SCHOOL OF PROFESSIONAL STUDIES
Dr. Timothy Peters, Dean

MISSION STATEMENT
Guided by the Lutheran tradition of vocation, the School of Professional Studies serves and cultivates the curious through transformational learning communities to discover and utilize their gifts for meaningful service.

PURPOSE STATEMENT
The School of Professional Studies consists of four major academic areas serving adult students in face-to-face, blended, and online instructional modalities:

International Studies, Dr. Eugene Kim, Director
- Master of Arts in International Studies
- Master of Arts in International Studies and Master of Business Administration Joint Degree

Nursing, Dr. Mary Hobus, Assistant Dean for Nursing
- Accelerated Bachelor of Science in Nursing (ABSN)  
  Prof. Terry Cottle, Assistant Director
- Registered Nurse to Bachelor of Science in Nursing (RN to BSN)  
  Prof. Terry Cottle, Assistant Director
- Master of Science in Nursing (MSH)  
  Dr. Catherine Caston, Assistant Director
- Licensed Vocation Nurse to Registered Nurse (LVN to RN) thirty (30)-unit option certificate

Adult Degree Programs
- Applied Liberal Arts (ALA)  
  Prof. Paul Marquardt, Academic Program Director
- Business Administration Leadership (BAL)  
  Prof. Eugene Esparza, Academic Program Director
- Organizational Psychology (OP)  
  Dr. Chip Espinoza, Academic Program Director
- Associate of Arts Degree (AA) General Education (GE) Program  
  Dr. Timothy Peters, Dean

Bachelor of Arts Degree
- Healthcare Management (HCM)  
  Dr. Stephen Duarte, Academic Program Director
  (Refer to General Undergraduate Catalog for detailed information)

Adult Degree Programs
PURPOSE STATEMENT
Concordia University Irvine’s (CUI) adult degree programs (ADP) seek to carry out the mission of the university to the 21st century student. Like the traditional undergraduate degree programs, courses are founded in the Christian liberal arts tradition of the university.

The programs are tailored to the needs and unique capabilities of the adult learner who can earn credit in a variety of modalities from the traditional classroom setting, blended, and/or online formats as well as college-level learning experiences obtained through their careers using CLEP (College Level Examination Program), DSST (Dantes Standardized Subject Test), as well as the prior learning assessment test from LearningCounts.org program (Council for Adult and Experiential Learning [CAEL]).
The adult and traditional post-high school-age student differ in that the former has benefited from years of life experience and then sought the academic education, while the traditional student first receives the education and then the life experience. Thus, the needs of the adult learner are different; socialization, for instance, plays a much greater role in the academic life of the traditional student and, indeed, accounts for much of the necessity for extended contact hours. Adults, on the other hand, are interested in cutting right to the essence of a topic and are capable of processing greater amounts of material over much shorter periods of time.

A hallmark of all adult degree programs is a strong emphasis on the direct applicability of the course material to the student’s career. In addition, our entire program is infused with the liberal arts conveyed in a Lutheran Christian context.

APPLICATION AND ADMISSION INFORMATION
Completion of the ADP application process and submission of all necessary and required documents will complete the file. Following file completion, the application information will be reviewed and a decision issued regarding acceptance.

Students with fewer than forty-five (45) units of accredited transferable units are eligible for candidate status (provisional acceptance) within a chosen ADP major and can begin taking online general education (GE) courses. Once forty-five (45) units are obtained, students may begin taking courses in their chosen ADP major concurrently.

ADMISSIONS APPEAL PROCESS
A student who has applied and been denied admission has a right to appeal the decision within seven (7) days of receiving notification of admission denial. The appeal must be made in writing to the dean of the School of Professional Studies and include a rationale for reconsideration. Within seven (7) days of receipt of the letter, the dean will convene an appeals committee consisting of one (1) member appointed by the dean and one (1) member appointed by the Office of the Provost.

The student will be informed of the date and time of the meeting and be instructed to bring any documentation pertinent to the appeal. At the meeting the chair will cite the reason(s) for the denial of admission and the student will be given the opportunity to explain the basis of their appeal. After discussion, the student will be excused and the committee will render a decision. The student will be informed of the decision in writing within three (3) days. This decision will be considered final.

Transferring Units from Another Institution
A student can fulfill the general education requirements in the following ways:
1) IGETC (Intersessional General Education Transfer Curriculum) certification.
2) CSU (California State University) certification.
   a) A maximum of thirty-two (32) units form AP, CLEP, DSST, non-regionally accredited, pass/fail and Learning Counts will be accepted for transfer.
   b) CUI will accept Community College GE transfer coursework from courses which will satisfy similar category requirements in the CSU or IGETC programs. Please see the chart below to see which categories are considered similar. (Students can use www.assist.org to find out which CSU/IGETC category a particular course fulfills.)
3) Academic associate of arts degree from a regionally accredited U.S. university.
4) Completion of Concordia University Irvine’s general education requirements for ADP students as listed below.

Students entering with an Associates of Arts degree must have documented proof of earning the degree prior to entering the Adult Degree Program (ADP).

ACADEMIC POLICIES
Late Assignment Policy
Late work will be accepted only by prior arrangement with the instructor before the due date for the assignment. Full credit will not be given for late work. However, each faculty member has the prerogative to set their own policy for late work, and the policy for each course is clearly stated in the syllabus.

Class Postponement Policy
Concordia University reserves the right to cancel the start date of a new group of students if enrollment is insufficient. No class may be cancelled within three working days of the scheduled start.

Academic Probation & Disqualification
The university is committed to providing assistance to students for academic success while at the same time maintaining a standard of academic integrity for Concordia. When a student’s academic achievement falls below the standards set by the university, academic probation and disqualification are imposed.

A student having a semester GPA below 2.0 will be placed on probation for the following semester. Incompletes are not permitted for students who are on probation. A student whose GPA has fallen below 2.0 for 2 consecutive semesters will be academically disqualified as a degree student. A student who earns a GPA of less than 1.0 in any given semester will be dismissed immediately. The student may appeal a dismissal to the Appeals Committee within 30 calendar days of the dismissal notice.

Academic Honesty
Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. As an accredited institution of higher learning dedicated to the transmission of knowledge and the free inquiry after truth, Concordia strives to maintain the highest standards of academic honesty and seeks to heed the commands for honesty found in Scriptures.

The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review. Assignments submitted for review will be included as source documents in a restricted access database solely for the purpose of detecting plagiarism in such documents.

Definitions
Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. The responsibility for such honesty rests with the individual student. To help members of the community recognize academic dishonesty, the definitions are listed:
Cheating
Cheating is presenting someone else’s work as one’s own. Cheating is knowingly giving, receiving, acquiring or possessing information used for academic evaluation, including tests, term papers, written projects, etc., which has deception as its intent.

Plagiarism
Plagiarism is using the exact words, phrases, or sentences of another person without documentation. Plagiarism is paraphrasing information used by another person (facts, opinions, ideas, or language) without proper documentation.

The result of plagiarism is, at minimum, a zero on the assignment. It may result in failure of the course, or expulsion from the university. Appeals will be handled per the policy stated in the undergraduate student handbook available online.

Reporting Procedures

Informing the student
The instructor will remind the student in the course syllabus that this course follows the policy on cheating and plagiarism as found in the student handbook.

Initiating action in cases of cheating and plagiarism
The instructor, upon discovering the incident of cheating or plagiarism, should be prepared to document the case carefully with appropriate and adequate evidence.

The instructor will confront and personally discuss the alleged dishonesty with the student. This may happen via email, over the phone, or face-to-face depending on the availability of both student and instructor. If the instructor is convinced after this confrontation that the student has been academically dishonest, then the following procedure will be pursued.

Disciplinary Procedure
After the instructor has confronted the student and informed him/her of the situation, the instructor is, within 24 hours or the end of the next business day, to inform the Academic Program Director responsible for oversight of the program major.

Grading and the Grading System
Course work is evaluated and grades are awarded as follows

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td></td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td></td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>Satisfactory</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>Barely passing</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td></td>
<td>.07</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Dean’s List

A full-time student whose semester grade point average is 3.75 or higher is recognized as an honor student and is placed on the Dean’s List. A full-time student whose semester grade is between 3.50 and 3.74 is recognized for Academic Commendation. Students must carry a minimum of 12 units to be considered for recognition.

Incomplete

Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within four weeks from the conclusion of the class unless an extension is granted by the instructor with the approval of the Dean. No more than two incompletes per semester. Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

Dropping Courses

Assigned when a student withdraws from a class. All drops must occur before the end of the second week of the class. After the second week, students will receive the grade they’ve earned. Students must contact the School of Business and Professional Studies to formally drop a course.

Withdrawal from School

Adult Education students who will no longer continue their enrollment at Concordia University must withdraw formally from the university. The withdrawal date is the date we receive a formal request from the student to withdraw from the university. Any courses that have occurred prior to this date the student will receive the grade earned. Non-attendance does not constitute withdrawal from classes and will result in grades of “F.” For questions please call the Adult Degree Program office.

Grade Appeal Process

The university recognizes the right of faculty to set standards of performance and to apply them to individual students. Therefore, the instructor is the final authority in determining grades that are assigned to students and that appear in their permanent academic records. Students have a right to inquire how their grade was determined. The following procedures apply to changes of grades except for changes of Incomplete (I) and withdrawal (W) grades.

In general, all course grades are final when filed by the instructor within one week after the course is completed. Students have access to their grades through Banner Web. These grades are a part of the official records.

Students have the right to formally appeal the final grade in a course. When grades are given for any course of instruction the grade given to each student shall be the grade determined by the instructor of the course.

Students who believe they have been subject to a clerical or procedural grading error or to arbitrary or discriminatory academic evaluation shall follow the recommended procedure.

A request for grade change must be initiated by the grievant within the 4 weeks, following the award of the original grade. The student must produce in writing a formal request for a review of the grade clearly stating the rationale based upon the definitions as stated in this policy. If the instructor determines that there is a valid basis for the change, a Change of Grade form shall be used to notify the Office of the Registrar. Prior to being accepted by the
office of the Registrar, the change of Grade form shall be completed and signed by the instructor, noting the basis for the change.

If the instructor determines there is not a valid basis for the change and denies the grievant’s request, the grievant may proceed to the appeals by submitting, in writing a rationale for this appeal within 60 days after the last day of class. The appeal should be sent to the immediate academic supervisor. If the matter is not resolved, the grievant may choose to appeal, in writing to the Dean of the school. The Dean shall have five (5) working days while classes are in session or fifteen (15) days when classes are not in session, to schedule an appointment with the student to discuss the academic grievance.

If the matter is not resolved, the grievant may choose to appeal, in writing, to the Provost. The Provost shall have ten (10) working days while classes are in session or fifteen (15) days when classes are not in session to appoint and convene an ad hoc grievance committee. The grievance committee will be convened and render their decision as per Policy 489.2 in the University Handbook.

**Definitions:**
Clerical or procedural grading error: a course grade which is incorrect due to one or more mistakes in grade recording or computation, pertaining either to grades for individual assignments and examinations, or to the course grade as a whole.

Discrimination: Disparate treatment given equal performance for reasons of Race, ethnicity, religion, marital status, national origin, gender or within the limits imposed by law or university regulations because of age, disability or citizenship.

**Concurrent Enrollment**

Some students will be taking units at institutions other than Concordia University while they are completing their adult education program courses. These students need to be aware of the following University policy:

Only students with a cumulative GPA of 3.0 or higher may register for more than 18 units in one semester. No student may receive credit for more than 21 units in a semester, including units from regular courses taken on campus, courses taken off campus, individualized study courses and correspondence courses.

**Completion of the Program and Course Substitution**
The Adult Degree Program courses are designed to be taken as a complete program. While some courses may be similar to those offered at other institutions, the hybrid model and the focus of the practical content was designed specifically for students in this program. In addition, these courses constitute the residency requirement to gain the Concordia degree. It is for these reasons that substitutions of program courses are generally not permitted.

**Readmittance to Adult Degree Programs**
Because of the differences in the nature of the program for completing general education and electives (individual schedule, taught in an online format) and the courses in the adult education major (cohort model, taught in a hybrid format) the policies related to readmittance are different for each.
While Completing General Education and Electives:
To be considered a continuing student in the adult degree program, you are expected to maintain continuous enrollment. While taking general education classes or elective classes online you are expected to take at least one course a semester. If you do not take a class for more than one consecutive semester, you will be considered inactive and will need to reapply to the program.

While Completing the Adult Degree Program Major Courses:

Stopping Out One Course or One Semester
Stopping out one course or semester within your major because of personal or professional concerns does not require readmittance to the university. If you do withdraw or skip a course, please contact your academic advisor, as this will impact not only your schedule, but billing and possibly financial aid. When your cohort is finished with the program, you will have the opportunity to take the course(s) you skipped the next time offered.

Stopping Out More than One Semester
Occasionally students will need to stop their participation in the program either because of academic dismissal or a change in personal circumstances (loss of job, etc.). In either case the student will need to apply to be readmitted to the program. The application form for readmittance is different than the original application found on the web, and can be obtained by contacting the Adult Degree Program academic advisor. Once completed, the director of the program will review the file. You may be called in for a personal interview as part of this process. The director, in consultation with the academic advisor, will decide on readmission on a case by case basis. Please note that when you are readmitted, it will be at the prevailing tuition rate for the program. Students that are academically dismissed must wait at least one calendar year from the date of dismissal to reapply.

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Assigned when a student, with the consent of the instructor, postpones the submission of certain work because of extenuating circumstances. Incompletes must be removed within four weeks from the conclusion of the class unless an extension is granted by the instructor with the approval of the Dean. No more than two incompletes per semester. Failure to remove an incomplete will result in the automatic change to the alternate grade given at the same time as the incomplete.

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Student Services

Career Planning
Concordia Universities operates a career planning center. Please contact the Career Center at ext. 3042 (949-214-3042) email: careerservices@cui.edu for an appointment to discuss career planning issues. The career center also sponsors a job fair each year and keeps a posting of job openings.

Food Services
Concordia’s food service, provided by Bon Appetite, serves the Concordia campus community. CU Accelerate students may purchase meals during cafeteria hours. When the main campus is on break, food service may not be available.

Hours may change in the summer or during campus holidays, but generally food service hours are:
- Lunch (Mon- Fri) 11:00 - 1:30
- Dinner 5:00 - 6:30
- Saturday/Sunday Brunch 10:30 - 1:30

Library
The Library has computer stations with full internet access as well as a research librarian to assist you. Access to research databases from off-campus locations is available to current CUI Students, Faculty, & Staff. Library hours are posted on the web site: http://www.cui.edu/library and may also be obtained by calling the Library at extension 3090 (949-214-3090). Books and articles may be requested by emailing the Library at librarian@cui.edu.

Internet Support
An integral part of the adult education program is the online learning. All students receive training in accessing their class through Blackboard as well as accessing the online library resources. Students receive a user name (their student ID or “E” number) and password once they are accepted. The university supports Microsoft Office products, specifically Microsoft Word, Excel, and PowerPoint. It also supports Microsoft’s Internet Explorer and Firefox as web browsers. However, it is recommended that students use the web browser Firefox with Blackboard to minimize any potential problems. Students using AOL as an internet service provider may experience some problems with connections to the university’s resources. Technical support is available by calling either our IT department directly at ext 3175 (949-214-3175) email: its@cui.edu or John Randall at ext 3358 (949-214-3358). Additional contact information on technical support can be found under Helpful Phone Numbers near the end of this document.

Campus Information
For current campus information please check the university website www.cui.edu. You can access most student service offices and functions (i.e. My Records, Blackboard, Student email, etc.) via the MyCUI web page at www.cui.edu/mycui.

Campus Parking
Although Concordia does not charge a parking fee for adult education students, you must obtain a parking permit to park on campus. To obtain a permit, students must bring a copy of their driver’s license, registration and insurance to the Security Office. Permits must be renewed annually at the start of the fall semester. Please note that certain areas are reserved for different categories of permit. Please park in the student parking areas. Campus security and parking regulations are updated throughout the course of the school year and all current information and fees for parking violations are available on the web site maintained by Campus security & Safety.
GENERAL EDUCATION REQUIREMENTS
(55 Units)

<table>
<thead>
<tr>
<th>Writing and Communication</th>
<th>6 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACOM 103 Communication</td>
<td>3</td>
</tr>
<tr>
<td>AWRT 104 College Composition</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics and Sciences</th>
<th>10 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMTH 101 Principles of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>ASCI 201 Integrated Science with Lab</td>
<td>4</td>
</tr>
<tr>
<td>ASCI 202 Principles of Scientific Thought</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Humanities, Theology, and Fine Arts</th>
<th>21 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AART 201 Making Meaning in the Arts *</td>
<td>3</td>
</tr>
<tr>
<td>AENG 201 Core Literature *</td>
<td>3</td>
</tr>
<tr>
<td>AENG 202 Modern Film</td>
<td>3</td>
</tr>
<tr>
<td>AENG 203 Contemporary Literature</td>
<td>3</td>
</tr>
<tr>
<td>APHI 201 Core Philosophy *</td>
<td>3</td>
</tr>
<tr>
<td>ATHL 201 Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>ATHL 202 New Testament Themes *</td>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>History and Social Science</th>
<th>12 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHST 201 The Making of the Modern World *</td>
<td>3</td>
</tr>
<tr>
<td>AECO 201 Core Economics *</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose two(2) of the following courses

<table>
<thead>
<tr>
<th>History and Social Science</th>
<th>6 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHST 202 Contemporary U.S. History</td>
<td>3</td>
</tr>
<tr>
<td>AHST 203 The Modern World: 1849 – Present</td>
<td>3</td>
</tr>
<tr>
<td>APSY 101 Psychology</td>
<td>3</td>
</tr>
<tr>
<td>ASOC 101 Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Wellness and Life Skills</th>
<th>6 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADGL 104 Digital Literacy</td>
<td>3</td>
</tr>
<tr>
<td>AESS 101 Healthy Living</td>
<td>3</td>
</tr>
</tbody>
</table>

* Denotes a Core course

NOTE:
1. All ADP majors require a student to complete 45 transferrable units prior to beginning the courses in their major.

2. Admission Requirement for ADP program and GE program
   a. 2.0 HS GPA
   b. 24 years of age
   c. Possess a high school diploma or GED documentation

3. A maximum of seventy-two (72) units will be accepted into the ADP bachelor degree program.
   a. An AA/CSU/IGETC certification completed prior to entering the ADP bachelor degree program will be used to fulfill the general education program requirement.
   b. Students who have completed twenty-three (23) or fewer semester units will be required to complete all Core courses.
   c. Students who have completed twenty-four (24) or more semester units will be required to complete Core courses AENG 201 and ATHL 202.

4. AA transfers
   a. Students who transfer to Concordia with an earned AA degree or CSU/IGETC certification are exempted from taking the required pair of core courses. (AENG 201 and ATHL 202)
   b. This may also apply to some AS degrees, which are evaluated on a case by case basis.
It is required that all ADP students meet with an ADP academic/career advisor to review their college transcripts, allowing for clarification of previously completed college courses.

Students must meet all of the graduation requirements for their bachelor’s degree including a minimum of one hundred-twenty (120) units.

**Prior Learning Credit** can help ADP students fulfill their GE and elective units. Prior learning assessment and college credit received for knowledge and learning already obtained will help the student accelerate the path to degree completion while also lowering the costs of obtaining a degree. Concordia's ADP program awards college credit for significant life learning through three (3) different programs:

1. **CLEP (College Level Examination Program):** gives a student the opportunity to receive college credit for the knowledge already acquired through independent study, prior course work, on-the-job training, professional development, cultural pursuits, or internships by earning qualifying scores on any of thirty-three (33) examinations.
2. **DSST (DANTES [Defense Activity for Non-Traditional Education Support] Subject Standardized Tests):** an effective method to provide evidence of prior learning. In fact, the thirty-eight (38) exams, available at a competitive fee, compliment other credit by examination programs such as CLEP.
3. **LearningCounts.org:** the Council for Adult and Experiential Learning’s (CAEL) online service offering credible, third-party assessment of college-level learning acquired outside the college classroom.
4. A maximum of thirty-two (32) units form AP, CLEP, DSST, non-regionally accredited, pass/fail and Learning Counts will be accepted for transfer.

Contact either the ADP admission representative or academic/career advisor for details and to enroll in this time-saving and valuable process. Concordia offers both CLEP and DSSTS testing on the Irvine campus. To learn more or schedule a test, please contact the Disability and Learning Resource Center (DLRC) in room 114 of the Administration Building or call (949) 214-3039.
APPLIED LIBERAL ARTS MAJOR

The applied liberal arts (ALA) major builds upon the general education requirements and approaches the liberal arts from an integrated perspective. Rather than individual courses in the humanities or sciences, students look at a broader view of how a content area relates to other areas. This perspective provides students the opportunity to experience the arts and sciences and explore how an educated individual applies this knowledge to their lives and workplace.

ALA’s education emphasis provides good preparation for students who wish to pursue a teaching credential.

LEARNING OUTCOMES

A graduate of the Applied Liberal Arts major will be able to demonstrate/articulate:

- an increased ability to think, read, and communicate with confidence and knowledge.
- an ability to consider ideas and opinions from various points of view.
- an appreciation and understanding of the importance of the arts as they apply to our cultural history.
- a basic understanding of scientific principles.
- a world view as it relates to a distinctively Christian worldview.
- skills and knowledge specific to the field education.

PROGRAM REQUIREMENTS

120 Units

Required General Education Courses 55 Units
General Education Electives 38 Units

Applied Liberal Arts Major 42 Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALA 302</td>
<td>The Human Dimension</td>
<td>3</td>
</tr>
<tr>
<td>ALA 303</td>
<td>Problem Solving in Today’s World</td>
<td>3</td>
</tr>
<tr>
<td>ALA 304</td>
<td>Your World in Context</td>
<td>3</td>
</tr>
<tr>
<td>ALA 305</td>
<td>Christianity and Contemporary Culture</td>
<td>3</td>
</tr>
<tr>
<td>ALA 306</td>
<td>Issues in Literary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ALA 307</td>
<td>Cultural Influences</td>
<td>3</td>
</tr>
<tr>
<td>ALA 309</td>
<td>The Physical World</td>
<td>3</td>
</tr>
<tr>
<td>ALA 310</td>
<td>The Making of Our Reality</td>
<td>3</td>
</tr>
<tr>
<td>ALA 311</td>
<td>Writing for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ALA 312</td>
<td>Communication in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ALA 411</td>
<td>Digital Literacy and Research Skills for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ALA 412</td>
<td>Quantitative Skills for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ALA 433</td>
<td>Psychology in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>ALA 414</td>
<td>Learning Styles and Career Development</td>
<td>3</td>
</tr>
</tbody>
</table>
BUSINESS ADMINISTRATION AND LEADERSHIP MAJOR
The Business Administration and Leadership (BAL) major offers a broad foundation in general business management and leadership skills for those with business career aspirations. The program is taught by a combination of full-time university faculty and industry-leading professionals serving as adjunct professors, resulting in an academically rigorous yet practical bachelor of arts degree that is relevant to today’s dynamic business world.

LEARNING OUTCOMES
A graduate of the Business Administration and Leadership major will be able to …
• Communicate effectively and professionally in business environments.
• Analyze and synthesize data as it applies to business situations.
• Demonstrate basic skills in the areas of finance, accounting, marketing, management, human resources, information technology, operations, law, and ethics.
• Demonstrate the application of leadership skills in a diverse business environment.
• Analyze new business and entrepreneurial opportunities in the global business environment.
• Recognize the implications of a Christian perspective in the business environment.

ADDITIONAL ADMISSION CRITERIA
If a student has fewer than forty five (45) transferable units, they are eligible enroll in general education (GE) courses assuming all other acceptance requirements are met. After earning forty five (45) units total with a GPA (grade point average) of 2.4 or better and completing (3) units of macroeconomics as a prerequisite before the student can begin taking courses within the major and (3) units in basic statistics prior to taking the marketing research course.

PROGRAM REQUIREMENTS
120 Units

<table>
<thead>
<tr>
<th>Required General Education Courses</th>
<th>55 Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education Electives</td>
<td>14 Units</td>
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</tbody>
</table>

Business Administration and Leadership Major
51 Units

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>BAL 303</td>
<td>Ethical Principles of Effective Businesses</td>
<td>3</td>
</tr>
<tr>
<td>BAL 305</td>
<td>Christianity and Contemporary Culture</td>
<td>3</td>
</tr>
<tr>
<td>BAL 306</td>
<td>Business Law</td>
<td>3</td>
</tr>
<tr>
<td>BAL 308</td>
<td>Human Resources Strategies and Applications</td>
<td>3</td>
</tr>
<tr>
<td>BAL 309</td>
<td>Financial Management of Businesses</td>
<td>3</td>
</tr>
<tr>
<td>BAL 313</td>
<td>Leadership and Professional Development Seminar</td>
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<tr>
<td>BAL 314</td>
<td>Leadership and Professional Development Seminar</td>
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<tr>
<td>BAL 315</td>
<td>Leadership and Professional Development Seminar</td>
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<tr>
<td>BAL 321</td>
<td>Writing and Communication for the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>BAL 331</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BAL 332</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>BAL 404</td>
<td>Market Research and Quantitative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>BAL 415</td>
<td>International Business</td>
<td>3</td>
</tr>
<tr>
<td>BAL 420</td>
<td>Managing Today’s Worker</td>
<td>3</td>
</tr>
<tr>
<td>BAL 425</td>
<td>Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>BAL 430</td>
<td>Marketing for Results</td>
<td>3</td>
</tr>
<tr>
<td>BAL 440</td>
<td>Business Strategies for Success</td>
<td>3</td>
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<tr>
<td>BAL 450</td>
<td>Business Leadership Strategies</td>
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</tr>
<tr>
<td>BAL 460</td>
<td>Social Media and the New Economy</td>
<td>3</td>
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</tbody>
</table>
ORGANIZATIONAL PSYCHOLOGY MAJOR

The Organizational Psychology (OP) bachelor of science major equips students to apply psychology in the workplace to enhance employee performance. As an applied psychology degree integrating scientific study from both the behavioral sciences and business, this major provides students the exposure, experience, and expertise that will give them a distinct advantage in the marketplace. Individuals desiring a career in management, human resources, consulting, or training and development would be particularly interested in this major.

This program is appropriate for anyone wanting to:
1. help employers better engage their workforce and create an environment where people thrive professionally.
2. help make jobs more interesting and satisfying.
3. help workers and organizations be more productive.

In a convenient two (2)-year hybrid delivery model, classes meet one (1) night a week for five (5) weeks, with one-two (1-2) hours a week online. There are also three (3) Saturday seminars per year and periodic contact with the student’s integration project advisor.

LEARNING OUTCOMES

Students will begin to see their coursework impact their job immediately as they apply their learning to the workplace. The OP major will increase student’s employability, preparing them for related positions requiring a bachelor’s degree. This major will also prepare students for graduate work, particularly master’s degree programs in psychology or business.

Research Design
- Design organizational assessment instruments for groups and/or individuals, gathering and analyzing data, reporting results, and proposing interventions.

Critical Communication
- Defend research conclusions by producing well-organized, written, and oral presentations that demonstrate critical reflection.

Christian World-View
- Debate how a Christian world-view integrates with the scientific study of Organizational Psychology in an ethical and socio-culturally responsible manner.

Theoretical Analysis
- Examine major concepts, theoretical perspectives, and current trends in Organizational Psychology.

Core Competencies
- Explain the Society for Industrial Organizational Psychology’s core competencies for graduate programs.

LOWER-DIVISION COURSE REQUIREMENTS

General Psychology (or similar introductory psychology course)
NOTE: Prerequisites may be taken concurrently with program director’s approval.

PROGRAM REQUIREMENTS
120 Units

Required General Education Courses 55 Units
General Education Electives 23 Units
Organizational Psychology Major 42 Units

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>IOP 305</td>
<td>Christianity and Contemporary Culture</td>
<td>3</td>
</tr>
<tr>
<td>IOP 308</td>
<td>Human Resource Strategies and Applications</td>
<td>3</td>
</tr>
<tr>
<td>IOP 311</td>
<td>Writing and Communication in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>IOP 327</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>IOP 345</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>IOP 381</td>
<td>Methods of Research and Statistical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>IOP 411</td>
<td>Employee Motivation and Attitude Theory</td>
<td>3</td>
</tr>
<tr>
<td>IOP 415</td>
<td>Organizational Consulting</td>
<td>3</td>
</tr>
<tr>
<td>IOP 421</td>
<td>Measurement of Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>IOP 431</td>
<td>Training and Talent Development</td>
<td>3</td>
</tr>
</tbody>
</table>
### ASSOCIATE OF ARTS GENERAL EDUCATION PROGRAM

Concordia offers a fully online and hybrid version general education (GE) program. These courses will meet the university’s GE requirements as well as allow for the earning of an Associate of Arts (AA) degree. The non-traditional GE program provides a foundation for the academic work of the university’s ADP, designed for the adult student who desires an AA degree or chooses to continue toward the completion of a baccalaureate degree. Delivered in an accelerated online format, the program begins with a series of college success courses that orient and prepare students for the rigor of the program. Students then engage in a form of the university’s core curriculum and the remaining distribution courses that set the foundation for further academic study beyond an AA. Courses are offered in a blended and online format.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>AART 201</td>
<td>Making Meaning of the Arts</td>
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<tr>
<td>ACOM 103</td>
<td>Communication</td>
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<tr>
<td>ADGL 102</td>
<td>Digital Literacy</td>
<td>3</td>
</tr>
<tr>
<td>AECO 201</td>
<td>Core Economics</td>
<td>3</td>
</tr>
<tr>
<td>AENG 201</td>
<td>Core Literature</td>
<td>3</td>
</tr>
<tr>
<td>AESS 101</td>
<td>Healthy Living</td>
<td>3</td>
</tr>
<tr>
<td>AHST 201</td>
<td>Core History</td>
<td>3</td>
</tr>
<tr>
<td>AMTH 101</td>
<td>Principles of Math</td>
<td>3</td>
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<tr>
<td>APHI 201</td>
<td>Core Philosophy</td>
<td>3</td>
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<tr>
<td>ASCI 202</td>
<td>Principles of Scientific Thought</td>
<td>3</td>
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<tr>
<td>ASCI201</td>
<td>Integrated Science Lab</td>
<td>4</td>
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<tr>
<td>ASTS 101</td>
<td>University Success</td>
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<td>ATHL 201</td>
<td>Old Testament</td>
<td>3</td>
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<td>ATHL 202</td>
<td>New Testament Themes</td>
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<td>AWRT 104</td>
<td>College Composition</td>
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<td>AENG 202</td>
<td>Modern Film</td>
<td>3</td>
</tr>
<tr>
<td>AENG 201</td>
<td>Contemporary Literature</td>
<td>3</td>
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</table>

Choose three (3) of the following Social Science courses: 9 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
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<tbody>
<tr>
<td>APSY 201</td>
<td>Psychology</td>
<td>3</td>
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<tr>
<td>ASOC 101</td>
<td>Sociology</td>
<td>3</td>
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<tr>
<td>AHST 202</td>
<td>Contemporary US History</td>
<td>3</td>
</tr>
<tr>
<td>AHST 203</td>
<td>The Modern World: 1840-Present</td>
<td>3</td>
</tr>
</tbody>
</table>

### ADMISSION CRITERIA

Students must:
1. Be a minimum of twenty (20) years old.
2. Have a minimum grade point average (GPA) of 2.4 (on a 4.0 scale) on all high school or post-secondary coursework.
4. Possess a high school diploma, GED documentation or have an earned Associate of Arts Degree.
Masters of Arts in International Studies

Purpose Statement

The Master of Arts in International Studies (MAIS) program is designed to provide the maximum exposure to Chinese life by allowing students to simultaneously study, work, and live in China – all culminating in a master's thesis that is developed out of authentic interests and lived experiences, knowledge of the relevant literature, and first-hand empirical data.

With a population of over 1.3 billion and one of the world’s strongest economies, China has established itself as a global superpower. Within a few decades it has created a miracle by lifting itself out of developing world status into a modern, high-tech country that is being courted by every major nation around the world for its business and friendship. The ‘sleeping dragon’ has awakened to the new millennium, ushering in an age of new opportunities, challenges, and experiences. The doors to China are open only to those with the necessary China experience, contacts, knowledge, and mindset.

Experience in China will prepare students for new opportunities in the 21st century. This degree will provide students with the chance to:
- gain first-hand appreciation of Chinese culture and learn Mandarin;
- discover the social and economic opportunities emerging in China;
- develop relationships with Chinese leaders in business, education, and other areas;
- explore academic, business, and personal areas of interest as they relate to China and its people;
- impact a generation of Chinese students and colleagues;
- earn an master’s degree while they study, receiving training, and gain practical experience in China.

During this international experience, the MAIS program will provide students with intensive study and knowledge of diverse cultural settings as they teach English and other academic courses (based on their qualifications and needs of the school, university or English center) and in turn receive housing (or housing stipend), a monthly salary, and other benefits.

Learning Outcomes

1. Develop practical knowledge, skills, aptitudes, experiences, and relationships to recognize and be poised for potential multinational, strategic opportunities.
2. Gain a critical and comparative perspective of the interactions between business and/or education and the spheres of politics, culture, economics, law, and society.
4. Demonstrate servant leadership as an ambassador of American culture; develop confidence and overcome obstacles; and learn how to live and work in a foreign country.
5. Engage other cultures and worldviews; communicate professionally and interpersonally in a cross-cultural context; establish authentic relationships and networks.

Program Description

After a foundational summer semester on the Concordia University Irvine campus, students are deployed to the regions of Shanghai, Hangzhou, Kunming and other cities to engage in practical work experience – teaching English and other subjects in schools, universities, and English centers – providing a rich context for applying their academic knowledge, a social laboratory to conduct research, and a setting for establishing and deepening relationships with local Chinese and people from all around the world.

Application Information

A student must be admitted into the program prior to registering for any courses. To be considered for admission to the program, a student must:
- Have a bachelor’s degree from a regionally accredited institution or an international evaluation verifying the equivalent of a regionally accredited U.S. bachelor’s degree.
- Be a native English speaker, or demonstrate adequate ability/knowledge to the satisfaction of the school’s dean.
- Be physically and psychologically eligible for a Chinese Work Visa (per PRC [Peoples Republic of China] physical and mental health requirements).
- Submit an application for admission with non-refundable application fee (see Tuition and Fees).
- Submit a statement of intent including short- and long-term goals and career objectives (see www.cui.edu/mais for form).
• Send ONE (1) official transcript from each college or university attended, showing all previous undergraduate and graduate work. Transcripts must be received in an official SEALED envelope. Electronic transcripts can be submitted directly to GradAdmissions@cui.edu. If degree is from a non-U.S. institution, applicant must provide an official, detailed transcript evaluation from an approved international credential evaluation service that shows the equivalent of a regionally accredited U.S. degree.

• Submit two (2) current letters of recommendations on university-provided forms (see www.cui.edu/mais for forms) from an acceptable reference source such as professor, employer, immediate supervisor, pastor, or colleague.
  - One (1) letter must attest to your academic qualifications;
  - A second (2nd) letter must attest to your professional qualifications (e.g. work, ethics, attitude)

• Submit a complete and up-to-date resume.

• Submit a copy of college/university undergraduate diploma.

• Submit a copy of your valid passport (with at least eighteen (18) months of remaining validity from expected date of departure).

• Submit one (1) color passport photo for university records and visa application to China.

After completion of your admission file, an admission interview will be scheduled in person or via Skype.

POST-ACCEPTANCE INFORMATION

The items listed below will be sent and/or requested of the student with the acceptance letter:

1. Once a student is accepted into the program, a signed letter of commitment along with a tuition deposit ($300) is required.

2. Signed copies of the risk release and participation agreement are required.

3. The student contract must be carefully read, signed, and submitted.

4. Signed copy of off-campus program safety manual is required.

MAJOR OF ARTS IN INTERNATIONAL STUDY
38 Units

A. Summer Semester 1 coursework on campus 16 units
MAIS 501 Chinese Culture and History 3
MAIS 502 International and Comparative Research Methods 4
MAIS 510 Basic Chinese Language 3
MAIS 528 Foundations of TESOL 2

Based on your program concentration, you are required to take one of the following: 4

Business: MAIS 530 Foundations of Chinese Business
Development: MAIS 540 Foundations of Chinese Development
Education: MAIS 520 Foundations of Chinese Education

While working as a teacher in a Chinese school, university, or English center students will concurrently be taking online MAIS classes through Blackboard (CUI’s online learning portal).

B. Fall Semester coursework online in China 9 units
MAIS 503 Ethnographic Research 3
MAIS 592 Teaching Practicum I 3

Based on your program concentration, you are required to take one of the following: 3

Business: MAIS 531 Global Economics and Enterprise
Development: MAIS 541 Social Change and Project Management
Education: MAIS 525 Environmental and Instructional Design

C. Spring Semester coursework online in China 9 units
MAIS 504 Data Analysis 3
MAIS 593 Teaching Practicum II 3

Based on your program concentration, you are required to take one of the following: 3

Business: MAIS 533 International Management and Leadership
Development: MAIS 541 Social Policy and Sustainability
Education: MAIS 527 Literacy and Language Acquisition

D. Summer 2 coursework on campus 4 units
MAIS 600 Research Writing 4

During the summer semester after completion of their academic coursework, students will work on writing their thesis. Students who do not complete their thesis during the summer semester may take an incomplete and register for a Fall
extension. Students are allowed a total of four consecutive semesters to complete the thesis writing course. Failing to complete their thesis after four semesters will receive an F in the course and will be required to re-apply for the program before continuing the thesis work.

Master of Arts in International Studies (MAIS) and Master of Arts in Business Administration (MBA) Joint Degree

Program Overview
The joint MAIS/MBA degree program enables students in the MAIS International Business concentration to receive two (2) separate diplomas: a Master of Arts in International Studies (MAIS) degree and a Master of Arts Business Administration (MBA) degree. This joint degree program allows students to count up to twenty-two (22) units of course work completed in the MAIS program to be counted toward completion of a MBA degree. Thus, students can complete all requirements for both degrees in as little as two (2) years of full-time study compared to three plus (3+) years for the MBA and MAIS programs if taken separately.

The MAIS degree, international business concentration, includes a twelve (12)-month internship in the People’s Republic of China (PRC). There are sixty-two (62) in the MAIS/MBA joint degree program with thirty-eight (38) units of coursework in the MAIS and twenty-four (24) in the MBA program. The MBA program consists of approximately one (1) year of core and one (1) year of elective courses taken part-time on Concordia’s Irvine campus which students continue to work. For the joint degree, students take the MAIS international business concentration coursework and the core MBA courses. Admission to the joint degree program is competitive and students must maintain a 3.0 GPA (grade point average) on a 4.0 scale to remain in the program.

Admission Requirement
Prospective students must meet all application requirements of both programs and state, in writing, their interests, goals and timetable for the joint degree program, being specific about goals and timetable.

Applications from continuing students will be considered as part of the regular admission process, fulfilling all admission requirements, meet application deadlines, and stating, in writing, their interest in the joint degree program. The number of continuing students accepted into the joint degree program may be limited by the availability of space in the individual MAIS and MBA degree programs. In keeping with the academic standards required for the joint degree program, continuing students must have a graduate GPA of at least 3.0 (on a 4.0 scale) to be considered for the joint degree program. For students who have only completed one (1) term of course work in their first (1st) degree, admission to the joint degree program may be made conditional on the satisfactory completion of a second (2nd) term of course work and the maintenance of a 3.0 GPA.

Sample Academic Plan: MAIS / MBA Route

A. Summer Semester 1 coursework on campus 18 units

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIS 501</td>
<td>Chinese Culture and Society</td>
<td>4</td>
</tr>
<tr>
<td>MAIS 502</td>
<td>International and Comparative Research Methods</td>
<td>4</td>
</tr>
<tr>
<td>MAIS 510</td>
<td>Basic Chinese Language</td>
<td>4</td>
</tr>
<tr>
<td>MAIS 528</td>
<td>TESOL Certificate</td>
<td>2</td>
</tr>
<tr>
<td>MAIS 530</td>
<td>Foundations of Chinese Business</td>
<td>4</td>
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<tr>
<td></td>
<td>NOTE: MAIS 502 and 530 count toward the MBA</td>
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</tbody>
</table>

B. Fall Semester 1 coursework online in China 9 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIS 503</td>
<td>Ethnographic Research</td>
<td>3</td>
</tr>
<tr>
<td>MAIS 531</td>
<td>International Economics</td>
<td>3</td>
</tr>
<tr>
<td>MAIS 592</td>
<td>Teaching Practicum 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NOTE: MAIS 503 and 531 count toward the MBA</td>
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</table>

C. Spring Semester 1 coursework online in China 9 units

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>MAIS 504</td>
<td>Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MAIS 533</td>
<td>International Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MAIS 593</td>
<td>Teaching Practicum 2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NOTE: MAIS 504 and 533 count toward the MBA</td>
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</tbody>
</table>

D. Summer Semester 2 coursework on campus 4 units

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAIS 600</td>
<td>Thesis Writing**</td>
<td>4</td>
</tr>
</tbody>
</table>
NOTE: Two (2) units count toward the MBA

E. Fall Semester 2 coursework on campus
MBA 603    Management     4
MBA 604    Accounting     4
NOTE: MBA 603 and 604 count toward the MBA

F. Spring Semester 2 coursework on campus
MBA 605    Marketing     4
MBA 606    Finance       4
MBA 695    Capstone     2
NOTE: Eight (8) units count toward the MBA

SAMPLE ACADEMIC PLAN 2: MBA / MAIS ROUTE

A. Fall Semester 1 coursework on campus
MBA 603    Management     4
MBA 604    Accounting     4
NOTE: MBA 603 and 604 count toward the MBA

B. Spring Semester 1 coursework on campus
MBA 605    Marketing     4
MBA 606    Finance       4
NOTE: MBA 605 and 606 count toward the MBA

C. Summer Semester coursework on campus
MAIS 501    Chinese Culture and Society   4
MAIS 502    International and Comparative Research Methods   4
MAIS 510    Basic Chinese Language       4
MAIS 528    TESOL Certificate            2
MAIS 530    Foundations of Chinese Business   4
NOTE: MAIS 502 and 530 count toward the MBA

D. Fall Semester 2 coursework in China
MAIS 503    Ethnographic Research         3
MAIS 531    International Economics       3
MAIS 592    Teaching Practicum 1          3
NOTE: MAIS 503 and 531 count toward the MBA

E. Spring Semester 2 coursework in China
MAIS 504    Data Analysis**               3
MAIS 533    International Management and Leadership**   3
MAIS 593    Teaching Practicum 2          3
NOTE: MAIS 504 and 533 count toward the MBA

F. Summer Semester 2 coursework on campus
MAIS 600    Thesis Writing**              4
MBA 695    MBA Capstone**                2
NOTE: Six (6) units count toward the MBA
NURSING PROGRAMS
Dr. Mary Hobus, Assistant Dean, Nursing
Prof. Terry Cottle, Assistant Director, ABSN and RN to BSN Programs
Dr. Catherine Caston, Assistant Director, MSN Program

MISSION STATEMENT
The nursing program is committed to educating a culturally and academically diverse student population to become competent, compassionate, and holistic nursing professionals who uphold Christian values in their service to individuals, families and communities.

VISION STATEMENT
The nursing program has been uniquely designed for students to learn the necessary knowledge and advanced skills to provide excellent, compassionate, and competent nursing care. Ninety (90) hours of clinical experience in a public health setting is arranged to prepare candidates to apply for the California Public Health Certificate. Additional clinicals will include patient care in the areas of medical-surgical nursing, pediatric nursing, maternal-child nursing, psychiatric/mental health nursing and geriatric nursing.

DEPARTMENT OF NURSING PHILOSOPHY
Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation. The goal of nursing is to view each individual as a bio-psychosocial, cultural, and spiritual being with individual needs that are of utmost concern to the profession. The goal of this program is also to educate nurses to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Nursing must be supportive and considerate of each individual seeking care. Nurses must exhibit unconditional regard for each patient.

Nursing is a profession that encompasses professional and personal values, core knowledge and competencies in developing the role of care provider. It is also a service to humanity. Essential to this discipline is the development of attributes that encourage the holistic development of self in order to become socially responsive to the healthcare needs of a culturally diverse world.

The philosophy, objectives, and goals of the newly formed nursing Department are congruent with: a) the Nurse Practice Act of California, b) Dr. Jean Watson's philosophy of caring in nursing, c) the mission and goals of Concordia University, Irvine, and d) the essentials of baccalaureate education for professional nursing education of AACN.

At Concordia University Irvine, the nursing department functions within the philosophy of the University and has based its' curriculum on the philosophy of Dr. Jean Watson's premise that nursing is both a philosophical and scientific approach to caring for all those who seek health care, disease prevention and management, health promotion and education. Watson views are founded on scientific knowledge from various disciplines that allow nursing care to encompass both "curative" and "carative" dimensions in assisting clients to reach or maintain health or "die a peaceful death" (Watson, 1985, p. 7).

The nurse develops the skills to incorporate the nursing process, perform simple to complex nursing care skills, teach clients and families about self-care, disease management and prevention, and health promotion, learn and implement the ability to appropriately delegate and supervise members of a health care team. In addition, nurses will develop the ability to evaluate patients’ responses to nursing and medical care, revise a plan of care in concert with the patient while advocating for best treatment and nursing care options with members of the health care team in a variety of settings.

Nursing and its’ relationship to people of all cultural and ethnic backgrounds is rooted in a liberal arts education and life experiences that assist in integrating biophysical knowledge with information about human needs and behaviors in order to care for those who seek health care for illnesses, health restoration, and promotion. Dr. Jean Watson’s belief also encompasses the promotion of each nurse’s self-awareness and self-care. With this approach, the students have the opportunity to evaluate their own cultural beliefs and those of patients, their own learning needs and styles in building competencies at a beginner’s level in a variety of practice settings. It is also the belief that the education at Concordia University Irvine will prepare graduates to communicate and interface with all members of health care teams in order to optimize patient health through best practice methods.

The goal of this program is also to educate nurses to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Nursing must be supportive and considerate of each individual seeking care. Nurses must exhibit unconditional regard for each patient.
Jean Watson’s Philosophy of the Science of Caring in Nursing has been threaded through the curriculum. Watson’s 10 Carative Factors encompass the qualities that are essential in establishing therapeutic communication and relationships between the client/patient and the nurse. These original Carative Factors are incorporated into specific courses. The common themes in Watson’s (Watson 1985, p. 9-10) model are:

1. Humanistic/altruistic value system (At Concordia University, these flow from and are a response to God’s love of all people as seen in His sacrifice of His Son, Jesus Christ, for the salvation of all humankind).
2. Faith and hope
3. Sensitivity and empathy
4. Helping-trusting relationships
5. Promotion and acceptance of both positive and negative feelings in Communication
6. Scientific problem-solving
7. Interpersonal teaching/learning
8. Mental, physical, socio-cultural, spiritual, supportive, protective, corrective and safety
9. Gratification of human needs
10. Allowances for existential-phenomenological forces that may affect the caring experience.

Dr. Watson’s 2008, (p.31) original Carative Factors evolved into Caritas Processes which include:

1. Practicing loving-kindness and equanimity for self and other
2. Being authentically present; enabling/sustaining/honoring deep belief system and subjective world of self/other
3. Cultivating one’s own spiritual practices; deepening self-awareness, going beyond “ego-self”
4. Developing and sustaining a helping-trusting, authentic caring relationship
5. Being present to, and supportive of, the expression of positive and negative feelings as a connection with deeper spirit of self and the one-being-cared-for
6. Creative use of self and all ways of knowing/being/doing as part of the caring process (engaging in artistry of caring-healing practices)
7. Engaging in genuine teaching-learning experiences within context of caring relationship — attend to whole person and subjective meaning; attempt to stay within other’s frame of reference (evolve toward “coaching” role vs. conventional imparting of information)
8. Creating healing environment at all levels (physical, nonphysical, subtle environment of energy and consciousness whereby wholeness, beauty, comfort, dignity, and peace are potentiated (Being/Becoming the environment)
9. Reverentially and respectfully assisting with basic needs; holding an intentional, caring consciousness of touching and working with the embodied spirit of another, honoring unity of Being; allowing for spirit-filled connection
10. Opening and attending to spiritual, mysterious, unknown existential dimensions of life-death-suffering; “allowing, for a miracle”

In addition to Watson’s Model, other specific strands are woven throughout the program. They are:

1. Nursing process/therapeutic care competence
2. Professional role development/teaching/learning
3. Communication
4. Research process
5. Cultural awareness and competence
6. Watson’s Carative Factors/Caritas Processes
7. Development of Values

There are four avenues of study available to the nursing student:
- Accelerated BSN (ABSN)
- RN to BSN
- LVN to RN thirty (30)-unit option certificate
- Master of Science in Nursing (MSN)

In addition to WASC (Western Accreditation of Schools and Colleges) accreditation, the ABSN, RN to BSN, and MSN programs are also accredited by the Commission on Collegiate Nursing Education (CCNE).

INSTITUTIONAL LEARNING OUTCOMES FOR UNDERGRADUATE STUDENTS

- **Written Communication**
  Students compose focused and coherent written content; organize and logically develop their ideas; find, analyze and integrate appropriate resources; and demonstrate facility in discipline- or genre-specific conventions of writing.
• **Oral Communication**
Students make verbal presentations in which they articulate a central message, organize main ideas, integrate appropriate supporting information, employ language appropriate for the tropic and audience, and utilize delivery techniques that enhance the presentation.

• **Systematic Inquiry**
Students will explain a problem, articulate a (hypo)thesis, investigate using appropriate sources, analyze the information, and craft logical conclusions and creative solutions to the problem.

• **Quantitative Reasoning**
Students demonstrate understanding of quantitative facts and concepts, perform calculations, successfully, and apply problem solving strategies to analyze quantitative data and to draw appropriate conclusions.

• **Christian Literacy and Faith**
Students describe the contents and contexts of the Bible, Christianity’s major teachings, how the Christian faith connects to their academic discipline(s) and vocations in life, and has many opportunities to receive instruction in the Christian faith.

• **Service to Society and Church**
Students serve society in ethical and merciful ways, examining benefits gained and challenges encountered, and Christian students have many opportunities to serve the church.

• **Informed and Responsible Citizenship**
Students explain how political and economic systems have influenced citizenship in the United States and the world; interact effectively and ethically with people of various cultural/global contexts; engage with and analyze the arts; articulate how the culture of scientific knowledge relates to the disciplines; and describe healthy lifestyles.

• **Specialized Learning**
Students apply knowledge in a specific field that draws on current research, scholarship and/or techniques in the field.

**LEARNING OUTCOMES**
Nursing is both an art and a science. As such, it embraces the development of the individual through both liberal studies and scientific preparation with a goal of educating students to develop a view of nursing as a self-actualizing process that is essential in ministering to those seeking care. Students will be prepared to:

- Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patients. Become familiar with the principles of justice, autonomy and beneficence.
- Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice
- Take on additional roles, such as public health nurse, parish nurse, leader, manager, nurse navigator, nurse informatics and clinical assistant instructor.
- Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.
- Develop a strong scientific knowledge base to include an understanding of the research process and its application to nursing practice in a variety of settings.
- Apply Watson’s Clinical Carative Factors/Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
- Provide culturally sensitive nursing care to a growing to an increasingly diverse population.
- Discuss and analyze contemporary professional nursing issues that impact the patients, the profession, and communities.

**ACCREDITATION STANDARDS**
Concordia University and its Accelerated Bachelor of Science in Nursing (ABSN) and the RN to Bachelor of Science in Nursing (RH to BSN) programs are accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9797. Students and other interested parties may review accreditation documents by making by going to the commission’s website at [http://www.wascsenior.org/](http://www.wascsenior.org/).

Concordia University Irvine’s accelerated Bachelor of Science in nursing (ABSN) and RN to Bachelor of Science in nursing (RH to BSN) programs are also accredited by the [Commission on Collegiate Nursing Education](https://www.ccne.org/) (CCNE). Officially
recognized by the U.S. Secretary of Education, the CCNE is an autonomous accrediting agency whose mission includes the assessment and identification of nursing programs that engage in effective educational practices.

**PROFESSIONAL ASSOCIATION GUIDELINES**

American Association of Colleges of Nursing (AACN) Essentials

Liberal Education for Baccalaureate Generalist Nursing Practice
- A solid Base in liberal education provides the cornerstone for the practice and education of nurses.

Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Scholarship for Evidence Based Practice
- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Information Management and Application of Patient Care Technology
- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Health Care Policy, Finance and Regulatory Environments
- Healthcare policies, including financial regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Clinical Prevention and Population Health
- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Professionalism and Professional Values
- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Baccalaureate Generalist Nursing Practice
- The baccalaureate graduate nurse is prepared to practice with patients including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

**APPLICATION REQUIREMENTS**

- Nursing Application
  - [Online Application for Domestic Students](#) (see Tuition and Fees)
  - [Domestic RN to BSN Paper Application](#)
  - [Download International Application](#) (see Tuition and Fees)
  - [Domestic ABSN Paper Application (for re-applicants only), New ABSN applicants should submit online application](#)

- RN to BSN Required Supporting Documentation
  - [RN to BSN Application Checklist](#)
  - [RN to BSN Statement of Intent Form](#)
  - [RN to BSN Reference Form (2 required)](#)
  - [RN to BSN Prerequisite/Support Course Transfer Intent Worksheet](#)
  - [Background Check Waiver Form](#)
  - [Official College Transcript(s)](#)

**ABSN GRADUATION REQUIREMENTS**

All students are encouraged to celebrate the completion of their nursing program.

1. Students must have graduated from an accredited baccalaureate program and must have obtained a California Registered Nurse license. A degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).

2. Candidates will receive transfer credit for approved courses.

3. All prerequisite, required, and supportive courses must be completed with a grade of C (2.0 on a 4.0 scale) or higher and total one hundred twenty (120) units.

4. File the required graduation application with the registrar.

5. Complete payment of all tuition and fees due the university.

6. Receive approval from faculty advisor.
RN TO BSN GRADUATION REQUIREMENTS

All students are encouraged to celebrate the completion of their nursing program.

1. Student must be a graduate of an accredited associate’s degree nursing program and must have obtained a California Registered Nurse License.
2. All prerequisite, required, and supportive courses must be completed with a grade of C (2.0 on a 4.0 scale) or higher and total one hundred (120) units.
3. File the required graduation application with the registrar.
4. Complete payment of all tuition and fees due the university
5. Receive approval from faculty advisor.

SECOND-DEGREE ACCELERATED
BACHELOR OF SCIENCE IN NURSING (ABSN)

PROGRAM LEARNING OUTCOMES

1. Analyze bioethical dilemmas that present themselves in the practice setting and be able to arrive at personal and professional decisions to advocate for the patient; become familiar with the principles of justice, autonomy, and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of further proficiency in nursing practice.
3. Take on additional roles such as public health nurse, parish nurse, leader, manager, nurse navigator, nurse informaticist, and/or clinical assistant instructor.
4. Provide healthcare education appropriate to learners from varying backgrounds in a variety of settings.
5. Apply Watson's Carative Factors/Caritas Processes in all nursing care settings to enhance the health care encounters of all patients/clients.
6. Provide culturally sensitive nursing care to increasingly diverse populations.
7. Discuss and analyze contemporary professional nursing issues that impact the patient, the profession, and the communities.
8. Be accountable in nursing practice, resource management, and quality improvement by demonstrating leadership, critical thinking, organizing, delegating, implementing, and evaluating the delivery of nursing care in a variety of settings.

GENERAL ADMISSION GUIDELINES

Admission of nursing students to the ABSN program is based upon consideration of the completed application form, official college transcripts, letters of recommendation, a personal statement, and a personal plan to complete all prerequisites before nursing classes begin. Students filling out an application are not guaranteed admission into the nursing program as student numbers in the clinical practicum may be limited due to clinical availability.

All applications should be completed with supporting documents and sent to the graduate admission office. Evaluation of qualifications will determine eligibility. A minimum cumulative GPA (grade point average) of 3.0 (on a 4.0 scale) is necessary for admission consideration. All transfer courses fulfilling the prerequisites are required to have a grade of C or higher (2.0 on a 4.0 scale). All science prerequisites must have been completed within the last five (5) years (prior to start date of intended ABSN admission). If not, the science prerequisite must be repeated. Human Nutrition must be completed within seven (7) years.

ADMISSION CRITERIA

- Applicants to the ABSN program must have graduated from a regional accredited college or university baccalaureate program. A bachelor degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).
- Prerequisite courses must be completed with a grade of C (2.0) or higher (on a 4.0 scale); a maximum of 2 (two) in-progress courses are allowed by the application deadline.
  - Science prerequisites must have a four (4)-unit value or higher and have been completed within the last five (5) years (prior to start date of intended ABSN admission) and must include lab portions.
  - Human Nutrition must have been completed within the last seven (7) years.
- Transfer credit will be awarded for approved general studies courses.
- Applicants must have earned a minimum of 3.0 cumulative GPA (on a 4.0 scale). Cumulative GPA refers to the combination of bachelor degree and classes taken after degree completion. Upon acceptance to the program, applicants must complete the following:
  - forty-four (44) units of nursing core classes
  - three (3) units of bioethics
six (6) units of theology/philosophy

- for a total of one hundred twenty-seven (127) units including all the above prerequisites and general educational courses

- The ABSN program is designed to be completed in four (4) academic semesters. However, students must complete the entire program within two (2) years from the time of program admission.
- Achievement of a TOEFL score of 550 paper-based, 213 computer-based, or 79-80 internet-based is required for applicants from foreign schools of nursing.
- Interviews are by invitation only; if selected, applicant must appear in person as no phone interviews will be given.

ADMISSION REQUIREMENTS

1. Online (for new applicants), paper (for applicants reapplying), international application.
2. A non-refundable domestic or international application fee (see Tuition and Fees).
3. Two (2) letters of recommendation.
4. Statement of intent / personal essay (all essay questions must be answered and the statement should be at least two (2) pages [maximum of four (4) pages], typewritten, and double-spaced).
5. Signed background check waiver form.
6. Completed prerequisite plan form.
7. All official college transcripts addressed to the Office of Admission, Attn: ABSN Program.

ENTRANCE REQUIREMENTS

Once the applicant has been admitted to the ABSN program and prior to the onset of classes, each student must provide:

1. A current Basic Cardiac Life Support (BCLS) health care provider / professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association
2. Proof of individual, current malpractice insurance, e.g., California Nursing Association (CNA) or the Nursing Service Organization (NSO).
3. Current immunization status and complete health requirements (see health policy for nursing student).
4. A current California’s driver’s license to travel to clinical sites and required automobile insurance.
5. A bachelor’s degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).
6. Background check completed.
7. Health care insurance.

Nursing Curriculum Plan for Second Degree Accelerated BSN Program

(59 Units)

<table>
<thead>
<tr>
<th>Semester One</th>
<th></th>
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<tbody>
<tr>
<td>NUSA 201</td>
<td>Foundations in Nursing 3</td>
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<td>NUSA 401</td>
<td>Health Assessment 3</td>
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<tr>
<td>NUSA 203</td>
<td>Adult Medical and Surgical Nursing Theory 3</td>
</tr>
<tr>
<td>NUSA 205</td>
<td>Pathophysiology Theory 2</td>
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<tr>
<td>NUSA 207</td>
<td>Pharmacotherapeutics Theory 2</td>
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<tr>
<td>NUSA 292</td>
<td>Adult Medical and Surgical Clinical 4</td>
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<tr>
<td>NUSA 294</td>
<td>Fundamental Patient Care: Nursing Skills Lab 2</td>
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<tr>
<td>NUSA 296</td>
<td>Pharmacology Lab 1</td>
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<th>Semester Three</th>
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<tr>
<td>NUSA 301</td>
<td>Advanced Medical and Surgical Theory 3</td>
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<tr>
<td>NUSA 303</td>
<td>Maternal and Child Health Nursing 3</td>
</tr>
<tr>
<td>NUSA 305</td>
<td>Mental Health Nursing 2</td>
</tr>
<tr>
<td>NUSA 307</td>
<td>Pediatric Nursing Theory 2</td>
</tr>
<tr>
<td>NUSA 392</td>
<td>Advanced Medical and Surgical Clinical 2</td>
</tr>
<tr>
<td>NUSA 394</td>
<td>Maternal and Child Health Nursing Clinical 2</td>
</tr>
<tr>
<td>NUSA 398</td>
<td>Pediatric Nursing Clinical 2</td>
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<tr>
<td>NUSA 396</td>
<td>Mental Health Nursing Clinical 2</td>
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<th>Semester Four</th>
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<tbody>
<tr>
<td>NUSA 400</td>
<td>Advanced Senior Preceptorship Clinical 3</td>
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<tr>
<td>NUSA 403</td>
<td>Community Health Nursing Theory 2</td>
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<tr>
<td>NUSA 405</td>
<td>Planning and Utilizing Research in Nursing 2</td>
</tr>
<tr>
<td>NUSA 409</td>
<td>Advanced Senior Preceptorship Seminar 1</td>
</tr>
<tr>
<td>NUSA 494</td>
<td>Community Health Nursing Clinical 2</td>
</tr>
</tbody>
</table>
NUSA 413  Leading and Managing a Diverse Workforce and other Professional Issues  2

Also required:
PHI 101  Introduction to Philosophy  3
or PHI 201  Critical Thinking
Thl 201  History and Literature of the Old Testament  3
or Thl 202  History and Literature of the New Testament
Thl 467  Bioethics and Health Care Professions  3

GRADUATION REQUIREMENTS
1. All course work must have been completed with a grade of 2.0 (on a 4.0 scale) or higher.
2. File a graduation application with the Office of the Registrar whether participating in graduation or not.
3. Complete payment of all fees and tuition due Concordia University Irvine.
4. Receive faculty approval.

REGISTRATION to
BACHELOR OF SCIENCE IN NURSING (RN to BSN)

LEARNING OUTCOMES
1. Analyze bioethical dilemmas that present themselves in the practice setting and arrive at personal and professional decisions to advocate for the patient; become familiar with the principles of justice, autonomy, and beneficence.
2. Develop and refine professional skills and strategies to support acquisition of additional proficiencies in nursing practice.
3. Take on additional roles such as public health nurse, parish nurse, leader, manager, nurse navigator, nurse informaticist, and/or clinical assistant instructor.
4. Provide healthcare education appropriate to learners of varying backgrounds in a variety of settings.
5. Develop a strong scientific knowledge base to include an understanding of the research process and its application to nursing practice in a variety of settings.
6. Apply Watson’s Clinical Carative Factors/Caritas Processes in all nursing care settings to enhance the health care encounters of all patients and clients.
7. Provide culturally-sensitive nursing care increasingly diverse populations.
8. Discuss and analyze contemporary professional nursing issues that impact patients, the profession, and communities.
9. Be accountable in nursing practice, resource management, and quality improvement by demonstrating leadership, critical thinking, organization, delegation, implementation, and evaluation of nursing care delivery in a variety of settings.
10. Demonstrate an awareness of health care prevention and wellness care for individuals and communities.

ACCREDITATION STANDARDS
Concordia University and its Accelerated Bachelor of Science in Nursing (ABSN) and the RN to Bachelor of Science in Nursing (RH to BSN) programs are accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9797. Students and other interested parties may review accreditation documents by making by going to the commission’s website at http://www.wascsenior.org/.

Concordia University Irvine’s accelerated bachelor of science in nursing (ABSN) and RN to bachelor of science in nursing (RH to BSN) programs are also accredited by the Commission on Collegiate Nursing Education (CCNE). Officially recognized by the U.S. Secretary of Education, the CCNE is an autonomous accrediting agency whose mission includes the assessment and identification of nursing programs that engage in effective educational practices.

ADMISSION POLICY
Admission to the RN to BSN program is based upon consideration of the completed online application form, official college transcripts, letters of recommendation, a personal statement, and a personal plan to complete all prerequisites before classes begin; supporting documents should be sent to the graduate admission office. Evaluation of qualifications will determine eligibility. A minimum GPA of 2.5 (on a 4.0 scale) is necessary for admission consideration. All transfer courses fulfilling the prerequisites are required to have a grade of C (2.0 on a 4.0 scale) or higher.

GENERAL ADMISSION CRITERIA
1. Candidates for the RN to BSN program must have completed a registered nurse (RN) program in an accredited community college and must have a current and clear license to practice nursing in the state of California.
bachelor’s degree earned from outside the U.S. must be evaluated by IERF (International Education Research Foundation).

2. Candidates must bring fifty-eight to seventy-eight (58-78) units of associate’s degree education completed with a minimum GPA of 2.5 (on a 4.0 scale) or higher. Science courses must have a four (4)-unit value or higher and include lab portions.

3. Transfer credit will be awarded from approved general studies courses; support courses are evaluated upon application to the program.

4. Upon acceptance to the program, students will complete thirty-four (34) units of core course work plus six to fifteen (6-15) units of required support classes and electives for a total of one hundred twenty (120) units. The program is designed to be completed in fifteen (15) months full-time or two (2) years part-time.

ADMISSION REQUIREMENTS

Applicants to the program must submit the following to the RN to BSN admission office:

- Complete online-application
- A non-refundable application fee (see Tuition and Fees) with the check payable to “Concordia University Irvine” (online payments are currently not available).
- Statement of intent
- Completed prerequisite plan form
- Two (2) letters of recommendations
- All official transcripts
- A signed background check waiver form

ENTRANCE REQUIREMENTS

Once the applicant has been admitted to the RN to BSN program and prior to the onset of classes, each student must provide:

1. Current Basic Cardiac Life Support (BCLS) health care provider / professional Cardiopulmonary Resuscitation (CPR) card from the American Heart Association
2. Proof of individual, current malpractice insurance, e.g., California Nursing Association (CNA) or the Nursing Service Organization (NSO).
3. Current immunization status and complete all health requirements (see health policy for nursing student).
4. Current California’s driver’s license to travel to clinical sites including required automobile insurance.
5. Completed background check
6. Health care insurance.
7. Proof of current RN licensure (except for dual enrollment students as described below).

DUAL ENROLLMENT OPTION

Potential students who may qualify for this option are students currently in good standing in an associate degree nursing (ADN) program and have taken/are taking the courses needed to matriculate through that program. Identified courses can be taken after completing their second (2nd) semester at the ADN level. Qualified applicants who enroll in the RN to BSN program via the associate program enrollment option will be issued provisional acceptance with complete acceptance pending graduation from the associate degree in nursing program and successful completion of the NCLEX-RN (National Council Licensure Examination-Registered Nurse).

ADDITIONAL CRITERIA SPECIFIC TO DUAL ENROLLMENT

The application process is the same as for the RN to BSN program with the following exceptions:

- Applicants must obtain a nursing license within the first (1st) semester of graduation.
- Concordia University will obtain an additional recommendation stating the applicant is in good academic standing from the associate program in which the student is enrolled.

COURSES REQUIREMENTS

Courses previously taken may apply as credit towards some of the program’s requirements and will be evaluated upon application to the program. Approved transfer courses, prerequisites, general education, and nursing supportive courses are as follows:

PREQUISITE COURSES: All prerequisite courses require a grade of C (2.0 on a 4.0 scale) or higher; a grade lower than C may be repeated once before acceptance to the program. Rarely a provisional acceptance maybe allowed at the discretion of the program director.

| Human Anatomy | 4 units with lab |

27
Human Physiology 4 units with lab
Microbiology 4 units with lab

GENERAL EDUCATION REQUIREMENTS: The associate degree meets most of the general education requirements for the program. If a student does not have an associate degree Concordia’s general education requirements apply (see Undergraduate General Catalog).

SUPPORT COURSES: All required supportive courses (other than Theology) can be taken elsewhere and transferred before or during program matriculation. Students wishing to take a course(es) elsewhere for transfer as a substitution must apply with the nursing department for approval. Supportive courses require a grade of C (2.0) or higher (on a 4.0 scale); a grade lower than C may be repeated twice.

- General Psychology 3 units
- Sociology or Anthropology 3 units
- Developmental Psychology (life to death component) 3 units
- Nutrition 3 units
- Statistics (must be taken before or concurrent with research course) 3 units
- THL 101 (must be taken at CUI) 3 units
- THL 201 or 202 (must be taken at CUI) 3 units
- Chemistry with lab 4 units
- NUSA 207 Pharmacology or equivalent transfer 2 units

NOTE: If an incoming student’s previous pharmacology course is deemed inadequate they will be required to take NUSA 207 Pharmacology.

Nursing Curriculum Plan for RN to BSN Program
(40 Units)

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<tr>
<th>Course Code</th>
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<td>NURS 205</td>
<td>Pathophysiology</td>
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<tr>
<td>NURS 300</td>
<td>Professional Nursing Practice &amp; Higher Education* (Bridge Course)</td>
<td>3</td>
</tr>
<tr>
<td>NURS 400</td>
<td>Leadership &amp; Management Practices - Clinical</td>
<td>2</td>
</tr>
<tr>
<td>NURS 401</td>
<td>Health Assessment*</td>
<td>3</td>
</tr>
<tr>
<td>NURS 402</td>
<td>Theoretical &amp; Conceptual Foundations in Nursing*</td>
<td>3</td>
</tr>
<tr>
<td>NURS 403</td>
<td>Community Health Nursing - Theory</td>
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</tr>
<tr>
<td>NURS 404</td>
<td>Wellness Care - Alternative Therapies*</td>
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<td>NURS 405</td>
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<td>NURS 406</td>
<td>Leadership &amp; Management Practices - Theory</td>
<td>3</td>
</tr>
<tr>
<td>NURS 407</td>
<td>Cultural Care Competence*</td>
<td>3</td>
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<tr>
<td>NURS 408</td>
<td>Professional Trends &amp; Issues in Nursing†</td>
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<td>PHI 467</td>
<td>Bioethics &amp; Healthcare Professionals</td>
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<td>NTHL 101</td>
<td>Foundation of Christian Theology</td>
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<tr>
<td>NTHL 201</td>
<td>History and Literature of the Old Testament</td>
<td>3</td>
</tr>
<tr>
<td>or NTHL 202</td>
<td>History and Literature of the New Testament</td>
<td></td>
</tr>
</tbody>
</table>

PROGRESSION
Students must maintain a GPA of C (2.0 on a 4.0 scale) or better, receive no grade lower than a C (75%) to remain in the program. Students who receive a grade of C- or lower in a course may repeat the course once. If a student has already received a C- or lower in a NURS or cross-listed course and does so a second (2nd) time the student will be dropped from the program.

GRADUATION REQUIREMENTS
1. All course work must have been completed with a grade of 2.0 (on a 4.0 scale) or higher, including the following:
   - Transfer units from an associate nursing program 58-78
   - Core nursing units 34
   - Required support units (as listed): 27

   - Statistics 3
   - Nutrition 3
   - Theology 6
   - Development Psychology 3
   - Chemistry 4
   - General Psychology 3
Sociology or Anthropology  
Pharmacology  

Elective units as needed to complete one hundred twenty (120) units total.

2. File a graduation application with the Office of the Registrar whether participating in graduation or not.
3. Complete payment of all fees and tuition due Concordia University Irvine.
4. Receive faculty approval.

MASTERS OF SCIENCE IN NURSING

The purpose of the master of science in nursing (MSN) in nursing education is to develop advanced practice nurse educators to teach undergraduate nursing students in both theory and clinical teaching experiences in the psychiatric mental health, medical-surgical, pediatrics and maternal newborn content areas. Additionally, MSN nurses could lead and manage these specialty units in acute care health systems and the community at large and globally. According to the California Future Action Plan “one of the largest barriers to expanding educational capacity is a lack of qualified nursing faculty . . . The task force recognizes the need for additional incentives, in the form of loan forgiveness, stipends, and recruitment packages offered to attract and retain additional nursing faculty” (Future Action Plan, p.11). With the increased need for nursing faculty in the U.S., this program’s purpose fits well with a Master of Science in nursing program for Concordia University Irvine with an emphasis on health care and the healing environment.

PROGRAM LEARNING OUTCOMES

1. Demonstrate accountability for advanced practice nursing decisions based on professional, evidence-based standards, genetics, public health policy, and ethics for improvement of advanced nursing care across diverse settings. (AACN Essential)
2. Utilize leadership, critical thinking, and reasoning skills to determine population-based health care delivery outcomes in organizational and health care systems in organization and system management. (AACN Essential II)
3. Implement quality and safety improvement measures within patient care, inter-professional teams, and organizational levels using appropriate performance measures. (AACN Essential III)
4. Translate theoretical and/or clinical-directed research into evidence-based health care advanced nursing practice at the individual, family, and community levels. (AACN Essential IV)
5. Integrate health care technology and informatics processes to achieve high quality patient health care outcomes across all clinical settings. (AACN Essential V)
6. Demonstrate character and ethical leadership in a faith-based environment by participating in policy development and patient advocacy. (AACN Essential VI)
7. Integrate an understanding of inter-professional collaboration, communication, disease management, and leadership to achieve population-based health care outcomes. (AACN Essential VII)
8. Apply and coordinate culturally sensitive nursing care to population based health care environments to plan, implement, manage, and evaluate evidence-based practice. (AACN Essential VIII)
9. Demonstrate clinical competence in advance practice settings incorporating patient centered care, inter-professional collaboration, healthcare management, and teaching/learning in an evidence-based practice environment. (AACN Essential IX)

ADMISSION REQUIREMENTS

In addition to the university’s admission requirements, applicants to the blended online MSN program with the nursing educator emphasis must complete and submit the following online requirements:

1. One (1) official transcript from an accredited bachelor of science in nursing (BSN) degree program with a minimum GPA (grade point average) of 3.0 or above (on a 4.0 scale).
2. A nonrefundable application fee (see Tuition and Fees). This application fee is not required of students if previously graduated from a program at Concordia University Irvine.
3. Bachelor’s-level courses (including nursing research, statistics, health assessment, and pathophysiology) within the last five (5) years with a minimum GPA of 3.0 or better (on a 4.0 scale) that are equivalent to those offered in Concordia’s accelerated undergraduate nursing program.
5. Computer competency in Microsoft Word, spread sheets, Power Point, electronic searches, and internet resources.
6. A formal letter of intent with a written two (2)-page (250 words) essay of personal, professional, and educational goals for becoming a nurse educator, including the following:
   - Purpose and reason for seeking admission into the program
   - Significance of the nursing educator’s role for future practice
   - Reason(s) for choosing Concordia University Irvine
7. A current professional résumé showing recent registered nursing experience.
8. Three professional letters of recommendation (see application instructions).
9. Background check
10. Proof of malpractice Insurance ($1,000,000/$3,000,000) prior to the onset of the first (1st) nursing practicum courses.
11. Contact the MSN admissions counselor for questions and scheduling an interview.

INSTITUTIONAL LEARNING OUTCOMES FOR GRADUATE STUDENTS

- **Integrated Learning**
  Graduates will be able to apply knowledge and skills from current research, scholarship, and/or techniques in their field with other disciplines.

- **Ethical Leadership**
  Graduates will be able to apply standards of ethics informed by Christian teachings as they fulfill their vocations within a diverse society.

- **Scholarly Research**
  Graduates will be able to conduct scholarly research on problems and issues in their field of study.

- **Effective Communication**
  Graduates will be able to articulate knowledge and insights related to their field through written, oral, and electronic media, in professional and academic contexts.

- **Reflective Practice**
  Graduates will be able to balance evidence-based decision making, logical thinking, and consideration of human potential to take appropriate actions that advance their field.

- **Community Engagement**
  Graduates will be able to assess and develop cogent positions on significant issues in their field to respond to needs in their respective communities.

PROGRAM LEARNING OUTCOMES

Once students have successfully completed this graduate nursing MSN program, they will be able to:

1. Demonstrate accountability for advanced practice nursing decisions based on professional, evidence-based standards, genetics, public health policy and ethics for improvement of advanced nursing care across diverse settings.
2. Utilize leadership, critical thinking, and reasoning skills to determine population based health care delivery outcomes in organizational and health care systems in organization and system management.
3. Implement quality and safety improvement measures within patient care, inter-professional teams, and organizational levels using appropriate performance measures.
4. Translate theoretical and/or clinical directed research into evidence-based health care advanced nursing practice at the individual, family, and community levels.
5. Integrate health care technology and informatics processes to achieve high quality patient health care outcomes across all clinical settings.
6. Demonstrate character and ethical leadership in a faith-based environment by participating in policy development and patient advocacy.
7. Integrate an understanding of inter-professional collaboration, communication, and disease management and leadership to achieve population based health care outcomes.
8. Apply and coordinate culturally sensitive nursing care to population based health care environments to plan, implement, manage, and evaluate evidence-based practice.

ACCREDITATION STANDARDS

Concordia University and its Accelerated Bachelor of Science in Nursing (ABSN) and the RN to Bachelor of Science in Nursing (RH to BSN) programs are accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501, (510) 748-9797. Students and other interested parties may review accreditation documents by making by going to the commission’s website at [http://www.wascstudent.org/](http://www.wascstudent.org/).
Concordia University Irvine’s accelerated bachelor of science in nursing (ABSN) and RN to bachelor of science in nursing (RH to BSN) programs are also accredited by the Commission on Collegiate Nursing Education (CCNE). Officially recognized by the U.S. Secretary of Education, the CCNE is an autonomous accrediting agency whose mission includes the assessment and identification of nursing programs that engage in effective educational practices.

The Master’s Program of Nursing will seek accreditation from CCNE after the first cohort of students has been admitted into the MSN program.

PROFESSIONAL ASSOCIATION GUIDELINES
American Association of Colleges of Nursing (AACN)
Essentials of Master’s Education Nursing

Background for Practice from Sciences and Humanities
• Recognizes that the master’s-prepared nurse integrates scientific findings from nursing, bio-psychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.

Organizational and Systems Leadership
• Recognizes that organizational and systems leadership are critical to the promotion of high quality and safe patient care. Leadership skills are needed that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective.

Quality Improvement and Safety
• Recognizes that a master’s-prepared nurse must be articulate in the methods, tools, performance measures, and standards related to quality, as well as prepared to apply quality principles within an organization.

Translating and Integrating Scholarship into Practice
• Recognizes that the master’s-prepared nurse applies research outcomes within the practice setting, resolves practice problems, works as a change agent, and disseminates results.

Informatics and Healthcare Technologies
• Recognizes that the master’s-prepared nurse uses patient-care technologies to deliver and enhance care and uses communication technologies to integrate and coordinate care.

Health Policy and Advocacy
• Recognizes that the master’s-prepared nurse is able to intervene at the system level through the policy development process and to employ advocacy strategies to influence health and health care.

Inter-professional Collaboration for Improving Patient and Population Health Outcomes
• Recognizes that the master’s-prepared nurse, as a member and leader of inter-professional teams, communicates, collaborates, and consults with other health professionals to manage and coordinate care.

Clinical Prevention and Population Health for Improving Health
• Recognizes that the master’s-prepared nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention, population care, and services to individuals, families, and aggregates/identified populations.

Master’s-Level Nursing Practice
• Recognizes that nursing practice, at the master’s level is broadly defined as any form of nursing intervention that influences healthcare outcomes for individuals, populations, or systems. Master’s-level nursing graduates must have an advanced level of understanding of nursing and relevant sciences as well as the ability to integrate this knowledge into practice. Nursing practice interventions include both direct and indirect care components.

APPLICATION REQUIREMENTS

Master of Science in Nursing required supporting documentation:
 o Application checklist
 o Statement of Intent form
 o Reference form (three [3] required)
 o Prerequisite support courses and Transfer Intent worksheet
 o Background Check Waiver form
 o All official college/university transcripts

ADMISSION POLICY OF THE MASTER OF SCIENCE IN NURSING ADMISSION

Admission of nursing students is based upon consideration of the completed on-line application form. All applications should be completed online with supporting documents and sent to gradadmissions@cui.edu. Evaluation of qualifications will determine eligibility. In addition to the CUI admission requirements, the applicants to the Blended on-line Master of Science in nursing program with an emphasis on the nursing educator’s role must complete the following using:
• Graduate from an accredited bachelor of science in nursing (BSN) degree program with a minimum GPA of 3.0 or above (on a 4.0 scale).
• A nonrefundable application fee (see Tuition and Fees). This fee is not required of students previously admitted to a graduate program at Concordia University Irvine.
• Bachelor-level courses (including nursing research, statistics, health assessment, and pathophysiology) within the last five (5) years with a minimum GPA of 3.0 or better (on a 4.0 scale) that are equivalent to those offered in Concordia University Irvine’s accelerated undergraduate nursing program.
• Copies of current State of California nursing license and an American Heart Association Healthcare Provider Basic Life Support Certificate.
• Computer competency in Microsoft Word, Excel, Power Point, electronic searches, and internet resources.
• A current professional résumé showing recent registered nursing experience.
• Three (3) professional recommendation letters (see application instructions).
• Background check.
• Proof of malpractice insurance ($1,000,000/$3,000,000) prior to the onset of the first (1st) nursing practicum course.
• A formal letter of intent with a written two (2)-page (250 words) essay of personal, professional, and educational goals for becoming a nurse educator including the following: purpose and reason for being admitted into the program, significance of nursing educator’s role for future practice, and reason for choosing Concordia University Irvine.

Transfer credits for Advanced Statistics will be accepted from institutions that are regionally and CCNE (Commission on Collegiate Nursing Education) accredited nursing programs along with Advanced Health and Physical Assessment, Advanced Pathophysiology, and Advanced Pharmacology.

Contact the MSN admission’s counselor for questions and scheduling an interview with the program’s assistant director.

### Nursing Curriculum Plan for MSN Program

(44 Units)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 501</td>
<td>Health Care Systems in Context: Health Care and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>MSN 511</td>
<td>Nursing Theory: Translating Scholarship into Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 513</td>
<td>Nursing Research: Integrating Scholarship into Practice</td>
<td>3</td>
</tr>
<tr>
<td>MSN 515</td>
<td>Applied Statistics for Nursing</td>
<td>3</td>
</tr>
<tr>
<td>MSN 531</td>
<td>Advance Health and Physical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>MSN 533</td>
<td>Advance Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 535</td>
<td>Advanced Pharmacology</td>
<td>3</td>
</tr>
<tr>
<td>MSN 551</td>
<td>Religions in the Modern World *</td>
<td>3</td>
</tr>
<tr>
<td>MSN 552</td>
<td>Advanced Healthcare Ethics *</td>
<td>3</td>
</tr>
<tr>
<td>MSN 561</td>
<td>Instructional Design in Nursing Education (Theory) 1</td>
<td>4</td>
</tr>
<tr>
<td>MSN 562</td>
<td>Instructional Design in Nursing Education (Practice) 2</td>
<td>4</td>
</tr>
<tr>
<td>MSN 595</td>
<td>Thesis/Project 1</td>
<td>3</td>
</tr>
<tr>
<td>MSN 596</td>
<td>Thesis/Project 2</td>
<td>3</td>
</tr>
<tr>
<td>Required elective:</td>
<td>Advanced Nursing Practice Nursing Educator</td>
<td>3</td>
</tr>
</tbody>
</table>

* Must be taken at Concordia University Irvine.

### GRADUATION REQUIREMENTS

All students are encouraged to celebrate the completion of their nursing program.

1. Completion of all required course work.
2. File a graduation application with the Office of the Registrar whether participating in graduation or not.
3. Complete payment of all fees and tuition due Concordia University Irvine.
4. Receive faculty approval.