

*Master of Arts in  
Christian Outreach  
Handbook*

*Concordia University  
St. Paul, Minnesota*



The mission of Concordia University, a university of the Lutheran Church-Missouri Synod, is to prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for the enlightened care of God's creation, all within the context of the Christian Gospel.

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## **Introduction**

### ***Program Objective***

The vision for the graduate programs of the Oswald Hoffmann School of Christian Outreach (hereafter OHSCO) at Concordia University is threefold:

- To recognize that there can be no separation or disconnect between fact and value, including the separation of faith from learning, nature from history and science from religion.
- To develop capacity in doing critical and reflective research and pro-active application of that research in a world of rapid social change.
- To facilitate skills in relationship, proactive Christian outreach, and leadership.

The overarching goal is that motivated learners become more effective leaders and proactive advocates of positive vocation and Christian outreach in the context of an integrated understanding of reality.

Today, the majority of students completing master's degrees do so for personal and professional purposes. This degree is completed by people seeking to become more effective in vocations they already have, or by people seeking to advance in more challenging or new vocational directions. Historically, obtaining a master's degree conveyed the right to teach, and was seen as recognition of distinctive scholarship. In contemporary society the master's degree still implies advanced scholarship and critical and reflective thinking. In addition to professional practice, OHSCO at Concordia University also intends master's work to enhance Christian vocation and ministry.

The Master of Arts in Christian Outreach (MACO) equips church leaders with a deepened understanding of a theology of God's mission and provides the practical tools necessary to engage in the outreach ministries of the church.

### ***Concordia University***

This Masters degree is offered through Concordia University, St. Paul, Minnesota (CSP). The university is affiliated with the Lutheran Church-Missouri Synod. CSP collaborated with Concordia University, Portland, Oregon (CUP) in developing this unique program. The Oswald Hoffmann School of Christian Outreach was instrumental in initiating the degree and actively manages the delivery and further development of the program. CSP has several Masters level programs that are designed to meet the needs of adult learners.

If you are interested in other forms of outreach training, please visit the website of the Oswald Hoffmann School of Christian Outreach at [www.CSP.edu/OHSCO](http://www.CSP.edu/OHSCO) or call 651-641-8701.

### ***Accreditation***

The Master of Arts in Christian Outreach is accredited by The Higher Learning Commission, North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 800-621-7440, as of November 27, 2001.

## ***Contact Information***

For more information regarding the Master of Arts in Christian Outreach, feel free to contact us.

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## **Program Highlights**

- *Designed for those serving in ministry:* The delivery model is sensitive to students' needs and the course work builds on their experience.
- *The only Masters degree in Christian outreach within the Lutheran Church-Missouri Synod:* No other LCMS seminary or university has a similar program to meet this need in the church.
- *Certification as a Director of Christian Outreach:* Students have the option to be certified as a DCO, a rostered position within the LCMS, upon completion of the degree. For further information about being certified as a DCO, contact Professor Phil Johnson at 651-641-8246 or [pjohnson@csp.edu](mailto:pjohnson@csp.edu).
- *Uses cohort model:* Moving learners through the program as a small group encourages the formation of deep and trusting relationships, and a more enriching collaboration of ministry experiences from which to learn.
- *Practicum opportunities:* Practicum courses allow learners to study a topic that applies to their ministry situation under the guidance of a mentor.
- *Blends face-to-face and on-line learning:* Learners can benefit from the dynamics of a classroom setting as well as the convenience of distance education using this delivery model.

## **Letter from President Holst**

Welcome to Concordia University, St. Paul and congratulations for considering our Master of Arts in Christian Outreach degree. I am confident that God can use the program to enrich your faith and to increase your ability to share his Good News with others. Our program builds on the tradition of Christian witness and the vision of effective Spirit-guided ways of sharing Christ in contemporary cultures. Before the risen Christ ascended into heaven, he gave his disciples a great claim, the great commission and a great promise

as recorded in Matthew 28:18-20. He claims all power in heaven and on earth. He commissions his disciples to share the Gospel with all nations. He promises to be with us always. Based on Christ's claim, promise, Jesus'



Matthew 28:18-20. He claims all power in heaven and on earth. He commissions his disciples to share the Gospel with all nations. He promises to be with us always. Based on Christ's claim, promise, Jesus'

shared the Good News throughout the centuries. Sometimes with hesitancy and sometimes with boldness, sometimes winsomely and sometimes offensively, God's people have tried to share the Gospel. The purpose of our Master of Arts in Christian Outreach is to learn better God's will and to consider the ways people serve Him. The Message remains the same even though we, as messengers, may need different methods depending on our time, place, circumstance, language and culture. I hope that you enroll in our Master of Arts in Christian Outreach program and that God uses it to make the people of Concordia and you more faithful witnesses of his saving truth.

***President Robert Holst***

## *Learning Philosophy*

The study of Christian outreach is much more than an academic, mental exercise in a narrow field. Christian outreach study draws not only on the academic disciplines of the world, but looks for practical, interactive and person-to-person applications of those insights in the congregation, circuit, district, and world. This breadth of knowledge and application requires not only cognitive information, but also affective changes and conative skills. These dynamics in the learning process come about through appreciation of not only the knowledge held by professors, but also that offered by the students. Both the professors and the students enter the learning environment identified as learners but each with their appropriate roles to play. Valuable insights shared by both students and professors add to the knowledge and experiential base for further learning.



## **Graduate Work**

Coursework at the graduate level is designed to be a qualitatively different experience than undergraduate coursework. It is not simply more information on a particular topic.

### *What is Graduate Study?*

Coursework at the graduate level is not just more and different classes than were experienced as an undergraduate. It is not simply more information on a particular topic. It is designed to be a qualitatively different experience. With this in mind, OHSCO together with Concordia University has accepted these ten principles as the practical ways graduate education and research will be delivered at Concordia University.

#### **1. Graduate study is more creative. Students create systems that help them to be more effective professionals.**

Exemplary professional practice and leadership demands a significant level of critical responsiveness. Graduate programs focus on creative development and application of thinking to produce “knowledge into action” (Schon 1995). They do this through teaching and modeling multiple analytical systems and problem solving strategies.

The effective professional must have the necessary skills to modify and adjust organizational leadership strategies to respond to the fluid needs of individuals and groups. Effective graduate study will enable the student to apply both academic and reflective learnings to professional endeavors, the focus being to effect proactive change. Steven Brookfield (1987) provides two primary strategies embedded in graduate study: 1) to identify and challenge assumptions, and 2) to explore, imagine, and pursue alternatives.

**2. Graduate study is more self-directed. In many assignments, students choose, under the guidance of faculty, an area that they feel they need to know more about and they study that area.**

An assumption of graduate study is that students are faced with organizational and leadership structures which are becoming increasingly complex. In order to more effectively interact within prospective environments, students must have the skills of self-direction and reflective practice. As self-directed learners, or as Brookfield (1996:40) says, as autonomous learners, graduate students should have the ability to identify learning needs, generate learning goals, and possess evaluative criteria. These three constructs are heavily integrated throughout the coursework, practicums and capstone process.

In graduate study, learners are given the opportunity to create learning contracts and modify expectations to best serve the goals of self-directed learning. Faculty who instruct the students are also encouraged to work collaboratively with students to optimize this goal.

**3. Graduate study is more rigorous. More is expected of graduate students than of the certificate or undergraduate students.**

Within the educational community, the definition of rigor is highly debated regarding the nature and structure inherent within prospective disciplines. A primary emphasis of graduate education at Concordia University is that students will have as a primary focus, the ability to apply the rigors of intellectual development in enlightened professional practice.

Concordia University's graduate programs embrace the need to challenge students intellectually while also emphasizing that students must look beyond academic learning. Rigor warrants that students have the skills to respond to professional and societal demands of uncertainty, complexity, uniqueness, and conflict. This is facilitated in the students' academics through the active context of critical dialogue, critical thinking, and reflective practice.

**4. Graduate study is more attentive to “how we know what we know” (epistemological issues), and “how we prove what we know” (evidentiary issues). More attention is given to the skills of discernment, critical thinking, and wisdom.**

Graduate studies include the skills of discovering existing knowledge while having the skills to apply this to constructing new knowledge. Within graduate studies, the process of how students discern and think critically is embedded throughout their academic

program. This knowledge and discovery process is primarily accomplished through the use of primary sources, the analysis of current research, and conventional wisdom. Particular emphasis is placed on the skills to determine learning needs, while possessing the wherewithal to find appropriate sources and information through both library research and intentional and interactive field research..

Graduate studies encourage students to develop the skills of using knowledge within their respected professions. This is identified as the scholarship of integration (Schon 1995). Integration is optimally defined and advanced through active inquiry intertwined with actions, especially as it is creatively developed through intentional and interactive field research.

**5. Graduate study is more attentive to research. Students will be exploring (and conducting) new research. They will read original research.**

Graduate studies heavily emphasize integrating and constructing knowledge. Graduate education systemically encourages making connections within and across disciplines. Also, through effective analysis and critical thinking, data and information is illuminated and meaning and values applied. A primary focus of Christian outreach graduate work is applying knowledge into action through well-planned person-to-person interactive field activities and field research..

Through the capstone process, students will apply and create new outreach information and procedures.. The capstone process encourages research methodologies which enable students to engage and apply interactive person-to-person research in order to effect proactive change.

**6. Graduate school emphasizes a community of learners rather than merely a teacher-student relationship. Graduate students are assumed to have reached an intellectual maturity that puts them at a place where the role of the instructor is different. Instructors do not have to spoon-feed or handhold; instructors need to guide and mentor mature students in the direction they have identified.**

Steven Brookfield (1987) posits that no act of learning is fully self-directed. Since the primary delivery of instruction is through cohort learning, graduate students must have essential skills and improve upon those skills in order to work cooperatively. Graduate studies also necessitate further communal learning in order to become more enlightening in the skills of cooperative leadership.

Successful self-directed graduate students will be aware of the context of learning within a social setting in which advice, information, and the skills modeled by other learners are crucial conditions of self-directed learning. Graduate studies encourage students to take responsibility for assessing their own progress and make adjustments in order to become more adept at self-determination.

**7. In graduate coursework, an assumption is made that students are involved in local, state, and national leadership issues.**

The master's program emphasizes effecting positive social change. It emphasizes issues in education, vocation, and advocacy, so that students will be better equipped as leaders for positive change on local, state, and national levels.

Concordia University builds graduate learning around four key areas: knowledge navigation, advocacy, systems thinking, and leadership. Graduate students will use these to effectively work within organizations and systems to promote positive vocation, social justice, advocacy, and vision. Graduate students will have and improve interpersonal problem solving and creative leadership skills as well as having the fundamental ability to involve others within a framework of cooperation.

**8. Graduate students give careful consideration to research, information, and bibliographic references. The skills of knowledge navigation are increasingly important, and in the years ahead graduate students will need to know how to find the knowledge they need and to share it with others.**

Margaret Wheatly (1992) sees information sharing as a fundamental building block of organizations. With increased access to information sources, graduate students must have well crafted skills in finding and using information.

**9. Graduate learning is not just remembering information. It is constructing knowledge. The graduate community of learners in the cohort model discovers new insights and creates new knowledge for helpful application**

Knowledge is both discovered and constructed. In discovering existing knowledge, students will be familiar with the data in primary sources, its uses, and its usefulness in research and applications. In order to optimize learning and its application, graduate students should be able to analyze information sources for reliability and validity. Further, they should also be able to use this information to create new information and knowledge and most importantly use this created information to inform their respective professions with helpful applications.

**10. Graduate professors are actively engaged in research. This helps them maintain a cutting edge in their profession.**

To better effect graduate education, faculty members have the responsibility to be current with research and best practice. Faculty members must also know how to effectively share information and ideas. Graduate faculty will engage in continued research while also receiving appropriate in-service training to enrich teaching.

*In summary we can say that:*

- Graduate coursework is more creative. Students create systems that will help them to be more effective professionals.
- Graduate coursework is more self-directed. In many assignments, students choose, under the guidance of faculty, an area that they feel they need to know more about, and they study that area.
- Graduate coursework is more rigorous. More is expected of graduate students than of certificate or undergraduate students.
- Graduate coursework is interactive and person-to-person. It focuses on face-to-face applications for effective Christian outreach results in everyday life circumstances.
- Graduate coursework is practitioner oriented. Classes and assignments are geared to help students be more effective at their current jobs.
- Graduate coursework is more attentive to research. Students will be looking into, conducting, and reading original field research. Research is broadly defined as “systematic ways of finding the information and applications that students need.”
- Graduate coursework is a community of learners, rather than just a teacher-student relationship. Graduate students are assumed to have reached an intellectual maturity that puts them at a place where the role of the instructor is different. Instructors need to guide and mentor mature students in the direction the students have identified.
- In graduate coursework, it is assumed that students are involved in local, state, and national leadership issues. The graduate program emphasizes effective, positive change so that students will be leaders for change on a local, state, and national level.
- Graduate learning is not just remembering information; it is also constructing knowledge. The community of learners opens new insights and creates new knowledge in the field.



## *What is a Capstone?*

- The capstone is the final work submitted by MACO graduate students. In the capstone, learners research a thesis topic, solve a project problem, produce a manual through a manual project, or reflect on a body of knowledge through the development of a portfolio. The student's capstone is designed to demonstrate in-depth learning and higher-order thinking. The capstone is meant to be foundational to the MACO program and also the crowning event of the program.
- The capstone is meant to be practical and useful. Students should choose a field area that is personally and professionally important, and research that area. The capstone may explore a general theory or a specific, real-life problem that students face. Students are encouraged to choose a topic that is personally enriching and satisfying.
- The capstone needs to analyze and synthesize a field area, with an emphasis toward change and informed decision-making. The emphasis on change is of primary importance in the capstone. What will this work accomplish? How will the capstone help to effect positive change? How will this capstone work to educate and advocate for those in need?
- Capstone options include the thesis, project, manual project, or portfolio. All four options are appropriate methods of learning and for demonstrating that learning. The option students choose will depend on students' own needs, goals, and learning style.
- Because the capstone is a critical component in the graduate program, a capstone coordinator is available to assist students. The primary role of the capstone coordinator includes assisting students in defining the research to be done, choice of capstone type, proposal development and choosing appropriate research design and methodologies. He must also provide directions in the field research, data gathering, data sorting and organizing, and the written drafting and revising of the capstone. His assistance, as appreciated and needed, continues until the critical dialogue stage has been successfully completed and until an academic and scholarly capstone of good quality has been delivered to OHSCO and the CSP library in bound form.



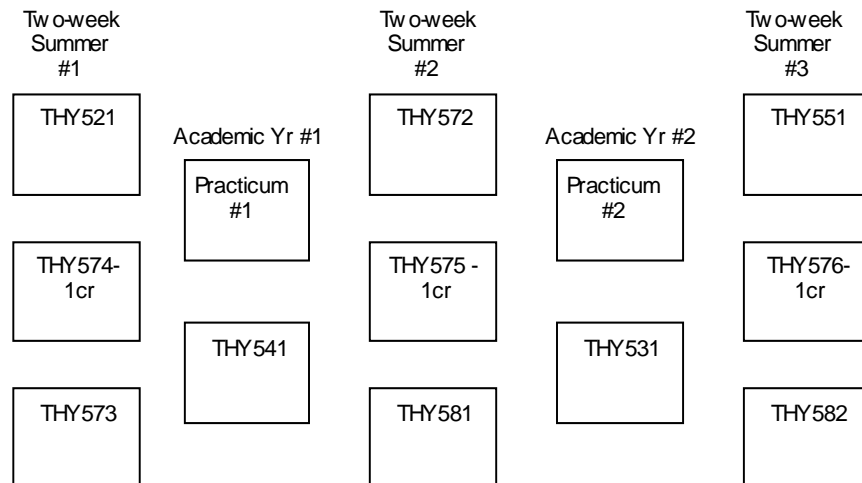
## Delivery Model

The delivery model for the Master of Arts in Christian Outreach is unique. It requires a minimum residential component but also makes use of on-line learning.

### *What is the Model?*

- **Cohort Model:** The degree is structured using a modified cohort model. Cohorts are groups of 10-15 learners enrolled for the degree who start and finish the program together, taking one class at a time. It is modified because other students may enroll for personal development or individual course credit during the summer courses only and because not all field researchers are able to finish their capstone at the same time.. No cohort will be larger than 18 students in size.
- **Residency:** The residence spans three summers and two academic years. Each summer for two weeks, the cohort takes three courses (two 3cr courses and one 1cr course) on the campus of Concordia University.
- **Distance:** During the academic year, the cohort enrolls in one 3cr-fall semester course using computer assisted and distances education methodologies. Each student will also enroll in a practicum (normally interactive and person-to-person – THY 522, 561, 583 or 584) of the student’s choice. Both of the practicums will begin in September and be completed in May but will be registered for as a 3cr course in the spring semester of each year. Both of these courses are completed at the student’s ministry site.
- **Capstone:** The final three credits of the Masters degree are the student’s thesis/project/manual project/portfolio.

### *A Diagram of the Delivery Model:*



### ***What is a Residency?***



A residency is time students spend on campus together. Each summer, the cohort meets for two weeks of on-campus classes. During the first residency, students take three courses, learn the technology that will be used, meet department staff, and learn of and determine payment options for their particular situation. This is an important time for face-to-face discussions and focused study.

### ***What is a Practicum?***

The field practicum is a central learning experience in the Master of Arts in Christian Outreach. Normally the field practicum is an interactive, person-to-person nine-month Christian outreach experience. Each practicum gives the MACO learner an opportunity to apply knowledge gained in course work in a Christian ministry setting under the supervision of an experienced church professional and the MACO practicum coordinator. Practicum courses are specialized undertakings that allow the learner to explore field outreach concepts that will directly impact their ministry. There are several practicum courses to choose from but the learners may also design their own course that addresses their own unique interests. Each course covers a nine-month period from September through May and is enrolled for in the spring semester of each year. Learners complete a different practicum course each year. Practicum THY 562 and 591 are normally not chosen for the first practicum experience and may in any case only be chosen for either year with the express written permission of the MACO Director.

### ***What is a Distance Course?***

Distance courses are completed using computer technologies for assignments, class discussions, and correspondence with professors. The cohort is enrolled in one distance course each fall semester in September and finishes it by December. This form of learning requires self-direction and commitment.



### ***What is a Thesis/Project/Manual Project/Portfolio?***

The thesis/project/manual project/portfolio is the capstone of the Master of Arts in Christian Outreach degree. The capstone is due after the coursework is complete but should be an ongoing learning and growth process for the student researcher throughout the program. The student in consultation with the MACO Program Coordinator will choose a three-person committee to evaluate the Masters thesis/project/manual project/portfolio.

## Course Descriptions

### *Course Titles and Descriptions:*

- 1. THY521 – Spiritual Leadership Formation** **3cr**  
Foundational for the whole area of Christian leadership, the course focuses on the nature of spiritual leadership development utilizing faith nurturing experiences including regular use of the Scriptures, sacraments, prayer, meditation, personal Bible Study, service, corporate activities, and mentoring. An introduction to a theological understanding of leadership formation and approaches for designing programs are presented.
- 2. THY574/575/576 – Missiological Research Design (1 credit each)** **3cr**  
This course provides an understanding of the function and scope of research science in the area of missiology so that the missiological perspective can be analyzed, discussed, and evaluated. Students begin to develop their thesis/project/manual project/portfolio proposals.
- 3. THY573 – Outreach Ministry in Context I: Theory** **3cr**  
Students learn the process of understanding another culture, how to adapt to it, and make sound value judgments within it. The results from anthropological and sociological research as well as current communication theory will inform this endeavor. Case studies from a variety of cultures will be utilized.
- 4. THY541 – History of Mission** **3cr**  
Students will study the historical expansion of the Christian church and its impact on church and society over the centuries in light of God’s mission. It will develop in students an awareness of God’s hand in the growth of the church in all areas of the world from the time of Christ until today.
- 5. THY572 – Missio Dei** **3cr**  
Based upon Jesus’ announcement of the Good News of the Kingdom of God, this course develops a Lutheran theology of mission that motivates Christians to proclaim the kingdom. It builds an understanding of the mission among the lost and hurting. Resources will include the Bible, the Lutheran Confessions, and missiological texts.
- 6. THY581 – Outreach Ministry in Context II: Strategies** **3cr**  
This course focuses on outreach ministry overseas and in North America. It shares distinct strategies for reaching people in the variety of contexts to be found in multi-cultural urban centers, the changing dynamics of rural culture, the exploding outer rings of major cities, and the inner ring suburbs struggling to revitalize. A theological understanding of human care and evangelistic ministries will be developed for these multiple settings.
- 7. THY531 – Worldviews and the Gospel** **3cr**  
In this seminar, students examine historical and contemporary methods used in the rational and experiential defense of the Christian faith against unbelief, the use of categories of thought foreign to Biblical thinking, and Christian responses to worldviews hostile to Christianity with the intention of developing an appropriate, Biblical, and contemporary apologetic for particular contexts.

8. **THY551 – Social Issues in Mission** **3cr**  
Students consider the economic and political challenges to people in a given society and the issues of social justice. Students will design appropriate strategies for addressing the social issues in mission contexts.
9. **THY582 – Evangelism in the Life of the Church** **3cr**  
Students will learn how to reach those who do not know Christ and how to integrate them into the Christian family. The course will focus on general strategies and techniques of evangelism. It will also consider the worldview of the unchurched and their needs. A key emphasis is on the task every Christian has in outreach and the church worker's role in equipping them to respond to everyday opportunities.
10. **THY592 – Capstone: Thesis, Project, Manual Project or Portfolio** **3cr**  
As the final work submitted by graduate students, and in respect to the guidelines for research base, analysis, and synthesis, students can choose from either a thesis, project, manual project or portfolio to complete their graduate experience. Faculty approval of the topic and finished product is required for graduation.

### *The Field Practicums*

Students in each of the practicums should demonstrate depth of reflection and clarity of connections and integration within the framework of an interactive person-to-person Christian field outreach learning experience. This integrational connectedness should show solidarity and cohesion of content, knowledge and skills from program courses and activities, readings, discussions, outside work, interpersonal relationships, mentoring abilities and leadership skills. Items related to small group and family ministry strategies, cross-cultural issues, and effective apologetic methodologies, all based on a firm Lutheran theological understanding of God's mission, are to be explicitly demonstrated.

1. **THY522 – Care for the Whole Person** **3cr**  
An individually tailored experience arranged by the student to practice skills and theories related to caregiving in the congregation and community. Students will learn principles of diagnosis and personal care for the spiritual, emotional, physical, and social needs of people especially in the times of crisis, grief, and loss. A final paper describes and evaluates the experience.
2. **THY561 – Outreach through Evangelism and Worship** **3cr**  
An individually tailored experience arranged by the student to practice skills and theories related to reaching those who do not know Christ through evangelism and worship. The practicum will focus on researching, developing, and using evangelism strategies for reaching the lost. Students will describe and evaluate the experiences in a final paper.
3. **THY562 – Writing/Production of Evang/Leadership Development Materials** **3cr**  
Students will write or translate evangelism and leadership development materials that reach the unchurched and equip the saved. Outreach materials should be related to worship, catechesis, assimilation, and outreach programs in the church and/or for the community.

- 4. THY583 – Planting the Worshiping Community** **3cr**  
An individually tailored experience arranged by the student to practice skills and theories related to church planting/beginning small groups. Students will be asked to plan and implement a church plant/small group ministry. A final paper will describe and evaluate the experience.
- 5. THY584 – Outreach in the Urban, Suburban, or Rural Center** **3cr**  
An individually tailored experience arranged by the student to practice skills and theories related to working in the urban, suburban, or rural center. Students will be asked to develop a plan for reaching urban, suburban, or rural unchurched people, immerse themselves in the particular context of ministry, and describe and evaluate the experiences in a final paper.
- 6. THY591 – Independently Developed Practicum** **3cr**  
An individually tailored field experience arranged by the student in consultation with the program director to practice skills and theories related to particular outreach issues and contexts in the student’s present ministry. Students will develop the practicum, i.e., face-to-face Christian outreach, readings, assignments, in order to sharpen and supplement the field outreach task of the ministry in which the student is working. A final paper describes and evaluates the Christian outreach experience.

## Application Process

### *What to Expect?*

Applicants are considered for admission into the program by an Entrance Committee once a complete Entrance Portfolio is received. Applicants will receive a letter from the MACO Director indicating whether or not entrance into the program has been granted. If the letter offers admission to the applicant, then a tuition deposit of \$250 is needed to enroll. The Staff Support Person will send the student a sample residency schedule, financial aid applications, housing information, and a course calendar upon acceptance to the program. Once the tuition deposit is received, the Staff Support Person will inform the student that money has been received. Pre-course assignments and syllabi will be sent the students via e-mail.

### *Entrance Portfolio*

1. Application Form
2. Master of Arts in Christian Outreach Entrance Portfolio for the Entrance Committee to review including:
  - a. Final and official transcripts indicating a CGPA of 2.75 on a 4.0 scale, or a 3.0 on a 4.0 scale for the last two years of the undergraduate degree or demonstration of ability to perform at a Master's level and documentation of BA degree.
  - b. Two letters of recommendation from people who can verify the applicant's outreach ministry experience or knowledge;
  - c. One letter of recommendation from the applicant's pastor;
  - d. Outreach work experiences/resume;
  - e. Written expression of the applicant's rationale for pursuing the degree;
  - f. Documentation of completed undergraduate courses in Old and New Testament and Christian Doctrine or demonstration of competency in course areas. (The course requirements of Old Testament, New Testament and Christian Doctrine may be completed up until the beginning of the second summer residency.)
3. \$50.00 non-refundable application fee (payable to Concordia University) or pay online;
4. Signed copy of the Technology Agreement;
5. Once a student has been accepted, a \$250.00 deposit is required to insure a spot in the cohort. This deposit will go directly toward the student's first tuition payment. Space is limited and will be filled in the order applications are received.

### *Co-requisites*

Undergraduate courses in Old Testament, New Testament, and Christian Doctrine or demonstration of competency in those course areas are required before the student's second summer residency in the MACO program. In order to be certified as a DCO, these courses must be completed at an LCMS institution. Two places that offer these courses by correspondence are Concordia University River Forest, and the LCMS Northwest District. The LCMS' CUEnet program is a tool for completing these courses online. Please visit our website for more information: [www.csp.edu/maco/apply/](http://www.csp.edu/maco/apply/)



## ***Technology Requirements***

Students enrolled in the Master of Arts in Christian Outreach will take two courses on-line. One of the primary determinates in student success and happiness with those courses will depend on the computer being used. Concordia University utilizes WebCT as the online learning environment for online courses. In order to be successful in this type of academic environment, students and faculty should be self-directed learners and comfortable using a computer. These requirements are intended to ensure the success of your course participation.

## ***Technology Skills***

<b>Required Proficiency:</b>	<b>Minimum:</b>	<b>Recommended:</b>
Internet	Accessing the Internet using a browser Typing in and accessing a web address	Internet Explorer experience Setting "Favorites"
E-mail	Sending messages with an e-mail client Attaching documents	Creating contact / distribution lists Outlook
Computer*	Basic PC use and navigation (creating folders, retrieving documents, start menu) Familiarity with Office products (cut and paste, save as, moving between open documents)	

## ***Computer Requirements***

Concordia University highly recommends the use of an IBM compatible (PC) computer that meets the standards below. There is a possibility that other systems may perform adequately, but they are not supported by University technology support personnel.

<b>PC Requirements:</b>	<b>Minimum:</b>	<b>Recommended:</b>
Internet Connection*	56K Modem	Broadband (Cable / DSL Connection)
Operating System	Windows 2000 or higher	Windows XP
Browser	Latest version of Internet Explorer – <a href="http://www.microsoft.com/windows/ie">http://www.microsoft.com/windows/ie</a> Concordia will provide an e-mail account that is accessible via the Internet.	

Software	Antivirus Software Microsoft Office 2000 or higher	Norton or MacAfee Antivirus  (do not install Norton Utilities)
Plug-ins (free downloads)	Adobe Acrobat (latest version) – <a href="http://www.adobe.com">http://www.adobe.com</a> Browser tune-up (particularly Java plug-in /settings) – <a href="http://www.webct.com/tuneup">http://www.webct.com/tuneup</a>	
Processor	Pentium Processor	500 MHz or greater
RAM	256 MB	512 MB
Peripherals	Video card and monitor display CD USB	Monitor capable of 1024 x 768 resolution CDR / DVD Speakers / sound card
<p><i>* You must ensure that your ISP does not have a firewall as it may interfere with certain online course features, most notably chat rooms. This mainly happens in workplace networks, but can occur if you have installed additional security measures at home. If you have installed Norton Utilities, Windows XP Service Pack 2, Yahoo or Google toolbars, or any other pop-up blocker, you will need to work with them to adjust your settings to allow content from Concordia University.</i></p>		

### ***WebCT Support and Resource Center***

Please feel free to visit the WebCT Support and Resource Center: <http://webct.csp.edu>

### ***Program Dates***

The residency will take place during the first two full weeks of June each summer. One cohort will begin the program each summer. In order to join the next cohort, applications must be submitted by April 1. Orientation to the program is on the Saturday before the first class begins. Students are given Sundays off during their stay on campus.

## **Tuition and Fees**

### ***Costs***

1. Application Fee: A non-refundable fee of \$50.00 is due with the application.
2. Deposit: A deposit of \$250.00 is due after the student is accepted in order to hold the spot in the cohort. This deposit goes directly toward the first tuition payment.
3. Tuition: Each credit is \$415 for a total of \$14,940 for a 36-credit degree. See below for payment options.
4. Capstone Fee: \$200 is added to the last tuition payment to cover the thesis/project/manual project/portfolio costs.
5. Graduation Fee: The fee for graduation is \$100.00.

## ***Financial Aid***

Concordia is committed to providing financial assistance that will ensure educational access for all eligible students. Awards of financial aid will be made after students have been accepted for admission, and all required information has been received. Aid awards are based on the number of credits taken and may be adjusted according to changing circumstances, the availability of funds, and the students' maintenance of satisfactory progress. Concordia cooperates with federal, state, church, and private agencies in the awarding of scholarships, grants, loans, and work assistance to qualified students.

Please, check the website for additional information: [www.csp.edu/FinancialAid/](http://www.csp.edu/FinancialAid/)

## ***Payment***

Fees are due each semester as follows:

### **Payment Option #1**

Payment in full by the due date(s) listed below. A late fee of 1% is added to outstanding balances at the end of each month.

- Term One is due on the third class night
- Subsequent terms are due on or before the first class night of each term

### **Payment Option #2**

The student uses the tuition reimbursement plan offered by his or her company. A Concordia Tuition Reimbursement Agreement must be completed in order to use this option.

*Note:* The tuition reimbursement plan is not eligible if the employer requires the student to pay for courses and submit receipt of payment in order to receive reimbursement.

### **Payment Option #3**

Sallie Mae offers a monthly payment plan spreading tuition payments, interest-free, over the duration of a student's coursework. A non-refundable enrollment fee of \$75 is due at the time of enrollment, along with the first month's payment. Students can sign up for this plan online:

[http://concordia.csp.edu/BEARCenter/Payment\\_plans.html](http://concordia.csp.edu/BEARCenter/Payment_plans.html).

Registrations may be canceled for registrants who fail to comply with the payment options they select.

*Note:* A late fee of \$25 per month is added to outstanding balances of non-enrolled students. Students are responsible for payment of all costs assessed for the collection of their accounts. This includes interest charges, collection fees, and attorney's fees.

Only those students with bills paid in full receive transcripts of credits, and diplomas.

Financial aid is not considered part of the payment until the aid award is granted and transmitted onto the bill. This takes place when the student has completed all the necessary paperwork for receiving financial aid. All fees must be paid in full before next semester's registration or you will not be allowed to register.

## ***Refund Policy***

1. Students enrolled in MACO who discontinue their studies by the end of the third night of class during the first residency of term one may receive a refund, minus the \$250.00 tuition deposit.
2. Failure to notify the MACO office of discontinuance in the program two weeks prior to the beginning of term one will also result in the forfeit of your \$250 Tuition Deposit.
3. Students who discontinue their studies by the end of the first week of residency may receive a 75% refund of their tuition. After this point, no refunds will be issued.
4. The same refund guidelines apply to all residencies throughout the program.
5. Date of discontinuance is determined by filing a Change of Status form with the Academic Services Representative. A charge of \$75 will be assessed for Change of Status forms exceeding two per student during a student's entire course of study at Concordia University.
6. Leave of Absence Status may be granted to a student at the discretion of the MACO Director.
7. Students who discontinue their studies may not resume at any point in the program. If they wish to reenter the program, they must start again when a new cohort begins.

## **Academic Policies**

### ***Registration***

Students taking 6 semester credits or more during a term shall be considered full-time graduate students. Students must take at least three semester credits in order to be considered as half-time graduate students.

Students may repeat a course. If students repeat a course, only the higher/highest grade is used in computing cumulative grade point average (CGPA).

### ***Grades***

Grades are sent after each semester/term is complete. For questions regarding grades received, contact the professor directly.

1. Satisfactory Progress
  - a. Learners must maintain a 3.0 GPA.
  - b. Learners must complete a minimum of 2/3 of the registered courses each term in order to remain in the program.
2. Unsatisfactory Progress
  - a. First semester/term of unsatisfactory progress: Students will receive letters from the registrar notifying them of their probationary status. Students are required to contact their academic Advisors to determine a plan of assistance. The plan of assistance will identify the academic difficulties the student is experiencing and recommend possible solutions. Students must submit a copy of their plan to the registrar to remain registered for the next term. Financial aid continues.

- b. Second consecutive semester/term of unsatisfactory progress: Students will be notified of their scholastic suspension in writing by the registrar. Financial aid is suspended. Students can appeal. Appeals must be submitted to the Satisfactory Progress Committee within two weeks of receiving notice. Appeals must be presented in writing on the Appeal Form to the Satisfactory Progress Committee. The appeal must state what undue hardship caused the student's inability to meet satisfactory progress standards. The hardships could include illness, injury, or death of an immediate relative. Only special extenuating circumstances will be considered. Students must also explain how they propose to remedy their situation.
3. In-Progress Grades

An In-Progress Grade may be given to students who have missed part of their assigned work due to circumstances which are beyond their control and who are otherwise doing satisfactory work. However, any in-progress grade could affect the students' probationary and disqualification status. Students and instructors will develop an agreement, which includes these guidelines for completion of their work:

    - a. All course requirements must be completed within six months from the last day of class of the current term as long as this is agreed upon with the instructor.
    - b. The grade will automatically turn to an "F" if the course requirements are not completed within six months.
    - c. The maximum number of In-Progress grades students may carry at one time is two (2).

### ***Continuous Enrollment***

Once students begin the program, they are considered officially enrolled until they have completed the MACO program or until they inform the Program Facilitator and the MACO Director that they have discontinued. Students who discontinue without notice will be liable for any unpaid account. All tuition payments must be up to date in order for a learner to be registered for subsequent semesters/terms. Learners must notify the Practicum Professor and Program Facilitator of their practicum choice by August 15<sup>th</sup> of each year.



### ***Itinerant Enrollment***

If students are only interested in taking summer courses, they must first consult with the MACO Director and then register through Concordia University's Registrar's Office. The course fee is the current rate per credit at that time. If students are only interested in taking a summer course for audit/personal growth and development, they must also first consult with the MACO Director and then register through Concordia University's Registrar's Office. The course fee for audit/personal growth and development is at a reduced rate. However, neither of these options merits a degree nor does it allow a student to be certified as a Director of Christian Outreach. Courses offered during the summer residency may be full, eliminating the possibility of credit/audit/personal growth and development students from enrolling in summer courses.

## ***Classroom Policies***

### Attendance:

- a. Attendance at all class sessions is assumed. The instructor must keep attendance records to fulfill federal government requirements associated with financial aid.
- b. Instructors will determine their own policies regarding consequences related to attendance.
- c. It is the responsibility of the student to “catch up” on material missed due to an absence or tardiness.

### Completion of the Course:

- a. Faculty policy requires completion of all work for a course by the end of the appropriate semester/term. The development of personal discipline and the value of one’s contribution to the work of others in the course are at stake in a decision to hand-in late work.
- b. Instructors will determine their own policies regarding consequences related to late assignments/requirements for the course.

### Classroom Atmosphere:

Within the cohort, students are treated with respect by both the professor and other students. Having chosen this degree which leads to ministry in the church, it is assumed that students have appropriated an adult education posture, people anxious to learn in order that they become well-equipped professionals in the field. The classroom becomes an environment for open dialogue and disagreement.

## ***Student in Good Standing***

A student in good standing is one who:

1. Is registered for the current term;
2. Is attending class in accordance with the class attendance policy;
3. Has no financial obligations to the university;
4. Is not on disciplinary probation;
5. Is not on academic probation.

## ***Graduation Requirements***

1. Students must earn a minimum CGPA of 3.0.
2. Successfully researched, written and defended Masters Thesis/Project/Manual Project/Portfolios
3. Students must submit an Exit MACO Portfolio including:
  - Updated Entrance Portfolio
  - Transcripts from the MACO coursework indicating a CGPA of 3.0;
  - Letter of recommendation from the student’s on-site practicum supervisor(s);
  - Letter of recommendation from the Emphasis Coordinator;

- Documentation of payment of all tuition and fees;
  - Approval form of the final Masters thesis/project/manual project/portfolio.
4. Students must have all financial obligations met as indicated by the Business Office

### ***Participation in the Graduation Exercise***

Participation in the formal graduation exercise normally takes place only after all parts of the MACO program including the capstone and the critical dialogue have been successfully completed. If the critical dialogue portion of the program has not been successfully completed by December 15<sup>th</sup> of the year before formal graduation is anticipated and the student desires to “walk” in the coming May graduation certain formal steps must be completed. First there must be a consultation with the student’s Capstone Coordinator to plan for successful MACO completion preferably by the time of the graduation but certainly as quickly as possible following the date of “walking.” If a reasonable plan for completion has been worked out between the student and the Capstone Coordinator, the Capstone Coordinator together with the MACO Director will petition the Registrar on or before January 15<sup>th</sup> to allow the student to “walk” with the definite understanding that the student will complete the MACO program as soon as possible thereafter but in no case later than the end of the following fall semester.

