud/Karla Smart
 Gay Rawson
 Jonathan Clark
 Bob Kohler
 Sue Ellingson
 Barbara McCauley
 Krystle Strand
 Bill Tomhave
 Robert Chabora
 Bob Kohler
 Pam Mork
 Bryan Luther
 Pam Mork
 Krystal Strand
 Patty Gulsvig
 Mary Rice
 Fred Sternhagen
 Deb Grosz, Michael Wohlfeil

Art
 Education
 Education

 English
 Education
 Education
 English/Education
 French
 Educ. /German
 PE & Health
 Education
 Latin
 Biology
 Math & CSC
 Music
 PE & Health
 Chemistry
 Physics
 Chemistry
 Biology
 Education
 Spanish
 CSTA
 Education

NOTES:

Important Reminders for Advisors Regarding Financial Aid

- Pell Grant recipients will have their grant calculated just once during each semester – at the end of the 10th day of class.
 - If the student is taking fewer than 12 credits on this date, Pell Grant will be reduced and cannot be subsequently increased.
 - Pell Grants are awarded to our most needy students.
- Financial aid for all other federal and state grant programs will be awarded on August 29th based on their course load as of that date, but they can be subsequently increased if the student increases his or her enrollment.
 - This is particularly important for Minnesota Grant as the student must be enrolled in 15 credits to receive the full Minnesota Grant (for Minnesota Grant only, music lessons count toward the 15 credits by ensembles do not).
 - If a student drops a class, their Minnesota Grant (as well as other federal aid except Pell) will not be decreased as long as the student attended the dropped class!
 - Please see the attached for the information that is given to all recipients of Minnesota Grant.
- If a student is a “no-show” please notify Student Affairs as quickly as possible. If you don’t, we may not find out on a timely basis that a student is not actually in attendance.
- If a student asks you to sign a drop slip after the 10th day of classes, please note on the slip if the student did not attend your class. We need to establish a procedure to determine if the student has attended the class and this seems to be the best way. The Registrar’s Office have reprinted the drop/add slips to reflect this.
- Students must be full time to receive their merit-based financial aid (Regents’ Scholarship, Presidential Distinction Award, Faculty Scholarship, Excellence Scholarship, Renewable Grant, Broader Horizons, and Performance Scholarships). Concordia College defines full time as 12 credits (does not include music lessons or ensembles) so a student who is less than 12 credits will not receive their merit-based scholarship.
- Students who drop below 12 credits in a semester will have their financial aid reduced to reflect the reduced tuition they are paying as a part time student.
- If a student repeats a class in which he or she earned a passing grade, the student is not eligible for financial aid for the repeated class. Because we charge a flat tuition rate (12 to 17 credits), this is only an issue if the student is taking 12 or fewer classes.
- If you fail a student, you must report his or her last date of attendance on the web when you electronically enter your grades. This is used to determine if the student was an unofficial withdrawal or if the student “earned” the F. If the student has all F’s, we must determine the last date of attendance and drop the student as of that date. (If we can’t document a student’s attendance at any class during the term, the student is considered not to have begun attendance and all financial aid must be returned. If only some faculty report a date, we must assume the student was part time and send part of their financial aid back.)
- Fifth year students will receive financial aid but it will likely be reduced – especially for the 10th semester. Minnesota Grant is only available for 8 semesters.
- The federal government revised the regulations for Financial Aid satisfactory academic progress. As of July 1, 2011 the updated policy for Financial Aid Satisfactory Academic Progress goes into effect. (see attached). Based on federal regulations, it measures grades, course completion rates, and requires a student to obtain their first Bachelor of Art’s degree within 189 attempted credits and a Bachelor of Music degree within 213 attempted credits. Students have been given a copy of the new policy.
- Unless a student is enrolled in at least 6 credits during the summer, he or she is only eligible for alternative loans (no federal or state loans).
- If students express concern about the availability of student loans, you can share the following information with them:
 - They do not need to be concerned about Federal Direct Loans

- Private loans are going to be slightly harder to obtain as they require a credit-worthy co-signer and lenders have increased the credit score they are using to determine eligibility.
- Direct Parent PLUS loans are not likely to be harder to get unless parent is not credit-worthy (it has always been based on credit-worthiness)
- A new federal grant program has been created called the TEACH Grant.
 - It is only available to students who plan to teach both in high need fields (math, science, foreign languages, special education) AND teach for four years within eight years of graduation in a low income school. Otherwise, it becomes an unsubsidized Stafford loan. High need fields vary from state to state.
 - If we participate, student status will be determined on the census date. If student less than 3.0 at that time, their grant will be reduced. The value of the grant for a full time student is \$4000 per year. Please see attached information.

CONCORDIA COLLEGE MOORHEAD MINNESOTA

IMPORTANT INFORMATION FOR MINNESOTA GRANT RECIPIENTS

The Minnesota Grant Program at Concordia defines a full-time student as one who is registered for at least 15 credits at Concordia, even though Concordia College and all other financial aid programs define full time as at least 12 credits.

Therefore, in order to be eligible for the maximum Minnesota Grant, you must be enrolled for at least 15 credits at Concordia. Music lessons will count toward the 15 credits provided you are registered for at least 12 credits of academic courses. Ensembles, such as choir or band, do not count toward the 15 credits.

The Minnesota Grant amount listed on your financial aid award letter assumes you will be registered for at least 15 credits per semester, unless you have previously notified the financial aid office that you intend to register for less.

Although 15 credits, is required to receive the maximum state grant each term, it is in your best interest to consider your entire schedule (i.e., coursework, employment, extracurricular activities — including sports, social/family activities, etc.) and enroll in the number of credits that will allow your academic success at Concordia. Taking fewer credits each term may extend your state grant eligibility beyond four years should you continue to demonstrate financial need via the FAFSA.

The actual amount of Minnesota Grant funding you will receive will be based on your enrollment level on the day your grant is credited to your account in the Business Office.

If you intend to register for less than 15 credits, please notify the Financial Aid Office and we will adjust your Minnesota Grant to reflect your reduced credit load.

Students must submit a FAFSA within 30 days of the start of the term at their school in order to receive a Minnesota Grant for that term.

It is the policy of Concordia College to provide equal opportunity for all qualified persons in its educational programs and activities. The college is in full compliance with the laws of the United States and all applicable regulations. The college does not discriminate on the basis of race, creed, color, national origin, age, sex or physical handicap in the educational programs that it operates. © 2007 Concordia College, Moorhead, Minnesota 40913/3M/1207

Financial Aid Satisfactory Academic Progress Policy

Policy

In accordance with federal and state regulations, all undergraduate students must demonstrate satisfactory academic progress toward the attainment of a degree. At Concordia College, satisfactory academic progress is monitored at the end of every academic period.

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

At minimum, students must maintain the academic progress requirements outlined in the chart below and obtain a first Bachelor of Arts degree within 189 attempted credits or a Bachelor of Music degree within 213 attempted credits.

Minimum Academic Progress Standards for Financial Aid

Academic Period	Cumulative GPA	Pace
First Academic Period	1.7	50.00%
Second Academic Period	1.8	62.50%
Third Academic Period	1.9	68.75%
Fourth Academic Period and Beyond	2.0	68.75%

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

Programs Covered by this Policy

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

Monitoring Progress

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

Maximum Time Frame

Undergraduate students are eligible to receive financial aid for up to 150 percent of their program length. As a result, students acquiring a Bachelor of Arts degree must obtain their degree within 189 attempted credits and Bachelor of Music students within 213 attempted credits. Attempted credits include all "I," "F," "DR," "DQ," "U," "W" and "NG" grades; along with satisfactory grades of "A," "B," "C" and "D" including pluses and minuses. Courses that are repeated are counted each time they are attempted yet only count as "earned" credits once (assuming the student earns a passing grade). All transfer credits accepted by the institution are counted as attempted and earned. Audit credits are not counted.

Pace

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

Minimum Cumulative Grade Point Average

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

Failure to Maintain Satisfactory Academic Progress

A student who does not meet the above standards of satisfactory academic progress at the end of each academic period will automatically be placed on financial aid warning for the following academic term. A student on financial aid warning may continue to receive financial aid for one payment period even though s/he is not meeting the minimum satisfactory academic progress standards. At the end of the warning period a student's satisfactory progress will be evaluated again. If it is determined that the student is meeting the minimum progress standards, the student will be considered to be in good standing and may receive financial aid in the upcoming term. If the student fails to meet the minimum satisfactory academic standards after the warning period, aid will be suspended for the upcoming term.

A student will be placed on SUSPENDED status if the student:

- fails to make financial aid satisfactory academic progress while on WARNING status; or
- has a cumulative GPA below 2.0 after two years of college attendance (two years of college attendance is defined as any four semesters of attendance, including summer); or
- s/he is dismissed from college.

A student whose financial aid has been suspended is not eligible to receive financial aid until he or she meets one of the following conditions:

- Continues to attend Concordia College at his or her own expense and returns to full compliance with all parts of the Satisfactory Academic Progress policy;
- or
- Demonstrates special circumstances to justify appeal consideration.

Students will be notified in writing via U.S. mail to their permanent home address if they have been placed on probation or suspension. If the break between terms is less than two weeks and the student is registered for the upcoming term, notification of suspension will also be sent to the student's Concordia College e-mail address.

Right to Appeal

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

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

A student whose aid is suspended due to maximum time frame must include a degree audit with the appeal form that clearly identifies remaining coursework to complete his/her degree. His/her adviser or the registrar or assistant registrar must sign off on the degree audit, or forward an e-mail to the associate director of Financial Aid that details the coursework left to complete and the student's anticipated graduation date. Acceptable reasons to appeal maximum time frame include but are not limited to: change of major, transfer credits that did not apply toward your degree/program, and music ensemble credits for students seeking a Bachelor of Arts degree.

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

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

FEDERAL STUDENT AID

TEACH GRANT PROGRAM

Through the College Cost Reduction and Access Act of 2007, Congress created the Teacher Education Assistance for College and Higher Education (TEACH) Grant Program that provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. If, after reading all of the information on this fact sheet, you are interested in learning more about the TEACH Grant Program, you should contact the financial aid office at the college where you will be enrolled starting with the 2008–2009 school year.

Effective Dates

The first TEACH Grants will be awarded to eligible students for the 2008–2009 school year.

Conditions

In exchange for receiving a TEACH Grant, you must agree to serve as a full-time teacher in a high-need field in a public or private elementary or secondary school that serves low-income students (see below for more information on high-need fields and schools serving low-income students). As a recipient of a TEACH Grant, you must teach for at least four academic years within eight calendar years of completing the program of study for which you received a TEACH Grant. **IMPORTANT:** If you fail to complete this service obligation, all amounts of TEACH Grants that you received will be converted to a Federal Direct Unsubsidized Stafford Loan. You must then repay this loan to the U.S. Department of Education. You will be charged interest from the date the grant(s) was disbursed.

Student Eligibility Requirements

To receive a TEACH Grant you must meet the following criteria:

- ▶ Complete the Free Application for Federal Student Aid (FAFSA), although you do not have to demonstrate financial need.
- ▶ Be a U.S. citizen or eligible non-citizen.
- ▶ Be enrolled as an undergraduate, post-baccalaureate, or graduate student in a postsecondary educational institution that has chosen to participate in the TEACH Grant Program.
- ▶ Be enrolled in coursework that is necessary to begin a career in teaching or plan to complete such coursework. Such coursework may include subject area courses (e.g., math courses for a student who intends to be a math teacher).
- ▶ Meet certain academic achievement requirements (generally, scoring above the 75th percentile on a college admissions test or maintaining a cumulative GPA of at least 3.25).
- ▶ Sign a TEACH Grant Agreement to Serve (see below for more information on the TEACH Grant Agreement to Serve).

High-Need Field

High-need fields are the specific areas identified below:

- ▶ Bilingual Education and English Language Acquisition
- ▶ Foreign Language
- ▶ Mathematics
- ▶ Reading Specialist
- ▶ Science
- ▶ Special Education

Federal Student Aid, an office of the U.S. Department of Education, ensures that all eligible individuals can benefit from federally funded or federally guaranteed financial assistance for education beyond high school. We consistently champion the promise of postsecondary education—and its value to our society.

www.FederalStudentAid.ed.gov

TEACH Fact Sheet FEDERAL STUDENT AID

► Other identified teacher shortage areas as of the time you begin teaching in that field. These are teacher subject shortage areas (not geographic areas) that are listed in the Department of Education's *Annual Teacher Shortage Area Nationwide Listing*. To access the listing, please go to www.ed.gov/about/offices/list/ope/pol/tsa.doc.

Schools Serving Low-Income Students

Schools serving low-income students include any elementary or secondary school that is listed in the Department of Education's *Annual Directory of Designated Low-Income Schools for Teacher Cancellation Benefits*. To access the Directory, please go to www.tcli.ed.gov and click on the SEARCH button.

Teach Grant Agreement to Serve

Each year you receive a TEACH Grant, you must sign a TEACH Grant Agreement to Serve that will be available electronically on a Department of Education website. The TEACH Grant Agreement to Serve specifies the conditions under which the grant will be awarded, the teaching service requirements, and includes an acknowledgment by you that you understand that if you do not meet the teaching service requirements you must repay the grant as a Federal Direct Unsubsidized Loan, with interest accrued from the date the grant funds were disbursed. Specifically, the TEACH Grant Agreement to Serve will require the following:

- For each TEACH Grant-eligible program for which you received TEACH Grant funds, you must serve as a full-time teacher for a total of at least four academic years within eight calendar years after you completed or withdrew from the academic program for which you received the TEACH Grant.
- You must perform the teaching service as a highly-qualified teacher at a low-income school. The term highly-qualified teacher is defined in section 9101(23) of the Elementary and Secondary Education Act of 1965 or in section 602(10) of the Individuals With Disabilities Education Act.
- Your teaching service must be in a high-need field.
- You must comply with any other requirements that the Department of Education determines to be necessary.
- If you do not complete the required teaching service obligation, TEACH Grant funds you received will be converted to a Federal Direct Unsubsidized Stafford Loan that you must repay, with interest charged from the date of each TEACH Grant disbursement.

Additional Guidance and Implementing Regulations

The Department of Education will publish regulations to implement the TEACH Grant Program after providing an opportunity for public comment in accordance with legal requirements.

IMPORTANT REMINDER

If you receive a TEACH Grant but do not complete the required teaching service, as explained above, you will be required to repay the grants as a Federal Direct Unsubsidized Stafford Loan, with interest charged from the date of each TEACH Grant disbursement.

Next Steps

If you are interested in learning more about the TEACH Grant Program, you should contact the financial aid office at the college where you will be enrolled to find out if they will participate in the TEACH Grant Program for the 2008–2009 school year.

Disclaimer

This fact sheet provides a preliminary summary of the TEACH Grant Program based on the College Cost Reduction and Access Act of 2007. The information in this document is subject to change and is not binding on the Department of Education.

The ACT National Center for the Advancement of Educational Practices

The Advising Interview 10 Suggestions for Improving Communication

1. Greet students by name, be relaxed, warm. Open with a question, e.g. “How are things going?” or “How can I help?”
2. Conversational flow will be cut off if questions are asked so that a “yes” or “no” reply is required. A good question might be, “What have you thought about taking next semester?” or “What made you think about business as a career?”
3. Good advising is effective listening. Listening is more than the absence of talking. Try to identify the fine shades of feelings behind the words.
4. A student may fear that the advisor won’t approve of what he/she says. Advisors must convey their acceptance of these feelings and attitudes in a non-judgmental way. Cardinal principle: If a student thinks it is a problem, the advisor does too.
5. Do not fire questions at the student like a machine gun.
6. Most people are embarrassed if no conversation is going on. Remember, the student may be groping for words or ideas.
7. Try to understand what the student is saying. For example, it is better to say, “You feel that a professor is unfair to you” rather than, “Everyone has trouble with professors sometimes.”
8. If a student asks a question regarding facts, and you do not have the fact, admit it. Go to your resources for the information immediately (which sets a good example for the student) or call the student back.
9. It is better if the advisor and the student realize from the beginning that the interview lasts for a fixed length of time.
10. Once limits have been set, it is best to end the interview at the agreed time. A comfortable phrase might be, “Do you think we have done all we can for today?” or “Let’s make another appointment so that we can go into this further.”

Interview Questions for the Deciding Student

Self Exploration

- As far back as you can remember, what general occupational fields have you thought of?
- What subjects did you enjoy in high school? In what subjects were your best grades?
- Where do you think you are strongest -- math/science, literature, social sciences?
- What do you see as your limitations?
- What type of co-curricular activities have you been involved in? Which were the most enjoyable? What did you learn about yourself from them?
- What are your best personal qualities?
- Name your greatest accomplishment so far. What about the experience made it special?
- If you have a spare hour, how do you use it?
- Why are you in college?

- What does a college degree mean to you?
- In what kind of work environment do you picture yourself in five years after college?

Academic Major/Occupational Information

- What academic areas are you currently considering? What do you like about these areas?
- What occupations are you considering? What about these occupations attracts you?
- How do your abilities and skills fit the tasks necessary to succeed in these areas?
- Will these occupations provide the rewards and satisfactions you want for your life? Why?
- What are the differences and similarities among the majors/occupations you are currently considering?
- Who has influenced your ideas about these alternatives?

Decision Making

- Do you ever have trouble making decisions? Minor ones? Important ones?
- How do you go about making a decision? Describe the process. What specific strategies do you use?
- Do you use the same method for all types of decisions?
- Would you describe yourself as a spontaneous or a systematic decision maker?
- Do you make decisions by yourself, or do you need other people's opinions first?
- Are you feeling anxious about deciding on a major? Are you feeling pressured?
- How long do you think it will take you to make a decision? How long do you want it to take?

18 Truths for Student Success

(By Mike Kline and Reed Smith from the University of Ohio-Zanesville)

1. You are responsible for your own learning.
2. Education is not the same as entertainment.
3. Effort is not results.
4. Think in terms of questions.
5. Strive to know everything.
6. Always shoot for "a's".
7. You never learn anything new from a right answer.
8. Don't ask how much you have to do, ask how much you can do.
9. Your work habits in college will continue on the job.
10. Stretch yourself beyond your comfort zone; you will build strength.
11. In general, the purpose of a lecture class is to acquire information or skills to be learned later.
12. Be a problem solver not a problem.
13. Don't just look good, be good.
14. Look for advantages and opportunities where others see failure.
15. Take risks, they lead to growth.
16. Consequences do follow action or inaction.
17. Education is a marathon not a sprint.
18. Self-confidence comes from doing hard things well.

Selected works related to First-Year Experience

Journal articles:

Astin, A. W. (1984). Student involvement: A developmental theory for higher education. Journal of College Student Personnel, 25, 297-308.

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Austin, A. W. (1993). What matters in college? Liberal Education, 79 (4), 4-15.

Bank, B. J., Slavings, R. L., & Biddle, B. J. (1990). Effects of peer, faculty, and parental influences on students' persistence. Sociology of Education, 63, 208-225.

Baxter Magolda, M. B. (1992). Cocurricular influences on college students' intellectual development. Journal of College Student Development, 33, 203-213.

Bers, T. H. & Smith, K. E. (1991). Persistence of community college students: The influence of student intent and academic and social integration. Research in Higher Education, 32, 539-556.

Brooks II, J. H. & DuBois, D. L. (1995). Individual and environmental predictors of adjustment during the first year of college. Journal of College Student Development, 36 (4), 347-360.

Christie, N. G. & Dinham, S. M. (1991). Institutional and external influences on social integration in the freshman year. Journal of Higher Education, 62, 412-436.

Edwards, J. E. & Waters, L. K. (1982). Involvement, ability, performance, and satisfaction as predictors of college attrition. Educational and Psychological Measurement, 42, 1149-1152.

Elkins, S. A., Braxton, J. M., & James, G. W. (2000). Tinto's separation stage and its influence on first-semester college student persistence. Research in Higher Education, 41, 251-268.

Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to students' silence. Journal of Higher Education, 66, 82-96.

Fitch, B. & Kirby, A. (2000). Students' assumptions and professors' presumptions: Creating a learning community for the whole student. College Teaching, 48 (2), 47-54.

Kuh, G. D. (1993). Ethos: Its influence on student learning. Liberal Education, 79 (4), 22-31.

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Larose, S. & Roy, R. (1991). The role of prior academic performance and nonacademic attributes in the prediction of the success of high-risk college students. Journal of College Student Development, 32, 171-177.

Larose, S., Robertson, D. U., Roy, R. & Legault, F. (1998). Nonintellectual learning factors as determinants for success in college. Research in Higher Education, 39, 275-297.

Levitz, R. & Noel, L. (1989). Connecting students to institutions: Keys to retention and success. In Upcraft, M. L., Gardner, J. N. & Associates (Ed.), *The Freshman Year Experience: Helping students survive and succeed in college* (pp. 65-81). San Francisco: Jossey-Bass.

Mathis, M. & Lecci, L. (1999). Hardiness and college adjustment: Identifying students in need of services. Journal of College Student Development, 40 (3), 305-309.

Murtaugh, P. A., Burns, L. D., & Schuster, J. (1999). Predicting the retention of university students. Research in Higher Education, 40, 355-371.

Pascarella, E. T. & Terenzini, P. T. (1998). Studying college students in the 21st century: Meeting new challenges. The Review of Higher Education, 21, 151-165.

Pratt, M. W. (2000). The transition to university: Contexts, connections, and consequences. Journal of Adolescent Research, 15, 5-8.

Smith, B. L. (1993). Creating learning communities. Liberal Education, 79 (4), 32-39.

Tinto, V. (1997). Classrooms as communities: Exploring the educational character of student persistence. Journal of Higher Education, 68, 599-623.

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Tinto, V., Goodsell-Love, A., & Russo, P. (1993). Building community. Liberal Education, 79 (4), 16-21.

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Monograph Series

1. # 11 – Exploring the Evidence – Reporting outcomes of Freshman Seminars(2)
2. #4 – The Freshman Orientation Seminar: A Research-Based Rationale for its Value, Delivery, and Content(2)
3. #14 – Gateways: Residential Colleges and The Freshman Year Experience
4. #33 – Proving and Improving – Strategies for Assessing the First College Year
5. #22 – From Best Intentions To Best Practices: The First-Year Experience in Canadian Postsecondary Education
6. #31 – Visible Solutions for Invisible Students: Helping Sophomores Succeed
7. #13 – Designing Successful Transitions: A Guide for Orienting Students to College(2)
8. #30 – Professing the Disciplines – An analysis of Senior Seminars and Capstone Courses
9. #29 – Solid Foundations: Building Success For First-Year Seminars Through Instructor Training and Development
10. #2 – Perspectives on the Freshman Year – Selected Major Addresses from The Freshman Year Experience Conferences – 1988-1989
11. #8 – Perspectives on the Freshman Year – Volume II – Views on the Critical First Year
12. #20 – The 1994 National Survey of Freshman Seminar Programs: Continuing Innovations in the Collegiate Curriculum
13. #3 – The First-Year Experience in American Higher Education
14. #26 – Learning Communities: New Structures, New Partnerships for Learning
15. #36 – Involvement in Campus Activities and the Retention of First-Year College Students
16. #18 – First-Year Academic Advising: Patterns in the Present, Pathways to the Future
17. #32 – Peer Leadership – A Primer on Program Essentials
18. #34 – Service-Learning and the First-Year Experience – Preparing Students for Personal Success and Civic Responsibility

Four-Year Plan for Advising at Concordia College: Advising Outcomes

Advising at Concordia College is a teaching and learning relationship between advisor and advisee. This relationship guides students “to become life-long learners, humbly self-confident in mind, body, and spirit, aware of their gifts and of the need to share these gifts with their neighbors and the world” (Goals for Liberal Learning). Advising is dedicated “to educating the whole person to lead a life that is both mindful and intentional” (Goals for Liberal Learning). The learning-centered approach to advising helps students develop intellectual passion and guides them to recognize the connection among various dimensions of their education. The college mission statement, Goals for Liberal Learning, a long-standing commitment to vocation, and the strategic plan form the foundation for advising at Concordia College.

Mission Statement of Concordia College

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

Goals for Liberal Learning

- Goal 1: Instill a love for learning.
- Goal 2: Develop foundational skills and transferable intellectual capacities.
- Goal 3: Demonstrate an understanding of disciplinary, interdisciplinary and intercultural perspective and their connections.
- Goal 4: Cultivate an examined cultural, ethical, physical, and spiritual self-understanding.
- Goal 5: Encourage responsible participation in the world.

Vocation

In the context of a liberal arts education at a college affiliated with the Lutheran Church, vocation represents the process of discovering an individual's unique gifts and discerning how God calls him or her to offer those gifts in service.

< <http://www.cord.edu/dept/church/calltoserve/Discernment/vocation.php>.>

Strategic Plan Initiative

“Develop an integrated program to help students achieve their potential and strengthen connections between college life and students’ future.”

In order to prepare students to engage responsibly in the world, Concordia College demonstrates leadership in advising by its integrated approach. Integrated advising reflects a broad understanding of advising and supports the educational development of students as they move into, through, and out of their college experience. The goals, expectations, and learning outcomes for advising are recognized and addressed in partnership between Academic and Student Affairs. For example, advisors include faculty as well as academic, personal, and career support professionals. This integrated approach views advising as a shared opportunity for teaching and guiding, and embraces advising as a collaborative and coordinated process for meeting the needs of today’s students. Integrated advising benefits students, faculty, and the college community as a whole.

The integrated approach to advising reflects the joint commitment that students and institution make to an excellent, well-rounded educational experience at Concordia College. The Four-Year Plan for Advising at Concordia College offers a specific yet flexible framework that describes the shared roles and responsibilities for students and their many advisors. In the plan, three broad categories (Self, Learning, and Community) frame learning outcomes to guide students to a deeper understanding of integrated advising as an active process with shared responsibilities. Students can achieve the suggested learning objectives by seeking out formal and informal opportunities and resources, often in consultation with academic advisors, other faculty, and a wide range of support professionals from across campus. The learning outcomes will be measured by institution-wide assessments such as the National Student Survey of Engagement (NSSE) rather than by assessment of individual advisors or students.

Advising in the First Year: A Time of Exploration

The first year of the college experience offers new and exciting opportunities to explore and to grow in community with others, but certain responsibilities accompany these opportunities. In the first year, students join a community that embraces learning and promotes responsible participation in the world. Advisors discuss the importance of preparing for a successful college experience through careful planning, critical thinking, and meaningful participation. Together students and advisors work to achieve a successful transition to the academic community and the vocation of being a student.

During the first year, a time of exploration, students will develop the following:

Self

I understand

- my personal and academic skills, abilities, interests and values
- the availability of college resources and how they might assist me
- the behaviors that promote wellness and advance a healthy campus and community
- the importance of interdependence as well as independence to success and personal growth
- the importance of exploring vocation
- student-related policies and procedures

Learning

I understand

- the core curriculum and its importance to becoming liberally educated
- the critical importance of academic integrity
- the Mission of Concordia College and the Goals for Liberal Learning
- critical thinking skills, academic success strategies and positive learning attitudes
- the requirements of major(s) and minor(s) and satisfactory academic progress
- how to prepare a four-year educational plan

Community

I understand

- the importance of meaningful relationships with faculty, staff, and students
- the value of participation in the campus community
- the importance of personal identity and the significance of culture(s) for myself in relation to others

Advising in the Second Year: A Time of Reflection

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

During the second year, a time of reflection, students will develop the following:

Self

I understand

- the importance of establishing realistic academic and personal expectations
- the value of reflection on relationships, spirituality, community, and vocation
- the process of selecting, declaring, and/or changing a major(s)

Learning

I understand

- on- and off-campus learning opportunities
- involvement and possible leadership opportunities in co-curricular and extra-curricular activities
- the importance of engaging in scholarship and research opportunities

Community

I understand

- the responsibility of contributing to the campus and the broader community through meaningful service and citizenship
- the value of human differences and the benefits of interacting with a wide range of people

Advising in the Third Year: *A Time of Clarification*

The third year is an important time of transition and clarification for students because many begin to envision what their lives may be like after graduation. The advisor-advisee relationship continues the focus on vocation, educational goals, and appropriate planning to help ensure that students achieve their goals and maximize the time remaining in their undergraduate experience.

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

During the third year, a time of clarification, students will develop the following:

Self

I understand

- vocation as a means of clarifying post-graduation plans
- graduation policies and requirements
- the options for graduate school, professional school, and employment and the necessary steps for preparation

Learning

I understand

- the value of experiential learning opportunities such as internships
- opportunities to participate in public lectures and presentations, and scholarly research on- and off-campus
- essential connections between classroom and out-of-classroom learning experiences

Community

I understand

- the importance of an ongoing relationship with at least one faculty member
- the importance of assuming academic and co-curricular leadership
- the necessity of developing skills to negotiate the complexities of a diverse world

Advising in the Fourth Year: A Time of Transition

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

During the fourth year, a time of transition, students will develop the following:

Self

I understand

- the importance of a final check on degree and graduation requirements
- career opportunities in my field or major and beyond
- resources available to help with this time of transition
- how to tell my Concordia story

Learning

I understand

- specific plans and preparations for graduate study, career, or other vocation
- how to establish mentoring and networking relationships with alumni and other key professionals

Community

I understand

- how a liberal arts degree is preparation for responsible participation in the world
- my abilities to serve and lead
- what it means to be a graduate of Concordia College